

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

**PARKER ACADEMY
SUMMARY REPORT**

**David S. Parker, Executive Director
Marby F. Blanchard, Special Education Coordinator**

Chairperson, Visiting Team: Maryclare J Heffernan
Education Consultant, SERESC

Visit Conducted on April 10 – 11, 2006
Report Date, June 28, 2006

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. April 10 – 11, 2006 Case Study Compliance Review Results
 - Parent Participation
 - Summary of Findings from the Three Focus Areas
 - Commendations
 - Issues of Significance
 - Citations of Noncompliance
 - Suggestions for Program Improvement
- VI. Building Level Summary Report
- VII. Addendum: NH Minimum Standards
 - Innovative Practice Descriptions

I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Maryclare Heffernan	Education Consultant
Barbara Cohen	NH Department of Education Consultant
Angie Butzer	Lead Teacher
Kevin Murphy	Director
Janet Reed	Director

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Michael Angwin	Director of Education
Marby Blanchard	Special Education Coordinator
Bill Heath	Social Studies/English Teacher
Michael Blaisdell	Physics/Math Teacher
Sara Hubert	Teacher
Robert Tisdale	English Teacher
Martha Clark	Reading Specialist
Peter Alford	Advisor
Sheldon Cassidy	Tech Ed Teacher
Ken Brown	Math Teacher
Dr. Rachel Bedard	Social Communications Instructor
Debra Mahar	Art Teacher

II. INTRODUCTION

Parker Academy is a private school for students in grades 6 through 12, located in Concord, New Hampshire. The school's enrollment at the time of the NH DOE Special Education Program Approval visit was 48 male and female students, including students with and without disabilities. The school administrators sought and received initial NH DOE approval in 2004. They are presently approved for up to 32 students with educational disabilities including Autism, Emotional Disabilities, Other Health Impairment, and Learning Disabilities. At the time of the NHDOE Special Education Program Approval visit, students were attending from 19 different New Hampshire school districts. The school is located in two separate buildings in the city of Concord. The school provides a general instruction program during the school day and a separate after school tutoring program.

Parker Academy's philosophy is captured in the following **Mission Statement**, as submitted the NHDOE Special Education Program Approval Application:

"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. 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 "

Parker Academy administrators and educators state the following: "Some of our brightest and most innovative students were unsuccessful in traditional environments. They may have been frustrated by traditional school formats and may have acted out or disengaged. Students with learning differences, artistic desires or emotional needs often find themselves lacking for attention in large schools and longing for an environment that not only adjusts to them, but offers them appropriate challenges."

Based on the April 2006 NHDOE visit to Parker Academy, it was clear that the mission and objectives stated are a living document, as evidenced by the culture and educational practice demonstrated throughout the school program.

SCHOOL DEMOGRAPHICS	2003-04	2004-05	2005-06
Student Enrollment as of December 1	35	48	48
Do you accept out-of-state students? If so, list number from each state in 05-06	yes. 0 for 05-06; 1 (MA) 04-05- private placement		
# and Names of Sending New Hampshire LEAs (as of October 1)	19; see below		
DOE Approved Rate	none	~25,000	37,736
Actual Expenditure per Pupil (Budget Divided by # of Students as of Oct 1)	na	41,337	32,145
# Identified Students Suspended One or More Times	6	5	3
Average Length of Stay for Students	1.7 yrs.	2 yrs.	2 yrs.
STAFF DEMOGRAPHICS			
Student/Teacher Ratio (as of Oct. 1)	30:12	37:17	46:18
# of Certified Administrators	0	1	1
# of Certified Teachers	5	9	9
# of Teachers with Intern Licenses	0	0	2 in process
# of Non-certified Teachers	7	8	7
# of Related Service Providers	0	0	2

# of Paraprofessionals	2 specialized reading tutors	3 specialized reading tutors	4 specialized reading tutors/ 1 mobility-personal care aide
# of Professional Days Made Available to Staff	2 early release days and as requested	2 early release days, 2°weekly; days as requested	2°weekly; days as requested

*NB- not weighted by program (regular vs special ed); we are already over budget

SAU #	Sending District	SAU #	Sending District
5	Oyster River	37	Manchester
8	Concord	46	Merrimack Valley
10	Derry Cooperative	48	Pemi-Baker Regional
12	Londonderry	49	Governor Wentworth
14	Chester	53	Deerfield
15	Candia	53	Allenstown
24	John Stark Regional	59	Winnisquam Regional (with Franklin)
25	Bedford	64	Milton
33	Raymond	67	Bow

SPECIAL EDUCATION PROGRAM DATA	2003-04	2004-05	2005-06
Primary Disability Types:			
Autism	2	3	5
Deaf / Blindness	0	0	0
Deafness	0	0	0
Emotional Disturbance	5	6	11
Hearing Impairment	1	1	1
Mental Retardation	0	0	0
Multiple Disabilities	0	0	0
Orthopedic Impairment	0	0	1
Other Health Impairment	2	5	7
Specific Learning Disabilities	4	6	12
Speech or Language Impairment	0	0	1
Traumatic Brain Injury	0	1	1
Visual Impairment	0	0	0
Developmental Delay ages 3-9	na	na	na

Discrepancies may exist between number of students listed here and SPEDIS records because of students privately placed or under agreements and on Childfind.

LEA SURVEY SUMMARY

As part of the NH DOE program approval, the Parker Academy administrator sent surveys to the sending districts (LEAs) to seek feedback on satisfaction and/or suggestions for improvements. A total number of 21 surveys were sent to school districts with 14 districts, or 67%, responding. The results indicate that district representatives generally agree that Parker Academy has positive expectations for the students placed at the school, that they are satisfied with the educational program and that the school provides the necessary skills to allow the student to make progress on their IEP goals. The areas receiving less strong support are the area of providing related services to students who may require such support. The school administrators may wish to seek further input from sending school district representatives in the areas of behavioral programs and transition planning to a less restrictive placement and a need for additional communication to the school district's liaison to gather more specific feedback.

SUMMARY REPORT OF SENDING LEAs

Total number of surveys sent: 21	Total # of completed surveys received: 14	Percent of response: 67%
Number of students placed by: LEA: 26 (some multiples)	Court: 0	Parent: 5

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.	11	3			
2. I am satisfied with the educational program at the above school.	7	7			
3. The school consistently follows special education rules and regulations.	7	5	1		1
4. The school has an effective behavioral program (if applicable).	3	7	1		1
5. I am satisfied with the related services provided by the school.	3	6			5
6. The school implements all parts of students' IEPs.	7	5	1		1
7. I feel the school provides the necessary skills to allow the student to make progress on the IEP goals.	8	6			
8. The school program measures academic growth.	10	3	1		
9. The school program measures behavioral growth (if applicable).	7	5			2
10. The school completes a minimum of 3 comprehensive reports per year on each child with a disability enrolled.	8	1	3		2
11. The progress reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.	9	5			
12. Progress reports are provided to the LEA and to the parent of the child.	9	4			1
13. I am satisfied with the way the school communicates students' progress.	8	4	2		
14. The school communicates effectively with parents.	7	6			
15. The school communicates effectively with the LEA.	8	3	2		
16. The school involves parents in decision-making.	8	4	1		1
17. The school actively plans for future transition to a less restrictive placement.	4	5	2		3
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.	5	3	2		4
19. The school team sets meeting times that are convenient for both parents and the LEA.	9	5			
20. The school has met my expectations.	8	5	1		
21. I have a good relationship with the school.	9	5			
22. I would enroll other students at the school.	9	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 Parker Academy on April 10 – 11, 2006 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at the school.

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

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

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

- ♦ All application materials submitted
- ♦ Status of corrective actions since the last NHDOE Special Education Program Approval Visit
- ♦ Personnel credentials for special education staff (verified by NHDOE)
- ♦ Program descriptions and SPEDIS verification reports
- ♦ All data collected during the visit

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. The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the special education student population throughout the school district.

Evidence of the work conducted in-district and 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. 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 team. The summary, included in the report that follows, outlines identified areas of strength and areas needing improvement for the Parker Academy School programs.

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.

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

The April 2006 Case Study Compliance Review was the first time that Parker Academy has participated in a full special education program approval visit. Previous visits were considered initial visits, therefore no corrective action reports were required. All documentation of initial visits is on file at the NHDOE, Bureau of Special Education.

V. APRIL 10 – 11, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS

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

Based on the size of the student population, the Parker Academy staff and administration prepared a total of two Case Study Reviews, including one 10th grade and one 12th grade student. A summary of findings is described in this report.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents participate as an active stakeholder 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 SAU/school is required to send to 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 the April 10 – 11, 2006 Case Study Compliance Review in Parker Academy.

Parent surveys were sent to all of the 48 parents of Parker Academy students and, of those, 24 or 50% were returned. The parent responses reflect an overall sense of satisfaction with Parker Academy's programs and have positive responses specifically in the area of progress reporting, the sense of safety and security their child has at the school and their role as parents in the IEP process. Some areas in which the school may want to gather more information from parents include the transition planning process and ways to encourage student participation in after-school activities. However, the response from 50% of the parents shows that the program is providing the programs and supports their students need to be successful in school.

SUMMARY OF PARENT SURVEY DATA – MIDDLE SCHOOL

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

SUMMARY OF PARENT SURVEY DATA – HIGH SCHOOL

Total number of surveys sent: 40	Total # of completed surveys received: 20	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.	19	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	15	1		4
I am adequately informed about my child’s progress.	20			
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	13	7		
My child feels safe and secure in school and welcomed by staff and students.	18	1		
A variety of information (observations, test scores, school work, parent input) was used in developing my child’s IEP.	17	1		2
I am satisfied with the progress my child is making toward his/her IEP goals.	15	2		3
FOR PARENTS OF HIGH SCHOOL STUDENTS:	15			5
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.	16			4
All of the people who are important to my child’s transition were part of the planning.	14	4		2
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:	6	3		11
I am satisfied with the written secondary transition plan that is in my child’s IEP.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child’s classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES 14			NO 6
I have been involved in the development of behavior interventions, strategies and supports for my child.	11	3		
I am satisfied with the way the school is supporting my child’s behavioral, social and developmental needs.	12	2		
OTHER:	3	2	1	No Answer
I fully participate in special education decisions regarding my child.	17	2		1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	17			3

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

Access To The General Curriculum

Implementation of IEPs

Provision of Non-Academic Services

Full Access to the District’s Curriculum

Equal Education Opportunity

Parker Academy provides their students with a wide range of learning opportunities, including a curriculum aligned with the NH Curriculum Frameworks and instructional practices that offer both a depth and breadth of educational experiences. The students are offered small class sizes, flexible scheduling, vocational experiences, individually-designed instruction and tutorial supports as needed, as well as interactive and experiential instruction, with frequent progress reporting to measure student growth. Through an advisory program the students develop their own portfolios and establish their own

academic and social goals. They are able to describe their own gains and also identify areas in which they continue to need work.

The school offers community based experiences and internships to the students as a way to expand and enrich the educational experience and engage students in community service opportunities. Staff and students describe this aspect of the school program as very valuable to their learning by providing students with a range of learning experiences and a chance to apply newly acquired skills in natural settings.

Parker Academy's staff members are certified in many of the content areas required by the NH Minimum Standards. However, according to the roster submitted by the school's administration, the school is lacking in certified staff or consultants in the areas of: Business, Library/Media, Health and Physical Education. (Please see addendum list at end of report.) In addition, during the NHDOE visit to Parker Academy, the NHDOE raised questions regarding the role and responsibilities of the Program Director. While the facility currently has a certified special education administrator responsible for the oversight and coordination of the special education process, it was not clear that a certified administrator is conducting supervision and evaluation of staff. As such, further clarification is needed regarding this issue.

An area in need of attention is that of procedural consistency to meet state and federal requirements in the development of the IEPs, including transition planning and documentation. The school administration is working with a number of different SAUs, bringing a range of IEP forms and approaches to the IEP process. This can be a challenge for the private school in assuring that all components of the IEP process are documented consistently. One student's IEP reviewed was found to be out of compliance as a result of incomplete documentation. The school may want to consider the rather high caseload the Special Education Coordinator has, and consider the need for additional support to the special education process with additional clerical support and organization or by other means.

The visiting team was impressed with the range of educational opportunities available to all students in this small school and found the students well able to describe the successes and challenges they have faced as students. It was clear to the visiting team that the Parker Academy curriculum, instruction and assessment model is based on a philosophy of meeting individual student needs through a collaborative team approach. Staff members communicate frequently with each other and with the students and parents.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Transition planning for Parker Academy students is an ongoing process that includes the students in setting their own goals and planning for their next placement. Students are able to describe their goals and their plans to reach those goals in a meaningful way. In this small school the class to class transition planning is done in an informal manner but a more formal approach is taken with school to school transitions.

A unique feature that is seen by staff, students and parents as highly effective is the internships offered to high school students. They can participate in these volunteer internships to explore career models and expand their interests.

The visiting team and Parker Academy administrators agree that while the transition planning presently in place is very effective, it would be beneficial to formalize the transition process earlier, involving all relevant team members, including the student.

Behavior Strategies and Discipline

There is a prevailing sense of calm and order within the Parker School that speaks to the well established culture of mutual respect and appropriate behavior found throughout the school programs. The school's students present a range of social/emotional and behavioral needs that the school supports through clear behavior guidelines, a comprehensive social

pragmatics course, small group discussions with a counselor, and a Judicial Board that addresses the more minor student infractions.

The staff/student Judicial Board represents a democratic approach to behavior management and provides students with opportunities to participate in their own school model. This innovative approach to positive behavior intervention and supports appears to be highly effective in this school.

The psychological consultation and counseling supports offered to the students are another strength of the school. Students engaged in developing specific social pragmatic skills are offered real situations in which to practice their newly developing skills. Many of the students at Parker Academy struggle with language-based disabilities and learning the appropriate response to a range of life situations is seen as very helpful and practical. By developing an understanding of their own communication style and how to respond in a variety of social situations, students recognize mistakes, learn new strategies and gain confidence in themselves through successful real life experiences.

In addition, while the consequences for inappropriate student behavior exist, the school's philosophy is one of a strength-based approach, which encourages everyone to consider the individual student strengths in social learning and problem solving, rather than a punitive approach based on student mistakes and behavioral difficulties.

COMMENDATIONS

1. The Parker Academy is commended for creating a long range vision for the school and working collaboratively with the school community to set goals, evaluate the progress toward the goals and establish new goals as needed. The philosophy includes the concept that the school is not a "building" but a way of approaching learning for all students.
2. The Parker Academy staff members are very professional and dedicated to their students and work tirelessly to seek creative and individual solutions to meet the wide range of student needs.
3. There is a high rate of staff retention and staff members express and demonstrate a strong commitment to the school's mission and beliefs.
4. The school is designed around a philosophy of meeting the needs of all learners. From that belief comes an attitude of "anything is possible" if they put their heads together to solve the issue. This approach has been very effective in establishing a pattern of progress and growth within the school that is seen in the success found by the students who attend the school.
5. The school's approach includes high standards and mutual respect for all who participate in the school community. This overarching practice results in a unique learning environment where students describe school as a comfortable and safe place to be.
6. Students describe the staff and administration as supportive of their learning and social/emotional needs. One student expressed his feelings by saying "The staff has been very respectful to me."
7. There is a strong, well established culture of shared responsibility among all staff working at Parker Academy. This means everyone helps everyone else and jobs and responsibilities are shared.
8. The approach to curriculum, instruction and assessment is designed as creative, individualized, hands-on and real world to meet the wide range of learning styles and needs.
9. The students are offered individualized reading instruction when needed. This is seen as an important element of the success of the program by both students and parents.
10. The social pragmatics groups offered to students with specific language processing needs is very innovative and effective. The connection of the newly developed skills to a real life practice is commended.
11. The positive approach to student success is seen in part in the school's philosophy of a strength-based model rather than a deficit-based approach to student programming.
12. The development of student portfolios is an important component in connecting the students to their own learning.
13. The WWW (Wild, Wacky Wednesdays) days are seen by all staff, students and administrators as an innovative way to extend the school experiences through exploration of new activities organized around themes.
14. The school facilities are attractive, well maintained and well designed to provide a comfortable and appropriate learning environment. There is a sense that students, staff and administrators all take care of the school buildings to maintain the level of attractiveness and cleanliness.
15. The parent workshops and support groups offered to parents with similar interests are described by parents as very helpful to them.

16. The school is very interested in developing good and working relationships with parents. They seek feedback from parents on a regular basis and conduct an end of the year survey to both parents and students to identify strengths and challenges of the program.
17. Evening parent groups are provided to parents based on specific subgroup issues or themes that are relevant to parent interests. Parents said they find the parent groups very helpful and directed to meet their specific needs.
18. Parents express a sense of confidence in the program and describe the effectiveness of the curriculum, instruction and sense of individual caring for each student as a significant strength of the program.
19. Students are fully engaged in their own learning, goal setting and evaluation of their successes. Students demonstrate a respect for each other, the staff and administrators and for the school itself. They attribute the sense of individual caring they receive as critical to their success. Also, the advisor/advisee program and the Judicial Board are part of the school's culture that contributes to the sense of democratic and reliable atmosphere that is part of the school.
20. There are weekly progress evaluations so that students and parents are regularly updated.

ISSUES OF SIGNIFICANCE

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

One of the areas identified during the Program Approval Visit was that of procedural consistency in the IEP process. A review of several student records revealed that there is a need to create a process for assuring that all aspects of the IEP process are completed in a timely manner for each student. The school administration is encouraged to review the present special education case management size and the clerical and organizational supports that may be needed to support the range of activities related to each student's IEP process. While the IEP process is shared by the LEA and the private school staff, the large amount of paperwork and documentation required for each student can be a complicated process to manage, and additional supports appear to be needed at Parker Academy at this point.

CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE APRIL 10-11, 2006 CASE STUDY COMPLIANCE REVIEW

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

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

1. **Ed 1133.03 (b) Governance** The governing body shall ensure that the program is in compliance with all federal, state, and local laws concerning the education of children with disabilities, including IDEA and RSA 186-C. Several of the student records reviewed did not include all of the up to date documentation of the IEP process.
2. **Ed 1109.01 – Elements of an IEP** IEP goals reviewed are not written in clearly measurable terms.

3. **ED 1119.08 CFR 300.304 Equal Education Opportunity and CFR 300.24, CFR 300.347 Full Access to District's Curricula**

There is a need to provide consultation to the certified staff in areas not covered by present staff certification. Those areas are: Library/Media Generalist, Family and Consumer Sciences, Business and Health and Physical Education.

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 and are also included in the Building Level Case Study Data Summary Report on pp.14-20. It should be noted that in the Building Level Data Summary Report, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is listed above with the citations of noncompliance.

1. As previously noted, the Program Approval visit identified a need for the Parker Academy administration to review the case management model presently in place to determine if the requirements of the state and federal regulations are able to be met in a timely manner. The school is encouraged to review the present job descriptions and time constraints that may have evolved over time to determine what additional clerical or staff supports, or system adjustments, may need to take place so that the school is able to meet all requirements.
2. While the special education requirement has been met regarding having a certified administrator on staff, it is understood that this individual does not hold responsibility for supervision and evaluation of staff. As Parker Academy continues to grow and expand, it will be critical that there be a certified administrator to provide staff supervision, with a background in curriculum, instruction and assessment for overseeing the overall programming for the school.
3. Staff, students and parents expressed an interest in beginning the transition planning earlier. While the Parker Academy does a nice job with transition planning, it would be helpful to formalize and begin the process at the time the student is enrolled at the school.
4. Consider ways to increase the professional development opportunities for all staff in developing measurable IEP goals, meeting the changing needs of the student population, and staying current in best practices and educational research, as well as in curriculum review and revision and alignment to the Grade Level Expectations (GLEs) and Grade Span Expectations (GSEs).
5. Continue to develop technology, specifically in the area of data collection. The school's individual student results are strong but it is important to develop a comprehensive data collection process so that school-wide patterns and trends of successes and challenges can be measured. Such information could be accessed to support decision making in the future.
6. Consider ways to collect student post-school data to determine the success of students who have graduated or transitioned from Parker Academy.
7. The school presently provides an emphasis on a range of art forms, but students expressed an interest in greater opportunities for participation in the performing arts through theatre, music, dance, etc.
8. The school already provides a nice range of experiential and hands-on classes for students, but staff and students would like to expand these offerings to include more vocational classes, in culinary arts for example.

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU:	School: Parker Academy	Date: 4/11/06
Programs:	Number of Cases Reviewed: 2	
Recorder/Summarizer: Marby Blanchard		

Collaborative Team Members:

Name: Angie Butzer	Building Level or <u>Visiting</u>
Name: Janet Reed	Building Level or <u>Visiting</u>
Name: Barbara Cohen	Building Level or <u>Visiting</u>
Name: Marby Blanchard	<u>Building Level</u> or Visiting
Name: Sara Hubert	<u>Building Level</u> or Visiting
Name: Michael Angwin	<u>Building Level</u> or Visiting
Name: Bill Heath	<u>Building Level</u> or Visiting
Name: Michael Blaisdell	<u>Building Level</u> or Visiting
Name: Kevin Murphy	Building Level or <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/private facility in the areas of:
Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARY OF BUILDING LEVEL DATA

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

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program. *(One of the IEPs reviewed was out of date therefore the team was uncertain how to assess several of the questions listed here.)					2		
IEP goals are written in measurable terms. (IEP was not current)					1	1*	
Student has made progress over the past three years in IEP goals. Goal 1 (IEP was not current)					1	1*	
Student has made progress over the past three years in IEP goals. Goal 2 (IEP was not current)					1	1*	
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					2		
When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum.					2		
Student participates appropriately in state, district and school-wide assessments.					2		
Student <u>shows progress</u> in state, district and school-wide assessments.					2		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2		
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					2		
Extension in Place	Lack of Qualified Personnel — Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
For High School Students:					YES	NO	NA
Student is earning credits toward a regular high school diploma.					2		
IF YES: within 4 years?					2		
Student will earn an IEP diploma or a certificate of competency.						2	
IF YES: within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?					2		

Access to the General Curriculum

Strengths

1. The depth and breadth of the curriculum offerings in a variety of areas and across the school population are commendable.
2. The school demonstrates an ability to adjust the program to meet individual student needs. This includes offering part-time or specialized programs to bring highly anxious students into school in a positive way.
3. The individual tutoring in reading offered to students who need it has been described by both students and parents as an important support for students.
4. Parker Academy staff are flexible when it is called for, including the ability to adjust scheduling, class make-up/size, or instruction at any time, as needed.
5. The staff and administration’s consciousness and responsiveness to individual student needs is a central theme of the school’s philosophy.
6. There is regular and frequent feedback from teachers regarding student progress that allows response from advisor, parents, etc. in a timely manner.
7. Instructional programs are designed to elicit student engagement.
8. The school’s physical facilities and technology support are important positive aspects of Parker Academy.

Suggestions for Improvement

1. Continue to expand programs, particularly in the technical and prevocational areas, such as culinary arts.
2. Provide more professional development to staff in curriculum review and revision and alignment to the Grade Level Expectations (GLEs) and Grade Span Expectations (GSEs).
3. Consider ways to increase programming in the performing arts areas (music, theater, dance, etc.). Several students indicated that they would appreciate more emphasis on the arts.
4. Identify ways to develop a pool of substitute teachers to provide more flexibility for Parker Academy staff. This will allow more staff to attend professional development sessions, for example.
5. Identify a way to provide more clerical assistance to support the special education process, specifically tracking the IEP process and documents and ensuring all paperwork is received from the LEA.

SUMMARY OF BUILDING LEVEL DATA

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

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

Transition

Strengths

1. Parker Academy’s transition process includes the students and offers activities that are individualized.
2. The Parker Academy student internships are important in offering students a chance to try out real life careers.
3. There is significant access to and use of the local community to provide the students with real life experiences.
4. The community is also utilized to provide the students a way to practice their newly formed social pragmatic skills. This innovative approach to the development of real life communication skills is very effective.
5. There are many hands-on, real world activities woven into the curriculum and instruction offered to students at the school.
6. There is a consciousness of the future needs of the students that is embedded in the school’s activities, such as study skill development and college prep work.
7. The Summary of Performance completed for the graduating students is well done and comprehensive.
8. If a student leaves the school and then wishes to return, they must go through a reapplication process that provides the student with a relevant real world experience.

Suggestions for Improvement

1. Consider how to more consistently document the many ongoing transition activities as they related to the IEP transition document.
2. Continue to develop the role of the student in their own transition planning so that ultimately they may be able to conduct “student-centered and student-led” transition planning meetings.

SUMMARY OF BUILDING LEVEL DATA

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

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		2			
Has this student ever been suspended from school?		2			
If yes, for how many days?		6 each			
If appropriate, a functional behavior assessment has been conducted.		1			1
IEP team has addressed behaviors that are impacting student learning.		2			
A behavior intervention plan has been written to address behaviors.		2			
All individuals working with the student have been involved in developing behavior intervention strategies.		2			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2			
Results of behavior intervention strategies are evaluated and monitored.		2			
A school-wide behavior intervention model exists.		2			
Strengths	Suggestions for Improvement				
<ol style="list-style-type: none"> 1. There is a school-wide culture of respect and appropriate behavior at Parker Academy. This is evident to visitors as the students observed were engaged in their schoolwork and showed appropriate behavior both when in the classroom and in unstructured time. 2. The social pragmatics groups offered to students provide specific skills to students who may have language processing difficulties and as a result may struggle with social behavior. These groups offer not only social language development but also the opportunity to practice the skills in real life settings. One innovative aspect of the program is to help the students to describe their energy on a line scale of 0 to 10 to identify how they are feeling at that moment. This concept has been adopted by the whole school. 3. The school has a faculty/student Judicial Board that listens to a review of student infractions and determines consequences. This has been described by students, parents and staff as a fair and positive feature of the school’s behavior management. Students are reflective in both hearing the student’s story and in determining consequences, and the democratic process is found to be very effective. 4. Parents indicate that their student has been successful at Parker Academy, specifically in the area of behavior, compared to their previously unsuccessful placements, in great part because of the individualized approach to discipline and positive support. 	None				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none">1. Students are treated as individuals with specific and varying needs. The staff has worked hard to develop an understanding of the students' disabilities, specifically of Autism, Aspergers and other communication disorder disabilities.2. The quality of the staff and their dedication to their work, content knowledge, enthusiasm and level of collaboration among all members of this educational community is commended.	

**VII. ADDENDUM: MINIMUM STANDARDS TABLE
INNOVATIVE PRACTICE DESCRIPTION**

NH Minimum Standards		
REQUIREMENTS – E (elementary) M (middle) H (high school)	CERTIFIED STAFF	CERTIFIED CONSULTANT
Arts Education (E, M, H)	Deborah Mahar	
Business Education (H)		
Information and Comm. Technologies (E, M, H)		
Family and Consumer Science (M, H)		
World Languages (H)	Peter Alford – French Mark Hampton – French, Spanish	
Health Education (E, M, H)		Thomas Walton (Cert. Expired)
Technology Education (M, H)		Richard Bragg
English / Language Arts / Reading (E, M, H)	William Heath (Alt V SOE) Robert Tisdale (Alt 3)	
Mathematics (E, M, H)	Ken Brown	
Physical Education (E, M, H)	(Expired)	Thomas Walton (Cert. Expired)
Science (E, M, H)	Sara Hubert (Biology) G. Stephen Kelsey (Chemistry) Jim Parker (Alt IV SOE)	Hilary Thompson (Physics, Biology, Elementary Science)
Social Studies (E, M, H)	Erika Feldman	
Career and Technical Education (H)		Richard Bragg
Administrator (E, M, H)	Marby Blanchard (Special Education Administration)	
Library Media Generalist (E, M, H)		

In addition Parker Academy has staff member with Elementary Education certification (Patricia Hormel), Special Education certification in the areas of General Special Education, Emotionally Handicapped and Learning Disabled (Marby Blanchard), Speech/Language Pathologist (Laura Darling), Guidance Counselor (Katherine Perkins), School Psychologist and Psychologist (Kirke Olson and Rachel Bedard).

INNOVATIVE PRACTICES

Name of School: Parker Academy		
Contact Person for Innovative Practice: Dave Parker/ Sara Hubert	Phone:410-6240	Email:dparker@parkeracademy.com, shubert@parkeracademy.com
Name of Person Completing This Form: Marby Blanchard	Phone:410-6240	Email:mblanchard@parkeracademy.com

Definition of Innovative Practice: Educational practices that are infused with respect and rigor, provoke discussion, hold possibilities for growth and change, and improve student performance.

Components of Innovative Practices: (Indicate one of these three categories for each innovative practice identified)

1. **Classroom/School Environment** (behavior management strategies, culture, communication, celebrations and recognitions, etc.)
2. **Curriculum, Instruction and Assessment** (e.g. engaging all students in learning, integration of technology, diversified instruction, use of data to inform instruction, involving all staff in curriculum decisions, etc.)
3. **Professional Responsibilities** (e.g. professional development, communicating with families, reflecting upon teaching, mentoring, collaboration between general and special education, etc.)

Description of an Innovative Practice in Your Educational Community:

Alternative scheduling: We have classes lasting an hour each on Monday, Tuesday, Thursday, Friday. “Wild Wonderful Wednesdays” have a different schedule: Students participate in a “club” activity (origami, robotics, yearbook, etc.) and a physical activity (basketball, capture the flag, yoga, etc.), each for about 2 hours in the morning. They then do 2+ hours of community service in the afternoon. The community service ranges from activities around the school to volunteering for the Red Cross, Sierra Club, Upreach Therapeutic Riding, Live and Let Live Farm, the Merrimack County Nursing Home, etc. All these activities provide a “break” in the students’ week relative to academics, and let them explore new activities as well as interact with staff in activities of mutual enjoyment.

While the students are in community service, which is supervised by a rotating group of staff, parents and older students, faculty meet for professional development working with the administration and consulting psychologist on school goals. This can involve sharing of new information and techniques, case studies of individual students, dealing with specific curriculum or behavioral issues, committee work, curriculum development, etc.

Please provide a brief commentary on data collection that has identified this practice as having a positive impact upon student performance.

Student, parent and faculty questionnaires have all reflected positively on this. Attendance data suggest that students are more consistent in attendance given the break in their week. Faculty members have time to reflect on practices, share knowledge and strategies, and problem-solve in a collaborative way.

Please describe how this innovative practice is evaluated.

Questionnaires, attendance data, committee products. Student evaluations pursuant to an intervention/ strategy developed by the group.

INNOVATIVE PRACTICES

Name of School: Parker Academy		
Contact Person for Innovative Practice: Rachel Bedard, Bill Heath, Dave Parker	Phone: 410-6240	Email: dparker@parkeracademy.com, bheath@..., rbedard@...
Name of Person Completing This Form: Marby Blanchard	Phone: 410-6240	Email: mblanchard@parkeracademy.com

Definition of Innovative Practice: Educational practices that are infused with respect and rigor, provoke discussion, hold possibilities for growth and change, and improve student performance.

Components of Innovative Practices: (Indicate one of these three categories for each innovative practice identified)

4. **Classroom/School Environment** (behavior management strategies, culture, communication, celebrations and recognitions, etc.)
5. **Curriculum, Instruction and Assessment** (e.g. engaging all students in learning, integration of technology, diversified instruction, use of data to inform instruction, involving all staff in curriculum decisions, etc.)
6. **Professional Responsibilities** (e.g. professional development, communicating with families, reflecting upon teaching, mentoring, collaboration between general and special education, etc.)

Description of an Innovative Practice in Your Educational Community:

Social Skills Groups

Groups have been established to develop improved social skills. Initially there were two general types- boys groups to support students with pragmatic skills issues such as those associated with Asperger's syndrome and girls groups to develop better understanding and leadership skills among adolescent females. These have more recently been expanded to include groups to provide discussion around the social issues involved in Health (sex ed, drug & alcohol, etc.), and a middle school social skills group. The groups are run by a Ph.D. psychologist, with a faculty member working with her to facilitate carry over into other areas for the Asperger's groups. General issues are shared with the administration, with the faculty during weekly meetings and with parents during parent meetings. Groups take frequent field trips to work on social skills in the community, prevocational exploration (jobs in the community, how to complete a job application, interviewing skills, what an employer might want/ fear) and general community exposure. The girls are currently raising money for a trip to Portland, ME to work on a Habitat for Humanity project.

Please provide a brief commentary on data collection that has identified this practice as having a positive impact upon student performance.

Students are making gains in social skills and transition planning. The girls are increasingly acting as a united, positive group (ie the Habitat for Humanity trip). There are somewhat fewer behavioral disruptions from the students involved.

Please describe how this innovative practice is evaluated.

Parent and teacher feedback. Progress of individual students on IEP/ weekly evaluation goals. Student feedback.

INNOVATIVE PRACTICES

Name of School: Parker Academy		
Contact Person for Innovative Practice: Dave Parker, Mike Angwin, Kirke Olson, Rachel Bedard,	Phone:410-6240	Email:dparker/ mangwin/kolson/rbedard@parkeracademy.com
Name of Person Completing This Form: Marby Blanchard	Phone:410-6240	Email:mblanchard@parkeracademy.com

Definition of Innovative Practice: Educational practices that are infused with respect and rigor, provoke discussion, hold possibilities for growth and change, and improve student performance.

Components of Innovative Practices: (Indicate one of these three categories for each innovative practice identified)

7. **Classroom/School Environment** (behavior management strategies, culture, communication, celebrations and recognitions, etc.)
8. **Curriculum, Instruction and Assessment** (e.g. engaging all students in learning, integration of technology, diversified instruction, use of data to inform instruction, involving all staff in curriculum decisions, etc.)
9. **Professional Responsibilities** (e.g. professional development, communicating with families, reflecting upon teaching, mentoring, collaboration between general and special education, etc.)

Description of an Innovative Practice in Your Educational Community:

Overall parent involvement:

Parent groups- Parents are invited to evening groups focusing on specific subgroups of students (students on the autism spectrum or similar issues; girls) or specific themes such as orientation to the program. Parents, administration, teachers, group leader and consulting psychologist join in broad discussions of issues and strategies, offering mutual support and expertise.

Parent volunteering- parents assist with weekly community service and various field trips. They have been guest speakers around vocational/ transition themes. They help with a variety of events from manning the grill at a celebratory barbecue to providing baked goods for fund-raisers.

Please provide a brief commentary on data collection that has identified this practice as having a positive impact upon student performance.

Parent feedback; parent support of students' activities at school; improved communication

Please describe how this innovative practice is evaluated.

Parent feedback; tracking of complaints regarding communication

INNOVATIVE PRACTICES

Name of School: Parker Academy		
Contact Person for Innovative Practice: Jim Parker, Mike Blaisdell, Mike Angwin, Dave Parker	Phone:410-6240	Email:jparker/mblaisdell/mangwin/dparker@parkeracademy.com
Name of Person Completing This Form: Marby Blanchard	Phone:410-6240	Email:mblanchard@parkeracademy.com

Definition of Innovative Practice: Educational practices that are infused with respect and rigor, provoke discussion, hold possibilities for growth and change, and improve student performance.

Components of Innovative Practices: (Indicate one of these three categories for each innovative practice identified)

10. **Classroom/School Environment** (behavior management strategies, culture, communication, celebrations and recognitions, etc.)
11. **Curriculum, Instruction and Assessment** (e.g. engaging all students in learning, integration of technology, diversified instruction, use of data to inform instruction, involving all staff in curriculum decisions, etc.)
12. **Professional Responsibilities** (e.g. professional development, communicating with families, reflecting upon teaching, mentoring, collaboration between general and special education, etc.)

Description of an Innovative Practice in Your Educational Community:

Establishment of cultural institutions/ norms in the Parker Community

Judicial Board - There is a school constitution and student-staff J-Board. The former was developed by the government class and voted on by staff and students. The J-Board has representatives from across the school population, students and staff. Students who commit various offenses are written up in an incident report and this goes to the J-Board. The student comes before the board and has an opportunity to explain the incident from his or her point of view. The student's advisor may act as an advocate or just support the student. The J-Board deliberates on the incident and comes up with a response/ consequence. This is then reviewed by the administration, but is rarely overturned. Typical offenses are repeated tardiness to class, rude or disruptive behavior, going off-campus without permission.

Clusters/ advisory/ school meetings- Students meet in clusters first thing in the morning to get organized for the day. They take a minute to reflect, talk about school issues or activities as needed (some rec activities are publicized in this way) and talk about the day. In the middle school, the cluster time is expanded to include explicit review of the activities and a brief exercise time. Each student has an advisor, with advisors having 1-5 students. An advisor meets with each advisee weekly for 20-30 minutes, typically using the lunch period. They review the student's goals and accomplishments for the week, and discuss any issues that may be arising. The advisor is the person in charge of sending the student's weekly evaluations home, and includes his or her own observations. He or she is also the main point of contact for the parents if they have a concern. All school meetings are held on an as needed basis, to communicate news- information about upcoming events, discuss issues of concern, celebrate an accomplishment or act as a vehicle for public comment- eg a public apology for an incident (a fairly frequent J-board consequence) or public recognition for an accomplishment.

Please provide a brief commentary on data collection that has identified this practice as having a positive impact upon student performance.

Students do an effective job of policing themselves, and there is little difficulty on following through on consequences when they are given out by peers (such as skipping teacher detentions in a typical school). The consequences are sometimes quite creative- i.e., a serious but positive talk with an older peer for a young man who was touching inappropriately. Discipline issues are not a major issue at Parker Academy.

A positive Parker Academy culture is becoming more and more solidly established. While we are far from perfect, we are increasingly together; as a young woman recently put it, "a bunch of the kids including me at some point say 'I hate being

here,' but deep down inside we love it, it's not just a school, it's family." It's a place where being different or having a disability is okay. This has allowed this girl to confront her difficulties and work on achieving academic success rather than hiding, avoiding and failing. Students do not fall through the cracks, and they feel the personalization.

Please describe how this innovative practice is evaluated.

Disciplinary records. Student achievement (report cards, test scores, etc.) Parent and student feedback on questionnaires and in discussions. Student attendance and participation in activities.

INNOVATIVE PRACTICES

Name of School: Parker Academy		
Contact Person for Innovative Practice: Dave Parker, Mike Angwin, Marby Blanchard	Phone: 410-6240	Email: dparker/mangwin@parkeracademy.com
Name of Person Completing This Form: Marby Blanchard	Phone: 410-6240	Email: mblanchard@parkeracademy.com

Definition of Innovative Practice: Educational practices that are infused with respect and rigor, provoke discussion, hold possibilities for growth and change, and improve student performance.

Components of Innovative Practices: (Indicate one of these three categories for each innovative practice identified)

13. **Classroom/School Environment** (behavior management strategies, culture, communication, celebrations and recognitions, etc.)
14. **Curriculum, Instruction and Assessment** (e.g. engaging all students in learning, integration of technology, diversified instruction, use of data to inform instruction, involving all staff in curriculum decisions, etc.)
15. **Professional Responsibilities** (e.g. professional development, communicating with families, reflecting upon teaching, mentoring, collaboration between general and special education, etc.)

Description of an Innovative Practice in Your Educational Community:

Flexible scheduling

Scheduling at Parker Academy involves a number of factors and is never written in stone. Classes can be broken up into smaller groups or recombined depending on the needs of the student. A student who is highly anxious or depressed might start with only a couple of classes a day, such as Art and English, or Tech Ed and PE.

Please provide a brief commentary on data collection that has identified this practice as having a positive impact upon student performance.

We are frequently able to ease students who have been attending school on a limited basis or not at all into a nearly full-time schedule. We are able to provide one-to-one tutorials or very small classes to students with specific needs in reading, math and writing. We can provide tutorials that allow a student to fulfill a credit need such as completing a partial credit in Medieval History. The student is able to move on academically from a place of being stuck or behind..

Please describe how this innovative practice is evaluated.

Movement of students from part-time to full- or nearly full-time status. Improved performance in core subjects. Completion of credit requirements.