

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

**PARKER ACADEMY
SUMMARY REPORT**

**David Parker, Executive Director
Marby Blanchard, Director of Special Education**

Chairpersons, Visiting Team:
Mary Anne Byrne and Kathryn L. Skoglund,
Education Consultants

Site Visit Conducted on April 9 &10, 2009
Report Date, July14, 2009

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairpersons: Mary Anne Byrne & Kathy Skoglund	Education Consultants
Leander Corman	Education Consultant, NH DOE
Jennifer Rice	Counselor/Transition Coordinator
Kyla Welch	Director of Student Services
Anne Wilkinson	Special Education Coordinator

Building Level Team Members:

NAME	PROFESSIONAL ROLE
Lindsay Bergen	Teacher
Rhonda Bergman	Teacher
Marby F. Blanchard	Special Education Coordinator
Jim Burk	Wellness Coordinator
Chris Garos	Teacher
Stephen Kelsey	Teacher
Deborah Mahar	Teacher
Karen McNamara	Teacher
Kirke Olson	School Psychologist
David Parker	Executive Director
Jim Parker	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 54 male and female students, including 32 students with disabilities; the number for which they are presently approved. Parker Academy is approved to provide services to students with Autism, Emotional Disabilities, Other Health Impairment, and Learning Disabilities. At the time of the NHDOE Special Education Program Approval visit, students were attending from 24 different New Hampshire school districts.

***Mission Statement**

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

* Our mission, ever-evolving, will be reviewed this year as we engage in an overall reappraisal of who we are and what we do as part of a professional learning community-based model.

SCHOOL DEMOGRAPHICS	2007-08	2008-09
Student Enrollment <u>as of December 1</u>	45	50
Do you accept out-of-state students? If so, list number from each state in 08-09	Yes; none	
Number and Names of Sending New Hampshire LEAs (as of October 1)	25: Londonderry (SAU 12), Concord (SAU 8), Bedford (SAU25), Wakefield (SAU 64), Milton (SAU 64), Deerfield (SAU 53), Derry (SAU 10), Bow (SAU 67), Weare (SAU 24), Goffstown (SAU 19), Hooksett (SAU 15), Candia (SAU 15), Raymond (SAU 33), Manchester (SAU 37), ConVal (SAU 1), Salem (SAU 57), Sunapee (SAU 85), Timberlane Reg (SAU 55), Oyster River (SAU 5), Kearsarge Reg (SAU 65), Nottingham (SAU 44), Pittsfield (SAU 51), Sanborn Reg. (SAU 17), Pemi-Baker (SAU 48), Monadnock Reg (SAU 38)	
# of Identified Students Suspended One or More Times	9	4
Average Length of Stay for Students	1.83 yrs	1.87 yrs
<u>STAFF DEMOGRAPHICS</u>		
Student/Teacher Ratio (as of Oct. 1)	42/13.7 FTE= 3.1:1	48/16.5 FTE= 2.9:1
# of Certified Administrators	1	1
# of Certified Teachers	7	9
# of Teachers with Intern Licenses	1	2
# of Non-certified Teachers	11	10
# of Related Service Providers	2 (Part-time)	2 (Part-time)
# of Paraprofessionals	1	1
# of Professional Days Made Available to Staff	Non-specific; staff members are encouraged to attend relevant outside events; in-house professional activities occur some Wednesdays, after school and on contractual days when school is not in session	Non-specific; Non-specific; staff members are encouraged to attend relevant outside events; in-house professional activities occur during lunch, after school and on contractual days when school is not in session.

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 9 & 10, 2009 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. Program Approval Visits are conducted using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities:

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

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

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

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

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 plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. 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 June 28, 2006 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Citation	Status as of July 27, 2007	Status as of April 9 & 10, 2009
<p>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.</p> <p>-Several of the student records reviewed did not include all of the up to date documentation of the IEP process</p>	MET	MET
<p>2. Ed 1109.01 – Elements of an IEP</p> <p>- IEP goals reviewed are not written in clearly measurable terms.</p>	MET	<p>PARTIALLY MET. Transition goals were not measurable. (Ed 1109.01)</p>
<p>3. ED 1119.08 CFR 300.304 Equal Education Opportunity and CFR 300.24, CFR 300.347 Full Access to District's Curricula</p> <p>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.</p>	<p>NOT MET: Library Media Specialist Consultant not in place.</p> <p>Status as of March, 2008: MET</p>	MET

V. APRIL 9 &10, 2009 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team dig deeply into the data, and not just 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 type of case studies to be prepared and presented, to ensure that building teams are not inundated with much more data than they can possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

The visiting team in cooperation with designated Parker Academy staff conducted two case studies of randomly selected students: a 12th grade (female) student identified with an Emotional Disability and an 8th grade (male) student identified with a Specific Learning Disability. Each of these student's programs reflected unique aspects of the Parker Academy program and provided the visiting team with a broad look at the curriculum, support services, and resources at Parker Academy. Each student presented their own "profile" to the team through the use of a power point and answered a range of questions from the visitors. The team was able to observe the students in their daily routine as well as meet with their parents. Each student was articulate about how Parker Academy had supported them in their educational process.

SUMMARY REPORT OF SENDING LEAs

Total number of surveys sent: 32	Total # of completed surveys received: 18	Percent of response: 56%
Number of students placed by: LEA: 32	Court: 0	Parent: 18

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

19. The school team sets meeting times that are convenient for both parents and LEA.	14	3			1
20. The school has met my expectations.	13	3		1	1
21. I have a good relationship with the school.	13	3			2
22. I would enroll other students at the school.	13	3			2

Parker Academy submitted the following analysis of the LEA surveys:

In general responses from the LEA were positive; that is, of 339 responses to the 22 items, 68% were strongly agree, 28% were agree (= 96% favorable), 3% were disagree, and 1% were strongly disagree (=4% unfavorable). That said, a few items suggested areas in which we need to do a better job: such as actively planning for transition to a less restrictive environment. Developing behavior programs and clearly showing progress and results of both behavioral and academic programs seem to be of concern. Although we have made progress in integrating measurement of both academic and individual goal (often behavioral) progress into our weekly electronic reports to parents and LEA's, there have been inconsistencies because of the learning curve on teachers' part and some technological issues. We continue to work on this and to try to better integrate the IEP's with our reporting systems so there is greater clarity and more timely sharing of results.

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 the April 9 & 10, 2009 Case Study Compliance Review in Parker Academy.

SUMMARY OF MIDDLE SCHOOL PARENT SURVEY DATA

Total number of surveys sent: 10	Total # of completed surveys received: 6	Percent of response: 60%
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SCALE 3 = COMPLETELY 2 = PARTIALLY 1 = NOT AT ALL

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	5	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	3	1	1	1
I am adequately informed about my child's progress.	5		1	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	3	2	1	
My child feels safe and secure in school and welcomed by staff and students.	6			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	6			
I am satisfied with the progress my child is making toward his/her IEP goals.	4	1		2
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
My child earns credits toward a regular high school diploma in all of his/her classes.				6
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.	4			2
All of the people who are important to my child's transition were part of the planning.	4			2

FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied with the written secondary transition plan that is in my child's IEP.				6
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	YES		NO	
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	3	2		1
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	4	1		1
OTHER:				
I fully participate in special education decisions regarding my child.	3	3		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	4			2

Parker Academy submitted the following analysis of the middle school parent surveys:

In general, responses to the survey were positive with 79% of responses in the "completely" category, 16% "partially" and 4% "not at all." Particular areas of strength were the students feeling safe and secure and that multiple data sources were used to develop the IEP; however, there were some areas in which middle school parents saw some problems. One was satisfaction regarding opportunities to participate with non-disabled peers (60% "completely," 20% "partially," 20% "not at all"): although the school does take students without disabilities, they are in the minority, so there are limited opportunities during the school day for such interactions. Another area of concern was participation in activities outside the school day (50% C, 33% P, 17% N); one parent stated explicitly that the negative response was not about the lack of opportunities, but the refusal of the district to provide transportation for after school activities at Parker Academy. Parker may need to do more to get students connected with activities outside of school in their home communities.

Another major area of concern was the degree to which parents felt they were involved in developing behavioral interventions and other decisions regarding their students. 40% of middle school respondents feel only "partially" involved in developing behavioral interventions. 50% of middle school parents feel they are only "partially" involved in decisions about their children in general. Although Parker Academy makes considerable (and increasing) effort to keep parents "in the loop" using advisor contacts, online reporting and parent meetings, we need to work on parents feeling a more integral part of the team.

SUMMARY OF HIGH SCHOOL PARENT SURVEY DATA

Total number of surveys sent: 40	Total # of completed surveys received: 21	Percent of response: 53%		
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.	17	3	1	
My child has opportunities to interact with non-disabled peers on a regular basis.	15	3	1	2
I am adequately informed about my child's progress.	19	2		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	17	2	1	1
My child feels safe and secure in school and welcomed by staff and students.	20	1		

A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	19	1		1
I am satisfied with the progress my child is making toward his/her IEP goals.	16	3	1	1
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY: My child earns credits toward a regular high school diploma in all of his/her classes.	18			3
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.	13	4	1	3
All of the people who are important to my child's transition were part of the planning.	16	1		4
FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied with the written secondary transition plan that is in my child's IEP.	10	1	1	9
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	YES		NO	
	3	2	1	No Answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	13	3		5
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	13	3		5
OTHER:				
I fully participate in special education decisions regarding my child.	20			1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	18			3

Parker Academy submitted the following analysis of the high school parent surveys:

Responses from the parents of high school students were in general positive- 88% of total responses were "completely", 10% were "partially" and only 2% were "not at all." Areas of perceived strength and concern somewhat mirrored those of the middle school parents and were greatest in the area of access to the general curriculum. Responses were 90% or more "completely" on the items: "My child earns credit... in his classes," "A variety of information... was used in developing my child's IEP" and "My child feels safe and secure in school..." and "I am adequately informed about my child's progress." However, there were areas of access of concern to parents: overall level of satisfaction with program and supports was 81% completely, 14% partially and 5% not at all. Level of satisfaction on progress towards meeting IEP goals was 80% completely, 15% partially and 5% not at all. High school parents also showed concern over opportunities for their children to interact with non-disabled peers (79% completely satisfied, 16% partially and 5% not at all) and participate in activities outside the school day (85% completely, 10% partially and 5% not all).

An aspect of transition that reflected high satisfaction was "All of the people who are important to my child's transition were part of the planning" (94% "completely"). Items showing less satisfaction were the written plan in the IEP (83% completely, 8% partially and 8% not at all) and the level of planning and support from grade to grade and school to school (72 % completely, 22% partially and 5% not at all).

In regard to behavioral programming and discipline, only 81% were completely (the remaining 19% partially) satisfied with their level of involvement in the development of interventions and how the school is supporting their children's behavioral, social and developmental needs.

In the category of "Other", 100% of responses were "completely" for "I fully participate in decisions regarding my child" and "I have been provided with procedural safeguards..."

While only a single response was "not at all" for any of the categories, those, combined with the "partially" responses suggest several areas of work to do. We need to work with districts on providing opportunities for students to participate in a greater variety of activities with non-disabled peers, particularly in non-school hours, a significant challenge with a population so widely dispersed geographically. Although we have made progress in tying IEP goals into our weekly classroom reporting, the connections need to be clearer to parents and their concerns better addressed in program development. This includes social-behavioral as well as academic programming. Planning for transitions needs to be improved at various levels, with a clearer series of steps across a student's career and better articulation and documentation of these in the IEP.

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

There is evidence that the students at Parker Academy have access to the general education curriculum; required courses, the majority are aligned with the New Hampshire Grade Level/Span Expectations and the others have well defined descriptions/curricula. With the exceptions of curricula in Economics and World Languages, all required course curricula was submitted. Parker Academy has a roster of NHDOE certified staff and consultants to teach the required curriculum. Instruction and content are modified to meet specific student needs and additional support is provided to students as necessary. Classroom accommodations are also provided as indicated in IEPs. Curriculum is varied and flexible reflecting strengths-based programming.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

Transition, in the largest sense of the word, is tended to constantly at Parker Academy. Grade-to-grade transitioning is strong reflecting frequent teacher dialogue, parental and student involvement, and careful planning. Transition planning is tied to post-secondary goals and is student-specific. There is a strong team approach to Transition planning and outside resources are used as appropriate for the student. Extended learning opportunities ("real life learning") are available at Parker Academy and in the community and are coordinated with IEPs, expanding Transition goals. Actual Transition goals need to be written in measurable terms and amended as student growth indicates.

Behavior Strategies and Discipline

Behavioral management is well integrated in the Parker Academy process. Culturally Accepted Norms (CANs) are clear and reinforced routinely as is the response if a "CAN" is violated. Explanation of the student management system is clearly articulated in the Student Handbook, the Faculty Handbook and in parent literature. The role of the Judicial Board is also clearly established. Discipline procedures are handled consistently and even-handedly. Alternatives to the CANs/Judicial Board are also clearly articulated. Behavioral support strategies are pro-active and positive. High standards are set for students to be contributing, productive, and compassionate members of their community. The focus is on a positive peer culture. The initiation of an Advisory System has helped to reduce behavioral issues.

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

Parker Academy is seeking approval to serve an increased number of students (change of capacity from 32 to 36) and to articulate the number of students served in the summer program as 10. In addition, they have requested the addition of Speech/Language Impairments to the disabilities they accept. Based on the review of the supporting materials, Case Study reviews, program visits/observations and feedback from the visiting teams during this NHDOE Program Approval process, these requested changes have been determined to meet requirements.

COMMENDATIONS

1. The collaborative nature of the leadership at Parker Academy is valuable to staff and students and promotes a positive atmosphere.
2. The model of distributed, strengths-based leadership initiated this school year has provided opportunities for self-reflection and assessment of program, administration and leadership needs and resulted in the hiring of a Principal with private school and special education experience.
3. The Advisory system that is in place at Parker Academy is supportive of students and parents alike and enhances the school experience for the students. Staff takes this responsibility very seriously.
4. The staff that has been assembled at Parker Academy is diverse, talented, committed, compassionate, and self-reflective. They indeed contribute to a very positive learning environment.
5. Parker Academy enjoys positive and cooperative relationships with its sending districts. This also enhances the student experience at Parker.
6. Professional development opportunities that are offered for Parker Academy staff are broad. The Administration strongly supports new faculty knowledge and this is reflected in the growth of the school.
7. The interest in and the ability of the staff to engage parents are valuable and are reflected in student growth, both academic and emotional.
8. Academic and scheduling flexibility enhance the Academy's ability to meet student needs.
9. Students, parents and staff have access to Grade Quick/EdLine to monitor progress and homework assignments, increasing communication and accountability.
10. Students develop and present portfolios quarterly to review their work, progress and to set forth future goals.
11. Annually, students must reapply to Parker Academy for the following fall. This practice gives students opportunities to reflect on the year and think about their personal goals for the following year.
12. Parker Academy's focus on positive psychology, use of a strengths-based approach to programming, and the study and incorporation of mindfulness has resulted in a focused, calm and encouraging learning environment for all.
13. See additional strengths in the Building Summary at the end of this report.

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.

There were no systemic issues of significance noted during the April, 2009 program approval visit.

**CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
APRIL 9 & 10, 2009 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 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.**

Child Specific Citations to Be Addressed by Both the LEA and Private School Setting

Responsible LEA: Concord/SAU #8

Ed 1109.01 Elements of an Individualized Education Program (a), (1) The elements listed in CFR 300.320 (b) Transition Services

(1) Appropriate measurable postsecondary goals...
Transition goals in the Concord student's IEP were not measurable.

ED # 1114.05(c): Program Requirements

Parker Academy has accepted an IEP which does not meet the requirements of Ed 1109.01(a) and 34 CFR 300.320: Lack of measurable (Transition) goals.

Program Specific Citations to Be Addressed by the Private School Setting

Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel.

(a) All administrative, instructional, and related service staff shall hold appropriate certification for the position in which they function as required by the State of New Hampshire or other licensing entity. Evidence of such qualification shall be on record with the program.

Several of the staff members whose job title/role is "teacher" do not have certification as educators.

According to the job descriptions and the submitted roster, the person responsible for supervising and evaluating staff does not hold appropriate credentials for this role.

Ed 1114.05 Program Requirements

(f) The private provider of special education or other non-LEA program shall not accept any students with disabilities for which the program is not approved.

At the time of the visit, 5 students were enrolled for whose disabilities Parker Academy was not approved to accept. In addition, Parker Academy is approved for a capacity of 32 and enrollment exceeded that approved limit; according to NHSEIS reports, additional students with disabilities have been placed in Parker Academy's Tutoring and Instructional Services setting.

(g) In each private provider of special education or other non-LEA program, all children with disabilities shall have access to equal educational opportunities within their programs and access to and ability to progress in the general curriculum as required under **34 CFR 300.320**.

Written curricula for Economics and World Languages were not submitted

Ed 1114.10 Qualifications and Requirements for Instructional, Administrative and Support Personnel, Chapter Ed 500, (e)

Each private provider of special education or other non-LEA program shall have written job descriptions covering all staff positions which shall be made available to the department.

No job description was submitted for the Wellness Coordinator.

Ed 1114.19 Insurance Coverage.

(b) All persons delegated the authority to sign checks or manage funds shall be bonded at the program's expense. Evidence that the delegated person is bonded was not submitted.

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 citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

1. For those students whose IEPs include Transition Plans or Transition Services it is suggested that goals and plans be modified as needed to address changes in student development and interests.
2. Increase opportunities for staff to participate in collaborative work to discuss new initiatives and day-to-day issues, to evaluate programs and student needs, and to plan responses to identified needs.
3. Parker Academy staff would like to see staff retreats re-introduced to help the continuation of establishing a sense of “community”.
4. Continued work is strongly encouraged in the areas of curriculum design (UBD), integration and identification of essential learning/course competencies, aligned with GLEs/GSEs and with the support of the staff member certified as a curriculum administrator.
5. Increase uses/application of technology for both students and staff in order to improve communication, access, storage of data/information and global learning connections. Continue to emphasize the importance of teachers inputting information into Grade Quick/EdLine in a timely manner.
6. It is suggested that Parker Academy investigate a system-wide process of assessment(such as NWEA) to be conducted on a frequent and regular basis thereby adding to progress data, informing curriculum development, instruction, and tracking student goals.
7. Parker Academy affords students a wide variety of community service/involvement opportunities.
8. Work with districts on providing opportunities for students to participate in a greater variety of extracurricular/after school activities with non-disabled peers, either at Parker Academy or in their home communities. Work with students to identify areas of interest, barriers to participation and ways for removing such barriers.
9. Although the various electronic systems now used at Parker Academy have improved the tracking and reporting of student progress, timelines, etc., additional clerical support for management of special education requirements would be beneficial.
10. Parker Academy submitted detailed analyses of the parent and LEA surveys which identified areas needing further attention (See analysis on pages 7, 8 and 9). It is suggested that plans be developed to address these areas.
11. See additional suggestions in the Building Summary at the end of this report.

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: April 9-10, 2009
Programs:	Number of Cases Reviewed: 2
Recorder/Summarizer: Kathy Skoglund	

Name: Jennifer Rice	Visiting
Name: Anne Wilkinson	Visiting
Name: Deborah Mahar	Building Level
Name: Marby F. Blanchard	Building Level
Name: Stephen Kelsey	Building Level
Name: Karen McNamara	Building Level
Name: Kyla Welch	Visiting
Name: Leander Corman	Visiting
Name: Mary Anne Byrne	Visiting
Name: Kathy Skoglund	Visiting
Name: Lindsey Bergen	Building Level
Name: Rhonda Bergman	Building Level
Name: Jim Burk	Building Level
Name: Chris Garos	Building Level
Name: Kirke Olson	Building Level
Name: David Parker	Building Level
Name: Jim Parker	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.**

ACCESS TO THE GENERAL CURRICULUM STATEMENTS					Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP</u> <u>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</u> <u>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</u> <u>CFR 300.320(a) CFR 300.34 Ed. 1113.08, Full Access to District's Curricula</u> <u>Ed. 1113.13, Diplomas</u> <u>Ed. 1107.04 (d) Qualified Examiner</u> <u>Ed. 1109.01 CFR 300.320 Program Requirements, Content of IEP</u> <u>Ed. 1119 Protections Afforded to Children with Disabilities</u> <u>CFR 300.320(a)(1)(i)</u> "... general curriculum (i.e., the same curriculum as for nondisabled children)" <u>CFR 300.320(a)(4)(iii)</u> "To be educated and participate with other children with disabilities and non disabled children"							
A1.) Team uses multiple measures to design, implement and monitor the student's program.					2		
A2.) All IEP goals are written in measurable terms.					2		
A3.) Student's IEP has at least one functional goal.					2		
A4.) Student has made progress over the past three years in IEP goals. Goal 1					2		
A5.) Student has made progress over the past three years in IEP goals. Goal 2							1
A6.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		
A7) Student <u>participates in</u> the general curriculum <u>in a regular education setting with non-disabled peers</u> , as appropriate, with necessary supports.					2		
A8.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum.					2		
A9.) Student <u>participates</u> appropriately in state, district and school-wide assessments.					2		
A10.) Student <u>shows progress</u> in state, district and school-wide assessments.					2		
A11.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
A12) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2		
A13.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					2		
a.) Extension in Place	b.) Lack of Qualified Personnel ___ Psychologist ___ Educator ___ Related Services ___ Other	c.) Evaluation Not Completed in Time	d.) Summary Report Not Written in Time	e.) Meeting Not Held in Time	f.) Other		
For High School Students:					YES	NO	
A13.) Student is earning credits toward a regular high school diploma.					1		
A14.) <i>IF YES:</i> within 4 years?					1		
A15.) Student will earn an IEP diploma or a certificate of competency.							
A16.) <i>IF YES:</i> within 4 years?							
A17.) Does this school have a clear policy for earning a high school diploma?					1		

SUMMARY OF BUILDING LEVEL DATA

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. Students have access to community service opportunities that support long and short term goals. 2. Connection between staff and students is strong. Students feel safe, a part of the learning community, and mutual respect is evident. 3. There is a broad access to varied curriculum: what does it take, what does student need. Flexible grouping occurs naturally. Different avenues are available to access curriculum. Integrated arts are especially visible. 4. Strengths-based programming improves access throughout environment and brings out the best in staff and students. 5. Information goes to parents and students on a weekly basis. Parker Academy staff utilizes a thorough communication system that includes Ed Line and Advisory. 6. The efforts to meet the needs of parents and involve the parents are continuously refined and tuned. 	<ol style="list-style-type: none"> 1. Determine/investigate ways to increase rigor as appropriate while meeting the needs of all students in the class. Focus on the joy of discovery, investigation, etc. 2. Number 1 (above) is tied to the need to continue work in aligning the few remaining curricula with GLEs/GSEs. Alignment can help clarify what needs to be/can be taught. 3. *Parker Academy has done notable work in curriculum development for all required courses except Economics and World Languages 4. Increase uses/application of technology for both students and staff to improve communication, access, storage of data/information, etc., and create global learning connections.

SUMMARY OF BUILDING LEVEL DATA

<u>TRANSITION STATEMENTS</u>		Filled in with the combined <u>number</u> of times a statement is marked on all Data Collection Forms for this school or building		
		YES	NO	
<u>Ed .1102 Transition Services CFR 300.43</u> <u>Ed. 1106 Process: Provision of FAPE CFR 300.124 Part C Transition</u> <u>Ed. 1109.01 Elements of an IEP (Transition Services)</u> <u>CFR 300.320(a)(7)(b) 20 U.S.C. 1402 (34)</u> <u>20 U.S.C. 1414 (d)(1)(A) and (d)(6)</u> <u>Ed. 1103 IEP Team CFR 300.320(b)</u> 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.				
T1.) Transition planning from grade to grade takes place.		1		
T2.) Transition planning from school to school takes place.		1		
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.		1		
T4.) For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team,) does the IEP include a statement of the transition service needs that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program? Ed 1109.01 (10)		1		
For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page.				
T5.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.		1		
T6.) IEP team includes parent as part of transition planning.		1		
T7.) IEP team and process includes student as part of transition planning.		1		
T8.) IEP includes current level of performance related to transition services.		1		
T9.) There is documentation that the student has been invited to attend IEP meetings.		1		
T10.) A statement of the transition service needs is included in the IEP.		1		
T11.) The statement of transition service needs focuses on the student's course of study (e.g. vocational programming, advanced placement).		1		
T12.) Transition plan includes coordinated, measurable, annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals. (required data for federal statistics purposes)				1
T13.) Statement of needed transition services is presented as a coordinated set of activities.		1		
T14.) The IEP includes a statement of needed transition services and considers instruction.		1		
T15.) The IEP includes a statement of needed transition services and considers community experiences.		1		
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.		1		
T17.) Student is informed prior to age 17 of his/her rights under IDEA.		1		
Only the following 4 statements may be answered N/A if appropriate. All statements above must be answered Yes or No.		YES	NO	N/A
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.		1		
T19.) The IEP includes a statement of needed transition services and considers related services.		1		
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.				1
T21.) If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.		1		

Transition Strengths	Transition Suggestions for Improvement
<ol style="list-style-type: none"> 1. Students are constantly in “transition” and faculty responds well. 2. Grade to grade transitions are strong. Students re-applying each year. “Everything you wanted to know” – faculty emails for next year’s teachers. 3. Extended learning opportunities are available. These are tied to transitional goals and coordinated with students’ IEPs and curriculum. 4. There are many opportunities to apply student learning in real settings. 5. “Real-life” learning and opportunities exist: sports, jobs at school, etc. Parker Academy goes beyond the norm in this effort. 6. Transitional planning is clearly tied to post-secondary goals and is student specific. 7. A team approach to transitional planning is inclusive of multiple perspectives and multiple inputs. 	<ol style="list-style-type: none"> 1. *Develop transition goals in measurable formats and include in IEPs as required.

SUMMARY OF BUILDING LEVEL DATA

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		Filled in with the combined number of times a statement is marked on all Data Collection Forms for this school or building		
<u>Ed. 1109 Program</u> <u>CFR 300.324</u> <u>Ed. 1124 Disciplinary Procedures</u> <u>CFR 300.530-300.536</u> <u>20 U.S.C. 1415 (K)</u> <u>Child Management – Private Schools</u> <u>RSA 169-C Child Protection Act</u>		YES	NO	N/A
B1.) Data are used to determine impact of student behavior on his/her learning.		2		
B2.) Has this student ever been suspended from school?		1	1	
B3.) If yes, for how many days?		2		
B4.) If appropriate, a functional behavior assessment has been conducted.				2
B5.) IEP team has addressed behaviors that are impacting student learning.		2		
B6.) A behavior intervention plan has been written to address behaviors.				2
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.		2		
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		
B9.) Results of behavior intervention strategies are evaluated and monitored.		2		
B10.) A school-wide behavior intervention model exists.		2		
Behavior Strategy Strengths		Behavior Strategy Suggestions for Improvement		
<ol style="list-style-type: none"> 1. Team work is evident in developing behavior supports/ plans. 2. Availability of “quick” Functional Behavioral Assessments directs team discussion in support of students behavioral needs, coordinates efforts. 3. 3. Community Accepted Norms (CANs) are clearly established throughout building: “Judicial Board”, weekly reporting, and faculty knowing students allow discipline and behavior management to be integrated into the school environment. 4. The availability of the school psychologist is very valuable to students and staff. That position is effectively integrated into the program. 5. The behavioral support strategies that are applied are pro-active and positively based. 6. High standards are set for students to be contributing, productive and compassionate members of community. Everyone works for a positive peer culture. 7. Application of “mindfulness” (quieting and focusing) techniques with all members of the community produces an awareness of self and state of mind. Additionally, it increases focus and awareness. 		<ol style="list-style-type: none"> 1. Investigate ways to gather data to “measure” emotional growth and progress. 		

Summary of Building Level Strengths and Suggestions

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Flexible scheduling: program open to student needs. 2. Positive collaborative relationship with sending districts. 3. Professional development opportunities are broad and promoted by organization and are reflected in schools work. 4. Shared leadership among all staff and administration is valuable and should be continued. 5. Advisory systems are supportive to students and parents. Enhances the Parker Academy experience for students. Staff takes this responsibility very seriously. 6. Interest in commitment in maintaining parent contact very valuable. 7. The physical plant is conducive to learning: clean, organized, and good lighting. 8. There is academic flexibility in order to meet students' needs. 9. The staff is diverse, talented, committed, compassionate and self-reflective. 	<ol style="list-style-type: none"> 1. Investigate ways to fund more collaborative staff time. Staff feels they could use more time together for planning, discussing new initiatives, students, day-to-day issues etc. 2. Consider re-introducing staff retreats. This would help establish a sense of "community". 3. Staff should be as consistent as possible when entering information into Parker Academy's Ed Line. The team recommends that someone (possibly the advisor or Administration) has responsibility of overseeing that data entered is consistent in what is included, how frequent and with what results.