

# **PARKER ACADEMY**

## **STUDENT-PARENT HANDBOOK**

**2019**

**PARKER ACADEMY  
PARENT-STUDENT HANDBOOK**

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### Staff Listing

**Administration:**

David Parker	Director/ Executive Director
Thomas B. Starratt	Principal
Shelly Andrew	Administrative Assistant/ Office Manager
Joe Webster	Lead Teacher
Liz Petrus	Special Education Coordinator
Kirke Olson	School Psychologist

**Faculty:**

Virginia Aikens	English Teacher
Christina Finemore	English Teacher
Ken Bednars	Science & Mathematics
Sheldon Cassady	Applied Arts
Anne Eaton	Reading (O.G.) (LIPS)
Jonathan Higgins	Technology, Culture and Language
Marti Lawton	Special Education/Language Arts Teacher
Tess Patry	Physical Education
Deborah Mahar	Art Teacher
Holly Gamache	Mathematics Teacher
Elmira Nakuci	Math Teacher
Zack Jones	Music Teacher
PJ Powers	Science Teacher
Renee Reid	Reading
Joe Webster	Social Studies Teacher

All staff can be reached via email. Email addresses are the first letter of the first name along with the last name @parkeracademy.com. For example, Tom Starratt's email address is [tstarratt@parkeracademy.com](mailto:tstarratt@parkeracademy.com).

## INTRODUCTION

Parker Academy is a private day school for students who are in grades 6 through 12 and are 11 to 21 years of age. The school is approved by the state of New Hampshire to service students with the following disabilities:

Autism	Emotional Disturbance	Multiple Disabilities
Other Health Impairment	Specific Learning Disability	Speech-Language Impairment

We believe that learning is a natural process. We educate students in a way we know will work, focusing on the capabilities of the whole child as we remediate their weaknesses. We are intentional and progressive in our use of specialized strategies. We use a universal model, where all of our staff members are trained in the use of special teaching strategies that help the student overcome their disabilities. Every student is treated with respect and as an individual. We make learning an adventure! Raising the potential of capable minds requires the use of thoughtful practices. Parker Education strives to teach students to live in mindfully and awaken themselves to new experiences

Students attend Parker Academy for a variety of reasons. Some have learning differences or emotional needs. Others may need a slower pace or need help in managing stress or anxiety. Many find themselves longing for an environment that not only adjusts and supports them, but offers them appropriate challenges in their areas of strength.

Working in teams, our students and faculty make sure our programs are responsive and that all voices are represented. The tone and atmosphere most conducive to good education depends on the professional attitude and teamwork of the faculty members. It is important that a proper rapport be established between the teachers and between teachers and each student. We provide a small-school learning environment with small classrooms where students can connect with other students, often during the class lessons and teachable moments.

Teachers are the primary instructional agent of the school. All of the training and experience, backed up by the resources of the school, is applied to create the best possible learning situation for students.

Our teachers are trained to:

- Consider character and personal development (including such qualities as responsibility, leadership, consideration for others, honesty, and self-discipline) as being of equal or greater importance and wherever possible to contribute to student development in these important cases.
- Set a good example for students in such areas as personal appearance, courtesy, consideration, and good use of language. Our staff uses modeling and prompting for perspective-taking & social pragmatic skills.
- Realize the importance of, and be concerned about, the total educational program of the school, developing a better understanding of the problems of other teachers, and working with other members of the school staff to continuously improve all school programs and procedures.
- Carry on teaching activities, based on approved training and experience, which will result in significant learning by students. Teachers use a student-centered approach which access multiple modalities. Teachers utilize active learning strategies to provide support for students to develop recall, working memory, and executive functioning skills.

- Provide encouragement and special assistance to students who are struggling, or otherwise not making satisfactory progress. To support students, our staff provides Instruction and monitoring in the area of sensory regulation. We focus on a unique blend of the Zones of Regulation (Garcia-Winters) with assisting students through to understand and communicate their levels of Anxiety.
- Frequently contact and confer with parents relative to unsatisfactory student attitudes, conduct, and achievement. We utilize an advisory model to keep parents informed of student progress. Advisors call or email parents on a regular basis, usually at least twice per month. In addition, parents participate in Student-led portfolio meetings where students can demonstrate an understanding of what they are learning and how they are learning it. Parents also receive progress monitoring information every 4 weeks. (Families, students, & districts can access information on student progress through our parent portal.) Parker Academy also provides a monthly Parent Forum where parents meet with our School Psychologist and other parents to discuss and support the needs of our students. We also reach out to parents by holding special dinner out sessions with them in or near their home communities.
- Our staff is trained to use experiential learning opportunities at the school and in the community through recreational activities and public service opportunities.

Our experience with children and families is extensive. Assessing a student accurately gives us the foundation to create an individualized program. Parent communication and involvement are essential and there are many opportunities for them to contribute. We recognize that learning doesn't happen only in the classroom setting. Community service, positive psychology, wellness, signature strengths, mindfulness and personal growth are built into all programs.

## **HANDBOOK PURPOSE**

This Student Handbook is intended to serve as a guide to help you understand what is expected of you as a student at Parker Academy. It includes the rules and procedures that guide students at Parker Academy. Students and parents (or guardians) should understand that the rules and procedures outlined in this handbook apply under "normal" circumstances. However, no set of rules or guidelines can cover every conceivable set of circumstances that may actually arise at school. From time to time, there are situations that may require immediate or nonstandard responses.

In such circumstances, the academy reserves the right to take actions deemed to be in the best interest of the academy, its faculty, its students or the greater school community and its members, to deal with individual circumstances as deemed necessary by the academy. In addition, these handbook provisions may be revised during the school year, and you will be advised of any changes should they occur.

## **TURNING EIGHTEEN**

As a condition of continued enrollment, students and/or parent(s) (or guardians) agree that when any student turns eighteen while a student is enrolled in the academy, the school will continue to have the right to communicate with his/her parents (or guardians) regarding any matter whatsoever regarding the student including, but not limited to:

Academics	Discipline
Medical	Behavior
Mental Health	Social or Educational matters

The academy reserves the right to communicate with parents (or guardians) concerning the activities or best interests of the student or greater school community. If the student refuses to confirm these conditions of enrollment, the student shall be asked to withdraw from Parker Academy.

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### Culturally Accepted Norms

At Parker Academy, we support each other and show respect through words and actions. Working together, we have developed the following Community Accepted Norms (C. A. N. S.).

- We respect the personal space of others. We practice the Parker Handshake.
- We only use technology with teacher permission. This includes cell phones and personal devices.
- We use school appropriate language.
- We wear school appropriate clothing. We wear indoor shoes.
- We clean up after ourselves.
- We recycle
- We drink water

These norms were developed by the students and staff, for the students and staff.

### Graduation Requirements, Grading System & Portfolio Evaluations

SUBJECT AREAS	SUBJECTS AVAILABLE TO MEET REQUIREMENTS
Language Arts	Survey of Literature, Modern and World Literature, Film and Literature, Journalism, Literary Analysis, English Literature and Composition, American Literature
Mathematics	Algebra I (A & B), Algebra II (A & B), Geometry, Pre-Calculus, Calculus, Probability and Statistics, Business Math, History of Math, Consumer Math
Science	Physics, Chemistry, Anatomy and Physiology; Earth and Space Science, Biology, Environmental Science
Physical Science	Physical Science
Social Studies	U.S. History A & B, U.S and N.H. History, US & NH Civics and Government, World History, World History A & B, Ancient Civilizations, Early World History, Economics, Sociology
Business	Accounting, Career Development, Business Essentials, Business Technology, Personal Finance
Arts Education	Art, Art Foundations – Studio Art, music, Band
Family and Consumer Science	Family and Consumer Science 1, 2,3, Personal Finance, Child Development
Technology Education	IT and Me, Communication and Information Technologies, Pre-Engineering Principles and Design, Energy and Power Technologies, Industrial Arts
Physical Education	Physical Education 1-4, Personal Fitness & Exploration
Health	Health, Health-Independent, Social Pragmatics and Mindfulness
Languages	French I and II and III, Chinese I and II, Spanish I & II
Other	Academic Support, Social Pragmatics & Mindfulness, Psychology A & B, Film and Media, Economics,

#### Grading System (Students are not ranked)

97-100 = A+

93-96 = A

90-92 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

70-72 = C-

below 70 = F

### **Grading & Exams**

Exams are given at the close of each semester. It is at the teacher's discretion as to whether these exams will be cumulative and what format for evaluation (exam, paper, presentation, etc.) will be used. When calculating grades, Parker Academy and its staff employ non-discriminatory testing practices (Ed 1126.02(b) (3) (e)). Final grades are calculated in the following way:

<u>Full -Year / 1 credit course</u>		<u>Half -Year / 0.5 credit course</u>	
Quarters 1 & 2 =	40%	1 <sup>st</sup> or 3 <sup>rd</sup> Quarter=	40%
Mid-Year exam=	10%	2 <sup>nd</sup> or 4 <sup>th</sup> Quarter=	40%
1 <sup>st</sup> Semester total	50%	Final Exam=	20%
Quarters 3 & 4 =	40%		
Final exam =	10%		
2nd Semester total	50%		

### **Portfolios & Evaluation**

Throughout the year, Parker Academy students use the portfolio process to assess their skills, to create goals, and to gain feedback on their personal and academic growth. The portfolio allows students to display their performance in a non-graded way.

Students begin their portfolios when they initially apply to Parker Academy. During the application process, students and parents discuss the student's strengths, weaknesses, academic goals, community service interests, personal goals, wellness, and family involvement. These goals and interests are re-examined and redefined over the course of a student's time at Parker Academy. At the close of a quarter, each student is asked to reflect on the quarter, usually by reviewing different pieces of work and discussing his/her weaknesses and strengths.

Twice a year (typically at the end of first and third quarters), each student and his/her parents will meet with the student's advisor and other faculty to review the quarter and to share pieces of work completed during this time. At this meeting, the student discusses his or her growth over the quarter based on self-reflection, teacher feedback, parent comments, and end of quarter grades. Portfolios of completed work are kept on file at the school, along with grades, to reflect the student's overall performance.

### **Transfer Credit**

Any high school student who transfers to Parker Academy must submit official records from all previous secondary schools or programs. These records should include courses taken or in progress, credits awarded and all grades received up until the day of withdrawal from the sending school/program.

### **Parker Academy Diploma**

Any student who wishes to receive a Parker Academy diploma and participate in the Parker Academy graduation exercises will have been enrolled as a full time student for a minimum of one year; will have successfully completed all Parker Academy graduation requirements; including service and recreation requirements; and completed at least 5 academic credits from Parker or at the discretion of the Director.

### **Attendance Policy**

A student's participation and involvement in classroom and school activities are essential for academic and social growth. It is therefore mandatory that every student attends school regularly and arrives on time. Absences should be called into the main office by the parent/guardian before the start of the school day. If a student is going to be late, the parent/guardian should alert the main office as soon as possible. Any student who has not arrived to school by 8:25 a.m. without prior notification may be considered truant.

If a student needs to be dismissed early from school, a note from a parent/guardian with the date, time, and reason for leaving should be submitted to the main office. It is the student's responsibility to obtain and/or submit assignments to his/her teachers. If a student is to be away for an extended period of time, the parent/guardian must get permission from the principal at least 2 weeks prior to the leave. All assignments and work must be obtained from teachers ahead of time and must be turned in on the day the student returns to school. Excessive absenteeism or tardiness will first be referred to the student's advisor and then the administration. For school district placements, the LEA would also be contacted and a request made for an IEP team meeting.

### **Snow Day Cancellations or Delays**

Information regarding snow day cancellations or delays will be announced on the television station WMUR, Channel 9. On these snow day/delay listings we are shown as Parker Academy, not Concord schools.

### **Drop Off Location**

Students are to be dropped off and picked up at appropriate times. Parents dropping off/picking up students at 2 Fisk Rd may do so in the parking lot at the front of the building.

### **Buses and Taxis**

Families that rely on school district transportation must adhere to the following policies. Parker Academy is responsible for your child from the time he/she steps off the bus/taxi until he/she returns to the bus/taxi at the end of the school day. The bus/taxi is a component of your child's educational program. Permanent changes in transportation must be made directly through the school district and a meeting may take place.

Parker Academy requires written permission from parents one day in advance in order for their child to take other transportation home, unless it is the parent picking up the child. If parents wish to allow their student to be driven to or from school by another student, written permission from the parents of both the student to be driven AND the student driver must be provided in advance.

Please note that extra-curricular and after school activities are open to all students who are responsible enough to obtain parent permission and can adhere to the agreement(s) that they make with parents regarding transportation. Students are responsible to keep their parents informed of their schedules, make arrangements for transportation and keep their parent informed of any changes.

Students may NOT be transported to or from school activities by other students. Parents are responsible for canceling the bus due to illness or other appointments and emergencies. Students may not cancel the bus/taxi for any reason.

### **Transportation, Student Parking**

The sending school district or parents provide transportation to and from school. During the school day, Parker Academy will provide additional transportation services that are required by an IEP and agreed to by Parker Academy. Transportation to Parker Academy at the beginning of the day or home at the end of the day remains the responsibility of the sending school and/or the parents.



Students driving themselves to school must adhere to our parking rules. Students may park in the front parking lot at the Millville Campus at 2 Fisk Road. Parking is not allowed in the parking lot of our 33 Pleasant St campus. In occasional cases, students may be allowed to drive themselves to field trips/events during school hours. In this case, students **may not** drive other students. It is considered a liability for Parker Academy for which we are not covered. When possible, all students will take school provided transportation.

### **College & Vocational Planning**

Every Parker Academy student has access to the school's transition staff for guidance with post-secondary planning. Parent workshops are held every fall on the college planning process and on financial aid and scholarship planning. Students meet with the transition staff during junior year to discuss post-secondary plans and to assess strengths, interests and aptitudes. Juniors also will have the option to participate in SAT prep classes. The transition staff will assist students with standardized testing registration, identification of appropriate post-secondary institutions, interviewing skills, and the application process, including essay writing.

### **Community Service**

Parker Academy sees the value of service to others as an integral aspect of the student's overall educational and personal development. Students are encouraged to participate in service activities, both individual and school-wide, throughout the year. Parker Academy students have volunteered for a range of services and agencies including local, state and national political campaigns; the Community Action Program, Toys for Tots, Upreach Therapeutic Riding, local elementary schools and day-cares, the American Red Cross, the Sierra Club, and the Academy of Applied Science.

In order to build respect for and pride in the school community, students are also expected to participate in activities that help maintain a neat and welcoming environment around the campus.

### **Recreation**

Students are required to participate in recreational activities throughout the school year. These activities are designed to promote health, wellness and communication skills, and teach students the importance of balancing work and recreation. Students participate in an array of activities including clubs such as yearbook, Dungeons & Dragons or anim  and physical activities such as biking, soccer, basketball, weight-lifting and use of other work-out equipment, skiing, golf or tennis. These activities are specifically designed to allow students to practice their social skills.

### **Interscholastic Athletics**

Parker Academy is a member of the Southern NH Private School Athletic Association and may compete against other similar schools, (e.g., RSEC Academy, Jessie Remington, Milford Christian) in sports such as soccer and basketball. Each school year is unique, and our sports programs reflect the interests of our students. Sports Teams are developed when there is sufficient student interest. Teams are multi-age and co-ed, with emphasis on participation and enjoyment. Games and practices are typically held after school.

Extra-curricular and after school activities are open to all students who are responsible enough to adhere to the agreement(s) that they make with parents / school district regarding transportation. Students are responsible to keep their parents informed of their schedules, make arrangements for transportation and keep their parent informed of any changes.

Students who are interested in playing for their local high school athletic team are eligible to try out to participate as a team member, as approved by the NHIAA. Students from Parker Academy have participated successfully in tennis, baseball, soccer and football at their local schools. Information regarding eligibility requirements is available through the principal or the NHIAA handbook. Students may not participate in both Parker and local school teams.

### **Family Involvement**

We encourage, and expect, parents to become active participants in the educational and personal growth of all of our students. We, therefore, invite parents to involve themselves in the daily activities at PA. This may include sitting in on classes, helping to teach a class or unit, volunteering to advise a club or activity, or chaperoning field trips. In addition, parent workshops are held every month to assist parents in a range of topics and issues, such as navigating the college search process, getting your child to do homework, and parent-child relationship issues. We attempt to schedule these at times parents can participate whether at the beginning of the day or in the evening, with 8:30 AM meetings being the most successful so far. We also use various electronic methods for participation.

### **Off Campus Policy**

Students are not allowed to leave the school campus unless given permission by a faculty or staff member. Students may leave the campus as a class, with teachers, for recreation, art, music, school trips, etc. Students are expected to stay with their class when leaving campus. Juniors and seniors may occasionally earn limited off campus privileges.

Students will show respect and use good manners when off campus. If a student is given permission to leave campus, he/she should proceed to the destination in a responsible and timely manner. Students who do not behave in a respectful manner may be subject to disciplinary interventions. If students need to leave the school for an excusable reason, permission from a parent should be submitted to the main office with the date, time, and reason for leaving.

### **Advisory/Academic Support**

Students in Advisory/Academic Support will have some of this time to complete assignments, study for assessments, and seek help from the presiding staff member. Students are expected to actively participate in advisory activities. Students are expected to come on time and prepared to do homework or read. Conduct should be consistent with that expected in all classrooms and common areas.

### **Computer & Internet Use**

Parker Academy has a combination of wireless and wired computers. All computers are networked in order to allow students and faculty to work throughout campus. It is recommended that students have a laptop/tablet and thumb flash drive to save work as a back up for important material. Students are not to make any alterations to system settings, including software and Windows. This includes color schemes, screen savers and sound effects. Inappropriate computer and Internet activity will result in disciplinary actions by the administration.

Computer use for non-academic activities is prohibited. If a student is in need of assistance from a staff member unavailable at this time, he/she may arrange an alternate meeting time with this staff member.

Students are responsible for appropriate behavior on the school's computer network just as they are in a classroom or on a school playground. Communications on the network are public in nature. General school rules for behavior and communications apply. It is expected that the users will comply with district standards and the specific rules set forth below. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the school's computer resources. The students are advised never to access, keep, or send anything that they would not want their parents or teachers to see.

*Privacy* – Network storage areas may be treated like school lockers. Users have no reasonable expectation of privacy concerning any materials transferred over or stored with the Parker Academy Network even if protected by password. Network administrators may access, monitor, change, delete review and/or retrieve any or all communications to maintain system integrity that will insure that students are using the system responsibly. Users will be expected to surrender any and all passwords needed to access this information if requested.

*Storage Capacity* – Users are expected to remain within allocated disk space and delete material which takes up excessive storage space. It is recommended that students carry a disk or flash drive to save work as a back up for important material

*Illegal Copying* – Students should never download or install any commercial software, shareware or freeware onto network drives or disks unless they have written permission from the Network Administrator. Nor should students copy other people's work or intrude into other people's files.

*Personal Email/Chat Programs* – Chat programs such as AIM, ICQ, MSN and Yahoo messenger are not permitted on this system.

*Inappropriate Material or Language* – No profane, abusive or impolite language should be used to communicate, nor should materials be accessed which are not in line with the rules of school behavior. A good rule to follow is never view, send or access materials which you would not want your teachers and parents to see. Should students encounter such material they should report it to their teacher immediately

*Personal Devices* - Students should not use personal devices during school time without the express permission of their teacher. If they need to use such devices for personal reasons, they may use them during their lunch time, as long as this does not keep them from eating a healthy lunch.

Cell phones ringing or being used during the day will be confiscated for the remainder of the day. Repeated issues around cell phone use may result in asking the student to turn in the phone upon arrival at school each day. In some cases, students may be prohibited from bringing their phone (or other devices) to school.

Any necessary/emergency phone calls to parents must be done by permission with the front office and using the office phones in that area. Parents who need to speak with their child in an emergency situation must call the front office. Parents should not phone or text their child during the school day.

As mentioned previously, digital tools such as laptops, phones, iPods, MP3 players, and any other electronic devices, must be turned off during the school day unless the supervising teacher gives explicit permission for their use. If they are not for academic use, they should be turned off and put away. The only exceptions are during lunch time and on extended bus rides to or from an activity or by explicit permission from a staff member.

### **Lunch & Personal Belongings**

Students will be expected to bring their own lunch to school. Parker Academy does not provide a hot or cold lunch service. There are microwave ovens and a refrigerator on campus available for student use.

All personal belongings should be kept in a backpack with the student's name clearly written on the outside. All personal belongings should be kept in the designated student area.

### **Dress Code**

Clothing should be in good taste. Examples of appropriate attire are clothes that fit well, cover any undergarments, and are suitable for public display. Attire that reveals undergarments, exposes too much bare skin or advertises sex, drugs, alcohol, or tobacco is considered inappropriate. Appropriate accessories such as earrings and necklaces may be worn. The administration reserves the right to determine what is appropriate to wear.

### **Behavioral Expectations & Policies for All Students at Parker Academy**

Parker Academy values individual differences among its community members and respects the rights of each individual. We work together to provide a safe, tolerant and respectful environment, and one that is conducive to learning. It is expected that each member of the Parker Academy community will conduct his or herself in a manner that does not interfere with the safety, emotional well being or learning of another student. Within our small and personalized environment, the behavior of one student can impact the entire community.

While we recognize that each incident or school violation is unique and requires individual scrutiny, the following general guidelines and expectations are required of all of our students. Our disciplinary philosophy:

- Hazing, teasing or condescension is not tolerated;
- Behaviors should ensure that each student feels safe and valued as an individual;
- Behaviors should recognize the needs and well-being of the entire community;
- Responses to each disciplinary infraction is highly individualized and serves as a means for educational and emotional growth;

- Disciplinary responses are developed with an eye toward promoting better behavior in the future. In general, the school views disciplinary infractions as an opportunity for student growth.
- Depending on the circumstances, disciplinary responses such as community service, counseling, research essays, drug/alcohol assessment/testing, restitution or other consequences may be used.
- When determining whether or not a disciplinary response is needed, the administration at Parker Academy follows special education rules and regulations, including informing the student's parents of infractions, holding manifestation meetings as needed and consulting with LEA's. When IEP changes seem to be needed, Parker Academy informs the LEA of a need to consider changes and an IEP meeting is held to discuss any possible changes.

### **Advisory System**

Each student will be assigned a faculty advisor team with whom they will meet individually on a regular basis, typically weekly, to review overall progress and any concerns. The advisor's role is that of mentor and advocate for the student and to aid in the student's academic and emotional growth.

The advisor is also the first contact for parents, and usually contacts the parents weekly. The advisor also acts as a support for the student in the case of a disciplinary infraction and as the communication link to the parents when issues arise.

### **Privileges**

Students who exhibit exemplary behavior and academic success may be given additional privileges. These may include off-campus privileges (for Juniors & Seniors), independent study activities, or leadership opportunities.

### **Incident Reports**

Faculty and staff members will submit information about inappropriate student behavior to the administration, the student's advisor and the student's file. Reports are used to facilitate intervention that is appropriate for the individual and the nature of the offense. Incidents may include, but are not limited to:

- Violation of "Culturally Accepted Norms"
- Skipping class
- Unexcused absences
- Excessive tardiness
- Plagiarism
- Internet or cell phone abuse
- Disruptive behavior, in and out of the classroom
- Leaving a class without permission or without explanation to the teacher
- Refusing a reasonable request by a teacher or staff member
- Leaving school grounds without permission
- Refusal to participate in a scheduled activity that is part of the student's program
- Use of tobacco or alcohol products
- Physical Assault

Minor rule violations are handled within the classroom or through processing and discussion among the student, his/her advisor and the staff member where the problem occurred, with provisions of any student's IEP or specific behavior plan being implemented. Advisors communicate with parents about infractions and follow-up. The majority of infractions result in

temporary loss of privileges relevant to the infraction (may include loss of computer or cell phone privileges) sitting out of an activity because of teasing peers and/or apologies to those affected by the infraction.

Behavior assessments are conducted as needed when a pattern of problem behavior seems to be emerging. These are individually designed and reviewed by all the staff involved with a student. When appropriate, an intervention plan with positive behavior supports for replacing the problem behavior is developed. Again, advisors communicate with parents, and involve the parents in reviewing the behavior either through face-to-face meetings, calls or email. For a student placed by a school district, a pattern of minor rule violations may result in a request to the LEA for a team meeting to revise the IEP and/or consider the continued appropriateness of the placement.

For any student placed by a school district, the LEA will be contacted as soon as possible. Parker Academy will assist the LEA as appropriate in completing a behavioral assessment, manifestation determination and provision of an interim alternative education setting where appropriate.

### **Major Infractions**

Major infractions are specific violations that are not tolerated because of their seriousness and/or effect on the community, and are referred directly to the administration. Repeated rule-breaking (such as frequent violations of a culturally accepted norm such as “no bullying”) or major infractions (including physical violence, possession of an illegal substance or a weapon) may result in temporary separation from other students (to protect students and to process the nature of the incident); suspension and /or termination or referral to another school, program, or agency. Major infractions are reported to parents, the sending school’s LEA and, in some cases, NHDOE.

Parents and the school district, when appropriate, are notified of major infractions and the proposed program is discussed with them with procedures mandated by state and federal law followed. This will include the use of a “Safe School Zone” report. A team meeting is typically requested to review the incident and consequences, and a behavioral assessment, if not already completed, may be done. We follow special education procedures when we are considering the discipline of a student.

A full team meeting is required if consideration is being given to appropriateness of the IEP. Parker Academy will assist, if needed, in a manifestation determination, the provision of an interim alternative education setting and facilitation of transition to another placement.

Some examples of major infractions:

- Verbal and/or sexual harassment, teasing, bullying against another with the intent to harm or intimidate
- Physical violence against another person
- Failure to obey a reasonable request
- Possession of an illegal substance, drug or alcohol
- Possession of a weapon, including but not limited to: firearms, explosives, incendiaries, martial arts weapons, clubs, bullies, metallic knuckles, knives, chemicals such as pepper gas or mace. “Weapons” shall mean any object whose use at the time or whose primary purpose is to cause or, by intimidation, to threaten to cause, bodily harm or injury to another person.
- Theft
- Vandalism against a staff member’s, other student’s or the school’s property
- Repeated disregard of “Community Accepted Norms”

**Harassment/Bullying** A copy of our policy is available online and at the front desk

Harassment is any act of taunting or intimidation, which impacts upon another student's sense of safety and ability to learn. Harassment may include:

- Taunts, insults and challenges with the intent to provoke a violent or inflammatory provocation with another
- Unwanted and excessive communication in the form of telephone calls, emails (see Cyberbullying policy), written notes, etc. that causes undue emotional duress upon the receiver
- Bullying may include those actions/language which impacts third parties.

### **Drugs/Substance Abuse**

Definition: A drug is any substance other than food, which is consumed or applied to the body that alters the mood, perception or consciousness of a person, or otherwise affects the function of the person's body or mind.

Alcohol, tobacco, and any kind of illegal drug are prohibited at school whenever or wherever the Parker Academy School program takes place. A student found consuming, buying, selling, or under the influence of such drugs at school or any school activity is subject for expulsion or suspension. If students are suspected of being under the influence of drugs or exhibits peculiar behavior, parents will be notified. If the administration deems it necessary, the student will undergo drug testing at the parent's expense. If the test is positive, the school may request that a student must undergo a drug and alcohol evaluation and, depending on the findings, certain consequences may be applied, including expulsion or suspension, but also including therapeutic interventions. If a student is found with drugs or alcohol in their possession, parents, the LEA and possibly civil authorities will be notified.

*Prescription and Over the Counter Drugs:* Students who need to take a prescription drug, aspirin, Tylenol or other pain relievers during school hours must go to the designated personnel to obtain them. Students found with these drugs may be subject to penalties mentioned in our drug policy.

*Tobacco:* Parker Academy is a non-smoking facility. Students caught smoking, chewing, or in possession of tobacco products or lighters during school hours will have to meet with the Principal. Continued failure to adhere to our policy may lead to suspension.

### **Theft/ Vandalism/Unauthorized Swapping or Selling of Property**

Every student and staff member must feel secure and that personal belongings will be treated with respect and privacy. The school campus has multiple uses and requires constant care. As members of the Parker community, students and staff are expected to help clean and care for our facilities. Students should come to feel ownership of and pride in their school surroundings. With this in mind, any student who engages in vandalism against school, staff or student property will be subject to serious disciplinary consequences as indicated in Major Infractions (above) and may include monetary reparation and/or repair to damaged area.

As with vandalism, students who are caught stealing from others will be subject to receive serious consequences as indicated under Major Infractions listed previously. (Students who engage in gross or excessive misconduct may be reported to outside authorities and subject to legal consequences.)

Students are prohibited from swapping or selling personal property without the express permission of both sets of parents.

### **Summer Programs**

Students who need or wish to continue their academic program through the summer months may take classes or request tutoring; there are also social skills development and physical education activities. Students who need to make up credit or competencies may be well advised to consider this option. Summer tutorials are not included in the academic year tuition costs and may require additional fees. For students placed by school districts, Extended School Year programming is decided by the IEP team.

### **Location of Parker Academy:**

Parker Academy is located at 2 Fisk Rd. in Concord New Hampshire. It is located in the Millville building that was once an elementary school. Our facilities include classrooms, Band and Art rooms. In addition, the school also has rooms for Physical Education and Technology. When you visit our campus, you may also notice that we have a gazebo (built as a project by the Geometry and Woodshop classes), a pizza oven (built by parents) and a series of totem poles (carved by our students).

### **Video/Audio Photo Release Notice**

From time to time, video/audio tapes are made of various school activities and photographs are taken, which may be used in school publications, such as the yearbook or web pages. Occasionally, pictures of community service projects are taken by or submitted to local newspapers. Prior to publication outside of the normal classroom environment, permission must be sought and obtained from parents/teachers. The school will maintain a "don't publish" list of all students and teachers who do not want videos/photographs taken or used beyond the classroom and classroom assignments.

### **Sexual Harassment:** A copy of our policy is available online and at the front desk

Parker Academy seeks to provide an educational environment in which everyone may work and learn in an atmosphere of respect for the dignity and worth of all. Such an environment must be free of sexual harassment. In order to promote an environment free of sexual harassment, the administration will review this policy annually with all staff and students to ensure that our employees and students are fully informed about Parker Academy's prohibitions on sexual harassment. Sexual harassment of any employee or student by any other employee or student, or by anyone a student or employee may interact with, in order to fulfill job or school responsibilities, is not only illegal as a form of sex discrimination as defined by Title VII of the 1964 Civil Rights Act and Title IX of the Educational Amendments of 1972 but also a violation of Parker Academy policy. A copy of this policy may be obtained through the Program Director's office.

- Sexual harassment is offensive behavior that includes unwelcome sexual advances, request for sexual favors, as well as other verbal, physical, and nonphysical conduct and expressive behavior of a sexual nature.
- Communication of a sexual nature by any means (i.e., computer, internet, telephone, fax etc.)
- Verbal abuse of a sexual nature
- Offensive sexual behavior
- Demands for sexual favors accompanied by implied or overt threats concerning one's job, grades, letters of recommendations, etc.
- Subtle pressure for sexual activity



- Graphic verbal comments about an individual's body, clothing or sexual activity
- Leering at or ogling an individual's body
- Brushing, touching, patting or pinching an individual's body
- Sexually explicit gestures
- The display anywhere on school facilities of sexually suggestive, sexually demeaning, or pornographic objects, pictures, writings, posters or cartoons
- Inquiring or commenting about sexual conduct or sexual orientation or preferences
- Verbal abuse consistently targeted at only one sex, even if the content of the abuse is not sexual.

Sexual harassment will be treated as a major disciplinary offense so that, depending on the circumstances and degree of harassment, the offender may be disciplined with a warning, verbal/written reprimand, or suspension or be subject to discharge or expulsion. Additionally, some forms of sexual harassment are considered violations of criminal law and such must be referred to legal authorities.

Any person wishing to lodge a complaint relative to sexual harassment should contact the Director of Parker Academy at our Administrative Offices at: 33 Pleasant St. in Concord, NH, 03301. The phone number is: (603) 410-6240. Please note that our administrative offices (Management, Finance, Marketing, Admissions and Human Resources) as well as tutoring, meeting and seminar rooms are also located at 33 Pleasant St. in Concord.

### **Cyber-bullying**

Parker Academy is committed to providing a positive and productive learning and working environment. Any form of harassment using electronic devices, commonly known as "cyberbullying," by students, staff or third parties is prohibited and will not be tolerated in the school. Cyberbullying is the use of any electronic communication device to convey a message in any form (text, image, audio, or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate another in a deliberate, repeated or hostile and unwanted manner. In addition, any communication of this form which disrupts or prevents a safe and positive educational or working environment may also be considered cyberbullying. Students and staff will refrain from using personal communication devices or school district property to harass or stalk another.

Parker Academy will take any report of cyberbullying seriously and will investigate reports promptly. Students are encouraged to report an incident immediately to a teacher or principal, who will take appropriate action. Students who make a report should also preserve evidence of the cyberbullying. For example, a student may save or bring a copy of an email, text message, picture or other electronic transmission that the student believes was intended to harm, insult, or humiliate.

Students whose behavior is found to be in violation of this policy will be subject to loss of privileges, discipline, up to and including expulsion. Staff whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Director. Any perceived criminal conduct will be reported immediately to local law enforcement.

**Confidentiality Parker Academy takes student confidentiality very seriously. We respect the rights of others in this regard, and ask others to do the same.**

*Student Records* - The following policy has been developed by Parker Academy/Tutoring and Instructional Services, Inc. (TAIS Inc.) in order to comply with the Federal Family Educational Rights and Privacy Act of 1974 (34CFR Part 99), Chapter 1119 of the *New Hampshire Rules for the Education of Children with Disabilities* adopted June 30, 2008, and 34 CFR300.610-300.627. This policy is not intended to supersede any portion of the federal or state statutes or regulations and should not be regarded as a complete statement of the aforementioned items.

Individual pupil records are developed and maintained for each student at Parker Academy/TAIS Inc. consistent with federal and state regulations. These records are established and maintained to provide data for planning, implementing and monitoring programs based on recognized educational goals for each student. Records are kept in an orderly, appropriate manner in a secure location. The information below outlines the basic nature of these records and procedures governing their maintenance and disposition.

### **Student's Rights**

When a student reaches eighteen years of age, the rights accorded to and consent required of the parents of a student shall thereafter only be accorded to and required of the eligible student unless the parents or other persons hold legal guardianship for this purpose.

For the purpose of this policy, Parker Academy/TAIS Inc. has used the following definitions:

*Student* – any person who attends or has attended Parker Academy / TAIS Inc.

*Eligible Student* – any student or former student who has reached age 18

*Parent* – either natural parent of a student, a guardian or an individual acting as a parent or guardian in a legally defined capacity such as a surrogate parent.

*Education Records* – any record (in handwriting, print, tape, film, electronic or other medium) maintained by Parker Academy/ TAIS Inc. or any agent of these entities which is directly related to a student,

#### ***Except:***

1. A personal record kept by a school staff member if it is kept in the personal possession of the individual who made the record, and information contained in the record has not been revealed or made available to any other person except the maker's temporary substitute.
2. An employment record which is used only in relation to a student's employment by Parker Academy/TAIS Inc.
3. Alumni records which contain information about a student after he or she is no longer in attendance at Parker Academy/ TAIS Inc. and the records do not relate to the person as a student.

***Procedure to Inspect Education Records*** - Parents, eligible students or persons designated by them in writing may inspect and review the student's education records upon request. Such records do not include copies of emails to or about the student, records of disciplinary actions, investigation records of any kind (such as disciplinary, harassment, hazing, bullying etc. (except for any record placed in the student file such as a letter home to the parent etc.)), or any other record deemed by the school to be the confidential records of the school (which have not been placed in a student's official institutional record.

Parents, eligible students or their designees should submit a written request which identifies as precisely as possible the record(s) he or she wishes to inspect. The Executive Director or his designee will make the needed arrangements for access as promptly as possible and notify the

parent or eligible student of the time and place where records may be inspected. Access must be given in forty-five days or less from the receipt of the request and before any meeting regarding an IEP, or any hearing pursuant to special education rules.

When a record contains information about students other than a parent's child or the eligible student, the parent, eligible student or designee may not inspect and review the portion of the record which pertains to the other students.

*Fees for Copies of Records* - The fee for copies will be fifteen cents per page.

### **Types, Locations and Custodians of Educational Records**

Cumulative School Records	Room 004, Millville	Executive Director / Designee
Cumulative School Records	Parker Academy archives,	Executive Director / Student Designee
Emergency Forms	Main Office, Millville	Executive Director / Designee
Health Records	Room 004	Executive Director / Designee
Special Education Records*	Room 004	Executive Director / Designee

*\*To the extent maintained at Parker Academy/TAIS Inc.: official Special Education records are maintained by the LEA*

*Disclosure of Educational Records* - Parker Academy/TAIS Inc. will disclose information from a student's education record only with the written consent of the parent or eligible student, except:

1. To school officials who have a legitimate educational interest in the records.

A school official is:

- A person employed by Parker Academy/TAIS Inc. as an administrator, supervisor, instructor or support staff member
- A person employed by or under contract to Parker Academy/TAIS Inc. to perform a special task, such as an attorney, auditor, consultant or therapist

A school official has a legitimate educational interest if the official is:

- Performing a task that is specified in his or her position description or contractual agreement
- Performing a task relating to the student's education
- Providing a service or benefit relating to the student or student's family, such as health care, counseling or job placement

2. To the official of another school in which a student seeks or intends to enroll upon the request of such official.

3. To certain officials of the US Department of Education, and state and local educational authorities, in connection with certain state or federally supported education programs or studies.

4. To organizations conducting studies for Parker Academy/TAIS Inc. or accrediting/approval organizations carrying out their functions

5. To comply with a judicial order or lawfully issued subpoena.

6. To appropriate parties in a health or safety emergency.

*Disclosure of Directory Information* - Parker Academy/TAIS Inc. may disclose without consent "directory information," which is information not generally considered harmful or an invasion of privacy if disclosed. Directory information includes:

- Name and address of the student
- Weight and height of school athletes
- Date and place of birth
- Participation in officially recognized activities or sports
- Dates of attendance, degrees and awards
- Most recently attended previous school

Parents or eligible students may request, in writing, to the Executive Director, that Parker Academy/TAIS Inc. refrain from making all or some of this directory information on their child available to the public. This request should be made by October 1 of the school year or within a month of the student's enrollment.

*Records of Request for Disclosure* - Parker Academy/TAIS Inc. will maintain a record of all requests for and /or disclosure of information from a student's education records, excluding requests of school officials and requests for directory information. The record will indicate the name of the party making the request, any additional parties to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the parents, eligible student, or designee.

*Correction of Education Records* - Parents or eligible students have the right to ask to have records that they believe are inaccurate, misleading or in violation of their privacy rights amended. Procedures for the amending of records are as follows:

1. A parent or eligible student must ask Parker Academy/TAIS Inc. in writing to amend the student's record. The request must clearly identify the part of the record to be changed and specify why it is inaccurate, misleading or violates the student's privacy rights.
2. If Parker Academy/TAIS Inc. decides that the information is inaccurate, misleading or in violation of the student's right to privacy, it will amend the record and notify the parents or eligible student, in writing, that the record has been amended.
3. If Parker Academy/TAIS Inc. decides not to amend the record as requested by the parent or eligible student, Parker Academy/TAIS Inc. will notify the parent or eligible student of the decision and advise him/her of his/her right to a hearing by a disinterested party regarding the request for an amendment. Additional information regarding hearing procedures and further recourse will be provided to the parent or eligible student when he or she is informed of the right to a hearing.

*Destruction of Educational Records* - Parker Academy shall notify parents of eligible students when personally identifiable information that has been collected, maintained or used is no longer needed to provide educational services to this child (including providing information to the LEA regarding services already given). In support of HB 1551, New Hampshire Special Education RSA 186-C as amended (section, RSA 186-C:10-3).

we recognize that parents or students who are 18 years or older, may request the local education agency, in writing, to have the student's records and final individualized education program destroyed at that time or request that the records be retained until the student's twenty-sixth birthday. When personal information is no longer needed while a student is still enrolled, it will be returned to the district or parent, or it may be destroyed by the school.

The parents may, at any time prior to the student's twenty-sixth birthday, request, in writing, that the records be retained by the sending school until the student's thirtieth birthday. When a student graduates, all records will be returned to the sending school. Parker Academy will return a student's records to the sending school. The local education agency shall destroy a student's records and final individualized education program within a reasonable time after the student's twenty-sixth birthday, provided that all such records be destroyed by the student's thirtieth birthday.

## **Child Abuse**

NH Law requires **any person** who suspects that a child under age 18 has been abused or neglected **must report** that suspicion **immediately** to DCYF. ([New Hampshire RSA 169-C:29-31](#))

The staff at Parker Academy are trained in how to handle child abuse situations and comply with . ([New Hampshire RSA 169-C:29-31](#)).

If a child says that s\he has been hurt or you are concerned that a child may be the victim of any type of abuse or neglect, you must call the Division for Children, Youth and Families (DCYF) Central Intake Unit at: Telephone: (800) 894-5533 (in-state) or (603) 271-6562 (out of state) 24 hours a day, including weekends and holidays.

### **For immediate emergencies, please call 911.**

Proof of abuse and neglect is not required to make a report.

Reports of abuse and neglect concerns are confidential and can be anonymous. If you have asked that your name not be disclosed. Please know that DCYF will make every effort to remove your name from all DCYF records of the report and investigation. However, if the case ever goes to court, a judge may request identifying information.

When you contact DCYF you'll be asked for some information You may not have all the answers. It would be helpful if you can provide the following:

- The name, address, sex, and estimated age of the child and any other children at the home
- The names, addresses, and telephone numbers of the adults who are responsible for the child
- The full nature and extent of the child's injuries, maltreatment, or neglect
- Any information about previous injuries, abuse, maltreatment or neglect
- How great a risk you believe this may be to the child
- How you learned of this situation
- Any action that has been taken to treat or assist the child
- Family's strengths and resources
- Any other information that could be helpful in determining the cause of the injuries
- A written report may be requested by DCYF within 48 hours.

Sometimes, people are unsure if a situation is abusive. Even if you're in doubt, call. DCYF has extensive experience in child protection. DCYF may find no abuse or neglect has taken place but may still offer assistance to the family.

## **PARKER ACADEMY**

### **NEXT PRACTICES**

- The repetitive practice of mindfulness skills in a low stress environment so that students have practiced enough to employ mindfulness at times when they experience increased stress. Mindfulness has been shown to improve emotional control (Siegel, 2012)
- Direct students' attention away from past events (e.g., the morning commute, home the night before, etc.) to the present moment of being in school focused on learning.
- Support students with Generalized Anxiety Disorder and other anxiety related disorders to learn to control and lower their anxiety.
- Lessen the symptoms of depression for those students who are experiencing it.
- Increase students' self-regulation skills through the use of daily mindfulness practices
- Support students receiving DBT (Dialectical Behavior Therapy) to use their skills during the school day.
- Offer an opportunity for students to improve their social skills within a closely monitored large group setting (approximately 40 students with 8 staff actively involved with en vivo social skills instruction)
- Reinforce the positive school climate through authentic praise, support, and acknowledging student and staff accomplishments.
- Help provide a predictable routine for all students by announcing upcoming events and anticipating any changes in normal scheduling.