

PARKER ACADEMY

STUDENT-PARENT HANDBOOK

2019-2020

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PARENT-STUDENT HANDBOOK**

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Staff Listing

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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
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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

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.

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 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!

Our long-term purpose/goal is to raise the potential of our students. We seek to prepare all of our students to be active citizens who can readily adapt to a changing world. Capable minds requires the use of thoughtful practices. Parker Education strives to teach students to live in mindfully and awaken themselves to new experiences

Our short-term purpose/goal is to help students achieve their goals as indicated on their IEP. 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 each student to help students meet their personal and academic goals.

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 st or 3 rd Quarter=	40%
Mid-Year exam=	10%	2 nd or 4 th Quarter=	40%
1 st 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

Education Administrators, and the NH School Administrators Association

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.

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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

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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. (New Hampshire Rules effective March 24, 2017, Amended June 14, 2018, Amended August 9, 2018) 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/Parent's Rights

Parker Academy works closely with sending schools to make sure that student/parents have a copy of information regarding their rights. (IDEA and RSA 186C) This is provided to parents by the sending school in accordance with New Hampshire Rules effective March 24, 2017, Amended June 14, 2018, Amended August 9, 2018. 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
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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) (New Hampshire Rules effective March 24, 2017, Amended June 14, 2018, Amended August 9, 2018)

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.

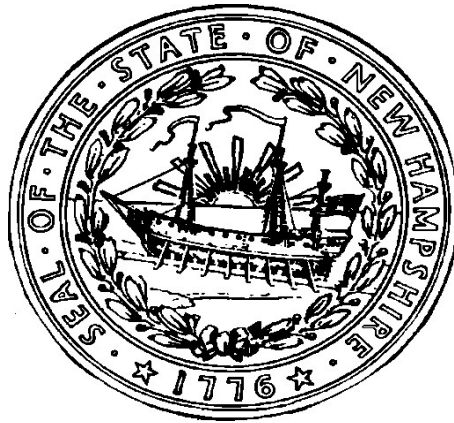
Sometimes, people are unsure if a situation is abusive. Even if you're in doubt, call. DCYF has extensive experience in child protection. DCYF may find no abuse or neglect has taken place but may still offer assistance to the family.

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.

New Hampshire Special Education Procedural Safeguards Handbook



This handbook is based on the *Individuals with Disabilities Education Act of 2004* and the NH *Standards for the Education of Children with Disabilities* effective March 24, 2017

April 2018

*Developed by
The NH Department of Education, Bureau of Special Education
in collaboration with the Parent Information Center, NH Association of Special
Education Administrators, and the NH School Administrators Association*

Parker Academy
2 Fisk Rd.
Concord, NH 03301

Introduction

Children are more likely to succeed when parents and educators work together to develop and achieve educational goals for children with disabilities. Federal and State law provide many opportunities for parents to be involved in the planning and decision making concerning their child's special education needs.

This handbook has been developed to provide parents, adult students with disabilities, educators and others with information about parent/child rights in the special education process. These rights are called "procedural safeguards." Parents are integral members of the IEP Team. The IEP Team is the group that makes most of the major decisions about a child's special education needs and services. Parents are full members of the IEP Team.

The IEP team determines evaluation, eligibility, the Individualized Education Program (IEP), and educational placement of the child. The formal name of the Team is the IEP Team, but it may be referred to by other names depending on the function or activity being addressed. You are an important member of the IEP Team; your voice needs to be included. The special education process offers parents an opportunity to share their knowledge and expertise about their child with others on their child's Team. The law was established to offer opportunities for parents to participate in the special education process and promote communication between schools and parents on behalf of their child. The special education process is most effective when parents and school personnel are well informed and able to work together.

It is particularly important that parents and others involved in the special education process understand their rights and be aware of the statutes of limitations and other restrictions in order to fully access a free appropriate education at public expense (FAPE).

The Individuals with Disabilities Education Act (IDEA 2004) requires that school districts provide parents a copy of the procedural safeguards (parental rights) only one time a school year. There are additional times when a copy must be given to you: (1) upon initial referral or parent request for evaluation; (2) upon receipt of the first State complaint or the first due process complaint in a school year; (3) when a decision is made to take a disciplinary action that constitutes a change of placement; and (4) upon parent request.

Please note that while this handbook meets the requirement under the *Individuals with Disabilities Education Act of 2004* (IDEA 2004) that parents be provided a written document that describes the procedural safeguards to which they are entitled, it does not include the entire text of either the Federal or the State special education laws or regulations.

The Procedural Safeguards handbook may be found on the NH Department of Education website:
https://www.education.nh.gov/instruction/special_ed/proceduralsafeguards.htm

A complete text of the NH Standards for the Education of Children with Disabilities may be found on the NH Department of Education website:

http://www.education.nh.gov/instruction/special_ed/documents/newly_adopted_nh_rules.pdf

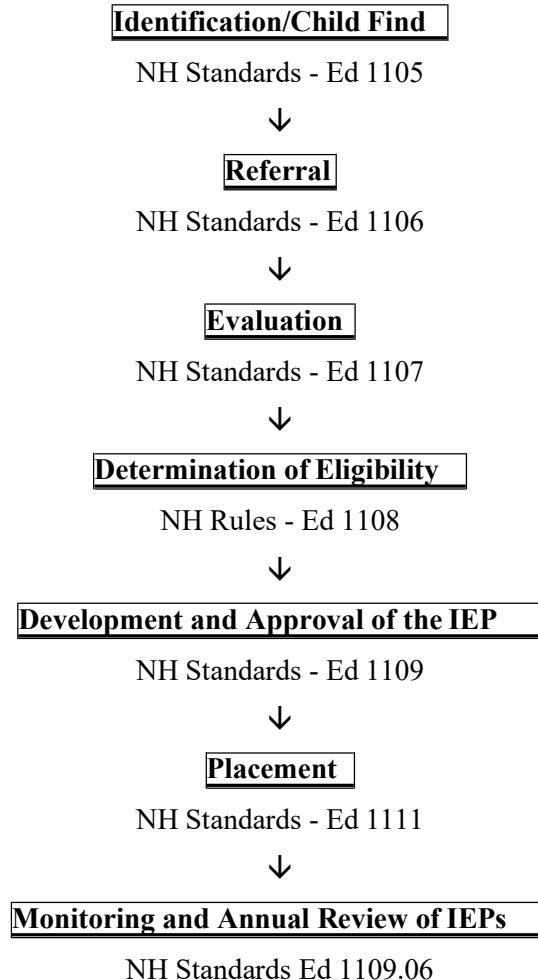
For a free bound copy of the N.H. Standards for the Education of Children with Disabilities (NH Rules) please call the Department of Education at (603) 271-3741.

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Overview of the NH Special Education Process

The intent is to give you a concise overview of the special education process as a reference when reading the New Hampshire Procedural Safeguards. There are additional resources to help you develop a comprehensive understanding of special education.

The special education process includes specific steps, each with their own requirements. Each step in the special education process includes procedures for you and school districts to work together. The sequence of the special education process is:



Note: Some of these required meetings may be combined.

The special education process includes an annual review of the IEP and placement, which is based on information such as formal and informal evaluations, observations and progress on the current IEP goals and objectives.

Identification/Child Find Anyone may refer a child if they suspect that he/she may have a disability and need special education. Additionally, all school districts using the special education process, shall find, identify, and evaluate all children suspected to be children with disabilities who are 2.5 years of age or older but less than 21 years of age to ensure that eligible children are found, identified, and provided needed services.

Referral and Disposition of Referral When you, a teacher or other person suspects a child may have a disability and need special education, a referral to the school district may be made. If the referral comes from someone other than you, including from the child's teacher, you are immediately notified, in writing, that a referral has been made. A disposition of referral meeting, to which you will be invited, must be held within 15 business days of receiving the referral. This meeting (like all IEP Team meetings) must be held at a date, time, and place mutually agreeable to you and the school. The IEP Team may decide that there is no indication that your child has a disability and needs special education or special education and related services and that at this time the school can meet your child's needs through regular educational services. Otherwise, they would determine that there is reason to suspect the child may have a disability and should be evaluated.

The school must give you written notice of the IEP Team's decision. This notice is the "Written Prior Notice" described on page 6 in this booklet. If the IEP Team decides that additional evaluation is necessary, then the written prior notice will also include a request for parental consent to conduct any individual evaluations needed to determine if your child is a child with a disability.

Evaluation When your child is being considered for special education, your written consent is required before evaluations may occur. Your school district will arrange evaluations, at no cost to you, to be conducted by trained and knowledgeable, certified or licensed evaluators. After the school district has received your written consent for the evaluations, initial evaluations must be completed within 60 calendar days. For reevaluations, the evaluation process shall be completed within 60 days after parent consent or at the conclusion of the extension which may not exceed 30 days.

The LEA shall provide parents with copies of each examiner's evaluation and assessment report(s) at least 5 days prior to the meeting of the IEP team at which the evaluation and assessment report(s) will be discussed. The LEA shall provide the report(s) by sending the report(s) to the parents via US mail unless the parents and the LEA agree upon another method. If you disagree with the evaluation conducted by the school district, you may request the school district provide an independent educational evaluation at no cost to you.

Once the evaluations are completed, you will be given a written summary.

Determination of Eligibility and Disability Category When the evaluations are complete, the IEP Team uses that information to determine whether or not your child is eligible for special education. To be eligible, your child must have a disability and require special education or special education and related services to benefit from education. Your child will then be identified with one or more of a specific disability type listed in the NH Rules Ed 1102.01(t). The IEP team must meet at least once every three years to determine eligibility for special education.

Development of the IEP Within 30 days after your child is found eligible for special education, the IEP Team meets to develop an individualized education program (IEP) for your child. The initial IEP does not become effective until it is agreed upon and signed by you. The IEP Team includes specific required elements listed in the NH Rules Ed 1109.01 and 1109.03.

Once your child has an IEP, it is reviewed/revised in an IEP Team meeting at least annually. Your child must have an agreed upon IEP in place at the start of each school year. Written notice of IEP team meetings must be given to you at least 10 days before the meeting is to be held. The notice must include the time and place of the meeting, purpose, and a list of participants who will be in attendance. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate and the child with a disability may be invited, whenever appropriate. While it is not required, it is a courtesy for the parent to notify the school in advance if they have invited an additional person, or people to the meeting.

Determination of Educational Placement After the IEP has been developed, the IEP Team meets to determine placement in the least restrictive environment (LRE) in which your child can receive the special education and related services described in his/her IEP.

Implementation and Monitoring Parents, educators and others involved with your child monitor progress on an ongoing basis to ensure his/her educational needs are met. If concerns about your child's progress arise, a meeting of the IEP Team may be requested and scheduled without unnecessary delay.

Parental Consent

School districts must request parental consent, in writing, for special education and related services to be provided to a child with a disability, as well as for other activities that are part of the special education process, except in certain circumstances.

Consent means:

- (a) You have been fully informed of all information relevant to the activity for which consent is sought in your native language or other mode of communication;
- (b) You understand and agree, in writing, to the carrying out of the activity for which your consent is sought, and that the consent describes the activity and lists the records (if any) that will be released and to whom; and
- (c) (1) You understand that the granting of consent is voluntary and you may revoke consent at any time;
(2) Your revocation of consent does not negate (undo) an action that has occurred after you gave your consent and before you revoked it.

You have 14 days from the date of the school district's request to respond in writing. The 14-day time limit shall be extended if you and the school district mutually agree to an extension.

Parental consent must be in writing and it must be "informed" that is, you must understand what is being proposed, what the consequences (pros and cons) are of the action the school is proposing, and why the IEP Team is proposing the changes for which your consent is requested.

School districts must obtain your informed, written consent before:

- Conducting an initial evaluation;
- Initial provision of special education and related services to a child with a disability;
- Annual renewal of the IEP and placement of a child with a disability;
- Determining or changing the disability classification;
- Changing the nature or extent of the special education or special education and related services;
- Conducting a reevaluation;
- Access to public insurance pursuant to 34 CFR 300.154(d); and
- Each time the school district proposes to access private insurance.

Consent is also required for:

- Time extensions for reevaluations. Upon written consent of the parties, the 60-day time limit required by Ed 1107.01(d) may be extended by a specific number of days, not to exceed 30 days.
- Excusal of the IEP Team members under certain conditions (Ed 1103.01(e)).
-

Note: Consent for the initial evaluation cannot be construed as consent for initial provision of special education and related services.

School districts are not required to obtain your consent before:

- Reviewing existing data as part of your child's evaluation or reevaluation; or
- Administering a test or other evaluation that is given to all children, unless consent is required of parents of all children.

Special circumstance: If the school district does not receive your written consent within 14 days and it can demonstrate that it has taken reasonable measures to obtain your consent, the school district may implement the following:

- Annual renewal of the IEP and placement of a child with a disability;
- Determining or changing the disability classification;
- Changing the nature or extent of the special education or special education and related services;
- Conducting a re-evaluation.

“Reasonable measures” include detailed records of telephone calls attempted and the results of those calls, copies of correspondence sent to you (by certified mail, return receipt requested) and any responses received, and/or detailed records of visits made to your home or workplace and the results of those visits.

For children who are in the custody of DCYF, and parental rights have been terminated, the state may appoint an educational surrogate.

When you are considering consent, it is very important that you ask questions about any aspect of the activity for which you are being asked to consent.

It is important that you **return** the consent form to the **school district within the 14 days, or agreed upon timeframe**. The timeframe begins on the date the school district **sent** the consent form to you. Please consider that if the consent form comes to you in the mail, a few days of the 14 days may already have passed by the time you receive the request for your consent. **It is your responsibility to respond.**

There are four ways you may respond to a school's request for your consent. The outcomes for each response that you may choose are:

1. You give consent, the proposed changes will happen.
2. If you refuse that consent, the school district cannot implement the proposed changes. The school district has several options for trying to obtain your consent:
 - a. The school district may hold another IEP team meeting to discuss your concerns;
 - b. The school district may ask you to participate in a voluntary Alternative Dispute Resolution process, such as mediation or a neutral conference in order to reach an agreement.

- c. The school district is required for specific proposals to request a due process hearing.
 - i. The school district may not use its consent override procedures if you refuse consent or fail to respond:
 - to a request for consent to provide special education and related services for the first time;
 - if you have enrolled your child in a private school at your own expense
 - if you are home schooling (home education) your child in accordance with RSA 193-A. Home-schooled students with disabilities do not, however, retain the right to receive the free and appropriate public education provided by the school district to public school students with disabilities.

Note: If you refuse consent for your child to receive special education and related services for the first time the school district is not in violation of the requirement to provide a free appropriate public education (FAPE) to your child and is not required to have an IEP meeting or develop an IEP for your child for those services.

3. Parents of children with disabilities shall have 14 days after the sending of written prior notice under ED 1120.03 to sign documents included with the notice to indicate consent, or refusal of consent, or partial consent.
 - a. Upon receipt of a parent's partial consent, the LEA:
 - i. May schedule a mutually agreeable time and date for an IEP team meeting;
 - ii. Shall, if requested by the parent, pursuant to ED 1109.06(b) convene the IEP team to discuss the requested changes and/or additions to the IEP, except as set forth in (3) below; and
 - iii. May refuse to convene the IEP team meeting if it determines that the requested changes and/or additions to the IEP have been addressed at a prior IEP team meeting. In such event, the LEA shall issue a Written Prior Notice pursuant to ED 1109.06(b)(3), explaining why the LEA refuses to convene the meeting.
 - b. When the parent refuses consent to one or more of the proposed services or activities, and/or requests changes to services or activities in the initial proposal, the parent shall specify, in writing, the items that they are refusing or requesting.
4. If you fail to respond within 14 days or within the mutually agreed upon time extension and the school district can demonstrate that it has taken reasonable measures to obtain your consent, the school district can proceed as follows:
 - a. Conducting an initial evaluation; The school may pursue the evaluation by using alternative dispute resolution (pages 13-14 and 18-21), or request a due process hearing.
 - b. Annual review of the IEP and placement of a child with a disability, including:
 - i. Determining or changing the disability classification
 - ii. Changing the nature or extent of the special education or special education and related services; and
 - iii. Conducting a reevaluation

- The school district shall implement its proposal
- iv. Each time the public agency proposes to access private insurance.
 - The school district may not pursue further actions.
- c. Refusal is not giving consent to all or part of a school district proposal and is not the same as revoking consent for all special education.
- 5. Revocation: If a parent revokes consent for **all special education**, in writing, the school district:
 - a. Must provide a Written Prior Notice that the school district will be discontinuing all special education services.
 - b. Must discontinue all **special education** services.
 - c. Must not use mediation or due process procedures to obtain an agreement.
 - d. Shall not be considered in violation of the requirement to provide FAPE.
 - e. Shall not be required to convene an IEP team meeting. **When you revoke consent in writing, the district is prohibited from providing all special education services.**
 - f. Please refer to Appendix A regarding withdrawal of consent for access to public insurance.

Written Prior Notice

“Written Prior Notice” must be given to you in writing after a decision is made to recommend a change, but before actually making the change. The information contained in a Written Prior Notice (WPN) is the important what and why of an IEP Team’s recommendation to make a change. If you have requested a change in your child’s program and the IEP Team’s decision is to refuse to make the change then WPN must be given to you to explain the reasons for the refusal.

Your school district must give you WPN, whenever it:

- proposes to initiate or to change the eligibility/identification, evaluation, or educational placement of your child, or the provision of special education and related services (Free Appropriate Public Education (FAPE) to your child; **or**
- refuses to initiate or to change the eligibility/identification, evaluation, or educational placement of your child or the provision of FAPE to your child.

WPN tells exactly what the changes are that the IEP Team is proposing and tells why the IEP Team is proposing this change. You must be notified, in writing, at least 14 calendar days before the IEP Team proposes to make the recommended change.

The Written Prior Notice (WPN) must:

- describe the action that your school district proposes or refuses to take;
- explain why your school district is proposing or refusing to take the action;
- describe each evaluation procedure, assessment, record, or report your school district used in deciding to propose or refuse the action;
- include a statement that you have protections under the procedural safeguards provisions in IDEA 2004;
- tell you how you can obtain a description of the procedural safeguards if the action that your school district is proposing or refusing is not an initial referral for evaluation;
- include resources for you to contact for help in understanding IDEA 2004;
- describe any other choices that your child's individualized education program (IEP) Team

- considered and the reasons why those choices were rejected; and
- provide a description of other reasons why your school district proposed or refused the action.

The WPN must be written in language understandable to the general public; that is, easy to read and understand. WPN must be provided in the native language or other mode of communication (such as sign language) used by the parent (unless it is clearly not possible to do).

If the native language or other mode of communication of the parent is not a written language, the school district must ensure that the notice is translated orally or by other means of communication, that the parent understands the content of the notice, and that there is written evidence of both the translation and the parent understanding of the content.

Independent Educational Evaluations

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1107.03, 1120.07

As the parent of a child with a disability (or a child who has been evaluated for special education consideration) you have a right to get an independent educational evaluation of your child.

An **independent educational evaluation** is an evaluation conducted by a person who is not employed by the school district and who is qualified to do the evaluation.

The school district may provide an independent educational evaluation at public expense if you disagree with the evaluation done by the school district. (The formal term is “at public expense” meaning that the school district either pays the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.) You are entitled to only one independent educational evaluation at public expense each time the school district conducts an evaluation with which you disagree. If you request an independent educational evaluation, the school district may ask you why you object to the school district’s evaluation. However, you are not required to explain and this may not result in any delay in the school’s decision about whether to pay for the independent evaluation.

If you request an independent educational evaluation at public expense, the school district must, without unnecessary delay, either:

- agree to provide the independent educational evaluation at public expense; or
- initiate a due process hearing to show that the school district’s evaluation is appropriate.

If you request an independent educational evaluation, the school district must inform you about:

- where an independent educational evaluation may be obtained; and
- the applicable school district criteria for an independent educational evaluation, including
 - a. the location of the evaluation; and
 - b. the qualifications of the examiner (person doing the evaluation).

The criteria must be the same as the school district uses when the school district conducts an evaluation. A school district may not have any other restrictions, conditions or timelines related to a parent getting an independent educational evaluation other than the location and examiner’s qualifications. These restrictions shall not be so restrictive that the parent does not have a choice of independent evaluators.

You always have the right to obtain an independent educational evaluation at your own expense. You also have the right to bring these parent-funded independent evaluations to the IEP Team for use in determining your child’s educational needs. You are not obligated to share parent-funded evaluations with the IEP Team. However, the school district may seek to obtain the results of

parent-funded evaluations through the discovery process as part of a due process hearing. Regardless of who pays for the evaluation, the IEP Team must consider the results of any independent educational evaluation, if the evaluation meets the school district's criteria (explained above) in any decisions about the provision of a free appropriate public education for your child. Also, the results of any independent educational evaluation may be presented as evidence at an impartial due process hearing.

If a Hearing Officer requests an independent educational evaluation as part of a hearing, the school district must pay for the evaluation.

If the Hearing Officer decides that the school district's evaluations were appropriate, the school district is not required to pay for the independent educational evaluation or reimburse you.

Educational Surrogate Parents

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1115

If a child with a disability is in need of special education and the parent or guardian is unknown or cannot be located after reasonable efforts are taken to find said parent, or if the child is in legal custody of the division of children, youth and families, the commissioner or designee, may appoint a surrogate parent who shall represent the child in the educational decision-making process

Confidentiality of Information

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1119.01

School districts have many types of education records about children for whom they are responsible. **Education records** means the type of records covered under the definition of "education records" in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)). They may include report cards, progress reports, attendance and health records, videotapes, discipline reports and electronic copies of documents.

Education records that include "**personally identifiable**" information must be protected.

Personally, identifiable means information that has:

- your child's name, your name as the parent, or the name of another family member;
- your child's address;
- a personal identifier, such as your child's social security number or student number; or
- a list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

Notice to Parents The NH Department of Education or other state agencies may also obtain, maintain, or use some school records. These agencies must follow requirements to protect the confidentiality of any personally identifiable information they have about a child. (See 34 CFR 300.612 for more information).

Access Rights School districts and other agencies collecting information, maintaining, or using personally identifiable education records must treat personal information as confidential and must provide access for you to inspect and/or review your child's records. The school district must comply with your request to inspect and review any education records on your child within 14 days after the day the school receives the request for access and before any meeting regarding an IEP or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline).

Record of Access School districts must keep a record of who has access to education records collected, maintained, or used under IDEA 2004 except access by you and authorized employees of the school district. The record of access must include the name of the party, the date access was given and the purpose for which the party is authorized to use the records.

Records on More Than One Child If any educational record includes information on more than one child, you have the right to inspect and review only the information relating to your child or to be informed of that specific information.

List of Types of Location of Information The school district must provide you, on request, a list of the types and locations of educational records collected, maintained, or used by the school district.

Your right to inspect and review education records includes:

- your right to receive a response from the school district to your reasonable requests for explanation and interpretation of information in your child's records;
- your right to request that the school district provide copies of your child's records, if circumstances effectively prevent you from inspecting and reviewing the records unless you receive those copies; and
- your right to have a representative inspect and review the records.

The school district may presume that the parent has authority to inspect and review records relating to their child unless the school district has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

Fees The school district may charge a fee for copies of records that are made for you if the fee does not effectively prevent you from exercising your right to inspect and review those records. The school district may not charge a fee to search for or to retrieve records under IDEA 2004.

Amendment of Records at Parent's Request If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA 2004 is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the school district that maintains the information to amend the information. The school district must decide whether to change the information in accordance with your request, and inform you of their decision, within a reasonable period of time of receipt of your request.

Opportunity for a Hearing If the school district refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing for this purpose within a reasonable time.

Hearing Procedures The person conducting the hearing must be someone with no direct interest in the outcome of the hearing. You are entitled to notice of the hearing, to present evidence relevant to the issues, and to be assisted or represented by one or more persons, including an attorney. The hearing decision must be made within a reasonable time and based on the evidence presented at the hearing. The decision must include a summary of the evidence and the reasons for the decision. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, it must then amend the information and inform you in writing.

Result of Hearing If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of your child, it must inform you of your right to place, in the records that it maintains on your child, a statement commenting on the information or providing any reasons you disagree with the decision of the school district. That statement must be maintained as part of your child's records as long as the

record (or contested portion) is maintained by the school district. If the school district discloses the records (or contested portion) to any party, the explanation must also be disclosed to that party.

Consent for Disclosure of Personally Identifiable Information Unless the information is contained in education records and the disclosure is authorized without parental consent under FERPA, your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of IDEA 2004.

Your consent, or consent of an eligible child who has reached the age of 18, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If your child is in, or is going to go to a private school that is not located in the same school district you reside in, your consent must be obtained before any personally identifiable information about your child is released between officials in the school district where the private school is located and officials in the school district where you reside.

Safeguarding Information Your school district must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each school district must assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding State policies and procedures regarding confidentiality under IDEA 2004 and FERPA. Each school district must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

Destruction of Information Your school district must inform you when personally identifiable information collected, maintained, or used, is no longer needed to provide educational services to your child. The information must be destroyed at your request. **Destruction** means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable. However, the school district must maintain a permanent record of the student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed.

A school district shall not destroy a student's special education records prior to the student's 25th birthday, except with prior written consent of the parent or, where applicable, the adult student. The school district shall maintain a copy of the last IEP that was in effect prior to the student's exit from special education until the student's 60th birthday. The school district shall provide a parent or adult student a written notice of its document destruction policies upon the student's graduation with a regular high school diploma or at the transfer of rights or whichever occurs first. The school district shall provide public notice of its document destruction policy at least annually.

Transfer of Rights Under the regulations for FERPA in 34 CFR 99.5(a), the rights of parents regarding education records are transferred to the student at age 18.

Special Education Complaints

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1121

The decisions parents make regarding their children should be based upon knowledge and understanding of their rights and procedural safeguards. This requires open communication and trust between parents and their school district. If problems do arise, the complaint process is one method parents or others can utilize to resolve an issue with the school district.

The process for filing a special education complaint **must include:**

1. a statement that a school district has violated a requirement of IDEA 2004;
2. the facts on which the statement is based;
3. the signature and contact information for the person filing the complaint; and
4. if alleging violations with respect to a specific child:
 - a. the name and address of the residence of the child;
 - b. the name of the school the child is attending;
 - c. in the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending;
 - d. a description of the nature of the problem of the child, including facts relating to the problem; **and**
 - e. a proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received.

Complaints are mailed to:

Commissioner of Education
New Hampshire Department of Education
101 Pleasant Street
Concord, New Hampshire 03301

The person who files the complaint must forward a copy of the complaint to the school district *at the same time the party files the complaint with the New Hampshire Department of Education*. If you would like more information about the complaint procedures, contact the New Hampshire Department of Education, Bureau of Special Education.

Complaint Procedures

1. After receiving a complaint filed by a parent, an organization or an individual from another State, the complaint will be reviewed by the Complaints Office of the Bureau of Special Education at the NH Department of Education.
2. After the school district receives a copy of the complaint from the complainant, the school district may choose to create a Proposal to Resolve. The Proposal to Resolve is a written plan developed by the school district that proposes district action that it believes will resolve one, some, or all allegations in the complaint. This proposal is provided to the parent in an effort for the two parties to agree to the resolution. If the parent and school district agree on a resolution of one, some or all of the allegations, the special education complaint may continue based on any remaining issues. Once the parent and district agree to a Proposal to Resolve, the complainant must inform the Department of Education that they are withdrawing the complaint.
3. If the issues are appropriate for the complaint procedures, then:
 - a. an independent investigator is assigned to the case to perform an independent investigation, part of which may be conducted in the school district;

- c. a letter is sent to both the parent and the school district giving them the name of the investigator, a copy of the complaint letter and identifying what federal and/or state regulations are involved.
4. The person filing the complaint will be given the opportunity to correct any errors made in summarizing the issues and may submit additional information either orally or in writing.
5. The investigator will review all relevant information, including appropriate educational records, and may interview face to face or by phone, both you and school district officials and staff to determine the facts. When the investigation is complete the investigator will submit a written report to the NH Department of Education.
6. The NH Department of Education Dispute Resolution Coordinator for Special Education Complaints will review the report to determine if any violations occurred.
7. The Commissioner of Education reviews the information and makes a decision of what corrective action, including monetary reimbursement if any, is warranted, appropriate to the needs of the child. The Commissioner signs the decision. The decision will be issued no later than 60 days after the complaint was received by the NH Department of Education. The timeline may be extended if the Department determines that exceptional circumstances exist that delay the decision.
8. Any party to the complaint may, within 20 days of receipt of the commissioner's written decision under Ed 1121.02(b), make a written request to the commissioner for reconsideration of the decision. Any corrective action ordered by the commissioner for the benefit of a child with a disability shall implemented and continue until the conclusion of the reconsideration and, unless reversed upon reconsideration or stayed, during any appeal.
9. When the NH Department of Education determines there was a failure to provide appropriate services it can award monetary reimbursement or other corrective action appropriate to the needs of the child and to ensure appropriate services are provided to all children with disabilities in the future.

Model Forms The NH Department of Education has developed model forms to help you file a due process complaint and a State complaint. These can be obtained by contacting your child's school, the NH Department of Education, 101 Pleasant Street Concord, N.H. 03301 or on the Department website: http://www.education.nh.gov/instruction/special_ed/complaint.htm. You are not required to use these model forms. You can use this form or another appropriate model form, so long as it contains the required information for filing a due process complaint or a State complaint.

Alternative Dispute Resolution

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1122

Parents and school districts strive to resolve disagreements in the least adversarial manner possible. When you have a concern or disagreement with the school district the attempts to resolve these should start at the lowest administrative level possible. When those attempts are not possible or successful, formal alternative dispute resolution methods such as mediation or neutral conference may be a viable option. School districts may develop procedures that offer you, and schools that choose not to use the mediation process, an opportunity to meet, at a time and location convenient to you with someone who has no personal or professional interest. If those alternatives are not appropriate or successful a due process complaint can be filed by either party leading to a due process hearing.

Neutral Conference A neutral conference is an option that is open to both you and the school district. It is a voluntary confidential process facilitated by a trained professional (neutral) who listens to both sides of a dispute and makes a recommendation that both sides may either adopt

or refuse. A parent can request that their child's school district file a request with the NH Department of Education. Neutral conferences are a free service provided by the NH Department of Education. If you would like more information, please call the Office of Legislation and Hearings at (603) 271- 2299.

Mediation is available to allow you and the school district to resolve disagreements involving any matter under IDEA 2004 which outlines the special education process including matters arising prior to the filing of a due process complaint. Thus, mediation is available to resolve disputes under IDEA 2004, whether or not you have filed a due process complaint to request a due process hearing.

The procedures must ensure that the mediation process:

- is voluntary on your part and the school district's part;
- is not used to deny or delay your right to a due process hearing, or to deny any other rights you have under IDEA 2004; **and**
- is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

School District The school district may develop dispute resolution procedures that could be offered to you and your school if the mediation process is not chosen. The school district may offer you an opportunity to meet, at a time and location convenient to you, with someone who has no personal or professional interest in the outcome of a dispute which they help to resolve:

- who is under contract with an appropriate alternative dispute resolution entity, or Parent Information Center or community parent resource center in New Hampshire; **and**
- who would explain the benefits and encourage the use of the mediation process to you.

New Hampshire Department of Education The NH Department of Education maintains a list of people who are qualified mediators and know the laws and regulations relating to the provision of special education and related services. The NH Department of Education must select mediators on a random, rotational, or other impartial basis.

The NH Department of Education is responsible for the cost of the mediation process, including the costs of meetings. Each meeting in the mediation process must be scheduled in a timely manner and held at a place that is convenient for you and the school district.

If you and the school district resolve a dispute through the mediation process, both parties must enter into a legally binding agreement that sets forth the resolution and that:

- states that all discussions that happened during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
- is signed by both you and a representative of the school district who has the authority to bind the school district.

The written, signed mediation agreement is enforceable in any State court of competent jurisdiction (a court that has the authority under State law to hear this type of case) or in a district court of the United States. Discussions that happened during the mediation process must be confidential. They cannot be used as evidence in any future due process hearing or civil proceeding of any Federal court or State court of a State receiving assistance IDEA 2004.

Impartiality of Mediator The mediator:

- may not be an employee of the State Educational Agency (SEA) or the school district that is involved in the education or care of your child; **and**

- must not have a personal or professional interest which conflicts with the mediator's objectivity.

A person who otherwise qualifies as a mediator is not an employee of a school district or State agency solely because he or she is paid by the agency or school district to serve as a mediator.

Due Process Complaint Procedures

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1123

General Information regarding Due Process You or the school district may file a due process hearing complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child. The time period for the hearing procedures is 45 calendar days not including a 30-day resolution period. A school district must offer a resolution meeting if a parent has requested the due process hearing.

The due process complaint must allege a violation that happened not more than two years before you or the school district knew or should have known about the alleged action that forms the basis of the due process complaint. If you are requesting a due process hearing to recover the cost of a unilateral placement you must file the request within 90 days of the unilateral placement.

The above timeline does not apply to you if you could not file a due process complaint within the timeline because the school district:

- specifically misrepresented that it had resolved the issues identified in the complaint; **or**
- withheld information from you that it was required to provide you under IDEA 2004.

The school district must inform you of any free or low-cost legal and other relevant services available in the area if you request the information, **or** if you or the school district file a due process complaint.

Filing a Due Process Complaint In order to request a hearing, you or the school district (or your attorney or the school district's attorney) must submit a due process complaint to the other party. That complaint must contain all of the content listed below and must be kept confidential.

You or the school district, whichever one filed the complaint, must also provide the NH Department of Education with a copy of the complaint. A due process hearing may not be held until the due process complaint is filed.

The due process complaint must include:

1. the name of the child;
2. the address of the child's residence;
3. the name of the child's school;
4. if the child is a homeless child or youth, the child's contact information, and the name of the child's school;
5. a description of the nature of the problem of the child relating to the proposed or refused action, including facts relating to the problem; **and**
6. a proposed resolution of the problem to the extent known and available to you or the school district at the time.

Due Process Complaint In order for a due process complaint to go forward it must be considered sufficient. The due process complaint will be considered sufficient (to have met the content requirements above) unless the party receiving the due process complaint (you or the school district) notifies the hearing officer and the other party, in writing, within 15 calendar days of

receiving the complaint, that the receiving party believes that the due process complaint does not meet the requirements listed above.

Within 5 calendar days of receiving the notification the receiving party (you or the school district) considers a due process complaint insufficient, the hearing officer must decide if the due process complaint meets the requirements listed above, and notify you and the school district in writing immediately.

If either party is requesting an expedited hearing, the notice must also state the disciplinary grounds for the request.

Changes to the Complaint You or the school district may make changes to the due process complaint only if:

- the other party approves of the changes in writing and is given the chance to resolve the due process hearing complaint through a resolution meeting, described below; **or**
- by no later than five days before the due process hearing begins, the hearing officer grants permission for the changes.

If the complaining party (you or the school district) makes changes to the due process complaint, the timelines for the resolution meeting (within 15 calendar days of receiving the complaint) and the time period for resolution (within 30 calendar days of receiving the complaint) start again on the date the amended complaint is filed.

School District Response to a Due Process Complaint If the school district has not sent a Written Prior Notice (WPN) to you regarding the subject matter contained in your due process complaint, the school district must, within 10 calendar days of receiving the due process complaint, send to you a response that includes:

- an explanation of why the school district proposed or refused to take the action raised in the due process complaint;
- a description of other options that your child's individualized education program (IEP) Team considered and the reasons why those options were rejected;
- a description of each evaluation procedure, assessment, record, or report the school district used as the basis for the proposed or refused action; **and**
- a description of the other factors that are relevant to the school district's proposed or refused action.

Providing the information in the items above does not prevent the school district from asserting that your due process complaint was insufficient.

Parent Response to a Due Process Complaint When the school district, and the other party, has filed the due process complaint, you, as the receiving party, must, within 10 calendar days of receiving the complaint, send a response that specifically addresses the issues in the complaint to the school district and the other party.

Separate Request for a Due Process Hearing Nothing in the procedural safeguards section of the Federal regulations under Part B of the IDEA 2004 (34 CFR §§300.500 through 300.536) can be interpreted to prevent you from filing a separate due process complaint on an issue separate from a due process complaint already filed.

Mediation Mediation is available to allow you and the school district to resolve disagreements involving any matter under IDEA 2004, including matters arising prior to the filing of a due process complaint. Thus, mediation is available to resolve disputes under IDEA 2004, whether or not you have filed a due process complaint to request a due process hearing.

Mediation Requirements

- is voluntary on your part and the school district's part;
- is not used to deny or delay your right to a due process hearing, or to deny any other rights you have under IDEA 2004; **and**
- is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

The NH Department of Education has a list of people who are qualified mediators and are knowledgeable of laws and regulations relating to the provision of special education and related services. Mediators are selected on a random, rotational, or other impartial basis. The cost of mediation is assumed by the NH Department of Education.

Impartiality of Mediator The mediator:

- may not be an employee of the State Educational Agency or the school district that is involved in the education or care of your child; **and**
- must not have a personal or professional interest which conflicts with the mediator's objectivity.

A person who otherwise qualifies as a mediator is not an employee of a school district or State agency solely because he or she is paid by the agency or school district to serve as a mediator.

Each meeting in the mediation process must be scheduled in a timely manner and held at a place that is convenient for you and the school district.

If you and the school district resolve a dispute through the mediation process, both parties must enter into a legally binding agreement that sets forth the resolution and that:

- states that all discussions that happened during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; **and**
- is signed by both you and a representative of the school district who has the authority to bind the school district.

A written, signed mediation agreement is enforceable in any State court of competent jurisdiction (a court that has the authority under State law to hear this type of case) or in a district court of the United States.

The Child's Placement While the Due Process Complaint and Hearing are Pending Your child must remain in his or her current educational placement during the due process timeline except under the provisions of "interim alternative placement due to a disciplinary removal." If the due process complaint involves an application for initial admission to public school, your child, with your consent, must be placed in the regular public school program until the completion of all such proceedings.

If the due process complaint involves an application for initial services for your child transitioning from Early Supports and Services under Part C of IDEA 2004 or because your child has turned three, the school district is not required to provide the early supports and services that your child has been receiving. If your child is found eligible under IDEA 2004 and you consent for your child to receive special education and related services for the first time, then, pending the outcome of the proceedings, the school district must provide those special education and related services that are not in dispute (those which you and the school district both agree upon).

Resolution Meeting Within 15 calendar days of receiving notice of your due process complaint, and before the due process hearing begins, the school district must convene a resolution meeting with you and the relevant member or members of the individualized education program (IEP) team who have specific knowledge of the facts identified in your due process complaint. The meeting:

- must include a representative of the school district who has decision making authority on behalf of the school district; **and**

- may not include an attorney of the school district unless you are accompanied by an attorney.

The purpose of the meeting is for you to discuss your due process complaint, and the facts that form the basis of the complaint, so that the school district has the opportunity to resolve the dispute. The resolution meeting is not necessary if:

- you and the school district agree in writing to waive the meeting; **or**
- you and the school district agree to use the mediation process.

Resolution Period If the school district has not resolved the due process complaint to your satisfaction within 30 calendar days of the receipt of the due process hearing complaint (during the time period for the resolution process), the due process hearing may occur.

The 45-calendar day timeline for issuing a final decision begins at the expiration of the 30-calendar day resolution period, with certain exceptions for adjustments made to the 30-calendar day resolution period, as described below. Except where you and the school district have both agreed to waive the resolution process or to use mediation, your failure to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until you agree to participate in a meeting.

If after making reasonable efforts and documenting such efforts, the school district is not able to obtain your participation in the resolution meeting, the school district may, at the end of the 30- calendar day resolution period, request that a hearing officer dismiss your due process complaint.

Documentation of such efforts must include a record of the school district's attempts to arrange a mutually agreed upon time and place, such as:

- detailed records of telephone calls made or attempted and the results of those calls;
- copies of correspondence sent to you and any responses received; and
- detailed records of visits made to your home or place of employment and the results of those visits.

If the school district fails to hold the resolution meeting within 15 calendar days of receiving notice of your due process complaint **or** fails to participate in the resolution meeting, you may ask a hearing officer to order that the 45-calendar day due process hearing timeline begin.

Adjustments to the 30 Calendar Day Resolution Period If you and the school district agree, in writing, to waive the resolution meeting, then the 45-calendar day timeline for the due process hearing starts the next day.

After the start of mediation or the resolution meeting and before the end of the 30-calendar day resolution period, if you and the school district agree, in writing, that no agreement is possible, then the 45-calendar day timeline for the due process hearing starts the next day.

If you and the school district agree to use the mediation process, at the end of the 30-calendar day resolution period, both parties can agree, in writing, to continue the mediation until an agreement is reached. However, if either you or the school district withdraws from the mediation process, then the 45-calendar day timeline for the due process hearing starts the next day.

Written Settlement Agreement If a resolution to the dispute is reached at the resolution meeting, you and the school district must enter into a legally binding agreement that is:

- signed by you and a representative of the school district who has the authority to bind the school district; **and**
- enforceable in any State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States or by the State Educational Agency,

if your State has another mechanism or procedures that permit parties to seek enforcement of resolution agreements.

Agreement Review Period If you and the school district enter into an agreement as a result of a resolution meeting, either party (you or the school district) may void the agreement within 3 business days of the time that both you and the school district signed the agreement

Impartial Due Process Hearing

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1123

In New Hampshire, the NH Department is responsible for convening due process hearings and an appeal from a due process hearing decision is directly to a court.

The NH Department of Education will schedule dates for both a pre-hearing conference and a hearing. The Hearing Officer, for the purpose of clarifying issues to be addressed at the hearing, conducts the pre-hearing conference. The pre-hearing conference is also an opportunity to discuss offers of settlement.

The due process hearing is held no later than 14 days after the conclusion of the prehearing conference. Except for good cause shown, an administrative due process hearing shall be limited to 2 days.

Hearing Rights Any party to a due process hearing (including a hearing relating to disciplinary procedures) has the right to:

- be accompanied and advised by a lawyer and/or persons with special knowledge or training regarding the problems of children with disabilities;
- present evidence and confront, cross-examine, and require the attendance of witnesses;
- prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five business days before the hearing;
- obtain a written, or, at your option, electronic, word-for-word record of the hearing; **and**
- obtain written, or, at your option, electronic findings of fact and decisions.

Additional Parental Rights at Hearings You must be given the right to:

- have your child present;
- open the hearing to the public; **and**
- have the record of the hearing, the findings of fact, and decisions provided to you at no cost.

Additional disclosure of information At least five business days prior to a due process hearing, you and the school district must disclose to each other all documentary evidence, list of witnesses, and evaluations, including independent evaluations, completed by that date and recommendations based on those evaluations that you or the school district intend to use at the hearing.

A hearing officer may prevent any party that fails to comply with this requirement from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

Subject Matter of Due Process Hearing The party (you or the school district) that requests the due process hearing may not raise issues at the due process hearing that were not addressed in the due process complaint, unless the other party agrees.

Impartial Hearing Officer At a minimum, a hearing officer:

- must not be an employee of the State Educational Agency or the school district that is involved in the education or care of the child. However, a person is not an employee of the agency solely because he/she is paid by the agency to serve as a hearing officer;

- must not have a personal or professional interest that conflicts with the hearing officer's objectivity in the hearing;
- must be knowledgeable and understand the provisions of the IDEA 2004, and Federal and State regulations pertaining to the IDEA 2004, and legal interpretations of the IDEA 2004 by Federal and State courts; **and**
- must have the knowledge and ability to conduct hearings, and to make and write decisions, consistent with appropriate, standard legal practice.

Hearing Decisions A hearing officer's decision on whether your child received a free appropriate public education (FAPE) must be based on substantive grounds. In matters alleging a procedural violation, a hearing officer may find that your child did not receive FAPE only if the procedural inadequacies:

- interfered with your child's right to a free appropriate public education (FAPE);
- significantly interfered with your opportunity to participate in the decision-making process regarding the provision of a free appropriate public education (FAPE) to your child; **or**
- caused a deprivation of an educational benefit.

If either you or the school district disagrees with the decision of the Hearing Officer, the parties may file an appeal in N.H. Superior Court or federal court within 120 days from the time they receive the final decision.

Construction Clause None of the provisions described above can be interpreted to prevent a hearing officer from ordering a school district to comply with the requirements in the procedural safeguards section of the Federal regulations under IDEA 2004 (34 CFR §§300.500 through 300.536).

Findings and Decision to Advisory Panel and General Public The NH Department of Education, after deleting any personally identifiable information, must:

- provide the findings and decisions in the due process hearing or appeal to the State special education advisory panel; **and**
- make those findings and decisions available to the public.

Expedited Hearings: Due Process Hearings within 45 Days with No Extensions The NH Department of Education will schedule an expedited hearing within 20 school days of receiving the request for such a hearing. A resolution session must be held within 7 days and the decision provided within 10 school days. An expedited hearing will be scheduled when requested if:

1. the school district thinks that keeping the child in the current school program is likely to result in injury to the child or others and therefore the school district wants to place the child in an interim alternative educational setting for 45 days or less, and the parent does not agree;
2. the parent believes that the child has been kept out of school for more than 10 days in a row **or** 10 days in a school year without the school following the proper procedures;
 - a) the parent does not agree with the school placing the child in an interim alternative educational setting; or
 - b) the parent does not agree with the manifestation determination decision.

When a child is placed in a 45-day Interim Alternative Educational Setting (IAES), the child remains in the placement until:

- (1) the Hearing Officer decides differently,
- (2) the 45 days end, or
- (3) the parties agree to a different placement. In the case of a dispute, the interim alternative educational setting becomes the child's "stay put" placement for the remainder of the 45 IAES days. When the 45 IAES days are finished, the child returns to the school program in which the child was placed before the 45-day interim placement, unless the Hearing Officer orders another 45-day Interim Alternative Educational Setting.

Finality of Decision, Appeal, Impartial Review If either the parent or the school district disagrees with the decision of the Hearing Officer, they may file an appeal in state superior court or federal court within 120 days from the time they receive the final decision of the Hearing Officer.

The court *handling* the appeal will receive the records from the *due process* hearing and will hear additional evidence if asked by either the parent or the school district. The court will make a decision on the appeal and grant the relief that the court determines to be appropriate, if any, based upon a preponderance (51% or more) of the evidence.

Nothing in this part restricts or limits the rights, procedures, and remedies available under the Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973, or other Federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under section 615, the procedures under 300.507 and 300.510 (3/99) must be exhausted to the same extent as would be required had the action been brought under section 615 of the Act.

Timelines and Convenience of Hearings and Reviews NH Department of Education must ensure that not later than 45 calendar days after the expiration of the 30-calendar day period for resolution meetings **or**, as described under the sub-heading ***Adjustments to the 30-calendar day resolution period***, not later than 45 calendar days after the expiration of the adjusted time period:

- a final decision is reached in the hearing; **and**
- a copy of the decision is mailed to each of the parties.

A hearing officer may grant specific extensions of time beyond the 45-calendar day time period described above at the request of either party.

Each hearing must be conducted at a time and place that is reasonably convenient to you and your child.

Civil Actions, Including the Time Period in Which to File Any party (you or the school district) who does not agree with the findings and decision in the due process hearing (including a hearing relating to disciplinary procedures) has the right to bring a civil action with respect to the matter that was the subject of the due process hearing. An appeal of a Hearing Officer's final decision must be filed in either state superior court or federal court within 90 days from the receipt of the final Hearing Officer decision. All such decisions must be sent by the NH Department of Education to both parties certified mail, return receipt requested.

Reimbursement for Attorneys' and Expert Witness Fees Effective January 1, 2009; According to NH RSA 186- C:16(b)(V) An action pursuant to 20 U.S.C. section 1415(i)(3) seeking reimbursement for attorney's fees or seeking reimbursement for expert witness fees shall be commenced within 120 days from receipt of the final decision in accordance with RSA 186-C:16-b,

IV. All such decisions shall be sent certified mail, return receipt requested.

1. the court may award reimbursement to a parent of a child with a disability for expert witness fees incurred as part of a due process complaint at which the parent was the prevailing party and when the court determines that a school has not acted in good faith in developing or implementing a child's individualized education program, including appropriate placement.
2. the court may deny or reduce reimbursement of expert witness fees if the hearing officer determines:
 - a) the expert witness was not a necessary component to the parent's complaint;
 - b) the expert witness fee exceeds an amount that is reasonable, given the type and location of the service provided and the skill, reputation, and experience of the expert witness;

- c) the parent, or the parent's attorney, did not provide notice to the school district of their intent to have the expert witness participate in the due process hearing.

Post-Hearing Matters and Attorney Fees

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1123.22, 34 CFR

300.517 and RSA 186-C:16-b, V

A parent who is the prevailing party (obtains a favorable ruling, or in some cases, a ruling that is primarily favorable) at either the due process hearing or a court appeal of the Hearing Officer's decision, may be entitled to reimbursement of reasonable attorneys' fees. According to RSA 186

– C:16-b, (V) a parent must file the request for reimbursement of attorneys' fees in state or federal court within 120 days of receiving the Hearing Officer's decision.

The amount of reasonable attorneys' fees that can be awarded are based on rates prevailing in the community in which the action or hearing arose for the kind of quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded.

Parents' attorneys' fees will not be reimbursed for attendance at an IEP meeting unless the meeting is held by order of the Hearing Officer or a court order. Attorneys' fees will not be reimbursed for attendance at a resolution session or mediation.

A parent may not be entitled for reimbursement of parent's attorneys' fees and related costs that are earned after a school district has made a written offer to settle the matter.

Parent's attorneys' fees are eligible for consideration of reimbursement when:

- the written offer is made by the school district more than 10 calendar days before the start of the hearing;
- the written offer is not accepted by the parent within 10 calendar days; and
- the relief finally given to the parent is not more than the earlier offer to settle the matter.

The court may order reimbursement for your attorneys' fees if it finds that the parent succeeded at the hearing or in the court appeal and had good reason for not accepting the school district's offer to settle the matter.

The court may reduce the amount of parent's attorneys' fees to be reimbursed if it finds that:

- you or your attorney, during the hearing or court appeal, unreasonably delayed the final resolution of the dispute;
- the amount of attorneys' fees is greater than the hourly rate for attorneys in the community who provide the same type of services and who have similar skills, reputation, and experience;
- the time spent and legal services were excessive considering the type of hearing or court appeal, and the issues addressed; or
- the parent's attorney did not provide to the LEA the appropriate information in the due process request notice.

However, the court may not reduce fees if the court finds that the State or school district unreasonably delayed the final resolution of the action or proceeding or there was a violation under the procedural safeguards provisions of IDEA 2004.

Reasonable attorneys' fees may be awarded to a prevailing State Educational Agency or school district:

- against the parent's attorney if the due process complaint filed or subsequent cause of action is frivolous, unreasonable, or without foundation; or
- against the attorney of a parent who continued to litigate after it clearly became frivolous, unreasonable, or without foundation; or

- against the parent's attorney *or the parent*, if the parent's due process complaint or subsequent cause of action was presented for any improper purpose, such as to harass, or to cause unnecessary delay, or to needlessly increase the cost of litigation.

Procedures When Disciplining Children with Disabilities

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1124

Removals that Constitute a Change in Placement Removal of a student based on discipline issues, *if*

- The removals are for more than 10 consecutive school days or
- There is a series of removals that constitute a pattern because the removals total more than 10 school days, because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

When this happens, you must receive a copy of the procedural safeguards notice. An IEP Team meeting must then be held, within ten days of the decision, to remove your child for what amounts to a change in placement, and the IEP Team *must* determine *if* the behavior was a "manifestation" of your child's disability. A manifestation determination is the IEP Team's decision that your child's behavior is or is not related to his/her disability. In order to do this, the IEP Team must look at two possibilities:

1. The conduct (behavior) "was caused by, or had a direct and substantial relationship to your child's disability" or
2. The conduct (behavior) in question "was the direct result of the school districts' failure to implement the IEP."

If the IEP Team determines that the behavior *was* a manifestation of your child's disability, *then* the IEP Team must do one of the following:

- either conduct a functional behavioral assessment (FBA) unless the school district has already done an FBA and developed a behavioral intervention plan; or
- review the behavioral intervention plan that has already been developed and modify it as necessary to address the behavior.
- return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan, unless the removal is due to a "special circumstance."

Manifestation Determination When your child is given a suspension that is a change in placement, as soon as the decision is made to take that action, you must be notified and provided the procedural safeguards notice. Immediately, but not later than 10 school days after the decision is made, the IEP Team and other qualified professionals, such as the school psychologist, must hold a meeting, to make a manifestation determination. If one has not already been done, a FBA would also be conducted and a behavioral intervention plan developed. This may occur at the same meeting as the one in which the manifestation determination is made.

A manifestation determination meeting would be held except when the behavior involved the following "special circumstances." The child:

- carries a weapon to, or possessed a weapon, at school, on school premises, or at a school function;
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, at school or at a school function; OR
- has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function."

Removal to an Interim Alternative Educational Setting (IAES) Under “special circumstances,” (remember that the IDEA 2004 allows for a “case-by-case” approach to discipline issues), school personnel may remove a student to an IAES for not more than 45 school days “without regard to whether the behavior was a manifestation of the child’s disability, if the child:

- carries a weapon to, or possessed a weapon, at school or at a school function;
- knowingly possesses or uses illegal drugs, or is selling or using controlled substances at school or at a school function; OR
- “has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.”

Additionally, a Hearing Officer may place a student, for the reason of the student posing a significant danger to him/herself or others in the student’s current placement, in an IAES for **up to 45 school days** by conducting an expedited due process hearing.

The IAES is determined by the IEP Team, regardless of who decided to remove the child. The IAES must enable the child to continue to progress in the general curriculum and towards the goals in the child’s IEP, although in another setting. Services designed to prevent the behavior from recurring are also to be provided.

During the child’s placement in the IAES, the IEP Team must (if one has not already been done) conduct a FBA and develop a positive behavioral intervention plan. A manifestation determination meeting will also need to be conducted. The time that the student is in the IAES allows the IEP Team to:

- remove the student from the current placement;
- consider the appropriateness of the current IEP and propose changes, if appropriate; and
- consider the appropriateness of the placement where the incident occurred and propose changes, if appropriate.

Definitions: A controlled substance means a drug or other substance identified under schedules I, II, III, IV or V in section 202(c) of the controlled Substances Act (21 USC 812(c).

An illegal drug means a controlled substance, but does not include a substance that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Weapon has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 9430 of title 18, USC.

Serious bodily injury has the meaning given that term under paragraph (3) of subsection (h) of section 1365 of title 18, USC.

Right to Appeal Either you or the school district may appeal any decision regarding manifestation determination or placement in an interim alternative educational setting by requesting a due process hearing. Either you or the school district may request an “expedited hearing” to resolve these issues as quickly as possible.

Expedited Due Process Hearings for Discipline-Related Issues When discipline issues are involved, expedited (quick) due process hearings:

- must be conducted by a due process hearings officer who meets the criteria set for Hearing Officers by the Department of Education;
- must be held within 20 school days, and reach a decision within 10 school days;

- may be appealed, as would any other due process hearing decision, as outlined by the NH Department of Education. During the appeal process, a child placed in an IAES remains in that setting, until the Hearing Officer makes his/her ruling or until the 45-school day period has ended. This placement would be considered the child's "stay put" placement during this time period.

If a school district still feels that the child is a threat to the safety of others, it may request that the child remain in the "interim" placement, or that he/she be placed into another educational setting as proposed by the IEP Team. The child would return to his/her original placement during the hearing unless the school district believed that the child's return would pose a threat to the safety of the child or others. In that case, the school district may request an expedited hearing. This process may be repeated as necessary. For disagreements regarding moving a child with a disability to an IAES or other placement chosen by the Hearing Officer, the Hearing Officer must follow the same requirements he/she would use in making a placement in an IAES.

If a school district disciplines a child with a disability, with a procedure that is applicable to all children, then the school district must send the special education and disciplinary records to the person or persons making the final decision about the disciplinary action.

Students who have not yet been Determined Eligible for Special Education For students who have not yet been identified, but who are involved in disciplinary proceedings, the protections described in this section apply only if the school district has knowledge that the child is a child with a disability because:

- the parent has expressed concern, in writing, to school personnel that their child needs special education and related services;
- the parent of the child has requested an evaluation of their child;
- a teacher (or other school district personnel) has expressed concern about a pattern of behavior or performance of the child to the director of special education or other supervisory personnel in accordance with the school district's Child Find or referral system.

Evaluation During the Disciplinary Process If you request an evaluation for your child during the disciplinary process, the evaluation must be conducted as soon as possible (expedited), AND your child will remain in the educational placement determined by educational authorities for the period of the original suspension, which can include suspension or expulsion without educational services. If your child is found to be a child with a disability, the school district must provide special education and related services, including during the period of appeals and/or placement into an Interim Alternative Educational Setting (IAES).

Referral to and Action by Law Enforcement and Judicial Authorities IDEA 2004 does not prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities or prevent the State law enforcement and judicial authorities from exercising their responsibilities to the application of State and Federal law.

Statute of Limitations

State law imposes certain time limits, called "statutes of limitations," on actions involving due process hearings, appeals to state and federal courts, and reimbursement for attorneys' fees and reimbursement for tuition you paid for unilateral placements.

If the parent or school district fails to comply with the time limits, they may lose their right to a due process hearing or an appeal of a Hearing Officer's decision to a court.

The following is a brief list of the important time limits:

- a parent must request a due process hearing within 2 years of the date on which the alleged violation was discovered or reasonably should have been discovered;
- a parent must request a due process hearing within 90 days of a unilateral placement in order to recover the costs of the unilateral placement;
- a parent must file any action to recover their attorneys' fees and reasonable court costs in state superior court or federal court within 120 days from the receipt of the final *Hearing Officer* decision. All such decisions shall be sent *by the Department of Education to both parties* certified mail, return receipt requested.

Requirements for Unilateral Placement by Parents of Children in Private Schools at Public Expense

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1112

If the school district made a free appropriate public education (FAPE) available to your child and you choose to place your child in a private school then the school district is not required to pay for the cost of education, including special education and related services. However, the school district where the private school is located must include your child in the population of students whose needs are addressed under the IDEA 2004 provisions regarding children who have been placed by their parents in a private school. These children have no individual entitlement to special education at school district expense. Under IDEA 2004, the responsibility for determining equitable services now falls to the school district in which the private school is located, and not the school district where you and your child reside.

Several procedures about this for the public school district are now required by the federal law. IDEA 2004 requires a school district, which has any private school(s) within its geographic boundaries to consult with those private school officials and parent representatives of children with disabilities attending those private schools. Based on this meaningful consultation, the school district in which the private school(s) is located must make a plan for how it will spend the IDEA 2004 funds allocated for this group of children, meaning that one, some, or all of the students placed by their parents may receive some equitable special education services while attending the private school. The equitable services provided to a parentally-placed private school child with disabilities, who has been designated by the district to receive them, must be described in a Services Plan (SP).

The student would still retain eligibility for FAPE in the LRE consistent with IDEA 2004 requirements, and could enter the public system in the child's school district of residence at any time and would then be entitled to receive full services with an IEP through the school district of residence.

Placements when FAPE IS an Issue If you do not believe that the school district in which you and your child live made FAPE available to your child, you may file for an impartial due process hearing to attempt to obtain school district (the school district of residence) payment for the program. This option is only available to parents of a child who previously received special education and related services **through** the public school where they live (even if the placement was a private program chosen by the Team). If a Hearing Officer or court finds that the school district in which the child resides had not made FAPE available to the child in a timely manner prior to the child's enrollment in the private program, the Hearing Officer or court may require the school district of residence to reimburse you for all or some of the cost of that enrollment.

A parental placement may be found to be appropriate by a Hearing Officer or a court even if it does not meet the State standards that apply to education provided by the state or local education agency.

Limitation on Reimbursement The cost of reimbursement for this “unilateral” parent placement may be reduced or denied if:

- at the most recent IEP Team meeting in the school district of residence that you attended prior to removal of your child from the public school placement, you did not inform the IEP Team that you were rejecting the placement proposed by the public agency to provide FAPE to your child, including stating your concerns and your intent to enroll your child in a private school at public expense; or at least 10 business days (including any holidays that occur on a business day) prior to the removal of your child from the public school placement, you did not give written notice of your intent to remove your child;
- prior to your removal of your child from the public school placement, the school district provided written prior notice to you of its intent to evaluate your child, but you did not make your child available for the evaluation; or
- upon a court’s finding that your actions were unreasonable.

However, the cost of the reimbursement may not be reduced or denied for failure to provide the notice if:

- the school prevented you from providing the notice;
- you had not received notice of these notice requirements; or
- compliance with the notice requirements would likely result in physical harm to the child; and may, in the discretion of the court or a hearing officer, not be reduced or denied for your failure to provide the required notice
- you are illiterate and cannot write in English; and/or
- compliance with the notice requirements would likely result in serious emotional harm to the child.

In the case of a unilateral placement, when the school district was not given a reasonable opportunity to evaluate the child and develop an IEP, you may not seek reimbursement until the school district is given an opportunity to evaluate the child and develop an IEP.

Free or Low Cost Assistance / Resources

There are free and low cost services available to help you understand and access their rights under special education and the special education process. Listed below are some agencies that can provide this assistance.

Director of Special Education for the School District

(School districts must maintain a listing of free or low cost legal resources, which may include local resources)

Bureau of Special Education
New Hampshire Department of Education 101
Pleasant Street
Concord, New Hampshire 03301-3860
Telephone: (603) 271-3741
Fax: (603) 271-1099
E-mail: Barbara.Raymond@doe.nh.gov

Disabilities Right Center, Inc.
P.O. Box 3660
Concord, New Hampshire 03301
Telephone: (603) 228-0432 or 1-800-834-1721
Fax: (603) 225-2077
E-mail: advocacy@drcnh.org

New Hampshire Bar Association/Pro Bono 112
Pleasant Street
Concord, New Hampshire 03301
Telephone: (603) 224-6942 or 1-800-852-3799
(Intake is through the Disabilities Rights Center)

Parent Information Center (PIC) 54
Old Suncook Road
Concord, New Hampshire 03301 (603)
224-7005 or 1-800-947-7005
Fax: (603) 224-4365
Web Site (connects to staff e-mail): www.parentinformationcenter.org
Parent Information Center offers a free booklet called “Steps in the Special Education Process” which provides details about the special education process and the laws.

Note: Additional information may be obtained by contacting your local school district, the NH Department of Education at (603) 271-3741 or on the NH Department of Education’s website: http://www.education.nh.gov/instruction/special_ed/index.htm

Definition of Days and Type of “Days”

Types of Days Used in the *New Hampshire Rules for the Education of Children with Disabilities*

“Day” is defined in Section 300.9 of IDEA as:

- (a) **Day** means calendar day unless otherwise indicated as business day or school day;

- (b) **Business day** means Monday through Friday, except for Federal and State holidays (unless holidays are specifically included in the designation of business day, as in Section 300.403(d)(1)(ii); and
- (c) (1) **School day** means any day, including a partial day that children are in attendance at school for instructional purposes

CALENDAR DAYS	
DAYS	
60	Evaluation completed – Ed 1107.01(c)-(d)
30	Meeting is held to develop an initial IEP within 30 days of determination of eligibility – 34 CFR 300.323(c) (1)-(2)
10	Written notice of IEP Team meeting given by LEA to parents – Ed 1103.02(a)
5	Written notice of meeting given by LEA to parents – Manifestation Determination Meeting – Ed 1103.02(a)
10	Prior to the 46 th day – LEA submits to the Director of Special Education documentation to support continuation of home – instruction – Ed 1111.05(h)
45	Duration of change to placement to IAES by LEA for drugs and weapons – Ed 1124.01
45	Duration of change of placement to IAES by hearing officer for safety reasons – Ed 1124.01
45	Decision mailed to parties within 45 days in expedited hearing – Ed 1123.25
30	Determination by LEA of need for surrogate within 30 days of referral – Ed 1115.03(g)
30	Termination of appointment of surrogate parent after an investigation by the Commissioner of Education – Ed 1115.05(d)
30	Written notice by DoE to LEA and surrogate parent ending surrogate parent relationship – Ed 1115.05(d)
55	If parent objects to surrogate appointment, decision is made within 55 days – Ed 1115.09(b)(2)
14	Days parent has to respond to a request for consent from date WPN mailed by LEA – Ed 1120.03(a)
14	Days parent has to refuse consent from date WPN mailed by LEA receipt of WPN from LEA – Ed 1120.04(c)
14	Days after which LEA may implement proposed change if parent fails to respond to request for consent – Ed 1120.06(a)
60	Complaint resolution time limit – Ed 1121.02(e)
95	Complaint resolution if reconsideration requested – Ed 1121.04
20	Request Commissioner reconsideration complaint findings within 10 days – Ed 1121.04(a)
15	Commissioner completes reconsideration of complaint – Ed 1121.04(b)
5	Notice of who is coming to a mediation – RSA 186-C:24 I(b)
30	Mediation conducted within 30 days request – RSA 186-C:24 II(b)
10	Prior to mediation parties submit summary of significant aspects of their case – ED 205.03(h)
30	Mediator reports to the office of legislation and hearings the status of the mediation within 30 days of the initial medication session – ED 205.03(m)
5	Prior to neutral conference mediation parties submit summary of significant aspect of their case – RSA 186:C:23-b II(a)

120	Appeal of Due Process Hearing made within 120 days – RSA 186-C:16-b IV – V
5	Proposed statement of facts exchanged by parties prior to Due Process Hearing – Ed 1123.15(b)
30	Full implementation of Due Process hearing decision within 30 days – Ed 1123.22(a)
90	Written report to the Office of Legislation and Hearings describing implementation of hearing officer decision – Ed 1123.22(b)
20	First day of expedited hearing takes place within 14 days of request – Ed 1123.25(c)(2)
20	LEA responsible for entering information into NHSEIS within 20 days of action required to be entered – Ed 1126.07
SCHOOL DAYS	
10	No services for 1 st 10 days of disciplinary removal (If no services provide for non-disabled students) – Ed 1124.01
10	Consecutive days of removal for discipline = change of placement – Ed 1124.01 – Ed 1124.02
180	Days in school year = School Year – RSA 189:1
10+	Cumulative days of removal for discipline – Ed 1124.01
10	Days from decision to change placement within 10 school days the district must conduct a manifestation determination review – Ed 1124.01 (34 CFR 300.530(e))
45	Days decision reached and mailed to parties in DPH (Absent and extension granted) – Ed 1123.18(e)
No set # of days	During suspension/expulsion beyond 10 days – FAPE provided – Ed 1123.01 – Ed 1123.02
BUSINESS DAYS	
10	Prior notice of removal of child to private school at public expense (includes holidays that occurs on business days) – Ed 1112.02 (34 CFR 300.148(d)(l)(ii))
2	Expedited hearing – Limit introduction of new evidence in DPH case that was not disclosed to other party – Ed 1123.25(g)
2	Exchange of evidence prior to the first day in an expedited DPH – Ed 1123.25(g)
5	Exchange of evidence prior to the first day in a regular DPH – Ed 1123.15(b)
5	Limit introduction of new evident in DPH case that was not disclosed to other party – Ed 1123.17(c)(3)
10	Not later than 10 days after a disciplinary removal from placement IEP team meets – Ed 1124.01
5	Marked – up proposed statement of facts prior to 1 st day of ADP hearing – Ed 1123.15(b)
15	Disposition of referral meeting held after receipt of referral – Ed 1106.01(d)-(e)

Acronyms

The following is a list of common acronyms used in relation to the special education process and special education laws/rights. Not all of the acronyms listed are included in this booklet. This is not meant to be a complete list, but rather a tool to assist you in better understanding special education materials.

<u>Acronym</u>	<u>Topic</u>
ABA	Applied Behavior Analysis
ADA	Americans with Disabilities Act
ADD/ADHD	Attention Deficit Disorder/ Hyperactivity Disorder
APE	Adapted Physical Education
ASL	American Sign Language
AT(S)	Assistive Technology (Services)
CAPD	Central Auditory Processing Disorder
CASA	Court Appointed Special Advocate
CEC	Council for Exceptional Children
CF	Cystic Fibrosis
CFR	Code of Federal Regulations
CHINS	Children in Need of Services
CMHC	Community Mental Health Centers
CP	Cerebral Palsy
DD	Developmental Delay (birth through 9)/ Developmental Disabilities
DDC	Developmental Disabilities Council
DHHS	Department of Health and Human Services
DOE	Department of Education
DRC	Disabilities Rights Center
DCYF	Division of Children, Youth and Families
DS	Down syndrome
DP	Due Process
ED	Emotional Disturbance
EI	Early Intervention
EIN	Early Intervention Network
ELL	English Language Learner
ESSA	Every Student Succeeds Act
ESL	English as a Second Language
ESY	Extended School Year
FAPE	Free and Appropriate Public Education
FAS	Fetal Alcohol Syndrome
FBA	Functional Behavioral Assessment
FCESS	Family Centered Early Supports and Services
FERPA	Family Educational Rights and Privacy Act
HI	Hearing Impairment
ID	Intellectual Disability
IDEA 2004	Individuals with Disabilities Education Act 2004
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IFSP	Individualized Family Support Plan
IQ	Intelligence Quotient
LD	Learning Disability
LEA	Local Education Agency
LEP	Limited English Proficiency
LRE	Least Restrictive Environment
MD	Muscular Dystrophy
NF	Neuro Fibrosis
NHSEIS	New Hampshire Special Education Information System

NVLD/NLD	Nonverbal Learning Disability
OCD	Obsessive Compulsive Disorder
OCR	Office of Civil Rights
ODD	Oppositional Defiant Disorder
OHI	Other Health Impairment
OSEP	Office of Special Education Programs
OT	Occupational Therapy
PBIS	Positive Behavioral Interventions and Supports
PDD	Pervasive Developmental Disorder
PDD/NOS	Pervasive Developmental Disorder, not Otherwise Specified
PIC	Parent Information Center
PTI	Parent Training and Information Center
PL	Public Law
PT	Physical Therapy
PTSD	Post-Traumatic Stress Disorder
RAD	Reactive Attachment Disorder
RSA	Revised Statutes Annotated
SEA	State Education Agency
SAC	State Advisory Committee
SAIF	Specialist in the Assessment of Intellectual Functioning
SAU	School Administrative Unit
SI	Sensory Integration
SLD	Specific Learning Disability
SLP	Speech and Language Pathologist
SLS	Speech and Language Specialist
SP	Service Plan
SS	Scaled Score
SS	Standard Score
SSI	Supplemental Security Income
SSDI	Social Security Disability Income
TBI	Traumatic Brain Injury
TTD/TTY	Tele-typewriting device
VR	Vocational Rehabilitation
WAIS	Wechsler Adult Intelligence Scale
WISC	Wechsler Intelligence Scale for Children
WPN	Written Prior Notice
WPPSI	Wechsler Pre School and Primary Scale of Intelligence

APPENDIX A:

Written Notification Regarding Use of Public Benefits or Insurance

WRITTEN NOTIFICATION REGARDING USE OF PUBLIC BENEFITS OR INSURANCE

Dear Parent or Guardian,

You are receiving this written notification to give you information about your rights and protections under the federal special education law, the Individuals with Disabilities Education Act (IDEA), regarding the use of your or your child's public benefit or insurance. In New Hampshire "public benefit or insurance" is Medicaid, which is provided through the State's Medicaid to Schools program, including Medicaid programs provided through a managed care organization. Through the Medicaid to Schools Program, NH school districts statewide receive millions of dollars each year that would otherwise have to come from State or local funding sources.

IDEA funds pay a portion of your child's special education and related services. Funds from a public benefits or insurance program, which in NH is Medicaid, also may be used by your school district to help pay for special education and related services based on your child's IEP, but only if you choose to provide your consent. Your school district cannot access your child's Medicaid benefits if it would result in a cost to you, such as a decrease in your benefits or an increase in your premiums.

The school district is responsible for ensuring that your child receives all of the services in his/her IEP, regardless of whether you give consent for the school district to use your or your child's public insurance or benefits. If you do not give consent, or withdraw your consent after you have given it, your child's services will not be affected; all of the services in your child's IEP will continue to be provided. You are also not required to apply for or enroll in Medicaid for your child to receive special education services.

WHEN WRITTEN NOTIFICATION MUST BE PROVIDED

Before your school district can ask you to provide your consent to access your child's Medicaid for the first time, it must provide you with this notification of the rights and protections available to you under IDEA.

- IDEA requires that you be provided with this notice before the school district seeks to use your child's Medicaid for the first time,
- Before it obtains your consent to use those benefits for the first time; and
- Annually thereafter.

This written notification must be written, in a language understandable to the general public and in your native language or in another mode of communication you use, unless it is clearly not feasible to do so.

PARENTAL CONSENT

Before your school district can use your or your child's public benefits or insurance for the first time to pay for special education and related services under IDEA, they must obtain your signed and dated written consent. Your school district will provide you with a consent form for you to sign and date. Your school district is only required to obtain your consent *one* time.

The consent requirement has two parts:

- 1.) Consent for disclosure of your child's personally identifiable information to the state agency responsible for administering Medicaid.
 - To access your child's Medicaid, certain personally identifiable information will be disclosed for billing purposes by the school district to the State Medicaid agency or Medicaid billing agent. Under federal law, your written consent is required before the school district can disclose personally identifiable information (such as your child's name, address, student number, IEP, or evaluation results) from your child's education records to a party other than your school district, with some exceptions. Your initial consent, for the use of your child's Medicaid, allows your school district to disclose the personally identifiable information, required for Medicaid reimbursement, to the State Medicaid agency or Medicaid billing agent.
- 2.) A statement to access your child's Medicaid:
 - Your consent to allow the school district to use your child's Medicaid will not cost you anything, and it will not have a negative impact on any other medically necessary services your child may receive through the Medicaid system. There are specific protections regarding the use of Medicaid:
 - The school district must obtain written parental consent before it can use your child's Medicaid for the first time.
 - Your school district cannot access (use) your child's Medicaid if that use would:
 - Decrease available lifetime coverage or any other Medicaid benefit;
 - Result in the family paying for medically necessary services (whether provided in school or other setting) that would otherwise be covered by the child's Medicaid.
 - Increase premiums (where applicable) or lead to the discontinuation of benefits or insurance; or
 - Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.
 - **WITHDRAWAL OF CONSENT**
 - If you provided your consent for your school district to disclose your child's personally identifiable information to the State agency that is responsible for administering your child's Medicaid, you have the right under federal law to withdraw that consent at any time.
 - If you do not want your school district to continue to bill your or your child's public benefits or insurance program for special education and related services under IDEA, you would need to withdraw your consent that allows the school district to access your child's Medicaid benefits. By withdrawing your consent you are terminating the school district's authority to access the child's State public benefits or insurance program. This withdrawal of consent is effective upon the school district's receipt of your signed withdrawal.

Complete the section below ONLY if parent/guardian is withdrawing consent to access to the child's Medicaid

WITHDRAWAL OF CONSENT

Student Name: _____ Date of Birth _____ / _____ / _____

Medicaid ID Number _____

As the parent/guardian of the above student, I withdraw my consent to allow the school district to access the child's Medicaid. I understand that this means that the school district will no longer be able to use my child's Medicaid to help pay for my child's special education and related services. This withdrawal of consent is effective upon the school district's receipt of the parent/guardian's signed *Withdrawal of Consent* form.

Original to student's file ----- copy to parent/guardian

Student Records Retention

20 July, 2018

Student records are managed in accordance with New Hampshire Rules effective March 24, 2017, Amended June 14, 2018, Amended August 9, 2018.) The primary repository for student records lies with the sending school district. Upon graduation, student records are returned to the sending school district. Requests for copies of student records are referred to the sending school district.

When confidential information is no longer needed, it will be returned to the sending district. Copies of outdated files and records are shredded/destroyed as soon as they are no longer needed, usually within 30 days. We contract with Northeast Records Retention LLC to pick up sensitive documents/files for shredding. They pick up a locked box/bag of materials to be shredded at least once per month.

We work closely with the LEA's from our sending schools and support their efforts at preserving student records at their schools, in compliance with 34 CFR 300.624(b) and HB 1551, New Hampshire Special Education RSA 186-C as amended (section, RSA 186-C:10-3)

Ref: HB 1551, N. H. Spec. Educ. RSA 186-C - section RSA 186-C:10-3

Overview of the Special Education Process Information for Parents

Referral:

Special Education procedures are guided by New Hampshire Rules effective March 24, 2017, Amended June 14, 2018, Amended August 9, 2018) The IEP Team is required to meet within 15 days of the date on which the referral was received to determine what will be done in response to this referral and to determine the best course of action regarding your child's educational program.

Evaluation:

If the IEP Team determines that your child does not need to be evaluated, they will provide you with some ideas/suggestions/modifications pertaining to the reason for referral that may be helpful for your child in the classroom. If the team determines that your child will be evaluated, a meeting will be convened within 45 days of receipt of your written consent to discuss the results of the evaluation and to determine the educational needs of the student, including possible eligibility for special education services.

IEP

If the IEP Team determines that your child is a child with disability, a meeting to develop an Individualized Education Program will be conducted within 30 days. You will be notified of the date and time of the IEP meeting at least ten days in advance.

Placement

Once an IEP has been developed and approved, the IEP Team will meet to determine an appropriate placement within the least restrictive environment for your child. You will be notified of the placement meeting at least ten days in advance.

You may contact the Principal at Parker Academy (1-603-410-6240) if you have any questions regarding our services or for the name and phone number of the sending school's LEA.

Parents of a child with a disability have certain protections under the procedural safeguards of Part B of the IDEA (Section 615 (d)(1)(a)). A copy of these safeguards may be obtained by contacting Liz Petrus, Parker Academy's Special Education Coordinator at 1-603-410-6240.

Additional agencies that can provide assistance in understanding the provisions of Part B of the IDEA:

New Hampshire Department of Education
101 Pleasant Street, Concord, NH 03301
Telephone (603) 271-3741

The Parent Information Center (PIC)
P.O. Box 2405, Concord, NH 03302
Telephone (603) 224-7005

Disabilities Rights Center in Concord
P.O. Box 3660, Concord, NH 03302
Telephone (603) 228-0432 or (800) 834-1721