

Special Education Program Approval and General Supervision (PAGS)

Introduction

New Hampshire Department of Education (NH ED) Bureau of Special Education Support (BSES) Office of Training and Monitoring (OTM)

The OTM is responsible for the monitoring of special education programs, learning environments, and preschool special education programs for compliance with state and federal special education regulations and provides training for program improvement. The OTM's primary focus is improving results for children with disabilities while ensuring that all Local Educational Agencies (LEAs) and other public agencies meet the requirements of the Individuals with Disabilities Education Act (IDEA).

The OTM has developed the Program Approval and General Supervision (PAGS) process to ensure that the State Education Agency (SEA) is meeting the requirements of the Office of Special Education Programs (OSEP) to improve the educational results and functional outcomes for children with disabilities. The PAGS process will monitor all LEAs, at a minimum, one time during a six-year cycle. An LEA may be selected outside of the PAGS process for Due Diligence or Focused Monitoring at any time, as determined necessary by the BSES. OSEP requires that a reasonably designed State general supervision system should include the following eight integrated components.



Cyclical Monitoring Process over 6 Years

Year	Fall	Spring
2023-2024		Term A1
2024-2025	Term B1	Term B2
2025-2026	Term C1	Term C2
2026-2027	Term D1	Term D2
2027-2028	Term E1	Term E2
2028-2029	Term F1	Term F2
2029-2030	Term G1	

Each year the state also monitors LEAs through the Annual Performance Report (APR) data, State Performance Plan (SPP), Significant Disproportionality, LEA Determinations, and Timely and Accurate data submissions.

The OTM PAGS process utilizes a tiered monitoring and technical assistance system, which includes a focus on results. This system is designed to (a) ensure LEAs comply with IDEA requirements; (b) identify barriers that may negatively impact student results; and (c) identify technical assistance needs. OSEP clarifies that Due process complaints and the resulting hearing decisions, and State complaints and the SEA's or LEA's decisions on those complaints, are an important source of compliance information available to the State. Therefore, the OTM will consider and address these to inform the PAGS monitoring process for each LEA.

PAGS tiered cycle monitoring begins with LEA Determinations which the Bureau of Special Education Support (BSES) completes each year for all LEAs in the state. The Determinations are Meets Requirements (MR) – Tier I, Needs Assistance (NA) – Tier II, Needs Intervention (NI) – Tier III, and Needs Substantial Intervention (NSI) – Tier IV, which align with the Determination categories required by OSEP. Using the LEAs Determination category, the OTM determines the level of monitoring needed when reviewing student files, LEA programs, educational environments, financial proficiency, and LEA policies and procedures.

The PAGS monitoring processes uses the LEA Determinations to determine the level of intervention an LEA will receive. The intervention tier an LEA receives determines the breadth and depth of the student file reviews, specifically. The BSES may increase the level of intervention when determined appropriate via the review of other PAGS components, or reporting processes within the NH ED.

Tier I (MR)	Tier II (NA)	Tier III (NI)	Tier IV (NSI)
5% of files	5% of students	7% of students	10% of students
7 file checkpoints	19 file checkpoints	32 file checkpoints	65 file checkpoints
Recommended standard protocol	Recommended standard protocol	Required standard protocol	Required standard protocol

In preparation for PAGS all LEAs in the cycle are provided a standard protocol form to complete prior to review of student files and may be selected for on-site monitoring visits dependent upon their Determination category. Intent of utilizing a standard protocol review is to help LEAs learn about their programs and to identify program strengths and weaknesses so that the OTM can provide targeted technical assistance and support.

The BSES Lead Consultant will work together with the LEA Leadership Team to develop an Individualized Monitoring Plan that will help not only drive the direction and particular focus of the monitoring, but also ensure that the LEA closes out the monitoring process with a plan for enhancing program areas in need of intervention or improvement, with the help of the other Offices within the BSES, the Office of Finance and Data (OFD) and the Office of Special Programs (OSP).

Specific timelines, based on the dates of monitoring, are established for LEAs to submit documentation of required monitoring actions. LEA are divided into fall (Term 1) and spring (Term 2) monitoring terms, during which the initial monitoring process occurs. LEAs that have an annual Determination requiring additional support will be exempt from the LEA Determinations Root Cause Analysis and associated requirements when in a monitoring cycle.

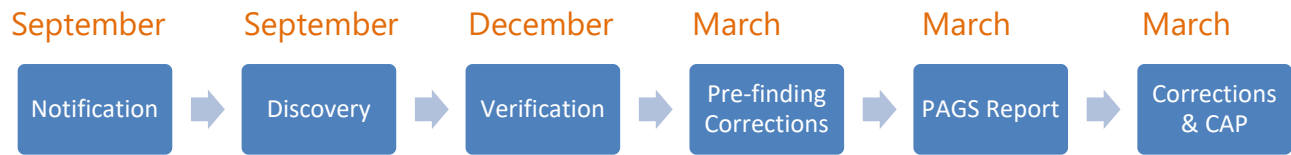
OTM follows up with the LEA to ensure compliance with regulations. BSES has the authority under Section 452 of the General Education Provisions Act (GEPA) to withhold, in whole or in part, any further payments of IDEA funds to an LEA that fails to correct identified non-compliance. Before withholding IDEA funds, the LEA must have reasonable notice and an opportunity for a hearing. Pending the hearing's outcome, BSES may suspend payment to the LEA and suspend the LEA's authority to obligate funds, or both. Withholding or suspending funds is limited to the programs or projects (or portions thereof) that affected the determination. In addition to these actions, BSES may utilize any other authority available to it to enforce the requirements of IDEA, including a referral to the NH Bureau of Federal Compliance at the Department of Education.

District Selection Process

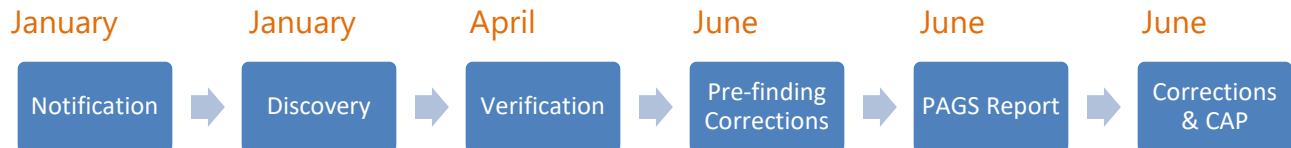
Each LEA will be reviewed via the PAGS process once every six years. LEAs have been selected for Monitoring Terms based on a two-layer review process. The first being when the LEA was last monitored under a comprehensive monitoring process, and the second being the amount of time since their Educational Environment Approval letter was last updated prior to the development of the Monitoring Terms.

Each school year, two terms of PAGS monitoring will occur. LEAs in the first term of monitoring for that school year will be notified in September, and the LEAs in the second term of monitoring will be notified in January.

Monitoring Term 1



Monitoring Term II



The Individualized Monitoring Plan

At the time that an LEA is identified for monitoring, a Lead Consultant from the BSES will be assigned to work with the LEA throughout the entire monitoring cycle. One major role of the Lead Consultant is to develop an Individualized Monitoring Plan (IMP), with the LEA Leadership Team that will begin identifying areas of technical assistance based on data reports available for the OTM, and with input from the LEA Leadership Team. The Individualized Monitoring Plan will address all components of the PAGES process. Most of the information needed to review each component is already being collected through previously established processes. The PAGES process will simply tie them all together, to help develop the IMP, for each LEA. The IMP will be tailored to the LEA's specific needs and ensure BSES is providing technical assistance where it is needed. The intent is not to be one-size-fits-all monitoring but monitoring that is data-driven and informed by our previously established reporting systems.

The BSES Team will meet during the Discovery phase to compile data and related information for the LEA and to start crafting the outline of the IMP. The IMP will then be shared by the Lead Consultant with the LEA Leadership Team during the one-on-one meeting.

The IMP is intended to be a living document, where it is subject to editing throughout the Discovery process, as well as a collaborative document that is developed by both the Lead Consultant and the LEA Leadership Team. The IMP is not used to identify findings of noncompliance, but instead to identify areas in need of assistance, as determined by the Lead Consultant and the LEA Leadership Team. The Lead Consultant and the LEA Leadership Team will work collaboratively to address these areas and develop next steps to resolve or improve them.

At the end of the monitoring cycle, the IMP will be stored with the LEA monitoring documents and reviewed during the next cyclical monitoring term, or as determined necessary by the BSES, Lead Consultant, or LEA Leadership Team.

PAGS Monitoring Components

Component I: Special Education Program Presentation

Component I is a written narrative program presentation and should be submitted in .pdf format to the Lead Consultant during the Discovery phase and prior to the Discovery phase.

The submission should include the following items:

- LEA Special Education Organization Chart
- Personnel List
- Job Descriptions
- Personnel certification review
- Special Education Policies, Procedures, & Forms

The narrative should include the following items (See Narrative Template in Appendix):

- How the roles within the program intersect and work together,
- Program meeting schedule(s),
- How challenges within the Special Education program are addressed as a team,
- How student progress is being measured internally,
- How student results are being measured internally,
- How the LEA engages with its families and community, and
- How parent/guardian concerns with student's progress and programming are addressed with the parent/guardian.

Component II: Performance Indicators & Data Probe

In Component II, the BSES will review available data sources, as submitted by the LEA to the Department, as one indicator of performance, during the Discovery phase.

These data sources may include:

- Data Dashboards
- LEA Determinations
- Complaints
- Due Diligence Review Results
- Focused Monitoring Results
- Parent Surveys
- Other data sources with formal reporting processes established.

The Lead Consultant will use the information from the Indicators and Data Probe to inform the Individualized Monitoring Plan. This information will aid in determining what areas of support, technical assistance, training, or professional development may be needed. The Lead Consultant will work with the BSES Office of Finance & Data when collating this information.

Component III: Educational Environment Analysis

In Component III of the PAGES process, the Educational Environment Approval Team will review the most recent letter to the LEA that lists their approved educational environments (formerly "Program Approval", now "Educational Environment Approval").

LEAs should review their most recent letter and report any changes to the Educational Environment Approval Team prior to their monitoring term, but can also do this at any time, regardless of monitoring terms.

The Educational Environment Approval Team will review with LEAs current letter of approved educational environments on file with the Office of Training and Monitoring during the Discovery Phase.

Component IV: Equitable Services Review

In Component IV of the PAGES process, the BSES will monitor LEAs for Equitable Services that are for groups of students who are parentally placed in a private school. The Lead Consultant will contact the LEA for documentation as needed during the Verification Phase.

The monitoring will include an analysis of.

- Evaluations & Evaluation timelines,
- Determinations of Eligibility,
- Reevaluations & Reevaluation timelines,
- Documentation of meaningful consultation with private schools and parents,
- Service plans,
- Documentation of services provided, and
- IEP Team Composition

Component V: Student File Reviews

The fifth Component of the PAGES process is the Student File Review. The rigor and intensity of the student file reviews will be determined by the LEA's most recent Determination at the time of their Monitoring Term. The areas of the IEP to be reviewed for each Determination category, and number of files to be reviewed for each category are as follows. (See Standard Protocol File Review Sections by Tier in Appendix)

Tier 1: Meets Requirements - Standard Protocol & Desk Audit Verification

LEAs whose most recent LEA Determination is Meets Requirements will perform a standard protocol review of student files. The student files to be reviewed will be selected by the Lead Consultant and provided to the LEA during the Discovery Phase. During the Verification Phase, the Lead Consultant will review the Standard Protocol results and record compliance or noncompliance in each IEP area reviewed. The timeline for the Standard Protocol process is 60 days from the date of Student Selection. A Letter of

Notification is sent at least three weeks before the verification.

Tier 2: Needs Assistance – Standard Protocol & Desk Audit Verification

LEAs whose most recent LEA Determination is Needs Assistance will perform a standard protocol review of student files. The student files to be reviewed will be selected by the Lead Consultant and provided to the LEA during the Discovery Phase. During the Verification Phase, the Lead Consultant will review the Standard Protocol results and record compliance or noncompliance in each IEP area reviewed. The timeline for the Standard Protocol process is 60 days from the date of Student Selection. A Letter of Notification is sent at least three weeks before the Verification Phase. The number of IEP areas to be reviewed are increased from Meets Requirements to Needs Assistance.

Tier 3: Needs Intervention – Standard Protocol & On-site Verification

LEAs whose most recent LEA Determination is Needs Intervention will perform a standard protocol review of student files. The student files to be reviewed will be selected by the Lead Consultant and provided to the LEA during the Discovery Phase. During the Verification Phase, the Lead Consultant will review the Standard Protocol results and record compliance or noncompliance in each IEP area reviewed on-site. The timeline for the Standard Protocol process is 60 days from the date of Student Selection. A Letter of Notification is sent at least three weeks before the Verification. The number of IEP areas to be reviewed, and the number of student files reviewed are increased from Needs Assistance to Needs Intervention.

Tier 4: Needs Substantial Intervention – Standard Protocol & On-site Verification

LEAs whose most recent LEA Determination is Needs Serious Intervention will perform a standard protocol review of student files. The student files to be reviewed will be selected by the Lead Consultant and provided to the LEA during the Discovery Phase. During the Verification Phase, the Lead Consultant will review the Standard Protocol results and record compliance or noncompliance in each IEP area reviewed on-site. The timeline for the Standard Protocol process is 60 days from the date of Student Selection. A Letter of Notification is sent at least three weeks before the on-site review. The number of IEP areas to be reviewed and the number of student files to be reviewed are increased from Meets Requirements to Needs Assistance.

File Review Sections by Intervention Tier

Tier 1 Monitoring (Meets Requirements LEA Determination)

For LEAs who are being monitored and have a most recent LEA Determination of Meets Requirements, the PAGS monitoring will review the following IEP components for 5% of the identified students in each school within the LEA. The OTM recommends that the LEA complete the standard protocol on their own for each student selected.

The Lead Consultant will perform a verification via desk review to verify compliance and accuracy of the standard protocol findings.

Tier I: Meets Requirements
Evaluation-DoE-Variety of Sources
Evaluation-DoE-Qualified Examiners
IEP-Reviewed Annually
IEP-In place at start of school year
IEP-Non-participation Justification
Assessments-Accommodations
Assessments-Alternative Assessment

Tier 2 Monitoring (Needs Assistance LEA Determination)

For LEAs who are being monitored and have a most recent LEA Determination of Needs Assistance, the PAGS monitoring will review the following IEP components for 5% of the identified students in each school within the LEA. The OTM recommends that the LEA complete the standard protocol on their own for each student selected.

The Lead Consultant will perform a verification via desk review to confirm compliance and accuracy of the standard protocol findings.

Tier II: Needs Assistance	
Evaluation-DoE-Variety of Sources	Statement of Special Education
Evaluation-DoE-Qualified Examiners	Statement of Related Services
IEP-Reviewed Annually	Supplementary Aids & Services
IEP-In place at start of school year	Supports for School Personnel
IEP-Non-participation Justification	IEP-PLOP-Parent Concerns
Assessments-Accommodations	IEP-PLOP-Gen Ed Curriculum Impact
Assessments-Alternative Assessment	IEP-PLOP-Extracurricular Impact
IEP-PLOP-Child Strengths	IEP-PLOP-Preschool Children Impact
IEP-PLOP-Child Needs	Courses of Study
IEP-PLOP-Evaluation Results	

Tier 3 Monitoring (Needs Intervention LEA Determination)

For LEAs who are being monitored and have a most recent LEA Determination of Needs Intervention, the PAGS monitoring will review the following IEP components for 7% of the identified students in each school within the LEA. The OTM requires that the LEA complete the standard protocol on their own for each student selected.

The Lead Consultant will perform a verification via on-site or virtual review to confirm compliance and accuracy of the standard protocol findings.

Tier III: Needs Intervention	
Evaluation-DoE-Variety of Sources	IEP-PLOP-Extracurricular Impact
Evaluation-DoE-Qualified Examiners	IEP-PLOP-Preschool Children Impact
IEP-Reviewed Annually	Courses of Study
IEP-In place at start of school year	Evaluation-DoE-Parents
IEP-Non-participation Justification	Evaluation-DoE-Evaluation Report
Assessments-Accommodations	IEP-Initial-30-day meeting notice
Assessments-Alternative Assessment	IEP Team-Parents
IEP-PLOP-Child Strengths	IEP Team-Regular Ed Teacher
IEP-PLOP-Child Needs	IEP Team-Special Education Provider
IEP-PLOP-Evaluation Results	IEP Team-LEA Representative
Statement of Special Education	IEP Team-Parent's 10-day invite
Statement of Related Services	Procedural Safeguards
Supplementary Aids & Services	MAGs
Supports for School Personnel	MAGs meet child's needs
IEP-PLOP-Parent Concerns	MAGs short-term objectives/benchmark
IEP-PLOP-Gen Ed Curriculum Impact	Record of Access

Tier 4 Monitoring (Needs Substantial Intervention LEA Determination)

For LEAs who are being monitored and have a most recent LEA Determination of Needs Substantial Intervention, the PAGS monitoring will review the following IEP components for 10% of the identified students in each school within the LEA. The OTM requires that the LEA complete the standard protocol on their own for each student selected.

The Lead Consultant will verify via on-site review to confirm compliance and accuracy of the standard protocol findings.

Tier IV: Needs Substantial Intervention		
Evaluation-DoE-Variety of Sources	Courses of Study	WPN-IEP-Other Options Described
Evaluation-DoE-Qualified Examiners	Evaluation-DoE-Parents	WPN-IEP-Other Factors Described
IEP-Reviewed Annually	Evaluation-DoE-Evaluation Report	WPN-IEP-Native Language Used
IEP-In place at start of school year	IEP-Initial-30-day meeting notice	WPN-Placement-Action Proposed Described
IEP-Non-participation Justification	IEP Team-Parents	WPN-Placement- Action Proposed Explanation
Assessments-Accommodations	IEP Team-Regular Ed Teacher	WPN-Placement-Evaluation Description
Assessments-Alternative Assessment	IEP Team-Special Education Provider	WPN-Placement-Other Options
IEP-PLOP-Child Strengths	IEP Team-LEA Representative	WPN-Placement-Other Factors
IEP-PLOP-Child Needs	IEP Team-Parent's 10-day invite	WPN-Placement-Native Language Used
IEP-PLOP-Evaluation Results	Procedural Safeguards	Copy of the IEP Provided
Statement of Special Education	MAGs	IEP-Parent Signature
Statement of Related Services	MAGs meet child's needs	Measuring Prog-Periodic Report
Supplementary Aids & Services	MAGs short-term objectives/benchmark	Measuring Prog-Progress to Parents
Supports for School Personnel	Record of Access	Measuring Prog-Accommodations
IEP-PLOP-Parent Concerns	Parent Consent	Measuring Prog-Modifications
IEP-PLOP-Gen Ed Curriculum Impact	WPN-IEP-Action Proposed Described	Services Implementation
IEP-PLOP-Extracurricular Impact	WPN-IEP-Action Explanation	Related Services Implementation
IEP-PLOP-Preschool Children Impact	WPN-IEP-Evaluation Described	Supp Aids & Services Implementation
		Support for School Personnel Implementation

File Review Selection

The number of students, ages 3-12-inclusive, to be monitored is determined by the number of identified students at each school at the time of student selection. The OTM will review at least 2 files per school, regardless of the percentage of students.

Tier	Determination	Number of Files by School	Example
I	Meets Requirements	5% of the total number of children with disabilities	15 students = 2 files
II	Needs Assistance	5% of the total number of children with disabilities	58 students = 4 files
III	Needs Intervention	7% of the total number of children with disabilities	38 students = 4 files
IV	Needs Substantial Intervention	10% of the total number of children with disabilities	115 students = 5 files

During the Discovery Phase, the Lead Consultant will send a list of identified students for each school within the LEA being monitored. The files of these student will be reviewed during the Verification Phase.

Students who have transferred into the LEA in the last twelve months will not be selected for file review.

The Lead Consultant will select students while taking into consideration the following:

- All disabilities present in the LEA,
- Each grade level or building level,
- Placement,
- Students receiving each of the following: homebound, shortened school day (SSD), or have a surrogate parent assigned,
- Re-evaluations,
- Initial evaluations dated within the last twelve months,
- Behavior removals over ten days within the previous twelve months,
- Alternate Assessment participation,
- ESY within the previous twelve months, and
- Transportation.

Component VI: Fiscal & Financial Profile

The sixth Component of the PAGS monitoring process is the development of the Fiscal & Financial Profile. This will be developed by the BSES during the Discovery & Verification phases and will include a review of the following fiscal and financial items:

- Status of Monthly IDEA Grant Reporting
- Allocation Spending Rate (% Unspent)
- Alignment with the IDEA Grant Funds Intent to Spend
- Compliance with First In/First Out spending requirement
- Desk or On-Site Verification if or as needed and determined by the most recent LEA Determination
- Informed by the Bureau of Federal Compliance and Office of Data and Finance

Component VII: Classroom Observation

For Component VII of the PAGS Monitoring Process, the OTM recommends that LEAs in Tier, I and Tier II perform up to two classroom observations of the approved Educational Environments of their choice and submit a narrative summary of the observation(s) during the Verification phase. (See Classroom Observation Template in Appendix) For LEAs in Tier III and Tier IV the OTM requires the LEA to perform up to two classroom observations of the approved Educational Environments of their choice and submit a narrative summary of the observation(s) during the Verification phase. Onsite Classroom Observations of all approved Educational Environments will be conducted by the Educational Environment Team during the Verification phase.

For LEAs with no approved Educational Environments, the Educational Environment Approval Team will select students from the student list, review their service schedules, and observe them during the Verification phase. If students are receiving their education in regular education classroom, the team will observe them in the regular education classroom. If the student receives Specially Designed Instruction, the Team will observe the student in the setting where they receive it.

The classroom observation will include a review of the following:

- Location/environment,
- Demographics/composition of students in the environment,
- Services being provided in the environment,
- Personnel providing services,
- Credential(s) of personnel providing services, and
- Any other information deemed important for the observation.

The OTM will not accept a formal observation of a classroom teacher to address this Component.

Component VIII: Family/Staff Interviews & Listening Sessions

The eighth, and final, Component of the PAGS monitoring process are the Family/Staff Interviews & Listening Sessions.

The Family/Community listening sessions will be held during the Discovery and Verification phases of each Monitoring Term, for those LEAs in that Term. The listening sessions will be hosted in collaboration with the New Hampshire Parent Information Center.

Family/Community interviews may be set up at the discretion of the Lead Consultant based on information provided during the listening sessions.

LEA Staff interviews will be done via anonymous pre- and post-survey. All staff listed on the Personnel List will receive both the pre- and post-surveys.

PAGS Monitoring Phases

Notification

Letters of Notification are sent to all LEAs identified for monitoring in September (Term 1) and January (Term 2). The intent of the Notification letter is to inform the LEA that the PAGS process has started.

The notification letter will include contact information for the Lead Consultant, the PAGS Manual, and the most recent letter of approved education environments.

The letter also includes an outline of the PAGS requirements along with a timeline with deliverables and due dates (See First 90-Days guidance document in Appendix). The first items required of the LEA are the Special Education Program Presentation and the review of the most recent approved educational environments. These items are due prior to the Verification phase

If an LEA is identified for a Due Diligence Review or Focused Monitoring after the Notification letters are sent, a letter will be sent as quickly as possible once the need for monitoring is established. The Due Diligence Review and Focused Monitoring are both processes outside the PAGS process, but within the overarching monitoring system within the bureau to meet the requirements set forth by OSEP and clarified in their 23-01 memo.

Cohort Introduction Session

An Entrance Conference will be held within the first 30 days after Notification to LEAs that the PAGS process has started. The Entrance Conference is held virtually, in-person, or in hybrid format, and will be hosted by the Lead Consultant and other BSES staff, as appropriate. The purpose of the Introduction Session is to bring together the cohort of leaders from each selected LEA to outline the PAGS process, review the PAGS Manual, and discuss any questions or concerns. An invitation to the Introduction Session will be sent to the Special Education Administrator or Director for each LEA in the cohort within two weeks from Notification.

Following the Introduction Conference, LEA's can request a one-on-one meeting with the Lead Consultant, as needed.

Discovery

Upon Notification of monitoring, the Discovery phase begins and lasts for a period of 90 days. During this phase, the Lead Consultant will begin pulling together and requesting information and data for the Performance Indicators and Data Probe, Equitable Services Analysis, Educational Environment Approval Analysis, Fiscal Financial Profile, and Parent/Staff Listening and Interview Sessions PAGES components.

The LEA is required to submit the Program Presentation during this phase. The LEA will also need to schedule a time with the Educational Environment Approval Team to review the letter of approved educational environments and update it, if needed.

The BSES Team will meet during the Discovery phase to compile data and related information for the LEA and to start crafting the outline of the IMP. The IMP will then be shared by the Lead Consultant with the LEA Leadership Team during the one-on-one meeting.

The Lead Consultant will provide a list of students that will be reviewed during the Verification phase and provide the Standard Protocol filed review document. The Standard Protocol document includes a checklist of items for each Tier of intervention that will be reviewed in the student files. The OTM requires that the LEA review the student files using the provided Standard Protocol document and submit to the Lead Consultant prior to the Verification Phase. The Lead Consultant will verify the Standard Protocol results during the Verification phase.

The Lead Consultant may request additional information from the LEA if/as needed.

Verification

Following the Discovery phase, the Lead Consultant will meet with the LEA Leadership Team and propose the draft IMP. The Lead Consultant will facilitate a discussion with the Leadership Team around the appropriateness of the IMP. Based on the Leadership Team discussion, the IMP may be revised to include additional details and content areas.

Additionally, the Lead Consultant will also verify the findings on the LEA Analysis Standard Protocol document during the Verification Phase and identify any findings of noncompliance.

Two types of data are reviewed when there is student-level noncompliance.

Prong 1: Student Level Corrections - The LEA will correct each area of non-compliance for the affected students still within the LEA's jurisdiction (e.g., if a student did not have a post-secondary transition plan present, the LEA will hold an IEP conference and develop the plan). The Lead Consultant then reviews the corrections to ensure student-level compliance.

Prong 2: Additional Evidence (or additional file pulls) - These are files that the Lead Consultant reviews during the verification period but after the non-compliance is identified at the student level to ensure that the identified student-level non-compliance is not a recurring area of non-compliance (e.g., If a student did not have a post-secondary transition plan, the LEA must correct the non-compliance

for that student and demonstrate, through student IEP conferences that occur after the on-site monitoring activities, that post-secondary transition plans are being developed when appropriate).

At the end of the verification period, any evidence in either prong that has not been corrected leads to the LEA receiving a formal Letter of Findings of Noncompliance and a Corrective Action Plan (CAP). The LEA must correct all non-compliance as soon as possible and no later than one year from the Letter of Findings. The Lead Consultant will work with the LEA to determine the best review method for Prong 1 and Prong 2 data.

If any Professional Development (PD) is required during the verification period, the LEA would provide the required evidence that the training occurred. PD does not clear student file non-compliance. It educates staff in areas with patterns of non-compliance.

Pre-finding Correction

OSEP permits states to allow pre-finding corrections. The timeline for pre-finding corrections is 90 calendar days. The 90 days begin on the date of the notification of the pre-finding. Once an LEA identifies potential non-compliance in a folder, it should be corrected as soon as possible. This 90-day period **includes** holidays and weekends. Outstanding findings will be made in the Letter of Finding.

Letter of Finding

After the 90-day verification period ends and the Lead Consultant reviews data from the verification phase, the LEA will receive a Letter of Finding(s) stating if noncompliance is found. The Letter of Finding(s) is sent within three months of the verification period ending.

OTM will continue to work with the LEA to correct and verify non-compliance, including student-level non-compliance and additional evidence to ensure any systemic issues are corrected.

Correction of Noncompliance and Improved Performance

The Letter of Finding will include a Corrective Action Plan (CAP) when there are findings of noncompliance. The CAP may include but may not be limited to the correction of findings, training, root cause analysis, and ongoing professional development and technical assistance as determined necessary by the BSES.

The CAP must be completed as soon as possible, but no longer than one year from the issued date, as noted on the Letter of Finding. Specific documentation must be submitted to demonstrate the implementation of corrective actions.

Individual LEAs may be required to conduct a self-review of policies, procedures, and practices to address identified deficiencies with the corresponding timelines for review to gauge the effectiveness of their implementation of corrective actions. The OTM staff monitoring the LEA's effectiveness will require revisions to the plan if the efforts appear ineffective. Before determining that the LEA has substantially corrected the non-compliance, additional follow-up and/or review of more recent data will occur to verify the correction of non-compliance.

Any CAP issued for student-level non-compliance must correct student-level issues within the one-

year timeline (Prong 1). If a CAP was issued because there was no additional evidence for an issue(s) present during verification, the CAP will address and include the additional evidence required for Prong 2.

LEAs must submit written assurance and/or evidence that the CAP deficiencies have been corrected as directed. When written assurance is provided, evidence that documents the public agency's progress in correcting the noted deficiencies must be available at the public agency for review by the OTM staff. Upon receiving all requested evidence cited in a CAP or CAPs and verification by the OTM staff of full correction, the OTM will notify the public agency of its compliance status.

A LEA that does not complete the requirements in the CAP within the designated time enters a status of long-standing non-compliance. The OTM will issue a letter to the LEA informing them of the status and outlining the next required corrective actions, sanctions, or enforcement actions. The required actions will be included as Specific conditions to the LEA's IDEA Part B Federal award and will include a timeline for the completion of each required action (2 CFR 200.208). Required actions could include, but are not limited to:

- Required components of the CAP that the LEA failed to complete.
- Increased reporting requirements
- Additional Monitoring
- Additional technical assistance or training
- Required use of funds for specific actions

Closeout

A Closeout letter will be sent to the LEA upon the completion of the CAP and IMP. The closeout letter will include the date timeframe of the LEAs next monitoring term. All findings of noncompliance must be corrected within one year of the Letter of Finding date.

Ongoing Technical Assistance

The Office of Training & Monitoring will prioritize LEAs during their monitoring term for targeted technical assistance and training as requested and deemed necessary by the Lead Consultant.

BSES will be available to provide ongoing technical assistance as determined in the IMP. BSES has Education Consultants assigned to each Performance Indicator, PAGS Component, and special focus/program areas. (Content and contact information begins on next page)

The Bureau can provide trainings either through Canvas, virtually, or in person, as needed and as requested by the LEA.

Bureau of Special Education Support

The Bureau of Special Education Support is charged with providing oversight and implementation of federal and state laws that ensure a free appropriate public education for all children and youth with disabilities in New Hampshire. Given this charge, the Mission of the Special Education is to improve educational outcomes for children and youth with disabilities by providing and promoting leadership, technical assistance and collaboration statewide.

The Bureau is divided into three offices that oversee the different aspects of Special Education:

Office of Finance and Data Management

The Office of Finance and Data Management supports the Federal Grants received by the bureau, State Special Education Aid, Court Ordered Placement payments, as well as the New Hampshire Special Education Information System (NHSEIS). The office is responsible for all data within the bureau and for the creation and submission of the State Performance Plan and Annual Performance Report (SPP/APR) to our federal partners at the US Department of Education, Office of Special Education Programs.

Office of Special Education Training and Monitoring

The Office of Special Education Training and Monitoring provides specific trainings to the field related to special education and oversees district monitoring and the District Determination process. The Office works closely with districts to ensure compliance with the Federal Reporting Indicators related to the provision of services for students with disabilities. All program approval for public schools, private academies and private providers of special education are processed through this office.

Office of Special Programs

The Office of Special Programs encompasses the various programs the Bureau supports in an effort to improve outcomes for students with disabilities. These programs include Universal Design for Learning (UDL), Educational Surrogate Parents, IEP Facilitation, and Accessibility. Accessibility includes work around visual impairments, deaf and hard of hearing, and assistive technology. This Office also supports the work around the State Professional Development Grant (SPDG) and the State Systemic Improvement Plan (SSIP).

State Performance Indicator Leads

- **Indicator 1: Graduation**
Contact Person: Heidi Clyborne Heidi.A.Clyborne@doe.nh.gov
- **Indicator 2: Dropout**
Contact Person: Heidi Clyborne Heidi.A.Clyborne@doe.nh.gov
- **Indicator 3: Statewide Assessment**
Contact Person: JoAnn Marchant JoAnn.R.Marchant@doe.nh.gov
- **Indicator 4: Suspension/Expulsion**
Contact Person: Alexandra Ferraro Alexandra.M.Ferraro@doe.nh.gov
- **Indicator 5: LRE Placement**
Contact Person: Sabrina Congram Sabrina.A.Congram@doe.nh.gov
- **Indicator 6: Early Childhood Settings**
Contact Person: Sabrina Congram Sabrina.A.Congram@doe.nh.gov
- **Indicator 7: Preschool Skills**
Contact Person: Alexa Simmons Alexa.J.Simmons@doe.nh.gov
- **Indicator 8: Parent Involvement in Special Education Survey**
Contact Person: Mary Lane Mary.T.Lane@doe.nh.gov
- **Indicator 9: Disproportionate Representation in Special Education**
Contact Person: Alexandra Ferraro Alexandra.M.Ferraro@doe.nh.gov
- **Indicator 10: Disproportionate Representation in Specific Disability Category**
Contact Person: Alexandra Ferraro Alexandra.M.Ferraro@doe.nh.gov
- **Indicator 11: Child Find**
Understanding the Eligibility Determination Process for Special Education - Indicator 11
Contact Person: Brandy Quinn-Richards Brandy.A.Quinn-Richards@doe.nh.gov
- **Indicator 12: Part C to B Transitions**
Contact Person: Brandy Quinn-Richards Brandy.A.Quinn-Richards@doe.nh.gov
- **Indicator 13: Secondary Transition with IEP Goals**
Contact Person: Amy Garceau Amy.L.Garceau@doe.nh.gov
- **Indicator 14: Secondary Transition**
Contact Person: Janelle Lavin Janelle.C.Lavin@doe.nh.gov
- **Indicator 15: Hearing Requests Resolved**
Contact Person: Stephen Berwick Stephen.W.Berwick@doe.nh.gov
- **Indicator 16: Mediation Agreements**
Contact Person: Stephen Berwick Stephen.W.Berwick@doe.nh.gov
- **Indicator 17: State Systemic Improvement Plan**
Contact Person: Amy Aiello Amy.E.Aiello@doe.nh.gov

Lea Determinations

As required by the Individuals with Disabilities Education Act (IDEA), 34 CFR section 300.600, States are required to make determinations annually on the performance of each public school district regarding the implementation of IDEA.

State Education Agencies (SEAs) are required to determine whether LEAs are meeting the requirements of IDEA (34 CFR 300.600(a)(2)). LEA determinations are one way the state monitors each LEA's implementation of IDEA, as part of our state's general supervision system. Federal requirements require a focus on improving education results with specific SPP Indicators as well as additional areas of need identified by each state. These areas make up our NH LEA Determination Rubric.

School district determinations are made using the same four categories that the Office of Special Education Programs (OSEP) used when making the determination of States. The four categories of determination based on the rubric criterion are:

- Meets the requirements and purposes of the IDEA;
- Needs assistance in implementing the requirements of the IDEA;
- Needs intervention in implementing the requirements of the IDEA; or
- Needs substantial intervention in implementing the requirements of the IDEA or substantial failure to comply with the requirements of IDEA.

There are specific technical assistance or supports, consistent with the level of need signaled by the determination, for any district that does not meet the requirements of the IDEA.

Contact Person: Alexandra Ferraro Alexandra.M.Ferraro@doe.nh.gov

Preschool

New Hampshire is committed to providing a free, appropriate public education (FAPE) for children ages 3-5 with disabilities. By federal and state law, local school districts must work with families and community partners to identify and serve children who are eligible for special education and related services and ensure that services begin by the child's third birthday through age 22. An Individualized Education Program (IEP) is developed for each eligible child based on that child's strengths and needs. Placements are based on the Least Restrictive Environment (LRE) and may include a public preschool/kindergarten, Head Start program, or the child's home. Sometimes, the placement is in a separate approved special education program or residential facility.

The Race2K Project is funded by the NH Department of Education, Bureau of Student Support and is a project of the Parent Information Center. Race2K provides information, support, and technical assistance to school districts and others to improve outcomes for preschool children with disabilities and their families.

Contact Person: Alexa Simmons Alexa.J.Simmons@doe.nh.gov

Professional Development and Training

The New Hampshire Department of Education, Bureau of Student Support can provide the following professional learning opportunities to school district/Special Education Private Providers in key special education topic areas at no cost.

Currently the Bureau offers a variety of trainings on key special education topics, the use of NHSEIS and Specially Designed Instruction. In addition to our trainings we operate a Mentor Program for New Directors and New Special Education Administrators and Coordinators meetings. Please see the descriptions below.

Measurable Annual Goals

Description:

Participants will learn how to use the student information/evaluation data to write Present Levels of Performance of Academic Achievement and Functional Performance (PLOAAFP –IEP Page 2). They will learn to use the pertinent student evaluation data combined with other current observation and assessment data to write present levels for each annual goal. They will learn what components need to be included in the writing of age –appropriate measurable annual goals and objectives based on each annual goal present level information; and how to write measurable annual IEP goals and objectives to help build the student skills so they can access, participate, and make progress in the general curriculum.

Written Prior Notice Guidance

Description:

This professional development for Written Prior Notice (WPN) was created with stakeholder input in response to district requests for the Bureau to provide guidance regarding the use of and the content of WPNs. This training utilizes IDEA regulations as a guide to remind participants of the intent of the WPN, when districts should use a WPN, and the required components of the form. The guidance document and model WPN form will be shared along with sample compliant WPNs.

Specially Designed Instruction

Description:

Participants will learn what specially designed instruction is as defined by IDEA and how it applies to students with disabilities. They will gain a practical understanding of specially designed instruction, and the means in which it can be delivered as a service to special education students. Additionally, participants will learn how it is merged into the IEP using the

special education process in a sequential and cyclical manner beginning with using evaluation data to describe unique student needs based upon present levels of academic and function performance, then identifying specific areas of specially designed instruction incorporated into special education services combined with annual measurable goals and progress monitoring.

Contact Person: GaetanMarie Fitzgerald-Lacourse, GaetanMarie.B.FitzgeraldLacourse@doe.nh.gov

NH Accessible Educational Materials Trainings (NHAEM)

Contact Person: Robin Budryk, Robin.G.Budryk@doe.nh.gov

NHSEIS Trainings

Contact Person: Brandy Quinn-Richards, Brandy.A.Quinn-Richards@doe.nh.gov

New Special Education Coordinator Meetings

Contact Person: Danielle Pelletier, Danielle.Pelletier@doe.nh.gov

Office of Finance Trainings

Contact Person: Lisa Moody, Lisa.M.Moody@doe.nh.gov

Educational Environment Approval

The process for requesting a new special education environment begins with a conversation with the requesting LEA and the NH Department of Education (NHED), Bureau of Special Education Support (BSES), Educational Environment Approval Team (Team) to determine if the appropriate staffing, curriculum, and space requirements have been considered and meet the rules and regulations put forth by IDEA and NH state.

If initial approval is granted by the Team, the LEA will receive written notice of initial approval for one year, and the new special education environment will be entered into the New Hampshire Special Education Information System (NHSEIS). At that time, students may be placed within the newly created educational environment.

Following one year of initial approval, an on-site monitoring visit will be conducted by the Team representatives to determine if the educational environment still meets the criteria for continued approval. The LEA will receive written notification if the new educational environment is granted continued approval and an updated Approved Special Education Environment Letter for their district.

All approved Educational Environments are subject to monitoring as part of the 6-year Program Approval and General Supervision Process.

Contact GaetanMarie Fitzgerald-Lacourse to schedule a conversation with the Team or to request your district's Approved Special Education Environment Letter:

Contact Person: GaetanMarie.B.FitzgeraldLacourse@doe.nh.gov

Universal Design for Learning

UDL proposes not a single, one-size-fits-all solution but rather a set of flexible scaffolds and supports that can meet individual needs. Individual learners are very different from one another and may require different methods and means to reach a common goal. These differences -both seen and unseen, may be shaped by brain development learned and innate skills, cultural and social experience, and a host of other factors.

The UDL framework encourages creating flexible designs from the start that have customizable options, which allow all learners to progress in the curriculum. The options for accomplishing this are varied and robust enough to provide effective instruction to all learners.

Now in year six, the New Hampshire Universal Design for Learning (NH UDL) Innovation Network includes more than 70 schools and 600 educators who have dedicated their time to learning about UDL, trying out UDL in practice, reflecting about their application of UDL, and working collaboratively in teams that identify and address common needs and actions. These educators have been empowered to leverage a UDL approach to supporting their learning as designers and learners themselves to empower all learners within their schools.

Contact Person: Lynnette Lawrence, Lynnette.E.Lawrence@doe.nh.gov

Appendix 1: Acronym Glossary

Note:

Not all terms included in the glossary are used within the previous text but are commonly used terms used in the state

Additional Pull: OSEP Memorandum 23-01 explains that when an SEA is verifying that the noncompliance was corrected, the state must both ensure that the LEA has corrected “each individual case of non-compliance, unless the child is no longer within the jurisdiction of the LEA,” and determine that the LEA is subsequently correctly implementing the specific regulatory requirement(s) through a review of updated data, such as data subsequently collected through on-site monitoring or a State data system. The OSE refers to the “subsequently correctly implementing” file review as an additional pull.

APR: Annual Performance Report – Located on the DESE-OSE website. Fulfills the federal mandate requiring the state to have a “performance plan that evaluates that State's efforts to implement the requirements and purposes of this part and describes how the State will improve such implementation.”

CAP: Compliance Action Plan. A plan issued to the LEA to address all areas of LEA non-compliance found during monitoring that were not corrected during the 90-day verification period. LEAs have up to one year to complete CAP(s).

Determination: A statement of how each LEA is making progress toward meeting state goals on the APR. Categories include.

- *Meets the requirements* and purposes of IDEA,
- *Needs assistance* in implementing the requirements of IDEA,
- *Needs intervention* in implementing the requirements of IDEA, or
- *Needs substantial* intervention in implementing the requirements of IDEA.

District Indicator Data Dashboards: These confidential, static dashboards provide trend data for most of the IDEA Indicators to districts to support the understanding and use of their own unsuppressed data and data trends as the publicly reported IDEA data is often suppressed for small cell sizes. These dashboards include the federal definition and calculation, district source data counts to clearly show how the district data was determined, and state and district data compared to state targets over time in chart form and as a data visualization.

Due Diligence Monitoring (DDR): There are instances when compliance issues are not discovered using the monitoring process or the other dispute resolution mechanisms, the latter of which is generally dependent on parents or other concerned parties to raise compliance concerns. The goal of the Due Diligence Review (DDR) is to address systemic issues in a manner that ensures expeditiously and effectively processing non-compliance of a Local Educational Agency (LEA) without creating barriers to relationships between parents and districts. Affirmatively addressing

compliance issues that are not discovered using the monitoring process may lessen the need for parents and other parties to resort to state complaints or due process hearings, while simultaneously meeting our general supervisory responsibilities.

Evaluation 3-year timeline: Calculated by using the date of the meeting on the Evaluation Programming Conference Decision Form (3 years from the previous meeting date) or the date of eligibility on an Existing Data Review form (EDR).

FTE – Full-time equivalency: This information is provided by the LEA, in decimal format, for each special education teacher and service provider. (e.g., a person who is a full-time SLP is reported as 1.0 FTE. A person who works 50% of the time in a role or position is a .5 FTE.)

HH Hospital/Homebound – Placement of a student who receives special education in medical treatment facilities on an in-patient basis or at home.

LEA – Local Education Agency. The term includes LEAs, charter schools, state-operated programs, and educational cooperatives.

Monitoring Letters

- **Letter of Notification –** A letter sent to the LEA’s superintendent, prior to the DESE-OSE’s monitoring, officially notifying the LEA that official monitoring has been scheduled.
- **Monitoring Review Letter –** A letter sent to the LEA’s superintendent summarizing the information/data reviewed during monitoring, listing any potential areas of non-compliance, requesting corrections, outlining the next actions, and listing required additional documentation.
- **Letter of Findings –** The letter sent after the verification period is complete. The letter states the final monitoring findings and includes a CAP for any areas of non-compliance that exist.

OSEP – The Office of Special Education Programs is the Federal Agency that oversees IDEA implementation.

Verification Period – The period the LEA has to submit corrections and additional documentation to the OTM. Also called the “verification window.”

Federal Regulations, State Accountability, and NH ED Requirements

As a condition of receiving IDEA funds, the State agency (which is the SEA under IDEA Part B Section 611 and Section 619 and the LA under IDEA Part C) must have a general supervision system. This system includes multiple components such as monitoring to — (1) improve educational results and functional outcomes for infants and toddlers with disabilities and their families and children with disabilities; and (2) ensure that LEAs and EIS programs and providers meet the requirements under IDEA. 20 U.S.C. §§ 1412(a)(11), 1416(a), 1435(a)(10) and 1442; 34 C.F.R. §§ 300.149, 300.600 through 300.604, and 300.608; 34 C.F.R. §§ 303.120, and 303.700 through 303.708.

A State's general supervision responsibility over its local programs is a longstanding IDEA requirement and broader than its monitoring responsibilities under IDEA Sections 616 and 642.11.

Under Part B, SEAs must carry out their general supervisory responsibilities to ensure that Part B requirements are implemented and that each educational program for children with disabilities meets the SEA's educational standards (including the Part B requirements). Generally, these responsibilities are all assigned to the SEA.

The SEA must monitor implementation of IDEA Part B requirements, with a primary focus on improving educational results and functional outcomes for all children with disabilities and ensuring LEAs meet the Part B program requirements. 34 C.F.R. § 300.600(b). Further, SEAs must make annual determinations about the performance of each of its LEAs and enforce Part B requirements. 34 C.F.R. §§ 300.600(a)(2)-(a)(3).

Similarly, under Part C, LAs must carry out their general supervisory responsibilities, which are set forth in 34 C.F.R. §§ 303.120, and 303.700 through 303.708. The LA is responsible for the general administration and supervision of all EIS programs and providers as well as activities to ensure the State complies with the requirements of IDEA Part C. This includes monitoring the implementation of IDEA Part C requirements by each agency, institution, organization, and EIS program or provider located in the State used to carry out Part C. The primary focus of the State's monitoring activities must be on improving early intervention results and functional outcomes for infants and toddlers with disabilities. 34 C.F.R. § 303.700(b). Additionally, LAs must make annual determinations about the performance of each EIS program and enforce Part C requirements.

34 CFR 300.149 holds the State Education Agency responsible to develop a **General Supervision System** to carry out IDEA Part B Special Education, and the state must have policies and procedures to ensure it complies with 34 CFR 300.600-300.602 and 300.606-300.608 Monitoring and Enforcement Requirements

34 CFR 300.600 State Monitoring and Enforcement:

State must monitor the implementation of this part –

- Make determinations annual about performance of each LEA.
- Report annual on the performance of the State and each LEA under this part.
- State must monitor LEAs using quantifiable indicators to measure performance.
- State exercise general supervision, including child find, effective monitoring, and use of resolution meetings, mediation and a system of transition services.
- Exercise its monitoring responsibilities to ensure that when it identifies noncompliance with the requirements of this part by LEA, the noncompliance is corrected as soon as possible, and in no case later than one year after the State's identification of the noncompliance.
- Report annually to the public on the performance of each LEA in the state on the targets in the State's performance plan as well as the Secretary (APR)

34 CFR 300.146 -300.147

SEA must ensure child with disability who is placed in or referred to a **private school or facility** by a LEA is provided with special education and related services. **Responsibility of SEA to monitor compliance** through procedures such as written reports, On-site visits, and parent questionnaires.

34 CFR 300.149 and 303.120

SEA must implement **integrated monitoring activities**, which could include the following:

- Interviewing LEA and local program staff, including specialized instructional support personnel, on-site or virtually.
- Reviewing local policies, procedures, and practices for compliance and improved functional outcomes and results for children with disabilities.
- Conducting interviews and listening sessions with parents of children with disabilities, children with disabilities, and other stakeholders to learn about an LEA's or EIS programs or provider's implementation of IDEA, including functional outcomes and results.
- Analyzing local child find data across the State to determine if there are significant disparities in the groups or communities of children and families who are referred for evaluation or provided services.
- Reviewing information collected through the State's data systems relating to local compliance with IDEA requirements, such as compliance with individualized education program (IEP) and individualized family service plan (IFSP) meeting timelines, evaluation and reevaluation timelines, content of IEPs and IFSPs, early childhood and secondary transition, exiting, and other key IDEA provisions. This could include data collected under IDEA Section 618 and other data sources available to the State.

- Examining and evaluating performance and results data on specific IDEA requirements, such as early childhood outcomes, family outcomes and involvement, graduation and drop-out, and other key IDEA provisions. This could include data collected under IDEA Section 618 and other data sources available to the State.
- Analyzing assessment data to determine if the data represent improved results for children with disabilities on regular assessments and alternate assessments aligned with alternate academic achievement standards compared with the achievement of all children.
- Evaluating an LEA's or EIS programs or provider's policies, procedures, and practices for fiscal management, or reviewing local budget and expenditure data for a particular year to ensure that IDEA funds are distributed and expended in accordance with Federal fiscal requirements.
- Examining information gleaned from the State's dispute resolution system, including State complaints and due process complaints. The State's complaint resolution system is a tool for States to identify and correct noncompliance as stated in Question A-7. Facts determined through the State's resolution of State complaints and by impartial hearing officers when adjudicating due process complaints can provide the State with important information about an LEA's or EIS programs or provider's implementation of IDEA requirements.

OSEP Memo 23-01 Section B: Timely Correction Memo

Through Monitoring visits, including verification visits and any other public information, SEAs must

- Account for all instances of noncompliance, including noncompliance identified through the State's onsite monitoring system or other monitoring procedures such as self-assessment.
- Identify percentage level of noncompliance in each of those sites, the root causes of the noncompliance.
- If needed, change or require LEAs to change policies, procedures, and/or practices that contributed to or resulted in the noncompliance.
- Determine that each identified noncompliance that the LEA is correctly implementing the specific regulatory requirements. This must be based on the State's review of updated data such as data from subsequent on-site monitoring or data collected through a state data system.

RSA 186-C:5 Program Approval, Monitoring, and Corrective Action

Program approval and monitoring shall also include, but not be limited to the following components and processes:

- Onsite monitoring
- Regular or Periodic monitoring
- Program monitoring and monitoring personnel

The Department shall issue a report with findings, recommended actions to correct, and at conclusion a report indicating the extent to which the agency took corrective action to achieve compliance (periodic updates and close out letter?)

If not correcting – State can give written notice of enforcement actions to be taken: (see list of considerations.

Ed 1125.02 Enforcement Procedures

Ed 1126 State Department of Education Monitoring of Educational Services and Programs for Children with Disabilities

Ed 1114 Standards for Approval of Private Providers of Special Education and Non-LEA Programs

PAGS First 90-days, for Districts

1. Review the PAGS Manual
2. The Program Presentation
 - a. Organization chart
 - b. Personnel List
 - c. Job Descriptions
 - d. Narrative summary
3. The Educational Environment Approval Letter
 - a. Review
 - b. Contact the EEA Team to update if/as needed.
4. RSVP to the Monitoring Term Cohort Introduction Session
5. Identify LEA Leadership Team
6. Contact the Lead Consultant to set up a Leadership Team meeting for after the Introduction Session
7. Complete the Standard Protocol for selected files to be reviewed during Verification phase.



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
25 Hall Street
Concord, NH 03301
TEL. (603) 271-3495

Dear School Officials, Staff and District Parents,

The Department of Education (NH ED) Bureau of Special Education Support (Bureau) is obligated to monitor all districts at least once in a 6-year period. For this requirement the Bureau has developed the Program Approval and General Supervision Monitoring System (PAGS). ***For this round of monitoring your district is designated to be monitored.*** We are excited to work with your district to understand their special education programs and educational environments and how special education is provided to students with disabilities.

We will be conducting desk audits, where we review materials in our offices; we will do onsite visits where we come to each school to visit each educational environment and in some cases review files onsite; we will hold listening sessions with parents and we may do surveys with staff and parents regarding special education in the district. At any point there may be more things we do to monitor the district.

Once we have reviewed all information, we will compile a report and an Individual Monitoring Plan (IMP) for the district. We will highlight some of your district's strengths and plan to address areas of need. The district will then work with their lead consultant to implement the IMP. They may have corrections to make, they may have trainings to attend, or they may need to develop policies or procedures around some of their practices. This process is meant to assist districts in ensuring they meet all requirements for supporting students with disabilities and to support them in improving their practices.

Each report will be posted to the Bureau webpage for public review. We will complete the monitoring within a 5–6-month window, however the IMP may last longer so that districts can make necessary corrections and changes or attend trainings if necessary. All corrections and changes must be made within one year of the date of the report.

As I said, our team is excited to begin our work with your district! We look forward to meeting many of you and hearing from you. If you have any questions, please feel free to call our main line at 603-271-3741, where your call will be directed to the appropriate lead consultant.

Sincerely,
Rebecca Fredette, Administrator
State Director of Special Education
NH Department of Education

The Special Education Program Presentation: Component I

Upon Notification, one of the first items required of the LEA are the Special Education Program Presentation. **This narrative summary of the LEA's Special Education Program is due to the Lead Consultant within 90 days from the Notification date.** The Notification letter includes the name and contact information for the Lead Consultant assigned to the LEA.

The written narrative of the LEA's special education program shall be submitted to the Lead Consultant in .pdf format during the Discovery phase and prior to the Verification phase, which is 90 days from the date of the Notification letter.

The BSES is providing this document to assist LEAs in including the following recommended information in the narrative summary. **The BSES understands that some areas may not apply to each LEA, and that some LEAs may have additional areas that they wish to include.**

1. **The LEA Special Education Program Organization Chart:** please attach to this template a copy of the LEAs Special Education Program Organization Chart.
2. **Composition of the Special Education Program:** please attach a list of all Special Education Personnel and certification/licenses.
3. **Special Education Policies, Procedures, & Forms:** please attach a copy of the LEAs Special Education Policies & Procedures Manual.
4. **Job Descriptions:** For each position within the Special Education program, please include the job description.
5. **Narrative Summary:** Please provide a narrative summary of the LEA Special Education Program that should include, but does not need to be limited to, **1a.** How the roles within the program intersect and work together, **1b.** Program meeting schedule(s), **1c.** How challenges within the Special Education program are addressed as a team, **1d.** How student progress is being measured internally, **1e.** How student results are being measured internally, **1f.** How the LEA engages with its families and community, and **1g.** How parent/guardian concerns with student's progress and programming are addressed with the parent/guardian.

2023-2024 District Review of Special Education Personnel

Directions: Please fill out the roster below for all staff that teach special education students and/or are assigned a special education role within your district, including paraprofessionals.

Please submit to the Lead Consultant during the Discovery Phase, no later than 90 days from the Notification date.

The Bureau will review special education staff certifications using the New Hampshire Educator Information System. The review process will be for special education staff employed during the 2023-2024 school year. **All columns must be completed.**

School District:		Date Submitted:	
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School	Personnel (Full legal name with middle initial if applicable)	Subject/Assignment	Endorsements	SAU Email Address	NHDOE Verification <i>(NHDOE Use Only)</i>	NHDOE Notes <i>(NHDOE Use Only)</i>
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	

School	Staff (Full legal name with middle initial if applicable)	Subject/Assignment	Endorsements	NHDOE Verification (NHDOE use only)	NHDOE Notes (NHDOE use only)	SAU Email Address
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					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
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					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
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					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	

School	Staff (Full legal name with middle initial if applicable)	Subject/Assignment	Endorsements	NHDOE Verification (NHDOE use only)	NHDOE Notes (NHDOE use only)	SAU Email Address
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					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
				SAU Email Address	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	

File Review Sections by Intervention Tier

Tier I Monitoring (Meets Requirements Determination)

For LEAs with a most recent LEA Determination of Meets Requirements, the PAGS monitoring will review the following IEP components for 5% of the identified students in each school within the LEA.

The OTM recommends that the LEA complete the standard protocol on their own for each student selected.

The Lead Consultant will perform a verification via desk review to confirm compliance and accuracy of the standard protocol findings.

Tier I: Meets Requirements
Evaluation-Determination of Eligibility-Variety of Sources
Evaluation-Determination of Eligibility-Qualified Examiners
IEP-Reviewed Annually
IEP-In place at start of school year
IEP-Justification of Non-participation
Assessments-Accommodations
Assessments-Alternative Assessment

Evaluation; Determination of Eligibility for Special Education	Reviewer's Notes
<p>Identify the location in the file where the evidence of a variety of sources can be found, which includes the required assessments per Table 1100.1 of the NH Standards.</p> <p><i>Per 34 CFR 300.306(c)(1)(i), The Team must draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply—Only if current eligibility was not completed by this district.</p> <p>Not a Child-Specific Item</p>
<p>Provide the names and credentials of personnel who administered the assessments.</p> <p><i>34 CFR 300.304(c)(1)(iv); Ed 1107.04(b), requires the qualified examiners for specific disabilities as set forth in Table 1100.1 "Required Assessments and Qualified Examiners by Type of Disability".</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply—Only if current eligibility was not completed by this district</p> <p>Not a Child-Specific Item</p>
E. Individualized Education Program	Reviewer's Notes
<p>Provide the location(s) in the file of the current and previous IEP and the dates of those IEPs. **If reviewing an amendment to the initial IEP, the amended IEP is considered the initial IEP.</p> <p><i>Per 34 CFR 300.324(b)(1)(i); Ed 1109.03(d), the IEP must be reviewed at least annually.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply—initial IEP or student moved from another district or state.</p> <p>Not a Child-Specific Item</p>
<p>Provide the start date for the 2023-2024 school year.</p> <p><i>Per 34 CFR 300.323(a); Ed 1109.03(d), the IEP must be in place at the beginning of the school year.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply—student was identified after beginning of school year or moved from another district or state.</p> <p>Not a Child-Specific Item</p>

<p>M. Definition of Individualized Education Program (Justification for Non-Participation)</p>	<p>Reviewer's Notes</p>
<p>Provide the page number of the currently agreed upon IEP where the explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in activities described in the supports and services section of the IEP is located.</p> <p><i>Per 34 CFR 300.320(a)(5); Ed 1109.01(a)(1), the IEP must include an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in the supports and services section of the IEP.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><i>For preschool children, the regular class may include a Head Start classroom, childcare classroom, public or private preschool or kindergarten or other regular early childhood setting. It does not include preschool special education programs.</i></p> <p>Child-Specific Item</p>
<p>N. Definition of Individualized Education Program (State and District Wide Assessments)</p>	<p>Reviewer's Notes</p>
<p>Provide the page number in the currently agreed upon IEP in which the accommodations for state and district assessments are located.</p> <p><i>Per 34 CFR 300.320(a)(6)(i); Ed 1109.01(a)(1), The IEP must include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessments.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply- no state or district wide assessment for the student's age/grade level</p> <p>Child-Specific Item</p>
<p>For students participating in the NH Statewide Assessment System (NH SAS) or SAT accommodations are changes in procedures or materials that increase equitable access for students, which are documented on the student's IEP. Please note that universal tools are available to all students and designated supports are available for any student for whom the need has been indicated by an educator or team of educators.</p>	
<p>Provide the documentation or location in the file of the documentation of a statement of why the child cannot participate in the regular assessment.</p> <p><i>Per 34 CFR 300.320(a)(6)(ii)(A); Ed 1109.01(a)(1), If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district wide assessment of student achievement, the IEP must include a statement of why the child cannot participate in the regular assessment.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply— not taking an alternate assessment</p> <p>Child-Specific Item</p>

Tier 2 Monitoring (Needs Assistance Determination)

For LEAs with a most recent LEA Determination of Needs Assistance, the PAGS monitoring will review the following IEP components for 5% of the identified students in each school within the LEA.

The OTM recommends that the LEA complete the standard protocol on their own for each student selected.

The Lead Consultant will perform a verification via desk review to confirm compliance and accuracy of the standard protocol findings.

Tier II: Needs Assistance	
Evaluation-Determination of Eligibility-Variety of Sources	Statement of Special Education
Evaluation-Determination of Eligibility -Qualified Examiners	Statement of Related Services
IEP-Reviewed Annually	Supplementary Aids & Services
IEP-In place at start of school year	Supports for School Personnel
IEP-Justification for Non-participation	IEP- Present Level of Performance-Parent Concerns
Assessments-Accommodations	IEP- Present Level of Performance-Gen Ed Curriculum Impact
Assessments-Alternative Assessment	IEP- Present Level of Performance-Extracurricular Impact
IEP- Present Level of Performance-Child Strengths	IEP- Present Level of Performance-Preschool Children Impact
IEP-Present Level of Performance-Child Needs	Courses of Study
IEP- Present Level of Performance-Evaluation Results	

Evaluation; Determination of Eligibility for Special Education	Reviewer's Notes
<p>Identify the location in the file where the evidence of a variety of sources can be found, which includes the required assessments per Table 1100.1 of the NH Standards.</p> <p><i>Per 34 CFR 300.306(c)(1)(i), The Team must draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply—Only if current eligibility was not completed by this district.</p> <p>Not a Child-Specific Item</p>
<p>Provide the names and credentials of personnel who administered the assessments.</p> <p><i>34 CFR 300.304(c)(1)(iv); Ed 1107.04(b), requires the qualified examiners for specific disabilities as set forth in Table 1100.1 "Required Assessments and Qualified Examiners by Type of Disability".</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply—Only if current eligibility was not completed by this district</p> <p>Not a Child-Specific Item</p>
Individualized Education Program	Reviewer's Notes
<p>Provide the location(s) in the file of the current and previous IEP and the dates of those IEPs. **If reviewing an amendment to the initial IEP, the amended IEP is considered the initial IEP.</p> <p><i>Per 34 CFR 300.324(b)(1)(i); Ed 1109.03(d), the IEP must be reviewed at least annually.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply—initial IEP or student moved from another district or state.</p> <p>Not a Child-Specific Item</p>
<p>Provide the start date for the 2023-2024 school year.</p> <p><i>Per 34 CFR 300.323(a); Ed 1109.03(d), the IEP must be in place at the beginning of the school year.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply—student was identified after beginning of school year or moved from another district or state.</p> <p>Not a Child-Specific Item</p>

<p>Definition of Individualized Education Program (Justification for Non-Participation)</p>	<p>Reviewer's Notes</p>
<p>Provide the page number of the currently agreed upon IEP where the explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in activities described in the supports and services section of the IEP is located.</p> <p><i>Per 34 CFR 300.320(a)(5); Ed 1109.01(a)(1), the IEP must include an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in the supports and services section of the IEP.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>For <u>preschool children</u>, the regular class may include a Head Start classroom, childcare classroom, public or private preschool or kindergarten or other regular early childhood setting. It does not include preschool special education programs.</p> <p>Child-Specific Item</p>
<p>Definition of Individualized Education Program (State and District Wide Assessments)</p>	<p>Reviewer's Notes</p>
<p>Provide the page number in the currently agreed upon IEP in which the accommodations for state and district assessments are located.</p> <p><i>Per 34 CFR 300.320(a)(6)(i); Ed 1109.01(a)(1), The IEP must include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessments.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply— no state or district wide assessment for the student's age/grade level</p> <p>Child-Specific Item</p>
<p>For students participating in the NH Statewide Assessment System (NH SAS) or SAT accommodations are changes in procedures or materials that increase equitable access for students, which are documented on the student's IEP. Please note that universal tools are available to all students and designated supports are available for any student for whom the need has been indicated by an educator or team of educators.</p>	
<p>Provide the documentation or location in the file of the documentation of a statement of why the child cannot participate in the regular assessment.</p> <p><i>Per 34 CFR 300.320(a)(6)(ii)(A); Ed 1109.01(a)(1), If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district wide assessment of student achievement, the IEP must include a statement of why the child cannot participate in the regular assessment.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply— not taking an alternate assessment</p> <p>Child-Specific Item</p>

Individualized Education Program (Present Levels of Academic Achievement and Functional Performance)	Reviewer's Notes
<p>Provide the page number in the currently agreed upon IEP where the child's strengths are included. For example: learner variability. Must contain at least one strength of the student related to learning and must be objective (not subjective).</p> <p><i>Per 34 CFR 300.324(a)(1)(i); Ed 1109.01(a)(1), The team must consider the strengths of the child.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>
<p>Provide the page number in the currently agreed upon IEP demonstrating evidence that the team considered the academic, developmental, and functional needs of the child.</p> <p>34 CFR 300.324(a)(1)(iv); Ed 1109.01(a)(1)</p> <ul style="list-style-type: none"> (a) Academic—level of academic performance when measured against the general education curriculum. (b) Developmental—physical, cognitive, communication, social or emotional, and/or adaptive development. (c) Functional—how the child demonstrates skills and behaviors in cognition, communication, motor, adaptive, social/emotional and sensory areas. <p><i>Provide the page number in the currently agreed upon IEP where the child's academic, developmental and functional needs are included.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>
<p>Provide the page number in the currently agreed upon IEP where the results of the initial or most recent evaluations of the child are included. For example: initial evaluation results, re-evaluation results, curriculum-based measures, district wide assessments, classroom assessments.</p> <p><i>Per 34 CFR 300.324(a)(1)(iii); Ed 1109.01(a)(1), the IEP Team must consider the results of the initial or most recent evaluation of the child.</i></p> <p><i>For Preschool students evaluations could include POMS, ESS assessments, Pediatrician reports, arena assessments, etc.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>

<p>Provide the page number in the currently agreed upon IEP documenting evidence that the concerns of the parents for enhancing the education of their child were considered.</p> <p><i>34 CFR 300.324(a)(1)(ii); Ed 1109.01(a)(1) requires a statement of the parents' concerns for enhancing the education of their child.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>
<p>Provide the page number in the currently agreed upon IEP where the description of how the student's disability affects progress in the general education curriculum is included. Any classes with a curriculum are academic classes, including music, art, computer, physical education, etc.</p> <p><i>34 CFR 300.320(a)(1)(i); Ed 1109.01(a)(1) requires a statement in the IEP that describes how the student's disability affects the student's involvement and progress in the general education curriculum.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA – preschool age child</p> <p>Child-Specific Item</p>
<p>Courses of Study</p>	<p>Reviewer's Notes</p>
<p>Provide the page number in the currently agreed upon IEP where the courses of study are listed. This should be written as a projected transcript for grade levels beyond the student's current grade and specific courses taken should be listed for current and previous years.</p> <p><i>Ed 1109.01(a)(10) requires that, for each student with a disability beginning at age 14 or younger, if determined appropriate by the IEP team, the IEP must include a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study such as participation in advanced-placement courses, vocational education, or career and technical education.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> NA— student is age 13 or younger and no evidence that the IEP team determined this is necessary</p> <p>Child-Specific Item</p>

Definition of Individualized Education Program (Special Education and Related Services, Supplementary Aids and Services, and Program Modifications or Supports for School Personnel)	Reviewer's Notes
<p>Provide the page number where the special education service is in the currently agreed upon IEP that includes the specially designed instruction that relates to the student's disability area(s) and needs. The provider of this service must be a certified teacher or specialist.</p> <p><i>34 CFR 300.320(a)(4); Ed 1109.01(a)(1); 34 CFR 300.39, Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including—</i></p> <ul style="list-style-type: none"> <i>(i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and</i> <i>(ii) Instruction in physical education.</i> 	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>
<p>Provide the page number of the related services in the currently agreed upon IEP. The provider of this service must be a licensed related service provider.</p> <p><i>Per 34 CFR 300.320(a)(4); Ed 1109.01(a)(1), the IEP must include a statement of related services if determined necessary by the IEP Team.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary.</p> <p>Child-Specific Item</p>
<p>Provide the page number of the supplementary aids services in the currently agreed upon IEP.</p> <p><i>34 CFR 300.320(a)(4); Ed 1109.01(a)(1), 34 CFR 300.42 Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with 34 CFR 300.114 through 300.116.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary.</p> <p>Child-Specific Item</p>

Provide the page number of the supports for school personnel in the currently agreed upon IEP.

- Yes
- No
- NA—no evidence that IEP Team determined this is necessary

Per 34 CFR 300.320(a)(4); Ed 1109.01(a)(1), The IEP must include a statement of the supports for school personnel if determined necessary by the IEP Team.

Child-Specific Item

Tier 3 Monitoring (Needs Intervention Determination)

For LEAs with a most recent LEA Determination of Needs Intervention, the PAGS monitoring will review the following IEP components for 7% of the identified students in each school within the LEA.

The OTM requires that the LEA complete the standard protocol on their own for each student selected.

The Lead Consultant will perform a verification via on-site or virtual review to confirm compliance and accuracy of the standard protocol findings.

Tier III: Needs Intervention	
Evaluation-Determination of Eligibility-Variety of Sources	IEP- Present Level of Performance -Extracurricular Impact
Evaluation-Determination of Eligibility-Qualified Examiners	IEP- Present Level of Performance -Preschool Children Impact
IEP-Reviewed Annually	Courses of Study
IEP-In place at start of school year	Evaluation-Determination of Eligibility-Parents
IEP-Justification for Non-participation	Evaluation-Determination of Eligibility-Evaluation Report
Assessments-Accommodations	IEP-Initial-30-day meeting notice
Assessments-Alternative Assessment	IEP Team-Parents
IEP-Present Level of Performance-Child Strengths	IEP Team-Regular Ed Teacher
IEP- Present Level of Performance -Child Needs	IEP Team-Special Education Provider
IEP- Present Level of Performance -Evaluation Results	IEP Team-LEA Representative
Statement of Special Education	IEP Team-Parent’s 10-day invite
Statement of Related Services	Procedural Safeguards
Supplementary Aids & Services	Measurable Annual Goals
Supports for School Personnel	Measurable Annual Goals meet child’s needs
IEP- Present Level of Performance -Parent Concerns	Measurable Annual Goals short-term objectives/benchmark
IEP- Present Level of Performance -Gen Ed Curriculum Impact	Record of Access

Record of Access; Confidentiality Requirements	Reviewer's Notes
<p>Provide the evidence of a record of parties that have obtained access to the education records collected, maintained or used under Part B of the Act.</p> <p><i>34 CFR 300.614 Record of access requires that each participating agency keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the Act (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.</i></p> <p><i>Ed 1119.01(a) Confidentiality Requirements requires that Each participating agency shall comply with 34 CFR 300.610 - 300.627, relative to confidentiality of information, including compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232G, (FERPA) and its implementing regulations in 34 CFR Part 99.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>
Procedural Safeguards	Reviewer's Notes
<p>Provide the documentation that the procedural safeguards was given to the parent one time in the school year.</p> <p><i>34 CFR 300.504(a); Ed 1120.03(b) requires that a copy of the procedural safeguards, available to the parents of a child with a disability, was given to the parent one time in the school year.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>
Evaluation; Determination of Eligibility for Special Education	Reviewer's Notes
<p>Provide the location in the file where the meeting participants for determining eligibility signed in and identify the role of the qualified professional(s).</p> <p><i>34 CFR 300.306(a)(1); Ed 1108.01(b) requires that a group of qualified professionals and the parent of the child determined whether the child, upon completion of assessments, is a child with a disability.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district</p> <p>Not a Child-Specific Item</p>

<p>Identify the location in the file where the evidence of a variety of sources can be found, which includes the required assessments per Table 1100.1 of the NH Standards.</p> <p><i>Per 34 CFR 300.306(c)(1)(i), The Team must draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child’s physical condition, social or cultural background, and adaptive behavior.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply—Only if current eligibility was not completed by this district.</p> <p>Not a Child-Specific Item</p>
<p>Provide the names and credentials of personnel who administered the assessments.</p> <p><i>34 CFR 300.304(c)(1)(iv); Ed 1107.04(b), requires the qualified examiners for specific disabilities as set forth in Table 1100.1 “Required Assessments and Qualified Examiners by Type of Disability”.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply—Only if current eligibility was not completed by this district</p> <p>Not a Child-Specific Item</p>
<p>Provide the location in the file where the evaluation written summary report, which includes the required assessments per Table 1100.1 of the NH Standards, is located.</p> <p><i>Ed 1107.05(a); Ed 1107.05(b) requires an evaluation report (Evaluation Summary Report) containing the results of the various diagnostic findings. The report shall include but not be limited to, the results of each evaluation procedure, test, record, or report; a written summary of the findings of the procedure, test, record, or report; and information regarding the parent’s rights of appeal in accordance with Ed 1123 and a description of the parent’s right to an independent evaluation in accordance with Ed 1107.03.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply—Only if current eligibility was not completed by this district</p> <p>Not a Child-Specific Item</p>
<p>Individualized Education Program</p>	<p>Reviewer’s Notes</p>
<p>Provide the location in the file where the following can be found:</p> <ul style="list-style-type: none"> a. The eligibility determination date (date the parent gave consent). b. The date of the meeting to develop the IEP. The eligibility date and the IEP development date must be within 30 calendar days. <p><i>34 CFR 300.323(c)(1); Ed 1109.03(a), requires for an initial IEP that there was a meeting to develop an IEP for the student conducted within 30 days of a determination that the child needs special education and related services.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> NA—not an initial IEP</p> <p>If reviewing an amendment to the initial IEP then this amended IEP is the initial IEP.</p>

<p>Provide the location(s) in the file of the current and previous IEP and the dates of those IEPs. **If reviewing an amendment to the initial IEP, the amended IEP is considered the initial IEP.</p> <p><i>Per 34 CFR 300.324(b)(1)(i); Ed 1109.03(d), the IEP must be reviewed at least annually.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply—initial IEP or student moved from another district or state.</p> <p>Not a Child-Specific Item</p>
<p>Provide the start date for the 2023-2024 school year.</p> <p><i>Per 34 CFR 300.323(a); Ed 1109.03(d), the IEP must be in place at the beginning of the school year.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply—student was identified after beginning of school year or moved from another district or state.</p> <p>Not a Child-Specific Item</p>
<p>IEP Team; Participants in the Special Education Process</p>	<p>Reviewer’s Notes</p>
<p>Provide the page of the meeting participants’ form of the currently agreed upon IEP where the parent signed in as a meeting participant. If parent(s) was not present at meeting, provide the other methods to ensure parent participation or record of attempts to arrange a mutually agreed on time and place per 34 CFR 300.322.</p> <p><i>34 CFR 300.322; Ed 1103.01(a) requires that the parent signed in as a meeting participant. If parent(s) was not present at meeting, provide the other methods to ensure parent participation or record of attempts to arrange a mutually agreed on time and place per 34 CFR 300.322.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><i>Check yes, if:</i></p> <p><i>1) Parent physically attended.</i></p> <p><i>2) Parent participated via phone or video conferencing.</i></p> <p><i>Record of attempts (2 or more)</i></p> <p>Not a Child-Specific Item</p>

<p>Provide the page of the meeting participants' form of the currently agreed upon IEP where the regular education teacher signed in as a meeting participant.</p> <p>For preschool children the regular education teacher may be:</p> <ul style="list-style-type: none"> • Staff with early childhood certification • A teacher in a regular early childhood program (childcare, Head Start, etc.) • A kindergarten teacher <p><i>34 CFR 300.321(a)(2); Ed 1103.01(a) requires that at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment) participated in the meeting. If there was no regular education teacher please explain.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—excused per 34 CFR 300.321(e)</p> <p><input type="checkbox"/> NA- student is not and will not participate in the regular education environment.</p> <p>Not a Child-Specific Item</p>
<p>Provide the page of the meeting participants' form of the currently agreed upon IEP where the special education teacher/provider signed in as a meeting participant.</p> <p><i>34 CFR 300.321(a)(3); Ed 1103.01(a) requires that not less than one special education teacher or, where appropriate, not less than one special education provider of the child participated in the meeting. If there was no special education teacher or provider, please explain.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—excused per 34 CFR 300.321(e)</p> <p>Not a Child-Specific Item</p>
<p>Provide the page of the meeting participants' form of the currently agreed upon IEP where the LEA representative signed in as a meeting participant. The LEA Representative must be on the district's authorized LEA Representatives list.</p> <p><i>34 CFR 300.321(a)(4); Ed 1103.01(a) requires that the IEP Team included an LEA representative.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>Not a Child-Specific Item</p>

Provide the date when the written invitation was received by the parent(s) and the IEP meeting date. If less than 10 days, per Ed 1103.02(b), provide evidence of written consent of the parent(s) that the notice requirements were waived.

**If parent has agreed in writing to receive special education meeting invitations by electronic mail, provide location in student file of this written parent consent. In this case, provide documentation of invitation and documentation that the invitation was transmitted by electronic mail to the parent.*

34 CFR 300.322(a); Ed 1103.02(a), (c), (d) requires that the parent(s) received a written invitation no fewer than 10 days before an IEP meeting which included the purpose, time, location and identification of the participants. If the parent(s) agrees in writing, the LEA may satisfy this requirement via transmittal by electronic mail. Such an agreement shall be effective until revoked in writing. A notice sent by first class or U.S. mail 12 days prior to the meeting shall be deemed received 10 days before an IEP meeting.

Definition of Individualized Education Program (Justification for Non-Participation)

Provide the page number of the currently agreed upon IEP where the explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in activities described in the supports and services section of the IEP is located.

Per 34 CFR 300.320(a)(5); Ed 1109.01(a)(1), the IEP must include an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in the supports and services section of the IEP.

Yes

No - less than 10 days with no waiver or in the case of transmittal by email, no evidence that the parent agreed in writing to receive meeting invitations by electronic mail.

Written Invitation Received:

IEP Meeting Date:

If less than 10 days between: is there evidence of written consent of the parent(s) that the notice requirements were waived?

Yes No NA - more than 10 days

Not a Child-Specific Item

Reviewer's Notes

Compliant

Not Compliant

For preschool children, the regular class may include a Head Start classroom, childcare classroom, public or private preschool or kindergarten or other regular early childhood setting. It does not include preschool special education programs.

Child-Specific Item

Definition of Individualized Education Program (State and District Wide Assessments)	Reviewer's Notes
<p>Provide the page number in the currently agreed upon IEP in which the accommodations for state and district assessments are located.</p> <p><i>Per 34 CFR 300.320(a)(6)(i); Ed 1109.01(a)(1), The IEP must include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessments.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply- no state or district wide assessment for the student's age/grade level</p> <p>Child-Specific Item</p>
<p>For students participating in the NH Statewide Assessment System (NH SAS) or SAT accommodations are changes in procedures or materials that increase equitable access for students, which are documented on the student's IEP. Please note that universal tools are available to all students and designated supports are available for any student for whom the need has been indicated by an educator or team of educators.</p>	
<p>Provide the documentation or location in the file of the documentation of a statement of why the child cannot participate in the regular assessment.</p> <p><i>Per 34 CFR 300.320(a)(6)(ii)(A); Ed 1109.01(a)(1), If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district wide assessment of student achievement, the IEP must include a statement of why the child cannot participate in the regular assessment.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply— not taking an alternate assessment</p> <p>Child-Specific Item</p>
Individualized Education Program (Present Levels of Academic Achievement and Functional Performance)	Reviewer's Notes
<p>Provide the page number in the currently agreed upon IEP where the child's strengths are included. For example: learner variability. Must contain at least one strength of the student related to learning and must be objective (not subjective).</p> <p><i>Per 34 CFR 300.324(a)(1)(i); Ed 1109.01(a)(1), The team must consider the strengths of the child.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>

<p>Provide the page number in the currently agreed upon IEP demonstrating evidence that the team considered the academic, developmental, and functional needs of the child.</p> <p><i>34 CFR 300.324(a)(1)(iv); Ed 1109.01(a)(1)</i></p> <ul style="list-style-type: none"> (a) Academic; level of academic performance when measured against the general education curriculum. (b) Developmental; physical, cognitive, communication, social or emotional, and/or adaptive development. (c) Functional; how the child demonstrates skills and behaviors in cognition, communication, motor, adaptive, social/emotional and sensory areas. <p><i>Provide the page number in the currently agreed upon IEP where the child's academic, developmental, and functional needs are included.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>
<p>Provide the page number in the currently agreed upon IEP where the results of the initial or most recent evaluations of the child are included. For example: initial evaluation results, re-evaluation results, curriculum-based measures, district wide assessments, classroom assessments.</p> <p><i>Per 34 CFR 300.324(a)(1)(iii); Ed 1109.01(a)(1), the IEP Team must consider the results of the initial or most recent evaluation of the child.</i></p> <p><i>For Preschool students evaluations could include POMS, ESS assessments, Pediatrician reports, arena assessments, etc.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>
<p>Provide the page number in the currently agreed upon IEP documenting evidence that the concerns of the parents for enhancing the education of their child were considered.</p> <p><i>34 CFR 300.324(a)(1)(ii); Ed 1109.01(a)(1) requires a statement of the parents' concerns for enhancing the education of their child.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>

<p>Provide the page number in the currently agreed upon IEP where the description of how the student’s disability affects progress in the general education curriculum is included. Any classes with a curriculum are academic classes, including music, art, computer, physical education, etc.</p> <p><i>34 CFR 300.320(a)(1)(i); Ed 1109.01(a)(1) requires a statement in the IEP that describes how the student’s disability affects the student’s involvement and progress in the general education curriculum.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> NA – preschool age child</p> <p>Child-Specific Item</p>
<p>Provide the page number in the currently agreed upon IEP where the description of how the student’s disability affects participation in extracurricular and non-academic activities is included. Non-academic activities would include lunch, recess, and transition times, etc.</p> <p><i>34 CFR 300.320(a)(4)(ii); Ed 1109.01(a)(1) requires a statement in the IEP that describes how the student’s disability affects participation in extracurricular and non-academic activities.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>
<p>Provide the page number in the currently agreed upon IEP where the description of how the disability affects the child’s participation in appropriate activities is included.</p> <p><i>34 CFR 300.320(a)(1)(ii); Ed 1109.01(a)(1) requires that for preschool children, as appropriate, the IEP includes a statement in the IEP that describes how the disability affects the child’s participation in appropriate activities.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> NA—not preschool</p> <p>Child-Specific Item</p>

<p>Courses of Study</p> <p>Provide the page number in the currently agreed upon IEP where the courses of study are listed. This should be written as a projected transcript for grade levels beyond the student's current grade and specific courses taken should be listed for current and previous years.</p> <p><i>Ed 1109.01(a)(10) requires that, for each student with a disability beginning at age 14 or younger, if determined appropriate by the IEP team, the IEP must include a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study such as participation in advanced-placement courses, vocational education, or career and technical education.</i></p>	<p>Reviewer's Notes</p> <p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> NA— student is age 13 or younger and no evidence that the IEP team determined this is necessary.</p> <p>Child-Specific Item</p>
<p>Measurable Annual Goals; Short-term Objectives or Benchmarks</p> <p>Provide the page number in the currently agreed upon IEP where the goals are located</p> <p><i>34 CFR 300.320(a)(2)(i); Ed 1109.01(a)(1) requires evidence of a statement of measurable annual goals, including academic and functional goals.</i></p>	<p>Reviewer's Notes</p> <p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>

Measurable annual goals contain the following criteria. (The section below is for school districts and reviewers to note which goals are measurable and which are not. All goals must contain all the criteria for the reviewers to check the "Yes" box above. Reviewers will choose two goals to review unless the IEP contains just one or two goals.)

Present Level of Academic Achievement and Functional Performance (Current level from which goal will be measured*)	Goal Number	Time Frame	Condition/Situation (Materials, settings, accommodations for student to perform behavior)	Student's Name	Clearly Defined/Observable Behavior	Performance Criteria			
						How Well (Level to demonstrate mastery)	How Consistently (Number of times to demonstrate mastery)	Evaluation Schedule	
								How Often	How Measured
<i>Format:</i>	<i>By...,</i>	<i>given...,</i>	<i>Student's name</i>	<i>will do this</i>	<i>this well</i>	<i>this many days/times</i>	<i>as measured this often</i>	<i>using this....</i>	

*BASELINE DATA can be in the goal and/or part of the present levels above the goal in EasyIEP

School District Use Below:

<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

NHDOE Use Only Below:

<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

<p>Provide evidence that the goals are based on the student's identified needs as stated in the present levels section of the IEP.</p> <p><i>CFR 300.320(a)(2)(i)(A),(B); Ed 1109.01(a)(1) requires that the measurable annual goals meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum as well as the child's other educational needs that results from the child's disability.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>
<p>For the question below, please note that short-term objectives break the skills described in the annual goal down into discrete components and that benchmarks describe the amount of progress the child is expected to make within specified segments of the year...benchmarks establish expected performance levels that allow for regular checks of progress within specified segments of the year. (Retrieved from www.fetaweb.com on August 15, 2012)</p>	

<p>Provide the page number in the currently agreed upon IEP or provide the document noting the evidence that the parent determined them unnecessary. <i>*All students who are taking DLM assessments must have short-term objectives or benchmark</i></p> <p><i>Ed 1109.01(a)(6) requires short-term objectives or benchmarks for all children unless the parent determines them unnecessary for all or some of the child’s annual goals.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>
<p>Definition of Individualized Education Program (Special Education and Related Services, Supplementary Aids and Services, and Program Modifications or Supports for School Personnel)</p>	<p>Reviewer’s Notes</p>
<p>Provide the page number where the special education service is in the currently agreed upon IEP that includes the specially designed instruction that relates to the student’s disability area(s) and needs. The provider of this service must be a certified teacher or specialist.</p> <p><i>34 CFR 300.320(a)(4); Ed 1109.01(a)(1); 34 CFR 300.39, Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including—</i></p> <p><i>(i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and</i></p> <p><i>(ii) Instruction in physical education.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>
<p>Provide the page number of the related services in the currently agreed upon IEP. The provider of this service must be a licensed related service provider.</p> <p><i>Per 34 CFR 300.320(a)(4); Ed 1109.01(a)(1), the IEP must include a statement of related services if determined necessary by the IEP Team.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary.</p> <p>Child-Specific Item</p>

<p>Provide the page number of the supplementary aids services in the currently agreed upon IEP.</p> <p><i>34 CFR 300.320(a)(4); Ed 1109.01(a)(1), 34 CFR 300.42 Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with 34 CFR 300.114 through 300.116.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary.</p> <p>Child-Specific Item</p>
<p>Provide the page number of the supports for school personnel in the currently agreed upon IEP.</p> <p><i>Per 34 CFR 300.320(a)(4); Ed 1109.01(a)(1), The IEP must include a statement of the supports for school personnel if determined necessary by the IEP Team.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary.</p> <p>Child-Specific Item</p>

Tier IV Monitoring (Needs Substantial Intervention Determination)

For LEAs with a most recent LEA Determination of Needs Substantial Intervention, the PAGS monitoring will review the following IEP components for 10% of the identified students in each school within the LEA.

The OTM requires that the LEA complete the standard protocol on their own for each student selected.

The Lead Consultant will perform a verification via on-site or virtual review to confirm compliance and accuracy of the standard protocol findings.

Tier IV: Needs Substantial Intervention		
Evaluation-DoE-Variety of Sources	Courses of Study	WPN-IEP-Other Options Described
Evaluation-DoE-Qualified Examiners	Evaluation-DoE-Parents	WPN-IEP-Other Factors Described
IEP-Reviewed Annually	Evaluation-DoE-Evaluation Report	WPN-IEP-Native Language Used
IEP-In place at start of school year	IEP-Initial-30-day meeting notice	WPN-Placement-Action Proposed Described
IEP-Non-participation Justification	IEP Team-Parents	WPN-Placement- Action Proposed Explanation
Assessments-Accommodations	IEP Team-Regular Ed Teacher	WPN-Placement-Evaluation Description
Assessments-Alternative Assessment	IEP Team-Special Education Provider	WPN-Placement-Other Options
IEP-PLOP-Child Strengths	IEP Team-LEA Representative	WPN-Placement-Other Factors
IEP-PLOP-Child Needs	IEP Team-Parent’s 10-day invite	WPN-Placement-Native Language Used
IEP-PLOP-Evaluation Results	Procedural Safeguards	Copy of the IEP Provided
Statement of Special Education	MAGs	IEP-Parent Signature
Statement of Related Services	MAGs meet child’s needs	Measuring Prog-Periodic Report
Supplementary Aids & Services	MAGs short-term objectives/benchmark	Measuring Prog-Progress to Parents
Supports for School Personnel	Record of Access	Measuring Prog-Accommodations
IEP-PLOP-Parent Concerns	Parent Consent	Measuring Prog-Modifications
IEP-PLOP-Gen Ed Curriculum Impact	WPN-IEP-Action Proposed Described	Services Implementation
IEP-PLOP-Extracurricular Impact	WPN-IEP-Action Explanation	Related Services Implementation
IEP-PLOP-Preschool Children Impact	WPN-IEP-Evaluation Described	Supp Aids & Services Implementation
		Support for School Personnel Implementation

<p>Record of Access; Confidentiality Requirements</p> <p>Provide the evidence of a record of parties that have obtained access to the education records collected, maintained, or used under Part B of the Act.</p> <p><i>34 CFR 300.614 Record of access requires that each participating agency keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the Act (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.</i></p> <p><i>Ed 1119.01(a) Confidentiality Requirements requires that each participating agency shall comply with 34 CFR 300.610 - 300.627, relative to confidentiality of information, including compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232G, (FERPA) and its implementing regulations in 34 CFR Part 99.</i></p>	<p>Reviewer's Notes</p> <p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>
<p>Procedural Safeguards</p> <p>Provide the documentation that the procedural safeguards was given to the parent one time in the school year.</p> <p><i>34 CFR 300.504(a); Ed 1120.03(b) requires that a copy of the procedural safeguards, available to the parents of a child with a disability, was given to the parent one time in the school year.</i></p>	<p>Reviewer's Notes</p> <p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>
<p>Evaluation; Determination of Eligibility for Special Education</p> <p>Provide the location in the file where the meeting participants for determining eligibility signed in and identify the role of the qualified professional(s).</p> <p><i>34 CFR 300.306(a)(1); Ed 1108.01(b) requires that a group of qualified professionals and the parent of the child determined whether the child, upon completion of assessments, is a child with a disability.</i></p>	<p>Reviewer's Notes</p> <p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district</p> <p>Not a Child-Specific Item</p>

<p>Identify the location in the file where the evidence of a variety of sources can be found, which includes the required assessments per Table 1100.1 of the NH Standards.</p> <p><i>Per 34 CFR 300.306(c)(1)(i), The Team must draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child’s physical condition, social or cultural background, and adaptive behavior.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply—Only if current eligibility was not completed by this district.</p> <p>Not a Child-Specific Item</p>
<p>Provide the names and credentials of personnel who administered the assessments.</p> <p><i>34 CFR 300.304(c)(1)(iv); Ed 1107.04(b), requires the qualified examiners for specific disabilities as set forth in Table 1100.1 “Required Assessments and Qualified Examiners by Type of Disability”.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply—Only if current eligibility was not completed by this district</p> <p>Not a Child-Specific Item</p>
<p>Provide the location in the file where the evaluation written summary report, which includes the required assessments per Table 1100.1 of the NH Standards, is located.</p> <p><i>Ed 1107.05(a); Ed 1107.05(b) requires an evaluation report (Evaluation Summary Report) containing the results of the various diagnostic findings. The report shall include but not be limited to, the results of each evaluation procedure, test, record, or report; a written summary of the findings of the procedure, test, record, or report; and information regarding the parent’s rights of appeal in accordance with Ed 1123 and a description of the parent’s right to an independent evaluation in accordance with Ed 1107.03.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply—Only if current eligibility was not completed by this district</p> <p>Not a Child-Specific Item</p>
<p>Individualized Education Program</p>	<p>Reviewer’s Notes</p>
<p>Provide the location in the file where the following can be found:</p> <ul style="list-style-type: none"> a. The eligibility determination date (date the parent gave consent). b. The date of the meeting to develop the IEP. The eligibility date and the IEP development date must be within 30 calendar days. <p><i>34 CFR 300.323(c)(1); Ed 1109.03(a), requires for an initial IEP that there was a meeting to develop an IEP for the student conducted within 30 days of a determination that the child needs special education and related services.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> NA—not an initial IEP</p> <p>If reviewing an amendment to the initial IEP then this amended IEP is the initial IEP.</p>

<p>Provide the location(s) in the file of the current and previous IEP and the dates of those IEPs. **If reviewing an amendment to the initial IEP, the amended IEP is considered the initial IEP.</p> <p><i>Per 34 CFR 300.324(b)(1)(i); Ed 1109.03(d), the IEP must be reviewed at least annually.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply—initial IEP or student moved from another district or state.</p> <p>Not a Child-Specific Item</p>
<p>Provide the start date for the 2023-2024 school year.</p> <p><i>Per 34 CFR 300.323(a); Ed 1109.03(d), the IEP must be in place at the beginning of the school year.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply—student was identified after beginning of school year or moved from another district or state.</p> <p>Not a Child-Specific Item</p>
<p>IEP Team; Participants in the Special Education Process</p>	<p>Reviewer’s Notes</p>
<p>Provide the page of the meeting participants’ form of the currently agreed upon IEP where the parent signed in as a meeting participant. If parent(s) was not present at meeting, provide the other methods to ensure parent participation or record of attempts to arrange a mutually agreed on time and place per 34 CFR 300.322.</p> <p><i>34 CFR 300.322; Ed 1103.01(a) requires that the parent signed in as a meeting participant. If parent(s) was not present at meeting, provide the other methods to ensure parent participation or record of attempts to arrange a mutually agreed on time and place per 34 CFR 300.322.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><i>Check yes, if:</i></p> <p><i>1) Parent physically attended.</i></p> <p><i>2) Parent participated via phone or video conferencing.</i></p> <p><i>Record of attempts (2 or more)</i></p> <p>Not a Child-Specific Item</p>

<p>Provide the page of the meeting participants' form of the currently agreed upon IEP where the regular education teacher signed in as a meeting participant.</p> <p>For preschool children the regular education teacher may be:</p> <ul style="list-style-type: none"> • Staff with early childhood certification • A teacher in a regular early childhood program (childcare, Head Start, etc.) • A kindergarten teacher <p><i>34 CFR 300.321(a)(2); Ed 1103.01(a) requires that at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment) participated in the meeting. If there was no regular education teacher please explain.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—excused per 34 CFR 300.321(e)</p> <p><input type="checkbox"/> NA- student is not and will not participate in the regular education environment.</p> <p>Not a Child-Specific Item</p>
<p>Provide the page of the meeting participants' form of the currently agreed upon IEP where the special education teacher/provider signed in as a meeting participant.</p> <p><i>34 CFR 300.321(a)(3); Ed 1103.01(a) requires that not less than one special education teacher or, where appropriate, not less than one special education provider of the child participated in the meeting. If there was no special education teacher or provider, please explain.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—excused per 34 CFR 300.321(e)</p> <p>Not a Child-Specific Item</p>
<p>Provide the page of the meeting participants' form of the currently agreed upon IEP where the LEA representative signed in as a meeting participant. The LEA Representative must be on the district's authorized LEA Representatives list.</p> <p><i>34 CFR 300.321(a)(4); Ed 1103.01(a) requires that the IEP Team included an LEA representative.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>Not a Child-Specific Item</p>

<p>Provide the date when the written invitation was received by the parent(s) and the IEP meeting date. If less than 10 days, per Ed 1103.02(b), provide evidence of written consent of the parent(s) that the notice requirements were waived.</p> <p><i>*If parent has agreed in writing to receive special education meeting invitations by electronic mail, provide location in student file of this written parent consent. In this case, provide documentation of invitation and documentation that the invitation was transmitted by electronic mail to the parent.</i></p> <p>34 CFR 300.322(a); Ed 1103.02(a), (c), (d) requires that the parent(s) received a written invitation no fewer than 10 days before an IEP meeting which included the purpose, time, location and identification of the participants. If the parent(s) agrees in writing, the LEA may satisfy this requirement via transmittal by electronic mail. Such an agreement shall be effective until revoked in writing. A notice sent by first class or U.S. mail 12 days prior to the meeting shall be deemed received 10 days before an IEP meeting.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No - less than 10 days with no waiver <u>or</u> in the case of transmittal by email, no evidence that the parent agreed in writing to receive meeting invitations by electronic mail.</p> <table border="1"><tr><td>Written Invitation Received:</td><td>IEP Meeting Date:</td></tr><tr><td colspan="2">If less than 10 days between: is there evidence of written consent of the parent(s) that the notice requirements were waived?</td></tr><tr><td colspan="2"><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA - more than 10 days</td></tr></table> <p>Not a Child-Specific Item</p>	Written Invitation Received:	IEP Meeting Date:	If less than 10 days between: is there evidence of written consent of the parent(s) that the notice requirements were waived?		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA - more than 10 days	
Written Invitation Received:	IEP Meeting Date:						
If less than 10 days between: is there evidence of written consent of the parent(s) that the notice requirements were waived?							
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA - more than 10 days							
<p>Individualized Education Program (Present Levels of Academic Achievement and Functional Performance)</p>	<p>Reviewer's Notes</p>						
<p>Provide the page number in the currently agreed upon IEP where the child's strengths are included. For example: learner variability. Must contain at least one strength of the student related to learning and must be objective (not subjective).</p> <p><i>Per 34 CFR 300.324(a)(1)(i); Ed 1109.01(a)(1), The team must consider the strengths of the child.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>						

<p>Provide the page number in the currently agreed upon IEP demonstrating evidence that the team considered the academic, developmental, and functional needs of the child.</p> <p><i>34 CFR 300.324(a)(1)(iv); Ed 1109.01(a)(1)</i></p> <ul style="list-style-type: none"> (a) Academic; level of academic performance when measured against the general education curriculum. (b) Developmental; physical, cognitive, communication, social or emotional, and/or adaptive development. (c) Functional; how the child demonstrates skills and behaviors in cognition, communication, motor, adaptive, social/emotional and sensory areas. <p><i>Provide the page number in the currently agreed upon IEP where the child's academic, developmental, and functional needs are included.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>
<p>Provide the page number in the currently agreed upon IEP where the results of the initial or most recent evaluations of the child are included. For example: initial evaluation results, re-evaluation results, curriculum-based measures, district wide assessments, classroom assessments.</p> <p><i>Per 34 CFR 300.324(a)(1)(iii); Ed 1109.01(a)(1), the IEP Team must consider the results of the initial or most recent evaluation of the child.</i></p> <p><i>For Preschool students evaluations could include POMS, ESS assessments, Pediatrician reports, arena assessments, etc.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>
<p>Provide the page number in the currently agreed upon IEP documenting evidence that the concerns of the parents for enhancing the education of their child were considered.</p> <p><i>34 CFR 300.324(a)(1)(ii); Ed 1109.01(a)(1) requires a statement of the parents' concerns for enhancing the education of their child.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>

<p>Provide the page number in the currently agreed upon IEP where the description of how the student’s disability affects progress in the general education curriculum is included. Any classes with a curriculum are academic classes, including music, art, computer, physical education, etc.</p> <p><i>34 CFR 300.320(a)(1)(i); Ed 1109.01(a)(1) requires a statement in the IEP that describes how the student’s disability affects the student’s involvement and progress in the general education curriculum.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> NA – preschool age child</p> <p>Child-Specific Item</p>
<p>Provide the page number in the currently agreed upon IEP where the description of how the student’s disability affects participation in extracurricular and non-academic activities is included. Non-academic activities would include lunch, recess, and transition times, etc.</p> <p><i>34 CFR 300.320(a)(4)(ii); Ed 1109.01(a)(1) requires a statement in the IEP that describes how the student’s disability affects participation in extracurricular and non-academic activities.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>
<p>Provide the page number in the currently agreed upon IEP where the description of how the disability affects the child’s participation in appropriate activities is included.</p> <p><i>34 CFR 300.320(a)(1)(ii); Ed 1109.01(a)(1) requires that for preschool children, as appropriate, the IEP includes a statement in the IEP that describes how the disability affects the child’s participation in appropriate activities.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> NA—not preschool</p> <p>Child-Specific Item</p>

<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
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<p>Provide evidence that the goals are based on the student’s identified needs as stated in the present levels section of the IEP.</p> <p><i>CFR 300.320(a)(2)(i)(A),(B); Ed 1109.01(a)(1) requires that the measurable annual goals meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum as well as the child’s other educational needs that results from the child’s disability.</i></p>					<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>				
<p><i>For the question below, please note that short-term objectives break the skills described in the annual goal down into discrete components and that benchmarks describe the amount of progress the child is expected to make within specified segments of the year...benchmarks establish expected performance levels that allow for regular checks of progress within specified segments of the year. (Retrieved from www.fetaweb.com on August 15, 2012)</i></p>									
<p>Provide the page number in the currently agreed upon IEP or provide the document noting the evidence that the parent determined them unnecessary.</p> <p><i>*All students who are taking DLM assessments must have short-term objectives or benchmark</i></p> <p><i>Ed 1109.01(a)(6) requires short-term objectives or benchmarks for all children unless the parent determines them unnecessary for all or some of the child’s annual goals.</i></p>					<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p>Child-Specific Item</p>				
Review and Revision of IEPs (Measuring Progress)					Reviewer’s Notes				
<p>Provide the evidence that the IEP includes a description of when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.</p> <p><i>Provide the page number in the currently agreed upon IEP where this information is located. NHSEIS dropdown options that do not comply with Ed 1109.01(a)(8) include: As Needed, End of Unit, and Oral Report.</i></p> <p>34 CFR 300.320(a)(3)(ii); Ed 1109.01(a)(8)</p>					<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>Child-Specific Item</p>				

<p>Provide evidence that periodic reports were provided to parents on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards).</p> <p><i>Examples of evidence will include copies of each quarterly or trimester progress report(s) provided to parents since IEP start date.</i></p> <p>Provide the evidence that periodic reports in accordance with 300.320(a)(3)(ii).</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA – periodic reports not due at this time based on start date of the IEP.</p> <p>Child-Specific Item</p>
<p>Accessibility of Child’s IEP to Teachers and Others (General Accommodations and General Modifications)</p>	
<p>If accommodations are included, are the accommodations changes in instruction or evaluation determined necessary by the IEP team that do not impact the rigor, validity, or both of the subject matter being taught or assessed?</p> <p><i>Ed 1102.01(b) Accommodations address specific student needs that are above and beyond what is provided to all students and do not impact the rigor, validity, or both of the subject matter.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no accommodations</p> <p>Child-Specific Item</p>
<p>If modifications are included, are the modifications changes in instruction or evaluation determined necessary by the IEP team that impact the rigor, validity, or both of the subject matter being taught or assessed?</p> <p><i>Ed 1102.03(v) Modifications address specific student needs that do impact the rigor, validity, or both of the subject matter.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no modifications</p> <p>Child-Specific Item</p>

Definition of Individualized Education Program (Special Education and Related Services, Supplementary Aids and Services, and Program Modifications or Supports for School Personnel)	
<p>34 CFR 300.320(a)(4); Ed 1109.01(a)(1) 34 CFR 300.320(a)(4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child— (i) To advance appropriately toward attaining the annual goals; (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;</p> <p>In order to enable the child to advance appropriately toward attaining the annual goals; to be involved in and make progress in the general education and to participate in extracurricular and other nonacademic activities; and to be educated and participate with other children with disabilities and nondisabled children...</p>	
<p>Provide the page number where the special education service is in the currently agreed upon IEP that includes the specially designed instruction that relates to the student’s disability area(s) and needs. The provider of this service must be a certified teacher or specialist.</p> <p><i>34 CFR 300.320(a)(4); Ed 1109.01(a)(1) requires a statement of special education</i></p> <p>34 CFR 300.39 Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including— (i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and (ii) Instruction in physical education.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Child-Specific Item</p>
For the question below, additional documents to the student file for evidence of implementation will be required which may include progress reports, logs, checklists, and student work.	
<p>Provide the evidence that special education services have been implemented. <i>*Examples of evidence may include detailed progress notes specifically referencing the special education services, logs that document the special education service being provided to the child, work samples from the child demonstrating participation in the service, student schedule, etc.</i></p> <p>Ed 1109.04(b)(1)</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Child-Specific Item</p>

<p><i>Provide the page number of the related services in the currently agreed upon IEP. The provider of this service must be a licensed related service provider.</i></p> <p>If N/A, the next question must also be N/A because there is no statement of related services in the IEP.</p> <p><i>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary</p> <p>Child-Specific Item</p>
<p>For the question below, additional documents to the student file for evidence of implementation will be required which may include progress reports, logs, checklists, and student work.</p>	
<p>Provide the evidence that related services have been implemented.</p> <p><i>*Examples of evidence may include detailed progress notes specifically referencing the related service, logs that document the related service being provided to the child, work samples from the child demonstrating participation in the service, student schedule, etc.</i></p> <p><i>Ed 1109.04(b)(1)</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no related services in IEP</p> <p>Child-Specific Item</p>
<p>Provide the evidence of a statement of supplementary aids and services.</p> <p><i>*34 CFR 300.42 Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with 34 CFR 300.114 through 300.116.</i></p> <p>If N/A, the next question must also be N/A because there is no statement of supplementary aids and services in the IEP.</p> <p><i>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary</p> <p>Child-Specific Item</p>
<p>For the next question, additional documents to the student file for evidence of implementation will be required which may include progress reports, logs, checklists, and student work.</p>	

<p>Provide the evidence that supplementary aides and services have been implemented. <i>*Examples of evidence may include detailed notes specifically referencing the supplementary aides and services, logs that document the supplementary aides and services being provided, etc.</i></p> <p>Ed 1109.04(b)(2)</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—no supplementary aides and services in IEP</p> <p>Child-Specific Item</p>
<p>Provide the page number of the supports for school personnel in the currently agreed upon IEP.</p> <p>If N/A, the next question must also be N/A because there is no statement of supports for personnel in the IEP.</p> <p>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary</p> <p>Child-Specific Item</p>
<p>For the next question, additional documents to the student file for evidence of implementation will be required which may include progress reports, logs, checklists, and student work.</p>	
<p>Provide the evidence that supports for personnel have been implemented. <i>*Examples of evidence may include detailed notes specifically referencing the supports that have been provided for school personnel, logs that document the supports being provided, etc.</i></p> <p>Ed 1109.04(b)(4)</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—no supports for personnel in IEP</p> <p>Child-Specific Item</p>

Definition of Individualized Education Program (Justification for Non-Participation)	Reviewer's Notes
<p>Provide the page number of the currently agreed upon IEP where the explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in activities described in the supports and services section of the IEP is located.</p> <p><i>Per 34 CFR 300.320(a)(5); Ed 1109.01(a)(1), the IEP must include an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in the supports and services section of the IEP.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><u>For preschool children</u>, the regular class may include a Head Start classroom, childcare classroom, public or private preschool or kindergarten or other regular early childhood setting. It does not include preschool special education programs.</p> <p>Child-Specific Item</p>
Definition of Individualized Education Program (State and District Wide Assessments)	Reviewer's Notes
<p>Provide the page number in the currently agreed upon IEP in which the accommodations for state and district assessments are located.</p> <p><i>Per 34 CFR 300.320(a)(6)(i); Ed 1109.01(a)(1), The IEP must include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessments.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply- no state or district wide assessment for the student's age/grade level</p> <p>Child-Specific Item</p>
<p>For students participating in the NH Statewide Assessment System (NH SAS) or SAT accommodations are changes in procedures or materials that increase equitable access for students, which are documented on the student's IEP. Please note that universal tools are available to all students and designated supports are available for any student for whom the need has been indicated by an educator or team of educators.</p>	
<p>Provide the documentation or location in the file of the documentation of a statement of why the child cannot participate in the regular assessment.</p> <p><i>Per 34 CFR 300.320(a)(6)(ii)(A); Ed 1109.01(a)(1), If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district wide assessment of student achievement, the IEP must include a statement of why the child cannot participate in the regular assessment.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Not Compliant</p> <p><input type="checkbox"/> Does Not Apply— not taking an alternate assessment</p> <p>Child-Specific Item</p>

Copy of IEP Provided to Each Teacher/Provider	Reviewer's Notes
<p>Provide evidence that a copy of the IEP has been provided to each teacher and provider so that they are informed of their specific responsibilities for implementing the IEP and specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.</p> <p><i>34 CFR 300.323(d)(2)(i),(ii); Ed 1109.03(a); Ed 1109.04(a) requires that a copy of the IEP has been provided to each teacher (listed on the student's schedule) and service provider (listed in the IEP).</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>Child-Specific Item</p>
Procedural Safeguards (Written Prior Notice for IEP)	Reviewer's Notes
<p>Provide the evidence that the notice given to the parents of a child with a disability included a description of the action proposed or refused by the agency.</p> <p><i>34 CFR 300.503(b)(1); Ed 1120.03(b)</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p> <p>Not a Child-Specific Item</p>
<p>Provide the evidence that the notice given to the parents of a child with a disability included an explanation of why the agency proposed or refused to take the action.</p> <p><i>34 CFR 300.503(b)(2); Ed 1120.03(b)</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p> <p>Not a Child-Specific Item</p>
<p>Provide the evidence that the notice given to the parents of a child with a disability included a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action.</p> <p><i>34 CFR 300.503(b)(3); Ed 1120.03(b)</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p> <p>Not a Child-Specific Item</p>

<p>Provide the evidence that the notice given to the parents of a child with a disability included a description of other options that the IEP team considered and the reasons why those options were rejected.</p> <p><i>34 CFR 300.503(b)(6); Ed 1120.03(b)</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p> <p>Not a Child-Specific Item</p>
<p>Provide the evidence that the notice given to the parents of a child with a disability included a description of other factors that were relevant to the LEA’s proposal or refusal.</p> <p><i>34 CFR 300.503(b)(7); Ed 1120.03(b)</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p> <p>Not a Child-Specific Item</p>
<p>Provide the evidence that the notice given to the parents of a child with a disability was provided in the native language of the parent or other mode of communication used by the parent, unless it was clearly not feasible to do so.</p> <p><i>34 CFR 300.503(c)(1)(ii); Ed 1120.03(b)</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p> <p>Not a Child-Specific Item</p>

Written Prior Notice (Placement)	Reviewer's Notes
<p>Provide the evidence that the notice given to the parents of a child with a disability included a description of the action proposed or refused by the agency.</p> <p><i>34 CFR 300.503(b)(1); Ed 1120.03(b) requires that the notice given to the parents of a child with a disability included a description of the action proposed or refused by the agency.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p> <p>Not a Child-Specific Item</p>
<p>Provide the evidence that the notice given to the parents of a child with a disability included an explanation of why the agency proposed or refused to take the action.</p> <p><i>34 CFR 300.503(b)(2); Ed 1120.03(b) requires that the notice given to the parents of a child with a disability included an explanation of why the agency proposed or refused to take the action.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p> <p>Not a Child-Specific Item</p>
<p>Provide the evidence that the notice given to the parents of a child with a disability included a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action.</p> <p><i>34 CFR 300.503(b)(2); Ed 1120.03(b) requires that the notice given to the parents of a child with a disability included an explanation of why the agency proposed or refused to take the action.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p> <p>Not a Child-Specific Item</p>

<p>Provide the evidence that the notice given to the parents of a child with a disability included a description of other options that the IEP team considered and the reasons why those options were rejected.</p> <p><i>34 CFR 300.503(b)(2); Ed 1120.03(b)</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p> <p>Not a Child-Specific Item</p>
<p>Provide the evidence that the notice given to the parents of a child with a disability included a description of other factors that were relevant to the LEA’s proposal or refusal.</p> <p><i>34 CFR 300.503(b)(7); Ed 1120.03(b)</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p> <p>Not a Child-Specific Item</p>
<p>Provide the evidence that the notice given to the parents of a child with a disability was provided in the native language of the parent or other mode of communication used by the parent, unless it was clearly not feasible to do so.</p> <p><i>34 CFR 300.503(c)(1)(ii); Ed 1120.03(b)</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p> <p>Not a Child-Specific Item</p>

Parent Consent	
<p>Provide the location in the file where the IEP signed by the parent can be found of documentation of parent failure to respond can be found. Provide the location in the file where the parent signed consent to evaluate.</p> <p><i>Ed 1120.04(k) requires that any document signed by the parent in which the parent gives consent in writing shall be provided to the parent, and a copy of such document shall also be placed in the child's education record</i></p>	<p>CONSENT TO EVALUATE:</p> <p><input type="checkbox"/> Yes, a copy of the parent consent to evaluate was in the student file</p> <p><input type="checkbox"/> No, a copy of the parent consent to evaluate was not in the student file</p> <p><input type="checkbox"/> NA – No new evaluations were completed that the parent needed to consent</p> <p>AND</p> <p>IEP:</p> <p><input type="checkbox"/> Yes, a copy of the IEP signed by the parent (or evidence of parent failure to respond) was in the student file</p> <p><input type="checkbox"/> No, a copy of the IEP (or evidence of parent failure to respond) was not in the student file</p> <p>Not a Child-Specific Item</p>