

**New Hampshire Department of Education
Bureau of Special Education
Special Education Program Approval and Improvement Process
Focused Monitoring Districts 2012-2013**

**HUDSON SCHOOL DISTRICT
SCHOOL ADMINISTRATIVE UNIT # 81
20 Library Street
Hudson, NH 03051**

June 28, 2013

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I. Introduction

The Hudson School District, School Administrative Unit # 81, located in Hudson, New Hampshire educates approximately 4,000 students in grades preschool through twelve. The Hudson School District consists of the following school buildings:

- Nottingham West Elementary School serving grades PreK -5
- Hills Garrison School serving Headstart and grades K-5
- Library Street School serving grades K-2
- Dr. H.O. Smith School serving grades 3-5
- Hudson Memorial School serving grades 6-8
- Alvirne High School serving grades 9-12
- Wilbur H. Palmer Vocational-Educational Center serving grades 9-12

Mission:

The Hudson School District will provide a respected educational program focused on student achievement, preparedness for post-secondary opportunities, and for civic and social responsibility.

District-Wide Goals:

The Hudson School Board set goals to ensure:

1. Academic rigor and high expectations
2. Safe and secure learning environment
3. Sound fiscal management and integrity

Goal 1: Academic Rigor and High Expectations:

- a. Each child will be well prepared to succeed at their next level of education, including post-secondary endeavors.
- b. The District will establish a plan that addresses weaknesses in the continuity of the elementary academic program.
- c. The District will recruit and retain highly qualified staff, who possess high expectations for students and themselves.
- d. The District will engage parents and community members in the educational programs and aspirations of students.

Goal 2: Safe and Secure Learning Environment:

- a. No child will be afraid to come to school.
- b. All children and staff will attend school in facilities that are safe, up-to-date, and appropriate.
- c. All children and staff will attend schools in an environment that fosters continuous learning.
- d. Administration and staff will engage the community in fostering and encouraging a safe and secure learning environment for our students.

Goal 3: Sound fiscal management and integrity

- a. The District will develop and implement annual program priorities within a ten year plan.
- b. Each budget will be developed as an annual expression of the instructional program priorities as identified in the financial plan.
- c. The District will build integrity through communication within the community through the proper management of budgeted resources.

SAU 81 Leadership Team:

On July 1, 2012 the Hudson School District experienced a change in leadership in the central office: a new Superintendent, Assistant Superintendent, and Director of Special Services. The three new district administrators along with the existing Business Administrator made a commitment to communication, consistency, collaboration, and cooperation. These four characteristics were embedded into their daily work and embraced in each school building.

SAU 81 Special Services Department:

The Hudson School District's Special Services Department consists of skilled, dedicated special education administrators, special education teachers, related service providers such as occupational therapists, speech language pathologists, physical therapists, behaviorists, counselors, and a variety of paraprofessionals who play an integral role in meeting the unique, individual needs of students with disabilities. Currently, in the 2012-13 school year approximately 500 students between the ages of 3 and 21 receive special education and related services through Individualized Education Programs (IEPs) in addition to 179 students who are supported under Section 504 of the Rehabilitation Act of 1973. The Hudson School District also provides special education and/or related services to students attending Presentation of Mary Academy, a non-profit private school in Hudson, New Hampshire.

The school district's responsibility is to make available a free, appropriate public education (FAPE) to all students with disabilities. This education may consist of special education services, related services, transportation, paraprofessional assistance, and/or specialized programming through one of our in-district programs (e.g. Applied Behavioral Analysis Program, Autism Program, Magnet Behavior Program, or Intensive Needs Program) and in rare cases, an out of district placement. The Hudson School District ensures a continuum of service delivery for students beginning in preschool.

The Director of Special Services worked with the special education staff this year to re-design the preschool, obtained special education program approval for the middle school Autism program, developed two intensive needs programs: Partners and Connections, and implemented standardized paperwork and procedures to guide the special education process.

When reviewing the reading and math data from the New England Common Assessment Program (NECAP) test results from 2012 there is a significant gap in the performance between students with disabilities and their non-disabled peers. The Hudson School District participated in the Focused Monitoring process in the 2007-08 school year. This achievement gap has not decreased. The Hudson School district is committed to reducing this achievement gap and ensuring academic achievement is a priority for all students, with or without educational disabilities.

II. The Special Education Program Approval and Improvement Process

The New Hampshire Department of Education (NHDOE) is responsible for assessing the impact and effectiveness of State and local efforts to provide a "Free Appropriate Public Education" (FAPE) to children and youth with disabilities, ages 3-21. The NHDOE has contracted with Southeastern Regional Education Service Center (SERESC) to work with families, students, educators and communities of New Hampshire to shape its special education program approval work in a way that drives and supports results for children and youth with disabilities.

Purpose

The purpose of the Special Education Program Approval and Improvement Process is to ensure that children and youth with disabilities ages 3-21 are afforded a free and appropriate public education and are provided opportunities to learn. The process ensures that students with educational disabilities have access to; can participate in; and can demonstrate progress within the general education curriculum, thereby improving student learning. The Special Education Program Approval Team assists the NH Department of Education by assessing the impact and effectiveness of State and local efforts, monitoring Local Educational Agencies' (LEAs) implementation of IDEA per federal mandate, reviewing current educational research and providing technical assistance to the field.

Mission

The Mission of Special Education Program Approval and Improvement Process is to improve educational results for all learners.

Vision

All students are ensured access, participation and progress in the school's Core or Tier I Curriculum taught by certified or qualified content specialists. Instructional targets for each grade and content are clear, common, and understood by all practitioners for all students. Learning targets are clear for each student. There are common formative assessment/methods for measuring student progress/mastery toward meeting instructional targets for all students. There is a process and systematic response in place for when some students aren't able to demonstrate learning mastery for each instructional target. There is time dedicated and protected for teams of grade or content level staff to meet and analyze student-learning outcomes and develop responses to meet the needs of those students who need additional instruction or enrichment. There are consistent protocols and processes in place for teams to use when meeting including: Team roles, norms, cut scores, data sets, interventions, etc. Students with an IEP are guaranteed the supports necessary to access, participate and progress in the general education curriculum. There is a process for evaluating the school's effectiveness in implementing aligned curriculum, instruction delivered with fidelity and formative assessments to measure student learning and a system in place for responding when some students do not learn what is expected. There is strong parent and family engagement within the educational community.

Core Values

Because the Special Education Program Approval and Improvement Team values the rights of students and student learning, we work to ensure that all students are guaranteed access, participation and progress in the general education curriculum and that all students are part of one proactive educational system. We believe all students can learn to high levels when provided with scientific, research-based instruction. Each student is unique and learns in different ways. Educational decisions are based on data and outcomes following a problem-solving method. Instructionally relevant, valid and reliable assessments serve different purposes and assist in identifying the continuum of student needs. Staff must receive professional development, follow-up modeling, and coaching to ensure effectiveness and fidelity at all levels of instruction. We value

a collaborative partnership among the New Hampshire Department of Education, school leadership, general and special educators, parents and students. A systems approach to school improvement and data-driven decision-making are critical aspects of the Special Education Program Approval work. Our values include lifelong learning and professional excellence; integrity; ongoing reflection and self-assessment; strong collaboration; accountability and strong leadership.

Statutory Authority for New Hampshire Department of Education Monitoring:

The Individuals with Disabilities Education Act (IDEA) provides federal funds to assist states in educating children with disabilities and requires each participating state to ensure that school districts and other publicly funded educational agencies in the state comply with the requirements of the IDEA and its implementing regulations. New Hampshire state law requires local school districts to provide appropriate special education and related services and requires the State Board of Education (SBE) to establish, monitor and enforce regulations governing the Focused Monitoring process.

The summary report for the Focused Monitoring districts is intended to serve as a record of the work the Achievement Team completed during the 2012-2013 school year, and more importantly will contain a limited number of well defined goals that will help focus the district’s work by setting a target for student achievement or addressing the factors that impact student achievement. The document is intended to be a synthesis of what the Achievement Team has accomplished, which supports an improvement plan with clear goals, research-based interventions and action steps to achieve the goal of narrowing the achievement gap between students with and without disabilities. Monitoring visits and corrective actions focus on the specific processes related to the Key Performance Indicator that put districts on the “visit” list and are aimed at helping districts improve their performance on that indicator. A statewide group of stakeholders identified the key focus area for New Hampshire school districts.

New Hampshire Department of Education Technical Assistants:

Maryclare Heffernan, Education Consultant
Joseph Miller, Education Consultant

Leadership Team Members:

Bryan Lane, Superintendent
Phyllis Schlichter, Assistant Superintendent
Jeanne Saunders, Director of Special Services

Achievement Team Members:

Alvirne High School (grades 9-12):

Steve Beals, Principal
Scott Riddell, Assistant Principal of Special Services
Pat Martone, Special Education Teacher
Cara Sevigny, Math Teacher

Lisa Weaver, Paraprofessional and Community Member

Sue Bureau, Dean of Academics

Hudson Memorial School (grades 6-8):

Susan Nadeau, Principal

Mark Bell, Assistant Principal of Special Services

Debra Shearer – Paraprofessional

Becky Inselman – Reading Specialist

Jake Richard – Math Teacher

Nottingham West Elementary School (PreK-5):

Peter Durso, Principal

Frances Garon, Special Education Department Head

Pegeen Dunne – Special Education Teacher

Kelli Searles –Allen - Grade 1 Teacher

Robin Nichols Cruz – Reading Specialist

Vivian Sims – Paraprofessional/Community Member/Historian

Zone A (K-5):

Scott Baker, Principal

Kristina Henry, Special Education Department Head

Melanie Curran, School Counselor

Elaine Yen – Reading Specialist

Deb Root – Kindergarten Teacher

Hills Garrison Elementary School (K-5):

Lois Connors, Assistant Principal

Nancy Rothe, Special Education Department Head

Nancy Landry, 3rd Grade Classroom Teacher

Mary Levesque – Reading Specialist

Carol Scanlon – Paraprofessional

Jennifer Perkins – School Counselor

Community Members:

Amy Sousa – Parent/School Board Member (October meeting)

Wendy Curnow – Parent

Terry Savage – Parent/Community Member

Laura Bisson – School Board Member (May meeting)

Initial Organization:

In August of 2012, the Hudson School District SAU senior leadership team met with the education consultants assigned to the school district and the school principals from each of the five Hudson schools to plan the organization and structure to the Focus Monitoring process during the upcoming school year. At this meeting, the education consultants presented an overview of the focus monitoring process, explained why Hudson is going through this focus monitoring process for the second time since 2007-2008, and shared the district-wide results of the 2012 data in the areas of reading and mathematics. In addition, the administrators discussed how to align this focus monitoring process with current district initiatives and state mandates such as current School In Need of Improvement plans and Title I.

At this meeting the central office administration and school principals decided that it would be best for Hudson to develop one Achievement Team, consisting of members from each school, each department, support staff, community members, and a school board member. The Team decided not to establish a separate Leadership Team as the team collectively agreed that a comprehensive team made up of a variety of stakeholders would allow for this process to be transparent and make decisions rather than utilize a top-down leadership approach. In addition, with the three central office administrators being new to the Hudson School District, it allows for the collective group with vast knowledge of the district and educational practices to help guide the focus monitoring process.

After this meeting, the school principals requested volunteers from their school buildings to participate in this process. Special education parents were selected through nomination through members of the special education department. In addition, school board members volunteered their time when they could.

The Hudson School District received a grant in the sum of \$10,000 to spend during the 2012-13 school year to assist with funding the focus monitoring activities. The Hudson School District chose to spend their funds on substitutes, materials for meetings, and food/beverages for each meeting. In addition, the book Annual Growth, Catch-Up Growth, was purchased for every Achievement Team member.

The Achievement Team:

The Hudson School District was extremely fortunate to form an Achievement Team consisting of 35 members. These members met once a month from October until May, for either 3 hour or 6 hour meetings depending on the work priorities established by the Team. At each meeting, the Achievement Team members followed a decision making protocol. Each meeting would begin with an assignment of roles such as note taker, process observer, timekeeper, scribe, jargon buster, and historian and the group collectively would choose two norms to focus on during the meeting. The Achievement Team members chose two from the following norms of collaboration:

- a. Pausing
- b. Paraphrasing
- c. Posing Questions
- d. Putting Ideas on the Table
- e. Providing Data
- f. Paying Attention to Self and Others
- g. Presuming Positive Intentions

In addition, each meeting would begin with a review of the Positive, Concerns, and Insights (PCI) forms completed at the prior meeting. The Team members would review the feedback from the previous meeting, share patterns, and discuss any insights. The agenda was reviewed with all members and the end of the meeting time would be spent summarizing talking points to share with others about the work of the achievement team.

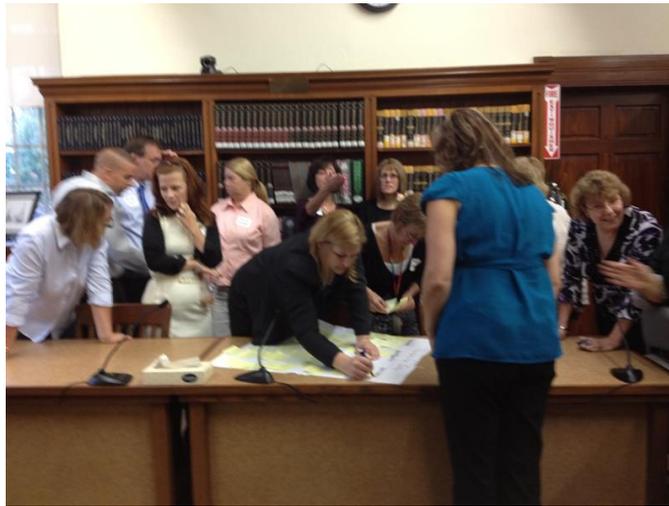
The Achievement Team worked all school year to answer the following essential question:

What are the contributing factors to the achievement gap between students with disabilities and their non-disabled peers, and how may this gap be narrowed?

2012-2013 Achievement Team Activities:

October 4, 2012:

- Overview of Focus Monitoring Process, Data-Driven Dialogue process, and Five Step Inquiry Process.
- Outlined Hudson's current initiatives and brainstormed possible reasons for the achievement gap.



- Review of existing 2012 NECAP data in Reading for Grades 3-11; made predictions and inferred possible reasons for Hudson’s achievement gap between students with disabilities and their non-disabled peers.

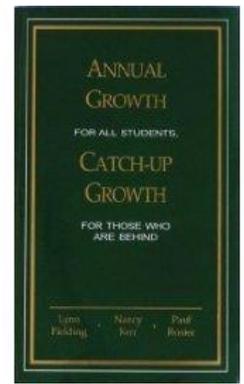


November 15, 2012:

- Reviewed existing 2012 NECAP data in Mathematics for Grades 3-11; made predictions and inferred possible reasons for Hudson’s achievement gap between students with disabilities and their non-disabled peers.
- Reviewed Hudson Quality Indicators Survey results from the Fall of 2012.
- Discussed priority areas for the year ahead: reading or mathematics? Team did not come to a conclusion; both are vital and necessary to improve.

December 20, 2012:

- Annual Growth, Catch-Up Growth book discussion.
- Education Consultants presented an overview of Response to Instruction (RTI).
- Established subcommittees in the areas of: RTI, curriculum/instruction/assessment, and data.

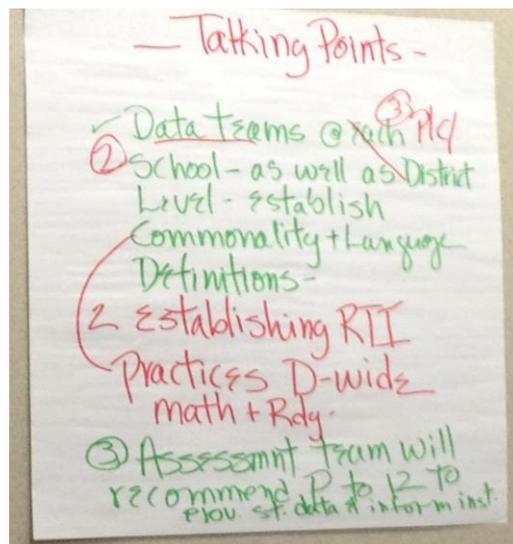


January 17, 2013:

- Education Consultants summarized findings from IEP Compliance Review, which occurred earlier in the month.
- Discussed essential components of RTI: universal screening, progress monitoring, data-based decision making, school-wide multi-tiered system of support for all students.
- Schools worked together to list current components of RTI that are implemented in the schools.

February 12, 2013:

- Decided to focus on reducing the achievement gap between the students with disabilities as compared to their peers without disabilities in the areas of both reading and mathematics.
- Team members determined one common language is needed when implementing RTI.
- Data Teams are necessary to identify and monitor progress of struggling students, students on grade level, or students who need to be challenged.
- Assessment sub-committee researched Star Assessment and online professional development/training.



** Maryclare Heffernan and Joseph Miller, Education Consultants presented an overview of the Focus Monitoring process and the results of the IEP Compliance Review to the Hudson School Board on March 4, 2013.*

March 7, 2013:

- Schools independently mapped their intervention systems with guidance from the Achievement Team members.
- Subcommittees conducted research and reported out their findings.

April 4, 2013:

- Subcommittees continued their work. Assessment sub-committee chose Star Assessment to be implemented three times per year in grades K-10.
- Achievement Team collectively devised an action plan goal for the Hudson School District's Action Plan to reduce the achievement gap.

May 9, 2013:

- The Achievement Team worked together to formalize an action plan for implantation during the 2013-14 and 2014-15 school years. At the end of the day, the Team was able to create a timeline of activities pertaining to goal 1 and 2 of the plan.





Goal Setting:

The Focus Monitoring Team concluded that the achievement gap in the Hudson School District was due to these three main factors:

- Lack of a systematic, consistent response to instructional needs: reading and math
- Lack of consistency between elementary schools
- Need for assessments that provided meaningful data

During the next two years, the Hudson School District will be working to close this achievement gap between students with disabilities and their non-disabled peers by accomplishing the following goal:

By September 2015, the Hudson School District students will demonstrated improved achievement in reading and math through the implementation of a Response to Instruction (RTI) framework including:

- ***implementation of a universal screening tool in grades K-10;***
- ***provision of professional development for all Hudson School District staff who work with students in the interpretation and instructional use of data; and***
- ***differentiation of instruction to meet the needs of disabled students and their non-disabled peers.***

Positive Outcomes:

Overall, the Focus Monitoring process had a positive impact to the Hudson School District:

- Unified achievement team
- Shared vision for student achievement
- Re-alignment of elementary resources
- Community awareness of achievement gap
- Research-based assessment tool
- Identification and conversation about research based practices
- Identification of district needs:
 - Staffing
 - Parent education

III. Individualized Education Program (IEP) Compliance Review

The compliance component of the Focus Monitoring Process includes both an internal and external review of special education data directly linked to compliance with state and federal special education rules and regulations. The review is an in-depth analysis of Individualized Education Programs (IEPs) with the participation of district IEP Teams. This is intended to be a job-embedded professional development opportunity as well as a compliance review. In addition, there is a concurrent review of additional IEPs by the NH Department of Education Special Education Bureau staff referred to as the “desk audit”. In order to ensure consistency from district to district regarding the total number of IEPs reviewed, the NH DOE Special Education Bureau has determined that a total of 8 IEPs will be reviewed per school (unless the size of the school dictates a different number). Data gathered through the various compliance activities is reported back to the school’s Achievement Team, as well as the NH DOE, Bureau of Special Education. This is for the purpose of informing both the district and the NH DOE of the status of the District’s special education programming with the curriculum, instruction, and assessment systems within the school district.

Nineteen IEPs were reviewed as part of the Focus Monitoring process and 29 IEPs were reviewed as part of the NH Department of Education’s Desk Audit.

Please see the *Hudson School District Focused Monitoring IEP Compliance Review Summary Report 2012-2013* for a synthesis of the findings from both IEP compliance reviews.

IV. Corrective Action Plan

The following Corrective Action Plan summarizes the Hudson School District’s actions to remediate the IEP Compliance Review citations.



Southeastern Regional Education Service, Inc.

June 11, 2013

Jeanne Saunders, Director of Special Services
 Hudson School District, SAU81
 20 Library Street
 Hudson, NH 03051

Dear Jeanne:

I am writing to you as follow up to the New Hampshire Department of Education Focused Monitoring IEP Compliance Review conducted at the Hudson School District for the 2012-2013 school year. As you may be aware, student specific Findings of Non-Compliance were identified during the Focused Monitoring IEP Review Process and the NHDOE Desk Audit Process, and the school district must take responsibility for the Finding(s).

The following are the students' identification numbers and the specific Findings that need to be addressed:

| NHSEIS or SASAID # | Date of Findings: January 8, 9, 10, 11 and 18, 2013 | <u>Focused Monitoring Student Specific Finding(s) of Non-Compliance:</u> |
|--------------------|---|---|
| 2034602 | | Ed 1108.01 Determination of Eligibility for Special Education; 34 CFR 300.306 Determination of Eligibility. Ed 1111.01(a) Placement in the Least Restrictive Environment; 300.114 LRE Requirements |
| 2049456 | | Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320 (a)(4) Definition of individualized education program |
| 69450 | | Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320 (a)(2)(i) Definition of individualized education program. |
| 682886 | | Ed 1108.01 Determination of Eligibility for Special Education; 34 CFR 300.306 Determination of Eligibility. Ed 1109.01 (a)(10) Elements of an Individualized Education Program; 34 CFR 300.320(b) Transition Plan Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320 (a)(4) Definition of individualized education program Ed 1111.01(a) Placement in the Least Restrictive Environment; 300.114 LRE Requirements |
| 11150885 | | Ed 1108.01 Determination of Eligibility for Special Education; 34 CFR 300.306 |

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RICHARD LASALLE

Executive Director

| | | |
|--|--|--|
| | | Determination of Eligibility. |
| 695231 | | Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320 (a)(4) Definition of individualized education program |
| 694510 | | Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320 (a)(4) Definition of individualized education program |
| 600168 | | Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320 (a)(4) Definition of individualized education program |
| 2049380 | | Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320 (a)(4) Definition of individualized education program |
| 2038114 | | Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320 (a)(4) Definition of individualized education program |
| 2041303 | | Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320 (a)(4) Definition of individualized education program |
| 1248427044 OOD @ Lifeways | | Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320 (a)(4) Definition of individualized education program |
| 2050246 OOD @ Nashua Children's Home | | ED 1108 CFR 300.306 Determination of Eligibility for Special Education ED 1109.01 CFR 300.320 Elements of an IEP Statement – Statement of participation with other non-disabled students in extracurricular activities. ED 1109.01 CFR 300.320(a)(3)(i) Statement of how progress will be measured. ED 1109.01 CFR 300.320(a)(3)(i) Parents informed of student progress. |

| NHSEIS or SASAID# | Date of Findings | <u>NHDOE Desk Audit</u> Student Specific Finding(s) of Noncompliance |
|--|-------------------------|---|
| Alvirne High School January 9, 2013 | | |
| 1147113154 | | Ed 1109.01 (a)(9) Elements of an Individualized Education Program; 34 CFR 300.320 (a)(3)(i) Definition of individualized education program: IEP lacked evidence of a statement of how the child's progress toward meeting the annual goals will be measured. The IEP stated that progress would be measured "as needed." |
| 1147114144 | | Ed 1107.01 (a) Evaluation; 34 CFR 300.306 (a)(1) Determination of eligibility: IEP file lacked evidence that upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent of the child determined whether the child was a child with a disability. There was no evidence of a meeting to determine eligibility. Ed 1107.01 (a) Evaluation; 34 CFR 300.306 (c)(1) Determination of eligibility: IEP file lacked evidence that the public agency drew upon carefully considered and documented 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. Ed 1103.01 (a) IEP Team; 34 CFR 300.321 (a)(2) IEP Team: IEP file lacked |

| | | |
|--|--|--|
| | | <p>evidence that the IEP team included not less than one regular education teacher of the child in the development of the IEP.</p> <p>Ed 1109.01 (a)(9) Elements of an Individualized Education Program; 34 CFR 300.320 (a)(3)(i) Definition of individualized education program: IEP lacked evidence of a statement of how the child's progress toward meeting the annual goals will be measured. The IEP stated that progress would be measured "as needed."</p> |
| 1146555883 | | <p>Ed 1109.01 (a)(9) Elements of an Individualized Education Program; 34 CFR 300.320 (a)(3)(i) Definition of individualized education program: IEP lacked evidence of a statement of how the child's progress toward meeting the annual goals will be measured. The IEP stated that progress would be measured "as needed."</p> |
| Dr. H. O. Smith Elementary January 18, 2013 | | |
| 1426155838 | | <p>Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320 (1)(i) Definition of individualized education program: IEP did not include evidence of a statement of the child's present levels of academic achievement and functional performance including how the child's disability affects the child's involvement and progress in the general education curriculum. The statement reiterated the area of disability and did not describe how the child's disability affects the child's involvement and progress in the general education curriculum.</p> <p>Ed 1109.01 (a)(6) Elements of an Individualized Education Program: IEP lacked evidence that each goal included short-term objectives or benchmarks unless the parent determined them unnecessary for all or some of the child's annual goals.</p> |
| Hudson Memorial School January 11, 2013 | | |
| 1327306239 | | <p>Ed 1109.01 (a)(6) Elements of an Individualized Education Program: IEP lacked evidence that each goal included short-term objectives or benchmarks unless the parent determined them unnecessary for all or some of the child's annual goals. One goal did not include short-term objectives or benchmarks.</p> <p>Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320 (a)(5) Definition of individualized education program: IEP lacked evidence of an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class.</p> |
| 1345147358 | | <p>Ed 1109.01 (a)(6) Elements of an Individualized Education Program: IEP lacked evidence that each goal included short-term objectives or benchmarks unless the parent determined them unnecessary for all or some of the child's annual goals.</p> |
| Library Street School January 10, 2013 | | |
| 1344358351 | | <p>Ed 1103.01 (a) IEP Team; 34 CFR 300.321 (a)(2) IEP Team: IEP file lacked evidence that the IEP team included not less than one regular education teacher of the child in the development of the IEP.</p> |
| 1348358860 | | <p>Ed 1103.01 (a) IEP Team; 34 CFR 300.321 (a)(2) IEP Team: IEP file lacked evidence that the IEP team included not less than one regular education teacher of the child in the development of the IEP.</p> |
| 1421402598 | | <p>Ed 1103.01 (a) IEP Team; 34 CFR 300.321 (a)(2) IEP Team: IEP file lacked</p> |

| | | |
|--|--|---|
| | | evidence that the IEP team included not less than one regular education teacher of the child in the development of the IEP. |
|--|--|---|

Student specific findings must be addressed immediately, and documentation of evidence provided to the NHDOE to ensure that required corrective actions have been met. In order to document and expedite the corrective action process, we ask that you work with the parent(s) to document that the finding has been fully resolved. Notify the parent(s) of the need to convene the IEP team, and ensure that all timelines outlined in ED 1103.03 (Parent Participation) are adhered to. Specifically, there should be a 10-day written notice to the parent outlining the purpose, time and location of the meeting and identification of the participants. In addition, please keep in mind that all IEP meetings should be conducted in accordance with ED 1109.03. On this **Assurance form, you will need to list all actions taken to address the Finding(s) of Non-Compliance on the form, sign and return with documentation of evidence within 45 days.**

Please know that SERESC is working with the NHDOE, Bureau of Special Education, in tracking these required corrective actions. Thank you in advance for your cooperation. Please do not hesitate to contact me if you have any questions, or if you need further clarification.

Sincerely,


Jane Bergeron-Beaulieu, M.ED
Administrator, Program Approval Process

Cc: Bryan Lane, Superintendent
NHDOE Bureau of Special Education
Maryclare Heffernan, Education Consultant, SERESC
Joseph Miller, Education Consultant, SERESC

MEMBER SCHOOL DISTRICTS
Auburn • Bedford • Candia • Hampstead • Hooksett • Hudson • Litchfield
Londonderry • Merrimack • Pelham • Timberlane • Windham

V. Action Plan to Address the Achievement Gap

The Focused Monitoring Action Plan is intended to describe the specific Goals, Objectives and Strategies that will be implemented as a result of the year long FM Planning Process. This strategic process serves as ‘roadmap’ for advancing the learning for all students while projecting the specific strategies that will be address the achievement gap between students with unique learning challenges and abilities and their peers. The plan is designed as a document that can be reviewed and revised as necessary throughout the implementation year.

By September 2015, the Hudson School District students will demonstrated improved achievement in reading and math through the implementation of a Response to Instruction (RTI) framework including:

- **implementation of a universal screening tool in grades K-10;**
- **provision of professional development for all Hudson School District staff who work with students in the interpretation and instructional use of data; and**
- **differentiation of instruction to meet the needs of disabled students and their non-disabled peers.**

Please note: Identification of projected growth targets will be determined in the Fall of 2013 based on baseline data from the STAR assessment results.

OBJECTIVE #1: Establish a framework for the implementation of the Response to Instruction (RTI) model in the Hudson School District.

| <u>STRATEGIES/ ACTIVITIES</u> | <u>ESTIMATED RESOURCES Budget, Human Resources, Materials</u> | <u>PERSON(S) RESPONSIBLE Leader and Participants</u> | <u>TIMELINE Begin/End</u> | <u>MONITORING OF IMPLEMENTATION</u> | | <u>EVALUATING RESULTS</u> | |
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| | | | | <u>Evidence</u> | <u>When</u> | <u>Evidence of Effectiveness</u> | <u>When</u> |
| <i>1. Review and revise the buildings’ schedule to ensure dedicated time (e.g. weekly) so that</i> | <i>- time - schedule reviews</i> | <i>- Principals - Asst. Principals - SpecEd Dept Heads/Asst Principals</i> | <i>May – June 2013</i> | <i>Printed school schedule</i> | <i>6/13</i> | <i>- Building level teams - Conversation about schedule (pros/cons) via</i> | <i>Sept 2013 – December</i> |

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| <p><i>instructional teams have a time to meet, collaborate, and share data in order to devise strategies and make instructional decisions for students with disabilities and their non-disabled peers.</i></p> | | | | | | <p><i>data collection</i> - Staff Survey (Strongly Agree, Agree, Disagree, Strongly Disagree) to this statement: “There is dedicated time to meet, collaborate, and share data in order to devise strategies and make instructional decisions for students with disabilities and their non-disabled peers” 2 x year. - Feedback from parents/families/community</p> | <p>2013</p> |
| <p><i>2. District-Wide Professional Development in the Response to Instruction Framework and data analysis for teachers, administrators, and paraprofessionals in the areas of differentiated instruction and understanding the RTI process that is on-going and embedded.</i></p> | <p>- RTI PowerPoint - ASCD video collection on Differentiated Instruction: “Failure is not an Option”</p> | <p>- Asst. Supt. - Dir. of Spec Svs - Teams at each school K-10</p> | <p>10/11/13: Full Day of PD with all instructional staff</p> | <p>What & by whom 10/11/13 PD sign-in sheets Administrator classroom walk-throughs Teacher observations Instructional coach feedback</p> | <p>When 10/13 ongoing ongoing ongoing</p> | <p>What & by whom Principals report staff feedback, observations, concerns, next steps, etc.</p> | <p>When 11/13</p> |
| <p><i>3. Create list of available</i></p> | <p>-available response tools</p> | <p>- RTI/Achievement Team members - Teachers</p> | <p>September – October 1, 2013</p> | <p>What & by whom Inventory of current</p> | <p>When 10/1/13</p> | <p>What & by whom - Compiled list of</p> | <p>When</p> |

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| <i>interventions, materials, and programming in both special education and general education for language, literacy, and math.</i> | | <ul style="list-style-type: none"> - Paraprofessionals - Principals - Asst. Principals - SpecEd Dept Heads/Asst Principals - SAU Admin | | <i>materials, interventions, and programs by grade level and school building</i> | | <i>interventions, materials, and programs K-10.</i> <i>- FY15 budget requests, if needed (Asst. Supt.)</i> | <i>11/1/13</i> |
| <p><i>4. Develop a tiered system of interventions and implement system of assigning students to tiered system of interventions based on screening results.</i></p> <p><u>Student cut points:</u> Tier I – 40th percentile Tier II – 25th to 39th percentile Tier III – 24th percentile and below</p> | <ul style="list-style-type: none"> - Achievement Team Members - Substitutes (FM Grant) - SWIFT grant professional development | <ul style="list-style-type: none"> - Asst. Supt - Dir of Spec Svs | <i>September 2013- June 2014</i> | What & by whom <ul style="list-style-type: none"> - Notes from Achievement Team meetings (6 x year) - District schematic of RTI model - RTI Guide for Hudson Instructional Staff | When <i>By June 2014</i> | What & by whom <ul style="list-style-type: none"> - Determine District PD needs - Distribution of Hudson School District RTI Guide | When <ul style="list-style-type: none"> - FY14 year - June 2014 |
| <i>5. Devise and implement a pilot plan to utilize Hudson staff to implement interventions,</i> | <ul style="list-style-type: none"> - Establish subcommittee from RTI/FM Achievement Team - Student | <ul style="list-style-type: none"> - Asst. Supt. - Dir. of Spec Svs - Principals - Asst. Principals - Spec Ed Dept Heads | <i>January 2014 - June 2014</i> | What & by whom <ul style="list-style-type: none"> -Notes from sub-committee meetings - Grade 1 schedule | When <i>January 2014 – June 2014</i> | What & by whom <ul style="list-style-type: none"> - Staff feedback - Student data - Parent/community input | When <i>June 2014</i> |

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| <i>monitor student progress, and coordinate services in 1st grade in the areas of language, literacy, and math.</i> | <i>schedules and staffing patterns (students & staff) - 30 minute daily dedicated time</i> | | | | | | |
| <i>6. Establish monthly parent meetings with focus on curriculum, instruction, assessment.</i> | <i>- stipends for staff members to present - Power Points, books, videos, etc. (e.g. reference materials) - PTO</i> | <i>- Asst. Supt. - Title I Coordinator</i> | <i>September – June 2014</i> | What & by whom <i>- survey parents - website - PTO - school newsletters - Hudson-Litchfield Newspaper</i> | When <i>FY14 school year</i> | What & by whom <i>- Agendas or flyers - Parent attendance - Parent feedback/input via survey or workshop evaluations - Attendance of at least 30 parents</i> | When <i>June 2014</i> |
| <i>7. Establish bimonthly parent meetings with focus on child development and learning.</i> | <i>- stipends for staff members to present - Power Points, books, videos, etc. (e.g. reference materials) - PTO</i> | <i>- Dir of Spec Svs</i> | <i>September – June 2014</i> | What & by whom <i>- survey parents - website - PTO - school newsletters - Hudson-Litchfield Newspaper</i> | When <i>FY14 school year</i> | What & by whom <i>- Agendas or flyers - Parent attendance - Parent feedback/input via survey or workshop evaluations - Attendance of at least 15 parents</i> | When <i>June 2014</i> |

OBJECTIVE #2: Use data to drive instructional practice to meet the needs of students with disabilities and all other learners.

| <u>STRATEGIES/ ACTIVITIES</u> | <u>ESTIMATED RESOURCES Budget, Human Resources, Materials</u> | <u>PERSON(S) RESPONSIBLE Leader and Participants</u> | <u>TIMELINE Begin/End</u> | <u>MONITORING OF IMPLEMENTATION Evidence</u> | | <u>EVALUATING RESULTS Evidence of Effectiveness</u> | |
|---|--|--|--|---|--|---|-----------------|
| | | | | What & By Whom | When | What & By Whom | When |
| <p>1. Implement the Star Reading and Mathematics Assessment (grades K-10) three times per year.</p> | <p>- \$38,289. - Professional development through a train-the-trainer model</p> | <p>- Assistant Superintendent is sponsor of the project. - Principals are responsible for creating an assessment schedule aligned with the district calendar: Fall: 9/9-9/20 Winter: 1/13-1/24 Spring: 5/12-5/23 Teachers are responsible for ensuring students are assessed (ensuring students get to lab and testing takes place under their</p> | <p>Fall 2013 Launch: August 2013: Star Train the Trainer Training August 2013: School bldg trainings</p> | <p>Data reports:</p> <ul style="list-style-type: none"> • School • Grade • Class • Individual student <p>For use with grade, school and district-level data discussions</p> | <p>3 times/year with progress monitoring as needed; especially for students with disabilities.</p> | <p>- Record of growth trajectory of students and classes; - Special education students' mastery of IEP goals and objectives based on data.</p> | <p>On-going</p> |

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| | | <i>supervision).</i> | | | | | |
| | | | | What & by whom | When | What & by whom | When |
| <i>2. Develop and implement a District Data Team. District Data Team will meet 4 times per year to monitor current student performance (e.g. Star results, state assessment, progress monitoring, & district common assessments).</i> | <i>- In-district professional development around effective analysis of formative and summative data leading to data-driven decisions and conversations - Protocols for data driven discussion and problem solving.</i> | <i>- Supt. - Asst. Supt. - Dir. of Spec Svs - Bldg Principals - Data “Master”</i> | <i>September 2013 and ongoing</i> | <i>- Schedule of meetings - Review of district data and identification of large patterns - Discussion: What do we need to decrease the gap (e.g. resources, PD, time, etc.)?</i> | <i>4 x year</i> | <i>- Develop a data review schedule and list the data to review.</i> | <i>4 x year</i> |
| <i>3. Develop and implement school level data teams. Each school will have a dedicated data team organized for the purpose of analyzing student performance data (e.g. Star, common assessments) once a month.</i> | <i>- Coverage for classes while attending school-level data team meetings; - Protocols for data driven discussion and problem solving.</i> | <i>- School administrators - Regular education representative - special education teacher representative - department heads</i> | <i>September 2013 and ongoing</i> | What & by Whom <i>- Schedule of meetings and notebook of Team notes/data sheets - Review of data patterns across the building (grade, content/subject, cohort of students).</i> | When <i>6 times/year</i> | What & by Whom <i>- Tracking of movement of students from one tier to another - School Data Team representative reports to the school staff</i> | When <i>6 times/year</i> |
| <i>4. Develop and implement instructional level</i> | <i>- Class coverage for grade and content-level</i> | <i>- regular education teachers - special education</i> | <i>Sept. 2013 and ongoing</i> | What & by Whom <i>- Schedule of meetings and notebook of Team</i> | When <i>monthly</i> | What & by Whom <i>- Student growth data over time</i> | When <i>monthly</i> |

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| <p><i>(e.g. grade level or content specific) teams organized for the purpose of informing instructional interventions and supports to students with disabilities and their non-disabled peers.</i></p> | <p><i>PLCs</i> - <i>Protocols for data driven discussion and problem solving</i></p> | <p><i>teachers</i> - <i>specialists</i> - <i>counselor, if applicable</i> - <i>bldg administrator to oversee dialogue and process</i></p> | | <p><i>notes/data sheets</i> - <i>Notes pertaining to next steps based on data</i> - <i>Review of data patterns across the building (grade, content/subject, cohort of students).</i></p> | | <p>- <i>percentages of students receiving Tier 2 and 3 supports</i> - <i>case studies of individual students</i> - <i>referral rates to special education</i></p> | |
| <p><i>5. Analyze the tiered system <u>cut points</u>. Group sizes for tiered interventions must be analyzed to ensure that intervention groups are not too large. For example, groups sizes exceeding 3-5 students in tier III will not be effective.</i></p> | <p>- <i>Achievement Team</i> - <i>District Data Team</i> - <i>School Data Team(s)</i> - <i>Instructional Data Team(s)</i></p> | <p>- <i>Assistant Superintendent</i></p> | <p><i>October 2013 following fall screening assessment</i></p> | <p>What & by Whom - <i>Ratio of students needing support in each tier with staffing availability</i></p> | <p>When <i>quarterly</i></p> | <p>What & by Whom - <i>Presence of waiting list for service</i> - <i>Number of students per Tier</i> - <i>Specialist schedules</i></p> | <p>When <i>quarterly</i></p> |

VI. NEXT STEPS

- Professional Development (FY14 – ongoing)
- Conduct community/parent education (FY14-ongoing)
- District elementary restructuring (FY14)
- Participation in the School Wide Integration Framework for Transformation (SWIFT) Project (FY14)
- Implement STAR assessment (FY14 - ongoing)
- Formalize RTI process (FY14)
- Implement RTI (FY15)

VII. APPENDIX

1. New Hampshire Department of Education Special Education Program Approval and Improvement Process Overview
2. 2012 NECAP Data: Reading
3. 2012 NECAP Data: Mathematics
4. Data-Driven Dialogue Visual
5. Data-Driven Dialogue Worksheet
6. Seven Norms of Collaboration
7. October 4, 2012 Achievement Team PowerPoint
8. November 8, 2012 Survey Letter and Results
9. November 15, 2012 Achievement Team PowerPoint
10. December 20, 2012 Achievement Team PowerPoint
11. January 17, 2013 Achievement Team PowerPoint
12. February 12, 2013 Achievement Team Agenda
13. March 4, 2013 PowerPoint Presentation to the Hudson School District
14. March 7, 2013 Achievement Team Agenda
15. April 4, 2013 Achievement Team PowerPoint
16. May 9, 2013 Achievement Team PowerPoint
17. May 16, 2013 Hudson School District Presentation to FY13 Focus Monitored Districts at SERESC
18. NHDOE FM IEP Review Process Guidelines 2012-2013
19. Focused Monitoring IEP Review FAQ Sheet
20. The Focused Monitoring IEP Review 2012-2013 PowerPoint
21. Building Level Compliance Summary of IEP Review Process
22. Focused Monitoring IEP Review – Data Collection Form
23. Hudson School District Focused Monitoring IEP Compliance Review Summary Report 2012-2013 dated May 17, 2013