

**New Hampshire Department of Education
SPECIAL EDUCATION PROGRAM INFORMATION**

Revised
August 2011

APPLICATION FOR A NEW SPECIAL EDUCATION PROGRAM or CHANGE TO AN EXISTING PROGRAM

PRESCHOOL LEVEL-Private School

***Please attach a detailed description of the new/changed Special Education program and include: program goals, targeted student population, learning outcomes, staffing pattern, etc. For changes/modifications to an existing approved program, include a detailed description of the requested change, and any changes to curriculum/programming, staffing patterns, policy/procedure, etc.

****For more information regarding Preschool Learning Environments: Special Education Program Approval please refer to Bureau of Special Education FY'10 Memo #19

PLEASE COMPLETE A SEPARATE FORM FOR EACH PRESCHOOL PROGRAM

Name & Title of Contact Person:	Email:
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School Name:	Date:
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School Address: (Not PO Box)	City, State & Zip:
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<u>Name of Program(s)</u>	<u>Special Education Program Capacity</u> (At least 50% of students with disabilities)	<u>Number of Classes</u>	<u>Grade(s) And Age Range</u> (See Bureau of Special Education FY'07 Memo #26, Public Preschool age range is 2-5)	<u>Disabilities</u> Autism, Deaf-Blindness, Deafness, Developmental Delay, Emotional Disturbance, Hearing Impairments, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairments, Specific Learning Disability, Speech-Language Impairments, Traumatic Brain Injury, Visual Impairments	<u>Type</u> School Year, Summer <i>*See definitions below</i>

* **School Year Program** = Program operates during the typical school year calendar. This program might run 180 days, and would have no program during the summer. .
Summer Program = Program operates during the summer months and is different than the school year program, with, for example, less staff and/or a different curriculum. This program may be more of an enrichment or remedial program with additional activities, etc.
 For Additional information contact Jane Bergeron-Beaulieu jbergero@seresc.net , Pat Larkin pat@seresc.net or Michele Watson mwatson@seresc.net, phone 206-6800 .

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August 2011

PLEASE PROVIDE THE FOLLOWING CHECKED ITEMS ALONG WITH THE COMPLETED APPLICATION AND PERSONNEL ROSTER:

ALL ITEMS NEEDED	Public Health Inspection Approval	Fire/Safety Inspection Approval	Admission and discharge criteria
Copy of the curriculum or written description of the curriculum for this program	Program inventory & budget outlining supplies, curriculum materials and equipment		
Written description of the extent to which students with disabilities participate in the least restrictive environment	Policy and Procedure related to earning of high school credits and maintaining student transcripts		
Policy and Procedure related to managing student behaviors, including those related to student suspensions			

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July 2011

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PRESCHOOL LEVEL-Public School

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****For more information regarding Preschool Learning Environments: Special Education Program Approval please refer to Bureau of Special Education FY'10 Memo #19

PLEASE COMPLETE A SEPARATE FORM FOR EACH PRESCHOOL PROGRAM

Name & Title of Contact Person:	Email:
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School Name:	SAU:	Date:
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School Address: (Not PO Box)	City, State & Zip:
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<u>Name of Program(s)</u>	<u>Special Education Program Capacity</u> (At least 50% of students with disabilities)	<u>Number of Classes</u>	<u>Grade(s) And Age Range</u> <small>(See Bureau of Special Education FY'07 Memo #26, Public Preschool age range is 2-5)</small>	<u>Disabilities</u> <small>Autism, Deaf-Blindness, Deafness, Developmental Delay, Emotional Disturbance, Hearing Impairments, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairments, Specific Learning Disability, Speech-Language Impairments, Traumatic Brain Injury, Visual Impairments</small>	<u>Type</u> <small>School Year Summer</small> <small>*See definitions below</small>

* **School Year Program** = Program operates during the typical school year calendar. This program might run 180 days, and would have no program during the summer. .
Summer Program = Program operates during the summer months and is different than the school year program, with, for example, less staff and/or a different curriculum. This program may be more of an enrichment or remedial program with additional activities, etc.
 For Additional information contact Jane Bergeron-Beaulieu jbergero@seresc.net , Pat Larkin pat@seresc.net or Michele Watson mwatson@seresc.net, phone 206-6800.

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September 2011

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Date:	Name & Title of Person Completing Form:	Email:
School Name:	SAU#:	
Mailing Address: Street Address:	City, State & Zip:	Phone:

***Please attach a detailed description of the new/changed Special Education program and include: program goals, targeted student population, learning outcomes, staffing pattern, etc. For changes/modifications to an existing approved program, include a detailed description of the requested change, and any changes to curriculum/programming, staffing patterns, policy/procedure, etc.

Enter the Following Information in the boxes below:

<u>Program Name</u>		<u>Maximum Special Education Program Capacity</u> For private school programs and public school self-contained programs only. If program includes separate school year and summer programs, list capacity for each.)	<u>Disabilities</u> Check (X) All Primary Disabilities Served by the Program				<u>Program Type</u>			
			Autism		For Public Schools (Check One)		For Private Schools (Check All that apply)			
			Deaf-Blindness						Resource Room	
			Deafness		Self-Contained		Day		Residential	
			Developmental Delay							
			Emotional Disturbance							
			Hearing Impairments							
			Intellectual Disability							
			Multiple Disabilities							
			Orthopedic Impairment							
		Other Health Impairments								
		Specific Learning Disability								
		Speech-Language Impairments								
		Traumatic Brain Injury								
		Visual Impairments								
		<u>Gender</u> All Males, All Females or Both								
<u>Is Program Handicapped Accessible?</u>										
YES		NO								
<u>Anticipated Start Date</u>	<u>Grades</u>	<u>Age Range</u> (See Bureau of Special Education FY 07 Memo #26, public schools are required to comply with this memo)								
		Type:		Definitions (Choose the one that best fits):						
		School Year Program		Program operates during the typical school year calendar. This program might run 180 days, and would have no program during the summer. Private entities must submit a rate setting application for the school year program. NHDOE will establish a school year rate.						
		Summer Program		Program operates during the summer months and is different than the school year program, with, for example, less staff and/or a different curriculum. Private entities must submit a separate rate setting application for summer programs. NHDOE will establish a summer rate. This program may be more of an enrichment or remedial program with additional activities, etc.						
		Year Round Program		Program operates during the typical school year and in addition continues throughout the summer. The summer component would have equivalent staffing, curriculum, etc. Basically, the summer program would look similar to the school year program in that students would still be getting the education necessary to implement their IEPs. Private entities must submit a rate setting application for the year-round program. The NHDOE will establish a year-round rate.						

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	Copy of the curriculum or written description of the curriculum for this program		Program inventory & budget outlining supplies, curriculum materials and equipment	
	Written description of the extent to which students with disabilities participate in the least restrictive environment			Policy and Procedure related to earning of high school credits and maintaining student transcripts
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PRIVATE SPECIAL EDUCATION SCHOOL PERSONNEL ROSTER

Include all professional staff employed in the school who provide services to students with educational disabilities
(List Contracted Services Staff on next roster page)

Date:	School:	Name & Title of Person Completing Form:	Email:					
Name	Program / Job Title	Endorsed in	Check One			License or Certificate Number	Expiration Date	NHDOE USE ONLY
			Certified or Licensed	In Process	Not Certified or Licensed			
<i>Examples: Mary Lamb</i>	<i>Resource Room Teacher</i>	<i>Gen. Sp. Ed., L.D.</i>	<input checked="" type="checkbox"/>			<i>123456789</i>	<i>6/30/09</i>	
<i>John Franklin</i>	<i>5th Grade EH Teacher</i>	<i>In process - see attached letter</i>		<input checked="" type="checkbox"/>		<i>Enrolled in Alt IV</i>	<i>6/30/10</i>	
<i>Jane (Osborn) Johnson</i>	<i>MR Teacher, Grades 9-12</i>	<i>Educational Interpreter License</i>	<input checked="" type="checkbox"/>			<i>0012356</i>	<i>6/30/09</i>	
<i>Mark Smith</i>	<i>Educational Interpreter – Non-Grade Designation</i>	<i>Educator Interpreter/ Translator</i>	<input checked="" type="checkbox"/>			<i>060536987</i>	<i>6/30/11</i>	
Please list educators and administrators first, then related service providers on next page. List name as listed on certificate (include maiden name &/or middle initial if necessary, nicknames are not accepted.)								

Please return all requested Application Materials to:
Jane Bergeron-Beaulieu, SERESC, 29 Commerce Drive, Bedford, NH 03110
PHONE: (603) 206-6800 FAX: (603) 434-3891 EMAIL: jbergero@seresc.net

NHDOE Bureau of Special Education Program Approval and Improvement Process Private Special Education Schools

Description of Roles and Responsibilities of Certified Consultants Working with Private Special Education Schools

Guidance Document

It is the role of the New Hampshire Department of Education to ensure that all students with disabilities are provided Free and Appropriate Public Education (FAPE), including equal educational opportunities and full access to the general curriculum. As part of NHDOE Case Study Compliance Review Process, one critical element that is reviewed by the NHDOE is curricula, specifically ensuring that there is a viable curriculum which meets state requirements and that there are appropriately credentialled staff responsible for implementation of the course offerings. Recognizing that private Special Education schools have limited resources and that student enrollments are typically quite small, assembling a full time staff to cover all curriculum requirements presents a challenge.

In an attempt to assist private Special Education schools in meeting the certification standards for educational personnel, the NHDOE, Bureau of Special Education, has endorsed the implementation of a "consultation model" for use in the private Special Education school setting. In order to further define and clarify how this consultation model can be utilized, the following guidelines are provided:

When is a consultant needed?

Attached to this document are the core curriculum requirements for elementary, middle and high school levels. Depending on the grade span of the private Special Education school, each of these curriculum areas must be offered, along with a certified teacher who will be responsible for providing the instruction. If the certified teacher does not hold certification in the content area in which he/she is teaching, there must be a consultant who holds that certification working along with the teacher. For example, a certified Special Education teacher providing instruction for a high school English course must have a certified English teacher consulting with them in the design of instruction and monitoring of the curriculum. It is important to note, that consultants working with NH Special Education schools must hold teaching certification in the area in which they are consulting; **HQT status is not recognized** as fulfilling the requirement for certification. It is also important to note that private Special Education schools providing programming for grades k-8 must meet all of the elementary and middle school curriculum requirements.

What Are Possible Roles and Responsibilities of Consultants Hired By the Private Special Education School?

The role of a consultant providing services to a private Special Education school will vary depending on a variety of factors within each Special Education school. Listed below is a list of the possible roles and responsibilities of consultants who are offering technical assistance and consultation services to private Special Education schools. Please keep in mind that the list below is just a sampling of roles that might be covered by consultants.

- To share curriculum information and assist in the planning and delivery of instruction
- To assist in the private school in identifying nationally recognized norm referenced or criterion referenced assessment tools that are designed to measure the effectiveness of the curriculum, instruction and assessment.
- To provide demonstration lessons , observe lessons being taught, and assist in measuring the effectiveness of the instruction being provided
- To share curriculum resources, such as materials, supplies, technology based information
- To act as a mentor, provide guidance and offer suggestions to the private school staff
- To assist the private Special Education school in making connections with resources and professional development available in the public school setting or greater educational community
- To share current research
- To assist in curriculum development
- To create relationships and conditions for collegial conversations and reflective practice

How Often Are Consultant Services Utilized, and How Should Provision of Services Be Documented?

NHDOE Bureau of Special Education Program Approval Required Consultants Guidance Document 2011-2012

New Hampshire Department of Education SPECIAL EDUCATION PROGRAM INFORMATION

There are no set guidelines regarding the "frequency" of consultation to individual teachers in the private Special Education setting. This will vary depending on the model of consultation being used, the number of consultants, and the size of the private school staff. At minimum it is recommended that there be monthly consultation sessions for core curriculum (Language Arts, Math, Science, Social Studies); this can be face to face meetings, consultation by phone and/or electronic. Additionally, a minimum of quarterly consultation is recommended for all other required content areas. All consultation may be provided individually or through small group work sessions through a Professional Learning Community Model. It is of critical importance that the consultation services offered be designed to meet the unique needs of the school and of the individual teacher and also be considered as a rich resource to the staff and administration. Equally important is to document the consultation provided to the staff including but limited to the following:

- Name of Consultant
- Consultant Certification Information
- Frequency of the Consultation (including but not limited to dates and times)
- Purpose of the Consultation
- Method of Consultation (face to face, electronic, small group etc.)
- Evidence of Impact Upon the Curriculum/Instruction Provided
- Feedback From Staff Members Receiving the Consultation
- Information Regarding Payment/Fee for Service
The private Special Education school may want to consider the development of an official "contract" that is consistently utilized for any individual providing consultation service

**New Hampshire Department of Education
SPECIAL EDUCATION PROGRAM INFORMATION**

**REQUIRED CERTIFIED STAFF OR CONSULTANTS
ED 306.15 Provisions of staff and staff qualifications**

Each school shall provide the services of a certified administrator (e.g. Special Education administrator, principal), a certified library media specialist and a certified guidance counselor(s); art, music, health and physical education teachers
Elementary: In each elementary school, the services of a reading specialist and library media specialist to facilitate the delivery of the language arts and reading program established in Ed 306.37(a)
Middle and High Schools: A library media specialist to support the instructional resources program and facility requirements.

NAME OF PRIVATE SCHOOL/PROGRAM:					CHECK YES OR NO		
STAFF REQUIRED	Elementary	Middle School	High School	Curriculum in Place	Certified Staff	Certified Consultant	
Requirements							
Administrator	X	X	X				
Art Education	X	X	X (art or music)				
Library Media Specialist	X	X	X				
Guidance Counselor	X	X	X				
Music	X	X	X (music or art)				
Health	X	X	X				
Physical Education	X	X	X				
Information and Communication Technology	X	X	X				
Reading Specialist	X						
Mathematics		X	X (includes Algebra)				
Science		X	X (includes Biology or Physical Science)				
Social Studies		X	X				
English/Language Arts		X	X				
Family & Consumer Science		X	X				
Technology Education		X	X				
Business			X				
World Languages			X				
Early Childhood/Preschool	X If applicable						
Elementary Education	X						
Special Education	X	X	X				

- Note: HQT status is not recognized in private schools as fulfilling the requirement for certification.**
- K-8 Schools must have content specialists required for core curriculum.

**New Hampshire Department of Education
SPECIAL EDUCATION PROGRAM INFORMATION**

Table 306-1 Required Program Areas and Credits
(High Schools must offer)

Required Program Areas	Credit(s)
Arts education	3 credits
Business education	5 credits
Information and communication technologies	½ credit
Family and consumer science	3 credits
World languages	5 credits
Health education	½ credit
Physical education	2 credits
Technology education	4 credits
English	6 credits
Mathematics	6 credits
Science	5 credits
Social studies	5 credits

Table 306-2 Required Subjects and Credits for High School Graduation

Required Subjects	Credit(s)
Arts education	½ credit
Information and communications technologies	½ credit or demonstrate proficiency
English	4 credits
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

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Please return all requested Application Materials to:
 Jane Bergeron-Beaulieu, SERESC, 29 Commerce Drive, Bedford, NH 03110
 PHONE: (603) 206-6800 FAX: (603) 434-3891 EMAIL: jbergero@seresc.net

**New Hampshire Department of Education
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PERSONNEL ROSTER

INSTRUCTIONS

ONE ROSTER IS TO BE COMPLETED FOR EACH OF THE FOLLOWING:

1. **One Professional Staff roster for each school.** Include all professional staff employed in the school who provide services to students with educational disabilities. List the educators and administrators on Professional Staff pages.
For all staff listed as accepted into an Alternative IV certification program, please provide a copy of their intern license with the personnel roster.
2. **Itinerant /Related Service Providers** should be listed on the separate page designated for Itinerant/ Related Service Personnel. These are personnel who may be providing services throughout the district, or providing stationary services in one school.

Please list names on roster as they are listed on licenses/certificates. Include maiden name and/or middle initial if necessary; nicknames are not accepted.

**New Hampshire Department of Education
SPECIAL EDUCATION PROGRAM INFORMATION**

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August 2011

PLEASE READ INSTRUCTION SHEET (PREVIOUS PAGE) BEFORE COMPLETING

2011 – 2012 PUBLIC SCHOOL OR PROGRAM PERSONNEL ROSTER - Professional Staff

Date:	School District:	Name & Title of Person Completing Form:	Email:						
Name	School or Program	Job Title	Endorsed in	CHECK ONE			License or Certificate #	Expiration Date	NHDOE USE ONLY
				Certified or Licensed	In Process	Not Certified or Licensed			
<i>Examples: Mary Lamb</i>	<i>Grade 1-3 Resource Room</i>	<i>Teacher</i>	<i>Gen. Sp. Ed., L.D.</i>	<input checked="" type="checkbox"/>			<i>123456789</i>	<i>6/30/10</i>	
<i>John Franklin</i>	<i>5-6th Grade EH Program</i>	<i>EH Teacher</i>	<i>In process – see attached letter</i>		<input checked="" type="checkbox"/>		<i>Enrolled in Alt IV</i>	<i>6/30/11</i>	
<i>Jane Johnson</i>	<i>Grade 9-12 MR Program</i>	<i>MR Teacher</i>	<i>Educational Intern License</i>	<input checked="" type="checkbox"/>			<i>0012356</i>	<i>6/30/10</i>	
<i>Mark Smith</i>	<i>Non-grade designated</i>	<i>Educational Interpreter</i>	<i>Educator Interpreter/Translator</i>	<input checked="" type="checkbox"/>			<i>060536987</i>	<i>6/30/12</i>	
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**2011 – 2012 PUBLIC SCHOOL OR PROGRAM PERSONNEL ROSTER
Itinerant/Related Service Personnel**

Date:	School District:	Name & Title of Person Completing Form:	Email:					
Name	School or Program	Endorsed in	CHECK ONE			License or Certificate #	Expiration Date	NHDOE USE ONLY
			Certified Licensed	In Process	Not Certified or Licensed			
<i>Examples: Mary Smith</i>	<i>Sears Elementary</i>	<i>OTR/L</i>	<input checked="" type="checkbox"/>			<i>123456789</i>	<i>6/30/10</i>	
<i>John R. Jones</i>	<i>City High School</i>	<i>Speech/Language Pathologist</i>		<input checked="" type="checkbox"/>		<i>5678JK</i>	<i>6/30/10</i>	
<i>Mary (Ott) Donaldson</i>	<i>Community Preschool</i>	<i>Physical Therapy</i>	<input checked="" type="checkbox"/>			<i>0012356</i>	<i>6/30/09</i>	
<i>Katherine (Lee) Brown</i>	<i>Sears Elementary</i>	<i>School Psychologist</i>	<input checked="" type="checkbox"/>			<i>060536987</i>	<i>6/30/11</i>	
List consultant names as listed on certificate (include maiden name &/or middle initial if necessary, nicknames are not accepted.)								

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