

**Memorandum of Understanding for the  
NH State Systemic Improvement Plan (SSIP- Indicator 17)**

**Purpose**

To outline the roles and responsibilities of the NH Department of Education, Bureau of Special Education (Bureau) and the (Name) School District in the implementation of Indicator 17 of the State Performance Plan (State Systemic Improvement Plan) in order to improve social emotional outcomes for preschool children with disabilities.

**Timeframe of the Agreement**

This memorandum is applicable for the duration of the State Systemic Improvement Plan, including through the final submission of the FFY 2018 Annual Performance Report.

**NHDOE, Bureau of Special Education Responsibilities:**

- Support the district with ongoing infrastructure and data analyses tied to the exploration stage and subsequent implementation of coherent improvement strategies designed to remedy root causes that contribute to low performance in social-emotional outcomes for preschool children with disabilities.
- Provide a Liaison to the school district through the NH Bold Initiative (such as Race 2K, PTAN, POMS TA Consultant, and Distinguished Early Childhood Special Educator) to provide technical assistance to:
  - support the district with data and infrastructure analysis
  - support the development and implementation of a district action plan
- Provide professional development trainings and opportunities on evidence-based practices
- Provide resources, support and other technical assistance to support the district to increase family engagement to promote positive social-emotional outcomes
- Support data analysis and promote longitudinal data cross-sector and to K-3
- Maximize national resources to promote implementation of evidence based practices with fidelity
- Invite a representative from each of the SSIP districts to participate as a member of the Indicator 17 SSIP Stakeholder group

**(Name) School District Responsibilities:**

- Work with the Liaison to
  - conduct a data and infrastructure analysis
  - develop, implement and evaluate an individualized district action plan, outlining the technical assistance and training needed to promote social- emotional outcomes for preschool children with disabilities
- Provide time for staff to participate in technical assistance and professional development opportunities
- Provide additional data as necessary to complete the action planning process and to assess progress
- Include in their action plan, steps to increase family engagement to promote positive social-emotional outcomes
- Implement evidence-based practices and gather data to inform instruction
- Participate in meetings, as needed with Bureau personnel

\_\_\_\_\_  
Authorized Representative of (Name) School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Bureau Representative

\_\_\_\_\_  
Date