

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION ON-SITE FILE REVIEW FORM FOR
PRIVATE PROVIDER INDIVIDUALIZED EDUCATION PROGRAM MONITORING REVIEW
SELF-ASSESSMENT DATA COLLECTION FORM**

2015-2016

District of Liability:	Student Name:	Date of Birth:	SASID#:
Name of Private Provider:	Disabilities: (Please list primary first.)	Grade: (as identified on IEP)	Begin & End Date of Currently Agreed Upon IEP Reviewed:
Date of Initial Placement at Private Provider Facility:	Date Parental Consent Given for the IEP:		

Name of Private Provider Staff Completing Form:	Role:	Date Completed:	Signature:
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NHDOE USE ONLY:	Date of Review:	Signature of DOE Reviewer:		
Private Provider:	SASID:	Reviewer:	Code:	
Currently agreed upon IEP with the signature of the parent or, where appropriate, student, and a representative of the LEA indicating approval of the provisions of the IEP <i>Ed 1109.01(a)(5)</i> . <u>And</u> begin & end dates noted above aligns with currently valid IEP in NHSEIS.		<input type="checkbox"/> Yes—proceed with review. <input type="checkbox"/> No—IEP will not be reviewed; noncompliance for all areas under Ed 1109.01(a)(5); Elements of an IEP.		

**GUIDANCE AND NEXT STEPS FOR COMPLETING THE 2015 –2016 PRIVATE PROVIDER SELF-ASSESSMENT DATA COLLECTION FORM
IN PREPARATION FOR THE NEW HAMPSHIRE DEPARTMENT OF EDUCATION SPECIAL EDUCATION MONITORING ON-SITE REVIEW**

The self-assessment is just one part of the special education on-site monitoring that your school is participating in. Six weeks prior to the visit, your school will receive a list of students per school for school age children. Additional list(s) will be included separately for preschool children. The number of students on the list will vary depending on the number of New Hampshire special education students at each school. At the on-site monitoring visit, the New Hampshire Department of Education (NHDOE) Bureau of Special Education (Bureau) monitoring team will randomly pick all but two students from each list at each school to review. The Bureau's expectation is that the self-assessment will be completed prior to the on-site monitoring visit for all students selected at each school and for all students included on the list for preschool children. When determining compliance, the NHDOE will only review agreed upon/signed IEPs at the on-site monitoring visit.

Schools may complete the self-assessment in many ways. Here are a few ways:

- Special education teacher completes the self-assessment.
- Special education teacher completes the self-assessment, and another special education teacher reviews what was identified for evidence.
- School teams meet together as a group to complete the self-assessment. Teams may be comprised of administration and special education teachers; related service providers; and special education and regular education teachers.

The intent of the monitoring review is to:

1. Improve student outcomes for students with IEPs;
2. Determine compliance;
3. Ensure private providers understand and are implementing special education requirements in accordance with the *New Hampshire Rules for Education of Children with Disabilities*; and
4. Improve special education policies, procedures, and practices.

The self-assessment data collection form includes a cover page with sixteen sections to be completed regarding the student selected for the IEP monitoring on-site file review.

The body of the self-assessment data collection form includes three columns. The first column identifies the rule that is being monitored for compliance along with directions for providing evidence based on the rule. The second column is for private providers to identify the evidence that demonstrates compliance with the rule. Schools are responsible for documenting the evidence before the on-site monitoring visit. Please be as specific as possible since the self-assessments may be used as evidence in verifying noncompliance. Some schools tab evidence in the student's file and note the corresponding question number from the data collection form.

Do not alter the student's file and/or make copies of the evidence. The NHDOE monitoring team will only be reviewing private provider's original student files.

The last column of the data collection form will be used by the monitoring team from the NHDOE at the on-site file review. "Yes" responses indicate evidence has been verified as being in compliance with the rule and "No" responses indicate noncompliance. "NA" responses indicate that the rule does not apply to the student and therefore, cannot be monitored.

On the day of the visit please provide the NHDOE with:

- A copy of the school's list of authorized employees who can access students' records.
- A copy of the school's list of Local Education Agency (LEA) representatives for each school.

The monitoring team will consist of two to six NHDOE trained staff, including at least one special education administrator from another private school who has been trained in the process by the NHDOE. Additionally, the NHDOE will offer private providers an option to include at least one local special education director from outside of the private provider's area to participate in the on-site team file review. Private Provider and District staff members are encouraged to be available as recommended by the private provider administrator and the LEA special education director to assist the monitoring team should questions arise regarding the evidence provided.

On the date(s) of the on-site monitoring visit, the monitoring team will need: a private meeting space, access to the students' complete files, any additional documents that may be needed to demonstrate evidence, internet access, and electrical outlets. At the end of the visit, each completed self-assessment data collection form will be collected by the monitoring team. Should private providers wish to keep copies of the data collection form, which have the documented evidence of compliance yet to be verified, copies must be made by the private providers prior to the on-site monitoring visit.

Prior to the monitoring visit, the NHDOE will have reviewed the private provider's policies and procedures, special education personnel certification and any forms used to implement Ed 1114, as well as the private provider application and supporting documentation.

The final step will be a written report citing the program's approval status, child specific findings of noncompliance as well as a summary of the review of the private providers' policies and procedure, personnel, the case study summary, and special education approved instructional programs. The private providers will receive the written report within 60 days of the on-site monitoring visit. Thereupon, NHDOE staff will meet with administration to answer questions about the report. Following this meeting, the NHDOE post the report on the NHDOE website.

The report specifies the corrective actions to address the individual instances of noncompliance and the updated data regarding implementation of the regulations. Child specific findings of noncompliance must be corrected within 2 months of receipt of the written report of findings of noncompliance. NHDOE staff will return to review the evidence and verify correction of individual incidences of noncompliance. With one year of the written report of findings of noncompliance, NHDOE staff will return to review updated data using newly selected student files regarding implementation of the regulations. Three weeks prior to this follow-up visit, the private provider will be notified of the student files that will be reviewed.

The NHDOE Program Approval Consultant, Lori Noordergraaf, is available for technical assistance. Please call (271-3750) or email (lori.noordergraaf@doe.nh.gov).

<p style="text-align: center;">IMPLEMENTATION OF POLICIES, PROCEDURES, AND PRACTICES</p>	<p style="text-align: center;">Evidence Provided by District (Name & description of evidence, location of evidence, page number, date, policy)</p>	<p style="text-align: center;">Evidence verifies compliance with NH Rules (Gray areas are for NHDOE use only)</p>
A. Governance		
<p>Ed 1114.03(a)</p> <p>1. For IEPs in which the private provider cannot provide the student with all services detailed in their IEPs, provide the evidence that the private provider has an agreed upon contract with the sending LEA for the provision of those services.</p> <p><i>Provide the agreed upon contract with the sending LEA or the page number in the currently agreed upon IEP where the agency responsible for providing these services is listed.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A - all services provided by the private provider
<p>Ed 1114.03(d)</p> <p>2. Provide the evidence that the private provider has appointed a person to act as chief administrator with authority to manage the affairs of the program.</p> <p><i>Provide the name and title of the chief administrator.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Ed 1114.03(g)</p> <p>3. Provide the evidence that the private provider has kept on permanent file a current list of the names and addresses of all members of the program's board of directors. The list shall identify the officers of the board and the terms of office of such officers.</p> <p><i>Provide the list of names and addresses of all members of the board of directors, identifying the officers and terms of office for each.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No

B. Program Requirements		
<p>Ed 1114.05(f)</p> <p>4. Provide the evidence that the private provider has only accepted students with disabilities for which the program is approved.</p> <p><i>Provide the list of the disabilities of the students currently enrolled in the</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No

<i>school.</i>		
<p>Ed 1114.05(h)</p> <p>5. Provide the evidence that:</p> <p>a) The private provider has an established system of routine communication among all staff members of the program who provide direct services to a child, including both instructional and residential services.</p> <p><i>Provide documentation that shows the school's system of routine communication and planning (examples of documentation could include: dated meeting notes with staff members listed, dated meeting agendas with a list of staff in attendance, or other mode of communication)</i></p> <p>b) All staff members involved in providing direct services to a child with a disability participated in the process of planning for that child.</p> <p><i>Provide the documentation that shows that all staff members involved in providing direct services have participated in the process of planning (examples of documentation could include staff members dated logs, staff meeting sign in sheets and notes, or other methods of documentation that demonstrates staff participation in the planning process)</i></p> <p>c) And that all staff shall know the contents of that child's IEP and all other reports and evaluations, as appropriate to their role and responsibilities.</p> <p><i>Provide the documentation that shows that all staff know the contents of that child's IEP and all other reports /evaluations, as appropriate to their roles & responsibilities (examples of documentation could include a staff sign-off sheet or written statement from staff stating they understand the contents of the student's IEP and evaluations)</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No

C. Record of Access; Confidentiality Requirements		
<p>34 CFR 300.614 Record of access.</p> <p>Each participating agency must 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.</p> <p>Ed 1190.02 Confidentiality Requirements.</p> <p>6. 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>Cite where the record of access can be found in the student file.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No

D. Procedural Safeguards		
<p>34 CFR 300.504(a)</p> <p>7. Provide the evidence 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.</p> <p><i>Provide the documentation that the procedural safeguards were given to the parent one time in the school year.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No

E. Individualized Education Program		
<p>Ed 1109.04(a)</p> <p>8. Provide the evidence that a copy of the IEP has been provided to each teacher and service provider listed as having responsibilities for implementing the IEP.</p> <p><i>Provide the document that shows evidence that a copy of the IEP has been provided to each teacher and service provider.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No

<p>34 CFR 300.324(b)(1)(i); Ed 1109.03(d)</p> <p>9. Give the dates of the previous IEP that demonstrate evidence that the IEP was reviewed periodically but not less than annually.</p> <p><i>Provide the location(s) in the file of the current and previous IEP and the dates of those IEPs.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—initial IEP or student moved from another district or state
<p>34 CFR 300.323(a); Ed 1109.03(1)</p> <p>10. Provide the evidence that an IEP was in place at the beginning of the school year.</p> <p><i>Please provide the start date for the 2015 -2016 school year.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—student was placed after beginning of school year

F. IEP Team; Participants in the Special Education Process		
<p>34 CFR 300.321(a)(1); Ed 1103.01(a)</p> <p>11. Provide the evidence that the IEP Team included the parents of the child.</p> <p><i>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.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—an adult student
<p>34 CFR 300.321(a)(2); Ed 1103.01(a)</p> <p>12. Provide evidence that at least one regular education teacher of the child participated in the meeting. If there was no regular education teacher please explain.</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>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.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—excused per 34 CFR 300.321(e)

<p>34 CFR 300.321(a)(3); Ed 1103.01(a)</p> <p>13. Provide evidence that at least one special education teacher or special education provider of the child participated in the meeting. If there was no special education teacher or provider, please explain.</p> <p><i>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.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—excused per 34 CFR 300.321(e)		
<p>34 CFR 300.321(a)(4); Ed 1103.01(a)</p> <p>14. Provide the evidence that the IEP Team included an LEA representative.</p> <p><i>Provide the page of the meeting participants' form of the currently agreed upon IEP where the LEA representative signed in as a meeting participant.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No		
<p>1114.05(d)</p> <p>15. Provide the evidence that the private provider of special education cooperated with the LEA by making staff available to participate in IEP meetings at mutually agreeable times and places.</p> <p><i>Provide the page of the meeting participants' form of the currently agreed upon IEP where the private provider staff signed in as a meeting participant.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No		
<p>Ed 1103.02(a)</p> <p>16. Provide the evidence 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.</p> <p><i>Provide the date when the written invitation was received by the parent(s) and the IEP meeting date.</i></p>	<table border="1"> <tr> <td data-bbox="1129 987 1409 1105">Written invitation received:</td> <td data-bbox="1409 987 1686 1105">IEP meeting date:</td> </tr> </table>	Written invitation received:	IEP meeting date:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Written invitation received:	IEP meeting date:			
<p>(a) 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>Provide the 10 day waiver form with the written consent of the parents.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—more than 10 days' notice was given		

G. Individualized Education Program (Present Levels of Academic Achievement and Functional Performance)

34 CFR 300.320 Definition of individualized education program.

- a. General. As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324, and that must include--
- (1) A statement of the child's present levels of academic achievement and functional performance.

34 CFR 300.324(a)(1)(i)

17. Provide the evidence in the currently agreed upon IEP demonstrating that the team considered the strengths of the child.

Provide the page number in the currently agreed upon IEP where the child's strengths are considered.

- Yes
 No

34 CFR 300.324(a)(1)(iv)

18. Provide the evidence in the currently agreed upon IEP demonstrating that the team considered the academic, developmental, and functional needs of the child.

- (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.

Provide the page number in the currently agreed upon IEP where the child's academic, developmental and functional needs are considered.

- Yes
 No

34 CFR 300.324(a)(1)(ii)

19. Provide the evidence in the currently agreed upon IEP that documents that the concerns of the parents for enhancing the education of their child were considered.

Provide the page number in the currently agreed upon IEP where the parents' concerns for enhancing the education of their child are considered.

- Yes
 No

<p>34 CFR 300.324(a)(1)(iii)</p> <p>20. Provide the evidence in the currently agreed upon IEP that demonstrates that the results of the initial or most recent evaluation of the child were considered.</p> <p><i>Provide the page number in the currently agreed upon IEP where the results of the initial or most recent evaluations of the child are considered.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>34 CFR 300.320(a)(1)(i)</p> <p>21. Provide the evidence of a statement in the IEP that describes how the student's disability affects the student's involvement and progress in the general education curriculum. Provide the page number in the currently agreed upon IEP.</p> <p>For preschool age children, please see question #23.</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA - preschool age child
<p>34 CFR 300.320(a)(4)(ii)</p> <p>22. Provide the evidence of a statement in the IEP that describes how the student's disability affects non-academic areas.</p> <p><i>Provide the page number in the currently agreed upon IEP where the description of how the student's disability affects non-academic areas.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>34 CFR 300.320(a)(1)(ii)</p> <p>23. For preschool children, as appropriate, provide the evidence of a statement in the IEP that describes how the disability affects the child's participation in appropriate activities.</p> <p><i>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.</i></p>	<p>Provide grade as identified on IEP:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—not preschool

H. Consideration of Special Factors		
<p>34 CFR 300.324(a)(2)(i)</p> <p>24. In the case of a child whose behavior impedes the child’s learning or that of others, provide the evidence that the team considered the use of positive behavioral interventions and supports, and other strategies, to address that behavior.</p> <p><i>Provide the page number in the currently agreed upon IEP.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA – behavior does not impede learning
<p>34 CFR 300.324(a)(2)(ii)</p> <p>25. In the case of a child with limited English proficiency, provide the evidence that the team considered the language needs of the child as those needs relate to the child’s IEP.</p> <p><i>Provide the page number in the currently agreed upon IEP.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—does not demonstrate limited English proficiency	Provide student’s primary language:
<p>34 CFR 300.324(a)(2)(iii); Ed 1109.03(h)</p> <p>26. In the case of a child who is blind or visually impaired, provide the evidence that the team provided for instruction in Braille and the use of Braille unless the IEP team determined, after an evaluation of the child’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child’s future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille was not appropriate for the child.</p> <p><i>Provide the page number in the currently agreed upon IEP.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—is not blind or visually impaired	List all disability areas:
<p>34 CFR 300.324(a)(2)(iv); Ed 1109.03(h)</p> <p>27. Provide the evidence that the IEP Team considered the communication needs of the child.</p> <p><i>Provide the page number in the currently agreed upon IEP.</i></p> <p>If the IEP indicates “N/A” then the team determined this is not a need for the child so it would be “YES”</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No

<p>34 CFR 300.324(a)(2)(iv); Ed 1109.03(h)</p> <p>28. In the case of a child who is deaf or hard of hearing, provide the evidence that the team considered the child’s language and communication needs, opportunities for direct communications with peers and professional personnel in the child’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child’s language and communication mode.</p> <p><i>Provide the page number in the currently agreed upon IEP.</i></p>	<p>List all disability areas:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—is not deaf or hard of hearing
<p>34 CFR 300.324(a)(2)(v); Ed 1109.03(h)</p> <p>29. Provide the evidence that the IEP Team considered whether the child needs assistive technology devices and services.</p> <p><i>Provide the page number in the currently agreed upon IEP.</i></p> <p>If the IEP indicates “N/A” then the team determined this is not a need for the child so it would be “YES”</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No

<p>I. Courses of Study</p>	<p>This section of the IEP, secondary transition, is monitored through a separate NHDOE process.</p>	
<p>Ed 1109.01(a)(10)</p> <p>30. For each student with a disability beginning at age 14 or younger, if determined appropriate by the IEP team, provide the evidence of 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 or a vocational education.</p> <p><i>Provide the page number in the currently agreed upon IEP.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—student is age 13 or younger and no evidence that IEP Team determined this is necessary

J. Measurable Annual Goals; Short-term Objectives or Benchmarks

Measurable annual goals contain the following criteria. (The section below is for 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 below. Reviewers will choose three goals to review unless the IEP contains just one or two goals.)

¹ Present Level of Academic Achievement and Functional Performance (Current level from which goal will be measured)	Goal Number	² Time Frame	³ Condition/ Situation (Materials, settings, accommodations for student to perform behavior)	⁴ Student's Name	⁵ Clearly Defined/ Observable Behavior (Terms using CCSS or district curriculum)	Performance Criteria			
						⁶ How Well (Level to demonstrate mastery)	⁷ How Consistently (Number of times to demonstrate mastery)	Evaluation Schedule	
								⁸ How Often	⁹ 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>

¹Bob is a fourth grade student reading at a third grade level with weak comprehension skills. He is able to state the main idea 50% of the time. WISC scores show low processing speed.

² By June 2015, ³ given a passage or text at his reading level (grade 3) and time to process and discuss the information that he has read, ⁴ Bob ⁵ will be able to state the main idea of the passage (See Anchor Standard: R.CCR.2 & Individual Grade Specific Standard RI.4.2.) ⁶ (100% implied because the student either has the main idea or not) ⁷ on 4 out of 5 occasions ⁸ as measured monthly ⁹ using end of book or unit summaries.

<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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34 CFR 300.320(a)(2)(i); Ed 1109.01(a)(1)

31. Provide the evidence of a statement of measurable annual goals, including academic and functional goals.

Provide the page number in the currently agreed upon IEP.

Yes
 No

34 CFR 300.320(a)(2)(i)(A); Ed 1109.01(a)(1)

32. Provide the evidence 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.

Provide evidence that the goals are based on the student's identified needs. Examples of evidence may include descriptions in the present levels section of the IEP, evaluation results, team meeting notes, etc.

Yes
 No

<p>34 CFR 300.320(a)(2)(i)(B); Ed 1109.01(a)(1)</p> <p>33. Provide the evidence that the measurable annual goals meet each of the child's other educational needs that result from the child's disability.</p> <p><i>Provide evidence that the goals meet each of the child's other educational needs. Examples of evidence may include descriptions in the present levels section of the IEP, evaluation results, team meeting notes, etc.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—does not have other identified educational needs
<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>Ed 1109.01(a)(6)</p> <p>34. Provide the evidence of short-term objectives or benchmarks for all children unless the parent determines them unnecessary for all or some of the child's annual goals. Provide the goal number for each goal which includes short-term objectives or benchmarks. For goals which do not include short-term objectives or benchmarks, provide the document noting the evidence that the parent determined them unnecessary.</p> <p><i>Provide the page number in the currently agreed upon IEP, or provide the document noting the evidence that the parent determined them unnecessary.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No

<p>K. Review and Revision of IEPs (Measuring Progress)</p>		
<p>Ed 1109.01(a)(8)</p> <p>35. Provide the evidence that the IEP includes a statement of how the child's progress toward meeting the annual goals shall be provided to the parents.</p> <p><i>Provide the page number in the currently agreed upon IEP.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No

L. Responsibilities of Private Providers of Special Education or other Non-LEA Programs in the Implementation of IEPs

Ed 1114.06(b) *The private provider of special education or other non-LEA program shall provide all facilities, equipment, and materials necessary for the implementation of any IEP or portion thereof which the program has agreed to implement. The private provider or special education or other non-LEA program shall implement all components of each child's IEP in the amount and for the duration so specified.*

<p>Ed 1114.06(a); Ed 1109.05</p> <p>36. For all matters concerning possible changes and/or modification in the identification, evaluation, development and/or revision of an IEP, or changes in placement of a child with a disability, the private provider has contacted the sending school district for the purpose of initiating the process for changing any of the above in compliance with Ed 1109.05.</p> <p><i>Provide the documentation that the private provider has contacted the sending school district.</i></p>		<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no changes in the child's identification, evaluation, development or revision of the IEP or placement</p>
<p>Ed 1114.06(g)</p> <p>37. Provide the evidence that the private provider of special education has maintained progress information for each child with a disability on an ongoing basis in accordance with 34 CFR 300.600(b)(1).</p> <p><i>Provide the location in the file where progress information can be found.</i></p>		<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Ed 1114.06(h)</p> <p>38. Provide the evidence that a mid-year review and annual evaluation of the child's progress relative to the written IEP was conducted by the sending LEA and the private provider.</p> <p><i>Provide the location in the file where progress reports/mid-year reports can be found.</i></p>		<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

Ed 1114.06(j) Each private provider of special education or other non-LEA program shall complete a minimum of 3 comprehensive reports per year on each child with a disability enrolled in the program.

The 3 comprehensive reports per year that are completed on each child with a disability enrolled in the program need to include the following criteria (the section below is for reviewers to note which components are included for each of the three reports. If there are more than 3 reports, reviewers will choose 3 to review. Each of the reports must contain all the criteria for the reviewers to check the "Yes" box for #39 below).

Ed 1114.06(k) Description of the child's progress toward meeting the IEP goals	Ed 1114.06(k) Includes a record of attendance	Ed 1114.06(k) Written in terminology understandable to the parent	Ed 1114.06(k) Report was provided to the sending LEA and the parent	Ed 1114.06(l) Reports provided to parents shall be in the native language or other mode of communication used by the parent
<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>Ed 1114.06(j)</p> <p>39. Provide the evidence that a minimum of 3 comprehensive reports per year are completed on each child with a disability enrolled in the program.</p> <p><i>Provide the location in the file where the comprehensive reports can be found.</i></p>				<input type="checkbox"/> Yes <input type="checkbox"/> No

M. Accessibility of Child's IEP to Teachers and Others (General Accommodations and General Modifications)	
<p>34 CFR 300.323(d)(2)(ii); Ed 1109.03(a)</p> <p>40. Provide the evidence that each teacher and provider has been informed of the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.</p> <p><i>Provide the documentation that shows that each teacher and provider has been informed of the specific accommodations, modifications, and supports that must be provided for the child. Examples of documentation may include a staff sign-off sheet or written statement from staff stating they have been informed.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No

<p>Ed 1102.01(b)</p> <p>41. If accommodations are included, are the accommodations changes in instruction or evaluation determined necessary by the IEP team that do not impact the rigor and/or validity of the subject matter being taught or assessed?</p> <p><i>Provide the page number in the current agreed upon IEP.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—no accommodations
<p>Ed 1102.03(v)</p> <p>42. If modifications are included, are the modifications changes in instruction or evaluation determined necessary by the IEP team that impact the rigor and/or validity of the subject matter being taught or assessed?</p> <p><i>Provide the page number in the current agreed upon IEP.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—no modifications

<p>N. Definition of Individualized Education Program (Special Education and Related Services, Supplementary Aids and Services, and Program Modifications or Supports for School Personnel)</p>		
<p>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</p> <p><i>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></p> <p><i>(i) To advance appropriately toward attaining the annual goals;</i></p> <p><i>(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</i></p> <p><i>(iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;</i></p> <p>43. 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>(a) Provide the evidence of a statement of special education.</p> <p><i>Provide the page number of the special education services in the currently agreed upon IEP.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No

<p>(b) Provide the evidence of a statement of related services.</p> <p><i>Provide the page number of the related services in the currently agreed upon IEP.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—IEP Team determined this is not necessary
<p>(c) Provide the evidence of a statement of supplementary aids and services.</p> <p><i>Provide the page number of the supplementary aids services in the currently agreed upon IEP.</i></p> <p>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.</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—IEP Team determined this is not necessary
<p>(d) Provide the evidence of a statement of the program modifications.</p> <p><i>Provide the evidence that the NHDOE has endorsed the shortened day as a program modification for the student, and/or the signed consent for a shortened school day. OR Provide the page number in the currently agreed upon IEP where the extended school day program modification is located.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—IEP Team determined this is not necessary
<p>(e) Provide the evidence of a statement of the supports for school personnel.</p> <p><i>Provide the page number of the supports for school personnel in the currently agreed upon IEP.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—IEP Team determined this is not necessary
<p>34 CFR 300.320(a)(7); Ed 1109.01(a)(1)</p> <p>44. Provide the evidence of a projected date for the beginning of the services and modifications described in the supports and services section of the IEP.</p> <p><i>Provide the page number in the currently agreed upon IEP.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No

<p>34 CFR 300.320(a)(7); Ed 1109.01(a)(1)</p> <p>45. Provide the evidence of the anticipated frequency, location, and duration of those services and modifications described in the supports and services section of the IEP.</p> <p><i>Provide the page number in the currently agreed upon IEP.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No
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<p>For Questions #46 -#50 below additional documents to the student file for evidence of implementation <u>will be required</u> which may include progress reports, logs, checklists, and/or student work.</p>		
<p>Ed 1109.04(b)(1)</p> <p>46. Provide the written evidence documenting implementation of the IEP with regards to all special education services provided.</p> <p><i>Provide the evidence that special education services have been implemented. 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, etc.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Ed 1109.04(b)(1)</p> <p>47. Provide the written evidence documenting implementation of the IEP with regards to all related services provided.</p> <p><i>Provide the evidence that related services have been implemented. 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, etc.</i></p> <p>If N/A, question 43(b) must also be N/A because there is no statement of related services in the IEP.</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—no related services in IEP

<p>Ed 1109.04(b)(2)</p> <p>48. Provide the written evidence documenting implementation of the IEP with regards to any supplementary aids and services provided.</p> <p><i>Provide the evidence that supplementary aides and services have been implemented. 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>If N/A, question 43(c) must also be N/A because there is no statement of supplementary aids and services in the IEP.</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—no supplementary aids and services in IEP
<p>Ed 1109.04(b)(3)</p> <p>49. Provide the written evidence documenting implementation of the IEP with regards to program modifications.</p> <p><i>Provide the evidence that the NHDOE has endorsed the shortened day as a program modification for the student, and/or the signed consent for a shortened school day. OR Provide the page number in the currently agreed upon IEP where the extended school day program modification is located.</i></p> <p>If N/A, Question 43(d) must also be N/A because there is no statement of program modifications in the IEP.</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—no program modifications in IEP.
<p>Ed 1109.04(b)(3)</p> <p>50. Provide the written evidence documenting implementation of the IEP with regards to supports for school personnel.</p> <p><i>Provide the evidence that supports for personnel have been implemented. 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>If N/A, Question 43(e) must also be N/A because there is no statement of supports for personnel in the IEP.</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—no supports for personnel in IEP

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

<p>34 CFR 300.320(a)(5); Ed 1109.01(a)(1)</p> <p>51. Provide the evidence of 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.</p> <p><i>Provide the page number of the currently agreed upon IEP where this explanation is found.</i></p> <p>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.</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No
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P. Definition of Individualized Education Program (State and District Wide Assessments)

<p>34 CFR 300.320(a)(6)(i); Ed 1109.01(a)(1); RSA 193-C; Ed 1114.05(k)</p> <p>52. Provide the evidence of 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.</p> <p><i>Provide the page number in the currently agreed upon IEP in which this statement can be found.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—no state or district wide assessment for the student's age/grade level
<p>34 CFR 300.320(a)(6)(ii)(A); Ed 1109.01(a)(1); RSA 193-C; Ed 1114.05(k)</p> <p>53. 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, provide the evidence of a statement of why the child cannot participate in the regular assessment.</p> <p><i>Provide the page number in the currently agreed upon IEP in which this statement can be found.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—not taking an alternate assessment

<p>34 CFR 300.320(a)(6)(ii)(B); Ed 1109.01(a)(1); RSA 193-C; Ed 1114.05(k)</p> <p>54. If the child is taking an alternate assessment, provide the evidence describing why the particular alternate assessment selected is appropriate for the child.</p> <p><i>Provide the location in the file or currently agreed upon IEP in which this description can be found.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA—not taking an alternate assessment
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