

FOR PRIVATE SPECIAL EDUCATION PROGRAMS

APPLICATION FOR CONTINUED NEW HAMPSHIRE DEPARTMENT OF EDUCATION SPECIAL EDUCATION APPROVAL / NONPUBLIC SCHOOL APPROVAL

2015 - 2016



Based on
The Individuals with Disabilities Education Improvement Act (IDEA) (2004)
New Hampshire Rules for the Education of Children with Disabilities (Ed 1100, 2008, amended December 1, 2010,
amended May 15, 2014)
New Hampshire Rules for the Approval of Nonpublic Schools (Ed 400, 2005)

INFORMATION AND INSTRUCTIONS

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) in the Least Restrictive Environment (LRE) to children and youth, ages 3-21, with educational disabilities. The goal of Special Education Program Approval is to ensure compliance with federal laws (IDEA 2004), regulations and the NH Rules for the Education of Children with Disabilities (Ed 1100, 2008, amended 12/1/2010, amended 5/15/14), resulting in improved outcomes for students with disabilities.

Schools applying for Special Education Program Approval will apply for Nonpublic School Approval at the same time. The applications have been combined, ensuring compliance with New Hampshire Rules for the Approval of Nonpublic Schools [Ed 400, 2005]. If the school is applying only for special education program approval, and not nonpublic school approval, please submit your intention in writing to the NHDOE, Administrator of the Bureau of Special Education.

1. SUBMISSION OF APPLICATION MATERIALS FOR THE COMBINED NHDOE SPECIAL EDUCATION PROGRAM APPROVAL AND NONPUBLIC SCHOOL APPROVAL PROCESSES

Private/nonpublic programs are required to complete the full application. The documents referred to below should be submitted as part of the application. The application materials provide basic information regarding the school, the programs, and policies.

PLEASE SUBMIT BY OCTOBER 15, 2015:

- Completed, signed application.
- State Fire Marshall and Health Inspection Forms (found on NHDOE website) must be submitted with this application for **each education building**. Fire Inspections must be completed **while school is in session** and the report must be submitted with the application no later than **December 15th, 2015**. Health inspections must be **current through June 30, 2016**.
- A copy of your Program of Studies which should include a description of the requirements for obtaining a High School Diploma (if applicable), a course description, number of credits for each course (for High School students), any electives that are offered, as well as any required prerequisites. **(refer to the appendices for the grade levels for which you serve for course descriptions)*
- A current class schedule for the year being monitored; including the name of the class, teacher name, and time the class meets.
- A completed curriculum standards appendix for the grade level(s) you are seeking approval, and a copy of the corresponding curriculum that is currently in place.
- Proof of insurance, in accordance with Ed 1114.19, including:
 - a. professional liability and bonding insurance
 - b. vehicle insurance
 - c. comprehensive property and liability insurance in compliance with Ed 1129(a)
- Secretary of State Registration document
- Non-Profit Status document
- School Calendar (as outlined in Ed 401.03 (2005))
- A letter from credentialing approving the current Professional Development Master plan
- A complete copy of all current special education Policies and Procedures, including any supporting documents that may be referred to in the policies and procedures.
- A document that clearly identifies the governing body, in accordance with Ed 1114.03(b), which shall be responsible for ensuring the program’s compliance with the program charter, constitution or other organization document or agreement and with the terms of all leases, contracts or legal agreements to which the program is a party.
- Parent/Student Handbook, if applicable

For any New Programs or Changes to Programs

For any new Special Education programs or changes to existing programs, such as changes to location, grade level or disabilities served in an approved program, please contact the NHDOE, Bureau of Special Education.

2. NH DEPARTMENT OF EDUCATION REVIEW OF APPLICATION MATERIALS AND MONITORING REVIEW FOR CONTINUED APPROVAL OF SPECIAL EDUCATION PROGRAMS

- (a) A year prior to the Monitoring Review for Approval of Special Education Programs, the NHDOE will offer and provide training to the nonpublic school in the following areas:
 - i. The Self-Assessment tool,
 - ii. Measurable Annual Goals,
 - iii. Written Prior Notice, and
 - iv. An area of need identified by the nonpublic school.
- (b) Prior to conducting the Monitoring Review for Approval of Special Education Programs, the Department of Education will review the completed application and all supporting documents, including the current audit in order to determine that the program applying for approval is fiscally solvent.
- (c) The second year, the NHDOE will visit the school to conduct the Monitoring Review for Approval of Special Education Programs, which will also include one Case Study Presentation.
- (d) Within 60 days of the visit, the NHDOE will have the report completed and will meet with the school's administration to review the information and answer any questions. This report will outline the program's approval status, highlight areas of commendation, as well as include any findings of noncompliance, corrective actions to be completed by the nonpublic school, and a timeline for which the corrective actions need to be completed.
- (e) The NHDOE will follow up with the school regarding any instances of noncompliance.

3. GENERAL PROVISIONS REGARDING THE APPROVAL AND OPERATION OF A PRIVATE FACILITY AND OTHER NON-DISTRICT PROGRAMS SERVING CHILDREN AND YOUTH WITH DISABILITIES

- (a) The Department of Education is empowered to monitor approved programs during the course of the approval period.
- (b) Programs granted approvals are subject to re-evaluation at a minimum of every five (5) years. Re-evaluation shall involve a complete, objective study to determine the program's current status with regard to compliance with all relevant laws and regulations.
- (c) The Department of Education is empowered to request a certified audit of any program finances during the initial study, if the program has been in operation for a sufficient period of time, during any subsequent re-evaluation, or, given reasonable ground, at any other time. The cost of such audits will be borne by the programs.

(d) Any program approved for operation is required to report any of the following situations to the Department of Education:

- Any legal proceeding against the program or any employee of the program where such proceeding arises from circumstances related to the care or education of students in the program or the continued operation of the program, within ten (10) days of the initiation of such proceeding
- The death of any student, within twenty-four (24) hours of occurrence, while the student is enrolled in the program
- Any serious injury to, or any previously unidentified disorder or illness of a student, which occurs during the hours while the student is in the program and which requires in-patient hospitalization, within twenty-four (24) hours of occurrence
- Any change in the program, ownership policies, fiscal solvency, services, facilities, or location within one (1) week of such changes.

The program must inform the parents and the sending agency of the death, injury, or serious illness of a student. Any of the preceding situations may result in re-evaluation of the program.

APPLICATION MATERIALS AND ASSURANCES

These application materials must be submitted electronically in Microsoft Word format to

janelle.cotnoir@doe.nh.gov

By October 15, 2015

Any supporting materials may be mailed to:

Janelle Cotnoir

NH Department of Education, Bureau of Special Education

101 Pleasant Street

Concord, New Hampshire 03301

- | | |
|--|--|
| <input type="checkbox"/> A letter from the Bureau of Credentialing approving the current Professional Development Master Plan | <input type="checkbox"/> Completed, signed application |
| <input type="checkbox"/> Parent/Student Handbook, if applicable | <input type="checkbox"/> Secretary of State Registration document |
| <input type="checkbox"/> A complete copy of all current special education Policies and Procedures, including any supporting documents that may be referred to in the Policies and Procedures | <input type="checkbox"/> Non-profit status document |
| <input type="checkbox"/> State Fire Marshall and Health Inspection Forms (one for each building) | <input type="checkbox"/> School calendar (as outlined in Ed 401.03) |
| <input type="checkbox"/> A copy of your Program of Studies for high school students (including description of the requirements for obtaining a high school diploma (if applicable), course descriptions, number of credits for each course, any electives that are offered, as well as any required prerequisites) | <input type="checkbox"/> A written job description for each staff position |
| <input type="checkbox"/> A current class schedule for the year being monitored; including the name of the class, teacher name, and time. | <input type="checkbox"/> A written description of the consultation model used |
| <input type="checkbox"/> Proof of insurance, in accordance with Ed 1114.19, including: <ul style="list-style-type: none"> a. professional liability and bonding insurance b. vehicle insurance c. comprehensive property and liability insurance in compliance with Ed 1129(a) | <input type="checkbox"/> Appropriate appendices completed for each of the grade levels for which the school is seeking approval, and a copy of the corresponding curriculum that is in place |
| | <input type="checkbox"/> A document that clearly identifies the governing body which shall be responsible for ensuring the program's compliance with charters, constitution, agreements, leases, contracts, or legal agreements to which the program is a party. |

| | | | |
|-----------------------|------|----------------------|------|
| Private Program Name: | | Grade Levels Served: | |
| Executive Director: | | | |
| Mailing Address: | | City: | Zip: |
| Phone: | Fax: | E-mail: | |

| | | | |
|---------------------------------------|------|---------|------|
| Education/Special Education Director: | | | |
| Mailing Address: | | City: | Zip: |
| Phone: | Fax: | E-mail: | |

SIGNATURES:

Executive Director

Date

Director/Coordinator of Education/Special Education

Date



| PRIVATE PROGRAM CURRENT INFORMATION PAGE | | | |
|--|---------------------------------|----------------------------|--------|
| Date: | Name & Title of Contact Person: | Email: | Phone: |
| School Name: | | Street, City, State & Zip: | |
| Type of Program: <input type="checkbox"/> School Year Program <input type="checkbox"/> Summer Program <input type="checkbox"/> Year Round Program | | | |

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 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, same curriculum, etc. Basically, the summer program would look similar to the school year program in that students would still be getting the same 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.

INSTRUCTIONS:

In this section of the application, the NHDOE is requesting that the private special education school gather information to provide a profile of the school. The data collected and recorded in this section will be used in the Monitoring Review for Approval of Special Education Programs Report to provide a comprehensive description of the school.

ADDITIONAL INFORMATION FOR NONPUBLIC SCHOOL APPROVAL:

Please confirm the following:

| | <u>YES</u> | <u>NO</u> |
|---|------------|-----------|
| Is this school open 180 days per year in accordance with Ed 401.03 (2005)? If not, please attach any waiver received from the Commissioner, NH Department of Education. If the school is open less than 180 days per year, please provide a daily rate _____ Please submit a school calendar with your application. | | |
| Is this school providing a minimum of 5.25 hours of instructional time per day? If not, please note the number of instructional hours per day _____ | | |
| Is this school providing extended school year services? If so, please provide the length of the school day/week in the summer _____ | | |
| English will be the primary language used in this school, per RSA 189:19. | | |
| The school will submit to the NH Department of Education, on or before October 15 th each year, the school's average daily membership in attendance, fall enrollment and teacher staff numbers, in accordance with RSA 189.28. | | |
| The school will display a United States flag no less than 5 feet in length outdoors, as required in accordance with RSA 189:17. | | |
| The school will require students to be immunized against diphtheria, mumps, pertussis, poliomyelitis, rubella, rubeola and tetanus prior to enrollment, and maintain the results in the students' records, per RSA 141-C:20a. | | |
| Does the school have an Automated External Defibrillator (AED)? <i>If so, is it registered as required by RSA 153-A:32.</i> | | |

****Completed Health, Fire and Life Safety Inspection Forms must be submitted with this application for each education building. Fire Inspections must be completed while school is in session and the report must be submitted with this application or no later than December 15th, 2015. Health inspections must be current through June 30, 2016.**

PERSONNEL ROSTER

INSTRUCTIONS

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

1. One roster for each program within the private facility. Include **all professional staff** employed in the school who provide services to students with educational disabilities, with educators and administrators listed on one page and related service providers on the separate page designated for consultants and contracted services .

For all staff that is enrolled in an Alternative IV certification, please provide a copy of the letter from credentialing.

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

2. One roster listing **all consultants and contracted service personnel.**
3. Attach/provide a written job description for all staff positions at the school (p.15).

For any school that does not have a full array of qualified educators, certified individuals must be available to oversee and consult accordingly. Refer to the NH Minimum Standards for Public School Approval.

ED 306.15 Provision of Staff and Staff Qualifications
ED 306.26 Kindergarten – Grade 8 Curriculum
ED 306.27 High School Curriculum, Units of Credit, Graduation Requirements and
Co-curricular Program

If a private school does not have certified staff for all areas outlined in the NH Minimum Standards, consultants must be hired.

4. Attach provide a description of the consultation model being used by your school (p.18).

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 (as referenced in the chart above).**

Code List of Endorsements

| <u>Code</u> | <u>Administrator</u> |
|--------------------------------------|---|
| 0001 | Superintendent |
| 0009 | Assistant Superintendent |
| 0008 | Curriculum Administrator |
| 0038 | Business Administrator |
| 0005 | District Administrator |
| 0003 | Principal |
| 0007 | Associate Principal |
| 0006 | Special Education Administrator |
| 0053 | Career & Technical Director |
| <u>Educational Specialist</u> | |
| 1150 | Elementary mathematics Specialist |
| 0040 | Guidance Counselor |
| 0042 | Guidance Director |
| 0035 | Library Media Coordinator |
| 0036 | Library Media Specialist |
| 0037 | Reading and Writing Specialist |
| 0050 | SAIF |
| 0046 | School Psychologist |
| 0049 | School Social Worker |
| 0060 | Speech-Language Specialist |
| <u>Teacher</u> | |
| 0900 | Comp. Family & Consumer Science |
| 0100 | Comprehensive Agricultural Ed. |
| 0300 | Comprehensive Business Ed. |
| 0400 | Comprehensive Marketing |
| 1000 | Comprehensive Technology Education |
| 0507 | Dance |
| 1866 | Early Childhood (N-3) |
| 0350 | Education Technology Integrator |
| 1810 | Elementary Education (K-6) |
| 1811 | Elementary Education (K-8) |
| 0501 | English (5-8) |
| 0500 | English (5-12) |
| 0607 | English for Speakers of Other Languages |
| 0801 | Health Education |
| 1102 | Mathematics (5-8) |
| 1100 | Mathematics (7-12) |
| 1200 | Music Education |
| 0800 | Physical Education |

| <u>Code</u> | <u>Teacher</u> |
|-------------------------------|---|
| 0034 | Reading and Writing Teacher |
| 1501 | Social Studies (5-8) |
| 1500 | Social Studies (5-12) |
| 0506 | Theatre |
| 0200 | Visual Art Education |
| <u>Sciences</u> | |
| 1304 | Earth/Space Science (7-12) |
| 1308 | Chemistry (7-12) |
| 1302 | Life Sciences (7-12) |
| 1301 | Middle Level Science (5-9) |
| 1305 | Middle Level Science (5-8) |
| 1309 | Physics (7-12) |
| 1313 | Physical Science (7-12) |
| <u>World Languages</u> | |
| <u>Classical</u> | |
| 0610 | Greek |
| 0605 | Latin |
| <u>Modern</u> | |
| 0606 | Arabic |
| 0625 | Chinese |
| 0626 | Mandarin Chinese |
| 0608 | French |
| 0609 | German |
| 0613 | Italian |
| 0618 | Russian |
| 0619 | Spanish |
| 0627 | American Sign Language |
| <u>Other</u> | |
| 1911 | Educational Interpreter/Transliterators |
| 0090 | Paraeducator – 1 |
| 0091 | Paraeducator – 2 |

| <u>Code</u> | <u>Special Education</u> |
|---|--|
| 1912 | Early Childhood Special Education (N-3) |
| 1900 | General Special Education |
| <u>Special Education Categorical Areas</u> | |
| 1855 | Emotional Behavioral Disabilities* |
| 1833 | Intellectual and Developmental Disabilities* |
| 1844 | Physical and Health Disabilities* |
| 1907 | Specific Learning Disabilities* |
| 1909 | Blind and Vision Disabilities |
| 1910 | Deaf and Hearing Disabilities |

*Categorical areas that require certification in
General Special Education or
Early Childhood Special Education.

Career and Technical Specialty Areas

| |
|---|
| (The endorsement areas below are limited to career and Technical Education assignments.) |
|---|

| | |
|------|--|
| 2000 | Agriculture, Food and Natural Resources |
| 2100 | Architecture and Construction |
| 2200 | Arts, Audio-Visual Technology and Communications |
| 2300 | Business Management and Administration |
| 2400 | Education and Training |
| 2500 | Finance |
| 2600 | Government and Public Administration |
| 2700 | Health Science |
| 2800 | Hospitality and Tourism |
| 2900 | Human Services |
| 3000 | Information Technology |
| 3100 | Law and Public Safety |
| 3200 | Manufacturing |
| 3300 | Marketing Sales and Services |
| 3400 | Science, Technology, Engineering and Mathematics |
| 3500 | Transportation, Distribution and Logistics |

Updated: July 11, 2014

2015-2016 PRIVATE SPECIAL EDUCATION SCHOOL PERSONNEL ROSTER

PLEASE READ INSTRUCTION SHEET (PREVIOUS PAGE) BEFORE COMPLETING
 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: | Private Facility: | Program Name: |
| Completed by: | Phone: | Email: |

| Name | School or Program | Job Title & Current Grade Level(s) Assigned | Endorsed in | Check One | | | License or Certificate Number | Expiration Date | NHDOE USE ONLY |
|---|-------------------|---|---|-------------------------------------|--|---------------------------|-------------------------------|-----------------|----------------|
| | | | | Certified/Licensed | Statement of Eligibility or Intern License | 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"/> | <input type="checkbox"/> | <input type="checkbox"/> | <i>123456789</i> | <i>6/30/10</i> | |
| <i>John Franklin</i> | | <i>5th Grade EH Teacher</i> | <i>In process – see attached letter</i> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <i>Alt IV</i> | <i>6/30/11</i> | |
| <i>Jane (Osborn) Johnson</i> | | <i>ID Teacher Grades 9-12 Educational</i> | <i>Educational Intern License</i> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <i>0012356</i> | <i>6/30/10</i> | |
| <i>Mark Smith</i> | | <i>Interpreter – Non-Grade Designation</i> | <i>Educator Interpreter/Translator</i> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <i>060536987</i> | <i>6/30/11</i> | |
| Please list administrators first, and then educators. List name as listed on certificate – include maiden name &/or middle initial if possible; nicknames are not accepted. | | | | | | | | | |
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2015-2016 PRIVATE SPECIAL EDUCATION SCHOOL CONTRACTED SERVICES ROSTER

Include **all professional staff** employed by the school that provide contracted/consultation services to students with educational disabilities.

| Date: | School Name: | Program Name: | | | | | | |
|---|-------------------------------|--|-------------------------------------|--|------------------------------------|-------------------------------------|--------------------|----------------------|
| Name | Program / Job Title | Endorsed in (required for: E = Elementary M = Middle H = High) | Check One | | | License or Certificate Number | Expiration Date | NHDOE USE ONLY |
| | | | Certified/ Licensed | Statement of Eligibility Date | Not certified or Licensed | | | |
| <i>Examples: Mary Smith</i> | <i>Music Teacher</i> | <i>Music Education</i> | <input checked="" type="checkbox"/> | | | <i>123456789</i> | <i>6/30/11</i> | |
| <i>John R. Jones</i> | <i>Library Media Services</i> | <i>Library Media Specialist</i> | | <input checked="" type="checkbox"/> | | <i>Enrolled in Alt IV</i> | <i>6/30/10</i> | |
| <i>Mary (Ott) Donaldson</i> | <i>Art Teacher</i> | <i>Art Education</i> | <input checked="" type="checkbox"/> | | | <i>0012356</i> | <i>6/30/10</i> | |
| <i>Katherine (Lee) Brown</i> | <i>Physical Education</i> | <i>Physical Education & Health</i> | <input checked="" type="checkbox"/> | | | <i>060536987</i> | <i>6/30/12</i> | |
| List consultant name as listed on certificate Include maiden name &/or middle initial if possible; nicknames are not accepted. | | | | | | | | |
| | | Art Education (art or music) 0200 (E,M,H) | | | | | | |
| | | Library Media Specialist 0036 (E,M,H) | | | | | | |
| | | Guidance Counselor 0040 (E,M,H) | | | | | | |
| | | Music (music or art) 1200 (E,M,H) | | | | | | |
| | | Health 1200 (E,M,H) | | | | | | |
| | | Physical Education 0800 (E,M,H) | | | | | | |
| | | Information and Communication Technology 3000,1000 (E,M,H) | | | | | | |

| Name | Program / Job Title | Endorsed in (required for: E = Elementary M = Middle H = High) | Check One | | | License or Certificate Number | Expiration Date | NHDOE USE ONLY |
|------|---------------------|--|------------------------|--|------------------------------------|-------------------------------------|--------------------|----------------------|
| | | | Certified/ Licensed | Statement of Eligibility Date | Not certified or Licensed | | | |
| | | Reading Specialist 0037 (E) | | | | | | |
| | | Mathematics 2600,2700 (M,H) | | | | | | |
| | | Science 1301,1302,1304 (M,H) | | | | | | |
| | | Social Studies 1501 (M,H) | | | | | | |
| | | English/Language Arts 0500,0501 (M,H) | | | | | | |
| | | Family & Consumer Science 0900 (M,H) | | | | | | |
| | | Technology Ed (M,H) | | | | | | |
| | | Business (H) | | | | | | |
| | | World Languages 0606,0625,0626, 0608,0609,0613, 0618,0619 (H) | | | | | | |
| | | Early Childhood/Preschool 1866 (E if applicable) | | | | | | |
| | | Elementary Education 1810 (E) | | | | | | |
| | | Special Education 1900,1833,1910, 1855,1907,1844,1909 (E,H,M) | | | | | | |

REQUIRED CERTIFIED STAFF OR CONSULTANTS

ED 306.15 Provision 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 in accordance with class size requirements in Ed 306.17. The School's administration must be certified staff and not a consultant.

In addition to the required staff listed above, the following additional staff is also required at each school:

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). Teachers for elementary school need to be K-6 or K-8 certified.

Middle Schools: In each middle school, a library media specialist to support the instructional resources program and facility requirements of Ed 306.08. Teachers for middle school need to be certified in the content area in which they are assigned/teach and be 5-8, 5-12, or 7-12 certified.


High Schools: In each high school, a library media specialist to support the instructional resources program and facility requirements. Teachers for High School need to be certified in the area in which they are assigned/teach and need to be 5-12, 7-12 or 9-12 certified.

| NAME OF PRIVATE SCHOOL/PROGRAM: | | | | | | | |
|--|--|-----------|------------------|--|------------------------|--------------------|-------------------------|
| STAFF REQUIRED | | | | | MARK YES OR NO | | |
| Requirements Endorsement/Code | Ed Number | Elem. | Middle School | High School | Curriculum in Place | Certified Staff | Certified Consultant |
| Administrator 0003,0006 | Ed506.07 Ed506.04 | X | X | X | | | |
| Art Education 0200 | Ed507.09 | X | X | X (art or music) | | | |
| Library Media Specialist 0036 | Ed507.20 Ed507.21 | X | X | X | | | |
| Guidance Counselor 0040 | Ed507.07 | X | X | X | | | |
| Music 1200 | Ed507.38 | X | X | X (music or art) | | | |
| Health 1200 | Ed507.15 | X | X | X | | | |
| Physical Education 0800 | Ed507.16 | X | X | X | | | |
| Information and Communication Technology 3000,1000 | Ed507.05 | X | X | X | | | |
| Reading & Writing Specialist / teacher 0037, 0034 | Ed507.12 | X | | | | | |
| Mathematics 1102, 1100, 1150 | Ed507.25 Ed507.251 Ed507.26 | X=507.251 | X | X (includes Algebra) | | | |
| Science 1301,1302,1304, 1308, 1305,1309, 1313 | Ed507.28 Ed507.29 Ed507.30 Ed507.31 Ed507.32 Ed507.33 Ed507.51 | | X | X (includes Biology and Physical Science) | | | |

| STAFF REQUIRED | | | | | MARK YES OR NO | | |
|--|---|----------------------|--------------------------------|------------------------------|--------------------------------------|----------------------------------|---------------------------------------|
| Requirements Endorsement/Code | Ed Number | Elem. | Middle School | High School | Curriculum in Place | Certified Staff | Certified Consultant |
| Social Studies 1500, 1501 | Ed507.27 Ed507.271 | | X | X | | | |
| English/Language Arts 0500,0501 | Ed 507.24 Ed504.241 Ed507.50 | | X | X | | | |
| Family & Consumer Science 0900 | Ed507.48 | | X | X | | | |
| Technology Ed 1000, 0350 | Ed507.22 | | X | X | | | |
| Business 0300,0400 | Ed507.46 Ed507.47 | | | X | | | |
| World Languages 0606,0625,0626, 0608,0609,0613, 0618,0619, 0627, 0610, 0605 | Ed507.37 Ed507.36 | | | X | | | |
| Early Childhood/Preschool 1866 | Ed507.18 | X (If applicable) | | | | | |
| Elementary Education 1810, 0811 | Ed507.11 | X | | | | | |
| Special Education 1900,1833,1910,1912 1855,1907,1844,1909 | Ed507.39 Ed507.391 Ed507.40 Ed507.41 Ed507.42 Ed507.43 Ed507.44 Ed507.45 | X | X | X | | | |

2015-2016 PRIVATE SPECIAL EDUCATION SCHOOL WRITTEN JOB DESCRIPTIONS FOR ALL STAFF POSITIONS

Please provide / attach a written job description for each staff position at your school.

A large, empty rectangular box with a thin black border, intended for the user to provide written job descriptions for each staff position at their school.

NHDOE Bureau of Special Education

Program Approval and Improvement Review

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 Monitoring Review for Approval of Special Education Programs, a 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 credentialed 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 (appendix 2), middle (appendix 3), and high school (appendix 1) 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 high school 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; it is not an exhaustive list.

- 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?

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. The NHDOE exercises the right to request evidence of the consultant services. 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. The NHDOE requires you to provide evidence of the use of consultants by filling out the table below:

*The private special education school may want to consider the development of an official “contract” that is consistently utilized for any individual providing consultation services.

| Name of consultant | 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 |
|--------------------|--|-----------------------------|---|---|--|---|
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2015-2016 PRIVATE SPECIAL EDUCATION SCHOOL DESCRIPTION OF THE CONSULTATION MODEL

If consultants have been hired to work with professional staff, please provide / attach a description of the consultation model that is currently being used by your school.

Table 306-3 Required Credits for Graduation and Graduation Competencies

| Required Graduation Competencies by Content Areas | Credit(s) |
|---|------------------|
| Arts education | ½ credit |
| Information and communications technologies | ½ credit |
| English | 4 credits |
| Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis | 3 credits, |
| Physical sciences | 1 credit |
| Biological sciences | 1 credit |
| US and NH history | 1 credit |
| US and NH government/civics | ½ credit |
| Economics, including personal finance | 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 |

Table 306-1 Required Program Areas & Courses

| The required courses in program areas offered by each high school shall be distributed as specified | |
|--|----------------|
| Required Program Areas | Courses |
| Arts education | 3 courses |
| Business education | 5 courses |
| Information and communication technologies | ½ courses |
| Family and consumer science | 3 courses |
| World languages | 5 courses |
| Health education | ½ courses |
| Physical education | 2 courses |
| Technology education | 4 courses |
| English | 6 courses |
| Mathematics | 6 courses |
| Science | 5 courses |
| Social studies | 5 courses |

**** For High Schools, please refer to the attached (Appendix1) “High School Curriculum Standards Rubric Minimum Requirements for Private School Special Education Providers”. ****

**** For Elementary Schools, please refer to the attached (Appendix2) “Kindergarten Through Grade Eight (Where No Middle School Has Been Established) Curriculum Standards Rubric Minimum Requirements for Private School Special Education Providers”. ****

**** For Middle Schools, please refer to the attached (Appendix3) “Middle School Curriculum Standards Rubric Minimum Requirements for Private School Special Education Providers”. ****

1. THE CASE STUDY COMPLIANCE PRESENTATION

- (a) The Private Provider will select one student whose file is also being reviewed for compliance monitoring to be used for the Case Study Presentation. It is expected that all individuals who are involved in the case study (special educators, general educators, paraprofessionals, and related service providers) will be available to work with the visiting team members during the visit. This will require advance planning and coverage for classroom teachers.
- (b) The New Hampshire Department of Education will bring a team of educational consultants and one special education administrator from another private school to the visit as well as offer the private school an option to include a special education director from a local education agency with no affiliation to the nonpublic school.
- (c) The Case Study Compliance Presentation will focus on the following areas if applicable:
 - 1) **Curriculum/Courses that the child has been participating in,**
 - 2) **Assessments & levels of assessment,**
 - 3) **Specialized Instruction,**
 - 4) **Extended Learning Opportunities,**
 - 5) **On-Line Courses,**
 - 6) **Social Skills Instruction,**
 - 7) **Related Services,**
 - 8) **Transition, if appropriate and**
 - 9) **Behavior Strategies or Behavior plans that would be implemented**

In their case study presentation, case study teams will demonstrate evidence of their practice and compliance with state and federal Special Education rules and regulations in these key areas, linking these areas to student progress and achievement, and highlighting innovative practices.

- (d) Prior to the on-site visit, the visiting team and representatives from the facility will meet for an orientation.
- (e) On the day of the onsite visit, we ask that the Education/Special Education Director, Executive Director and other representatives from the program be available at the start of the visit to meet the team and provide an overview of Special Education services.
- (f) The NHDOE will create an agenda for the day of the onsite which will include time for reviewing files as well as the case study presentation.
- (g) At the end of the day, the visiting team will communicate with building level personnel to provide a brief overview of the monitoring team's observations throughout the visit.
- (h) Within 60 days, the NHDOE will prepare a summary report of the visit, which will include the following:
 - A Summary of the Compliance Monitoring Process and Participating Members
 - The Program's Approval Status
 - Policies, Procedures and Effective Implementation of Practices
 - "Noteworthy Practices" and "Areas in Need of Refinement"
 - A Review of Personnel
 - A Case Study Summary
 - Findings of noncompliance and corrective actions for each finding
- (i) The NHDOE will meet with the private school administration to discuss the summary report prior to the report being posted on the NHDOE website.

2. **NOTIFICATION OF STATUS**

The Monitoring Review for Approval of Special Education Programs process will result in a specific recommendation from the NHDOE, Bureau of Special Education for approval or non-approval of the application. The State Director of Special Education shall determine the conditions for approval, including status and duration, and shall make one of the following approval determinations:

- **Approved**
A status given to the program, in writing, from the State Director of Special Education, subsequent to the On-Site Compliance and Improvement Monitoring visit. This status indicates that the program meets the criteria and/or rules of the State of New Hampshire for the education of children with disabilities.
- **Provisionally Approved**
A status given to the program, in writing, from the State Director of Special Education, subsequent to the On-site Compliance and Improvement Monitoring visit. This status indicates the program has serious deficiencies that must be corrected immediately. Additionally, the program is not able to receive new students until “approved” status is achieved.

Case Study Compliance Review

Sample Parent Letter

It is suggested that you contact parents of students who are chosen to be one of the case studies in your private school. Below is a sample letter that you might wish to adapt.

Date

Dear Mr. and Mrs. Last Name,

This year (*private school name*) will be participating in a New Hampshire Department of Education Special Education Program Approval review of the Special Education programs for students in our school. As part of this process, (*private school*) will be conducting a case study on a student to evaluate the (*private school's*) compliance with federal and state requirements. Your child's IEP has been selected for a case study.

The case study process requires an in-depth review of your child's educational history, including information from student records, classroom observations and input from relevant staff, as well as an interview with the student as appropriate. The case study will focus on nine areas, as applicable: curriculum/courses that your child participates in, assessments & levels of assessment, specialized instruction, extended learning opportunities, online courses, social skills instruction, related services, transition, and behavior strategies or plans that would be implemented. The case study will provide us with a look at the effectiveness of (*private school's*) programs and services, as related to your child's IEP.

The New Hampshire Department of Education process involves a number of activities, including a visit to (*private school*) on *date(s)* by a team of NHDOE education consultants, a special education administrator from another private school, and a special education director from a district outside of the (*private school's*) area. During the visit the team will be hearing the presentation of the case study as well as talking with our educational staff and your child, as appropriate.

If you have any questions, please feel free to contact _____ *by date*.

Sincerely,

Name

Title

Contact information