

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION ON-SITE FILE REVIEW**

**SERVICE PLAN COMPLIANCE & IMPROVEMENT MONITORING**

**DISTRICT SELF-ASSESSMENT DATA COLLECTION FORM**

**2020 – 2021**

<b>District:</b>		<b>Student Name:</b>		<b>Date of Birth:</b>	<b>SASID#:</b>
<b>Current School:</b>	<b>Disabilities:</b> (Please list primary first.)	<b>Grade:</b> (as identified on SERVICE PLAN)	<b>Begin &amp; End Date of Current SERVICE PLAN Reviewed:</b>		
			<b>Amended Date:</b> (if applicable)		

<b>Name of School Staff Completing Form:</b>		<b>Role:</b>	<b>Date Completed:</b>	<b>Signature:</b>
<b>NHDOE USE ONLY:</b>	<b>Date of Review:</b>	<b>Signature of DOE Reviewer:</b>		
<b>School:</b> <b>OFFICE</b>	<b>SASID:</b> <b>USE</b>	<b>Reviewer:</b> <b>ONLY</b>	<b>Code:</b> SP -	

**GUIDANCE AND NEXT STEPS FOR COMPLETING THE 2019-2020 DISTRICT SELF-ASSESSMENT DATA COLLECTION FORM  
IN PREPARATION FOR THE NH DEPARTMENT OF EDUCATION SPECIAL EDUCATION COMPLIANCE AND IMPROVEMENT MONITORING ON-SITE REVIEW**

The service plan self-assessment is just one part of the special education on-site monitoring that your district is participating in. Six weeks prior to the visit, your district will receive a list of special education students parentally placed in private non-profit schools in the town/district. The number of students on the list will vary depending on the number of service plans for students parentally placed at private schools within your town/district. The Bureau's expectation is that the self-assessment will be completed prior to the on-site monitoring visit for the town/district.

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.
- Out of District Coordinator, Director or other individual responsible for service plans completes the self-assessment.

The intent of the compliance monitoring is to improve student outcomes for students with SERVICE PLANS by:

1. Ensuring districts understand and are implementing special education requirements in accordance with the *New Hampshire Standards for Education of Children with Disabilities (NH Standards)*, *New Hampshire Statutes*, and the *Individuals with Disabilities Act (IDEA)*; and
2. Improving special education procedures, and practices.
3. Identifying and supporting correction of noncompliance, consistent with OSEP Memo 09-02.

Annually the Bureau aggregates instances of student specific compliance to determine trend data. Based on the aggregated data the Bureau reviews each specific regulation or administrative rule to determine if the trend data reveals substantial compliance. If there is a pattern of substantial compliance the Bureau may consider removing this regulation.

The Compliance and Improvement Monitoring (CIM) process is divided into two stages so that all findings of noncompliance are corrected and verified within a year of the report.

The first stage includes:

- District selection and meetings with district administrative staff and the NHDOE
- District training provided by the Bureau regarding CIM process
- Student SASID numbers provided to the district
- The initial on-site visit
- Meeting with district administrative staff to review written documentation (report, appendices provided of findings by student as well as district wide)
- Report of findings of noncompliance posted on NHDOE website
- Technical assistance & trainings offered by the NHDOE

- **District correction of findings of noncompliance within the given timeframe, as prescribed in the report, district-wide (appendix 1) and student specific (appendix 2) which includes:**
  - SERVICE PLAN amendments to address any child specific areas of noncompliance (2 months)
  - Training / Professional Development in areas on noncompliance (3 months)
  - Special education procedures (6 months)
  - Equitable services documentation (6 months)
- Follow up visit from the NHDOE to verify corrective actions of noncompliance, beginning 2 to 3 months from the report
- Additional monthly follow up visits scheduled as necessary to verify evidence of correction for any outstanding findings of noncompliance

The second stage (the areas in which Corrective Actions Regarding the Implementation of Regulations were identified in the report & appendix 3) includes:

- District selection of new student files in accordance with the number of files and student selection criteria provided by NHDOE approximately 3 weeks prior to a scheduled NHDOE subsequent on-site visit
- The scheduled on-site visit to verify implementation of the regulations that were identified as noncompliant in the original report using the new files
- Technical Assistance offered by the NHDOE
- Follow up visit by the NHDOE to verify corrective action of noncompliance from the subsequent on-site visit
- Additional monthly follow up visits scheduled as necessary verify evidence of correction for any outstanding findings of noncompliance

The self-assessment data collection form includes a cover page with twelve boxes to be completed regarding the student selected for the SERVICE PLAN compliance monitoring on-site file review. The district of liability for the student must be the district being monitored. If a student selected by the NHDOE attends the school that is being reviewed and is from another district, please contact the NHDOE.

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 the district to identify the evidence that demonstrates compliance with the rule and check off if this item is in compliance or not. Schools are responsible for documenting the evidence before the on-site monitoring visit and checking yes, no or N/A if applicable for each item on the assessment based on the evidence they provided. 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.

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.

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

In order to assist with the on-site review, 30 days prior to the visit please provide the NHDOE with:

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

The monitoring team will consist of two to six NHDOE trained staff, including at least one special education administrator from another district who has been trained in the process by the NHDOE. District staff members are encouraged to be available as recommended by the 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, district completed self-assessment forms for each student on the student list, 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 districts 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 district prior to the on-site monitoring visit.

The NHDOE will have reviewed the district's special education procedures, special education personnel certification, special education forms, special education program descriptions, equitable services documentation and the district's procedural safeguards prior to the visit.

The final step will be the report citing child specific findings of noncompliance as well as a summary of the review of the district's special education procedure, effective implementation of practices, personnel, and monitoring of special education process. The district will receive the written documentation within 60 days of the on-site monitoring visit. Thereupon, NHDOE staff will meet with district administration to answer questions about the report. Following the meeting with district administration, the NHDOE will issue the public report.

The report specifies the district corrective actions and provides specific timelines to address areas of noncompliance. Child specific findings of noncompliance must be corrected within 2 months of receipt of the written documentation of findings of noncompliance. NHDOE staff will return to the district 2 to 3 months from the issuance of the report to review evidence and verify correction of child specific incidences of noncompliance. Six to nine months from the written documentation of findings of noncompliance, NHDOE staff will again return to the district to review updated data regarding implementation of the regulations. At least three weeks prior to this follow-up visit, the district will be notified of the number of files and student selection criteria for the district to select the new student files that will be reviewed. The NHDOE Coordinating Consultant for your district is available for technical assistance.

<p><b>IMPLEMENTATION OF POLICIES, PROCEDURES, AND PRACTICES</b></p>	<p><b>Evidence Provided by District</b> (Name &amp; description of evidence, location of evidence, page number, date, policy) <b>Evidence verifies compliance with NH Standards</b></p>	<p>Evidence verifies compliance with NH Standards  (Gray areas are for NHDOE use only)</p>
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**Ed 1112.01 Parentally Placed Children with Disabilities When FAPE is Not at Issue**  
The provisions of 34 CFR 300.130 through 34 CFR 300.144 shall govern the provision of special education and related services to children with disabilities who are not covered by Ed 1112.02 or Ed 1112.03.

**34 CFR 300.131 Child Find for parentally-placed private school children with disabilities**  
Each LEA must locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA, in accordance with paragraphs (b) through (e) of this section, and §§300.111 and 300.201.

<b>A. Evaluation</b>		
<p><b>34 CFR 300.306(a)(1); Ed 1108.01(b)</b></p> <p>1. Provide the evidence that a group of qualified professionals and <b>the parent</b> of the child determined whether the child, upon completion of assessments, is a child with a disability.</p> <p><i>Provide the location in the file where the meeting participants for determining eligibility signed in and identify the role of the qualified professional(s).</i></p>	<input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA—Only if current eligibility was not completed by this district	<input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA—Only if current eligibility was not completed by this district
<p><b>34 CFR 300.306(c)(1)(i)</b></p> <p>2. Provide the evidence that the team drew upon information from a <b>variety of sources</b>, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child’s physical condition, social or cultural background, and adaptive behavior.</p> <p><i>Provide the location in the file where the <b>evidence of a variety of sources</b> can be found, which includes the required assessments per Table 1100.1 of the NH Standards.</i></p>	<input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA—Only if current eligibility was not completed by this district	<input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA—Only if current eligibility was not completed by this district

<p><b>34 CFR 300.304(c)(1)(iv); Ed 1107.04(b)</b></p> <p>3. Provide the <b>qualified examiners</b> for specific disabilities as set forth in Table 1100.1 “Required Assessments and Qualified Examiners by Type of Disability”.</p> <p><i>Provide the names and credentials of personnel who administered the assessments.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district</p>
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**34 CFR 300.138(b) Equitable Services provided**  
 Services provided in accordance with a services plan. (1) Each parentally-placed private school child with a disability who has been designated to receive services under §300.132 must have a services plan that describes the specific special education and related services that the LEA will provide to the child in light of the services that the LEA has determined, through the process described in §§300.134 and 300.137, it will make available to parentally-placed private school children with disabilities.  
 2) The services plan must, to the extent appropriate—

(i) Meet the requirements of §300.320, or for a child ages three through five, meet the requirements of §300.323(b) with respect to the services provided; and

(ii) Be developed, reviewed, and revised consistent with §§300.321 through 300.324.

<p><b>B. Services Plan</b></p>		
<p><b>34 CFR 300.323(c)(1);</b></p> <p>4. If an initial SERVICE PLAN, provide the evidence that there was a meeting to develop a SERVICE PLAN for the student conducted within 30 days of a determination that the child needs special education and related services.</p> <p><i>Provide the location in the file where the following can be found:</i></p> <p>a. <i>The eligibility determination date (date the parent gave consent).</i></p> <p>b. <i>The date of the meeting to develop the SERVICE PLAN. The eligibility date and the SERVICE PLAN development date must be within 30 calendar days.</i></p> <p><i>If reviewing an amendment to the initial SERVICE PLAN then this amended SERVICE PLAN is the initial SERVICE PLAN.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not an initial SERVICE PLAN</p> <p><input type="checkbox"/> NA— No services provided as determined by consultation</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not an initial SERVICE PLAN</p> <p><input type="checkbox"/> NA— No services provided as determined by consultation</p>

<p><b>34 CFR 300.324(b)(1)(i);</b></p> <p>5. Give the dates of the previous SERVICE PLAN that demonstrate evidence that the SERVICE PLAN was reviewed at least annually.</p> <p><i>Provide the location(s) in the file of the current and previous SERVICE PLAN and the dates of those SERVICE PLANS.</i></p> <p><i>If reviewing an amendment to the initial SERVICE PLAN then this amended SERVICE PLAN is the initial SERVICE PLAN.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—initial SERVICE PLAN or student moved from another district or state</p> <p><input type="checkbox"/> NA— No services provided as determined by consultation</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—initial SERVICE PLAN or student moved from another district or state</p> <p><input type="checkbox"/> NA— No services provided as determined by consultation</p>
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<b>C. SERVICE PLAN Team; Participants in the Special Education Process</b>		
<p><b>34 CFR 300.322; Ed 1103.01(a)</b></p> <p>6. Provide the evidence that one or both of the parents are present at the SERVICE PLAN Team meeting or are afforded the opportunity to participate.</p> <p><i>Provide the page of the meeting participants' form of the current SERVICE PLAN 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> <p><i>Check yes, if:</i></p> <ol style="list-style-type: none"> <li>1) Parent physically attended</li> <li>2) Parent participated via phone or video conferencing</li> <li>3) Record of attempts (2 or more)</li> </ol>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

<p><b>34 CFR 300.321(a)(2); Ed 1103.01(a)</b></p> <p>7. Provide evidence that at least <b>one regular education teacher</b> of the child (if the child is, or may be, participating in the regular education environment) participated in the meeting. If there was no regular education teacher please explain.</p> <p><b>For preschool children the regular education teacher may be:</b></p> <ul style="list-style-type: none"> <li>• Staff with early childhood certification</li> <li>• A teacher in a regular early childhood program (childcare, Head Start, etc.)</li> <li>• A kindergarten teacher</li> </ul> <p><i>Provide the page of the meeting participants' form of the currently agreed upon SERVICE PLAN where the regular education teacher signed in as a meeting participant.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—excused per 34 CFR 300.321(e)</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—excused per 34 CFR 300.321(e)</p>
<p><b>34 CFR 300.321(a)(3); Ed 1103.01(a)</b></p> <p>8. Provide evidence that not less than one special education teacher or, where appropriate, not less than <b>one special education provider</b> 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 SERVICE PLAN where the special education teacher/provider signed in as a meeting participant.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—excused per 34 CFR 300.321(e)</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—excused per 34 CFR 300.321(e)</p>
<p><b>34 CFR 300.321(a)(4); 34 CFR 300.137(c)(2); Ed 1103.01(a)</b></p> <p>9. Provide the evidence that the SERVICE PLAN Team included a <b>representative from the private school.</b></p> <p><i>Provide the page of the meeting participants' form of the current SERVICE PLAN where the Private School representative signed in as a meeting participant.</i></p>	<p><input type="checkbox"/> Yes <u>or</u> Provide documentation of other methods used to ensure participation; (including individual or conference call)</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes or Documentation of use of other methods to ensure participation; (including individual or conference call)</p> <p><input type="checkbox"/> No</p>

<p><b>34 CFR 300.321(a)(4); Ed 1103.01(a)</b></p> <p>10. Provide the evidence that the SERVICE PLAN Team included an <b>LEA representative</b>.</p> <p><i>Provide the page of the meeting participants' form of the current SERVICE PLAN where the LEA representative signed in as a meeting participant. The LEA Representative must be on the district's authorized LEA Representatives list.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
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<b>D. Special Education and Related Services</b>		
<p><b>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</b></p> <p>11. Provide the evidence of a <b>statement of services</b>.</p> <p><i>Provide the page number where the service is in the current upon SERVICE PLAN</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA— No services provided as determined by consultation</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA— No services provided as determined by consultation</p>
<p><b>34 CFR 300.320(a)(7); Ed 1109.01(a)(1)</b></p> <p>12. Provide the evidence of a projected date for the beginning of the services described in the services section of the SERVICE PLAN.</p> <p><i>Provide the page number in the current SERVICE PLAN where the dates are located.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>