

**New Hampshire  
Department of Education  
Bureau of Special Education**

**SPECIAL EDUCATION COMPLIANCE  
MONITORING REVIEW REPORT**

**Derry Cooperative School District  
2013-2014**

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Compliance Monitoring Visit Conducted on  
January 6, 8, 10 & 13, 2014

**Report Date: May 23, 2014  
Revised Report Date: December 3, 2014  
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## Overview of the Special Education Monitoring Process

New Hampshire has a responsibility, under federal law, to have a system of general supervision that monitors the implementation of the Individuals with Disabilities Education Act (IDEA) by school districts. The general supervision system is accountable for enforcing IDEA and the *New Hampshire Rules for the Education of Children with Disabilities* and for ensuring continuous improvement. As stated in section 616 of 2004 amendments to the IDEA, "The primary focus of Federal and State monitoring activities described in paragraph (1) shall be on -

- (A) Improving educational results and functional outcomes for all children with disabilities; and
- (B) Ensuring that States meet the program requirements under this part, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities."

There are eight components that comprise NH's general supervision system. It is important to note that although the components are separate, the components connect, interact and articulate requirements to form a comprehensive system. The general supervision system for NH has the following components.

- State Performance Plan (SPP)
- Policies, Procedures, and Effective Implementation
- Data on Processes and Results
- Targeted Technical Assistance and Professional Development
- Effective Dispute Resolution
- Integrated Monitoring Activities
- Improvement, Correction, Incentives and Sanctions
- Fiscal Management

The special education compliance monitoring review is one method that the Bureau of Special Education utilizes to implement the general supervision system. The special education compliance monitoring review is comprised of:

- Policies, Procedures, and Effective Implementation
- Special Education Personnel
- Monitoring of Special Education Process
- Improvement, Correction, Incentives and Sanctions

The intent of the special education compliance monitoring review is to:

- Improve student outcomes for students with IEPs
- Determine compliance
- Ensure districts understand and are implementing special education requirements in accordance with the *New Hampshire Rules for Education of Children with Disabilities*
- Improve special education policies, procedures and practices

The Bureau of Special Education followed a standard process to select districts to participate in the special education compliance monitoring review. Each district was sorted into a cohort group based on the current October 1<sup>st</sup> fall enrollment. The Bureau of Special Education in conjunction with the Bureau of Data Management reviewed the previous year state assessment data for grades 3 through 8 for Reading and Math to determine the district in each cohort group that had the widest achievement gap for students without disabilities compared to students with disabilities.

Once a district was selected, the Bureau of Special Education contacted the district to discuss the special education compliance monitoring review with the school administration. The Derry Cooperative School District was selected through this process. The Derry Cooperative School District is comprised of seven schools (5 elementary schools and 2 middle schools): Derry Village School with a grade span of K-5, East Derry Memorial Elementary School with a grade span of K-5, Ernest P. Barka Elementary School with a grade span of K-5, Grinnell School with a grade span of P-5, South Range Elementary School with a grade span of K-5, Gilbert H. Hood Middle School with a grade span of 6-8, and West Running Brook Middle School with a grade span of 6-8. The Bureau of Special Education also provided targeted professional development regarding the special education compliance review process and completion of the self-assessment data collection form. The district was provided with a list of 10 students with disabilities representative of each school based on grade level, disability, gender, and case manager. Students residing in the district who attended a charter school were also included in the representative sample. During the onsite visit, the monitoring team selected 8 of the 10 student files from each school to review. In addition, 8 files were selected from the Derry Early Education Program at Grinnell School, an early childhood special education instructional program. If there were students with IEPs attending a charter school from each school, one file at each school of a student attending a charter school was included in the total for each school. There were two students who attend a charter school included in the review from the following schools: Grinnell School and Gilbert H. Hood Middle School. There was a total of 64 files reviewed for the Derry Cooperative School District.

The monitoring visit, which was conducted on January 6, 8, 10 & 13, 2014, consisted of New Hampshire Department of Education (NHDOE) team members verifying district identified evidence for each self-assessment data collection question. The district was encouraged to invite their special education staff as well as related service providers to attend the review. Many of the district special education staff attended the review, which provided another targeted professional development opportunity. Staff members were provided the opportunity to learn about implementing IDEA and the *New Hampshire Rules for the Education of Children with Disabilities* and to engage in a professional discussion of best practices for ensuring improved outcomes for students with disabilities.

The NHDOE, Bureau of Special Education review members for this compliance monitoring review included Santina Thibedeau, State Director of Special Education, and Education Consultants: Bridget Brown, Deborah Krajcik, Mary Lane, and Ruth Littlefield.

## **Policies, Procedures, and Effective Implementation**

Each district must have policies, procedures, and effective implementation of practices that are aligned and support the implementation of IDEA and the *New Hampshire Rules for the Education of Children with Disabilities*. As part of the special education compliance review, the monitoring team reviewed the district's policies and procedures manual for compliance.

In addition, the Bureau of Special of Education cross checked the Annual Request for Federal Special Education Funds FY 14, IDEA Part B Section 611 Assurances, and District Policies to Support Assurance Standards with the district's policy and procedures manual to ensure that document name, date adopted, and pages were valid. Districts are required to submit assurance statements with their local application for IDEA funds.

The monitoring team reviewed the district's policies and procedures manual for the following components.

- Child Find pursuant to Ed 1105
- Confidentiality of Information pursuant to Ed 1119
- Facilities, Personnel and Services pursuant to Ed 1126.01(b)(3)
- Personnel Development pursuant to Ed 1126.01(b)(4)
- Parent Involvement pursuant to Ed 1126.01(b)(5)
- Public Participation pursuant to Ed 1126.01(b)(6)
- Procedural Safeguards pursuant to Ed 1120
- Referral and Disposition of Referral pursuant to Ed 1106
- Evaluation pursuant to Ed 1107
- Determination of Eligibility for Special Education pursuant to Ed 1108
- Individualized Education Program pursuant to Ed 1109
- Placement of Children with Disabilities pursuant to Ed 1111
- State Department of Education Monitoring of Educational Services and Programs for Children with Disabilities pursuant to Ed 1126
- Participation with Other Agencies pursuant to Ed 1126.01(b)(10)
- Private School Requirements pursuant to Ed 1126.01(b)(11)
- Accessible Instructional Materials pursuant to Ed 1126.01(b)(12)
- Disciplinary Procedures for Children with Disabilities pursuant to Ed 1124
- Dispute Resolution
  - Complaint Procedures pursuant to Ed 1121
  - Alternative Dispute Resolution pursuant to Ed 1123
  - Administrative Due Process Hearing Procedures pursuant to Ed 1123
- Local Education Agency Request for Special Education Funds pursuant to Ed 1126.01

## **Policies and Procedures**

Based on the review of the Derry Cooperative School District's policies and procedures manual, the NHDOE determined there were **no findings of noncompliance**.

## **Effective Implementation of Practices**

As part of the student file review, the Bureau of Special Education also looked for evidence that the policies and procedures were effectively being implemented. The NHDOE determined that there were **no findings of noncompliance**.

## **Recommendations to address problematic practices that do not represent noncompliance**

During the monitoring visit, it had been revealed that the district has been engaging in some practices that have the potential to become problematic. The NHDOE has identified these practices and potential remedies to these practices. Whereas these practices do not rise to the standard of noncompliance, and therefore require no corrective actions, the NHDOE believes that the practices are noteworthy to be addressed.

- Upon review of documents, the role and area of certification of team member participants was not clear. When signing in at IEP Team meetings, include the participants' role(s) and area(s) of certification.
- Upon review of IEPs, the review team noted that the present level of academic achievement and functional performance included a listing of evaluations. There often was no reference to the contents of the evaluations and/or dates. The district may consider including a description of the evaluation results when developing the present levels of academic achievement and functional performance.
- When reviewing written prior notices, multiple actions were included on one form. Reviewers could not clearly distinguish the required components of the written prior notice for each action. The district may consider developing a practice to complete a separate written prior notice for each action or clearly enumerate the components for each action on one form.
- Upon review of the record of access, the review team noted that some parties obtaining access used their initials on the form rather than their full signature. The district may consider developing a practice to have parties obtaining access sign the record of access with their full signatures.

## Special Education Personnel

The Bureau of Special Education has reviewed the Derry Cooperative School District special education staff certifications using the New Hampshire Educator Information System (NHEIS). The review process was for special education educators employed during 2013-2014 school year.

The data for Derry Village School, East Derry Memorial Elementary School, Ernest P. Barka Elementary School, Grinnell School, South Range Elementary School, Gilbert H. Hood Middle School, and West Running Brook Middle School was generated 4-6 weeks prior to the on-site visit. At all seven schools each special education educator’s endorsement was compared to the subject/assignment. This process was used for special educators who hold Education Intern License 4 (INT4), Beginning Educator Certification (BEC) and Experienced Educator Certification (EEC). If the endorsement was appropriate to the subject/ assignment then the renewal date of the endorsement was verified to ensure that the endorsement was current.

If there was a discrepancy between endorsement and the subject/assignment, the district was given an opportunity to verify the data. If the discrepancy could not be resolved a finding of noncompliance was made based on Personnel Standards pursuant to Ed 1113.12, 34 CFR 300.18, and 34 CFR 300.156.

Based on the review of the special education staff certifications, the NHDOE determined there was a finding of noncompliance.

**Derry Early Education Preschool Program**

- A case manager listed on an IEP of a student file reviewed does not have an endorsement in Early Childhood Special Education

**West Running Brook Middle School:**

- A staff member employed as the special education teacher is teaching two core academic subjects (science and social studies) to a student. The staff member does not meet the requirement as a highly qualified teacher in those areas.

The district was notified of the concerns above during the on-site monitoring visit on January 6, 8, 10 & 13, 2014. Staff specific information was provided at the on-site monitoring visit.

COMPLIANCE CITATIONS	AREA OF COMPLIANCE
34 CFR 300.18; 34 CFR 300.156 Ed 1113.12(a)	Personnel Standards
<b>Corrective Action regarding the Implementation of the Regulations:</b> The Derry Cooperative School District must	

provide the NHDOE with evidence that resolves the discrepancies with the one staff member at the Derry Early Education Preschool Program, and one staff member at West Running Brook Middle School to the NHDOE by August 10, 2015.

## **Monitoring of Special Education Process**

Districts are responsible for implementing the special education process in accordance with IDEA and the *New Hampshire Rules for the Education of Children with Disabilities*. The self-assessment data collection form highlights the district's understanding of the requirements of IDEA and the *New Hampshire Rules for the Education of Children with Disabilities* and was reviewed during the monitoring visit. Each area of compliance on the self-assessment data collection form clearly outlines whether the compliance is either a requirement of both IDEA and the *New Hampshire Rules for the Education of Children with Disabilities* or a requirement of solely the *New Hampshire Rules for the Education of Children with Disabilities*. During the monitoring visit, the monitoring team verified the evidence of compliance based on review of the student file, using the district's self-assessment as a resource.

Based on this review, the Bureau of Special Education identified findings of noncompliance with IDEA and the *New Hampshire Rules for the Education of Children with Disabilities*. The findings include the citation, the level of noncompliance, and the required corrective actions, which include timelines for demonstrating correction of noncompliance. Student specific information will not be included in the report but will be provided to the district's Special Education Director.

## Findings of Noncompliance

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.614 Ed 1119.02(a)		1. Record of Access; Confidentiality Requirements
Self-Assessment Question Number	Regulatory Component	Review Status
1.	<b>34 CFR 300.614</b> <b>Ed 1119.02(a)</b>	<b>62 out of 64</b> files demonstrated 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><b>Corrective Action of Individual Instance of Noncompliance:</b> For <u>student files AN &amp; BJ</u>, there was no evidence of a record of access to education records.</p> <p>Within 5 weeks of the final revision date of this report, the district must ensure the record of access has been placed in the file. The NHDOE will verify this through a subsequent on-site review.</p> <p><b>Corrective Action regarding the Implementation of the Regulations:</b> The district policy states that authorized employees do not need to sign the record of access; however there was no evidence regarding which employees are authorized. Within 5 weeks of the revised date of this report, the district must establish procedures identifying which employees are authorized to review education records for students with IEPs.</p> <p>The NHDOE will select 4 new files (2 at GS, 2 at WRBMS) for updated data demonstrating compliance with this requirement and will verify that this procedure has been developed through a subsequent on-site review.</p>		
COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.15 Ed 1107; Ed 1108		2. Evaluation; Determination of Eligibility for Special Education
Self-Assessment Question Number	Regulatory Component	Review Status
		<i>(60 files were reviewed for this area as the most current determination of eligibility for 4 students was completed in another district or state.)</i>
2.	<b>34 CFR 300.306(a)(1)</b> <b>Ed 1108.01(a)</b>	Upon completion of assessments, <b>59 out of 60</b> IEP files demonstrated evidence that a group of qualified professionals and the parent of the child determined whether the child is a child with a disability.
3.	<b>Ed 1108.01(b)(1)</b>	For determination of eligibility, <b>52 out of 60</b> IEP files demonstrated evidence that the composition of the IEP team also included a teacher certified in each area of suspected disability.
4.	Ed 1108.01(b)(2)	For determination of eligibility, <b>60 out of 60</b> IEP files demonstrated evidence that the composition of the IEP team also included an individual knowledgeable about the child as a result of having had personal contact with the child in the school or, if the child is below school age, at another setting.
5.	<b>Ed 1107.04(b)</b>	<b>56 out of 60</b> IEP files demonstrated evidence that qualified examiners for specific disabilities as set forth in Table 1100.1 completed the required assessments.
6.	<b>34 CFR 300.306(c)(1)(i)</b> <b>Ed 1108.01(a)</b>	<b>58 out of 60</b> IEP files demonstrated evidence that the team drew upon, carefully considered and documented information

		from a variety of sources, 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.
7.	<b>Ed 1107.02(b)</b>	For students identified with a specific learning disability, <b>10 out of 11</b> IEP files demonstrated evidence that the determination was based on the district's specific learning disability policy. <i>(2 of the 13 student files of students with specific learning disabilities were of students whose eligibility was determined in another district or state.)</i>
8.	<b>34 CFR 300.304(c)(6) Ed 1108.01(a)</b>	<b>59 out of 60</b> IEP files demonstrated evidence that the evaluation was sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
<p><b>Corrective Action of Individual Instance of Noncompliance:</b> For <u>student file B</u>, there was no evidence that a group of qualified professionals and the parent of the child determined whether the child is a child with a disability. For <u>student files AM, AN, AP, AV, AW, BA, BI &amp; BK</u>, there was no evidence that the composition of the IEP team to determine eligibility also included a teacher certified in each area of suspected disability. For <u>student files B, AN, AV &amp; AW</u>, there was no evidence that qualified examiners for specific disabilities as set forth in Table 1100.1 completed the required assessments. For <u>student files AN &amp; AV</u>, there was no evidence that the team drew upon, carefully considered and documented information from a variety of sources, 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. For <u>student file AN</u>, there was no evidence that the determination of a specific learning disability was based on the district's specific learning disability policy. There was no evidence of the district's deliberation form. For <u>student file AV</u>, there was no evidence that the evaluation was sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.</p> <p>Within 60 days of the revised date of this report, the district must convene the IEP teams to review the identification of eligibility and include a group of qualified professionals and the parent and a teacher certified in each area of suspected disability. Required assessments completed by qualified examiners, documented information from a variety of sources, and sufficiently comprehensive evaluations must be reviewed. For students identified with a specific learning disability, there must be evidence that the determination was based on the district's specific learning disability policy. The NHDOE will verify this through a subsequent on-site review.</p> <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Develop a procedure and provide training to appropriate staff to ensure that the composition of the IEP Team for eligibility includes a group of qualified professionals and the parent of the child and a teacher certified in each area of suspected disability; that required assessments completed by qualified examiners and documented information from a variety of sources are included in the evaluation process; that for students identified with a specific learning disability, the determination is based on the district's specific learning disability policy; and that the evaluations are sufficiently comprehensive. Provide a brief description of the trainings including the dates of the trainings and lists of staff in attendance to the NHDOE by April 10, 2015.</p> <p>The NHDOE will select 10 new student files (2 at DEEP, 2 at GS, 2 at SRES, 2 at GHHMS, 2 at WRBMS) for updated data demonstrating compliance with this requirement and will verify that the composition of the IEP teams for determination of eligibility include a group of qualified professionals and the parent and a teacher certified in each area of suspected disability through a subsequent on-site review.</p> <p>The NHDOE will select 8 additional new student files (2 at DEEP, 2 at GS, 2 at SRES, 2 at GHHMS) for updated data</p>		

demonstrating compliance with this requirement and will verify that required assessments completed by qualified examiners, documented information from a variety of sources, and sufficiently comprehensive evaluations are reviewed through a subsequent on-site review.

The NHDOE will select 2 additional new student files (2 at GS) for updated data demonstrating compliance with this requirement and will verify that for students identified with a specific learning disability, there is evidence that the determination was based on the district's specific learning disability policy through a subsequent on-site review.

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.503 Ed 1120.03		3. Written Prior Notice (Determination of Eligibility)
Self-Assessment Question Number	Regulatory Component	Review Status <i>(60 files were reviewed for this area as the most current determination of eligibility for 4 students was completed in another district or state.)</i>
9.	Ed 1120.03(a)	<b>40 out of 60</b> IEP files demonstrated evidence that the parent(s) of a child with a disability were notified in writing within a reasonable time, but not less than 14 days, before the LEA proposed to initiate or change, or refused to initiate or change, the referral, evaluation, determination of eligibility, IEP, or educational placement of the child or the provision of FAPE to the child.
10.	<b>34 CFR 300.503(b)(1)</b> <b>Ed 1120.03(b)</b>	<b>58 out of 60</b> IEP files demonstrated evidence that the notice given to the parents of a child with a disability included a description of the action proposed or refused by the agency.
11.	<b>34 CFR 300.503(b)(2)</b> <b>Ed 1120.03(b)</b>	<b>54 out of 60</b> IEP files demonstrated evidence that the notice given to the parents of a child with a disability included an explanation of why the agency proposed or refused to take the action.
12.	<b>34 CFR 300.503(b)(3)</b> <b>Ed 1120.03(b)</b>	<b>57 out of 60</b> IEP files demonstrated evidence that the notice given to the parents of a child with a disability included a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action.
13.	<b>34 CFR 300.503(b)(4)</b> <b>Ed 1120.03(b)</b>	<b>58 out of 60</b> IEP files demonstrated evidence that the notice given to the parents of a child with a disability included a statement that says the parents of a child with a disability have protection under the procedural safeguards.
14.	34 CFR 300.503(b)(4) Ed 1120.03(b)	For notices not for an initial referral for evaluation, <b>38 out of 38</b> IEP files demonstrated evidence that the LEA notified the parents of a means by which a copy of the procedural safeguards can be obtained. <i>(22 student files were of students with initial referrals for evaluations.)</i>
15.	<b>34 CFR 300.503(b)(5)</b> <b>Ed 1120.03(b)</b>	<b>57 out of 60</b> IEP files lacked evidence that the notice given to the parents of a child with a disability included sources for the parents to contact to obtain assistance in understanding the provisions of the notice.
16.	<b>34 CFR 300.503(b)(6)</b> <b>Ed 1120.03(b)</b>	<b>54 out of 60</b> IEP files demonstrated evidence that the notice given to the parents of a child with a disability included a

		description of other options that the IEP team considered and the reasons why those options were rejected.
17.	<b>34 CFR 300.503(b)(7) Ed 1120.03(b)</b>	<b>56 out of 60</b> IEP files demonstrated evidence that the notice given to the parents of a child with a disability included a description of other factors that were relevant to the LEA's proposal or refusal.
18.	<b>34 CFR 300.503(c)(1)(i) Ed 1120.03(b)</b>	<b>59 out of 60</b> IEP files lacked evidence that the notice given to the parents of a child with a disability was written in language understandable to the general public.
19.	<b>34 CFR 300.503(c)(1)(ii) Ed 1120.03(b)</b>	<b>58 out of 60</b> IEP files demonstrated evidence that the notice given to the parents of a child with a disability was provided in the native language of the parent or other mode of communication used by the parent, unless it was clearly not feasible to do so.
<p><b>Corrective Action regarding the Implementation of the Regulations:</b> Ensure that the notification contains all elements required by regulations. Develop a procedure that identifies for parent(s) the reasonable time (not less than 14 days) to receive notification in writing of the district's action, as well as a procedure to address the other requirements of the written prior notice components. Provide training to staff on completing the written prior notice in order for staff to appropriately document each component. Provide a brief description of the trainings including the dates of the trainings and lists of staff in attendance to the NHDOE by April 10, 2015.</p> <p>The NHDOE will select 14 new student files (2 at DEEP, 2 at EDMES, 2 at EPBES, 2 at GS, 2 at SRES, 2 at GHHMS, 2 at WRBMS) for updated data demonstrating compliance with this requirement and will verify that the procedure for identifying for parents(s) the reasonable time to receive notification has been developed and that the written prior notices are complete through a subsequent on-site review.</p>		
<b>COMPLIANCE CITATIONS</b>		<b>AREA OF COMPLIANCE</b>
34 CFR 300.323 Ed 1109		4. Individualized Education Program
<b>Self-Assessment Question Number</b>	<b>Regulatory Component</b>	<b>Review Status</b>
20.	Ed 1109.01(a)(5)	<b>64 out of 64</b> IEP files demonstrated evidence of the signature of the parent or, where appropriate, student, and a representative of the LEA indicating approval of the provisions of the IEP.
21.	<b>Ed 1109.04(a)</b>	<b>62 out of 64</b> IEP files demonstrated evidence that a copy of the IEP has been provided to each teacher and service provider listed as having responsibilities for implementing the IEP.
22.	<b>34 CFR 300.323(c)(1) Ed 1109.03(a)</b>	For an initial IEP, <b>22 out of 23</b> IEP files demonstrated evidence that there was a meeting to develop an IEP for the student conducted within 30 days of a determination that the child needs special education and related services. <i>(41 student files were not of students with initial IEPs.)</i>
23.	34 CFR 300.323(a) Ed 1109.03(1)	<b>64 out of 64</b> IEP files demonstrated evidence that an IEP was in place at the beginning of the school year. <i>(No student files were of students identified after the beginning of school year or who moved from another district or state after the beginning of the school year.)</i>
24.	Ed 1109.03(d)	<b>41 out of 41</b> IEP files demonstrated evidence that the IEP was reviewed annually. <i>(23 student files were of students with initial IEPs.)</i>

**Corrective Action of Individual Instance of Noncompliance:** For student files AN & AW, there was no evidence that a copy of the IEP has been provided to each teacher and service provider listed as having responsibilities for implementing the IEP. For student files AG, there was no evidence that there was a meeting to develop an initial IEP for the student conducted within 30 days of a determination that the child needs special education and related services.

Within 5 weeks of the revised date of this report, the district must ensure that copies of the IEP have been provided to each teacher and service provider. The NHDOE will verify this through a subsequent on-site review.

**Corrective Action regarding the Implementation of the Regulations:** Develop procedures and provide trainings to appropriate staff for ensuring that copies of IEPs are provided to each teacher and service provider listed as having responsibilities for implementing the IEP and that meetings to develop initial IEPs are conducted within 30 days of the determination that the child needs special education and related services. Provide a brief description of the trainings including the dates of the trainings and lists of staff in attendance to the NHDOE by April 10, 2015.

The NHDOE will select 4 additional new student files (2 at GS, 2 at GHHMS) for updated data demonstrating compliance with this requirement and will verify evidence that copies of IEPs are provided to each teacher and service provider listed as having responsibilities for implementing the IEP through a subsequent on-site review.

The NHDOE will select 2 additional new student files (2 at GS) for updated data demonstrating compliance with this requirement and will verify evidence for ensuring that meetings to develop initial IEPs for the students are conducted within 30 days of the determination that the child needs special education and related through a subsequent on-site review.

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.321(a) Ed 1103.01		5. IEP Team; Participants in the Special Education Process
Self-Assessment Question Number	Regulatory Component	Review Status
25.	<b>34 CFR 300.321(a)(1) Ed 1103.01(a)</b>	<b>63 out of 64</b> IEP files demonstrated evidence that the IEP Team included the parents of the child.
26.	<b>34 CFR 300.321(a)(2) Ed 1103.01(a)</b>	<b>54 out of 64</b> IEP files demonstrated evidence that the IEP Team included at least one regular education teacher of the child.
27.	<b>34 CFR 300.321(a)(3) Ed 1103.01(a)</b>	<b>63 out of 64</b> IEP files demonstrated evidence that the IEP Team included at least one special education teacher of the child, (or where appropriate), at least one special education provider of the child.
28.	34 CFR 300.321(a)(4) Ed 1103.01(a)	<b>64 out of 64</b> IEP files demonstrated evidence that the IEP Team included an LEA representative.
29.	Ed 1103.01(c)	When vocational education was being considered, <b>3 out of 3</b> IEP files demonstrated evidence that the IEP team membership included an individual knowledgeable about the vocational education program being considered.
30.	<b>Ed 1103.02(a)</b>	<b>59 out of 64</b> IEP files demonstrated evidence that at least a 10 day notice was given to the parent before an IEP meeting, which included the purpose, time, location and identification of the participants. <b>5 out of 5</b> of those files demonstrated evidence of the written consent of the parent that the notice requirement shall be waived [Ed 1103.02(b)].

**Corrective Action of Individual Instance of Noncompliance:** For student file AQ there was no evidence that the IEP

Team included the parents of the child. For student files A, B, C, D, F, G, H, AW, BE, & BH, there was no evidence that the IEP Team included at least one regular education teacher of the child. For student file B, there was no evidence that the IEP Team included at least one special education teacher of the child, (or where appropriate), at least one special education provider of the child. For student files AN, AQ, AT, BE, & BI, there was no evidence that at least a 10 day notice was given to the parent before an IEP meeting, which included the purpose, time, location and identification of the participants nor evidence of the written consent of the parent that the notice requirement shall be waived.

Within 60 days of the revised date of this report, the district must convene the IEP teams to review the IEPs and show evidence that the IEP Teams included the parents of the child; at least one special education teacher of the child, (or where appropriate), at least one special education provider of the child; and at least one regular education teacher of the child. The NHDOE will verify this through a subsequent on-site review.

**Corrective Action regarding the Implementation of the Regulations:** Develop procedures and provide trainings to appropriate staff for ensuring that the IEP Team includes the parents of the child; at least one regular education teacher of the child; and at least one special education teacher of the child, (or where appropriate), at least one special education provider of the child. Develop procedures and provide trainings to appropriate staff for ensuring that at least a 10 day notice is given to the parent before an IEP meeting, which includes the purpose, time, location and identification of the participants and, when not possible, that staff follow-through with evidence of the written consent of the parent that the notice requirement is waived. Provide a brief description of the trainings including the dates of the trainings and lists of staff in attendance to the NHDOE by April 10, 2015.

The NHDOE will select 10 new student files (2 at DEEP, 2 at EDMES, 2 at SRES, 2 at GHHMS, 2 at WRBMS) for updated data demonstrating compliance with this requirement and will verify evidence of appropriate IEP Team participants (the parents of the child; at least one special education teacher of the child, (or where appropriate, at least one special education provider of the child, and at least one regular education teacher of the child; through a subsequent on-site review.

The NHDOE will select 12 new student files (2 at DEEP, 2 at DVS, 2 at EDMES, 2 at GS, 2 at SRES, 2 at WRBMS) for updated data demonstrating compliance with this requirement and will verify evidence that at least a 10 day notice was given to the parent before an IEP meeting, which included the purpose, time, location and identification of the participants and, if not, evidence of the written consent of the parent that the notice requirement shall be waived, through a subsequent on-site review.

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.320(a); 34 CFR 300.324(a)(1) Ed 1109.01(a)(1); Ed 1109.03(h)		6. Individualized Education Program (Present Levels of Academic Achievement and Functional Performance)
Self-Assessment Question Number	Regulatory Component	Review Status
31.	34 CFR 300.324(a)(1)(i) Ed 1109.03(h)	<b>64 out of 64</b> IEPs demonstrated evidence of a statement of the child's strengths.
32.	<b>34 CFR 300.324(a)(1)(iv) Ed 1109.03(h)</b>	<b>58 out of 64</b> IEPs demonstrated evidence of a statement of the child's academic, developmental, and functional needs.
33.	<b>34 CFR 300.324(a)(1)(ii) Ed 1109.03(h)</b>	<b>61 out of 64</b> IEPs demonstrated evidence of a statement of the parent's concerns for improving the student's education in the IEP.
34.	<b>34 CFR 300.324(a)(1)(iii) Ed 1109.03(h)</b>	<b>61 out of 64</b> IEPs demonstrated evidence that the results of initial or most recent evaluations of the child were included in the IEP.
35.	<b>34 CFR 300.320(a)(1)(i) Ed 1109.01(a)(1)</b>	<b>63 out of 64</b> IEPs demonstrated 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.
36.	<b>34 CFR 300.320(a)(4)(ii) Ed 1109.01(a)(1)</b>	<b>61 out of 64</b> IEPs demonstrated evidence of a statement that describes how the student's disability affects non-academic areas.
37.	34 CFR 300.320(a)(1)(ii) Ed 1109.01(a)(1)	For preschool children, as appropriate, <b>10 out of 10</b> IEPs demonstrated evidence of a statement in the IEP that describes how the disability affects the child's participation in appropriate activities.
<p><b>Corrective Action of Individual Instance of Noncompliance:</b> For <u>student files S, AE, AH, AM, AN &amp; BH</u>, there was no evidence of a statement of the child's academic, developmental, and functional needs. For <u>student files AW, BE, &amp; BF</u>, there was no evidence of a statement of the parent's concerns for improving the student's education in the IEP. For <u>student files A, C, &amp; H</u>, there was no evidence that the results of initial or most recent evaluations of the child were included in the IEP. For <u>student file AZ</u>, there was no 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. For <u>student files AB, AN, &amp; AZ</u>, there was no evidence of a statement that describes how the student's disability affects non-academic areas.</p> <p>Within 60 days of the revised date of this report, the district must amend the IEPs to include all required components of the present levels of academic achievement and functional performance. The NHDOE will verify this through a subsequent on-site review.</p> <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Develop a procedure and provide training to appropriate staff to include a statement in the IEP of the academic, developmental, and functional needs; the parent's concerns; the results of initial or most recent evaluations; how the student's disability affects the student's involvement and progress in the general education curriculum; and how the student's disability affects non-academic areas. Provide a brief description of the trainings including the dates of the trainings and lists of staff in attendance to the NHDOE by April 10, 2015.</p> <p>The NHDOE will select 14 new student files (2 at DEEP, 2 at EDMES, 2 at EPBES, 2 at GS, 2 at SRES, 2 at GHHMS, 2 at WRBMS) for updated data demonstrating compliance with this requirement and will verify the evidence through a subsequent on-site review.</p>		
<b>COMPLIANCE CITATIONS</b>		<b>AREA OF COMPLIANCE</b>
34 CFR 300.306(c)(1)(i) Ed 1108.01(a)		7. Procedures for Determining Eligibility and Educational Need
<b>Self-Assessment Question Number</b>	<b>Regulatory Component</b>	<b>Review Status</b>
38.	<b>34 CFR 300.306(c)(1)(i) Ed 1108.01(a)</b>	<b>63 out of 64</b> IEPs demonstrated evidence that a variety of sources were used for decision-making when developing the IEP 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><b>Corrective Action of Individual Instance of Noncompliance:</b> For <u>student file AO</u>, there was no evidence that a variety of sources were used for decision-making when developing the IEP 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>Within 60 days of the revised date of this report, the district must amend the IEPs to include evidence that a variety of sources were used for decision-making when developing the IEP. The NHDOE will verify this through a</p>		

subsequent on-site review.		
<p><b>Corrective Action regarding the Implementation of the Regulations:</b> Develop a procedure and provide training to appropriate staff to include a variety of sources for decision-making when developing the IEP 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. Provide a brief description of the trainings including the dates of the trainings and lists of staff in attendance to the NHDOE by April 10, 2015.</p> <p>The NHDOE will select 2 new student files (2 at SRES) for updated data demonstrating compliance with this requirement and will verify the evidence through a subsequent on-site review.</p>		
COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.324(a)(2) Ed 1109.03(h)		8. Consideration of Special Factors
Self-Assessment Question Number	Regulatory Component	Review Status
39.	34 CFR 300.324(a)(2)(i) Ed 1109.03(h)	When a child's behavior impedes the child's learning or that of others, <b>23 out of 24</b> IEPs demonstrated evidence that the IEP team considered the use of positive behavioral interventions and supports, and other strategies, to address that behavior. <i>(From the files reviewed, the IEP Team determined that the behavior of 40 children does not impede learning.)</i>
40.	34 CFR 300.324(a)(2)(ii) Ed 1109.03(h)	When a child demonstrates limited English proficiency, <b>0 out of 0</b> IEPs demonstrated evidence that the IEP Team considered the language needs of the child as those needs relate to the child's IEP. <i>(64 children did not demonstrate limited English proficiency from the files reviewed.)</i>
41.	34 CFR 300.324(a)(2)(iii) Ed 1109.03(h)	When a child is blind or visually impaired, <b>3 out of 3</b> IEPs demonstrated evidence that the IEP 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. <i>(61 children were not blind or visually impaired from the files reviewed.)</i>
42.	34 CFR 300.324(a)(2)(iv) Ed 1109.03(h)	<b>64 out of 64</b> IEPs demonstrated evidence that the IEP Team considered the communication needs of the child.
43.	34 CFR 300.324(a)(2)(iv) Ed 1109.03(h)	When a child is deaf or hard of hearing, <b>0 out of 0</b> IEPs demonstrated evidence that the IEP 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. <i>(64 children were not deaf or hard of hearing from the files reviewed.)</i>
44.	34 CFR 300.324(a)(2)(v) Ed 1109.03(h)	<b>64 out of 64</b> IEPs demonstrated evidence that the IEP Team considered whether the child needed assistive technology devices and services.

**Corrective Action of Individual Instance of Noncompliance:** For student file B, when a child’s behavior impedes the child’s learning or that of others, there was no evidence that the IEP team considered the use of positive behavioral interventions and supports, and other strategies, to address behavior.

Within 60 days of the revised date of this report, the district must amend the IEP to include evidence that that the IEP team considered these special factors. The NHDOE will verify this through a subsequent on-site review.

**Corrective Action regarding the Implementation of the Regulations:** Develop a procedure and provide training to appropriate staff to consider the use of positive behavioral interventions and supports, and other strategies, to address behavior when a child’s behavior impedes the child’s learning or that of others. Provide a brief description of the training including the dates of the trainings and lists of staff in attendance to the NHDOE by April 10, 2015.

The NHDOE will select 2 new student files (2 at DEEP) for updated data demonstrating compliance with this requirement and will verify the evidence that that the IEP team considered these special factors through a subsequent on-site review.

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
Ed 1109.01(a)(10)		9. Courses of Study
Self-Assessment Question Number	Regulatory Component	Review Status
45.	Ed 1109.01(a)(10)	For each student with a disability beginning at age 14 or younger, if determined appropriate by the IEP team, <b>0 out of 2</b> IEPs demonstrated 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><b>Corrective Action of Individual Instance of Noncompliance:</b> For <u>student files AX &amp; BJ</u>, there was no evidence that, for each student with a disability beginning at age 14 or younger, if determined appropriate by the IEP team, 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>Within 60 days of the revised date of this report, the district must amend the IEPs to include 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. The NHDOE will verify this through a subsequent on-site review.</p> <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Develop a procedure and provide training to appropriate staff to include 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 for each student with a disability beginning at age 14 or younger, if determined appropriate by the IEP team. Provide a brief description of the training including the dates of the trainings and lists of staff in attendance to the NHDOE by April 10, 2015.</p> <p>The NHDOE will select 4 new student files (2 at GHHMS, 2 at WRBMS) for updated data demonstrating compliance with this requirement and will verify the evidence through a subsequent on-site review.</p>		
COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.320(a)(2)(i) Ed 1109.01(a)		10. Measurable Annual Goals; Short-term Objectives or Benchmarks
Self-Assessment	Regulatory Component	Review Status

<b>Question Number</b>		
46.	34 CFR 300.320(a)(2)(i) Ed 1109.01(a)(1)	5 out of 64 IEPs demonstrated evidence of a statement of measurable annual goals, including academic and functional goals.
47.	34 CFR 300.320(a)(2)(i)(A) Ed 1109.01(a)(1)	63 out of 64 IEPs demonstrated 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.
48.	34 CFR 300.320(a)(2)(i)(B) Ed 1109.01(a)(1)	If there are other educational needs that result from the child's disability, 44 out of 45 IEPs demonstrated evidence that the measurable annual goals meet each of the child's other educational needs.
49.	Ed 1109.01(a)(6)	64 out of 64 IEPs demonstrated 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.
<p><b>Corrective Action of Individual Instance of Noncompliance:</b> For <u>all student files except L, W, AH, AR, &amp; BG</u>, there was no evidence of a statement of measurable annual goals. For <u>student file AQ</u>, there was no 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. For <u>student file AV</u>, there was no evidence that the measurable annual goals meet each of the child's other educational needs.</p> <p>Within 60 days of the revised date of this report, the district must amend the IEPs to include measurable annual goals; measurable annual goals that 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; and measurable goals that meet the child's other educational needs that result from the child's disability. The NHDOE will verify this through a subsequent on-site review.</p> <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Develop a procedure and provide training to appropriate staff in writing measurable annual goals; in including measurable annual goals that 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; and in including measurable goals that meet the child's other educational needs that result from the child's disability. Provide a brief description of the trainings including the dates of the trainings and lists of staff in attendance to the NHDOE by April 10, 2015.</p> <p>The NHDOE will select 16 new student files (2 at DEEP, 2 at DVS, 2 at EDMES, 2 at EPBES, 2 at GS, 2 at SRES, 2 at GHMS, 2 at WRBMS) for updated data demonstrating compliance with this requirement and will verify the evidence of a statement of measurable annual goals; measurable annual goals that 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; and measurable goals that meet the child's other educational needs that result from the child's disability through a subsequent on-site review.</p>		
<b>COMPLIANCE CITATIONS</b>		<b>AREA OF COMPLIANCE</b>
34 CFR 300.324(b)(1)(ii) Ed 1109.01(a); Ed 1109.03(h)		11. Review and Revision of IEPs (Measuring Progress)
<b>Self-Assessment Question Number</b>	<b>Regulatory Component</b>	<b>Review Status</b>
50.	Ed 1109.01(a)(9)	64 out of 64 IEPs demonstrated evidence that the IEP includes a statement of how the child's progress toward meeting the annual goals will be measured.
51.	Ed 1109.01(a)(9)	55 out of 64 IEPs demonstrated evidence that the IEP includes a

		statement whether progress is sufficient to achieve the annual goals by the end of the school year.
52.	Ed 1109.01(a)(8)	<b>64 out of 64</b> IEPs demonstrated evidence that the IEP includes a statement of how the child's progress toward meeting the annual goals shall be provided to the parents.
53.	34 CFR 300.324(b)(1)(ii) Ed 1109.03(h)	<b>19 out of 19</b> IEPs demonstrated evidence that the IEP has been reviewed and revised, as appropriate. <i>(For 45 student files, review and revision of the IEP was not determined appropriate.)</i>
<p><b>Corrective Action of Individual Instance of Noncompliance:</b> For student files B, D, L, N, AB, AE, AM, AX, &amp; BA, there was no evidence that the IEP included a statement whether progress is sufficient to achieve the annual goals by the end of the school year. (A statement indicating that each goal will be met by the end of the school year or by the end of the IEP period was not included.)</p> <p>Within 60 days of the revised date of this report, the district must amend the IEPs to include a statement whether progress is sufficient to achieve the annual goals by the end of the school year. The NHDOE will verify this through a subsequent on-site review.</p> <p><b>Corrective Action regarding the Implementation of the Regulations:</b> Develop a procedure and provide training to appropriate staff to include in IEPs a statement whether progress is sufficient to achieve the annual goals by the end of the school year. Provide a brief description of the trainings including the dates of the trainings and lists of staff in attendance to the NHDOE by April 10, 2015.</p> <p>The NHDOE will select 10 new student files (2 at DEEP, 2 at DVS, 2 at EPBES, 2 at GS, 2 at GHHMS) for updated data demonstrating compliance with this requirement and will verify the evidence that the IEPs include a statement whether progress is sufficient to achieve the annual goals by the end of the school year through a subsequent on-site review.</p>		
<b>COMPLIANCE CITATIONS</b>		<b>AREA OF COMPLIANCE</b>
34 CFR 300.323(d)(2)(ii) Ed 1102; Ed 1109.03(a)		12. Accessibility of Child's IEP to Teachers and Others (General Accommodations and General Modifications)
<b>Self-Assessment Question Number</b>	<b>Regulatory Component</b>	<b>Review Status</b>
54.	34 CFR 300.323(d)(2)(ii) Ed 1109.03(a)	<b>64 out of 64</b> IEPs demonstrated 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.
55.	Ed 1102.01(b)	When accommodations are included, <b>63 out of 63</b> IEPs demonstrated evidence that the accommodations are 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. <i>(For 1 student file, accommodations were not included in the IEP.)</i>
56.	<b>Ed 1102.03(v)</b>	When modifications are included, <b>19 out of 20</b> IEPs demonstrated evidence that the modifications are changes in instruction or evaluation determined necessary by the IEP team that impacts the rigor and validity or rigor or validity, of the subject matter being taught or assessed. <i>(For 44 student files, modifications were not included in the IEP.)</i>
<p><b>Corrective Action of Individual Instance of Noncompliance:</b> For student file T, the modifications included in the IEP were not changes in instruction or evaluation that impact the rigor and validity or rigor or validity, of the subject matter being taught or assessed.</p>		

Within 60 days of the revised date of this report, the district must amend the IEPs to ensure that the modifications included are changes in instruction or evaluation that impact the rigor and validity or rigor or validity, of the subject matter being taught or assessed. The NHDOE will verify this through a subsequent on-site review.

**Corrective Action regarding the Implementation of the Regulations:** Develop a procedure and provide training to appropriate staff in writing modifications that are changes in instruction or evaluation that impact the rigor and validity or rigor or validity, of the subject matter being taught or assessed. Provide a brief description of the trainings including the dates of the trainings and lists of staff in attendance to the NHDOE by April 10, 2015.

The NHDOE will select 10 new student files (2 at EDMES) for updated data demonstrating compliance with this requirement and will verify the evidence that the modifications included are changes in instruction or evaluation that impact the rigor and validity or rigor or validity, of the subject matter being taught or assessed through a subsequent on-site review.

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.320(a) Ed 1109.01(a)(1); 1109.04(b)		13. Definition of Individualized Education Program (Special Education and Related Services, Supplementary Aids and Services, and Program Modifications or Supports for School Personnel)
Self-Assessment Question Number	Regulatory Component	Review Status
57(a).	34 CFR 300.320(a)(4) Ed 1109.01(a)(1)	<b>64 out of 64</b> IEPs demonstrated evidence of a statement of special education.
57(b).	34 CFR 300.320(a)(4) Ed 1109.01(a)(1)	<b>52 out of 52</b> IEPs demonstrated evidence of a statement of related services. <i>(12 student files were of students where the IEP Team did not determine that related services were necessary.)</i>
57(c).	34 CFR 300.320(a)(4) Ed 1109.01(a)(1)	<b>16 out of 16</b> IEPs demonstrated evidence of a statement of supplementary aids and services. <i>(48 student files were of students where the IEP Team did not determine that supplementary aids and services were necessary.)</i>
57(d).	34 CFR 300.320(a)(4) Ed 1109.01(a)(1)	<b>17 out of 17</b> IEPs demonstrated evidence of a statement of the program modifications or supports for school personnel. <i>(47 student files were of students where the IEP Team did not determine that program modifications or supports for school personnel were necessary.)</i>
58.	34 CFR 300.320(a)(7) Ed 1109.01(a)(1)	<b>64 out of 64</b> IEPs demonstrated evidence of a projected date for the beginning of the services and modifications described in the supports and services section of the IEP.
59.	34 CFR 300.320(a)(7) Ed 1109.01(a)(1)	<b>64 out of 64</b> IEPs demonstrated evidence of the anticipated frequency, location, and duration of those services and modifications described in the supports and services section of the IEP.
<b>60.</b>	<b>Ed 1109.04(b)(1)</b>	<b>53 out of 64</b> IEP files demonstrated written evidence documenting implementation of the IEP with regards to all special education and related services provided.
<b>61.</b>	<b>Ed 1109.04(b)(2)</b>	<b>13 out of 16</b> IEP files demonstrated written evidence documenting implementation of the IEP with regards to any supplementary aids and services provided. <i>(48 files were not applicable in this area.)</i>

62.	Ed 1109.04(b)(3)	8 out of 9 IEP files demonstrated written evidence documenting implementation of the IEP with regards to program modifications made. (55 files were not applicable in this area.)
63.	Ed 1109.04(b)(4)	16 out of 17 IEP files demonstrated written evidence documenting implementation of the IEP with regards to supports provided for school personnel implementing the IEP. (47 files were not applicable in this area.)
<p><b>Corrective Action of Individual Instance of Noncompliance:</b> For <u>student files B, N, S, T, Y, Z, AB, AD, AP, AQ, &amp; BA</u>, there was no written evidence documenting implementation of the IEP with regards to all special education and related services provided. For <u>student files B, T, &amp; AQ</u>, there was no written evidence documenting implementation of the IEP with regards to any supplementary aids and services provided. For <u>student file T</u>, there was no written evidence documenting implementation of the IEP with regards to program modifications made. For <u>student file I</u>, there was no written evidence documenting implementation of the IEP with regards to supports provided for school personnel implementing the IEP.</p>		
<p>Within 60 days of the revised date of this report, the district must ensure that there is written evidence documenting implementation of the IEPs with regards to all special education and related services provided; any supplementary aids and services provided; program modifications made; and supports provided for school personnel implementing the IEP. The NHDOE will verify this through a subsequent on-site review.</p>		
<p><b>Corrective Action regarding the Implementation of the Regulations:</b></p>		
<p>Develop a procedure and provide training to appropriate staff for ensuring that there is written evidence documenting implementation of the IEP with regards to all special education and related services provided; any supplementary aids and services provided; program modifications made; and supports provided for school personnel implementing the IEP. Provide a brief description of the trainings including the dates of the trainings and lists of staff in attendance to the NHDOE by April 10, 2015.</p>		
<p>The NHDOE will select 12 additional student files (2 at DEEP, 2 at DVS, 2 at EDMES, 2 at EPBES, 2 at SRES, 2 at GHMS) for updated data ensuring that there is written evidence documenting implementation of the IEP with regards to all special education and related services provided; any supplementary aids and services provided; program modifications made; and supports provided for school personnel implementing the IEP.</p>		
<b>COMPLIANCE CITATIONS</b>		<b>AREA OF COMPLIANCE</b>
34 CFR 300.320(a)(5) Ed 1109.01(a)(1)		14. Definition of Individualized Education Program (Justification for Non-Participation)
<b>Self-Assessment Question Number</b>	<b>Regulatory Component</b>	<b>Review Status</b>
64.	34 CFR 300.320(a)(5) Ed 1109.01(a)(1)	53 out of 59 IEP demonstrated 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><b>Corrective Action of Individual Instance of Noncompliance:</b> For <u>student files X, AD, AL, AM, AU, &amp; AY</u>, there was no evidence of an explanation of the extent, if any, to which the child did 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>Within 60 days of the revised date of this report, the district must amend the IEPs to include the explanation. The NHDOE will verify this through a subsequent on-site review.</p>		
<p><b>Corrective Action regarding the Implementation of the Regulations:</b> Develop a procedure and provide training to appropriate staff to address this area. Provide a brief description of the trainings including the dates of the</p>		

trainings and lists of staff in attendance to the NHDOE by April 10, 2015.

The NHDOE will select 10 student files (2 at EDMES, 2 at EPBES, 2 at GS, 2 at SRES, 2 at GHHMS) for updated data demonstrating compliance with this requirement and will verify the evidence through a subsequent on-site review.

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.320(a)(6) Ed 1109.01(a)(1)		15. Definition of Individualized Education Program (State and District Wide Assessments)
Self-Assessment Question Number	Regulatory Component	Review Status
65.	34 CFR 300.320(a)(6)(i) Ed 1109.01(a)(1)	<b>46 out of 46</b> IEPs demonstrated 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. <i>(For 18 student files, there was no state or district wide assessment for the student's age/grade level.)</i>
66.	34 CFR 300.320(a)(6)(ii)(A) Ed 1109.01(a)(1)	When 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, <b>1 out of 1</b> IEP demonstrated evidence of a statement of why the child cannot participate in the regular assessment.
67.	34 CFR 300.320(a)(6)(ii)(B) Ed 1109.01(a)(1)	When the child is taking an alternate assessment, <b>1 out of 1</b> IEP demonstrated evidence describing why the particular alternate assessment selected is appropriate for the child.
COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.121 Ed 1120.03		16. Procedural Safeguards (Written Prior Notice for IEP)
Self-Assessment Question Number	Regulatory Component	Review Status
68.	<b>Ed 1120.03(a)</b>	<b>43 out of 64</b> IEP files demonstrated evidence that the parent(s) of a child with a disability were notified in writing within a reasonable time, but not less than 14 days, before the LEA proposed to initiate or change, or refused to initiate or change, the referral, evaluation, determination of eligibility, IEP, or educational placement of the child or the provision of FAPE to the child.
69.	<b>34 CFR 300.503(b)(1) Ed 1120.03(b)</b>	<b>55 out of 64</b> IEP files demonstrated evidence that the notice given to the parents of a child with a disability included a description of the action proposed or refused by the agency.
70.	<b>34 CFR 300.503(b)(2) Ed 1120.03(b)</b>	<b>54 out of 64</b> IEP files demonstrated evidence that the notice given to the parents of a child with a disability included an explanation of why the agency proposed or refused to take the action.
71.	<b>34 CFR 300.503(b)(3) Ed 1120.03(b)</b>	<b>59 out of 64</b> IEP files demonstrated evidence that the notice given to the parents of a child with a disability included a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action.
72.	<b>34 CFR 300.503(b)(4)</b>	<b>60 out of 64</b> IEP files demonstrated evidence that the notice

	<b>Ed 1120.03(b)</b>	given to the parents of a child with a disability included a statement that says the parents of a child with a disability have protection under the procedural safeguards.
<b>73.</b>	<b>34 CFR 300.503(b)(4) Ed 1120.03(b)</b>	For notices not for an initial referral for evaluation, <b>60 out of 64</b> IEP files demonstrated evidence that the LEA notified the parents of a means by which a copy of the procedural safeguards can be obtained. <i>(No student files were of students with initial referrals for evaluations.)</i>
<b>74.</b>	<b>34 CFR 300.503(b)(5) Ed 1120.03(b)</b>	<b>62 out of 64</b> IEP files demonstrated evidence that the notice given to the parents of a child with a disability included sources for the parents to contact to obtain assistance in understanding the provisions of the notice.
<b>75.</b>	<b>34 CFR 300.503(b)(6) Ed 1120.03(b)</b>	<b>58 out of 64</b> IEP files demonstrated evidence that the notice given to the parents of a child with a disability included a description of other options that the IEP team considered and the reasons why those options were rejected.
<b>76.</b>	<b>34 CFR 300.503(b)(7) Ed 1120.03(b)</b>	<b>59 out of 64</b> IEP files demonstrated evidence that the notice given to the parents of a child with a disability included a description of other factors that were relevant to the LEA's proposal or refusal
<b>77.</b>	<b>34 CFR 300.503(c)(1)(i) Ed 1120.03(b)</b>	<b>62 out of 64</b> IEP files demonstrated evidence that the notice given to the parents of a child with a disability was written in language understandable to the general public.
<b>78.</b>	<b>34 CFR 300.503(c)(1)(ii) Ed 1120.03(b)</b>	<b>61 out of 64</b> IEP files demonstrated evidence that the notice given to the parents of a child with a disability was provided in the native language of the parent or other mode of communication used by the parent, unless it was clearly not feasible to do so.
<b>79.</b>	<b>34 CFR 300.504(a) Ed 1120.03(b)</b>	<b>60 out of 64</b> IEP files demonstrated 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><b>Corrective Action regarding the Implementation of the Regulations:</b> Develop a procedure that identifies for parent(s) the reasonable time (not less than 14 days) to receive notification in writing of the district's action, and provide training to appropriate staff. (Please note that parental consent cannot be obtained without the requisite prior written notice.) Provide training to staff on completing the prior written notice. Provide a brief description of the trainings including the dates of the trainings and lists of staff in attendance to the NHDOE by April 10, 2015.</p> <p>The NHDOE will select 14 student files (2 at DEEP, 2 at EDMES, 2 at EPBES, 2 at GS, 2 at SRES, 2 at GHHMS, 2 at WRBMS) for updated data demonstrating compliance with this requirement and will verify that the procedure for identifying for parents(s) the reasonable time to receive notification has been developed and that the written prior notices are complete including an explanation of why the agency proposed or refused to take the action; a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action; and a description of other options and other factors through a subsequent on-site review.</p>		
<b>COMPLIANCE CITATIONS</b>		<b>AREA OF COMPLIANCE</b>
34 CFR 300.503 Ed 1120.03		17. Written Prior Notice (Placement)
<b>Self-Assessment Question Number</b>	<b>Regulatory Component</b>	<b>Review Status</b>

80.	Ed 1120.03(a)	38 out of 64 IEP files demonstrated evidence that the parent(s) of a child with a disability were notified in writing within a reasonable time, but not less than 14 days, before the LEA proposed to initiate or change, or refused to initiate or change, the referral, evaluation, determination of eligibility, IEP, or educational placement of the child or the provision of FAPE to the child.
81.	34 CFR 300.503(b)(1) Ed 1120.03(b)	39 out of 64 IEP files demonstrated evidence that the notice given to the parents of a child with a disability included a description of the action proposed or refused by the agency.
82.	34 CFR 300.503(b)(2) Ed 1120.03(b)	38 out of 64 IEP files demonstrated evidence that the notice given to the parents of a child with a disability included an explanation of why the agency proposed or refused to take the action.
83.	34 CFR 300.503(b)(3) Ed 1120.03(b)	42 out of 64 IEP files demonstrated evidence that the notice given to the parents of a child with a disability included a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action.
84.	34 CFR 300.503(b)(4) Ed 1120.03(b)	52 out of 64 IEP files demonstrated evidence that the notice given to the parents of a child with a disability included a statement that says the parents of a child with a disability have protection under the procedural safeguards.
85.	34 CFR 300.503(b)(4) Ed 1120.03(b)	For notices not for an initial referral for evaluation, 53 out of 64 IEP files demonstrated evidence that the LEA notified the parents of a means by which a copy of the procedural safeguards can be obtained. <i>(No student files were of students with initial referrals for evaluations.)</i>
86.	34 CFR 300.503(b)(5) Ed 1120.03(b)	53 out of 64 IEP files demonstrated evidence that the notice given to the parents of a child with a disability included sources for the parents to contact to obtain assistance in understanding the provisions of the notice.
87.	34 CFR 300.503(b)(6) Ed 1120.03(b)	49 out of 64 IEP files demonstrated evidence that the notice given to the parents of a child with a disability included a description of other options that the IEP team considered and the reasons why those options were rejected.
88.	34 CFR 300.503(b)(7) Ed 1120.03(b)	49 out of 64 IEP files demonstrated evidence that the notice given to the parents of a child with a disability included a description of other factors that were relevant to the LEA's proposal or refusal.
89.	34 CFR 300.503(c)(1)(i) Ed 1120.03(b)	55 out of 64 IEP files demonstrated evidence that the notice given to the parents of a child with a disability was written in language understandable to the general public.
90.	34 CFR 300.503(c)(1)(ii) Ed 1120.03(b)	54 out of 64 IEP files demonstrated evidence that the notice given to the parents of a child with a disability was provided in the native language of the parent or other mode of communication used by the parent, unless it was clearly not feasible to do so.
<b>Corrective Action regarding the Implementation of the Regulations:</b> Develop a procedure that identifies for parent(s) the reasonable time (not less than 14 days) to receive notification in writing of the district's action, and		

provide training to appropriate staff. (Please note that parental consent cannot be obtained without the requisite prior written notice.) Provide training to staff on completing the prior written notice. Provide a brief description of the trainings including the dates of the trainings and lists of staff in attendance to the NHDOE by April 10, 2015.

The NHDOE will select 20 student files (2 at DEEP, 2 at DVS, 3 at EDMES, 3 at EPBES, 2 at GS, 2 at SRES, 2 at GHHMS, 4 at WRBMS) for updated data demonstrating compliance with this requirement and will verify that the procedure for identifying for parents(s) the reasonable time to receive notification has been developed and that the written prior notices are complete including a description of the action proposed or refused by the agency; an explanation of why the agency proposed or refused to take the action; a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action; and a description of other options and other factors through a subsequent on-site review.