

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

**SPECIAL EDUCATION COMPLIANCE &  
IMPROVEMENT MONITORING REVIEW  
REPORT**

**Monadnock Regional School District  
2015-2016**

**Lisa Witte, Superintendent  
Troy Kennett, Director of Student Services**

Coordinating Consultant  
Lori Noordergraaf, Education Consultant

Compliance & Improvement Monitoring Visit  
Conducted on November 16, 17, & 19, 2015  
**Report Date: January 25, 2016**

## Overview of the Special Education Compliance & Improvement 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 & improvement 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
- District Special Education Forms and Effective Implementation
- Special Education Personnel
- Monitoring of Special Education Process
- Improvement, Correction, Assistance, and Enforcement

The intent of the special education compliance & improvement 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 & improvement monitoring review. Each district was sorted into one of six cohort groups based on size using the current October 1<sup>st</sup> fall enrollment. The Bureau of Special Education utilized a multi-data approach which aligns with the Office of Special Education Programs (OSEP) differentiated monitoring approach to determine the district in each cohort group with the highest need based on the District Determinations; the State Performance Plan (SPP) Indicators: (4B) Suspension/Expulsion, (5A) Education Environments, (6A) Preschool Environments, (11) Child Find, and (12) Early Childhood Transition; and state special education complaints.

Once a district was selected, the Bureau of Special Education contacted the district to discuss the special education compliance & improvement monitoring review with the school administration. The Monadnock Regional School District was selected through this process. The Monadnock Regional School District is comprised of seven schools: Cutler Elementary School with a grade span of 3 through 6, Dr. George S. Emerson Elementary School with a grade span of Pre-school through grade 6, Gilsum Elementary School with a grade span of Kindergarten through grade 6, Mount Caesar School with a grade span of Pre-school through grade 2, Troy Elementary School with a grade span of Kindergarten through grade 6, the Monadnock Regional Middle school with a grade span of 7 through 8, and the Monadnock Regional High School with a grade span of 9 through 12.

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 52 students with disabilities representative of the schools based on grade level, disability, gender, and case manager. At the time of the selection of students, the information entered into NHSEIS indicated that there were no students enrolled in charter schools for the Monadnock Regional School District. During the onsite visit, the monitoring team selected a total of 34 of the 52 student files to review.

The district fall enrollment for October 1, 2014 showed that there were a total of 1,726 students enrolled in the Monadnock Regional School District which had a grade span of Pre-School through Twelfth grade. The district data profiles for October 1, 2014 indicated that there were 277 students in the Monadnock Regional School District who were identified with disabilities.

The monitoring visit conducted on November 16, 17, & 19, 2015 consisted of New Hampshire Department of Education (NHDOE) team members and a visiting special education administrator verifying district-identified evidence on the self-assessment data collection form. While the district completed the entire self-assessment, each file was reviewed, covering either Parts 1 & 3 (encompassing questions 1-2 and 26-59) or covering Parts 2 & 4 (encompassing questions 3-25 and 60-71).

The district was encouraged to invite their special education staff as well as related service providers and regular education staff, if appropriate, to attend the review. For the staff who attended the review, this 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 New Hampshire Department of Education, Bureau of Special Education review members for this compliance & improvement monitoring review included Education Consultants: Helene Anzalone, Elizabeth Carlotto, Joanne DeBello, and Lori Noordergraaf. The special education administrator participating in this compliance improvement monitoring review was Anne Holton, Student Services Administrator from the Newfound Area School District.

## **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 & improvement monitoring 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 15, 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 34 CFR 300.111; Ed 1105; Ed 1126.01(b)(1)
- Confidentiality of Information pursuant to 34 CFR 300.610 – 300.627; Ed 1119; Ed 1126.01(b)(2)
- Special Education Facilities, Personnel and Services pursuant to Ed 1126.01(b)(3)
- Personnel Development pursuant to 34 CFR 300.207; Ed 1126.01(b)(4)
- Parent Involvement pursuant to 34 CFR 300.501(b); 34 CFR 300.501(c); 34 CFR 300.327; Ed 1126.01(b)(5)
- Public Participation pursuant to 34 CFR 300.212; Ed 1126.01(b)(6)
- Procedural Safeguards pursuant to 34 CFR 300.500; Ed 1120
- Referral and Disposition of Referral pursuant to 34 CFR 300.300; 34 CFR 300.301(b); 34 CFR 300.305; 34 CFR 300.124; Ed 1106
- Evaluation pursuant to 34 CFR 300.301 – 300.311; Ed 1107; Ed 1107.02
- Determination of Eligibility for Special Education pursuant to 34 CFR 300.306; Ed 1108

- The Individualized Education Program pursuant to 34 CFR 300.320; 34 CFR 300.320(b); 34 CFR 300.43; Ed 1109
- Placement of Children with Disabilities pursuant to 34 CFR 300.114 – 300.117; Ed 1111
- State Department of Education Monitoring of Educational Services and Programs for Children with Disabilities pursuant to Ed 1126.01(a)
- Coordination with other Local and State Agencies pursuant to Ed 1126.01(b)(10)
- Children with Disabilities Enrolled in Private Schools by Parents pursuant to 34 CFR 300.131 – 300.132; Ed 1126.01(b)(11)
- Instructional Materials in Accessible Formats pursuant to 34 CFR 300.172; Ed 1126.01(b)(12)
- Disciplinary Procedures for Children with Disabilities pursuant to 34 CFR 300.530 – 300.536; Ed 1124
- Dispute Resolution
  - Complaint Procedures pursuant to 34 CFR 300.153; Ed 1121
  - Alternative Dispute Resolution pursuant to 34 CFR 300.506; Ed 1122
  - Administrative Due Process Hearing Procedures pursuant to 34 CFR 300.507 – 300.518; Ed 1123
- Local Education Agency Request for Special Education Funds pursuant to Ed 1126.01

Based on the review of the Monadnock Regional School District’s policies and procedures manual, the monitoring team determined there were **no findings of noncompliance**.

### **District Special Education Forms and Effective Implementation**

As part of the review of the Monadnock Regional School District’s forms implementing the special education process, the Bureau of Special Education also looked for evidence that the policies and procedures were effectively being implemented. The monitoring team reviewed the following district forms to ensure the implementation of the special education process:

- Record of Access pursuant to 34 CFR 300.614; Ed 1119.02(a)
- Notification of Special Education Team Meeting pursuant to 34 CFR 300.322; Ed 1103.02(a)
- Parental Permission to Waive Time Limits pursuant to Ed 1103.02(b)
- Written Prior Notice pursuant to 34 CFR 300.503; Ed 1120.03(a)(b)
- Determining the Existence of a Specific Learning Disability pursuant to 34 CFR 300.309 & 300.311; Ed 1107.01(a)
- Evaluation Report pursuant to 34 CFR 300.303; Ed 1107.05(a)(b)
- Procedural Safeguard Notice pursuant to 34 CFR 300.504; Ed 1120.03(b)
- Age of Majority pursuant to 34 CFR 300.320(c); Ed 1120.01(b)
- Annual Notification pursuant to 34 CFR 300.154(d)(2)(v); Ed 1120.08(a)

Based on the review of the Monadnock Regional School District's special education forms, the NHDOE determined that there were **6 findings of noncompliance** that must be corrected as soon as possible but no later than 3 months from the date of this report.

COMPLIANCE CITATIONS	AREA OF COMPLIANCE
1. 34 CFR 300.322; Ed 1103.02(a)	Parent Participation
<b>Finding of Noncompliance:</b> The monitoring team was not able to verify the evidence of compliance as the district did not provide a copy of the Notification of Special Education Team Meeting as requested.	
<b>Corrective Action Regarding the Implementation of the Regulations:</b> Provide a Notification of Special Education Team Meeting form that complies with Ed 1103.02(a), which includes the purpose, time, location and identification of the participants, and a description of how district staff members are trained in the use of the form to the NHDOE as soon as possible but no later than 3 months from the date of this report.	

COMPLIANCE CITATIONS	AREA OF COMPLIANCE
2. Ed 1103.02(b)	Parent Participation
<b>Finding of Noncompliance:</b> The monitoring team was not able to verify the evidence of compliance as the district did not provide a copy of the Parental Permission to Waive Time Limits as requested.	
<b>Corrective Action Regarding the Implementation of the Regulations:</b> Provide a Parental Permission to Waive Time Limits form that complies with Ed 1103.02(b) and a description of how district staff members are trained in the use of the form to the NHDOE as soon as possible but no later than 3 months from the date of this report.	

COMPLIANCE CITATIONS	AREA OF COMPLIANCE
3. 34 CFR 300.322; 34 CFR 300.501(b); 34 CFR 300.501(c); Ed 1103.02(c)	Parent Participation; Parent participation in meetings; Parent involvement in placement decisions
<b>Finding of Noncompliance:</b> The monitoring team noted that IEP meetings were often conducted without a parent in attendance with no records of attempts to arrange a mutually agreed upon time and place.	
<b>Corrective Action Regarding the Implementation of the Regulations:</b> Develop a procedure to ensure that parents of children with disabilities have the opportunity to participate in meetings in accordance with 34 CFR 300.322; 34 CFR 300.501(b); 34 CFR 300.501(c); Ed 1103.02(c) and provide a description of the procedure and how district staff members are informed of the practice to the NHDOE as soon as possible but no later than 3 months from the date of this report.	

COMPLIANCE CITATIONS	AREA OF COMPLIANCE
4. 34 CFR 300.503; Ed 1120.03	Prior notice by the public agency; content of notice; Written Prior Notice
<b>Finding of Noncompliance:</b> When the monitoring team was verifying evidence of compliance, two written prior notice forms were reviewed. The one form, "Written Prior Notice", meets compliance. The other form, "IEP Meeting Minutes/Written Prior Notice/Parent Response Form Used for Initial, Annual, and IEP Amendments", does not meet compliance. The form is missing the following content requirements: 34 CFR 300.503(b)(3)(4)(5)(7).	
<b>Corrective Action Regarding the Implementation of the Regulations:</b> The Monadnock Regional School District must immediately notify staff to stop using the district created form, "IEP Meeting Minutes/Written Prior Notice/Parent Response Form Used for Initial, Annual, and IEP Amendments". The district must revise its "IEP Meeting Minutes/Written Prior Notice/Parent Response Form Used for Initial, Annual, and IEP Amendments" form to meet all criteria in 34 CFR 300.503 and Ed 1120.03. The NHDOE recommends removing the Written Prior Notice sections from the IEP Meeting Minutes form and using the one separate "Written Prior Notice" form, which meets compliance.	

Provide the revised form that includes all components of 34 CFR 300.503 and Ed 1120.03 and a description of how district staff members are trained in the use of the form to the NHDOE as soon as possible but no later than 3 months from the date of this report.

COMPLIANCE CITATIONS	AREA OF COMPLIANCE
5. 34 CFR 300.309; 34 CFR 300.311; Ed 1107.01(a)	Determining the existence of a specific learning disability; Specific documentation for the eligibility determination; Evaluation
<p><b>Finding of Noncompliance:</b> When the monitoring team was verifying the evidence of compliance, the forms presented for determining the existence of a specific learning disability did not provide an indication for those who disagree to write why and did not contain all components of the regulations, which are stated in the district’s policies and procedures. The “Eligibility and Disposition of Referral Meeting Minutes Used for Initial, triennial, and programming assessment meetings” form notes for bullet number six that the team reviewed the supplement for SLD and discussed the special rule for eligibility determination requirements of 34 CFR 300.306(b)(1). No other regulation for the determination of a specific learning disability is referenced on the form. The supplement, “SLD Identification Process,” appears to be a guide (and is referenced as a guide on the “Eligibility and Disposition of Referral Meeting Minutes Used for Initial, triennial, and programming assessment meetings” form), which details information necessary for the referral meeting: specific district data points from core instruction and interventions; academic deficit determination based on RTI data; observations; standardized achievement tests; consideration of exclusionary factors; measure of broad abilities/aptitude from cognitive, intelligence, and processing tests; integration of data points/an evaluation of underachievement, which notes three necessary conditions: one or more functional academic deficits, one or more cognitive ability/processing deficits, and that the academic and cognitive deficits are related and not the primary result of exclusionary factors. IDEA and the New Hampshire Rules for Education of Children with Disabilities require that a group of qualified professionals and the parent determine that a child has a specific learning disability by considering all components of 34 CFR 300.309 and do not require the “three necessary conditions” on the district’s form. The form also references the term, mental retardation, rather than intellectual disability as required by Rosa’s law (P.L. 111-256). The forms do not include 34 CFR 300.309(a)(1)(3) and 34 CFR 300.311(b) for determination of a specific learning disability.</p>	
<p><b>Corrective Action Regarding the Implementation of the Regulations:</b> Provide a revised form which complies with 34 CFR 300.309, 34 CFR 300.311, and Ed 1107.01(a) and a description of how district staff members are trained in the use of the form to the NHDOE as soon as possible but no later than 3 months from the date of this report.</p>	

COMPLIANCE CITATIONS	AREA OF COMPLIANCE
6. 34 CFR 300.303; Ed 1107.05(a); Ed 1107.05(b)	Reevaluations; Evaluation Report
<p><b>Finding of Noncompliance:</b> When the monitoring team was verifying the evidence of compliance, a reference to an “Evaluation Team Summary Report (If determining eligibility only)” was noted on the “Eligibility and Disposition of Referral Meeting Minutes Used for Initial, triennial, and programming assessment meetings” form. The form does not make it clear to include the components of Ed 1107.05(b)(1) and Ed 1107.05(b)(2)—the results of each evaluation procedure, test, record, and/or report and a written summary of the findings of the procedure, tests, record, and/or report.</p>	
<p><b>Corrective Action Regarding the Implementation of the Regulations:</b> Provide a revised form which complies with 34 CFR 300.303, Ed 1107.05(a), and Ed 1107.05(b) and a description of how district staff members are trained in the use of the form to the NHDOE as soon as possible but no later than 3 months from the date of this report.</p>	

## Special Education Personnel

The Bureau of Special Education reviewed the Monadnock Regional School District special education staff certifications using the New Hampshire Educator Information System. The review process was for special education staff employed during 2015-2016 school year.

The data for Monadnock Regional School District was generated on November 19, 2015. Each special education staff member'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 monitoring team determined there was **1 finding of noncompliance**.

COMPLIANCE CITATIONS	AREA OF COMPLIANCE
1. 34 CFR 300.18; 34 CFR 300.156; Ed 1113.12(a)	Personnel Standards
<b>Finding of Noncompliance:</b> <b>Monadnock Regional High School</b> <ul style="list-style-type: none"> <li>• A staff member has a Subject/Assignment in Special Education; however has endorsements in Elementary Education (K-8) and Principal.</li> </ul>	
<b>Corrective Action Regarding the Implementation of the Regulations:</b> The Monadnock Regional School District must provide the NHDOE with evidence that resolves the discrepancies between subject/assignments and endorsements with the staff member at the Monadnock Regional High School. Provide the updated information to the NHDOE as soon as possible but no later than 6 months from the date of this report.	

The district was notified of the concerns listed above for the school listed. Staff specific information was shared with the district.

### Recommendations to Address Problematic Practices that do not Represent Noncompliance

When reviewing the district's Policies and Procedures Manual, it had been revealed that the district's manual has the potential to become problematic. The NHDOE 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.

- The Monadnock Regional District Special Education Policies and Procedures Manual Table of Contents, Page 2, under "Other Resources" references appendices

A, B, C, E, F, G & H; however only appendices A, B & C are included. The Monadnock Regional School District should update its Special Education Policies and Procedures Manual to include all the appendices which are referenced in the Table of Contents.

- The Monadnock Regional School District has one eligibility determination form to use for the consideration of any area of disability. For the determination of a specific learning disability, the form references a guide and includes one component of the regulations. For the determination of a specific learning disability, IDEA has specific documentation criteria found in 34 CFR 300.311. The district may want to consider developing a separate form for the determination of a specific learning disability in order to ensure that all components are reviewed and considered in making the determination.
- The Monadnock Regional School District's form, Eligibility and Disposition of Referral Meeting Minutes, includes a section on page 2 of the form entitled "Evaluation Team Summary Report (If determining eligibility only)". This section includes a quote which is immediately followed by a reference to a rule that does not exist, Ed 1107.07a(2). Ed 1107.07a(2) is not a rule in the NH Rules for the Education of Children with Disabilities. The Monadnock Regional School District should consider revising this form to reflect the requirement for an Evaluation Report in accordance with Ed 1107.05.
- The Monadnock Regional School District's form, Eligibility and Disposition of Referral Meeting Minutes, includes a section on page 2 of the form entitled "Evaluation Team Summary Report (If determining eligibility only)". This section states "To be eligible under the NH State Standards for the Education of Students with Disabilities, a student must meet two criteria:" This could be considered limiting, as there are many more considerations in determining eligibility. The Monadnock Regional School District should consider revising this form or create a new form to address all evaluation requirements in accordance with CFR 300.301 through CFR 300.311; Ed 1107.01(a), Ed 1107.02, and 1108.01(a). Additionally, it appears as though the district may be referencing the New Hampshire Rules for the Education of Children with Disabilities in the quotation above with the term "NH State Standards..." The term "NH State Standards" may be misleading as it typically associated with curriculum components.
- The Monadnock Regional School District's form, Eligibility and Disposition of Referral Meeting Minutes, includes a section on page 2 and 3 of the form entitled "Evaluation Team Summary Report (If determining eligibility only)". The conclusion section includes two check boxes for determining eligibly, followed by a place to enter the primary, secondary, and tertiary or multiple "handicap", which is then followed by a statement that the appropriate supplement is attached. There are 8 check boxes for disability areas in which a supplement could be attached. In New Hampshire, there are 14 categories of disability. The 8 areas on the form are not inclusive of all disability categories, and of those 8 boxes, only two specifically state that there is a supplement and one states that there is a guide form. It is unclear as

to what criteria were used in determining eligibility for the specific disability areas. The Monadnock Regional School District may want to consider creating a new form/forms to include criteria for different disabilities in accordance with 34 CFR 300.306, 34 CFR 300.8. Table 1100.1 in the NH Rules for the Education of Children includes a list of disability areas for your reference.

- Meeting invitations reviewed during the monitoring visits indicated one or more purposes; however, when reviewing the corresponding meeting minutes, the notes were not consistent with what the stated purposes for the meeting stated on the invitation. The Monadnock Regional School District may need to consider training for staff to ensure that meeting minutes include consistent and clear notes which match the stated purpose(s). Ed 1103.02(a) states that the notice shall include the purpose, time, location and identification of the participants.

### **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 the 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 compliance citation, the area of compliance, the specific component of the regulation, and the required corrective actions, which include timelines for demonstrating correction of noncompliance. Student specific information is not included in the report but will be provided to the district's Special Education Director.

There are two main components to the corrective actions entitled, "*Corrective Action of Individual Instance of Noncompliance*" and "*Corrective Action Regarding the Implementation of the Regulations*". The first component, "corrective action of individual instance of noncompliance," is for any noncompliance concerning a child-specific requirement. There must be evidence that the district has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district. These areas must be corrected as soon as possible with state timelines given in the report for each area. The NHDOE will return to the district, typically within 3 months of the date of the report, to verify compliance for each individual instance identified in the report. The second component, "corrective action regarding the implementation of the regulations" would typically involve the district's providing professional development training to appropriate

staff with regards to areas found to be in noncompliance. The NHDOE will review updated data collected after the identification of noncompliance to demonstrate that the district is correctly implementing the specific requirement. This involves a follow-up on-site review of new student files, selected typically within one year of the original on-site compliance & improvement monitoring.

## **Overview of the Student Specific Findings of Noncompliance**

The chart below identifies the area of compliance based on student files that were reviewed by the compliance & improvement monitoring team during the onsite visit. The chart is broken down into the **compliance citations** and **area of compliance**. The compliance citations are based on the *CFR* found in the federal regulations of IDEA and the *Ed* found in the administrative rules of the New Hampshire Rules for the Education of Children with Disabilities. The chart aligns the regulatory components to the numbered questions in the self-assessment. Regulatory components and self-assessment numbers are bolded in instances where noncompliance was noted by the compliance & improvement monitoring team.

The **review status** identifies the **number of files reviewed** for the self-assessment question as well as the number of files that were found to be in compliance. For example question 3 states: Upon completion of assessments, 6 out of 12 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. For student files C, M, P, V, AD, & AF, there was insufficient evidence demonstrating compliance with this requirement. This means that 12 files were reviewed; 6 files were found to be in compliance; and student files C, M, P, V, AD, & AF were found to be noncompliant.

In cases where there was a finding of noncompliance for a particular student, the chart identifies the **First Stage Corrective Action of Student Specific Instance(s) of Noncompliance**. In the case of an individual instance of noncompliance, the corrective action would generally involve the IEP team convening to resolve the finding of noncompliance. Timelines for these corrective actions are also noted. For the First Stage Corrective Actions, the NHDOE will return to the district within 3 months following the district receiving written notification of noncompliance (the report) to review all student files in which there were findings of noncompliance in order to verify compliance with the corrective action stated in the report.

In cases where there was a finding of noncompliance for a particular student, the next section of the chart identifies the **First Stage Corrective Action Regarding the Implementation of the Regulation**. This section will also include a reference to a student file that was used as evidence to support the noncompliance of the regulation, if applicable. This section informs the district of any practices or procedures which need to be corrected as well as trainings for staff to inform them of the corrections as a result of the findings of noncompliance. The required corrective action by the district and a timeline for the corrective action is also provided.

In cases where there was a finding of noncompliance for a particular student, the final section of the chart identifies the **Second Stage Corrective Action Regarding the Implementation of the Regulation**. Identified in this section will be the number of new student files that will be selected at each school to demonstrate correct implementation of the regulations for the section of the self-assessment in which noncompliance was found. For the Second Stage Corrective Actions, the NHDOE will verify compliance through a subsequent on-site review of the new files within a year from the date of the report. **The total number of student files selected for the Second Stage Corrective Action Regarding the Implementation of the Regulation will not exceed the original number of files reviewed at each school.**

*Abbreviations for the schools noted in the tables below are: Cutler Elementary School (CES), Dr. George S. Emerson Elementary School (GEES), Gilsum Elementary School (GES), Mount Caesar School (MCS), Troy Elementary School (TES), the Monadnock Regional Middle (MRMS), and the Monadnock Regional High School (MRHS).*

### **Student Specific Findings of Noncompliance**

When determining compliance, the NHDOE reviews the currently agreed upon/signed IEP at the on-site monitoring visit. During the compliance review visit, there were **5 files** which could not be reviewed, as there was no parent and/or LEA signature indicating consent / approval of the provisions of the IEP; therefore all areas were deemed out of compliance.

COMPLIANCE CITATIONS	AREA OF COMPLIANCE
34 CFR 300.323; 34 CFR 300.324 Ed 1109	Individualized Education Program
<p><b>12 out of 17</b> files demonstrated evidence of a currently agreed upon/signed IEP by both the parent and the LEA.</p> <p>For <u>student files E, N, X, AA, &amp; AH</u>, there was insufficient evidence demonstrating compliance with this requirement.</p> <p><b>First Stage Corrective Action of Student Specific Instance(s) of Noncompliance:</b> As soon as possible, but no later than 2 months from the date of this report, the district must ensure that a currently agreed upon/signed IEP by both the parent and the LEA is in place for <u>students E, N, X, AA, &amp; H</u>. A completed <i>Self-Assessment Data Collection Form</i> for parts 2 &amp; 4 (questions 3-25 &amp; 60-71) will need to be completed by the district prior to the subsequent on-site review.</p> <p>The NHDOE will verify compliance utilizing parts 2 &amp; 4 of the <i>Self-Assessment Data Collection Form</i> through a subsequent on-site review.</p> <p><b>First Stage Corrective Action Regarding the Implementation of the Regulations:</b> Provide training to appropriate staff to ensure that IEPs include the signature of the parent, or where appropriate, student, and a representative of the LEA indicating approval of the provisions of the IEP.</p> <p>Provide the dates, names of attendees, and a description of the trainings, which defines the district's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.</p>	

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.614 Ed 1119.02		A. Record of Access; Confidentiality Requirements
<b>Self-Assessment Question Number &amp; Regulatory Component</b>		<b>Review Status</b>
1.	34 CFR 300.614 Ed 1119.02(a)	<b>17 out of 17</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.

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.504(a) Ed 1120.03(b)		B. Procedural Safeguards
<b>Self-Assessment Question Number &amp; Regulatory Component</b>		<b>Review Status</b>
2.	34 CFR 300.504(a) Ed 1120.03(b)	<b>17 out of 17</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.

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.306; 34 CFR 300.304 Ed 1108.01; Ed 1107.04		C. Evaluation; Determination of Eligibility for Special Education
<b>Self-Assessment Question Number &amp; Regulatory Component</b>		<b>Review Status</b>
3.	<b>34 CFR 300.306(a)(1)</b> <b>Ed 1108.01(a)</b>	Upon completion of assessments, <b>6 out of 12</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.  For <u>student files C, M, P, V, AD, &amp; AF</u> , there was insufficient evidence demonstrating compliance with this requirement.
4.	<b>Ed 1108.01(b)(1)</b>	For determination of eligibility, <b>5 out of 12</b> IEP files demonstrated evidence that the composition of the IEP team also included a teacher certified in each area of suspected disability.  For <u>student files A, H, M, T, V, AD, &amp; AF</u> , there was insufficient evidence demonstrating compliance with this requirement.
5.	<b>Ed 1108.01(b)(2)</b>	For determination of eligibility, <b>9 out of 12</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.  For <u>student files M, V &amp; Z</u> , there was insufficient evidence demonstrating compliance with this requirement.
6.	<b>34 CFR 300.304(c)(1)(iv)</b> <b>Ed 1107.04(b)</b>	<b>9 out of 12</b> IEP files demonstrated evidence that trained and knowledgeable personnel administered the assessment.  For <u>student files C, V, &amp; AF</u> , there was insufficient evidence demonstrating compliance with this requirement.

7.	<b>34 CFR 300.306(c)(1)(i) Ed 1108.01(a)</b>	<p><b>5 out of 12</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.</p> <p>For <u>student files A, C, M, T, V, AD, &amp; AF</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
<p><b>First Stage Corrective Action Regarding the Implementation of the Regulations:</b> Provide training to appropriate staff to ensure that the composition of the IEP team to determine eligibility includes a group of qualified professionals and the parent of the child as well as a teacher certified in each area of suspected disability, and an individual knowledgeable about the child as a result of having had personal contact with the child in the school.</p> <p>Training will also need to include components that consist of information regarding having trained and knowledgeable personnel administering assessments and that the IEP team to determine eligibility draws 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.</p> <p>Provide the dates, names of attendees, and a description of the trainings, which defines the district's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.</p>		
<p><b>Second Stage Corrective Action Regarding the Implementation of the Regulations:</b> The NHDOE will select 21 new student files (3 at CES, 2 at GEES, 4 at GES, 2 at MCS, 4 at TES, 2 at MRMS, and 4 at MRHS) for updated data demonstrating compliance with this requirement.</p>		

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.503 Ed 1120.03		D. Written Prior Notice (Determination of Eligibility)
<b>Self-Assessment Question Number &amp; Regulatory Component</b>		<b>Review Status</b>
8.	<b>34 CFR 300.503(b)(1) Ed 1120.03(b)</b>	<p><b>9 out of 12</b> IEP files demonstrated evidence that the written prior notice given to the parents of a child with a disability included a description of the action proposed or refused by the agency.</p> <p>For <u>student files C, V, &amp; Z</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
9.	<b>34 CFR 300.503(b)(2) Ed 1120.03(b)</b>	<p><b>4 out of 12</b> IEP files demonstrated evidence that the written prior 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.</p> <p>For <u>student files A, C, H, T, V, Z, AD, &amp; AF</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
10.	<b>34 CFR 300.503(b)(3) Ed 1120.03(b)</b>	<p><b>0 out of 12</b> IEP files demonstrated evidence that the written prior 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.</p> <p>For <u>student files A, C, H, J, M, P, R, T, V, Z, AD, &amp; AF</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>

11.	<b>34 CFR 300.503(b)(6) Ed 1120.03(b)</b>	<b>0 out of 12</b> IEP files demonstrated evidence that the written prior 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.  For <u>student files A, C, H, J, M, P, R, T, V, Z, AD, &amp; AE</u> , there was insufficient evidence demonstrating compliance with this requirement.
12.	<b>34 CFR 300.503(b)(7) Ed 1120.03(b)</b>	<b>0 out of 12</b> IEP files demonstrated evidence that the written prior 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.  For <u>student files A, C, H, J, M, P, R, T, V, Z, AD, &amp; AE</u> , there was insufficient evidence demonstrating compliance with this requirement.
13.	<b>34 CFR 300.503(c)(1)(ii) Ed 1120.03(b)</b>	<b>11 out of 12</b> IEP files demonstrated evidence that the written prior 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.  For <u>student file C</u> , there was insufficient evidence demonstrating compliance with this requirement.
<p><b>First Stage Corrective Action Regarding the Implementation of the Regulations:</b> Provide training to staff on completing the written prior notice in order for staff to appropriately document each component of a written prior notice.</p> <p>Provide the dates, names of attendees, and a description of the trainings, which defines the district's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.</p> <p><b>Second Stage Corrective Action Regarding the Implementation of the Regulations:</b> The NHDOE will select 27 new student files (4 at CES, 4 At GEES, 3 at GES, 4 at MCS, 4 at TES, 4 at MRMS, &amp; 4 at MRHS) for updated data demonstrating compliance with this requirement.</p>		

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.323; 34 CFR 300.324 Ed 1109		E. Individualized Education Program
<b>Self-Assessment Question Number &amp; Regulatory Component</b>		<b>Review Status</b>
14.	Ed 1109.01(a)(5)	<b>12 out of 12</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.
15.	<b>Ed 1109.04(a)</b>	<b>5 out of 12</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.  For <u>student files A, C, H, M, T, V, &amp; AE</u> , there was insufficient evidence demonstrating compliance with this requirement.
16.	34 CFR 300.323(c)(1) Ed 1109.03(a)	For an initial IEP, <b>2 out of 2</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>(Ten student files were not of students with initial IEPs.)</i>
17.	Ed 1109.03(d)	<b>10 out of 10</b> IEP files demonstrated evidence that the IEP was reviewed periodically but not less than annually. <i>(Two student files were of students with initial IEPs.)</i>
18.	34 CFR 300.323(a) Ed 1109.03(1)	<b>12 out of 12</b> IEP files demonstrated evidence that an IEP was in place at the beginning of the school year.

**First Stage Corrective Action of Student Specific Instance(s) of Noncompliance:** As soon as possible, but no later than 2 months from the date of this report, the district must show evidence that a copy of the IEPs has been provided to each teacher and service provider listed as having responsibilities for implementing the IEP.

The NHDOE will verify this through a subsequent on-site review.

**First Stage Corrective Action Regarding the Implementation of the Regulations:** Provide training to appropriate staff to ensure that a copy of the IEP has been provided to each teacher and service provider listed as having responsibilities for implementing the IEP.

Provide the dates, names of attendees, and a description of the trainings, which defines the district's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.

**Second Stage Corrective Action Regarding the Implementation of the Regulations:** The NHDOE will select 12 new student files (2 at CES, 2 at GEES, 2 at GES, 2 at MCS, 2 at TES, & 2 at MRHS) for updated data demonstrating compliance with this requirement.

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.321(a) Ed 1103.01		F. IEP Team; Participants in the Special Education Process
<b>Self-Assessment Question Number &amp; Regulatory Component</b>		<b>Review Status</b>
19.	34 CFR 300.321(a)(1) Ed 1103.01(a)	<b>7 out of 12</b> IEP files demonstrated evidence that the IEP Team included the parents of the child.  For <u>student files J, M, R, T, &amp; AE</u> , there was insufficient evidence demonstrating compliance with this requirement.
20.	34 CFR 300.321(a)(2) Ed 1103.01(a)	<b>10 out of 12</b> IEP files demonstrated evidence that the IEP Team included at least one regular education teacher of the child.  For <u>student files J &amp; R</u> , there was insufficient evidence demonstrating compliance with this requirement.
21.	34 CFR 300.321(a)(3) Ed 1103.01(a)	<b>10 out of 12</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.  For <u>student files J &amp; R</u> , there was insufficient evidence demonstrating compliance with this requirement.
22.	34 CFR 300.321(a)(4) Ed 1103.01(a)	<b>10 out of 12</b> IEP files demonstrated evidence that the IEP Team included an LEA representative.  For <u>student files J &amp; R</u> , there was insufficient evidence demonstrating compliance with this requirement.
23.	34 CFR 300.321(a)(5) Ed 1103.01(a)	<b>10 out of 12</b> IEP files demonstrated evidence that an individual who can interpret the instructional implications of the evaluation results participated in the meeting.  For <u>student files J &amp; R</u> , there was insufficient evidence demonstrating compliance with this requirement.
24.	Ed 1103.1(c)	If vocational education was being considered, <b>0 out of 0</b> IEP files demonstrated evidence that the IEP team membership included an individual knowledgeable about the vocational education program being considered. <i>(There were no student files reviewed in which vocational education was being considered).</i>

25.	Ed 1103.02(a)	<p><b>7 out of 12</b> IEP files demonstrated evidence that the parent(s) received a written invitation no fewer than 10 days before an IEP meeting which included the purpose, time, location and identification of the participants. <b>0 out of 5</b> of those IEP files demonstrated evidence of written consent of the parent(s) that the notice requirement were waived [Ed 1103.02(b)].</p> <p>For <u>student files J, P, R, T, &amp; V</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
<p><b>First Stage Corrective Action Regarding the Implementation of the Regulations:</b> Provide trainings to appropriate staff for ensuring that the IEP team included the parents of the child, at least one regular education teacher of the child, at least one special education teacher of the child, (or where appropriate), at least one special education provider of the child, an LEA representative, and an individual who can interpret the instructional implications of the evaluation results.</p> <p>Provide the dates, names of attendees, and a description of the trainings, which defines the district's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.</p> <p>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 obtaining the written consent of the parent that the notice requirement is waived.</p> <p>Provide the dates, names of attendees, and a description of the trainings, which defines the district's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.</p>		
<p><b>Second Stage Corrective Action Regarding the Implementation of the Regulations:</b> The NHDOE will select 12 new student files (3 at GEES, 2 at GES, 3 at MCS, 2 at TES, and 2 at MRHS) for updated data demonstrating compliance with this requirement.</p>		

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.320(a); 34 CFR 300.324(a)(1)		G. Individualized Education Program (Present Levels of Academic Achievement and Functional Performance)
<b>Self-Assessment Question Number &amp; Regulatory Component</b>		<b>Review Status</b>
26.	34 CFR 300.324(a)(1)(i)	<p><b>15 out of 17</b> IEPs demonstrated evidence of a statement of the child's strengths.</p> <p>For <u>student files L &amp; W</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
27.	34 CFR 300.324(a)(1)(iv)	<p><b>15 out of 17</b> IEPs demonstrated evidence of a statement of the child's academic, developmental, and functional needs.</p> <p>For <u>student files G &amp; W</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
28.	34 CFR 300.324(a)(1)(ii)	<p><b>17 out of 17</b> IEPs demonstrated evidence of a statement of the parent's concerns for improving the student's education in the IEP.</p>
29.	34 CFR 300.324(a)(1)(iii)	<p><b>12 out of 17</b> IEPs demonstrated evidence that the results of initial or most recent evaluations of the child were included in the IEP.</p> <p>For <u>student files B, G, I, O, &amp; W</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>

30.	34 CFR 300.320(a)(1)(i)	<p><b>14 out of 15</b> IEPs demonstrated evidence of a statement in the IEP that describes how the child's disability affects the student's involvement and progress in the general education curriculum.</p> <p>For <u>student file U</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
31.	34 CFR 300.320(a)(4)(ii)	<p><b>16 out of 17</b> IEPs demonstrated evidence of a statement that describes how the child's disability affects non-academic areas.</p> <p>For <u>student file F</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
32.	34 CFR 300.320(a)(1)(ii)	For preschool children, as appropriate, <b>2 out of 2</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>First Stage Corrective Action of Student Specific Instance(s) of Noncompliance:</b> As soon as possible, but no later than 2 months from the date of this report, the district must convene the IEP teams to review the IEPs and show evidence of a statement of the child's strengths, a statement of the child's academic, developmental and functional needs, the results of initial or most recent evaluations of the child, a statement that describes how the child's disability affects the student's involvement and progress in the general education curriculum, and a statement that describes how the child's disability affects non-academic areas.</p> <p>The NHDOE will verify this through a subsequent on-site review.</p>		
<p><b>First Stage Corrective Action Regarding the Implementation of the Regulations:</b> Provide training to appropriate staff to include in student's IEPs a statement of the child's strengths, a statement of the child's academic, developmental and functional needs, the results of initial or most recent evaluations of the child, a statement that describes how the child's disability affects the student's involvement and progress in the general education curriculum, and a statement that describes how the child's disability affects non-academic areas.</p> <p>Provide the dates, names of attendees, and a description of the trainings, which defines the district's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.</p>		
<p><b>Second Stage Corrective Action Regarding the Implementation of the Regulations:</b> The NHDOE will select 11 new student files (2 at CES, 2 at GEES, 2 at GES, 2 at MCS, and 3 at TES) for updated data demonstrating compliance with this requirement.</p>		

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.324(a)(2) Ed 1109.03(h)		H. Consideration of Special Factors
<b>Self-Assessment Question Number &amp; Regulatory Component</b>		<b>Review Status</b>
33.	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>5 out of 5</b> IEPs demonstrated evidence that the IEP team considered the use of positive behavioral interventions and supports, and other strategies, to address that behavior.
34.	34 CFR 300.324(a)(2)(ii) Ed 1109.03(h)	When a child demonstrates limited English proficiency, <b>1 out of 1</b> IEP files demonstrated evidence that the IEP Team considered the language needs of the child as those needs relate to the child's IEP.
35.	34 CFR 300.324(a)(2)(iii) Ed 1109.03(h)	When a child is blind or visually impaired, <b>0 out of 0</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>(No child was blind or visually impaired from the files reviewed.)</i>

36.	34 CFR 300.324(a)(2)(iv) Ed 1109.03(h)	<b>17 out of 17</b> IEPs demonstrated evidence that the IEP Team considered the communication needs of the child.
37.	34 CFR 300.324(a)(2)(iv) Ed 1109.03(h)	When a child is deaf or hard of hearing, <b>3 out of 3</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.
38.	34 CFR 300.324(a)(2)(v) Ed 1109.03(h)	<b>17 out of 17</b> IEPs demonstrated evidence that the IEP Team considered whether the child needed assistive technology devices and services.

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
Ed 1109.01(a)(10)		I. Courses of Study
<b>Self-Assessment Question Number &amp; Regulatory Component</b>		<b>Review Status</b>
<b>39.</b>	<b>Ed 1109.01(a)(10)</b>	For each student with a disability beginning at age 14 or younger, if determined appropriate by the IEP team, <b>3 out of 4</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.  For <u>student file Y</u> , there was insufficient evidence demonstrating compliance with this requirement.
<p><b>First Stage Corrective Action of Student Specific Instance(s) of Noncompliance:</b> As soon as possible, but no later than 2 months from the date of this report, the district must convene the IEP teams to review the IEPs and show evidence that the IEP includes 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>The NHDOE will verify this through a subsequent on-site review.</p>		
<p><b>First Stage Corrective Action Regarding the Implementation of the Regulations:</b> Provide training to appropriate staff to ensure that for each student with a disability beginning at age 14 or younger, if determined appropriate by the team, the IEP includes 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>Provide the dates, names of attendees, and a description of the trainings, which defines the district's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.</p>		
<p><b>Second Stage Corrective Action Regarding the Implementation of the Regulations:</b> The NHDOE will select 2 new student files at the Monadnock Regional Middle School for updated data demonstrating compliance with this requirement.</p>		

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.320(a)(2)(i) Ed 1109.01(a)		J. Measurable Annual Goals; Short-term Objectives or Benchmarks
<b>Self-Assessment Question Number &amp; Regulatory Component</b>		<b>Review Status</b>
40(a).	34 CFR 300.320(a)(2)(i) Ed 1109.01(a)(1)	<b>0 out of 17</b> IEPs demonstrated evidence of a statement of measurable annual goals, including academic and functional goals.  For <u>student files B, D, F, G, I, K, L, O, Q, S, U, W, Y, AB, AC, AE, &amp; AG</u> , there was insufficient evidence demonstrating compliance with this requirement.
40(b).	34 CFR 300.320(a)(2)(i) Ed 1109.01(a)(1)	<b>3 out of 15</b> IEPs demonstrated evidence of a statement of measurable annual goals, including academic and functional goals.  For <u>student files B, F, G, K, L, O, Q, S, U, W, Y, &amp; AG</u> , there was insufficient evidence demonstrating compliance with this requirement.
40(c).	34 CFR 300.320(a)(2)(i) Ed 1109.01(a)(1)	<b>2 out of 12</b> IEPs demonstrated evidence of a statement of measurable annual goals, including academic and functional goals.  For <u>student files B, K, L, O, Q, S, W, Y, AB, &amp; AG</u> , there was insufficient evidence demonstrating compliance with this requirement.
41.	34 CFR 300.320(a)(2)(i)(A) Ed 1109.01(a)(1)	<b>14 out of 17</b> 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.  For <u>student files K, L, &amp; W</u> , there was insufficient evidence demonstrating compliance with this requirement.
42.	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, <b>15 out of 17</b> IEPs demonstrated evidence that the measurable annual goals meet each of the child's other educational needs.  For <u>student files G &amp; W</u> , there was insufficient evidence demonstrating compliance with this requirement.
43.	Ed 1109.01(a)(6)	<b>17 out of 17</b> 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>First Stage Corrective Action of Student Specific Instance(s) of Noncompliance:</b> As soon as possible, but no later than 2 months of the date of this report, the district must amend the IEPs to include measurable annual goals and measurable goals that meet the child's needs that result from the child's disability and the child's other educational needs. The NHDOE will verify this through a subsequent on-site review.</p> <p>The NHDOE will verify this through a subsequent on-site review.</p>		
<p><b>First Stage Corrective Action Regarding the Implementation of the Regulations:</b> Provide training to appropriate staff to address writing measurable annual goals, and goals that meet the child's needs that result from the child's disability and other educational needs in order to be involved in and make progress in the general education curriculum.</p> <p>Provide the dates, names of attendees, and a description of the trainings, which defines the district's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.</p>		
<p><b>Second Stage Corrective Action Regarding the Implementation of the Regulations:</b> The NHDOE will select 22 new student files (3 at CES, 3 at GEES, 4 at GES, 3 at MCS, 4 at TES, 2 at MRMS, and 3 at MRHS) for updated data demonstrating compliance with this requirement.</p>		

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
Ed 1109.04(a)(8)		K. Review and Revision of IEPs (Measuring Progress)
<b>Self-Assessment Question Number &amp; Regulatory Component</b>		<b>Review Status</b>
44.	Ed 1109.01(a)(9)	<p><b>16 out of 17</b> IEPs demonstrated evidence that the IEP includes a statement of how the child's progress toward meeting the annual goals will be measured.</p> <p>For <u>student file Y</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
<p><b>First Stage Corrective Action of Student Specific Instance(s) of Noncompliance:</b> As soon as possible, but no later than 2 months of the date of this report, the district must amend the IEPs to include a statement of how the child's progress toward meeting the annual goals will be measured.</p> <p>The NHDOE will verify this through a subsequent on-site review.</p>		
<p><b>First Stage Corrective Action Regarding the Implementation of the Regulations:</b> Provide training to appropriate staff to address that IEP's include a statement of how the child's progress toward meeting the annual goals will be measured.</p> <p>Provide the dates, names of attendees, and a description of the trainings, which defines the district's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.</p>		
<p><b>Second Stage Corrective Action Regarding the Implementation of the Regulations:</b> The NHDOE will select 2 new student files at the Monadnock Regional Middle School for updated data demonstrating compliance with this requirement.</p>		

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.323(d)(2)(ii) Ed 1102; Ed 1109.03(a)		L. Accessibility of Child's IEP to Teachers and Others (General Accommodations and General Modifications)
<b>Self-Assessment Question Number &amp; Regulatory Component</b>		<b>Review Status</b>
45.	34 CFR 300.323(d)(2)(ii) Ed 1109.03(a)	<p><b>12 out of 17</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.</p> <p>For <u>student files F, G, I, L, &amp; W</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
46.	Ed 1102.01(b)	<p>If accommodations are included, <b>16 out of 17</b> IEPs demonstrated evidence that the accommodations are changes in instruction or evaluation determined necessary by the IEP team that <b>do not impact</b> the rigor and/or validity of the subject matter being taught or assessed.</p> <p>For <u>student file K</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
47.	Ed 1102.03(v)	<p>If modifications are included, <b>6 out of 7</b> IEPs demonstrated evidence that the modifications are changes in instruction or evaluation determined necessary by the IEP team <b>that impacts</b> the rigor and validity or rigor or validity, of the subject matter being taught or assessed.</p> <p>For <u>student file Q</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>

**First Stage Corrective Action of Student Specific Instance(s) of Noncompliance:** As soon as possible, but no later than 2 months from the date of this report, the district must convene the IEP teams to review the IEPs and show evidence that each teacher and provider has been informed of the specific accommodations, modifications, and supports that must be provided for the child; if accommodations are included, they 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, and if modifications are included, they 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.

The NHDOE will verify this through a subsequent on-site review.

**First Stage Corrective Action Regarding the Implementation of the Regulations:** Provide training to appropriate staff to ensure 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. Training should also address that 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 and 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.

Provide the dates, names of attendees, and a description of the trainings, which defines the district's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.

**Second Stage Corrective Action Regarding the Implementation of the Regulations:** The NHDOE will select 10 new student files (3 at GEES, 3 at GES, 2 at MCS, and 2 at TES) for updated data demonstrating compliance with this requirement.

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.320(a) Ed 1109.01(a)(1); 1109.04(b)		M. 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
48(a).	34 CFR 300.320(a)(4) Ed 1109.01(a)(1)	<b>15 out of 17</b> IEPs demonstrated evidence of a statement of special education.  For <u>student files G &amp; L</u> , there was insufficient evidence demonstrating compliance with this requirement.
48(b).	34 CFR 300.320(a)(4) Ed 1109.01(a)(1)	<b>13 out of 13</b> IEPs demonstrated evidence of a statement of related services.
48(c).	34 CFR 300.320(a)(4) Ed 1109.01(a)(1)	<b>4 out of 4</b> IEPs demonstrated evidence of a statement of supplementary aids and services.
48(d).	34 CFR 300.320(a)(4) Ed 1109.01(a)(1)	<b>1 out of 1</b> IEP demonstrated evidence of a statement of the program modifications.
48(e).	34 CFR 300.320(a)(4) Ed 1109.01(a)(1)	<b>6 out of 6</b> IEPs demonstrated evidence of a statement of the supports for school personnel.
49.	34 CFR 300.320(a)(7) Ed 1109.01(a)(1)	<b>17 out of 17</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.
50.	34 CFR 300.320(a)(7) Ed 1109.01(a)(1)	<b>17 out of 17</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.

51.	Ed 1109.04(b)(1)	<p><b>13 out of 17</b> IEP files demonstrated written evidence documenting implementation of the IEP with regards to all special education services provided.</p> <p>For <u>student files B, G, L, &amp; W</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
52.	Ed 1109.04(b)(1)	<p><b>8 out of 13</b> IEP files demonstrated written evidence documenting implementation of the IEP with regards to all related services provided.</p> <p>For <u>student files F, G, Q, Y &amp; AB</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
53.	Ed 1109.04(b)(2)	<p><b>3 out of 4</b> IEP files demonstrated written evidence documenting implementation of the IEP with regards to any supplementary aids and services provided.</p> <p>For <u>student file AB</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
54.	Ed 1109.04(b)(3)	<p><b>1 out of 1</b> IEP files demonstrated written evidence documenting implementation of the IEP with regards to program modifications made.</p>
55.	Ed 1109.04(b)(3)	<p><b>2 out of 6</b> IEP files demonstrated written evidence documenting implementation of the IEP with regards to supports provided for school personnel.</p> <p>For <u>student files B, L, Q, &amp; AB</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>

**First Stage Corrective Action of Student Specific Instance(s) of Noncompliance:** As soon as possible, but no later than 2 months from the date of this report, the district must convene the IEP teams to review the IEPs and show evidence of a statement of special education, as well as provide written evidence documenting implementation of the IEP with regards to all special education services provided, all related services provided, any supplementary aids and services provided, and written evidence documenting implementation of the IEP with regards to supports provided for school personnel.

The NHDOE will verify this through a subsequent on-site review.

**First Stage Corrective Action Regarding the Implementation of the Regulations:** Develop a procedure and provide training to appropriate staff for ensuring that IEPs include a statement of special education, and that there is written evidence documenting implementation of the IEP with regards to all special education services provided, all related services provided, any supplementary aids and services provided, and written evidence documenting implementation of the IEP with regards to supports provided for school personnel.

Provide the dates, names of attendees, and a description of the trainings, which defines the district's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.

**Second Stage Corrective Action Regarding the Implementation of the Regulations:** The NHDOE will select 12 new student files (2 at CES, 2 at GEES, 2 at GES, 2 at MCS, 2 at TES, and 2 at MRMS) for updated data demonstrating compliance with this requirement.

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.320(a)(5) Ed 1109.01(a)(1)		N. Definition of Individualized Education Program (Justification for Non-Participation)
<b>Self-Assessment Question Number &amp; Regulatory Component</b>		<b>Review Status</b>
56.	34 CFR 300.320(a)(5) Ed 1109.01(a)(1)	<b>10 out of 17</b> 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.  For <u>student files B, F, I, L, O, Y, &amp; AC</u> , there was insufficient evidence demonstrating compliance with this requirement.
<b>First Stage Corrective Action of Student Specific Instance(s) of Noncompliance:</b> As soon as possible, but no later than 2 months of the date of this report, the district must amend the IEPs to include the 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.  The NHDOE will verify this through a subsequent on-site review.		
<b>First Stage Corrective Action Regarding the Implementation of the Regulations</b> Provide training to appropriate staff to address the 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.  Provide the dates, names of attendees, and a description of the trainings, which defines the district's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.		
<b>Second Stage Corrective Action Regarding the Implementation of the Regulations:</b> The NHDOE will select 19 new student files (3 at CES, 4 at GEES, 3 at GES, 3 at MCS, 3 at MRMS, and 3 at MRHS) for updated data demonstrating compliance with this requirement.		

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.320(a)(6)(i) Ed 1109.01(a)(1)		O. Definition of Individualized Education Program (State and District Wide Assessments)
<b>Self-Assessment Question Number &amp; Regulatory Component</b>		<b>Review Status</b>
57.	34 CFR 300.320(a)(6)(i) Ed 1109.01(a)(1)	<b>11 out of 11</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.
58.	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>3 out of 3</b> IEPs demonstrated evidence of a statement of why the child cannot participate in the regular assessment.
59.	34 CFR 300.320(a)(6)(ii)(B) Ed 1109.01(a)(1)	When the child is taking an alternate assessment, <b>3 out of 3</b> IEPs 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		P. Procedural Safeguards (Written Prior Notice for IEP)
<b>Self-Assessment Question Number &amp; Regulatory Component</b>		<b>Review Status</b>
60.	34 CFR 300.503(b)(1) Ed 1120.03(b)	<p><b>4 out of 12</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.</p> <p>For <u>student files C, H, J, P, R, T, Z, &amp; AD</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
61.	34 CFR 300.503(b)(2) Ed 1120.03(b)	<p><b>2 out of 12</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.</p> <p>For <u>student files C, H, J, P, R, T, V, Z, AD, &amp; AF</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
62.	34 CFR 300.503(b)(3) Ed 1120.03(b)	<p><b>0 out of 12</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.</p> <p>For <u>student files A, C, H, J, M, P, R, T, V, Z, AD, &amp; AF</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
63.	34 CFR 300.503(b)(6) Ed 1120.03(b)	<p><b>0 out of 12</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.</p> <p>For <u>student files A, C, H, J, M, P, R, T, V, Z, AD, &amp; AF</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
64.	34 CFR 300.503(b)(7) Ed 1120.03(b)	<p><b>0 out of 12</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.</p> <p>For <u>student files A, C, H, J, M, P, R, T, V, Z, AD, &amp; AF</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
65.	34 CFR 300.503(c)(1)(ii) Ed 1120.03(b)	<p><b>10 out of 12</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> <p>For <u>student files C &amp; J</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
<p><b>First Stage Corrective Action Regarding the Implementation of the Regulations:</b> Provide training to staff on completing the written prior notice for IEP in order for staff to appropriately document each component of a written prior notice.</p> <p>Provide the dates, names of attendees, and a description of the trainings, which defines the district's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.</p>		
<p><b>Second Stage Corrective Action Regarding the Implementation of the Regulations:</b> The NHDOE will select 27 new student files (4 at CES, 4 at GEES, 3 at GES, 4 at MCS, 4 at TES, 4 at MRMS, and 4 at MRHS) for updated data demonstrating compliance with this requirement.</p>		

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.503(b) Ed 1120.03(b)		Q. Written Prior Notice (Placement)
<b>Self-Assessment Question Number &amp; Regulatory Component</b>		<b>Review Status</b>
66.	34 CFR 300.503(b)(1) Ed 1120.03(b)	<p><b>4 out of 12</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.</p> <p>For <u>student files C, H, J, R, T, V, Z, &amp; AD</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
67.	34 CFR 300.503(b)(2) Ed 1120.03(b)	<p><b>1 out of 12</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.</p> <p>For <u>student files A, C, H, J, M, P, R, T, V, Z, &amp; AD</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
68.	34 CFR 300.503(b)(3) Ed 1120.03(b)	<p><b>0 out of 12</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.</p> <p>For <u>student files A, C, H, J, M, P, R, T, V, Z, AD, &amp; AE</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
69.	34 CFR 300.503(b)(6) Ed 1120.03(b)	<p><b>0 out of 12</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.</p> <p>For <u>student files A, C, H, J, M, P, R, T, V, Z, AD, &amp; AE</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
70.	34 CFR 300.503(b)(7) Ed 1120.03(b)	<p><b>0 out of 12</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.</p> <p>For <u>student files A, C, H, J, M, P, R, T, V, Z, AD, &amp; AE</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
71.	34 CFR 300.503(c)(1)(ii) Ed 1120.03(b)	<p><b>9 out of 12</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> <p>For <u>student files C, J, &amp; R</u>, there was insufficient evidence demonstrating compliance with this requirement.</p>
<p><b>First Stage Corrective Action Regarding the Implementation of the Regulations:</b> Provide training to staff on completing the written prior notice for placement in order for staff to appropriately document each component of a written prior notice.</p> <p>Provide the dates, names of attendees, and a description of the trainings, which defines the district's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.</p>		
<p><b>Second Stage Corrective Action Regarding the Implementation of the Regulations:</b> The NHDOE will select 27 new student files (4 at CES, 4 at GEES, 4 at GES, 4 at MCS, 4 at TES, 4 at MRMS, and 3 at MRHS) for updated data demonstrating compliance with this requirement.</p>		