

**NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
SPECIAL EDUCATION
PROGRAM APPROVAL VISITATION
IEP REVIEW COMPLIANCE REVIEW**

**STEWARTSTOWN SCHOOL DISTRICT
FOCUSED MONITORING IEP COMPLIANCE REVIEW
SUMMARY REPORT
2012-2013**

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**IEP Review Visit Conducted on October 3 and 4, 2012
Desk Audit Reviews Conducted on October 3 and 4, 2012
Report Date: January 9, 2013
Revised Report: March 25, 2013**

IEP Review Compliance Report 2012-2013

<p style="text-align: center;">IEP Review Summary Special Education Compliance Component of NHDOE Focused Monitoring Process Stewartstown School District Dates of NHDOE Focused Monitoring Compliance and IEP Review: October 3 & 4, 2012</p>
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Introduction:

The compliance component of the NHDOE Focused Monitoring Process includes both an internal and external review of Special Education data directly linked to compliance with state and federal Special Education rules and regulations. . The review is an in depth analysis of IEPs with the participation of district IEP teams. This is intended to be a job-embedded professional development opportunity as well as a compliance review. In addition, there is a concurrent review of additional IEPs by NHDOE Special Education Bureau staff referred to as a "desk audit". In order to assure consistency from district to district regarding the total number of IEPs reviewed, the NHDOE Special Education Bureau has determined that a total of eight (8) IEPs will be reviewed per school (unless the size of the school dictates a different number). Data gathered through the various compliance activities is reported back to the school's Achievement Team, as well as the NHDOE, Bureau of Special Education. This is for the purpose of informing both the district and the NHDOE of the status of the district's Special Education compliance with required special education processes, as well as the review of data related to programming, progress monitoring of students with disabilities, and alignment of Special Education programming with the curriculum, instruction and assessment systems within the school district.

Data Collection Activities:

As part of the NHDOE Focused Monitoring Process a Special Education compliance review was conducted in the Stewartstown School District on October 3 and October 4, 2012. Listed below is the data that was reviewed as part of the compliance review, all of which are summarized in this report.

- Review of randomly selected IEPs.
- Review of LEA Focused Monitoring Compliance Application including:
 - Special Education Policy and Procedures
 - Special Education staff qualifications
 - Program descriptions
- Review of all district Special Education programming.
- Review of Out of District Files.
- When appropriate, review of student records for students with disabilities who are attending Charter Schools.
- Review of requests for approval of new programs, and/or changes to existing programs.

SUMMARY OF FINDINGS:

IEP Review Process: Conducted on October 3 and October 4, 2012

As part of the compliance component of Focused Monitoring, the NHDOE worked in collaboration with the Stewartstown School District to conduct reviews of student IEPs. The IEP Review Process has been designed by the NHDOE to assist teams in examining the IEP for educational benefit, as well as determine compliance with state and federal Special Education rules and regulations. The review is based on the fact that the IEP is the foundation of the Special Education process.

7. Meeting minutes will include greater specificity of detail to capture major discussion topics covered in the meeting, including student identification and placement.
- Describe how individual student performance information is conveyed from grade to grade/school to school:
 1. Meetings with next year's teachers will be scheduled to review student needs.
 2. Collaboration among sending and receiving teachers will be increased.
 3. Establish transition trips grade-to-grade and building-to-building for students at the end of each year.
 - How will the district further explore the factors that have impacted poor scores for individual students on state assessments and in the general education curriculum?
 1. Teams will review necessary accommodations to support student's access, participation and progress in the general education curriculum.
 2. Teachers will provide pre-teaching and metacognitive/problem solving strategies for students in preparation for assessments (Habits of Mind).
 - Strengths and suggestions identified related to IEP development/progress monitoring and services:

Strengths:

- *Provision of more intensive levels of support to students due to small school size and smaller classes.*
- *Good rapport and communication between regular education and special education staff at particular grade levels.*
- *Positive rapport among parents and teachers.*
- *Staff is knowledgeable about their students.*
- *Several staff hold multiple endorsements.*

Suggestions:

- *Continue with curriculum alignment of Common Core with IEP Goals, including all staff (special and regular education) in that professional development.*
- *Utilize district placement deliberations pages consistently for any disability identification.*
- *Assure that documentation of special education process includes all necessary information.*
- *Provide greater detail in meeting minutes, particularly in regard to Free Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE).*
- *Develop a system of identifying accommodations and modifications for IEP students that are more strategic for student needs.*
- *Develop a system for monitoring the effectiveness of accommodations and modifications.*

District Wide Commendations:

- Special education and classroom teachers are very responsive to student needs, scheduling student meetings as needed and making appropriate adjustments for student success.
- Good rapport among parents, staff, and students create an effective "wrap around" model for students with disabilities.

**FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
NHDOE COMPLIANCE AND IEP REVIEW VISIT:**

As a result of the three IEPs that were selected for the **Focused Monitoring IEP Review** on October 3 & 4, 2012, the following Findings of Noncompliance were identified:

Systemic Findings of Noncompliance

Systemic Findings of Non-compliance are defined as systemic deficiencies that have been identified through the IEP Review Process, which are in violation of state and federal special education rules and regulations. The NHDOE, Bureau of Special Education, requires that all Systemic Findings of Non-compliance be corrected as soon as possible, but no later than one year from the report date.

1. ED 1107.02(b) Evaluation Requirements for Children with Specific Learning Disabilities

FM Review of Policies and Procedures: *The district has not adopted a policy for describing the evaluation procedures and standards that will be used to evaluate whether a child has a specific learning disability*

Child Specific Findings of Noncompliance

Please Note: *The NH Department of Education, Bureau of Special Education requires that Child Specific Findings of Noncompliance be addressed and resolved within 45 days of notification*

1. ED1109.01 (a)(1) Elements of an IEP/CFR300.320(a)(5) – Definition of an Individualized Education Program: An explanation of the extent a child will not participate with non-disabled children.

FM IEP Review: *One IEP did NOT contain any explanation of WHY student was being removed from the general education classroom.*

As a result of the three IEPs that were selected for the **NHDOE Desk Audit IEP Review** on October 3 & 4, 2012, the following Findings of Noncompliance were identified:

Systemic Findings of Noncompliance

Systemic Findings of Non-compliance are defined as systemic deficiencies that have been identified through the IEP Review Process, which are in violation of state and federal special education rules and regulations. The NHDOE, Bureau of Special Education, requires that all Systemic Findings of Non-compliance be corrected as soon as possible, but no later than one year from the report date.

ED 1109.01(a)(1) Elements of an Individualized Education Plan/34CFR 300.320(a)(2)(i) Definition of Individualized Education Program – statement of annual measurable goals.

NHDOE Desk Audit IEP Reviews: *Three IEPs did not have measurable goals.*

Child Specific Findings of Noncompliance

Please Note: *The NH Department of Education, Bureau of Special Education requires that Child Specific Findings of Noncompliance be addressed and resolved within 45 days of notification.*

ED 1109.01(a)(1) Elements of an IEP/CFR300.320 (a)(2)(i) Definition of an Individualized Education Program – statement of measurable annual goals.

NHDOE Desk Audit IEP Review: *Three IEPs did not have measurable goals*