

BUREAU OF SPECIAL EDUCATION SUPPORT

*“Improving Outcomes for Students with Disabilities Together”*

**APPROVAL OF**

**PRIVATE PROVIDER**

**SPECIAL EDUCATION PROGRAMS MONITORING PROCESS**

**For Private Providers of Approved Special Education Programs**

**2022 – 2023**

**Based on**

**The Individuals with Disabilities Education Improvement Act (IDEA) (2004)**

**New Hampshire Standards for the Education of Children with Disabilities**

**(Ed 1100, Effective March 24, 2017, Amended June 14, 2018, Amended August 9, 2018, Amended April 10, 2020)**

**New Hampshire State Statutes (RSA 186-C:5, RSA 189:64)**

The New Hampshire Department of Education, Bureau of Special Education Support (Bureau) is responsible for assessing the impact and effectiveness of state and local efforts to provide a “Free Appropriate Public Education” (FAPE) in the Least Restrictive Environment (LRE) to children and youth, beginning at age three up to age 21, with educational disabilities. The goal of Special Education Program Approval is to ensure compliance with federal laws (IDEA 2004), regulations, NH State Statutes, and the NH Standards for the Education of Children with Disabilities (Ed 1100, Effective March 24, 2017, Amended June 14, 2018, Amended August 9, 2018, Amended April 10, 2020), resulting in improved outcomes for students with disabilities.

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**New Hampshire Department of Education,**

**Bureau of Special Education Support (Bureau)**

**Approval of Private Provider Special Education Programs (AP3s)**

**2022-2023 Sample Timeline**

Technical Assistance and Trainings are offered by the Bureau throughout the monitoring process.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monitoring Process** | April 2022 | **Notification of**  **Monitoring Process** | | • Private Providers requiring monitoring during 2022-2023 are notified of the Approval of Private Provider Special Education Programs Monitoring Process (AP3s)  • The notification letter includes a list of approved special education programs for the Private Provider to review |
| April – May 2022 | **Provider Notified** | | • AP3 Review Letter sent one week prior to initial meeting with dates for Data Collection Training (September) and the onsite monitoring visit (March)  • Zoom link for the initial meeting sent in a reminder email reminder with attachments for the Application Process Review Letter and application materials (Special Education Procedures Review, Application, and Personnel Roster) |
| May 2022 | **Initial Process and Program Approval Meeting** | | • Bureau consultants meet with Private Provider leadership to outline the monitoring process, review application materials, and answer questions |
| Sep 2022 | **Overview of Monitoring Process Letter** | | • AP3s Process overview letter sent to the Private Provider reviewing the monitoring process and confirming dates for on-site monitoring visit and On-site Data Collection Form training  • Data Collection Form and Appendix A – K-12 Curriculum self-assessment sent as attachments with the AP3s Process letter |
| Fall 2022 | **Provider Staff Training** | | • The Bureau conducts onsite Data Collection Form training for Private Provider staff |
| Dec. 2022 | **Provider Notified** | | • The Bureau notifies Private Providers of the selected three week time period for implementation of services verification |
| Feb 2023 | **Submission of Application Materials**: | | • Private Providers submit application materials **no later than 30 days prior to the date of the on-site** for the Bureau team to review |
| Feb – March 2023 | **Questions/ Clarification:** | | • The Bureau contacts Private Providers with questions/clarification regarding submitted application materials |
| March 2023 | **Monitoring on-site(s):** | | • Bureau trained reviewers conduct the on-site monitoring visit |
| April – May 2023 | **Report meeting**  Within 60 days of the initial monitoring on-site visit | | • The Bureau sends written documentation of findings (Report1, Application Checklist) to the Private Provider   * Bureau consultants meet with Private Provider leadership to review the written documentation of findings (Report1, Application Checklist)   • Report is posted to the Bureau website  • Program Approval information included in report (with certificates) |
| **Corrections Verified** | | | **Closeout letter sent to Provider** 2 | • All noncompliance verified as corrected per corrective actions identified in the report (Application Checklist) |

*1 In the event the written report shows that the LEA, other public agency, private provider… has not complied with orders issued by the department, the commissioner of education shall give the written notice of the further enforcement action to be taken per Ed 1125.02(c)*

*2 The Bureau must verify correction of noncompliance as soon as possible but in no case later than one year from the date of the written findings.*

# Approval of Private Provider Special Education Programs Monitoring Process

Per RSA 186-C:5 the purpose of program approval and monitoring is to ensure that the programs comply with applicable federal and state law, including standards related to improving educational results and functional outcomes.

The Bureau’s Approval of Private Provider Special Education Programs Monitoring Process (AP3s) consists of a review of required application materials and an on-site component with program visit(s) and random sampling. The AP3s process occurs during the last year of approval of the Private Special Education Program (Private Provider).

The spring prior to the AP3s process, the Bureau will notify the Private Provider of the upcoming process and schedule a time to meet with the administrative teamto review the process and answer any questions. The Bureau will send a letter in the fall of the monitoring year informing the Private Provider of the agreed upon dates for the On-site Data Collection Form training and on-site monitoring visit. The letter will also provide an overview of the monitoring process and an agenda for the day of the on-site monitoring visit.

As part of the AP3s process the Private Provider must submit required application materials for review no later than 30 days prior to the on-site monitoring visit. These materials are outlined in the Required Application Materials section below. The Bureau will confirm that the Private Provider’s nonpublic school approval is current, review submitted application materials, and contact the Private Provider if there are questions or a need for clarification. The Bureau will provide feedback to the Private Provider by the date of the on-site monitoring visit.

In March of the monitoring year, the Bureau will visit the program to conduct the AP3s on-site monitoring visit. Prior to conducting this visit, the Bureau will train Private Provider staff on how to complete the On-site Data Collection Form for the random sampling and share what is required for the program visits.

The Bureau will bring a team of Bureau trained personnel pursuant to the visiting policy of the program and one special education administrator from another private school to the on-site monitoring visit unless the Bureau has determined that less than a full team is necessary. If this is the case, the Bureau will discuss the makeup of the review team with the provider.

On the day of the on-site monitoring visit, the Bureau requests that the Education/Special Education Administrator, Executive Director and other representatives from the program be available at the start of the visit to meet the monitoring team and provide introductions. The Bureau will create and confirm with the Provide Provider, prior to the on-site visit, an agenda for the day of the on-site which will include time for the Private Provider to share an overview of the program, provide a tour of the educational facilities, review the application materials submitted, and conduct random sampling data collection. At the conclusion of the on-site monitoring visit the monitoring team will provide a summary of the team’s observations. Please see page 7 for additional information regarding the on-site monitoring visit.

Within 60 days of the on-site monitoring visit, the Bureau will prepare a report and meet with the Private Provider’s administration to review the information and answer any questions prior to the report being posted on the Bureau’s website. Additional information regarding the report can be found on page 8.

Once any findings of noncompliance identified in the report are verified corrected by the Bureau the Private Provider will be issued a closeout letter for the AP3s process noting the date all corrected noncompliance has been corrected. This date will be published on the Bureau’s website with the report.

Required Application Materials

The documents referred to below should be submitted as part of the application. These materials provide the Bureau information required for approval.

**PLEASE SUBMIT AS SOON AS POSSIBLE BUT NO LATER THAN 30 DAYS PRIOR TO THE ON-SITE:**

|  |  |
| --- | --- |
|  | Completed Application Document with electronic signature |
| *1126.03(e)* | Changes to Existing Program(s)  On page 14 of this document please confirm if there are no changes being requested as part of the AP3s process for approved program(s) or list any requested changes to existing programs such as changes to location, grade level or disabilities served, etc. |
| *1126.02(b)(3)*  *1114.04(b)*  *1114.04(c)* | A completed procedures self-assessment review form with a copy of all current special education procedures, including any supporting documents that may be referred to in the procedures.  **If your program’s special education procedures have been previously approved under the current Ed 1100 no submission is required but page 15 must be completed.**  For guidance regarding the private provider procedure plan, please refer to:  [Private Provider Special Education Procedures Plan, Revised June 2020](https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/private-sp-ed-procedures-plan-june-2020.docx) |
| *1114.05(g)*  *§ 300.320* | Curriculum & Program of Studies  **If the program’s curriculum, and program of studies (if applicable), have been previously approved under the current Ed 300 Minimum Standards only curriculum for Holocaust and Genocide Education need to be submitted. Page 16 will also need to be completed and submitted.** |
| If your program’s curriculum has not been approved under the current Ed 300, please complete Curriculum Standards Appendix A for the grade level(s) for which you are seeking approval and a copy of the corresponding curriculum. *(Programs that encompass grades K – 8 with an established middle school must complete both elementary and middle requirements)*  If applicable, submit a copy of your program of studies which should include a description of the requirements for obtaining a High School Diploma (if applicable), a course description, number of credits for each course (for High School students), any electives including required additional courses for each subject area that are offered, as well as any required prerequisites. *\*(refer to Appendix A for the course curriculum requirements)* |
| *1126.02(b)(5)* | Program description(s). For each approved special education program provide a description of:   * The facility, personnel, and services being provided * Appropriate instructional equipment and materials adequate to implement the IEPs for each child with a disability participating in the program * The location(s)/specific address(es) of the program(s) * Differences/similarities between summer and school year programs if applicable * If the program issues diplomas/certificate of completion or if sending districts issues. * Please note if all students are receiving a regular high school diploma or certificate of completion * If the program has an established middle school * Parent/Student Handbook, if applicable |
| *1126.02(b)(1)*  *1114.05(j)*  *1114.10(a)* | A completed Private Provider Personnel Roster and Required Certifications excel sheet (provided to you by the Bureau) with all administrative, instructional, and related service staff. This should include personnel employed by the Private Provider and all professional personnel that provide contracted/consultation services to students with educational disabilities, and any certified consultants working with staff. This is a separate excel document provided with the application.  \**A Statement of Eligibility (SOE) does not fulfill the requirements for certification however a valid Intern License does.*  *\*Required Administrator and at least one General Special Education staff must be employed full time by the provider; they cannot be a consultant or part-time*  **Please see pages 10-11 for additional information.** |
|  |  |
| *1114.10(a)* | Description of the consultation model that is currently being used by your program and documentation of consultation services.  **Please see pages 12-13 for an example and additional information.** |
| *1114.19* | Proof of insurance, in accordance with Ed 1114.19, including:   * + professional liability and bonding insurance   + vehicle insurance   + comprehensive property and liability insurance in compliance with Ed 1129.08(al)   + ***For more detailed information regarding insurance and bonding, please refer to***: <https://www.education.nh.gov/instruction/special_ed/memos/documents/fy16_memo_11_private_providers_insurance_coverage.pdf> |
| *1114.15* | School Calendar (as outlined in Ed 401.03) identifying instructional days per year and the instructional hours per day in accordance with Ed 1113.14 and Ed 1113.15 |
| *1114.03(b)* | A document that clearly identifies the governing body, in accordance with Ed 1114.03(b), which shall be responsible for ensuring the program’s compliance with the program charter, constitution or other organization document or agreement and with the terms of all leases, contracts or legal agreements to which the program is a party. |
| *1114.06(j)*  *1114.03(a)* | Completed On-site Data Collection Form  **Please see page 7 for additional information** |

**NHDOE STAFF WILL VERIFY THE FOLLOWING REQUIREMENTS INTERNALLY:**

|  |  |
| --- | --- |
| *1114.04(g)* | Current Professional Development Master plan approved by credentialing |
| *1114.03(i)* | Current Secretary of State Registration document & Certificate of Good Standing |
| *§ 300.130* | Non-Profit Status document |
| *1114.16(c)* | School Fire & Life Safety and School Health Inspection Forms (found on NHDOE website) must be submitted for **all education buildings.** |

# Initial On-site Monitoring Visit

Per RSA 186-C:5 the Monitoring Process must include on-site monitoring including program monitoring and random sampling. The Approval of Private Provider Special Education Programs Monitoring Process includes an on-site monitoring visit during which the monitoring team will visit all approved locations for the approved program and collect random sampling data using the On-site Data Collection Form.

**LEA involvement in the on-site monitoring visit is at the discretion and coordination of the Private Provider.**

**Program Monitoring**:

The on-site component of program monitoring consists of:

* An introduction and program overview by the Private Provider and;
* The Bureau monitoring team visiting all approved locations for the program. If the program has multiple locations the program visit may be scheduled on a separate day.

**Random Sampling**:

The Bureau monitoring team will use the On-site Data Collection Form to verify that:

* Each Private Provider of special education or other non-LEA program is completing a minimum of 3 comprehensive reports per year on each child with a disability enrolled in the program per Ed 1114.06(j) and;
* Each Private Provider is providing students with disabilities all services detailed in their IEPs unless the provision of those services has been agreed upon by contract with the sending LEA per Ed 1114.03(a).

30 days prior to the on-site the Private Provider will submit to the Bureau a completed On-site Data Collection Form that includes:

* A coded list of twenty percent of the New Hampshire students enrolled in the program the year prior to monitoring and;
* A coded list of only those services the Private Provider was responsible for providing to all NH students enrolled in the program during a three week period between September 1st and December 15th of the monitoring year. *The Bureau will notify the Private Provider of the three week time period during the week of December 15th.*

At the on-site monitoring visit the Bureau monitoring team will use the On-site Data Collection Form to verify evidence that:

* The Private Provider completed a minimum of three comprehensive reports for each student on the list and;
* All required services were provided during the designated time period.

**Student lists and student evidence reviewed at the on-site must be coded. The Bureau monitoring team should not be able to personally identify a student from either the code or the evidence reviewed.**

**Example On-site Schedule**:

|  |  |
| --- | --- |
| 9:00 – 9:30 | Introduction |
| 9:30 – 11:30 | Random Sampling using On-site Data Collection Form |
| 11:30 – 12:30 | App Review |
| 12:30 – 1:00 | Lunch Break |
| 1:00 – 1:30 | Program Visits |
| 1:30 – 2:00 | Closing |

# Monitoring Review Summary Report

Per RSA 186-C:5 and Ed 1126.03(d) The Approval of Private Provider Special Education Programs Monitoring process will result in a specific recommendation from the Bureau for approval of the special education program(s). The State Director of Special Education shall determine the conditions for approval, including status and duration, and shall make one of the following approval determinations:

* + **Approved**: A status given to the program, in writing, from the State Director of Special Education, subsequent to the on-site monitoring visit. This status indicates that the program meets the standards established by the IDEA and Ed 1100.
  + **Provisionally Approved**: A status given to the program, in writing, from the State Director of Special Education, subsequent to the on-site monitoring visit. This status indicates the program has issues of non-compliance that are systemic in scope and students in the program are not receiving FAPE. Additionally, the program shall not accept additional students with disabilities until fully approved.

The Bureau’s Monitoring Review for Approval of Private Provider Special Education Programs Summary Report will include:

* An overview of the AP3s process
* An overview of the approved program(s) including program strengths and notable achievements as well as any recommended preventive actions
* General Program Approval Requirements Review
* Special Education Procedures and Effective Implementation Review
* Curriculum and Effective Implementation Review
* Personnel Review
* Implementation of the Special Education Process Through Random Sampling Review
* Any findings\* of noncompliance and their corrective actions broken out by section
* The number of years of approval and how it was determined.

*Per Ed 1126.03(d)(5) An LEA, public academy, private provider of special education, public agency, or other non-LEA program shall have its approval revoked when the LEA, public academy, private provider of special education, public agency, or other non-LEA program does not provide FAPE and has not corrected the issue(s) of noncompliance within the timeframe specified by the department or when a condition exists endangering the health, welfare or safety of children and youth with disabilities in attendance. The Commissioner of Education shall take action, including, but not limited to, immediate disapproval of the program pursuant to Ed. 1125;*

*\* Findings verified corrected as of two weeks prior to the report meeting will be noted in the report as findings that were corrected.*

# Private Provider Reporting Requirements

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

1. When a child has an illness that is contagious or poses a health threat to other children enrolled in a private provider of special education or other non-LEA program, the program shall immediately notify the child’s parent(s), the sending LEA, the department, and the bureau of communicable disease control of the Department of Health and Human Services. (Ed 1114.18(e))
2. In the case of an accident injuring a child, a private provider of special education or other non-LEA program shall immediately notify the child’s parent(s), the sending LEA, the department, and the local law enforcement agency. (Ed 1114.18(f))
3. In the case of the death of a child, a private provider of special education or other non-LEA program shall immediately notify the child’s parent(s), the sending LEA, the department, and the local law enforcement agency. (Ed 1114.18(g))

**Bureau Contact**:

Heidi Clyborne: 603-271-3748, [Heidi.Clyborne@doe.nh.gov](mailto:Heidi.Clyborne@doe.nh.gov)

**Bureau Contact for Injury as a result of restraint**:

Rich Farrell: 603-271-8372, [Richard.Farrell@doe.nh.gov](mailto:Richard.Farrell@doe.nh.gov)

# 2022 – 2023 Required Certified Staff or Consultants

**Ed 306.15 Provision of staff and staff qualifications**

**Each school shall provide** the services of a certified administrator (e.g. special education administrator, principal), a certified library media specialist and a certified guidance counselor(s); art, music, health and physical education teachers in accordance with class size requirements in Ed 306.17.  The School’s administration and at least one general special education staff must be full time certified staff and not a consultant.

In addition to the required staff listed above, the following are required at each level:

**Elementary Schools (Elem):** In each elementary school, the services of a reading & writing teacher or specialist and library media specialist to facilitate the delivery of the language arts and reading program established in Ed 306.37(a).  Teachers for elementary school need to be K-6 or K-8 certified.

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

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

**The following chart outlines the required certifications/endorsements by grade level for private providers of special education programs**

| **Required**  (Grade Levels) | **Endorsement [Code]** | **Certif. Standard** | **Per Min. Standard** |
| --- | --- | --- | --- |
| **Administrator**  (Elem, Mid, High) | Principal [0003]; or  Special Education Administrator [0006] | 506.04  506.07 | 306.15(a) |
| **Visual Art Education**  (Elem, Mid, High) | Visual Arts Education [0200] | 507.09 | 306.31 |
| **Library Media**  (Elem, Mid, High) | Library Media Specialist [0036]; or  Library Media Coordinator [0035] | 507.21  507.20 | 306.15(a) |
| **Guidance**  (Elem, Mid, High) | School Counselor [0040]; or  School Counseling Director [0042] | 507.07  507.06 | 306.15(a)  306.39 |
| **Music**  (Elem, Mid, High) | Music Education [1200] | 507.39 | 306.31 |
| **Health**  (Elem, Mid, High) | Health Education [0801] | 507.15 | 306.40 |
| **Physical Education**  (Elem, Mid, High) | Physical Education [0800] | 507.16 | 306.41 |
| **Information & Communication Technology**  (Elem, Mid, High) | Digital Learning Specialist [0350]; or  Library Media Specialist [0036]; or  Library Media Coordinator [0035] | 507.22  507.21  507.20 | 306.42 |
| **Reading & Writing Teacher or Specialist**  (Elem) | Reading and Writing Specialist [0037]; or  Reading and Writing Teacher [0034] | 507.12  507.52 | 306.15(a)  306.37 |
| **Mathematics**  (Elem, Mid, High) | **K-6**: Elementary Math Specialist [1150]; or  Elementary Education (K-6) [1810]; or  Elementary Education (K-8) [1811]  **5-8**: Elementary Education (K-8) [1811] or  Mathematics, Middle Level [1102]  **7-12**: Mathematics, Upper Level [1100] | 507.251  507.11  507.11  507.11  507.25 & 26  507.25 & 26 | 306.43 |
| **Science**  (Elem, Mid, High)  *Ed 507.29* | **K-6**: Elementary Education (K-6) [1810]; or  Elementary Education (K-8) [1811]  **5-8**: Elementary Education (K-8) [1811] or  Science (5-8) [1305]; or  **7-12**: Earth and Space Science [1304]; and  **7-12**: Life Science [1302]; and  **7-12**: Chemistry [1308]; and  **7-12**: Physics (7-12) [1309]; and  **7-12**: Physical Science (7-12) [1313] (*or 1308 or 1309*) | 507.11  507.11  507.11  507.29 & 30  507.30 & 31  507.30 & 32  507.30 & 33  507.30 & 34  507.30 & 53 | 306.45 |
| **Social Studies**  (Elem, Mid, High) | **K-6**: Elementary Education (K-6) [1810]; or  Elementary Education (K-8) [1811]  **5-8**: Elementary Education (K-8) [1811] or  Social Studies (5-8) [1501];  **5-12**: Social Studies (5-12) [1500] | 507.11  507.11  507.11  507.56  507.28 | 306.46 |
| **English/ Language Arts**  (Elem, Mid, High) | **K-6**: Elementary Education (K-6) [1810]; or  Elementary Education (K-8) [1811]  **5-8**: Elementary Education (K-8) [1811] or  English (5-8) [0501]  **5-12**: English (5-12) [0500]; | 507.11  507.11  507.11  507.55  507.24 | 306.37 |
| **Family & Consumer Science** (Mid, High) | Comp. Family & Consumer Science Ed [0900] | 507.50 | 306.38 |
| **Technology Education**  (Mid, High) | Technology and Engineering [1000]; or  Digital Learning Specialist [0350] | 507.05  507.22 | 306.47 |
| **Business**  (High) | Comprehensive Business Ed. [0300]; or  Comprehensive Marketing [0400] | 507.49  507.48 | 306.33 |
| **Early Childhood Education** (Elem – if applicable) | Early Childhood (N-3) [1866] | 507.18 |  |
| **Special Education**  (Elem, Mid, High) | **K-12**: General Special Education [1900]  **Pre**: Early Childhood Sp. Ed. (N-3) [1912]; or  General Special Education [1900] and  Early Childhood (N-3) [1866] | 507.40  507.41  507.40  507.18 |  |
| **Swimming/ Water Activities** (Elem, Mid, High)  *\* If swimming/water activities are offered* | 1114.10 (g)  Each private provider of special education or other non-LEA program which offers swimming or other water activities in its program shall provide a qualified water safety instructor or senior lifesaver to be on duty whenever children with disabilities are in the swimming program or other water activity. | | |
| **World Languages**  (High) | \*See [NH Education Credentialing Endorsement List](https://nhdoepm.atlassian.net/wiki/spaces/CHD/pages/193954145/Endorsements+Available+and+Requirements) for complete list.  *\*See curriculum for languages taught* | 507.37 & 38 | 306.48 |
| **Career and Technical Education**  (High) | \*See [NH Education Credentialing Endorsement List](https://nhdoepm.atlassian.net/wiki/spaces/CHD/pages/193954145/Endorsements+Available+and+Requirements) for complete list.  *\* See curriculum for courses taught* | 507.01 – 03 | 306.20 |

# Consultant Model

**Description of Roles and Responsibilities of Certified Consultants Working with Private Special Education Programs: Guidance Document**

It is the role of the New Hampshire Department of Education to ensure that all students with disabilities are provided Free and Appropriate Public Education (FAPE), including equal educational opportunities and full access to the general curriculum. As part of the Monitoring Review for Approval of Special Education Programs, a critical element that is reviewed by the Bureau is curricula, specifically ensuring that there is a viable curriculum which meets state requirements and that there are appropriately credentialed staff responsible for implementation of the course offerings. Recognizing that private special education programs have limited resources and that student enrollments are typically quite small, assembling a full time staff to cover all curriculum requirements presents a challenge. In an attempt to assist approved private special education programs in meeting the certification standards for educational personnel, the Bureau has endorsed the implementation of a “consultation model” for use in the private special education program setting. In order to further define and clarify how this consultation model can be utilized, the following guidelines are provided:

**When is a consultant needed?**

Attached to this document are the core curriculum requirements for K – 12 programs (Appendix A). Depending on the grade span of the private special education programs, each of these curriculum areas must be offered, along with a certified teacher who will be responsible for providing the instruction. If the certified teacher does not hold certification in the content area in which he/she is teaching, there must be a consultant who holds that certification working along with the teacher. For example, a certified special education teacher providing instruction for a high school English course must have a certified high school English teacher consulting with them in the design of instruction and monitoring of the curriculum. It is important to note, that consultants working with approved private special education programs must hold teaching certification in the area in which they are consulting. It is also important to note that approved private special education programs providing programming for grades K-8 with an established middle school must meet all of the elementary and middle school curriculum requirements.

**What Are Possible Roles and Responsibilities of Consultants Hired By the Private Provider?**

The role of a consultant providing services to an approved private special education program will vary depending on a variety of factors within each special education program. Below is a list of the possible roles and responsibilities of consultants who are offering technical assistance and consultation services to approved private special education programs. Please keep in mind that the list below is just a sampling of roles that might be covered by consultants; it is not an exhaustive list.

* To share curriculum information and assist in the planning and delivery of instruction
* To assist in the private provider in identifying nationally recognized norm referenced or criterion referenced assessment tools that are designed to measure the effectiveness of the curriculum, instruction and assessment
* To provide demonstration lessons, observe lessons being taught, and assist in measuring the effectiveness of the instruction being provided
* To share curriculum resources, such as materials, supplies, technology based information
* To act as a mentor, provide guidance and offer suggestions to the private provider staff
* To assist the private special education program in making connections with resources and professional development available in the public school setting or greater educational community
* To share current research
* To assist in curriculum development
* To create relationships and conditions for collegial conversations and reflective practice

**How Often Are Consultant Services Utilized, and How Should Provision of Services Be Documented?**

There are no set guidelines regarding the “frequency” of consultation to individual teachers in the private special education setting. This will vary depending on the model of consultation being used, the number of consultants, and the number of teachers the consultants are working with. At minimum it is recommended that there be monthly consultation sessions; this can be face to face meetings, consultation by phone and/or electronic. All consultation may be provided individually or through small group work sessions through a Professional Learning Community Model. It is of critical importance that the consultation services offered be designed to meet the unique needs of the program, of the individual teacher, and also be considered as a rich resource to the staff and administration.

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

**Example of Documentation of Consultation Services**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of consultant**  (all names must appear on consultant roster) | **Frequency of the Consultation**  (including but not limited to dates and times)  EXAMPLE | **Subject Area(s) of the Consultation** | **Method of Consultation** (face to face, electronic, small group etc.) |
|  |  |  |  |

# Changes to Existing Programs

This section has been developed as an instrument to be used by Private Providers during their Monitoring Review for Approval of Private Provider Special Education Programs to **document any requested changes to their approved special education program(s)** under the current *New Hampshire Standards for the Education of Children with Disabilities*. (Ed 1100).

INSTRUCTIONS

When filling out this section please select:

* ***No Changes*** if you are not requesting any changes to your approved special education program(s).
* ***Changes Requested*** if you are requesting changes to your approved special education program(s).

If ***Changes Requested*** is checked please describe all requested changes in the box below.

**By signing page 19, you are confirming that the information you provided on this form is an accurate reflection of any requested changes to the approved special education program(s).**

| **Program Name(s):** |  |
| --- | --- |
| **No Changes; no changes to approved special education program(s) are being requested** | |
| **Changes Requested; list below all requested changes by program such as changes to location, grade levels, disabilities served, etc.** | |
|  | |

# Special Education Procedures

This section has been developed as an instrument to be used by Private Providers during their Monitoring Review for Approval of Private Provider Special Education Programs to **document any changes and/or updates to their special education procedures since their last review** under the current *New Hampshire Standards for the Education of Children with Disabilities*. (Ed 1100).

**For Private Providers whose special education procedures have been reviewed under the current New Hampshire Standards for the Education of Children with Disabilities only.**

INSTRUCTIONS

When filling out this section please select:

* ***No*** if there have been no changes to your special education procedures since the last review.
* ***Yes*** if your special education procedures have changed since the last review.

If ***Yes*** is checked please attach your program’s special education procedures and any related documents along with a completed Private Provider Special Education Procedures Self-Assessment Review Form.

**By signing page 19, you are confirming that the information you provided on this form is an accurate reflection of any changes to the program’s special education procedures since the last review by the NHDOE under the current minimum standards (Ed 1100).**

| **Program Name:** |  |
| --- | --- |
| **No; there have been no changes to any part of our special education procedures** | |
| **Yes; there have been changes to the special education procedures;**  **Attached are the program’s:**  **Special Education Procedures and any related documents**  **Private Provider Special Education Procedures Self-Assessment Review Form** | |

# Curriculum and Program of Studies – all Private Providers will need to submit curriculum aligning with Ed 306.49 for the Holocaust and Genocide Education

This section has been developed as an instrument to be used by Private Providers during their Monitoring Review for Approval of Private Provider Special Education Programs to **document any changes and/or updates to their curriculum or program of studies since their last review** under the current *New Hampshire Minimum Standards for Public School Approval*. (Ed 306).

**For Private Providers whose curriculum and, where applicable, program of studies has been reviewed under the current New Hampshire Minimum Standards for Public School Approval only.**

INSTRUCTIONS

When filling out this section in each row please select:

* ***Yes*** if your curriculum has changed since the last review,
* ***No*** if there have been no changes to your curriculum since the last review, or
* ***NA*** if your program(s) are not approved for the required grade levels.

If ***Yes*** is checked please attach all corresponding curriculum along with Appendix A completed for all sections that have been changed/updated since the last review. Please also attach an updated Program of Studies if any high school curriculum has been changed/updated since the last review.

**By signing page 19, you are confirming that the information you provided on this form is an accurate reflection of any changes to the program’s curriculum and, where applicable, program of studies since the last review by the NHDOE under the current minimum standards (Ed 306).**

| **Program Name:** |  |
| --- | --- |
| **Curriculum** | |
| **There have been no changes to any part of our curriculum** | |
| **There have been changes to the curriculum: See below** | |
| **There have been 'cosmetic' changes to our curriculum.**  Example: course names have changed, number of credits, etc.  **Attach a document describing the 'cosmetic' changes; including how it was submitted previously and what it was changed to.** | |
| **Program of Studies** | |
| **Not applicable** | |
| **There have been no changes to any part of our program of studies** | |
| **There have been changes to any part of our program of studies; program of studies is attached** | |

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| --- |
| Table rows with no color coding are required for grades K – 12 |
| Table rows colored blue are required for grades 9 – 12 |
| Table rows colored purple are required for middle level grades |
| Table rows colored green are required for elementary level grades |

| **Curriculum** | **Required For** | **Changes to Curriculum since last review** |
| --- | --- | --- |
| **Arts Education**  Program Standards (Ed 306.31) | Grades K – 12 | **Yes**; updated curriculum is attached  **No** change to curriculum since last review |
| **Business Education**  Program Standards (Ed 306.33) | Grades 9 – 12 | **Yes**; updated curriculum is attached  **No** change to curriculum since last review  **NA**; not required for program's grade levels |
| **English Language Arts**  Program Standards (Ed 306.37) | Elem. Grades | **Yes**; updated curriculum is attached  **No** change to curriculum since last review  **NA**; not required for program's grade levels |
| **English Language Arts**  Program Standards (Ed 306.37) | Middle Grades | **Yes**; updated curriculum is attached  **No** change to curriculum since last review  **NA**; not required for program's grade levels |
| **English Language Arts**  Program Standards (Ed 306.37) | Grades 9 – 12 | **Yes**; updated curriculum is attached  **No** change to curriculum since last review  **NA**; not required for program's grade levels |
| **Family and Consumer Science Education**  Program Standards (Ed 306.38) | Middle Grades | **Yes**; updated curriculum is attached  **No** change to curriculum since last review  **NA**; not required for program's grade levels |
| **Family and Consumer Science Education**  Program Standards (Ed 306.38) | Grades 9 – 12 | **Yes**; updated curriculum is attached  **No** change to curriculum since last review  **NA**; not required for program's grade levels |
| **Health Education**  Program Standards (Ed 306.40) | Grades K – 12 | **Yes**; updated curriculum is attached  **No** change to curriculum since last review |
| **Physical Education**  Program Standards (Ed 306.41) | Grades K – 12 | **Yes**; updated curriculum is attached  **No** change to curriculum since last review |
| **Information and Communications Technologies**  Program Standards (Ed 306.42) | Grades K – 12 | **Yes**; updated curriculum is attached  **No** change to curriculum since last review |
| **Mathematics**  Program Standards (Ed 306.43) | Elem. Grades | **Yes**; updated curriculum is attached  **No** change to curriculum since last review  **NA**; not required for program's grade levels |
| **Mathematics**  Program Standards (Ed 306.43) | Middle Grades | **Yes**; updated curriculum is attached  **No** change to curriculum since last review  **NA**; not required for program's grade levels |
| **Mathematics**  Program Standards (Ed 306.43) | Grades 9 – 12 | **Yes**; updated curriculum is attached  **No** change to curriculum since last review  **NA**; not required for program's grade levels |
| **Science Education**  Program Standards (Ed 306.45) | Grades K – 4 | **Yes**; updated curriculum is attached  **No** change to curriculum since last review  **NA**; not required for program's grade levels |
| **Science Education**  Program Standards (Ed 306.45) | Middle Grades | **Yes**; updated curriculum is attached  **No** change to curriculum since last review  **NA**; not required for program's grade levels |
| **Science Education**  Program Standards (Ed 306.45) | Grades 9 – 12 | **Yes**; updated curriculum is attached  **No** change to curriculum since last review  **NA**; not required for program's grade levels |
| **Social Studies**  Program Standards (Ed 306.46) | Elem. Grades | **Yes**; updated curriculum is attached  **No** change to curriculum since last review  **NA**; not required for program's grade levels |
| **Social Studies**  Program Standards (Ed 306.46) | Middle Grades | **Yes**; updated curriculum is attached  **No** change to curriculum since last review  **NA**; not required for program's grade levels |
| **Social Studies**  Program Standards (Ed 306.46) | Grades 9 – 12 | **Yes**; updated curriculum is attached  **No** change to curriculum since last review  **NA**; not required for program's grade levels |
| **Technology/Engineering Education**  Program Standards (Ed 306.47) | Middle Grades | **Yes**; updated curriculum is attached  **No** change to curriculum since last review  **NA**; not required for program's grade levels |
| **Technology/Engineering Education**  Program Standards (Ed 306.47) | Grades 9 – 12 | **Yes**; updated curriculum is attached  **No** change to curriculum since last review  **NA**; not required for program's grade levels |
| **World Languages Program**  (Ed 306.48) | Grades 9 – 12  *Optional:*  *Elem & Middle* | **Yes**; updated curriculum is attached  **No** change to curriculum since last review  **NA**; not required for program's grade levels |
| **Holocaust and Genocide Education** (Ed 306.49) | Grades 8 – 12 | **Yes**; updated curriculum is attached  **NA**; not required for program's grade levels |

# Application Materials Checklist & Provider Information

Application materials must be submitted in ***electronic format*** (PDF, Microsoft Word, Excel) to [Heidi.A.Clyborne@doe.nh.gov](mailto:Heidi.A.Clyborne@doe.nh.gov)

**As soon as possible, but no later than 30 days prior to the on-site monitoring visit the following must be submitted:**

|  |  |  |
| --- | --- | --- |
|  | Completed Application Document with electronic signature | |
|  | | Any requested changes to existing programs such as changes to location, grade level or disabilities served, etc. |
|  | | Completed Special Education Procedures section **or** a complete copy of all current special education procedures, including any supporting documents that may be referred to in the procedures with a completed Procedures Self-Assessment Review |
|  | | Completed Curriculum section or Appendix A completed for the grade levels for which you are seeking approval with a copy of the corresponding curriculum that is in place and A copy of your Program of Studies for high school students(including description of the requirements for obtaining a high school diploma (if applicable), course descriptions, number of credits for each course, any electives that are offered, as well as any required prerequisites) |
|  | A written description of each approved special education program  Parent/Student Handbook, if applicable | |
|  | Private Provider Personnel Roster. ***Personnel Roster must be submitted in Excel format provided.*** | |
|  | A written description of the consultation model used and documentation of consultation services | |
|  | Proof of insurance, in accordance with Ed 1114.19, including:  a. professional liability and bonding insurance  b. vehicle insurance  c. comprehensive property and liability insurance in compliance with Ed 1129.08(al) | |
|  | School Calendar (as outlined in Ed 401.03) identifying instructional days per year and the instructional hours per day in accordance with Ed 1113.14 and Ed 1113.15 | |
|  | A document that clearly identifies the governing body which shall be responsible for ensuring the program’s compliance with charters, constitution, agreements, leases, contracts, or legal agreements to which the program is a party. | |
|  | Completed On-site Data Collection Form | |

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| Private Provider Name: | | | | |
| Executive Director: ­­­­­­­­ | | | | |
| Education/Special Education Director: | | | | |
| Mailing Address: | | City: | | Zip: |
| Phone: | Fax: | | E-mail: | |

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| --- | --- |
| **Students Placed in Program(s) at Private Provider:** | |
| Students are placed by their LEA | Students are placed by courts |

**ELECTRONIC SIGNATURES:**

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| --- | --- | --- |
|  |  |  |
| Executive Director |  | Date |
|  |  |  |
|  |  |  |
| Director/Coordinator of Education/Special Education |  | Date |