

Special Education Program Approval and General Supervision (PAGS)

Merrimack Valley School District

Individualized Monitoring Plan

October 25, 2024

Revised November 7, 2024

Janelle Lavin, PAGS Advisor

Julie Gaudette, Direct of Special Education

Formerly Mary Paradise

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PAGS Overview & Bureau Responsibility

New Hampshire Department of Education (NHED)
Bureau of Special Education Support (BSES)
Office of Training and Monitoring (OTM)

The OTM is responsible for the monitoring of special education programs, special education environments, and preschool special education environments for compliance with state and federal special education regulations, as well as providing training for program improvement. The OTM's primary focus is improving results for children with disabilities while ensuring that all Local Educational Agencies (LEAs) and other public agencies meet the requirements of the Individuals with Disabilities Education Act (IDEA).

The OTM has developed the Program Approval and General Supervision (PAGS) process to ensure that the State Education Agency (SEA) is meeting the requirements of the Office of Special Education Programs (OSEP) to improve the educational results and functional outcomes for children with disabilities. The PAGS process will monitor all LEAs, at a minimum, one time during a six-year cycle. An LEA may be selected outside of the PAGS process for Due Diligence or Focused Monitoring at any time, as determined necessary by the BSES. OSEP requires that a reasonably designed State general supervision system should include the following eight integrated components: State Performance Plan, Policies, Procedures, and Effective Implementation, Integrated Monitoring Activities, Fiscal Management, Data on Processes and Results, Improvement, Correction, Incentives, and Sanctions, Effective Dispute Resolution, & Targeted Technical Assistance and Professional Development.

Each year the state also monitors LEAs through the Annual Performance Report (APR) data, State Performance Plan (SPP), Significant Disproportionality, LEA Determinations, and Timely and Accurate data submissions.

The OTM PAGS process utilizes a tiered monitoring and technical assistance system, which includes a focus on results. This system is designed to (a) ensure LEAs comply with IDEA requirements; (b) identify barriers that may negatively impact student results; and (c) identify technical assistance needs.

The PAGS monitoring processes uses the LEA Determinations to determine the level of intervention an LEA will receive. The intervention tier an LEA receives determines the breadth and depth of the student file reviews, specifically. The BSES may increase the level of intervention when determined appropriate via the review of other PAGS components or reporting processes within the NHED.

The Individualized Monitoring Plan is a collaborative, comprehensive reporting of information gleaned from the eight PAGS monitoring components. The Monitoring Plan is authored by the OTM Lead Consultant, and the District is provided the opportunity to review the Plan prior to its finalization and public posting.

Special Education Program Presentation (Component I)

The Special Education Program Presentation is comprised of two focus areas. The first focus area is the administrative composition and makeup of the program, and the following items are required; LEA Special Education Organization Chart, Special Education Personnel List, Special Education Job Descriptions, Personnel certification review, Special Education Policies, Procedures, & Forms

The second requirement of the Program Presentation component is the Program Narrative. The narrative should include the following items; A description of how the roles within the program intersect and work together, Program meeting schedule(s), a description of how challenges within the Special Education program are addressed as a team, a description of how student progress is being measured internally, a description of how student results are being measured internally, a description of how the LEA engages with its families and community, and a description of how parent/guardian concerns with student's progress and programming are addressed with the parent/guardian.

Administrative Composition

Special Education Organization Chart:

MVSD Special Education Staff 2023-2024			
Administrators for Special Education			
Mary Paradise, Director of Student Services 603-753-0199			
Jamie Vose, Associate Director of Student Services School 603-406-2276	High	Julie Gaudette, Associate Director of Student Services School 603-753-6336	Middle
Rebecca Tillotson, Associate Director of Student Services, Elementary Schools 603-753-4891			
BOSCAWEN 753-6512		PENACOOK 753-4891	
Shelby Perreault	Preschool Spec. Ed. Teacher	Mary Jane Colbert	Spec. Ed. Teacher Preschool / Case Manager
Alicia Brown	Spec Ed. Teacher K-2	Christine Locke	Spec. Ed. Teacher K-1 / Case Manager
Jill Orndorff	Spec. Ed. Teacher 3-5	Megan Matzelle	Spec. Ed. Teacher 2-3 / Case Manager
Sarah Kellermann	Elem. FACT Spec. Ed. Teacher	Beth Robinett	Spec. Ed. Teacher 4-5 / Case Manager
		Bryce Paradise	Spec. Ed. Teacher L&A / Case Manager
LOUDON 783-4400		Meghan DeVita	Spec. Ed. Teacher / Case Manager
Sarah Aiken	Spec. Ed. Teacher 3-5	Rebecca Dunklee	L&A Counselor
Kayla Towle	Spec. Ed. Teacher K-2	ESOL District Wide	
		Jeffrey Olisky - ESOL Teacher	
SALISBURY 648-2206 / WEBSTER 648-2467		Rebekah Randall-Owens - ESOL Teacher	
Kellie Denoncourt	Spec. Ed. Teacher (SES)		
Nicole Raia	Spec. Ed. Teacher (WES)	MV HIGH SCHOOL 753-1411	
		Betsy Bunnell	Spec. Ed Teacher
MV MIDDLE SCHOOL 753-6336		Bob Mullen	Spec. Ed. Teacher
Meredith Imbimbo	FACT Program Teacher	Melissa White	Spec. Ed. Teacher
Patrick Gallagher	8th Spec. Ed. Teacher	Anne Starr	Functional Skills Program Teacher
Mike Mahoney	8th Spec. Ed. Teacher	Meredith Imbimbo	FACT Teacher (O'Neil)
Katie Sweet	7th Spec. Ed. Teacher	Jeff Richard	L&A Program Counselor
Jacob Kleckner	7th Spec. Ed. Teacher	Joan Boisvert	L&A Program Teacher
Allyson Lewko	6th Spec. Ed. Teacher	Kathy Henaghan	Spec. Ed Teacher
Bret Smith	6th Spec. Ed. Teacher	Katie Goodwin	Spec. Ed. Teacher
Karen Money	Special Ed. Teacher, PRIDE Program	Jenna Nazzaro	Program Assistant
MV Learning Center 753-0199			
Ken Fuller	MVLC Building Administrator	Melissa Jones	MS Spec. Ed. Teacher
Pam Casey	HS Spec. Ed Teacher	Daryl Wells	LC Counselor
District Service Providers			
Shannon Yale	School Psychologist MS/HS	Kate Walsh (Mullen)	Speech Pathologist MS/HS
Ashley Breveleri	School Psychologist Elementary	Alison Cloutier	Speech Pathologist BES/OOD
Maria Gubellini	Contracted School Psychologist / OOD	Kristine Nailor	Speech Pathologist PreK BES/PES
Kelsea Smith	Occupational Therapist LES/SES	Theresa Sheppard	Speech Language Assistant PES
Danielle Bell	Occupational Therapist BES/MS/HS	Peg Crisman	Physical Therapist Contracted District
Laurie Burton	Occupational Therapist PreK BES/PES	Kate Branham	Board Certified Behavior Analyst, District
Jen Burritt	Occupational Therapist PES/WES	Cassandra Rathbone	Speech/Language Assistant, District
"Kat"herine Barnes	Certified OT Assistant, District	Madison Frarie	COTA PreK BES/PES
Maureen Deroche	Speech Pathologist PES/SES/WES	Janet Matteucci	Teacher of the Deaf, District
Dana Bousquet	Speech Specialist LES	Abigail Gustafson	Behavior Specialist, District
Chelsea Poirier	Speech/Language. Asst. PreK BES/ PES		
Administrative Assistants			
Lisa Wright-Desautelle- MS/HS - 603-406-2314		Rebecca Butt- SAU Office - 603-753-6561	
April Yonaitis - Elementary - 603-753-4891		Gayle Sweeney - MVLC - 603-753-0199	
Updated: 9/20/2023			

Personnel Certification Review: The BSES conducted a review of the Personnel List submitted by the District and determined that five paraprofessionals were listed as special education teachers. The district reviewed their documentation and was able to confirm that this was a clerical error. Additionally, the district attests that no special education services were provided by these staff. **All district Special Education Program staff have the required credentials, endorsements, or licensure.**

Special Education Policies & Procedures: The BSES reviewed the following Special Education Policies and Procedures and was able to verify that **the policies and procedures used by the district are compliant and align with all applicable Federal and State regulations.**

Policy/Procedure
Ed 1105 Child Find
Ed 1105.02 LEA Child Find Program
Ed 1105.03 Child Find for Children Placed in Homes for Children, Health Care Facilities, or State Institutions
1105.04 Child Find for Children Currently Receiving Family Centered Early Supports and Services
Ed 1119.01 Confidentiality Requirements
Ed 1106 Referral and Disposition of Referral
Ed 1120 Procedural Safeguards
Ed 1123 Administrative Due Process Hearing Procedures
Ed 1111 Placement of Children with Disabilities
Ed 1111.02 Continuum of Alternative Educational Environments
Ed 1111.03 Placement Decisions
34 CFR 300.304 Evaluation Procedures
Ed 1109.06(a) Monitoring and Annual Review of IEPs

Special Education Forms: The BSES reviewed the following Special Education Forms used by the District and was able to verify that **the forms used by the district are compliant and align with all applicable Federal and State regulations.**

Special Education Forms
Record of Access
Notice of IEP Team Meeting
Written Prior Notice
Evaluation Report
Parental Permission to Waive Time Limits for IEP Team Meeting
Specific Learning Disability Eligibility Determination Documentation
Procedural Safeguards
Annual Notification When Proposing Accessing Public and Private Insurance (Medicaid)

Program Narrative

District Special Education Administration

"Merrimack Valley School District Student Services Director, Mary Paradise, works under the direction of the Superintendent and Assistant Superintendent of Schools. The Director supervises the special education administrators within the district which include the Associate Directors and MVLC Principal. The director shares in supervision of service providers and other staff as needed.

All District Administrators including Food Services Director, IT Director, Athletic Director, Central Office Business and HR managers, Administrators and Special Education Administrators meet once a month as a District Leadership Team with our Superintendent and Assistant Superintendent. Building level and special education administrators also meet once or twice a month with the Superintendent and Assistant Superintendent. Our meetings are designed not only to discuss and work through processes for budgeting, assessments, strategic planning, curriculum etc. but to also provide support to each other and problem solve needs that arise as well as celebrating hard work, successes in our schools and personal achievements.

The Director meets bi-weekly with the Special education administrators. The team jointly builds an agenda for each meeting in order to discuss current issues, goals, and student needs. The administrative team approaches issues jointly and decisions are made after the team's thoughtful input and consideration is shared. The Director is only a piece of the puzzle in terms of decision making and values the input of the entire staff when considering each agenda topic. Agenda items are revisited consistently throughout the course of the year to track progress and ensure any challenges are resolved.

Determination of student progress is made on a multi-pronged system of data and progress analysis. Each student group and level is assessed with tools based on the appropriateness given their age, skills and abilities. Assessment of district data and trends are reviewed and changes to programming and service options are considered based on this continuous and ongoing review.

The Director of Student Services communicates with the administrators about any important issues that parents need to be aware of. The administrative team at each level distributes information through email, phone calls, and within meetings. Information is also shared via building level weekly updates from principals and through the website as is appropriate given the nature of the information. The Director for Student Services attends more complex meetings where the needs of the students and families are greater and additional support is required by the director to meet those student needs. Families are encouraged to share their concerns, insights, and input on their child's programming needs and progress. The Director, along with the team, shares in the process of addressing those concerns through discussion and programmatic changes as is appropriate given individual circumstances.

MVSD is fortunate to have a small but committed group of people who have created and

maintained a Special Education Parent Advisory Council (SEPAC). We are currently working on providing all families new to the special education process in our District with an organizing special education binder. The binder is set up for families to keep track of all paperwork and has information about MV including a list of all personnel in the special education department, terms and acronyms defined as well as information about MV's SEPAC. We are hoping to grow our membership, and this is one activity we are hoping will assist us in that endeavor. Most recently our SEPAC hosted an evening with PIC where we had a presentation on the special education process. The attendance was limited but those who participated found it helpful. We will continue to find ways to bring families together in order to support each other in what can be a very daunting process."

Submitted by former Special Education Director, Mary Paradise

Merrimack Valley High School

"At Merrimack Valley High School, the Associate Director of Students Services (Dr. Jamie Vose) works under the direction and supervision of the Director of Student Services as well as the high school administration. The Associate Director at the high school supervises and evaluates nine special education teachers who run our Organizational Skills, Learning and Achievement (behavior), Functional Skills, and FACT (Functional and Comprehensive Teaching which includes daily living skills support) programs. Our Best Buddies and Unified Basketball programs provide identified students with more complex challenges, the opportunity to build peer and social relationships at the High school. In conjunction with the special education teachers, the associate Director supervises and evaluates the paraprofessionals within those programs. The Associate Director also manages the identified students who are placed in Charter Schools and/or Out of District placements. The Associate Directors on all levels share in supervision and evaluation of the various district wide service providers.

The Associate Director at the high school meets 3 times per month after school with the high school special education team to review building level special education related needs and topics. The Associate Director is only a piece of the puzzle in terms of decision making and values the input of the entire staff when considering each agenda topic. Agenda items are revisited consistently throughout the course of the year in order to track program and student progress and to ensure any challenges are resolved.

In order to determine student progress, the high school uses a number of markers to assess the needs of the students. Students are formally assessed every three years (or sooner if needs arise) to determine special education eligibility, skill development, and needs. As well, students are assessed in the high school during their junior year utilizing the SAS or DLM, depending on their eligibility. Additionally, students grades and course completion are tracked and evaluated to assess readiness for future courses as well as high school transition. Teacher generated assessments and probes also provide information around student progress. Additional

assessments that are program specific include pre and post assessment through our Elevate and TeachTown programming to assess reading and basic skills acquisition. All assessments and progress markers are taken into consideration when determining continued needs, goal development, and course trajectory. Results are reviewed and needs are determined both within the high school special education team as well as individually with special education teams on an individual basis.

The Associate Director attends all meetings at the high school and supports the special educators with paperwork and meeting processes. Families are encouraged to share their concerns, insights, and input on their child's programming needs and progress. Families are highly encouraged to have their high school students attend IEP meetings. The Associate Director, along with the team, shares in the process of addressing those concerns through discussion and programmatic changes as is appropriate given each individual circumstance. Additionally, the Associate Director attends all building level functions and is a consistent presence for families to engage with as needed for support or guidance. When issues arise, the Associate Director, along with the appropriate team members address the concerns immediately in a number of ways (meetings, phone calls, email) in order to provide a culture that is supportive and allows families to feel comfortable advocating for their children's needs."

Submitted by former Special Education Director, Mary Paradise

Merrimack Valley Middle School

"At Merrimack Valley Middle School, the Associate Director for Student Services (Julie Gaudette) works under the direction and supervision of the Director of Student Services. In addition, she works in conjunction with the Principal and Assistant Principal of the Merrimack Valley Middle School. The MVMS Associate Director evaluates six grade level special education case managers/co-teachers as well as the two teachers of the PRIDE program and the FACT program. This Associate Director is in constant communication with the Student Services office that includes two school counselors and a Family Outreach Worker. The Student Services team oversees the 504 process including eligibility, referral and management of the 504 meetings. At MVMS, special education support staff are also evaluated and supervised by the associate director with two performance evaluations completed per year.

At this level, the Associate Director participates in a weekly SST (Student Support Team) meeting where the team discusses tier one and tier two supports and also works to maintain RTI data as well as monitoring attendance and truancy concerns. All three administrators at the Merrimack Valley Middle School are members of the district-wide MTSSB (Multi Tiered System of Supports for Behavioral Health and Wellness) team and at this level we have both a tier one and tier two team in place under this model. In addition to these programs within the building the MVMS Associate Director works in conjunction with the administrator at the Merrimack Valley

Learning Center to collaborate on students who are placed in this off campus special education setting.

The monitoring of progress for students at the Merrimack Valley Middle School is done through NWEA testing, the annual state assessment and the DLM for those students who qualify as well as teacher generated probes curriculum based assessments such as Elevate and TeachTown. In the event that an identified student is struggling with any aspect of their education, case managers will hold monitoring meetings and a plan will be put in place to support that student. The middle school has an AAP (Academic Assistance Program) for students who choose to stay for additional academic support. Built into each day students have the opportunity for a homeroom or if needed a more structured Learning Lab which is taught by a special education teacher. This Learning Lab service is designed to support identified students with struggles in executive functioning. Structured Learning Labs can be prescribed in a student's IEP for two days per week or 5 days a week depending on the individual student's level of need. There are Math Labs and ELA Labs in place for students who require a tier 2 intervention.

The MVMS associate director attends most meetings in the building and also manages the identified students who are placed in Charter Schools or Out of District placements. In all three grades, special education teachers co-teach in Math Applications and English Language Arts classes. They work in conjunction with the content area teachers for the planning, implementation and assessment of the students placed in these classes. The cotaught classes are smaller in size and move at a slower pace as needed. The ELA content is the same as non co-taught classes, but due to the smaller size and different pace, the teaching staff are able to work directly on IEP goals within that setting. In Math Applications, the content is a combination of grade level content and remedial instruction. With the smaller class size, differentiated instruction and pacing, students receive direct math instruction by the special educator and content certified teacher.

MVMS also has a Reading Writing Specialist who provides direct instruction in reading to special education identified students. Students who are prescribed reading services have this service daily for 50 minutes. By providing this instruction daily and in small groups, the Reading Specialist is able to address decoding, fluency, comprehension and vocabulary. Through the use of Orton Gillingham, Elevate Reading and Sonday programming, students in these classes receive specialized intensive instruction.

Our PRIDE program, which is a program designed to provide both Tier 2 and Tier 3 support for students with emotional and behavioral needs, is used as a homebase for students who need checkin/checkout assistance as well as behavioral support throughout the day. The teacher in the PRIDE program provides Learning Lab instruction to the students in this program if deemed appropriate in the IEP process. Students in this program also receive support from the behavior

specialist in the form of support plans and data tracking as well as the Family Outreach Worker for counseling. PRIDE students participate fully in general education classes and are able to work in the PRIDE room as needed for self regulation, concentration and/or additional adult support. Regulation tools and strategies are available for student use throughout the day. The staff in this program provide social skills support and instruction, executive functioning skills support as well as strategies for self regulation.

The FACT program at MVMS is for students with Intellectual Disabilities. These students work in the self-contained classroom for instruction in Reading, Writing and Math. This program also provides whole group instruction and individual sessions for social skills, daily living skills, and related services provision. The students may also attend mainstream classes as appropriate with inclusion in Unified Arts classes and other preferred classes. Through our Best Buddies and Unified Basketball programs as well, the students are part of the MVMS community. You will often see the students out and about in the building or paired up with grade level peers for group work and activities.”

Submitted by former Special Education Director, Mary Paradise

Merrimack Valley Learning Center

“At the Merrimack Valley Learning Center, the Administrator (Ken Fuller) works under the direct supervision of the Director of Student Services as well as in conjunction with the high school and middle school administration. The Administrator at the Learning Center supervises and evaluates two special education teachers, two regular education teachers, and 4 paraprofessionals who run our Special Education and Alternative programs for the district. Additionally the Administrator at the Learning Center shares in supervision and evaluation of service providers district wide.

The Administrator at the Learning Center meets daily with the special education staff, along with the paraprofessionals and regular education teachers. The team meets to discuss the students and figure out a plan to help all students be successful throughout the next school day. As a team we decide what might be best for each student to help them reach their full potential. These meetings are held every day after school. The meetings allow the team to discuss the progress of each student and also any areas of weakness/concern that need to be addressed.

In order to determine student progress, the Learning Center uses a number of markers to assess the needs of the students. Students are formally assessed every three years (or sooner if needs arise) to determine special education eligibility, skill development, and needs. The middle school students are assessed using the SAS, NWEA, DLM as appropriate as well as classroom based teacher probes and pre and post curriculum based assessments. Students are assessed in the high school during their junior year utilizing the SAS. Additionally, students’ grades and course completion are tracked and evaluated to assess readiness for future courses as well as high

school transition. All assessments and progress markers are taken into consideration when determining continued needs, goal development, and course trajectory. Results are reviewed and needs are determined within the Learning Center special education team.

The Administrator attends all meetings at the Learning Center and supports the special educators with paperwork and meeting processes. Families are encouraged to share their concerns, insights, and input on their child's programming needs and progress. The Associate Director at the high school, the Associate Director at the middle school and the Administrator at the Learning Center, along with the team, share in the process of addressing those concerns through discussion and programmatic changes as is appropriate given each individual's circumstances. The Administrator attends all building level functions and is a consistent presence for families to engage with as needed for support or guidance. When issues arise, the Administrator, along with the appropriate team members address the concerns immediately in a number of ways (meetings, phone calls, email) in order to provide a culture that is supportive and allows families to feel comfortable advocating for their children's needs.

Submitted by former Special Education Director, Mary Paradise

Elementary

"At Penacook, Boscawen, Loudon, Salisbury, and Webster Elementary Schools, the Associate Director of Student Services (Becky Tillotson), works under the direction and supervision of the Director of Student Services as well as in conjunction with the elementary school administration. The Associate Director for the elementary schools of the Merrimack Valley School District supervises and assists in evaluating 14 special education teachers who run our General Special Education, Preschool, Learning and Achievement (behavior), and FACT programs. In conjunction with the special education teachers, the Associate Director also assists and collaborates with building principals to supervise and evaluate the paraprofessionals within those programs. The Associate Directors on all levels share in the supervision and evaluation of district-wide service providers.

The elementary administration typically meets at least twice a month and the Associate Director attends those meetings where collaboration on a variety of topics such as planning PD days, looking at staff and student needs, budgets, curriculum and required paperwork and data submission to the State are discussed.

The Associate Director at the elementary level meets after school once a month with the elementary special education team to review building-level special education-related needs and topics. Additionally, the Associate Director at the elementary level meets with new special educators several times throughout the year in support of the District's mentor program. The Associate Director is only a piece of the puzzle in terms of decision-making and values the input

of the entire staff when considering each agenda topic. Agenda items are revisited consistently throughout the course of the year in order to track progress and ensure any challenges or concerns are resolved.

In order to determine student progress, the elementary schools use a number of markers to assess the needs of the students. Students are formally assessed every three years (or sooner if a need arises) to determine special education eligibility, skill development, and needs. Students are assessed from third grade through fifth grade utilizing the NWEA, SAS, or DLM, depending on their individual needs. Additional assessments that are program specific include assessments through our Elevate, Sonday, and Teachtown programming to assess reading and basic skills acquisition. All assessments and progress markers are taken into consideration when determining continued needs, goals and IEP development. Results are reviewed and student needs determined with the elementary special education teams. The Associate Director attends meetings at the elementary schools and supports the special educators with paperwork and meeting processes. Families are encouraged to share their concerns, insights, and input on their child's programming needs and progress at these meetings and before the meeting is held. The Associate Director, along with the team, shares in the process of addressing any concerns through discussion and programmatic changes as appropriate. Additionally, the Associate Director attends building level functions and is a consistent presence for families to engage with as needed for support or guidance. When issues arise, the Associate Director, along with the appropriate team members address the concerns immediately in a number of ways (meetings, phone calls, email) in order to provide a culture that is supportive and allows families to feel comfortable advocating for their children's needs."

Submitted by former Special Education Director, Mary Paradise

Additional Information about Special Education in the MV School District

"Merrimack Valley has a long standing history of collaboration and support with our community partners which allows us to provide direct support to our students and families. Prior to this Director's arrival at MV 18 years ago the District had a partnership with our Community Mental Health partner RiverBend Community Health. At the time MV provided supervision of a Psychology Intern or two during the school year and supported their internship at Riverbend. They in turn were able to provide services to our students on site. This practice continues today and rather than interns we now have established RiverBend therapists providing services within the school during the school day. This is a critical component of our special education programming where we are able to provide therapeutic support in situations where participation on site at the local agency is a challenge for some families. The continued collaboration with our Community Partner is now a function of our MTSS-B work as a District.

Our MTSS-B work has resulted in a number of initiatives and practices that are designed to provide the necessary behavioral supports all children need at one time or another. We have completed the construction and implementation of an onsite adventure course, designed wellness activities for both students and staff and are focusing our work on having appropriate and successful Tiers of support across all grade levels. We have a designated MTSS-B District coordinator and the Special Education Director as well as two Associate Directors are members of our District wide MTSS-B leadership team as well. Community collaborations with other MTSS-B cohorts have been established. We are currently working on the alignment of counseling services/practices across all schools, the implementation of Responsive Classroom across all elementary schools as well as the pursuit of Restorative Justice programming at the Middle and High School to name a few of our initiatives. In order to support the social/emotional needs of our students MV has trained Crisis Prevention Intervention (CPI) trainers on staff. This allows us to provide CPI training to staff in all the schools. Special education paraprofessionals are trained in CPI as are our Bus Drivers that support students with those needs. The support staff do not typically take training in the physical management component of CPI but the instructional component around understanding and managing behavior and how to de-escalate a student is important to their work.

MV has the good fortune to have an established partnership with a variety of local agencies that provide support to students and families. This is another mechanism that has been in place since before my arrival at MV. We meet once a month with representative members from DHHS, Juvenile Justice, Riverbend, Community Bridges, the Y program and Boys and Girls Club to name several participants. Together we discuss common issues and problem solve collaboratively. The best and most important component of this program is our ability to bring families who are struggling with their child(ren) to the table. We meet with the family and after discussing their particular needs brainstorm support and services we could possibly provide. The family leaves our meeting with a list of suggested supports as well as the contact information for each of the agency's representatives present at the meeting. Our goal is to provide any support families may need in order to support their child's growth and development especially during times of crisis.

MV has the support of local organizations in providing collaboration and professional development opportunities for our educational staff. The New Hampshire Association of Special Education Administrators (NHASEA) as well as the Lakes Region arm of NHASEA and the New Hampshire Department of Education all provide a variety of training and professional development opportunities for special education topics. These professional opportunities provide us with support in meeting the needs of our staff and learners.

As mentioned previously we do have a SEPAC that is functioning well with the support of a small group of dedicated people. One of our goals is to determine how best to support families

where one of our struggles has been around bringing families to the table. Participation at night time events has been limited. We want to meet our families where they are at and we are still striving to grow our membership and to deliver information in a family friendly way that is easily accessible. We will continue to work on this and hope to see increased numbers with the initiation of providing family special education binders when entering the world of special education for the first time at MV.

MV has a strong history of providing innovative and thoughtful special education services to our families. This narrative is just a snapshot of our endeavors and we may have missed some of the work that is happening in our District. We will continue to build on our successes and to creatively address the needs of all our learners, adults and students alike because after all "It is a Matter of Pride."

Submitted by former Special Education Director, Mary Paradise

Federal Performance Indicators & Data Probe

(Component II)

The Federal Performance Indicators & Data Probe is conducted by a team at the BSES who reviews all available data sources as one indicator of performance.

These data sources include:

- LEA Determinations
- LEA Data Dashboards
- Complaints
- Due Diligence Review Results
- Focused Monitoring Results
- Parent Surveys
- Charter School MOUs
- IEP Facilitation Results
- Other Programs Participation
- Other data sources with formal reporting processes established.

At the time of the probe, the BSES utilized the 2023 LEA Determinations and Data Dashboard information. It is important to note that the 2024 Determinations and Data Dashboards have since been released, and the district should compare the current data to the data displayed below. The following information is identified by the BSES as areas of performance that the district may consider addressing as part of the Monitoring Plan.

Preschool Environments

Identified Area	The BSES determined that the rate of preschool students receiving most of their instruction away from regular education peers (in a special education class, separate school, or residential facility) is statistically high given the total number of students on IEPs.
Monitoring Plan Recommendation	The BSES recommends that the district conduct a root cause analysis to determine why a high number of preschool students with IEPs receive their instruction in separate settings and are not integrated with students without IEPs.

Students Inside Regular Class 40% of Day

Identified Area	The BSES determined that the district has a high rate of students receiving services outside of the regular classroom.
Monitoring Plan Recommendation	The BSES recommends that the district conduct a root cause analysis to determine why the rate of students receiving services outside the regular classroom is higher than the state.

Discipline Rates

Identified Area	The BSES determined that the rate of discipline is higher than the state. This increased rate can lead to identification for Indicator 4a and 4b.
Monitoring Plan Recommendation	The BSES recommends that the district conduct a root cause analysis to determine why the rate of discipline is higher than the state. This should include a review of discipline policies, procedures, and practices that could be contributing factors to the elevated levels of discipline in Merrimack Valley.

Alternate Assessment 1% Participation Rate

Identified Area	The BSES determined that the percent of students tested taking the Alternate Assessment in Math and Reading has been over 1% for the last three years.
Monitoring Plan Recommendation	<p>The BSES recommends that the District review the decision-making worksheets for the alternate assessments for each student that is taking the alternate assessment to determine if the alternate assessment is appropriate based on the criteria outlined.</p> <p>The BSES recommends that the district develop an action plan for training and review of the decision-making process, and how the district will address the participation rate to reflect the documented needs of the students.</p>

Assessment Proficiency Trends

Identified Area	The BSES determined that there is a low proficiency rate in Reading and Math for grades 4, 8, & 11.
Monitoring Plan Recommendation	The BSES recommends that the district review and analyze the statewide assessment data for Reading & Math within the sub-group of special education to identify trends or deficits in instruction or learning and determine what curriculum or specially designed instruction needs to be adjusted for academic achievement improvement.

Educational Environment Analysis

(Component III)

Per Ed. 1126.03, all special education programs operated by the districts must undergo approval through the NH special education approval process. This process evaluates various factors including the type of special education environment (Resource Room, Self-Contained, or Special Education Early Childhood Preschool), the credentials of assigned staff, whether students are receiving FAPE (Free Appropriate Public Education), considerations for the least restrictive environments, student-to-staff ratios, etc. Once the Bureau of Special Education Support (BSES) determines that the submitted information complies with federal and state standards, the educational environment is approved. The district must continually ensure that the educational environment adheres to these guidelines. If any new special education environments are created or if substantive changes occur that may affect the approval status, the district must report these changes to BSES.

The Educational Environment Approval Team has reviewed the most recent letter to the district, which lists the approved educational environments (formerly known as "Program Approval", now "Educational Environment Approval").

The BSES has approved the following special education environment(s) for Merrimack Valley School District:

Boscawen Elementary School Grades P, K, 1-5

<u>EDUCATIONAL ENVIRONMENT LOCATION</u> <i>(as recorded in New Hampshire Special Education Information System)</i>	<u>GRADE(s)</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT TYPE</u>
<p>Preschool Special Needs</p> <p>Boscawen Elementary School 1 Best Avenue Boscawen, NH 03303</p> <p>Merrimack Valley School District</p>	<p>P</p> <p>Age Range: 2-5</p>	<p>Acquired Brain Injury Autism Deaf-Blindness Deafness Developmental Delay (ages 3-9) Emotional Disturbance Hearing Impairment Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech-Language Impairment Traumatic Brain Injury Visual Impairment</p>	<p>Early Childhood Special Education Preschool</p>

<u>EDUCATIONAL ENVIRONMENT LOCATION</u> <i>(as recorded in New Hampshire Special Education Information System)</i>	<u>GRADE(s)</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT TYPE</u>
<p>FACT Program</p> <p>Boscawen Elementary School 1 Best Avenue Boscawen, NH 03303</p> <p>Merrimack Valley School District</p>	<p>K, 1-5</p> <p>Age Range: 4-12</p>	<p>Acquired Brain Injury Autism Deaf-Blindness Deafness Developmental Delay (ages 3-9) Emotional Disturbance Hearing Impairment Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech-Language Impairment Traumatic Brain Injury Visual Impairment</p>	<p>Self-Contained</p>

Merrimack Valley School District: Individualized Monitoring Plan

<u>EDUCATIONAL ENVIRONMENT LOCATION</u> <i>(as recorded in New Hampshire Special Education Information System)</i>	<u>GRADE(s)</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT TYPE</u>
Resource Room Program Boscawen Elementary School 1 Best Avenue Boscawen, NH 03303 Merrimack Valley School District	K, 1-5 Age Range: 4-12	Acquired Brain Injury Autism Deaf-Blindness Deafness Developmental Delay (ages 3-9) Emotional Disturbance Hearing Impairment Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech-Language Impairment Traumatic Brain Injury Visual Impairment	Resource Room

Loudon Elementary School Grades K, 1-5

<u>EDUCATIONAL ENVIRONMENT LOCATION</u> <i>(as recorded in New Hampshire Special Education Information System)</i>	<u>GRADE(s)</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT TYPE</u>
Resource Room Loudon Elementary School 7039 School Street Loudon, NH 03307 Merrimack Valley School District	K, 1-5 Age Range: 4-12	Acquired Brain Injury Autism Deaf-Blindness Deafness Developmental Delay (ages 3-9) Emotional Disturbance Hearing Impairment Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech-Language Impairment Traumatic Brain Injury Visual Impairment	Resource Room

Penacook Elementary School Grades P, K, 1-5

<u>EDUCATIONAL ENVIRONMENT LOCATION</u> <i>(as recorded in New Hampshire Special Education Information System)</i>	<u>GRADE(s)</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT TYPE</u>
<p>Penacook Pre-school</p> <p>Penacook Elementary School 60 Village Street Penacook, NH 03303</p> <p>Merrimack Valley School District</p>	<p>P</p> <p>Age Range: 2-5</p>	<p>Acquired Brain Injury Autism Deaf-Blindness Deafness Developmental Delay (ages 3-9) Emotional Disturbance Hearing Impairment Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech-Language Impairment Traumatic Brain Injury Visual Impairment</p>	<p>Early Childhood Special Education Preschool</p>

<u>EDUCATIONAL ENVIRONMENT LOCATION</u> <i>(as recorded in New Hampshire Special Education Information System)</i>	<u>GRADE(s)</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT TYPE</u>
<p>Learning and Adjustment Program</p> <p>Penacook Elementary School 60 Village Street Penacook, NH 03303</p> <p>Merrimack Valley School District</p>	<p>K, 1-5</p> <p>Age Range: 4-12</p>	<p>Acquired Brain Injury Autism Deaf-Blindness Deafness Developmental Delay (ages 3-9) Emotional Disturbance Hearing Impairment Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech-Language Impairment Traumatic Brain Injury Visual Impairment</p>	<p>Self-Contained</p>

Merrimack Valley School District: Individualized Monitoring Plan

<u>EDUCATIONAL ENVIRONMENT LOCATION</u> <i>(as recorded in New Hampshire Special Education Information System)</i>	<u>GRADE(s)</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT TYPE</u>
Resource Room Program Penacook Elementary School 60 Village Street Penacook, NH 03303 Merrimack Valley School District	K, 1-5 Age Range: 4-12	Acquired Brain Injury Autism Deaf-Blindness Deafness Developmental Delay (ages 3-9) Emotional Disturbance Hearing Impairment Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech-Language Impairment Traumatic Brain Injury Visual Impairment	Resource Room

Salisbury Elementary School Grades K, 1-5

<u>EDUCATIONAL ENVIRONMENT LOCATION</u> <i>(as recorded in New Hampshire Special Education Information System)</i>	<u>GRADE(s)</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT TYPE</u>
Resource Room Salisbury Elementary School 6 Whittemore Road Salisbury, NH 03268 Merrimack Valley School District	K, 1-5 Age Range: 4-12	Acquired Brain Injury Autism Deaf-Blindness Deafness Developmental Delay (ages 3-9) Emotional Disturbance Hearing Impairment Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech-Language Impairment Traumatic Brain Injury Visual Impairment	Resource Room

Webster Elementary School Grades K, 1-5

<p style="text-align: center;"><u>EDUCATIONAL ENVIRONMENT LOCATION</u> <i>(as recorded in New Hampshire Special Education Information System)</i></p>	<p style="text-align: center;"><u>GRADE(s)</u></p>	<p style="text-align: center;"><u>PRIMARY DISABILITY</u></p>	<p style="text-align: center;"><u>EDUCATIONAL ENVIRONMENT TYPE</u></p>
<p>Resource Room</p> <p>Webster Elementary School 936 Battle Street Webster, NH 03303</p> <p>Merrimack Valley School District</p>	<p>K, 1-5</p> <p>Age Range: 4-12</p>	<p>Acquired Brain Injury Autism Deaf-Blindness Deafness Developmental Delay (ages 3-9) Emotional Disturbance Hearing Impairment Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech-Language Impairment Traumatic Brain Injury Visual Impairment</p>	<p>Resource Room</p>

Merrimack Valley Middle School Grades 6-8

<u>EDUCATIONAL ENVIRONMENT LOCATION</u> <i>(as recorded in New Hampshire Special Education Information System)</i>	<u>GRADE(s)</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT TYPE</u>
FACT Program Merrimack Valley Middle School 14 Allen Street Penacook, NH 03303 Merrimack Valley School District	6-8 Age Range: 10-15	Acquired Brain Injury Autism Deaf-Blindness Deafness Emotional Disturbance Hearing Impairment Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech-Language Impairment Traumatic Brain Injury Visual Impairment	Self-Contained

<u>EDUCATIONAL ENVIRONMENT LOCATION</u> <i>(as recorded in New Hampshire Special Education Information System)</i>	<u>GRADE(s)</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT TYPE</u>
Functional Skills Program Merrimack Valley Middle School 14 Allen Street Penacook, NH 03303 Merrimack Valley School District	6-8 Age Range: 10-15	Acquired Brain Injury Autism Deaf-Blindness Deafness Emotional Disturbance Hearing Impairment Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech-Language Impairment Traumatic Brain Injury Visual Impairment	Resource Room

Merrimack Valley School District: Individualized Monitoring Plan

<u>EDUCATIONAL ENVIRONMENT LOCATION</u> <i>(as recorded in New Hampshire Special Education Information System)</i>	<u>GRADE(s)</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT TYPE</u>
Learning Center Merrimack Valley Middle School 14 Allen Street Penacook, NH 03303 Merrimack Valley School District	6-8 Age Range: 10-15	Acquired Brain Injury Autism Deaf-Blindness Deafness Emotional Disturbance Hearing Impairment Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech-Language Impairment Traumatic Brain Injury Visual Impairment	Self-Contained

<u>EDUCATIONAL ENVIRONMENT LOCATION</u> <i>(as recorded in New Hampshire Special Education Information System)</i>	<u>GRADE(s)</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT TYPE</u>
Learning & Adjustment Merrimack Valley Middle School 14 Allen Street Penacook, NH 03303 Merrimack Valley School District	6-8 Age Range: 10-15	Emotional Disturbance Other Health Impairment	Resource Room

<u>EDUCATIONAL ENVIRONMENT LOCATION</u> <i>(as recorded in New Hampshire Special Education Information System)</i>	<u>GRADE(s)</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT TYPE</u>

Merrimack Valley School District: Individualized Monitoring Plan

<p>Resource Room</p> <p>Merrimack Valley Middle School 14 Allen Street Penacook, NH 03303</p> <p>Merrimack Valley School District</p>	<p>6-8</p> <p>Age Range: 10-15</p>	<p>Acquired Brain Injury Autism Deaf-Blindness Deafness Emotional Disturbance Hearing Impairment Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech-Language Impairment Traumatic Brain Injury Visual Impairment</p>	<p>Resource Room</p>
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Merrimack Valley High School Grades 9-12

<p><u>EDUCATIONAL ENVIRONMENT LOCATION</u> <i>(as recorded in New Hampshire Special Education Information System)</i></p>	<p><u>GRADE(s)</u></p>	<p><u>PRIMARY DISABILITY</u></p>	<p><u>EDUCATIONAL ENVIRONMENT TYPE</u></p>
<p>FACT Program</p> <p>Merrimack Valley High School 106 Village Street Penacook, NH 03303</p> <p>Merrimack Valley School District</p>	<p>9-12</p> <p>Age Range: 13-21+</p>	<p>Acquired Brain Injury Autism Deaf-Blindness Deafness Emotional Disturbance Hearing Impairment Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech-Language Impairment Traumatic Brain Injury Visual Impairment</p>	<p>Self-Contained</p>

Merrimack Valley School District: Individualized Monitoring Plan

<u>EDUCATIONAL ENVIRONMENT LOCATION</u> <i>(as recorded in New Hampshire Special Education Information System)</i>	<u>GRADE(s)</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT TYPE</u>
Functional Skills Program Merrimack Valley High School 106 Village Street Penacook, NH 03303 Merrimack Valley School District	9-12 Age Range: 13-21+	Acquired Brain Injury Autism Deaf-Blindness Deafness Emotional Disturbance Hearing Impairment Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech-Language Impairment Traumatic Brain Injury Visual Impairment	Resource Room

<u>EDUCATIONAL ENVIRONMENT LOCATION</u> <i>(as recorded in New Hampshire Special Education Information System)</i>	<u>GRADE(s)</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT TYPE</u>
Learning and Adjustment Program Merrimack Valley High School 106 Village Street Penacook, NH 03303 Merrimack Valley School District	9-12 Age Range: 13-21+	Acquired Brain Injury Autism Deaf-Blindness Deafness Emotional Disturbance Hearing Impairment Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech-Language Impairment Traumatic Brain Injury Visual Impairment	Resource Room

Merrimack Valley School District: Individualized Monitoring Plan

<u>EDUCATIONAL ENVIRONMENT LOCATION</u> <i>(as recorded in New Hampshire Special Education Information System)</i>	<u>GRADE(s)</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT TYPE</u>
<p>Learning Center</p> <p>Merrimack Valley High School 106 Village Street Penacook, NH 03303</p> <p>Merrimack Valley School District</p>	<p>9-12</p> <p>Age Range: 13-21+</p>	<p>Acquired Brain Injury Autism Deaf-Blindness Deafness Emotional Disturbance Hearing Impairment Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech-Language Impairment Traumatic Brain Injury Visual Impairment</p>	<p>Self-Contained</p>

<u>EDUCATIONAL ENVIRONMENT LOCATION</u> <i>(as recorded in New Hampshire Special Education Information System)</i>	<u>GRADE(s)</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT TYPE</u>
<p>Resource Program</p> <p>Merrimack Valley High School 106 Village Street Penacook, NH 03303</p> <p>Merrimack Valley School District</p>	<p>9-12</p> <p>Age Range: 13-21+</p>	<p>Acquired Brain Injury Autism Deaf-Blindness Deafness Emotional Disturbance Hearing Impairment Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech-Language Impairment Traumatic Brain Injury Visual Impairment</p>	<p>Resource Room</p>

Equitable Services Review

(Component IV)

Children with disabilities placed in private schools by their parents where FAPE is not required do not have an individual entitlement to the special education and related services they would receive if they were enrolled in a public school or placed in a private school by the LEA as a means of ensuring FAPE is made available. Depending on State law, private schools may not be required to meet State personnel or curriculum standards. Further, children with disabilities placed by their parents in private schools do not have the right to all the protections under IDEA.

While IDEA provides no individual entitlement to children with disabilities whose parents have placed them in a private school when FAPE is not required, the law does require that an LEA spend a proportionate amount of its IDEA Part B funds to provide equitable services to this group of children, which could include direct and/or indirect services. In making these decisions, IDEA requires that the LEA engage in timely and meaningful consultation to determine which children with disabilities from this group will be designated to receive special education and related services. Therefore, it is possible that some of these parentally placed private school children with disabilities will not receive any special education and related services. ([Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools \(PDF\)](#))

Districts completed a Microsoft Teams Form with the following questions:

For LEAs who do not currently have any private schools in their jurisdiction:

1. What process does your district have in place to be made aware in the event a private school opens in your geographic area?
2. In the event a private school opens what is your district's plan to address the requirements of equitable services in a timely manner?

For LEAs with private schools in their jurisdiction:

3. What is your district's process for locating, identifying, and evaluating (and reevaluating) all children with disabilities enrolled by their parents in private schools in your jurisdiction throughout the year?
4. What is your district's process for maintaining an accurate count of the number of parentally placed children with disabilities including the number evaluated, the number determined to be children with disabilities, and the number served?
 - a. What is your current count of parentally placed children determined to be children with disabilities?
 - b. How many of those children have ISPs?
5. What is your district's process for meaningful (timely and ongoing) consultation between the LEA, private school officials, and representatives of parents of parentally placed private school children with disabilities?
6. What is your district's process for ensuring meaningful consultation with private school representatives and representatives of parents of parentally placed children with disabilities occurs, including:
 - a. The child find process overall and how parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be

Merrimack Valley School District: Individualized Monitoring Plan

- informed of the process;
- b. The determination of the proportionate share of Federal funds available to serve parentally placed private school children with disabilities, including the determination of how the proportionate share of those funds was calculated
 - c. How the consultation process among representatives of the agency, the private schools, and the parents of parentally placed private school children will take place, including how the process will operate throughout the school year to ensure that parentally placed private school children with disabilities identified through the child find process can meaningfully participate in special education and related services
 - d. How, where, and by whom special education and related services will be provided, including a discussion of types of services, including direct services and alternate service-delivery mechanisms, as well as how the services will be apportioned if funds are insufficient to serve all children; and how and when decisions regarding services will be made
 - e. How, if LEA representatives disagree with the views of the private school officials on the provision of services or the types of services whether provided directly or through a contract, the LEA will provide to the private school officials a written explanation of the reasons why the LEA chose not to adopt the recommendations of the private school officials
7. What is your district’s process for maintaining documentation that the consultation has occurred, including a written affirmation signed by the representatives of the participating private schools?
 8. What is your district’s process for developing, entering into NHSEIS, and at least annually reviewing and revising ISPs that describes the specific special education and related services that will be provided to the child?
 - a. How are you ensuring participation in these meetings by the private school?
 - b. How are the parents given the opportunity to participate in meetings to review and develop the ISP for their child?
 9. What is your district’s process for ensuring all proportionate share funds are drawn down for their intended purpose within the period of performance?
 10. What is your district’s process for verifying whether equitable services are provided according to the ISP
 11. What is your district’s process for informing private school representatives and parents who place their children with disabilities in private schools about their limited dispute resolution options?

Information regarding the Equitable Services Component was collected via a Microsoft Form. The Office of Finance & Data performed a review of the district’s responses to the Form. The Merrimack Valley School District **does not have an approved IDEA Equitable Services Procedure on file** with the Bureau of Special Education Support, Office of Finance and Data.

Review Area Questions 1-11	BSES Review Response	Monitoring Plan Recommendation
1. What process does your district have in place to be made aware in the event a private school opens in your geographic area?	<p>Procedures do not include any mention of nonpublic schools needing to be nonprofit.</p> <p>Verifying the schools in NHSEIS is not sufficient, the district needs to either cross check lists or verify with their BSES IDEA grant reviewer.</p>	<p>The BSES requires that the district develop and implement a procedure that includes the missing components and submit the procedure to the Office of Finance and Data for review and approval within 90 days of the date of the Monitoring Plan.</p> <p>Additionally, the school district is required to attend an Equitable Services training, when offered by the Office of Finance and Data.</p>

Student IEP Reviews (Component V)

The BSES determines the level of rigor for file reviews based on the district’s LEA Determination. The number of files and number of items reviewed in each file is also based on the Determination. The District was provided with a Standard Protocol document to assist them in completing their own files reviews. The BSES reviewed 28 IEPs for compliance in the following areas and found **0 instances of noncompliance**.

Tier II: Needs Assistance
Evidence that the team drew upon 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.
Evidence that the qualified examiners for specific disabilities as set forth in Table 1100.1 “Required Assessments and Qualified Examiners by Type of Disability”.
Evidence that the IEP was reviewed at least annually .
Evidence that the IEP was in place at the beginning of the school year .
Evidence that the IEP team considered the strengths of the child .
Evidence that the IEP team considered the academic, developmental, and functional needs of the child .
Evidence that the IEP team considered the concerns of the parents for enhancing the education of their child.
Evidence that the results of the initial or most recent evaluation of the child were considered.
Evidence that the IEP describes how the student’s disability affects the student’s involvement and progress in the general education curriculum .
Evidence of a statement in the IEP that describes how the student’s disability affects participation in extracurricular and non-academic activities .
Evidence of a statement, as appropriate, in the IEP that describes how the disability affects the child’s participation in appropriate activities , for preschool children.
Evidence that, if the student with a disability beginning at age 14 or younger, and determined appropriate by the IEP team, the student’s IEP focuses on the student’s courses of study such as participation in advanced-placement courses, vocational education, or career and technical education.
Evidence of a statement of special education .
Evidence of a statement of related services .
Evidence of a statement of supplementary aids and services .
Evidence of a statement of the supports for school personnel .
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.
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 .
Evidence that, if the IEP Team determines that the child must take an alternate assessment instead of a particular regular State of district wide assessment of student achievement, a statement of why the child cannot participate in the regular assessment.

Fiscal & Financial Profile

(Component VI)

The BSES Office of Finance and Data (OFAD) compiled the Fiscal & Financial Profile based on the following information:

Status of Monthly IDEA Grant Reporting: When receiving federal funds, the district must submit reports for reimbursement of their approved activities. The OFAD requires that the district submit these reports monthly.

Identified Area	Monitoring Plan Recommendation
The OFAD reviewed the history of district's report submissions and determined that the district had submitted reports monthly for both the FY22/23 and FY23/24 IDEA grants.	The OFAD determined that the district is maintaining the practice of submitting reports monthly. Therefore, no action is required.

Allocation Spending Rate (% Unspent): The OFAD monitors the district's spending rate, or percent of total allocation unspent, to ensure a timely expenditure of funds, and to prevent the return of funds at the end of the grant period.

Reviewer Response	Monitoring Plan Recommendation
<p>The OFAD reviewed the most recently closed IDEA Federal Grant awarded to the district.</p> <p>The district was awarded \$529,104.20 in IDEA funds and \$24,681.08 for IDEA Preschool in the 2022/2023 school year. The OFAD calculated the districts Allocation Spending Rate and reviewed their Alignment with the IDEA Grant Funds Intent to Spend.</p> <p>The OFAD determined that the amount unspent for the 2022/2023 grant is 3.17% or \$17373.65 for IDEA and 16.80% or \$4,262.07 for preschool.</p> <p>The OFAD determined that the amount unspent for the 2023/2024 grant is 10.99% or \$66,284.26 for IDEA and 49.50% or \$12,788.61 for preschool.</p>	<p>The OFAD requires that districts allocate and budget funds at a rate that ensures timely spending and mitigates the risk of returning grant funds at the end of the grant period.</p> <p>No further action is required.</p>

Alignment with the IDEA Grant Funds Intent to Spend: At a certain point in the grant period, the OFAD requires districts to complete an Intent to Spend for any funds not allocated or budgeted. At this time, the district can either return unspent funds for redistribution or assure that they intend to spend the funds by the end of the grant period.

Reviewer Response	Monitoring Plan Recommendation
The OFAD determined that the district did not return any grant funds , which aligned with the Intent to Spend submitted.	The OFAD requires that the district continue to align spending with their Intent to Spend. No action is required.

Compliance with First In/First Out spending requirement: The OFAD monitors grants to ensure that districts are spending down their oldest grant award prior to spending down the newest grant award.

Reviewer Response	Monitoring Plan Recommendation
<p>The OFAD reviewed the districts grants for the 2021-2022, 2022-2023 and 2023-2024 and their spending and allocation of funding.</p> <p>The OFAD determined that the district started drawing down the 2023/2024 grant funds prior to drawing down their 2022/2023 funds, which indicates a high risk for returning funds at the end of the grant period.</p> <p>The district was required to provide a narrative justification summarizing why they did not draw down their oldest funds prior to drawing down their newest funds, and how they plan to avoid this in future grant periods</p>	<p>The OFAD approved the district’s corrective action plan and requires that the district comply with the First In/First Out model.</p> <p>No further action is required.</p>

Classroom Observation

(Component VII)

The BSES conducts classroom observations in special education environments within a school district for several crucial purposes: to monitor classrooms attended by students on IEPs, ensure equitable access to education in the least restrictive environment for all students, identify areas requiring additional teacher and staff training to enhance instructional practices, ensure compliance with federal and New Hampshire regulations governing special education, and communicate notable strengths to stakeholders to enhance student outcomes.

Through these observations, the BSES aims to assist schools in delivering high-quality, fair education to every student, ensuring that the educational needs of students with disabilities are met and promoting their academic and social success.

The Merrimack Valley School District consists of seven schools: Boscawen Elementary School (Preschool, Kindergarten, Grades 1-5), Penacook Elementary School (Preschool, Kindergarten, Grades 1-5), Loudon Elementary School (Kindergarten, Grades 1-5), Salisbury Elementary School (Kindergarten, Grades 1-5), Webster Elementary School (Kindergarten, Grades 1-5), Merrimack Valley Middle School (Grades 6-8) and Merrimack Valley High School (Grades 9-12). Mary Paradis, the district's Director of Student Services, introduced BSES to each school coordinator, receiving a tour of each school highlighting the special education environments selected for observation.

Boscawen Elementary School (Preschool, Kindergarten, Grades 1-5)

At Boscawen Elementary School, observations were conducted in the Preschool Special Needs program, which comprises three sessions. In the mornings, there are two sessions: one on Tuesdays and Thursdays with six 3-year-old students, and another on Wednesdays and Fridays with eight 3-year-old students. An afternoon session runs on Tuesdays, Wednesdays, and Thursdays with nine 4-year-old students. All students in the preschool have Individualized Education Programs (IEPs). Each session is staffed by a special education teacher, a paraprofessional, an occupational therapist (OT), and a speech-language pathologist (SLP).

During the observation, students engaged in various activities: some worked with the special education teacher using playdough, while others participated at the OT station creating duck finger puppets to practice skills such as coloring, cutting, and gluing. Students also had the opportunity to complete an obstacle course involving balance beam walking and item retrieval. Adjacent to the OT station, at the speech station, the SLP guided students in a fish-themed craft, focusing on cutting, coloring, and discussing the parts of a fish. Additionally, students worked on speech sounds, specifically the /f/ sound, by identifying pictures on index cards. Meanwhile, a paraprofessional facilitated a small group activity focused on turn-taking skills. The classroom provided a variety of resources including pretend play toys, games,

crafts, a smartboard, and a trampoline. One concern raised was the integration of students not on IEPs into the activities.

The FACT Program occupies two adjacent rooms, equipped with access to the TeachTown supplemental program, which students enjoy using on their school-issued Chromebooks. Each student has a designated 1:1 staff member and participates in both special education and general education settings. Currently, the program serves six students, who partake in adaptive physical education and art classes alongside specially designed instructional sessions. Most students receive additional services such as physical therapy, occupational therapy, and speech therapy. Each student's workspace is personalized, and amenities like a fridge and in-room bathroom are available within the classroom.

Penacook Elementary School (Preschool, Kindergarten, Grades 1-5)

At Penacook Elementary School, observations were conducted in the Penacook Pre-School educational environment, which consists of three sessions. The morning sessions are held on Tuesdays and Thursdays with six students, and on Wednesdays and Fridays with four students. The afternoon session runs on Tuesdays, Wednesdays, and Thursdays with 12 students. All students in the preschool have Individualized Education Programs (IEPs). Each session is supported by a special education teacher, a paraprofessional, an occupational therapist (OT), and a speech-language pathologist (SLP).

During the BSES observation, the 3-year-old group was in session. One student worked with the SLP on expressively identifying picture cards, including nouns and colors. Another student practiced fine motor skills with the OT using playdough and scissor scoopers. At the time of the observation, the special education teacher was absent, so the teaching assistant was managing the classroom. The assistant engaged with a student, creating incidental teaching opportunities through reciprocal conversations during play.

Students in this classroom had access to a variety of items, including a projector, pretend play toys, magnet chips, letter 'hippos,' dotters, a trampoline, and balls. Visual aids, such as a visual schedule, were arranged throughout the classroom. One concern noted was the lack of student interaction with peers who do not have IEPs.

Salisbury Elementary School (Kindergarten, Grades 1-5)

During the observation of the Resource Room at Salisbury Elementary School by BSES, students were engaged in district-level testing. Sensory walk visuals were displayed along the hallways. It was noted that the school administration collaborates to create a unified schedule among the elementary schools, ensuring consistent rules and systems for students and staff, which is beneficial during transitions.

Salisbury Elementary School has one special education teacher and one paraprofessional. At the time of the observation, one student in the resource room had just completed testing and was engaged in an activity on the smartboard called "Teach Your Monster How to Read." The

student was aware of the need to remain quiet as another student in the adjacent classroom was still testing. Due to testing week, the classroom walls were bare.

Webster Elementary School (Kindergarten, Grades 1-5)

During the observation of the Resource Room at Webster Elementary School by BSES, staff had just finished assisting kindergarten students with their classroom during a presentation. At the time of the observation, there were no students receiving special education services in the resource room as the school was completing district-level testing. It was explained that the school has one special education teacher and two paraprofessionals dedicated to special education. Special education pull-out services are typically conducted on a 1:1 basis due to the low number of students requiring these services. The special education paraprofessionals move throughout the school, while classroom paraprofessionals assist the regular education teachers.

Merrimack Valley Middle School (Grades 6-8)

At Merrimack Valley Middle School, BSES observed the FACT Program classrooms, each accommodating six students. BSES was informed that these students join their grade-level peers for lunch and participate in unified arts, with efforts made to include them in science and social studies as much as possible. Special education teachers and related service providers, including the physical therapist during adaptive physical education, the occupational therapist during art, and the speech-language pathologist during library time, strive to integrate their services within these settings.

In the first classroom observation, students were engaged in a vacation budget project. The teacher explained that each student would be given a fictional budget of \$2,000 to plan various activities while staying within the budget. The project included selecting lodging, activities, and meals from a provided packet with sample hotels, descriptions, and estimated costs. Each student had a paraprofessional to assist with the assignment, while the special education teacher circulated the room to discuss options with the students. On the day of the observation, some students had shared paraprofessionals; it was unclear if this was due to their IEPs or staff absences. One student was observed working on a different activity with a paraprofessional, though it was not clear if this was due to differing academic levels. The second classroom observed was smaller, featuring flexible seating options and a swing. One student was working with a staff member on a typing program. Each student had a designated learning and working space with their materials. During the observation, a student entered the classroom without a staff member, retrieved their iPad, and left. It was noted that one student has a medical diagnosis requiring staff to be trained in using a medical device to assist with coughing.

Merrimack Valley High School (Grades 9-12)

At Merrimack Valley High School, BSES observed the Learning and Adjustment Program classroom, a resource room designed for students requiring special education services. Students are scheduled for special education services in this classroom for 1-2 periods per

day. This space is also available for students during their general education classes if they experience dysregulation or emotional and behavioral issues. Additionally, students can choose to use this space during lunch. The classroom is staffed with a special education teacher, a social worker, and a paraprofessional.

The classroom is arranged with individual desks and includes access to a counselor's office, a kitchenette, and snacks as needed. During the observation, one student was eating lunch in the classroom. The number of students present was low due to the lunch period and the end of the school year, with seniors no longer in session. The special education teacher also showcased a mural that students had started on the classroom wall.

BSES also observed the FACT Program (self-contained) and the Functional Skills Program (resource room), which appeared to be housed within the same classroom. It was explained that some students have jobsites and spend limited time within this space, while those not assigned to jobsites have jobs within the school. The Jobsite Coordinator works to find job opportunities that match students' skills and independence levels. Students typically start with a school job in a group and, as they acquire more skills and show independence, they transition to individual jobs and eventually to jobsites. The coordinator works with the community to secure various job opportunities for students.

An area of concern is ensuring that students who participate in jobsite programs still receive adequate time for core academic subjects to ensure Free Appropriate Public Education (FAPE). It is essential that these students are provided with sufficient academic instruction alongside their vocational training.

The FACT Program caters to students with more medical and physical needs. This classroom is connected to a space with adaptive equipment, a changing room, and a bed for students who may have seizures. The room also features flexible seating options. During the BSES observation, there were approximately four students in the classroom, each with 1:1 staff support, working on the same vacation budget project observed at the Middle School. It was noted that the special education teacher was the same for both the Middle School and the High School, raising concerns about students' consistent access to the special education teacher. Although the buildings are on the same campus, the need for dedicated teachers in self-contained classrooms presents a logistical challenge and a major area of concern.

Staff Surveys & Parent/Caregiver Listening Session (Component VIII)

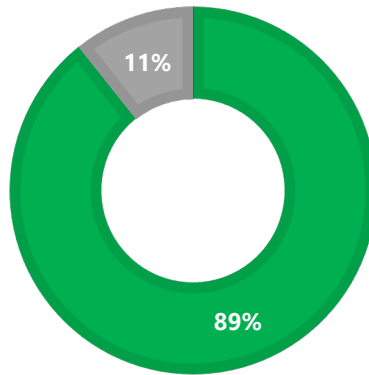
Staff Surveys

Staff surveys were distributed by BSES to all staff provided on the personnel lists. Open-ended responses may have been reworded to ensure the anonymity of the staff. The survey was sent via email and had a QR code. The survey window was May 7, 2024, through June 6, 2024.

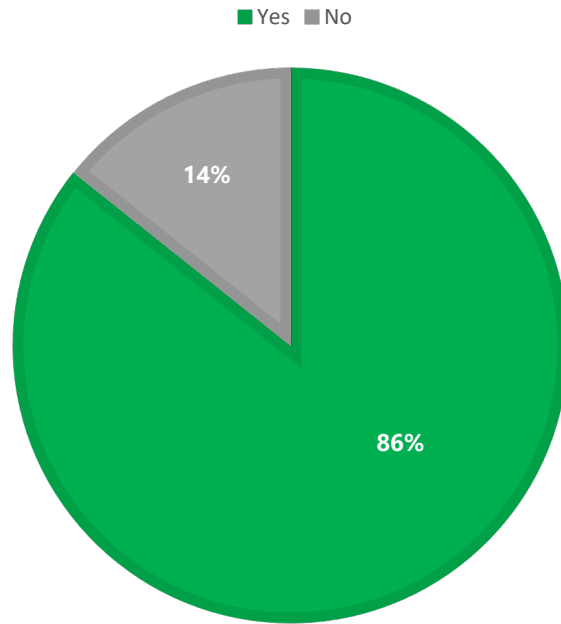
Twenty-eight Merrimack Valley School District staff responded to the survey. The results of the survey responses are displayed in the following pages.

Are you able to easily locate your district's special education policies, procedures, and forms?

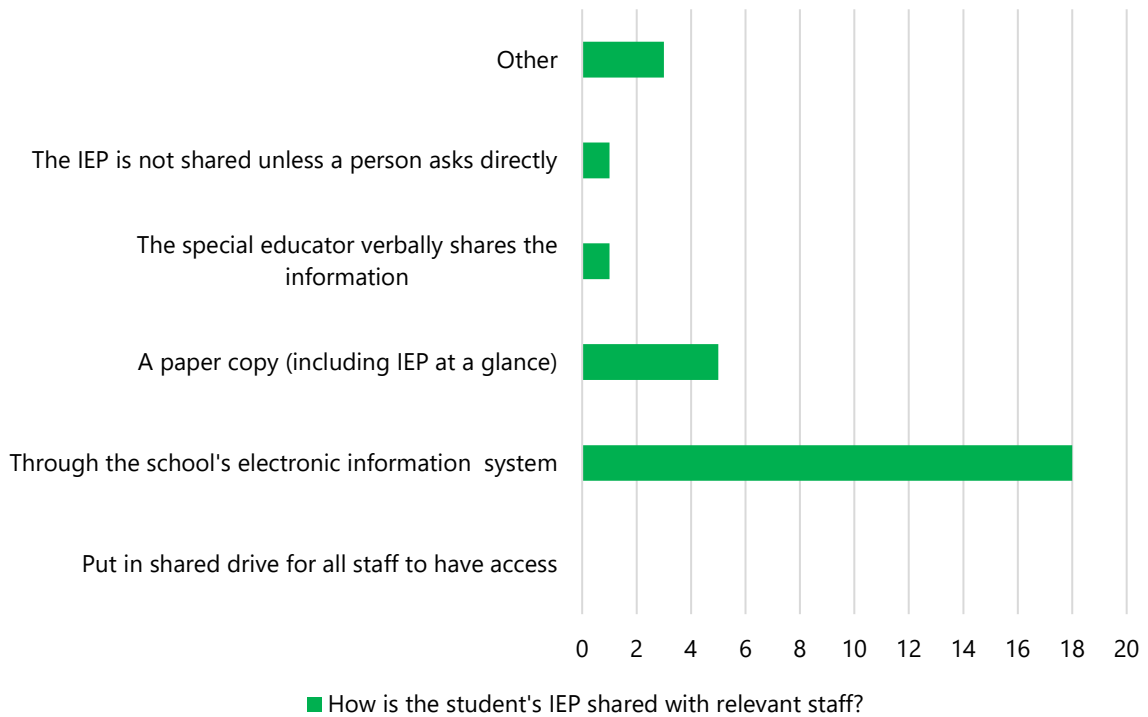
■ Yes ■ No



Do you know your district's procedure for sharing student's IEP information with relevant staff?



How is the student's IEP shared with relevant staff?



How frequently does your special education team meet, and what subjects are typically addressed during these meetings?

IEP teams meet annually to discuss each section of the IEP, student concerns, and parent/guardian concerns. Paraprofessionals are not invited. The special education team meets monthly to discuss new policies, procedures, professional development opportunities, and collaboration. The district's special education team meets frequently, three times a month, to discuss evaluations, scheduling, IEP planning, curriculum, course selections, state compliance, secondary transition, providers, student success, and upcoming deadlines. Special education case managers are always available for questions or concerns. Monthly meetings also focus on building teams for case management and student groupings.

"IEP recommendations and decisions from ALL IEP team members are considered." (4.5/5)



"The special education supports, services, and programs for the students in our district are appropriate." (4.3/5)



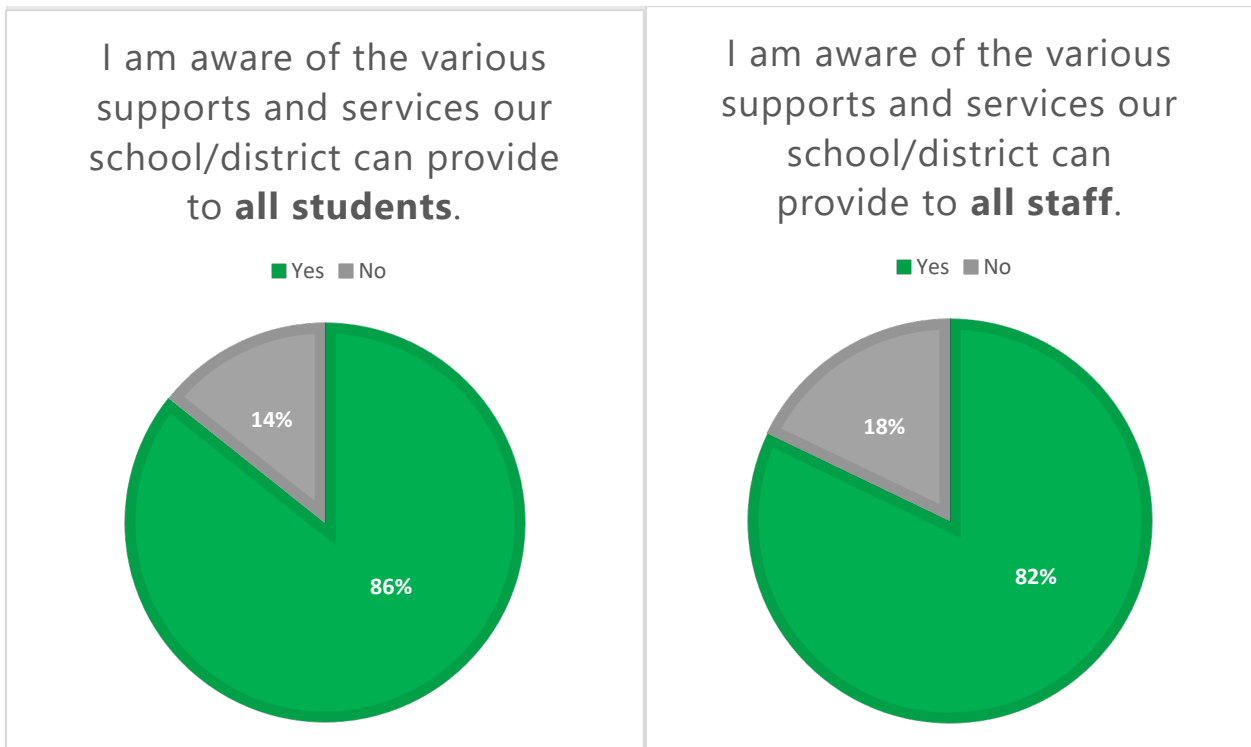
How do you rate the relevance of Professional Development activities available to you? (3.7/5)



How do you rate the amount of support and resources you have available to you to provide high quality instruction and support for your students. (3.9/5)

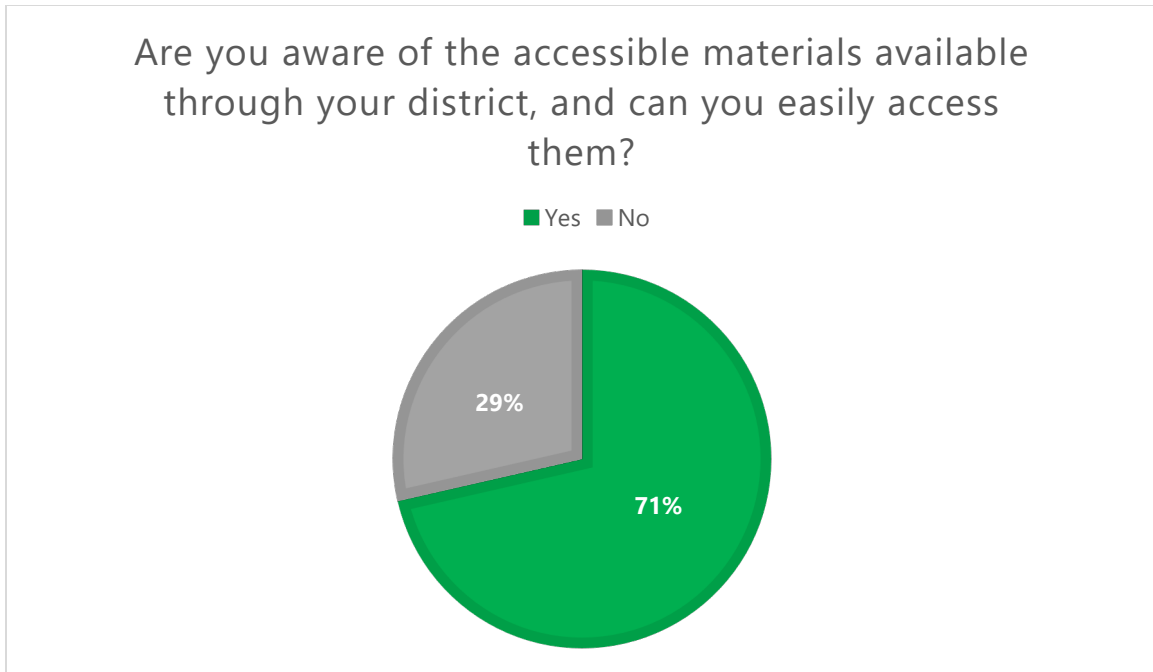


"I feel confident that my ideas are heard, and my input is given consideration". (4/5)



What resources are available to special education staff, specifically?

Special Education staff have access to ongoing consultations and consultations, with the director available for any questions or concerns. Professional development opportunities and trainings are available, including online workshops, SEL training, LA training/platforms, and MTSSB support. Research-based reading programs, case management academy, and mentor programs are also available. The director and associate director are always available to help and support personnel.



When asked, “Are parents made aware of community resources available to them?”

19 responded “Yes”.
One responded “No”.
Eight responded “I don’t know”.

How do you think the PAGS process will improve student outcomes?

The respondents emphasize the importance of continuous collaboration and reviews in maintaining effective practices that support students' success. Respondents suggest that adjusting plans based on progress or lack of progress is crucial for improving student outcomes.

Respondents also suggest that more consistency across schools regarding services and personnel roles is needed, as well as a need for consistency in practices, IEP writing, school paperwork, and language services across programs. Respondents suggest that there is a need for more resources and consistency across schools in the district, as some personnel may be unaware of their existence.

What are you hoping your district gains from the PAGS process?

The district is seeking new ideas, more resources, and easier processes to improve student outcomes. The district should include paraprofessionals in decision-making processes and support their hard work. The district should focus on individual support for each student and better funding for vocational training. Consistency in services, supports, and protocols is essential for effective problem-solving. More state initiatives are needed to address weaknesses and strengthen practices in special education. The district should also provide assistance with maladaptive behavior in the classroom, standard protocols for specific scenarios, and more

funding and resources. The goal is to strengthen practices and improve outcomes for students in special education.

What obstacles or difficulties is your district currently facing in the provision of special education supports and services to children with disabilities?

The shortage of highly qualified special education teachers, coupled with a lack of support staff, parental agreement, and public school funding, poses significant challenges to special education programs. Truancy and apathy are obstacles faced by all students, and staffing struggles persist. Additionally, large caseloads, paperwork, and lack of staff contribute to the issue. Furthermore, there is a lack of support for students with similar profiles and difficulties, resulting in students missing out on years of intervention and missing regular education time.

When provided space for additional Information/Comments/Concerns related to the district's special education department/program, staff responded

The lack of paraprofessionals and increasing turnover rates is concerning. Students entering school with more needs than ever need to be addressed, and the district needs to stop reinventing the wheel every 4 or 5 years. More information on the dyslexia law and how Special Educators should address this is needed.

The district provides special needs students with what they need to be successful. New dyslexia screenings and Science of Reading Professional Development opportunities have made them aware of warning signs at younger ages. However, there is frustration over students who are dyslexic but not qualifying for services. The district's response to struggles related to reading challenges has not been consistent.

Resources and tools are available, but teachers often do not have spare time to research and request permissions. The state's implementation of the dyslexia law is concerning, as it may not provide adequate services to students who have learned strategies and are not too far below grade level to warrant documentation or service.

Listening Session

The BSES, in collaboration with the Parent Information Center (PIC), hosted a Listening Session for parents and caregivers of students with disabilities in the Merrimack Valley School District on Thursday, May 16 from 6:00p-7:00p. **Fourteen parents/caregivers attended the listening session.**

IMPROVING EDUCATIONAL OUTCOMES FOR STUDENTS WITH DISABILITIES

MERRIMACK VALLEY SCHOOL DISTRICT
SPECIAL EDUCATION PROGRAM
FAMILY & CAREGIVER LISTENING SESSION


The NH Department of Education, Bureau of Special Education Support (Bureau) is required to monitor school districts for compliance with the Individuals with Disabilities Education Act (IDEA) and ensure that all children have access to a free, appropriate public education.

The Bureau of Special Education Support wants to hear from families and caregivers of students receiving special education supports and services in the Merrimack Valley School District


Join us to:

- Learn about the Department monitoring process.
- Provide feedback on your district's special education programming.
- Address specific areas of successes in programming in your district.
- Answer questions about the Special Education process in your district.

THURSDAY MAY 16; 6-7 PM

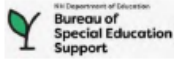



SCAN TO REGISTER



Or Register here: <https://bit.ly/3TP67bo>

A collaboration between the NH Department of Education (NHED) and The Parent Information Center of NH (PIC).



The Listening Sessions are conducted as facilitated discussions, with a set list of questions. The questions are broken up in to two categories' Family & Community Engagement, and the Special Education Program. The results of the listening session are as follows:

Family & Community Engagement

When the Listening Sessions hosts asked how participants felt the district does when it comes to family and community communication, responses indicated a lack of communication from the district to the families and community, resulting in a lack of trust. More specific information provided by participants is shared in the grid below.

What do you feel your district does well when it comes to family and community communication?

The district struggles with family and community communication, with no district-wide system and varying communication across school buildings. Penacook Elementary has good daily updates, while other schools lack communication. The district hosts family and community nights, hosts school functions, and hosts informational events. However, challenges include getting minimal information to families, making planning difficult, and ensuring accessibility for those attending. Supports and accommodations are needed to address these issues.

How does the school provide information in ways that you understand?

The school lacks clear information about options for their son, encourages creativity, and uses language that confuses accommodation and modification. Parents feel alienated and there is a lack of continuity of care between school and home, resulting in a lack of information to reinforce behavior or change.

Special Education Program

How is your knowledge and opinions included in how the special education services are meeting your child's needs?

The respondents expressed their concerns about the inclusion of their knowledge and opinions in special education services, stating they are willing to compromise and recognize when there is a lack of the necessary bandwidth to provide services.

What are the barriers to accessing special education support and related services?

The district faces barriers to accessing special education support due to its structure, siloed by schools, lack of staffing, and delayed services. The incoming director should be encouraged to be creative and problem-solving, as demonstrated by the former Director's brainstorming skills.

How are you made aware of how your child is progressing with their IEP goals and objectives?

Parents are not adequately informed about their child's progress with their Individualized Education Program (IEP) goals and objectives. The IEP Progress Reporting system, which started this year, lacks clear explanations, lacks tips for home support, and lacks communication about goals progress. Parents want a detailed explanation of goal mastery, steps for achieving goals, and instructions for resolving partial demonstrations. Monitoring

progress via email is necessary, but meeting minutes may not capture discussions and progress is not discussed until the next meeting.

More feedback from Listening Sessions participants is shared in the grid below.

Respondents shared that they feel the Special Education department lacks knowledge about general education and that there is a disconnect between special education and general education. Parents feel their children don't count towards general education. Case managers and coordinators need more information about placement options. There's a disconnect between the school district and families, and information is not provided to parents. Consistency in special education services is needed, and more care is given to students. High school guidance counselors go above and beyond to ensure resources are available, but there's a lack of transparency and resistance to speech technology.

Remedial Measures for Best Practice

During the **Personnel Review**, the BSES identified that the district has a principal assigned without the appropriate credentials/licensure.

During the **Student File Review**, the BSES identified that the district had students with expired IEP dates.

During the **Student File Review**, the BSES identified several IEPs that did not include a concern in the parent concern section of the IEP.

Conclusion & Next Steps

Correction of Noncompliance and Improved Performance

Instances of noncompliance that are not corrected after the 90-day pre-finding correction period, or that are not able to be corrected during the 90-day pre-finding correction period will be added to the Individualized Monitoring Plan (IMP) on the website and be available to the public. The Monitoring Plan Recommendations must be completed within the designated time. In some instances, specific documentation may be required to demonstrate the implementation of corrective actions.

Individual LEAs may be required to conduct a self-review of policies, procedures, and practices to address identified deficiencies with the corresponding timelines for review to gauge the effectiveness of their implementation of corrective actions. The OTM staff monitoring the LEA's effectiveness will require revisions to the plan if the efforts appear ineffective. Before determining that the LEA has substantially corrected the non-compliance, additional follow-up and/or review of more recent data will occur to verify the correction of non-compliance.

A District that does not complete the requirements of the Monitoring Plan within the designated time enters a status of long-standing non-compliance. The OTM will issue a letter to the LEA informing them of the status and outlining the next required corrective actions, sanctions, or enforcement actions. The required actions will be included as Specific conditions to the LEA's IDEA Part B Federal award and will include a timeline for the completion of each required action (2 CFR 200.208). Required actions could include, but are not limited to:

- Required components of the CAP that the LEA failed to complete.
- Increased reporting requirements
- Additional Monitoring
- Additional technical assistance or training
- Required use of funds for specific actions

Closeout

A Closeout letter will be sent to the LEA upon the completion of the IMP. The closeout letter will include the date timeframe of the LEAs next monitoring term. All findings of noncompliance must be corrected within one year of the Letter of Finding date.

Ongoing Technical Assistance

The Office of Training & Monitoring will prioritize LEAs during their monitoring term for targeted technical assistance and training as requested and deemed necessary by the Lead Consultant.

BSES will be available to provide ongoing technical assistance as determined in the IMP. BSES has Education Consultants assigned to each Performance Indicator, PAGS Component, and special focus/program areas. The Bureau can provide trainings either through Canvas, virtually, or in person, as needed and as requested by the LEA.