



New Hampshire | LIVE FREE AND LEARN  
**Department of Education**

# Special Education Program Approval and General Supervision (PAGS)

New Hampshire Department of Education  
Division of Learner Support  
Bureau of Special Education Support  
Office of Training and Monitoring

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## Introduction

### **New Hampshire Department of Education (NH ED) Bureau of Special Education Support (BSES) Office of Training and Monitoring (OTM)**

The OTM is responsible for the monitoring of special education programs, learning environments, and preschool special education programs for compliance with state and federal special education regulations and provides training for program improvement. The OTM's primary focus is improving outcomes 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 PAGS Monitoring, a Due Diligence Review, or Focused Monitoring at any time, as determined necessary by the BSES.

OSEP advises that a reasonably designed State general supervision system should include the following eight integrated components.



## Cyclical Monitoring Process over 6 Years

Year	Fall	Spring
2023-2024		Term A1
2024-2025	Term B1	Term B2
2025-2026	Term C1	Term C2
2026-2027	Term D1	Term D2
2027-2028	Term E1	Term E2
2028-2029	Term F1	Term F2
2029-2030	Term G1	

Each year, the BSES monitors LEAs through the Annual Performance Report (APR) data, State Performance Plan (SPP), Significant Disproportionality, LEA Determinations, and Timely and Accurate data submissions. PAGS, Due Diligence Reviews, and Focused Monitoring are additional forms of the BSES general supervision system.

The OTM PAGS process utilizes a tiered monitoring and technical assistance approach, with a primary focus on results. This system is designed to ensure LEAs comply with IDEA requirements; identify barriers that may negatively impact student results; and identify technical assistance needs. The BSES general supervision system has been developed with student outcomes and mitigation of potential noncompliance as the foundation of each component.

PAGS tiered cycle monitoring begins with LEA Determinations, which the BSES makes each year for all LEAs in the state. The Determination categories are Meets Requirements (MR), or Tier I, Needs Assistance (NA), or Tier II, Needs Intervention (NI), or Tier III, and Needs Substantial Intervention (NSI), or Tier IV, which align with the Determination categories required by OSEP. Using the LEAs Determination category, the OTM determines the level of monitoring needed when reviewing student files, special education environments, IDEA grant performance, and performing classroom observations. 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 BSES Lead Consultant will work collaboratively with the LEA Leadership Team to develop an Individualized Monitoring Plan that will help drive the direction and particular focus of the monitoring, as well as ensuring that the LEA closes out the monitoring process with a plan for enhancing program areas in need of intervention or improvement, with the assistance of the other Offices within the BSES, the Office of Finance and Data (OFAD) and the Office of Special Programs (OSP).

Specific timelines, based on the dates of monitoring, are established for LEAs to submit documentation of required monitoring actions. LEAs that have an annual Determination requiring additional support will be exempt from the LEA Determinations Root Cause Analysis

process and associated requirements when in a monitoring cycle.

OTM follows up with the LEA to ensure compliance with regulations. BSES has the authority under Section 452 of the General Education Provisions Act (GEPA) to withhold, in whole or in part, any further payments of IDEA funds to an LEA that fails to correct identified non-compliance. Before withholding IDEA funds, the LEA must have reasonable notice and an opportunity for a hearing. Pending the hearing's outcome, BSES may suspend payment to the LEA and suspend the LEA's authority to obligate funds, or both. Withholding or suspending funds is limited to the programs or projects (or portions thereof) that affected the determination. In addition to these actions, BSES may utilize any other authority available to it to enforce the requirements of IDEA, including a referral to the NH Bureau of Federal Compliance at the Department of Education.

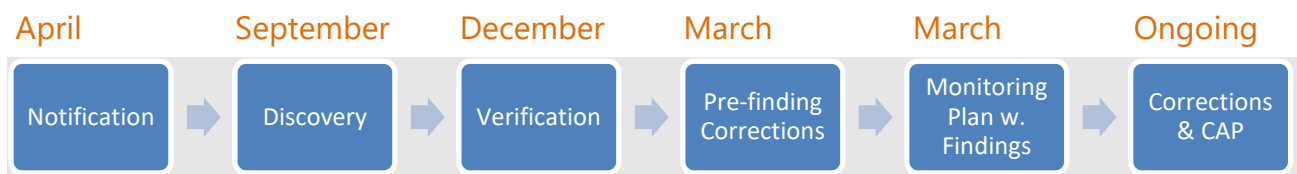
## District Selection Process

Each LEA will be reviewed via the PAGS process once every six years. LEAs have been selected for Monitoring Terms via on a two-layer selection process. The first being when the LEA was last monitored under a comprehensive monitoring process, and the second being the amount of time since their Educational Environment Approval letter was last updated prior to the development of the Monitoring Terms in October 2023.

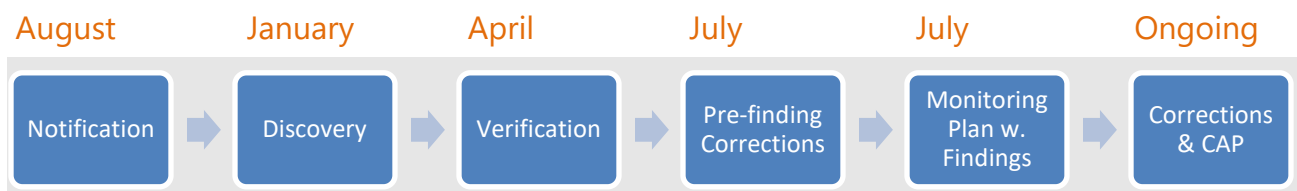
Each school year, two terms of PAGS monitoring will occur. LEAs in the first term of monitoring for that school year will be notified in April that monitoring will begin the following September and the LEAs in the second term of monitoring will be notified in August that monitoring will begin the following January.

The six-year monitoring cycle is available on the BSES website. Districts are officially notified, in writing, each term. The BSES reserves the right to move districts up in the process, at any time, based on due diligence reviews, focused monitoring, or findings of non-compliance in terms outside their previously assigned monitoring term.

### Monitoring Term 1



### Monitoring Term II



## The Individualized Monitoring Plan

A Lead Consultant from the BSES will be assigned to work with the LEA throughout the entire PAGES monitoring cycle. One major role of the Lead Consultant is to develop an Individualized Monitoring Plan (IMP), collaboratively with the LEA Leadership Team, that will begin identifying areas of technical assistance based on data reports available for the OTM and information submitted by the LEA during the Discovery and Verification phases of PAGES monitoring. The Individualized Monitoring Plan will address all components of the PAGES process as well as information from the Cohort Introduction Session, the Leadership Team Entrance Conference. Most of the information needed to review each component is already being collected through previously established processes. The PAGES process will simply tie them all together, to help develop the IMP, for each LEA. The IMP will be tailored to the LEA's specific needs and ensure BSES is providing technical assistance where it is needed. The intent is not to be one-size-fits-all monitoring but monitoring that is data-driven and informed by our previously established reporting systems.

The BSES Team will meet during the Discovery phase to compile data and related information for the LEA and to start crafting the outline of the IMP. The IMP will then be shared by the Lead Consultant with the LEA Leadership Team after the close of the Verification phase. Any findings of noncompliance will be provided as an appendix to the Report, in a Letter of Finding(s), and will require corrective actions, which will be part of the Individualized Monitoring Plan.

The IMP is intended to be a living document, where it is subject to editing throughout the subsequent PAGES monitoring phases, as well as a collaborative document that is developed by both the Lead Consultant and the LEA Leadership Team. The IMP is not used to identify findings of noncompliance (Letter of Finding(s) appendix), but instead to identify areas where the LEA needs assistance, as determined by the Lead Consultant and the LEA Leadership Team. The Lead Consultant and the LEA Leadership Team will work collaboratively to address these areas and develop the next steps to resolve or improve them.

Pre-finding corrections will be provided to the Districts in a Letter that is not available to the public. Only findings 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 IMP on the website and be available to the public.

At the end of the monitoring cycle, the IMP will be stored with the LEA monitoring documents and reviewed during the next cyclical monitoring term, or as determined necessary by the BSES, Lead Consultant, or LEA Leadership Team.

# PAGS Monitoring Components

## Component I: Special Education Program Presentation

Component I of the PAGS monitoring process requires both a submission of administrative documents, and a written narrative program presentation. The Program Presentation information is required to be submitted in .pdf format to the Lead Consultant during the Discovery phase.

The submission should include the following administrative items:

- LEA Special Education Program Organization Chart
- Personnel List with Certification/Licensure Information & Email Addresses
- Special Education Policies, Procedures, & Forms

The Program narrative should include the following items (See Narrative Template in Supplemental Materials):

- How the roles within the program intersect and work together,
- Program meeting schedule(s),
- How challenges within the Special Education program are addressed as a team,
- How student progress is being measured internally,
- How student results are being measured internally,
- How the LEA engages with its families and community, and
- How parent/guardian concerns with student's progress and programming are addressed with the parent/guardian.

## Component II: Performance Indicators & Data Probe

For Component II, the BSES will review the following data sources as one indicator of performance, during the Discovery phase.

- LEA Determinations
- Data Dashboard
- Special Education Complaints
- Due Diligence Review Results
- Focused Monitoring Results
- BSES Main Line Phone Call Logs
- Other data sources with formal reporting processes established.

OSEP clarifies that Due process complaints and the resulting hearing decisions, and State complaints and the SEA's or LEA's decisions on those complaints, are an important source of compliance information available to the State. Therefore, the OTM will consider and address these to inform the PAGS monitoring process for each LEA, including the determination of which Tier of monitoring will be used for the LEA.

The Lead Consultant will use the information from the Indicators and Data Probe to inform the Individualized Monitoring Plan. This information will aid in determining what areas of support, technical assistance, training, or professional development may be needed.

### **Component III: Educational Environment Analysis**

In Component III of the PAGS process, during the Discovery phase, the LEA is required to submit a written narrative describing each of their Special Education Environments.

The Educational Environment Approval Team will then review the narratives, in addition to, their most recent All Approved Educational Environment(s) Letter (formerly "Program Approval", now "Educational Environment Approval").

LEAs should review their most recent letter and report any changes to the Educational Environment Approval Team prior to their monitoring term, but can also do this at any time, regardless of monitoring terms.

For LEAs with no approved Educational Environments, the Educational Environment Approval Team will select students from the student list, review their service schedules, and request a narrative description of the environment in which services are provided as written in the student's IEP. Students that are receiving their education in regular education classroom, the team will request a narrative description of how the services in the IEP are delivered in the regular education classroom.

### **Component IV: Equitable Services Review**

In Component IV of the PAGS process, the BSES, OFAD will monitor LEAs for Equitable Services for students who are parentally placed in a private school. The Lead Consultant will send the LEA the Form to complete for this component during the Verification phase.

The Form will require the following information to be provided by the LEA:

1. The district's plan to address the requirements of equitable services in a timely manner if a private school opens within the district's jurisdiction.
2. The 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.

Additionally, only for districts with private schools in their jurisdiction, the following information is required:

3. The 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.
4. The 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.
5. The district's process for ensuring meaningful consultation with private school representatives and representatives of parents of parentally placed children with disabilities occurs.
6. The district's process for maintaining documentation that the consultation has occurred, including a written affirmation signed by the representatives of the participating private schools.
7. The 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.

## Component V: Student File Reviews

The fifth Component of the PAGS process is the Student File Review. The rigor and intensity of the student file reviews will be determined by the LEA's most recent Determination at the time of the initiation of the PAGS monitoring process (September or January). The areas of the IEP to be reviewed for each Determination category, and number of files to be reviewed for each category are as follows.

<b>Tier I (MR)</b>	<b>Tier II (NA)</b>	<b>Tier III (NI)</b>	<b>Tier IV (NSI)</b>
<b>5%</b> of files	<b>5%</b> of students	<b>7%</b> of students	<b>10%</b> of students
<b>7</b> file checkpoints	<b>19</b> file checkpoints	<b>32</b> file checkpoints	<b>65</b> file checkpoints
<b>Required</b> standard protocol	<b>Required</b> standard protocol	<b>Required</b> standard protocol	<b>Required</b> standard protocol

### Tier 1: Meets Requirements - Standard Protocol & Desk Audit Verification

LEAs whose most recent LEA Determination is Meets Requirements will perform a standard protocol review of student files. The student files to be reviewed will be selected by the Lead Consultant and provided to the LEA during the Discovery phase. During the Verification phase, the Lead Consultant will review the Standard Protocol results and record compliance or noncompliance in each IEP area reviewed. The standard protocol will include the following items:

<b>Tier I: Meets Requirements</b>	
Evaluation-DoE-Variety of Sources	Statement of Special Education
Evaluation-DoE-Qualified Examiners	Documentation of Implementation of Services
IEP-Reviewed Annually	Statement of Related Services
IEP-In place at start of school year	Documentation of Implementation of Related Services
IEP-Non-participation Justification	Supplementary Aids & Services
Assessments-Accommodations	Documentation of Implementation of Supplementary Aids & Services
Assessments-Alternative Assessment	Supports for School Personnel
Measuring Progress – How Reported	Documentation of Implementation of Supports for School Personnel
Measuring Progress – Reports Provided	



**Tier 2: Needs Assistance – Standard Protocol & Desk Audit Verification**

LEAs whose most recent LEA Determination is Needs Assistance will perform a standard protocol review of student files. The student files to be reviewed will be selected by the Lead Consultant and provided to the LEA during the Discovery phase. During the Verification phase, the Lead Consultant will review the Standard Protocol results and record compliance or noncompliance in each IEP area reviewed. The number IEP areas to be reviewed increases from Meets Requirements to Needs Assistance. The standard protocol will include the following items:

<b>Tier II: Needs Assistance</b>	
Evaluation-DoE-Variety of Sources	Statement of Special Education
Evaluation-DoE-Qualified Examiners	Documentation of Implementation of Services
IEP-Reviewed Annually	Statement of Related Services
IEP-In place at start of school year	Documentation of Implementation of Related Services
IEP-Non-participation Justification	Supplementary Aids & Services
Assessments-Accommodations	Documentation of Implementation of Supplementary Aids & Services
Assessments-Alternative Assessment	Supports for School Personnel
IEP-PLOP-Child Strengths	Documentation of Implementation of Supports for School Personnel
IEP-PLOP-Child Needs	IEP-PLOP-Parent Concerns
IEP-PLOP-Evaluation Results	IEP-PLOP-Gen Ed Curriculum Impact
IEP-Non-participation Justification	IEP-PLOP-Extracurricular Impact
Assessments-Accommodations	IEP-PLOP-Preschool Children Impact
Assessments-Alternative Assessment	Courses of Study
IEP-PLOP-Child Strengths	Measuring Progress – Reports Provided
Measuring Progress – How Reported	

**Tier 3: Needs Intervention – Standard Protocol & On-site Verification**

LEAs whose most recent LEA Determination is Needs Intervention will perform a standard protocol review of student files. The student files to be reviewed will be selected by the Lead Consultant and provided to the LEA during the Discovery phase. During the Verification phase, the Lead Consultant will perform an on-site review of the Standard Protocol results and record compliance or noncompliance in each IEP area reviewed. The number of IEPs and the number of IEP areas to be reviewed increases from Needs Assistance to Needs Intervention. The standard protocol will include the following items:

<b>Tier III: Needs Intervention</b>	
Evaluation-DoE-Variety of Sources	IEP-PLOP-Extracurricular Impact
Evaluation-DoE-Qualified Examiners	IEP-PLOP-Preschool Children Impact
IEP-Reviewed Annually	Courses of Study

IEP-In place at start of school year	Evaluation-DoE-Parents
IEP-Non-participation Justification	Evaluation-DoE-Evaluation Report
Assessments-Accommodations	IEP-Initial-30-day meeting notice
Assessments-Alternative Assessment	IEP Team-Parents
IEP-PLOP-Child Strengths	IEP Team-Regular Ed Teacher
IEP-PLOP-Child Needs	IEP Team-Special Education Provider
IEP-PLOP-Evaluation Results	IEP Team-LEA Representative
Statement of Special Education Services	IEP Team-Parent's 10-day invite
Documentation of Implementation of Services	Procedural Safeguards
Statement of Related Services	MAGs
Documentation of Implementation of Related Services	Measurable Annual Goals (MAGS)
Supplementary Aids & Services	MAGs meet child's needs
Documentation of Implementation of Supplementary Aids & Services	MAGs short-term objectives/benchmark
Documentation of Implementation of Supports for School Personnel	Record of Access
Supports for School Personnel	Measuring Progress – Reports Provided
IEP-PLOP-Parent Concerns	Measuring Progress – How Reported
IEP-PLOP-Gen Ed Curriculum Impact	

**Tier 4: Needs Substantial Intervention – Standard Protocol & On-site Verification**

LEAs whose most recent LEA Determination is Needs Serious Intervention will perform a standard protocol review of student files. The student files to be reviewed will be selected by the Lead Consultant and provided to the LEA during the Discovery phase. During the Verification phase, the Lead Consultant will review the Standard Protocol results and record compliance or noncompliance in each IEP area reviewed on-site. The number of IEPs and the number of IEP areas to be reviewed increases from Needs Intervention to Needs Substantial Intervention. The standard protocol will include the following items:

Tier IV: Needs Substantial Intervention		
Evaluation-DoE-Variety of Sources	Courses of Study	WPN-IEP-Other Options Described
Evaluation-DoE-Qualified Examiners	Evaluation-DoE-Parents	WPN-IEP-Other Factors Described
IEP-Reviewed Annually	Evaluation-DoE-Evaluation Report	WPN-IEP-Native Language Used
IEP-In place at start of school year	IEP-Initial-30-day meeting notice	WPN-Placement-Action Proposed Described
IEP-Non-participation Justification	IEP Team-Parents	WPN-Placement- Action Proposed Explanation
Assessments-Accommodations	IEP Team-Regular Ed Teacher	WPN-Placement-Evaluation Description
Assessments-Alternative Assessment	IEP Team-Special Education	WPN-Placement-Other Options

	Provider	
IEP-PLOP-Child Strengths	IEP Team-LEA Representative	WPN-Placement-Other Factors
IEP-PLOP-Child Needs	IEP Team-Parent's 10-day invite	WPN-Placement-Native Language Used
IEP-PLOP-Evaluation Results	Procedural Safeguards	Copy of the IEP Provided
Statement of Special Education	MAGs	IEP-Parent Signature
Statement of Related Services	MAGs meet child's needs	Measuring Prog-Periodic Report
Supplementary Aids & Services	MAGs short-term objectives/benchmark	Measuring Prog-Progress to Parents
Supports for School Personnel	Record of Access	Measuring Prog-Accommodations
IEP-PLOP-Parent Concerns	Parent Consent	Measuring Prog-Modifications
IEP-PLOP-Gen Ed Curriculum Impact	WPN-IEP-Action Proposed Described	Services Implementation
IEP-PLOP-Extracurricular Impact	WPN-IEP-Action Explanation	Related Services Implementation
IEP-PLOP-Preschool Children Impact	WPN-IEP-Evaluation Described	Supp Aids & Services Implementation
Support for School Personnel Implementation		

The Standard Protocol completed for each selected student by the LEA is due to the Lead Consultant during the Discovery phase. (See Standard Protocol File Review Sections by Tier in Appendix) The intent of utilizing a standard protocol review is to help LEAs learn about their programs and to self-identify program strengths and weaknesses so that the OTM can provide targeted technical assistance and support. The Lead Consultant will perform an on-site verification of the standard protocol for accuracy.

## File Review Selection

The number of students, aged 3-21-inclusive, to be monitored is determined by the level of LEA Determination intervention and the percentage is taken from the number of identified students at each school at the time of student selection. The OTM will review at least 2 files per school, regardless of the percentage of students.

Tier	Determination	Number of Files by School	Example
I	Meets Requirements	5% of the total number of children with disabilities	15 students = 2 files
II	Needs Assistance	5% of the total number of children with disabilities	58 students = 4 files
III	Needs Intervention	7% of the total number of children with disabilities	38 students = 4 files
IV	Needs Substantial Intervention	10% of the total number of children with disabilities	115 students = 5 files

During the Discovery phase, the Lead Consultant will send a list of identified students for each school within the LEA being monitored. The files of these student will be reviewed during the Verification phase.

Students who have transferred into the LEA in the last twelve months will not be selected for file review.

The Lead Consultant will select students while taking into consideration the following:

- All disabilities present in the LEA,
- Each grade level or building level,
- Placement,
- Students receiving each of the following: homebound, shortened school day (SSD), or have a surrogate parent assigned,
- Re-evaluations,
- Initial evaluations dated within the last twelve months,
- Behavior removals over ten days within the previous twelve months,
- Alternate Assessment participation,
- ESY within the previous twelve months, and
- Transportation.

### **Component VI: Fiscal & Financial Profile**

The sixth Component of the PAGS monitoring process is the development of the Fiscal & Financial Profile. This will be completed by the BSES OFAD during the Discovery & Verification phases and will include a review of the following fiscal and financial items:

- Status of Monthly IDEA Grant Reporting
- Allocation Spending Rate (% Unspent)
- Alignment with the IDEA Grant Funds Intent to Spend
- Compliance with First In/First Out spending requirement

### **Component VII: Classroom Observation**

For Component VII of the PAGS Monitoring Process, the OTM will conduct classroom observations based on the approved educational environments for the district during the Discovery phase.

For LEAs with no approved Educational Environments, the Educational Environment Approval Team will select students from the student list, review their service schedules, and observe them during the Verification phase. If students are receiving their education in regular education classroom, the team will observe them in the regular education classroom. If the student receives Specially Designed Instruction, the Team will observe the student in the setting where they receive it.

The classroom observation will include a review of the following:

- Location/environment,
- Demographics/composition of students in the environment,
- Services being provided in the environment,
- Personnel providing services,
- Credential(s) of personnel providing services, and
- Any other information deemed important for the observation.

The OTM will not accept a formal observation of a classroom teacher to address this Component.

### **Component VIII: Family and Caregiver Listening Sessions & Staff Surveys**

The eighth, and final, Component of the PAGS monitoring process are the Family and Community Listening Sessions & the Staff Interview Surveys.

The Family and Caregiver Listening Sessions will be held during the Verification phase of each Monitoring Term, for those LEAs in that Term. The listening sessions will be hosted in collaboration with the New Hampshire Parent Information Center.

The Bureau recommends that the district promote the Listening Sessions in a variety of ways, including, but not limited to, social media, bulletins mailed to families of students with disabilities, parent/teacher groups, emails to families of students with disabilities, message boards, school banners, notes home to parents of students with disabilities.

Family/Community interviews may be set up at the discretion of the Lead Consultant based on information provided during the listening sessions.

LEA Staff interviews will be done via an anonymous pre- and post-survey. All staff listed on the Personnel List will receive both the pre- and post-surveys during the Discovery & Closeout phases, respectively.

## **PAGS Monitoring Phases**

### **Notification**

Letters of Notification are sent to all LEAs identified for monitoring in April (Term 1, September Start) and August (Term 2, January Start). The intent of the Notification letter is to inform the LEA that the PAGS process has started.

The notification letter will include contact information for the Lead Consultant, the PAGS Manual, and the most recent letter of approved education environments.

The letter also includes an outline of the PAGS requirements along with a timeline with deliverables and due dates (See First 90-Days guidance document in Appendix). The first items required of the LEA are the Special Education Program Presentation and the narrative of the district's educational environments. These items are due prior to the Verification phase.

### **Cohort Introduction Session**

An Introduction Session will be held prior to the Discovery phase. The Introduction Session is hosted by the OTM and will include the Lead Consultant and other BSES staff, as appropriate. The purpose of the Introduction Session is to bring together the cohort of leaders from each selected LEA to outline the PAGS process, review the PAGS Manual, and discuss any questions or concerns. An invitation to the Introduction Session will be sent prior to the commencement of the Discovery phase.

Following the Introduction Conference, LEA's can request a one-on-one meeting with the Lead Consultant, as needed.

### **Root Cause Analysis**

Each district undergoing PAGS monitoring in the following term are invited to participate in a Root Cause Analysis protocol with the BSES Office of Special Programs. Teams will be guided in understanding their results based and assessment IDEA data. Teams will then analyze the data to identify a performance challenge, determine the root cause, and create an action plan. This protocol supports districts in improving outcomes for students with disabilities prior to Individualized Monitoring.

### **Discovery**

The Discovery phase lasts for a period of 90 days. During this phase, the Lead Consultant will begin pulling together and requesting information and data for the Performance Indicators and Data Probe, Equitable Services Analysis, Educational Environment Approval Analysis, Fiscal Financial Profile, and Parent/Staff Listening and Interview Sessions PAGS components.

The LEA is required to submit the Program Presentation during this phase. The LEA will also need to submit the Educational Environment Analysis to the Educational Environment Approval Team

The BSES Team will meet during the Discovery phase to compile data and related information for the LEA and to start crafting the outline of the IMP. The IMP will then be shared by the Lead Consultant with the LEA Leadership Team during the one-on-one meeting.

The Lead Consultant will provide a list of students that will be reviewed during the Verification phase and provide the Standard Protocol filed review document. The Standard Protocol document includes a checklist of items for each Tier of intervention that will be reviewed in the student files. The OTM requires that the LEA review the student files using the provided Standard Protocol document and submit to the Lead Consultant prior to the Verification phase. The Lead Consultant will verify the Standard Protocol results during the Verification phase.

The Lead Consultant may request additional information from the LEA if/as needed.

## Entrance Conference

The Entrance Conference will be held with the District Leadership Team and Lead Consultant during the Discovery phase. The Lead Consultant will provide student lists at the Entrance Conference, will review the Manual, PAGS Components and Phases, and will address any questions or concerns regarding Discovery phase requirements. The Lead Consultant will also review the subsequent phases and phase requirements.

## Verification

Following the Discovery phase, the Lead Consultant will review all items submitted during the Discovery phase. The Lead Consultant will also request the Equitable Services Analysis and Fiscal & Financial Profile Components of PAGS during this phase. The Staff Surveys and Family/Caregiver Listening Sessions will occur during the Verification phase, as well. Lastly, the Classroom Observations will take place during the Verification phase.

Additionally, the Lead Consultant will verify the findings on the LEA Analysis Standard Protocol document during the Verification phase and identify any pre-finding corrections. Findings 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 IMP on the website and be available to the public.

OSEP permits states to allow pre-finding corrections. The timeline for pre-finding corrections is 90 calendar days. The 90 days begin on the date of the notification of the pre-finding. Once an LEA identifies potential non-compliance in a folder, it should be corrected as soon as possible. This 90-day period includes holidays and weekends. Outstanding findings will be made in the Letter of Finding.

Two stages of corrective actions occur when a finding of noncompliance is identified in the file reviews:

Prong 1: Student Level Corrections - The LEA will correct each area of non-compliance for the affected students still within the LEA's jurisdiction (e.g., if a student did not have a post-secondary transition plan present, the LEA will hold an IEP conference and develop the plan). The Lead Consultant then reviews the corrections to ensure student-level compliance.

Prong 2: Additional Evidence (or additional file pulls) - These are files that the Lead Consultant reviews after the non-compliance is identified at the student level to ensure that the identified student-level non-compliance is not a recurring area of non-compliance (e.g., If a student did not have a post-secondary transition plan, the LEA must correct the non-compliance for that student and demonstrate, through student IEP conferences that occur after the on-site monitoring activities, that post-secondary transition plans are being developed when appropriate).

At the end of the Verification phase, any pre-finding corrections will be issued to the district via a Letter of Pre-finding Corrections, which will accompany the Individualized Monitoring Report. Student specific findings at this stage may be corrected within 90 days. Any pre-finding correction that has not been corrected in 90 days will result in the LEA receiving a formal Letter of Findings of

Noncompliance, which is made public and viewable on the BSES website.). The LEA must correct all non-compliance as soon as possible and no later than one year from the Letter of Findings. The Lead Consultant will work with the LEA to determine the best review method for Prong 1 and Prong 2 data.

If any Professional Development (PD) is required as corrective action, the LEA is required to provide evidence that the training occurred. PD does not clear student file non-compliance. It educates staff in areas where systemic patterns of non-compliance have been identified.

### **Individualized Monitoring Plan & Pre-finding Correction Report**

Within 30 days after the Verification phase, the LEA will receive a draft version of the Individualized Monitoring Plan, along with a Pre-finding Corrections Report.

OTM will continue to work with the LEA to correct and verify non-compliance, including student-level non-compliance and additional evidence to ensure any systemic issues are corrected.

### **Correction of Noncompliance and Improved Performance**

The Individualized Monitoring Plan will include a Corrective Action Plan (CAP) when there are findings of noncompliance. The CAP may include but may not be limited to the correction of findings, training, root cause analysis, and ongoing professional development and technical assistance as determined necessary by the BSES.

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 IMP on the website and be available to the public. The CAP must be completed as soon as possible, but no longer than one year from the issued date, as noted on the Letter of Finding. Specific documentation must be submitted 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.

Any CAP issued for student-level non-compliance must correct student-level issues within the one-year timeline (Prong 1). If a CAP was issued because there was no additional evidence for an issue(s) present during verification, the CAP will address and include the additional evidence required for Prong 2.

LEAs must submit written assurance and/or evidence that the CAP deficiencies have been corrected as directed. When written assurance is provided, evidence that documents the public agency's progress in correcting the noted deficiencies must be available at the public agency for review by the OTM staff. Upon receiving all requested evidence cited in a CAP or CAPs and verification by the OTM staff of full correction, the OTM will notify the public agency of its compliance status.



A LEA that does not complete the requirements in the CAP 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 CAP and 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. (Content and contact information begin on next page)

The Bureau can provide trainings either through Canvas, virtually, or in person, as needed and as requested by the LEA.

# **Bureau of Special Education Support Contacts & Resources**

## Bureau of Special Education Support

The Bureau of Special Education Support is responsible for providing oversight and implementation of federal and state laws that ensure a free appropriate public education for all children and youth with disabilities in New Hampshire. Given this responsibility, the Mission of the Bureau of Special Education Support is to work collaboratively with students, families, LEAs and community partners to ensure students with disabilities are provided equal access and data-driven resources to promote opportunities for growth and improved functional outcomes.

The Bureau is divided into three offices:

### Office of Finance and Data Management

The Office of Finance and Data Management supports the Federal Grants received by the bureau, State Special Education Aid, Court Ordered Placement payments, as well as the New Hampshire Special Education Information System (NHSEIS). The office is responsible for all data within the bureau and for the creation and submission of the State Performance Plan and Annual Performance Report (SPP/APR) to our federal partners at the US Department of Education, Office of Special Education Programs.

### Office of Special Education Training and Monitoring

The Office of Special Education Training and Monitoring provides specific trainings to the field related to special education and oversees district monitoring and the District Determination process. The Office works closely with districts to ensure compliance with the Federal Reporting Indicators related to the provision of services for students with disabilities. All program approval for public schools, private academies and private providers of special education are processed through this office.

### Office of Special Programs

The Office of Special Programs encompasses the various programs the Bureau supports in an effort to improve outcomes for students with disabilities. These programs include Universal Design for Learning (UDL), Educational Surrogate Parents, IEP Facilitation, and Accessibility. Accessibility includes work around visual impairments, deaf and hard of hearing, and assistive technology. This Office also supports the work around the State Professional Development Grant (SPDG) and the State Systemic Improvement Plan (SSIP).

## State Performance Indicator Leads

- **Indicator 1: Graduation**  
Contact Person: Heidi Clyborne [Heidi.A.Clyborne@doe.nh.gov](mailto:Heidi.A.Clyborne@doe.nh.gov)
- **Indicator 2: Dropout**  
Contact Person: Heidi Clyborne [Heidi.A.Clyborne@doe.nh.gov](mailto:Heidi.A.Clyborne@doe.nh.gov)
- **Indicator 3: Statewide Assessment**  
Contact Person: JoAnn Marchant [JoAnn.R.Marchant@doe.nh.gov](mailto:JoAnn.R.Marchant@doe.nh.gov)
- **Indicator 4: Suspension/Expulsion**  
Contact Person: Alexandra Ferraro [Alexandra.M.Ferraro@doe.nh.gov](mailto:Alexandra.M.Ferraro@doe.nh.gov)
- **Indicator 5: LRE Placement**  
Contact Person: Sabrina Congram [Sabrina.A.Congram@doe.nh.gov](mailto:Sabrina.A.Congram@doe.nh.gov)
- **Indicator 6: Early Childhood Settings**  
Contact Person: Sabrina Congram [Sabrina.A.Congram@doe.nh.gov](mailto:Sabrina.A.Congram@doe.nh.gov)
- **Indicator 7: Preschool Skills**  
Contact Person: Alexa Simmons [Alexa.J.Simmons@doe.nh.gov](mailto:Alexa.J.Simmons@doe.nh.gov)
- **Indicator 8: Parent Involvement in Special Education Survey**  
Contact Person: Mary Lane [Mary.T.Lane@doe.nh.gov](mailto:Mary.T.Lane@doe.nh.gov)
- **Indicator 9: Disproportionate Representation in Special Education**  
Contact Person: Alexandra Ferraro [Alexandra.M.Ferraro@doe.nh.gov](mailto:Alexandra.M.Ferraro@doe.nh.gov)
- **Indicator 10: Disproportionate Representation in Specific Disability Category**  
Contact Person: Alexandra Ferraro [Alexandra.M.Ferraro@doe.nh.gov](mailto:Alexandra.M.Ferraro@doe.nh.gov)
- **Indicator 11: Child Find**  
Understanding the Eligibility Determination Process for Special Education - Indicator 11  
Contact Person: Brandy Quinn-Richards [Brandy.A.Quinn-Richards@doe.nh.gov](mailto:Brandy.A.Quinn-Richards@doe.nh.gov)
- **Indicator 12: Part C to B Transitions**  
Contact Person: Brandy Quinn-Richards [Brandy.A.Quinn-Richards@doe.nh.gov](mailto:Brandy.A.Quinn-Richards@doe.nh.gov)
- **Indicator 13: Secondary Transition with IEP Goals**  
Contact Person: Amy Garceau [Amy.L.Garceau@doe.nh.gov](mailto:Amy.L.Garceau@doe.nh.gov)
- **Indicator 14: Secondary Transition**  
Contact Person: Janelle Lavin [Janelle.C.Lavin@doe.nh.gov](mailto:Janelle.C.Lavin@doe.nh.gov)
- **Indicator 15: Hearing Requests Resolved**  
Contact Person: Stephen Berwick [Stephen.W.Berwick@doe.nh.gov](mailto:Stephen.W.Berwick@doe.nh.gov)
- **Indicator 16: Mediation Agreements**  
Contact Person: Stephen Berwick [Stephen.W.Berwick@doe.nh.gov](mailto:Stephen.W.Berwick@doe.nh.gov)
- **Indicator 17: State Systemic Improvement Plan**  
Contact Person: Amy Aiello [Amy.E.Aiello@doe.nh.gov](mailto:Amy.E.Aiello@doe.nh.gov)

## LEA Determinations

As required by the Individuals with Disabilities Education Act (IDEA), 34 CFR section 300.600, States are required to make determinations annually on the performance of each public school district regarding the implementation of IDEA.

State Education Agencies (SEAs) are required to determine whether LEAs are meeting the requirements of IDEA (34 CFR 300.600(a)(2)). LEA determinations are one way the state monitors each LEA's implementation of IDEA, as part of our state's general supervision system. Federal requirements require a focus on improving education results with specific SPP Indicators as well as additional areas of need identified by each state. These areas make up our NH LEA Determination Rubric.

School district determinations are made using the same four categories that the Office of Special Education Programs (OSEP) used when making the determination of States. The four categories of determination based on the rubric criterion are:

- Meets the requirements and purposes of the IDEA;
- Needs assistance in implementing the requirements of the IDEA;
- Needs intervention in implementing the requirements of the IDEA; or
- Needs substantial intervention in implementing the requirements of the IDEA or substantial failure to comply with the requirements of IDEA.

There is specific technical assistance or supports, consistent with the level of need signaled by the determination, for any district that does not meet the requirements of the IDEA.

Contact Person: Alexandra Ferraro [Alexandra.M.Ferraro@doe.nh.gov](mailto:Alexandra.M.Ferraro@doe.nh.gov)

## Preschool

New Hampshire is committed to providing a free, appropriate public education (FAPE) for children ages 3-5 with disabilities. By federal and state law, local school districts must work with families and community partners to identify and serve children who are eligible for special education and related services and ensure that services begin by the child's third birthday through age 22. An Individualized Education Program (IEP) is developed for each eligible child based on that child's strengths and needs. Placements are based on the Least Restrictive Environment (LRE) and may include a public preschool/kindergarten, Head Start program, or the child's home. Sometimes, the placement is in a separate approved special education program or residential facility.

The Race2K Project is funded by the NH Department of Education, Bureau of Student Support and is a project of the Parent Information Center. Race2K provides information, support, and technical assistance to school districts and others to improve outcomes for preschool children with disabilities and their families.

Contact Person: Alexa Simmons [Alexa.J.Simmons@doe.nh.gov](mailto:Alexa.J.Simmons@doe.nh.gov)

## Professional Development and Training

The New Hampshire Department of Education, Bureau of Student Support can provide the following professional learning opportunities to school district/Special Education Private Providers in key special education topic areas at no cost.

Currently the Bureau offers a variety of trainings on key special education topics, the use of NHSEIS and Specially Designed Instruction. In addition to our trainings, we operate a Mentor Program for New Directors and New Special Education Administrators and Coordinators meetings. Please see the descriptions below.

### Measurable Annual Goals

**Description:**

Participants will learn how to use the student information/evaluation data to write Present Levels of Performance of Academic Achievement and Functional Performance (PLOAAFP –IEP Page 2). They will learn to use the pertinent student evaluation data combined with other current observation and assessment data to write present levels for each annual goal. They will learn what components need to be included in the writing of age –appropriate measurable annual goals and objectives based on each annual goal present level information; and how to write measurable annual IEP goals and objectives to help build the student skills so they can access, participate, and make progress in the general curriculum.

### Written Prior Notice Guidance

**Description:**

This professional development for Written Prior Notice (WPN) was created with stakeholder input in response to district requests for the Bureau to provide guidance regarding the use of and the content of WPNs. This training utilizes IDEA regulations as a guide to remind participants of the intent of the WPN, when districts should use a WPN, and the required components of the form. The guidance document and model WPN form will be shared along with sample compliant WPNs.

## Specially Designed Instruction

### **Description:**

Participants will learn what specially designed instruction is as defined by IDEA and how it applies to students with disabilities. They will gain a practical understanding of specially designed instruction, and the means in which it can be delivered as a service to special education students. Additionally, participants will learn how it is merged into the IEP using the special education process in a sequential and cyclical manner beginning with using evaluation data to describe unique student needs based upon present levels of academic and function performance, then identifying specific areas of specially designed instruction incorporated into special education services combined with annual measurable goals and progress monitoring.

Contact Person: GaeMarie Fitzgerald-Lacourse, GaetanMarie.B.FitzgeraldLacourse@doe.nh.gov



## Educational Environment Approval

The process for requesting a new special education environment begins with a conversation with the requesting LEA and the NH Department of Education (NHED), Bureau of Special Education Support (BSES), Educational Environment Approval Team (Team) to determine if the appropriate staffing, curriculum, and space requirements have been considered and meet the rules and regulations put forth by IDEA and NH state.

If initial approval is granted by the Team, the LEA will receive written notice of initial approval for one year, and the new special education environment will be entered into the New Hampshire Special Education Information System (NHSEIS). At that time, students may be placed within the newly created educational environment.

Following one year of initial approval, an on-site monitoring visit will be conducted by the Team representatives to determine if the educational environment still meets the criteria for continued approval. The LEA will receive written notification if the new educational environment is granted continued approval and an updated Approved Special Education Environment Letter for their district.

All approved Educational Environments are subject to monitoring as part of the 6-year Program Approval and General Supervision Process.

Contact GaetanMarie Fitzgerald-Lacourse to schedule a conversation with the Team or to request your district's Approved Special Education Environment Letter:

Contact Person: [GaetanMarie.B.FitzgeraldLacourse@doe.nh.gov](mailto:GaetanMarie.B.FitzgeraldLacourse@doe.nh.gov)

## Appendix 1: Acronym Glossary

**Note:**

*Not all terms included in the glossary are used within the previous text but are commonly used terms used in the state.*

**Additional Pull:** OSEP Memorandum 23-01 explains that when an SEA is verifying that the noncompliance was corrected, the state must both ensure that the LEA has corrected “each individual case of non-compliance, unless the child is no longer within the jurisdiction of the LEA,” and determine that the LEA is subsequently correctly implementing the specific regulatory requirement(s) through a review of updated data, such as data subsequently collected through on-site monitoring or a State data system. The OSE refers to the “subsequently correctly implementing” file review as an additional pull.

**APR:** Annual Performance Report – Located on the DESE-OSE website. Fulfills the federal mandate requiring the state to have a “performance plan that evaluates that State's efforts to implement the requirements and purposes of this part and describes how the State will improve such implementation.”

**CAP:** Compliance Action Plan. A plan issued to the LEA to address all areas of LEA non-compliance found during monitoring that were not corrected during the 90-day Verification Phase. LEAs have up to one year to complete CAP(s).

**Determination:** A statement of how each LEA is making progress toward meeting state goals on the APR. Categories include.

- *Meets the requirements* and purposes of IDEA,
- *Needs assistance* in implementing the requirements of IDEA,
- *Needs intervention* in implementing the requirements of IDEA, or
- *Needs substantial* intervention in implementing the requirements of IDEA.

**District Indicator Data Dashboards:** These confidential, static dashboards provide trend data for most of the IDEA Indicators to districts to support the understanding and use of their own unsuppressed data and data trends as the publicly reported IDEA data is often suppressed for small cell sizes. These dashboards include the federal definition and calculation, district source data counts to clearly show how the district data was determined, and state and district data compared to state targets over time in chart form and as a data visualization.

**Due Diligence Monitoring (DDR):** There are instances when compliance issues are not discovered using the monitoring process or the other dispute resolution mechanisms, the latter of which is generally dependent on parents or other concerned parties to raise compliance concerns. The goal of the Due Diligence Review (DDR) is to address systemic issues in a manner that ensures expeditiously and effectively processing non-compliance of a Local Educational Agency (LEA) without creating barriers to relationships between parents and districts. Affirmatively addressing compliance issues that are not discovered using the monitoring process may lessen the need for

parents and other parties to resort to state complaints or due process hearings, while simultaneously meeting our general supervisory responsibilities.

**Evaluation 3-year timeline:** Calculated by using the date of the meeting on the Evaluation Programming Conference Decision Form (3 years from the previous meeting date) or the date of eligibility on an Existing Data Review form (EDR).

**FTE – Full-time equivalency:** This information is provided by the LEA, in decimal format, for each special education teacher and service provider. (e.g., a person who is a full-time SLP is reported as 1.0 FTE. A person who works 50% of the time in a role or position is a .5 FTE.)

**HH Hospital/Homebound –** Placement of a student who receives special education in medical treatment facilities on an in-patient basis or at home.

**LEA –** Local Education Agency. The term includes LEAs, charter schools, state-operated programs, and educational cooperatives.

### **Monitoring Letters**

- **Letter of Notification –** A letter sent to the LEA's superintendent, prior to the DESE-OSE's monitoring, officially notifying the LEA that official monitoring has been scheduled.
- **Monitoring Review Letter –** A letter sent to the LEA's superintendent summarizing the information/data reviewed during monitoring, listing any potential areas of non-compliance, requesting corrections, outlining the next actions, and listing required additional documentation.
- **Letter of Findings –** The letter sent 30 days after the Verification phase is complete. The letter states the final monitoring findings and includes a CAP for any areas of non-compliance that exist.

**OSEP –** The Office of Special Education Programs is the Federal Agency that oversees IDEA implementation.

**Verification Phase –** The period the LEA has to submit corrections and additional documentation to the OTM. Also called the "verification window."

## Federal Regulations, State Accountability, and NH ED Requirements

As a condition of receiving IDEA funds, the State agency (which is the SEA under IDEA Part B Section 611 and Section 619 and the LA under IDEA Part C) must have a general supervision system. This system includes multiple components such as monitoring to — (1) improve educational results and functional outcomes for infants and toddlers with disabilities and their families and children with disabilities; and (2) ensure that LEAs and EIS programs and providers meet the requirements under IDEA. 20 U.S.C. §§ 1412(a)(11), 1416(a), 1435(a)(10) and 1442; 34 C.F.R. §§ 300.149, 300.600 through 300.604, and 300.608; 34 C.F.R. §§ 303.120, and 303.700 through 303.708.

A State's general supervision responsibility over its local programs is a longstanding IDEA requirement and broader than its monitoring responsibilities under IDEA Sections 616 and 642.11.

Under Part B, SEAs must carry out their general supervisory responsibilities to ensure that Part B requirements are implemented and that each educational program for children with disabilities meets the SEA's educational standards (including the Part B requirements). Generally, these responsibilities are all assigned to the SEA.

The SEA must monitor implementation of IDEA Part B requirements, with a primary focus on improving educational results and functional outcomes for all children with disabilities and ensuring LEAs meet the Part B program requirements. 34 C.F.R. § 300.600(b). Further, SEAs must make annual determinations about the performance of each of its LEAs and enforce Part B requirements. 34 C.F.R. §§ 300.600(a)(2)-(a)(3).

Similarly, under Part C, LAs must carry out their general supervisory responsibilities, which are set forth in 34 C.F.R. §§ 303.120, and 303.700 through 303.708. The LA is responsible for the general administration and supervision of all EIS programs and providers as well as activities to ensure the State complies with the requirements of IDEA Part C. This includes monitoring the implementation of IDEA Part C requirements by each agency, institution, organization, and EIS program or provider located in the State used to carry out Part C. The primary focus of the State's monitoring activities must be on improving early intervention results and functional outcomes for infants and toddlers with disabilities. 34 C.F.R. § 303.700(b). Additionally, LAs must make annual determinations about the performance of each EIS program and enforce Part C requirements.

**34 CFR 300.149** holds the State Education Agency responsible to develop a **General Supervision System** to carry out IDEA Part B Special Education, and the state must have policies and procedures to ensure it complies with 34 CFR 300.600-300.602 and 300.606-300.608 Monitoring and Enforcement Requirements

### **34 CFR 300.600 State Monitoring and Enforcement:**

State must monitor the implementation of this part –

- Make determinations annual about performance of each LEA.
- Report annual on the performance of the State and each LEA under this part.

- State must monitor LEAs using quantifiable indicators to measure performance.
- State exercise general supervision, including child find, effective monitoring, and use of resolution meetings, mediation and a system of transition services.
- Exercise its monitoring responsibilities to ensure that when it identifies noncompliance with the requirements of this part by LEA, the noncompliance is corrected as soon as possible, and in no case later than one year after the State's identification of the noncompliance.
- Report annually to the public on the performance of each LEA in the state on the targets in the State's performance plan as well as the Secretary (APR)

### **34 CFR 300.146 -300.147**

SEA must ensure child with disability who is placed in or referred to a **private school or facility** by a LEA is provided with special education and related services. **Responsibility of SEA to monitor compliance** through procedures such as written reports, On-site visits, and parent questionnaires.

### **34 CFR 300.149 and 303.120**

SEA must implement **integrated monitoring activities**, which could include the following:

- Interviewing LEA and local program staff, including specialized instructional support personnel, on-site or virtually.
- Reviewing local policies, procedures, and practices for compliance and improved functional outcomes and results for children with disabilities.
- Conducting interviews and listening sessions with parents of children with disabilities, children with disabilities, and other stakeholders to learn about an LEA's or EIS programs or provider's implementation of IDEA, including functional outcomes and results.
- Analyzing local child find data across the State to determine if there are significant disparities in the groups or communities of children and families who are referred for evaluation or provided services.
- Reviewing information collected through the State's data systems relating to local compliance with IDEA requirements, such as compliance with individualized education program (IEP) and individualized family service plan (IFSP) meeting timelines, evaluation and reevaluation timelines, content of IEPs and IFSPs, early childhood and secondary transition, exiting, and other key IDEA provisions. This could include data collected under IDEA Section 618 and other data sources available to the State.
- Examining and evaluating performance and results data on specific IDEA requirements, such as early childhood outcomes, family outcomes and involvement, graduation and drop-out, and other key IDEA provisions. This could include data collected under IDEA Section 618 and other data sources available to the State.
- Analyzing assessment data to determine if the data represent improved results for children with disabilities on regular assessments and alternate assessments aligned with alternate academic achievement standards compared with the achievement of all children.
- Evaluating an LEA's or EIS programs or provider's policies, procedures, and practices

for fiscal management, or reviewing local budget and expenditure data for a particular year to ensure that IDEA funds are distributed and expended in accordance with Federal fiscal requirements.

- Examining information gleaned from the State's dispute resolution system, including State complaints and due process complaints. The State's complaint resolution system is a tool for States to identify and correct noncompliance as stated in Question A-7. Facts determined through the State's resolution of State complaints and by impartial hearing officers when adjudicating due process complaints can provide the State with important information about an LEA's or EIS programs or provider's implementation of IDEA requirements.

### **OSEP Memo 23-01 Section B: Timely Correction Memo**

Through Monitoring visits, including verification visits and any other public information, SEAs must

- Account for all instances of noncompliance, including noncompliance identified through the State's onsite monitoring system or other monitoring procedures such as self-assessment.
- Identify percentage level of noncompliance in each of those sites, the root causes of the noncompliance.
- If needed, change, or require LEAs to change policies, procedures, and/or practices that contributed to or resulted in the noncompliance.
- Determine that each identified noncompliance that the LEA is correctly implementing the specific regulatory requirements. This must be based on the State's review of updated data such as data from subsequent on-site monitoring or data collected through a state data system.

### **RSA 186-C:5 Program Approval, Monitoring, and Corrective Action**

Program approval and monitoring shall also include, but not be limited to the following components and processes:

- Onsite monitoring
- Regular or Periodic monitoring
- Program monitoring and monitoring personnel

The Department shall issue a report with findings, recommended actions to correct, and at conclusion a report indicating the extent to which the agency took corrective action to achieve compliance.

If not correcting – State can give written notice of enforcement actions to be taken: (see list of considerations.

### **Ed 1125.02 Enforcement Procedures**

**Ed 1126 State Department of Education Monitoring of Educational Services and Programs for Children with Disabilities**

**Ed 1114 Standards for Approval of Private Providers of Special Education and Non-LEA Programs**

## PAGS Manual Supplements

Outlined below is a list of the supplements provided to aid districts throughout the PAGS monitoring process. In some instances, the supplements are required, and in others they are suggestions or merely guidance documents.

### 1. NH Director of Special Education letter to District Stakeholders

- Districts are encouraged to use this letter to share with the families and caregivers of students with disabilities in their district. This letter outlines the purpose of the PAGS monitoring process, as well as the components of the monitoring, and is written by the State Director of Special Education, Rebecca Fredette.

### 2. The First 90 Days

- This document outlines all items that are required during the Discovery Phase, or first 90 days, of PAGS monitoring. Districts should use this form to ensure all required items and documents are submitted to the Lead Consultant prior to the end of the Discovery Phase.

### 3. The Next 60 Days

- This document outlines all items that are required during the Verification Phase of PAGS monitoring. Districts should use this form to ensure all required items and documents are submitted to the Lead Consultant prior to the end of the Verification Phase.

### 4. The Special Education Program Presentation; Component I

- This document provided detailed information about what items are required as part of the Program Presentation Component of PAGS monitoring. Districts should use this document to ensure that all items requested are submitted to the Lead Consultant. This document also breaks down the content we suggest the District include in the Program Narrative.

### 5. District Review of Special Education Personnel

- This is the document the district will use to meet the Personnel List requirement of the Program Presentation Component. Districts will need to complete this form in its entirety, leaving no section blank, and include all district staff and contracted individuals. This document is required to be submitted during the Discovery Phase. A Microsoft Word version of this document can be made available upon request.



6. Review of Special Education Policies & Procedures

- Districts should use this document to ensure that their Special Education Policies and Procedures manual is compliant. This checklist includes all required items. The Special Education Policies & Procedures are due during the Discovery Phase as part of the Program Presentation component. A Microsoft Word version of this document can be made available upon request.

7. Review of Special Education Forms

- Districts should use this document to ensure that their Special Education Forms are compliant. This checklist includes all required Forms, only the Forms listed on this checklist need to be submitted to the Lead Consultant. The Special Education Forms are due during the Discovery Phase as part of the Program Presentation component. A Microsoft Word version of this document can be made available upon request.

8. Special Education Program Organization Charts

- Two example Organization Charts are provided for use by the District. Districts are not required to use either of these templates, they are only shared as examples/templates.

9. Equitable Services Review

- The Equitable Service Review Component is completed via a Microsoft Form that will be sent during the Verification Phase. The document provided as a Manual Supplement includes all questions required for this component.

10. Student File Review Standard Protocols

- These Standard Protocols are the same forms the Lead Consultant will use to review selected student files. Each LEA Determination Category has its own Standard Protocol. Each Determination Category Protocol is provided as part of the PAGS Manual and are required to be completed by the district and submitted to the Lead Consultant during the Discovery Phase.



**Frank Edelblut**  
Commissioner

**Christine M. Brennan**  
Deputy Commissioner

STATE OF NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
25 Hall Street  
Concord, NH 03301  
TEL. (603) 271-3495

Dear School Officials, Staff and District Parents,

The Department of Education (NH ED) Bureau of Special Education Support (Bureau) is obligated to monitor all districts at least once in a 6-year period. For this requirement the Bureau has developed the Program Approval and General Supervision Monitoring System (PAGS). ***For this round of monitoring your district is designated to be monitored.*** We are excited to work with your district to understand their special education programs and educational environments and how special education is provided to students with disabilities.

We will be conducting desk audits, where we review materials in our offices; we will do onsite visits where we come to each school to visit each educational environment and in some cases review files onsite; we will hold listening sessions with parents and we may do surveys with staff and parents regarding special education in the district. At any point there may be more things we do to monitor the district.

Once we have reviewed all information, we will compile a report and an Individual Monitoring Plan (IMP) for the district. We will highlight some of your district's strengths and plan to address areas of need. The district will then work with their lead consultant to implement the IMP. They may have corrections to make, they may have trainings to attend, or they may need to develop policies or procedures around some of their practices. This process is meant to assist districts in ensuring they meet all requirements for supporting students with disabilities and to support them in improving their practices.

Each report will be posted to the Bureau webpage for public review. We will complete the monitoring within a 5–6-month window, however the IMP may last longer so that districts can make necessary corrections and changes or attend trainings if necessary. All corrections and changes must be made within one year of the date of the report.

As I said, our team is excited to begin our work with your district! We look forward to meeting many of you and hearing from you. If you have any questions, please feel free to call our main line at 603-271-3741, where your call will be directed to the appropriate lead consultant.

Sincerely,  
Rebecca Fredette, Administrator  
State Director of Special Education  
NH Department of Education

## The First 90 Days

1. Establish PAGS Leadership Team
2. Set up Entrance Conference with Lead Consultant
3. Review the PAGS Manual
4. Submit the Program Presentation
  - a. Organization chart
  - b. Personnel List
  - c. Policies, Procedures, & Forms
  - d. Program Narrative Summary
5. Submit the Educational Environment Narrative
6. Review Student Files & Submit Completed Standard Protocol for Each File

## The Next 60 Days

BSES will review the following documents, as submitted during the Discovery Phase:

1. The Program Presentation
  - a. Organization chart
  - b. Personnel List
  - c. Policies, Procedures, & Forms
  - d. Program Narrative summary
2. The Educational Environment Narrative
3. The Standard Protocols Completed and Submitted by the District for each file selected.

BSES will request and/or review the following information during the Verification Phase:

1. Indicators, LEA Determinations, & Data Dashboards (The Indicators & Data Probe Component)
2. The Fiscal & Financial Review
3. The Equitable Services Review
4. Classroom Observations
5. Staff Surveys
6. Family & Caregiver Listening Sessions

BSES will Develop the Individualized Monitoring Plan (IMP) draft for the district to review. The draft IMP will be provided to the district within 30 days from the end of the Verification Phase. The District will have 2 weeks to complete the review of the draft IMP.

The BSES may reach out to the district during this phase for clarification, additional information, or any questions that arise during the review. All additional requests for information will be assigned a due date of submission.

Any findings of noncompliance identified during the Verification review, that are findings of noncompliance able to be corrected via an IEP amendment, will be provided to the District via a Pre-finding corrections report after the close of the verification phase. The district will have 90-days from the date of the report to make the corrections.

Any findings not corrected after 90 days, or findings that are unable to be corrected via an IEP amendment, will be part of the Report of Findings provided with the Individualized Monitoring Plan

All findings of noncompliance will require a corrective action, that will be developed collaboratively with the department and the district and incorporated into the Individualized Monitoring Plan.

## The Special Education Program Presentation: Component I

Upon Notification, one of the first PAGS Components required of the District is the Special Education Program Presentation. **The Program Presentation Component requirements are due to the Lead Consultant within 90 days from the Notification date, and prior to the close of the Discovery Phase.**

The BSES is providing this document to assist LEAs in including the following recommended information in the narrative summary. **The BSES understands that some areas may not apply to each LEA, and that some LEAs may have additional areas that they wish to include.**

1. **The LEA Special Education Program Organization Chart:** Please submit in PDF format, the District's Special Education Program Organization Chart.
2. **Composition of the Special Education Program:** Please complete the Personnel List provided with the PAGS manual and include all of the Special Education Program's staff, including contracted individuals.
3. **Special Education Policies, Procedures, & Forms:** Please use the Forms & Policies and Procedures checklists provided with the PAGS manual to assist in providing only the Forms listed in the checklist, and ensuring the district's Policies and Procedures are aligned to the checklists.
4. **Narrative Summary:** Please provide a narrative summary of the LEA Special Education Program that should include, but does not need to be limited to, **1a.** How the roles within the program intersect and work together, **1b.** Program meeting schedule(s), **1c.** How challenges within the Special Education program are addressed as a team, **1d.** How student progress is being measured internally, **1e.** How student results are being measured internally, **1f.** How the LEA engages with its families and community, and **1g.** How parent/guardian concerns with student's progress and programming are addressed with the parent/guardian.



## 2024-2025 District Review of Special Education Personnel

**Directions:** Please fill out the roster below for all staff or contractors that teach special education students and/or are assigned a special education role within your district, including paraprofessionals.

**Please submit to the Lead Consultant during the Discovery Phase, no later than 90 days from the Notification date.**

The Bureau will review special education staff certifications using the New Hampshire Educator Information System and the NH Office of Professional Licensure and Certification verification system. The review process will be for special education staff employed during the 2024-2025 school year. **All columns must be completed.**

<b>School District:</b>		<b>Date Submitted:</b>	
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School	Personnel (Full legal name with middle initial if applicable)	Subject/Assignment	Endorsements	SAU Email Address	NHDOE Verification <i>(NHDOE Use Only)</i>	NHDOE Notes <i>(NHDOE Use Only)</i>
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	

					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	

New Hampshire Department of Education  
Bureau of Special Education Support

**PAGS: Program Approval and General Supervision  
2024-2025 Review of Special Education Policies & Procedures**

Each district must have special education policies and procedures that are aligned to, and support the implementation of, the Individuals with Disabilities Education Act (IDEA), and the New Hampshire Standards for the Education of Children with Disabilities (NH Standards). As part of the Program Approval and General Supervision (PAGS) monitoring process, the monitoring team will review the district’s Special Education Policies & Procedures Plan for compliance with the items found in the grid below.

For Guidance on the Development of a Special Education Procedures Plan please visit: [Forms, Guidance Documents, Handbooks, and Reports | Department of Education \(nh.gov\)](#)

To view the IDEA regulations, visit: <https://www.ecfr.gov/cgi-bin/text-idx?SID=0485ade83ea8a1a352e476b7097131d4&mc=true&node=pt34.2.300&rgn=div5>.

To view the NH Standards, visit: [http://www.gencourt.state.nh.us/rules/state\\_agencies/ed1100.html](http://www.gencourt.state.nh.us/rules/state_agencies/ed1100.html).

**Please review and revise, as necessary, your district’s special education policies and procedures plan using this form as a self-assessment tool to ensure compliance with IDEA and the NH Standards. Once you have finalized your special education procedures plan to align with IDEA and the NH Standards, please indicate in the Evidence Provided by District column on this form where each standard is addressed in your plan. Submit the completed form and the policies & procedures plan to the Bureau of Special Education Support within 90 days from the notification date and prior to the close of the Discovery Phase.**

**Once submitted, any areas determined by the NHED to be in non-compliance will be listed as findings on the district’s compliance report.**

<b>School District:</b>		<b>Date Due:</b>	
		<b>Date Received:</b>	



<b>Ed 1101</b> <b>NEW HAMPSHIRE RULES FOR THE EDUCATION OF CHILDREN WITH DISABILITIES</b>	<b>Evidence Provided by District</b> Provide the page numbers in the plan where the evidence can be found.	<b>Verified by NHED &amp; Status</b> (NHED use only)	
<b>Ed 1101.01</b> Procedures based on the current New Hampshire Standards for the Education of Children with Disabilities <b>Effective March 24, 2017, Amended June 14, 2018, Amended August 9, 2018.</b> <b>Found in 1<sup>st</sup> section, Special Education Procedures Plan.</b> District just needs to add their name to this.		<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Ed 1126.02 Criteria for Approval of Public and Non-Public Programs.</b>			
(b) The department shall approve public and non-public programs for children with disabilities through a monitoring process, including but not limited to on-site visit(s) and examination of written documentation, by reviewing the following- (3) Policies and procedures, including: a. Procedures for handling confidential information; b. Due process guarantees; c. Least restrictive environment processes; d. Child find activities; e. Non-discriminatory testing practices; and f. IEPs			

<b>Ed 1126.02(b)(3)(d)</b> <b>Child Find Activities</b> <b>Found in: (found in 2<sup>nd</sup> section)</b>	<b>Evidence Provided by District</b> Provide the page numbers in the plan where the evidence can be found.	<b>Verified by NHED &amp; Status</b> (NHED use only)	
<b>Ed 1105 Child Find</b> Ed 1105.01(b) Responsibilities of the Local Education Agency (all sections may be found in "Child Find Procedure" section (2nd Section of the procedures plan) <input type="checkbox"/> Procedures for students age 2.5 but less than 21 years of age to find, identify and evaluate all students residing in the LEA <input type="checkbox"/> Procedures for students placed in non-public/non-profit private schools		<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Ed 1105.02 LEA Child Find Program</b> (all sections may be found in "Child Find Procedure" section (2 <sup>nd</sup> section of the procedures plan) <input type="checkbox"/> Referral procedures <input type="checkbox"/> Includes a component for coordination with area agencies and family centered early supports and services <input type="checkbox"/> Includes a component for annually contact all community agencies and programs within its jurisdiction <input type="checkbox"/> Describe how they annually disseminate information describing child find program <input type="checkbox"/> Annually provide parent rights <input type="checkbox"/> A statement that they will ensure that all referrals from parents and others who suspect or know a child to be a child with a disability shall be referred to the IEP team <input type="checkbox"/> A statement that they will ensure that child find activities are completed within the applicable timelines		<input type="checkbox"/> Yes <input type="checkbox"/> No	

<p><b>Ed 1105.03 Child Find For Children Placed in Homes for Children, Health Care Facilities, or State Institutions</b></p> <p>(all sections may be found in "Child Find Procedure" section (2<sup>nd</sup> section of the procedures plan)</p> <p><input type="checkbox"/> Procedure for corresponding with or contacting once a year agencies or groups within the area served by the LEA explaining referral process and request they refer to students with suspected educational disabilities</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p><b>Ed 1105.04 Child Find for Children Currently Receiving Family Centered Early Supports and Services.</b></p> <p>(all sections may be found in "Child Find Procedure" section (2<sup>nd</sup> section of the procedures plan)</p> <p><input type="checkbox"/> Describe the transition process for children exiting Early Supports and Services</p> <p><input type="checkbox"/> Refers to interagency agreement with local area agencies</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No	

<p><b>Ed 1126.02(b)(3)(a) Procedures for handling confidential information Found in:</b></p>	<p><b>Evidence Provided by District</b> Provide the district plan page numbers where the evidence can be found.</p>	<p><b>Verified by NHED &amp; Status</b> (NHED use only)</p>	
<p><b>Ed 1119.01 Confidentiality Requirements</b></p> <p>(may be found in "Confidentiality of Information" in district Procedures Plan)</p> <p><b>Found in 3<sup>rd</sup> section of procedures plan</b></p> <p><input type="checkbox"/> Procedure for current list of names and positions of those employees within the school who may have access to personal identifiable information</p> <p><input type="checkbox"/> Parent rights to inspect and review special education records within 45 days of request</p> <p><input type="checkbox"/> Record of access to special education records</p> <p><input type="checkbox"/> List all types and locations of information or if upon parent request they will provide it</p> <p><input type="checkbox"/> Policy for fees for copying</p> <p><input type="checkbox"/> Procedures for amending records and resolving conflicts over records including the opportunity for a hearing</p> <p><input type="checkbox"/> Includes a component to comply with state adopted special education retention policy</p> <p><input type="checkbox"/> Procedures for destruction of special education records</p> <p><input type="checkbox"/> Includes a component to notify parents of the transfer of their child's rights at the age of majority</p> <p><input type="checkbox"/> Includes a statement to provide notice to both parent and student at the age of majority</p> <p><input type="checkbox"/> Includes a component to annually provide parents information about their rights under state and federal law</p> <p><input type="checkbox"/> Obtain parent consent before disclosing personally identifiable information other than officials of participating agencies</p> <p><input type="checkbox"/> Ensure all persons collecting or using personally identifiable information must receive training or instruction regarding the state's policies and procedures</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No	

<b>Ed 1126.02(b)(3)(b)</b> <b>Due Process Guarantees</b> <b>Found in:</b>	<b>Evidence Provided by District</b> <b>Provide the district plan page numbers where the evidence can be found.</b>	<b>Verified by NHED &amp; Status</b> (NHED use only)	
<b><u>Ed 1106 Referral and Disposition of Referral</u></b> Ed 1106.01 Process; Provision of FAPE (may be found in "Child Find Procedure" (2 <sup>nd</sup> section) and/or "Pupil Evaluation to Placement" (7 <sup>th</sup> section) section(s) of procedures plan) <input type="checkbox"/> Process for referral (including timelines) <input type="checkbox"/> How parents are provided written notice of referral when received from themselves or others. <input type="checkbox"/> Who referrals are provided to if student is not attending the traditional public school. <input type="checkbox"/> How does the LEA provide parent's rights and responsibilities		<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b><u>Ed 1120 Procedural Safeguards</u></b> Ed 1120.05(c) Parent Refusal of Consent, Initiation of Due Process Hearing by LEA_ (may be found in "Child Find Procedure" (2 <sup>nd</sup> section) and/or "Pupil Evaluation to Placement" (7 <sup>th</sup> section) section(s) of procedures plan) <input type="checkbox"/> Indication of whether the district has created their own or used the NHED's		<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b><u>Ed 1123 Administrative Due Process Hearing Procedure</u></b> Ed 1123.02(a) Sequence of an administrative due process hearing Ed 1123.03(a) Filing a Due Process Hearing Complaint (may be found in "Procedural Safeguards" section (6 <sup>th</sup> section) of procedures plan) <input type="checkbox"/> ONLY IF ON Ed 1120 THEY HAVE NOT USED THE NHED PROCEDURAL SAFEGUARDS: these need to be included in their Procedural Safeguards		<input type="checkbox"/> Yes <input type="checkbox"/> No	

<b>Ed 1126.02(b)(3)(c)</b> <b>Least restrictive environment processes</b> <b>Found in:</b>	<b>Evidence Provided by District</b> <b>Provide the district plan page numbers where the evidence can be found.</b>	<b>Verified by NHED &amp; Status</b> (NHED use only)	
<b><u>Ed 1111 Placement of Children with Disabilities</u></b> Ed 1111.01 Placement in the Least Restrictive Environment (may be found in "Pupil Evaluation to Placement" section (7 <sup>th</sup> section) of procedures plan) <input type="checkbox"/> Procedures regarding placement in the least restrictive environment		<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b><u>Ed 1111.02 Continuum of Alternative Educational Environments</u></b> (may be found in "Pupil Evaluation to Placement" section (7 <sup>th</sup> section) of procedures plan) <input type="checkbox"/> Continuum provided for both ages 3-5 and ages 6-21		<input type="checkbox"/> Yes <input type="checkbox"/> No	

<p><b>Ed 1111.03 Placement Decisions</b> (may be found in "Pupil Evaluation to Placement" section (7<sup>th</sup> section) of procedures plan)</p> <p><input type="checkbox"/> Procedure around Placement decisions</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No	
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<p><b>Ed 1126.02(b)(3)(e)</b>  <b>Non-discriminatory testing practices</b>  <b>Found in:</b></p>	<p><b>Evidence Provided by District</b>  Provide the district plan page numbers where the evidence can be found.</p>	<p><b>Verified by NHED &amp; Status</b>  (NHED use only)</p>	
<p><b>34 CFR 300.304 Evaluation Procedures</b>  Ed 1107, 34 CFR 300.304 (c)(1)(i)&amp;(ii)  (may be found in "Pupil Evaluation to Placement" section (7<sup>th</sup> section) of procedures plan)</p> <p><input type="checkbox"/> Assessment and other evaluation materials are selected and administered so as not to be discriminatory on a racial or cultural basis</p> <p><input type="checkbox"/> Assessment and other evaluation materials are provided and administered in child's native language or other mode of communication and in a form most likely to yield accurate information</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No	

<p><b>Ed 1126.02(b)(3)(f)</b>  <b>IEPs</b>  <b>Found in:</b></p>	<p><b>Evidence Provided by District</b>  Provide the district plan page numbers where the evidence can be found.</p>	<p><b>Verified by NHED &amp; Status</b>  (NHED use only)</p>	
<p><b>Ed 1109.06(a) Monitoring and Annual Review of IEPs</b>  (may be found in "Pupil Evaluation to Placement" section (7<sup>th</sup> section) of procedures plan)</p> <p><input type="checkbox"/> Procedure for monitoring and reviewing IEP's</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No	

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

**PAGS: Program Approval and General Supervision  
2024-2025 Review of Special Education Forms**

The Bureau of Special Education Support will look for evidence that Special Education Forms are effectively being implemented through a review of the following district forms.

**Please submit only the district forms listed below to the Bureau of Special Education Student Support within 90 days from the date of notification, and prior to the close of the Discovery Phase.**

<b>School District:</b>		<b>Date Due:</b>	
		<b>Date Received:</b>	

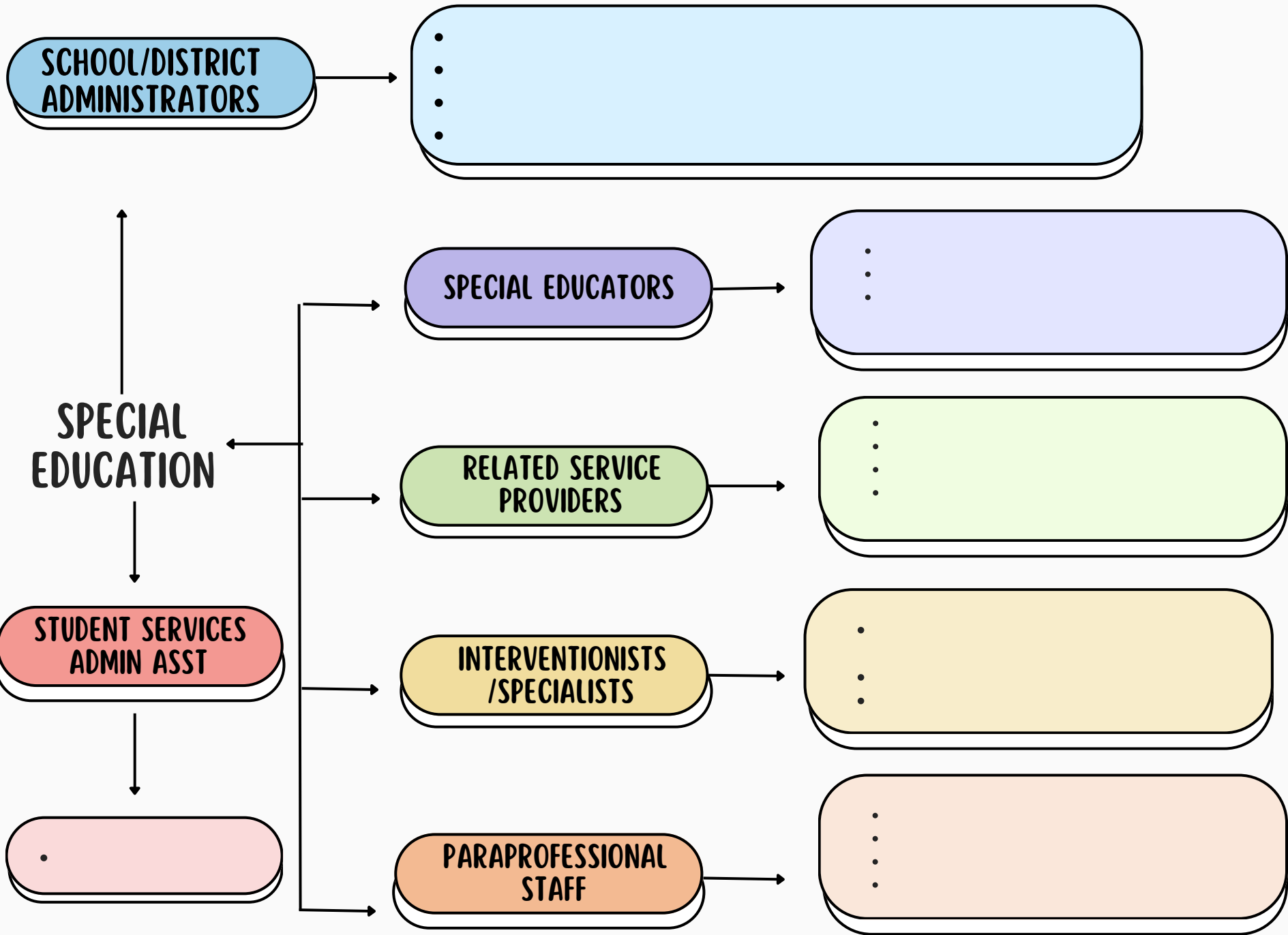
District Check	Form Reviewed	NHED Reviewer Comments
<input type="checkbox"/>	<p><b>34 CFR 300.614; Record of Access Ed 1119.01(a); Confidentiality Requirements</b></p> <p><b>RECORD OF ACCESS</b></p> <ul style="list-style-type: none"> <li>• Name, date access given and purpose</li> <li>• Excludes parents and authorized employees of participating agency</li> <li>• Outside contractors need to fill in information</li> </ul>	<input type="checkbox"/>
<input type="checkbox"/>	<p><b>34 CFR 300.322; Parent Participation Ed 1103.02; Parent Participation</b></p> <p><b>NOTICE OF IEP TEAM MEETING</b></p> <ul style="list-style-type: none"> <li>• Written notice no fewer than 10 days before an IEP Team meeting</li> <li>• Purpose, time, location &amp; identification of participants</li> <li>• Must be able to show with 2 dates: date of notice and date of meeting</li> </ul> <p>For guidance refer to FY' 17 Memo #21 for Model Form</p>	<input type="checkbox"/>
<input type="checkbox"/>	<p><b>34 CFR 300.503; Prior Notice by the Public Agency; Content of Notice Ed 1120.03; Written Prior Notice</b></p> <p><b>WRITTEN PRIOR NOTICE</b></p> <p>Ed 1120.03(a) ...notified in writing within a reasonable time, but not less than 14 days, before the LEA proposes to initiate or change or refuses to initiate or change, the referral, evaluation,</p>	<input type="checkbox"/>

District Check	Form Reviewed	NHED Reviewer Comments
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	<p>determination of eligibility, IEP, or educational placement of the child or the provision of FAPE to the child.</p> <ul style="list-style-type: none"> <li>• Content of notice requirements-refer to FY '15 Memo #3</li> </ul> <p>For guidance refer to Written Prior Notice sample forms on Bureau of Student Support website:  <a href="https://www.education.nh.gov/instruction/special_ed/written_prior_notice.htm">https://www.education.nh.gov/instruction/special_ed/written_prior_notice.htm</a></p>	
<input type="checkbox"/>	<p><b>Ed 1107.05 (a), (b); Evaluation Report</b></p> <p><b>EVALUATION REPORT</b></p> <p>(a) ...written summary containing the results of the various diagnostic findings....</p> <p>(b) The report shall include but not be limited to:</p> <ol style="list-style-type: none"> <li>(1) The results of each evaluation procedure, test, record, or report;</li> <li>(2) A written summary of the findings of the procedure, test, record, and/or report; and</li> </ol> <p>(3) Information regarding the parent’s rights of appeal <b>in accordance with Ed 1123</b> and a description of the parent’s right to an independent evaluation <b>in accordance with Ed 1107.03.</b></p>	<input type="checkbox"/>
<input type="checkbox"/>	<p><b>Ed 1103.02(d); Parent Participation</b></p> <p><b>PARENTAL PERMISSION TO WAIVE TIME LIMITS FOR IEP TEAM MEETING</b></p> <ul style="list-style-type: none"> <li>• Written notice to the IEP Team meeting—parents may waive the 10 days with written consent.</li> </ul>	<input type="checkbox"/>
<input type="checkbox"/>	<p><b>34 CFR 300.311; Specific Documentation for the Eligibility Determination</b></p> <p><b>Ed 1107.02(a); Evaluation Requirements for Children with Specific Learning Disabilities</b></p> <p><b>SPECIFIC LEARNING DISABILITY ELIGIBILITY DETERMINATION DOCUMENTATION</b></p> <ul style="list-style-type: none"> <li>• Practice, which may include use of a form, needs to reflect all components of current law to include, but not limited to :</li> </ul>	<input type="checkbox"/>

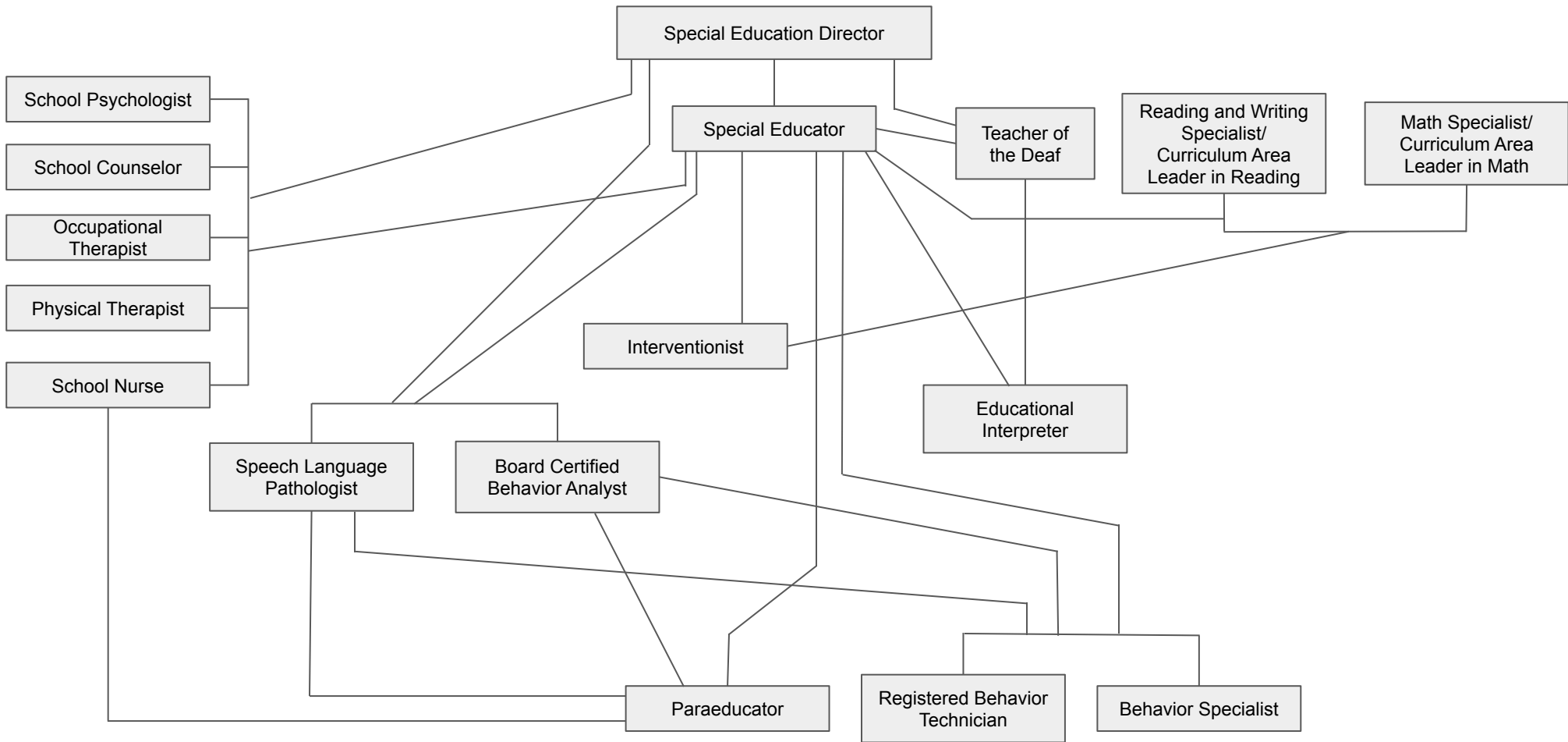
District Check	Form Reviewed	NHED Reviewer Comments
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	<ul style="list-style-type: none"> <li>➤ Indication for those who disagree to present their conclusions</li> <li>➤ Not limiting</li> <li>• <u>Mechanism if form is not used is:</u></li> </ul>	
<input type="checkbox"/>	<p><b>34 CFR 300.504; Procedural Safeguards Notice Ed 1120; Procedural Safeguards</b></p> <p><b>PROCEDURAL SAFEGUARDS</b></p> <ul style="list-style-type: none"> <li>• Current version of Procedural Safeguards provided</li> </ul>	<input type="checkbox"/>
<input type="checkbox"/>	<p><b>34 CFR 300.154(d)(2)(v); Methods of Ensuring Services Ed 1120.08(a); Public and Private Insurance</b></p> <p><b>ANNUAL NOTIFICATION WHEN PROPOSING ACCESSING PUBLIC AND PRIVATE INSURANCE (MEDICAID)</b></p> <p>Ed 1120.08(a)(2) Shall provide annual notification pursuant to 34 CFR 300.154(d)(2)(v). The annual notification shall include a withdrawal of consent provision. The withdrawal of consent provision shall terminate the LEA's authority to access the child's state public benefits or insurance program. This withdrawal of consent provision shall be effective upon the LEA's receipt of the parent's signed withdrawal.</p> <p>For guidance refer to FY' 15 Memo #2 for Model Form</p>	<input type="checkbox"/>





NAME OF School District  
*Special Education Program Organizational Chart*



# Equitable Services Review

Program Approval & General Supervision

\* Required

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

1. Name of District \*

2. What process does your district have in place to be made aware in the event a private school opens in your geographic area?

3. 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:**

4. 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?

5. 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?

6. 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?

7. 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 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

8. 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?

9. 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?

10. What is your district's process for ensuring all proportionate share funds are drawn down for their intended purpose within the period of performance?

11. What is your district's process for verifying whether equitable services are provided according to the ISP?

12. 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?

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This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

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

**Program Approval & General Supervision (PAGS) Monitoring**

**2024-2025 Individualized Education Program Review Standard Protocol**

**Tier I: Meets Requirements Intervention LEA Determination**

<b>District:</b>		<b>Student Name:</b>		<b>Date of Birth:</b>	<b>SASID#:</b>
<b>Current School:</b>	<b>Disabilities:</b> (Please list primary first.)	<b>Grade:</b> (as identified on IEP)	<b>Begin &amp; End Date of Currently Agreed Upon IEP Reviewed:</b>		<b>Date of Parent Consent:</b>
			<b>Amended Date:</b> (if applicable)		

<b>Name of School Staff Completing Form:</b>	<b>Role:</b>	<b>Date Completed:</b>	<b>Signature:</b>
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<b>NHDOE USE ONLY:</b>	<b>Date of Review:</b>	<b>Signature of DOE Reviewer:</b>
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<p><b>Currently agreed upon IEP with the signature of the parent or, where appropriate, student, and a representative of the LEA stating approval of the provisions of the IEP 34CFR 300.321(a)(4); Ed 1109.01(a)(5).</b></p> <p><b>If a district was unable to obtain written parental consent have, they implemented Ed 1120.06?</b></p> <p><b>IEP does not have a "DRAFT" watermark on it.</b></p>	<p><input type="checkbox"/> <b>Yes, District has obtained written parental consent or has implemented Ed 1120.06 and authorized LEA representative has signed IEP.</b></p> <p><input type="checkbox"/> <b>No—IEP will be deemed out of compliance or not applicable for the following areas: E(#17-21), F(#22), G(23-25), H(26 &amp; 27), I(#28-29), J(#30-37), K(#38), L(#39-41), M(#42)</b></p> <p><b><u>If No, Please note reason:</u></b></p>
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<p style="text-align: center;"><b>IMPLEMENTATION OF POLICIES, PROCEDURES, AND PRACTICES</b></p>	<p style="text-align: center;"><b>Evidence Provided by District</b> (Name &amp; description of evidence, location of evidence, page number, date, policy) <b>Evidence verifies compliance with NH Standards</b></p>	<p style="text-align: center;">Evidence verifies compliance with NH Standards  (Gray areas are for NHDOE use only)</p>
<p><b>34 CFR 300.306(c)(1)(i)</b></p> <p>1. Provide the evidence that the team drew upon information from a <b>variety of sources</b>, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child’s physical condition, social or cultural background, and adaptive behavior.</p> <p><i>Provide the location in the file where the <b>evidence of a variety of sources</b> can be found, which includes the required assessments per Table 1100.1 of the NH Standards.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district.</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
<p><b>34 CFR 300.304(c)(1)(iv); Ed 1107.04(b)</b></p> <p>2. Provide the <b>qualified examiners</b> for specific disabilities as set forth in Table 1100.1 “Required Assessments and Qualified Examiners by Type of Disability”.</p> <p><i>Provide the names and credentials of personnel who administered the assessments.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district.</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>

## D. Individualized Education Program

<p><b>34 CFR 300.324(b)(1)(i); Ed 1109.03(d)</b></p> <p>3. Give the dates of the previous IEP that demonstrate evidence that the IEP was reviewed at least annually.</p> <p style="text-align: center;"><i>Provide the location(s) in the file of the current and previous IEP and the dates of those IEPs.</i></p> <p><i>If reviewing an amendment to the initial IEP then this amended IEP is the initial IEP.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—initial IEP or student moved from another district or state.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—initial IEP or student moved from another district or state.</b></p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
<p><b>34 CFR 300.323(a); Ed 1109.03(d)</b></p> <p>4. Provide the evidence that an IEP was in place at the beginning of the school year.</p> <p style="text-align: center;"><i>Please provide the start date for the 2024-2025 school year.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—student was identified after beginning of school year or moved from another district or state</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—student was identified after beginning of school year or moved from another district or state.</b></p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>



## I. Review and Revision of IEPs (Measuring Progress)

<p><b>34 CFR 300.320(a)(3)(ii); Ed 1109.01(a)(8)</b></p> <p>5. Provide the evidence that the IEP includes <b>a description of when periodic reports on the progress the child is making toward meeting the annual goals</b> (such as using quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.</p> <p><i>Provide the page number in the currently agreed upon IEP where this information is located. NHSEIS dropdown options that <b>do not comply</b> with Ed 1109.01(a)(8) include: As Needed, End of Unit, and Oral Report.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>34 CFR 300.320(a)(3)(ii) ; Ed 1109.01(a)(1)</b></p> <p>6. Provide evidence that <b>periodic reports were provided to parents on the progress the child is making toward meeting the annual goals</b> (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards).</p> <p><u><i>Provide the evidence that periodic reports in accordance with 300.320(a)(3)(ii).</i></u></p> <p><i>Examples of evidence will include copies of each quarterly or trimester progress report(s) provided to parents since IEP start date.</i></p>	<p>AJ-Red <input type="checkbox"/> Yes</p> <p>Team: Tier III <input type="checkbox"/> No</p> <p><input type="checkbox"/> NA – periodic reports not due at this time based on start date of the IEP.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA – periodic reports not due at this time based on start date of the IEP.</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>

**K. Definition of Individualized Education Program (Special Education and Related Services, Supplementary Aids and Services, and Program Modifications or Supports for School Personnel)**

**34 CFR 300.320(a)(4); Ed 1109.01(a)(1)**  
 34 CFR 300.320(a)(4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—  
 (i) To advance appropriately toward attaining the annual goals;  
 (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and  
 (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;

To enable the child to advance appropriately toward attaining the annual goals; to be involved in and make progress in the general education and to participate in extracurricular and other nonacademic activities; and to be educated and participate with other children with disabilities and nondisabled children.

<p><b>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</b></p> <p>7. Provide the evidence of a <b>statement of special education.</b></p> <p><i>Provide the page number where the special education service is in the currently agreed upon IEP that includes the specially designed instruction that relates to the student’s disability area(s) and needs. The provider of this service must be a certified teacher or specialist.</i></p> <p>34 CFR 300.39 Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including—</p> <p>(i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and (ii) Instruction in physical education.</p>		<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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**For Question #32 below, additional documents for evidence of implementation will be required, which may include progress reports, logs, checklists, and student work.**

<p><b>Ed 1109.04(b)(1)</b></p> <p>8. Provide the written evidence <b>documenting implementation</b> of the IEP with regards to <b>special education services</b> provided.</p> <p><i>Provide the evidence that special education services have been implemented.</i></p> <p><i>Examples of evidence may include detailed progress notes specifically referencing the special education services, logs that document the special education service being provided to the child, work samples from the child demonstrating participation in the service, student schedule, etc.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</b></p> <p>9. Provide the evidence of a <b>statement of related services</b>.</p> <p><i>Provide the page number of the related services in the currently agreed upon IEP. The provider of this service must be a licensed related service provider.</i></p> <p><b>If N/A, question #34 must also be N/A because there is no statement of related services in the IEP.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—no evidence that IEP Team determined this is necessary.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—no evidence that IEP Team determined this is necessary.</b></p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>

**For Question #34 below additional documents to the student file for evidence of implementation will be required which may include progress reports, logs, checklists, and student work.**

<p><b>Ed 1109.04(b)(1)</b></p> <p>10. Provide the written evidence <b>documenting implementation</b> of the IEP with regards to <b>related services</b> provided.</p> <p><i>Provide the evidence that related services have been implemented.</i></p> <p><i>Examples of evidence may include detailed progress notes specifically referencing the related service, logs that document the related service being provided to the child, work samples from the child demonstrating participation in the service, student schedule, etc.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no related services in IEP</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no related services in IEP</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</b></p> <p>11. Provide the evidence of a <b>statement of supplementary aids and services</b>.</p> <p><i>Provide the page number of the supplementary aids services in the currently agreed upon IEP.</i></p> <p><i>34 CFR 300.42 Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with 34 CFR 300.114 through 300.116.</i></p> <p><b>If N/A, question #36 must also be N/A because there is no statement of supplementary aids and services in the IEP.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary.</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>

**For Question #36 below additional documents to the student file for evidence of implementation will be required which may include progress reports, logs, checklists, and student work.**

<p><b>Ed 1109.04(b)(2)</b></p> <p>12. Provide the written evidence <b>documenting implementation</b> of the IEP with regards to <b>supplementary aids and services</b> provided.</p> <p><i>Provide the evidence that supplementary aides and services have been implemented. Examples of evidence may include detailed notes specifically referencing the supplementary aides and services, logs that document the supplementary aides and services being provided, etc.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no supplementary aids and services in IEP</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no supplementary aids and services in IEP</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</b></p> <p>13. Provide the evidence of a <b>statement of the supports for school personnel</b>.</p> <p><i>Provide the page number of the supports for school personnel in the currently agreed upon IEP.</i></p> <p><b>If N/A, Question #38 must also be N/A because there is no statement of supports for personnel in the IEP.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary.</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>

**For Question #38 below additional documents to the student file for evidence of implementation will be required which may include progress reports, logs, checklists, and student work.**

<p><b>Ed 1109.04(b)(4)</b></p> <p>14. Provide the written evidence <b>documenting implementation</b> of the IEP with regards to <b>supports for school personnel</b>.</p> <p><i>Provide the evidence that supports for personnel have been implemented. Examples of evidence may include detailed notes specifically referencing the supports that have been provided for school personnel, logs that document the supports being provided, etc.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no supports for personnel in IEP</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no supports for personnel in IEP</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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**L. Definition of Individualized Education Program (Justification for Non-Participation)**

<p><b>34 CFR 300.320(a)(5); Ed 1109.01(a)(1)</b></p> <p>15. Provide the evidence of an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in the supports and services section of the IEP.</p> <p><i>Provide the page number of the currently agreed upon IEP where this <b>explanation</b> of the extent is located.</i></p> <p><u>For preschool children</u>, the regular class may include a Head Start classroom, childcare classroom, public or private preschool or kindergarten or other regular early childhood setting. It does not include preschool special education programs.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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**M. Definition of Individualized Education Program (State and District Wide Assessments)**

<p><b>34 CFR 300.320(a)(6)(i); Ed 1109.01(a)(1)</b></p> <p>16. Provide the 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.</p> <p><i>Provide the page number in the currently agreed upon IEP in which the accommodations for state and district assessments are located.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—no state or district wide assessment for the student’s age/grade level</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—no state or district wide assessment for the student’s age/grade level</b></p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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**For students participating in the NH Statewide Assessment System (NH SAS) or SAT accommodations are changes in procedures or materials that increase equitable access for students, which are documented on the student’s IEP. Please note that universal tools are available to all students and designated supports are available for any student for whom the need has been indicated by an educator or team of educators.**

<p><b>34 CFR 300.320(a)(6)(ii)(A); Ed 1109.01(a)(1)</b></p> <p>17. If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district wide assessment of student achievement, provide the evidence of a statement of why the child cannot participate in the regular assessment.</p> <p><i>Provide the documentation or location in the file of the documentation of a statement of why the child cannot participate in the regular assessment.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—not taking an alternate assessment.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—not taking an alternate assessment.</b></p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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**New Hampshire Department of Education Bureau of Special Education Support**

**Program Approval & General Supervision (PAGS) Monitoring**

**2024-2025 Individualized Education Program Review Standard Protocol**

**Tier II: Needs Assistance Intervention LEA Determination**

<b>District:</b>		<b>Student Name:</b>		<b>Date of Birth:</b>	<b>SASID#:</b>
<b>Current School:</b>	<b>Disabilities:</b> (Please list primary first.)	<b>Grade:</b> (as identified on IEP)	<b>Begin &amp; End Date of Currently Agreed Upon IEP Reviewed:</b>	<b>Date of Parent Consent:</b>	
			<b>Amended Date:</b> (if applicable)		

<b>Name of School Staff Completing Form:</b>		<b>Role:</b>	<b>Date Completed:</b>	<b>Signature:</b>
<b>NHDOE USE ONLY:</b>	<b>Date of Review:</b>	<b>Signature of DOE Reviewer:</b>		
<p><b>Currently agreed upon IEP with the signature of the parent or, where appropriate, student, and a representative of the LEA stating approval of the provisions of the IEP 34CFR 300.321(a)(4); Ed 1109.01(a)(5).</b></p> <p><b>If a district was unable to obtain written parental consent have, they implemented Ed 1120.06?</b></p> <p><b>IEP does not have a "DRAFT" watermark on it.</b></p>		<p><input type="checkbox"/> <b>Yes, District has obtained written parental consent or has implemented Ed 1120.06 and authorized LEA representative has signed IEP.</b></p> <p><input type="checkbox"/> <b>No—IEP will be deemed out of compliance or not applicable for the following areas: E(#17-21), F(#22), G(23-25), H(26 &amp; 27), I(#28-29), J(#30-37), K(#38), L(#39-41), M(#42)</b></p> <p><b><u>If No, Please note reason:</u></b></p>		



<p style="text-align: center;"><b>IMPLEMENTATION OF POLICIES, PROCEDURES, AND PRACTICES</b></p>	<p style="text-align: center;"><b>Evidence Provided by District</b> (Name &amp; description of evidence, location of evidence, page number, date, policy) <b>Evidence verifies compliance with NH Standards</b></p>	<p style="text-align: center;"><b>Evidence verifies compliance with NH Standards</b>  <b>(Gray areas are for NHDOE use only)</b></p>
<p><b>34 CFR 300.306(c)(1)(i)</b></p> <p>1. Provide the evidence that the team drew upon information from a <b>variety of sources</b>, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child’s physical condition, social or cultural background, and adaptive behavior.</p> <p><i>Provide the location in the file where the <b>evidence of a variety of sources</b> can be found, which includes the required assessments per Table 1100.1 of the NH Standards.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district.</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
<p><b>34 CFR 300.304(c)(1)(iv); Ed 1107.04(b)</b></p> <p>2. Provide the <b>qualified examiners</b> for specific disabilities as set forth in Table 1100.1 “Required Assessments and Qualified Examiners by Type of Disability”.</p> <p><i>Provide the names and credentials of personnel who administered the assessments.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district.</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>

## D. Individualized Education Program

<p><b>34 CFR 300.324(b)(1)(i); Ed 1109.03(d)</b></p> <p>3. Give the dates of the previous IEP that demonstrate evidence that the IEP was reviewed at least annually.</p> <p style="text-align: center;"><i>Provide the location(s) in the file of the current and previous IEP and the dates of those IEPs.</i></p> <p><i>If reviewing an amendment to the initial IEP then this amended IEP is the initial IEP.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—initial IEP or student moved from another district or state.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—initial IEP or student moved from another district or state.</b></p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
<p><b>34 CFR 300.323(a); Ed 1109.03(d)</b></p> <p>4. Provide the evidence that an IEP was in place at the beginning of the school year.</p> <p style="text-align: center;"><i>Please provide the start date for the 2024-2025 school year.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—student was identified after beginning of school year or moved from another district or state</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—student was identified after beginning of school year or moved from another district or state.</b></p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>

## F. Individualized Education Program (Present Levels of Academic Achievement and Functional Performance)

### 34 CFR 300.320 Definition of individualized education program.

- a. General. As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324, and that must include--
- (1) A statement of the child's present levels of academic achievement and functional performance.

### 34 CFR 300.324(a)(1)(i); Ed 1109.01(a)(1)

5. Provide the page number in the currently agreed upon IEP demonstrating evidence that the team considered **the strengths of the child**.

*Provide the page number in the currently agreed upon IEP where the child's strengths are included. For example: learner variability. Must contain at least one strength of the student related to learning and must be objective (not subjective).*

Yes

No

Yes

No

**If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.**

### 34 CFR 300.324(a)(1)(iv); Ed 1109.01(a)(1)

6. Provide the page number in the currently agreed upon IEP demonstrating evidence that the team considered **the academic, developmental, and functional needs of the child**.
- (a) Academic—level of academic performance when measured against the general education curriculum.
- (b) Developmental—physical, cognitive, communication, social or emotional, and/or adaptive development.
- (c) Functional—how the child demonstrates skills and behaviors in cognition, communication, motor, adaptive, social/emotional, and sensory areas.

*Provide the page number in the currently agreed upon IEP where the child's academic, developmental, and functional needs are included.*

Yes

No

Yes

No

**If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.**

<p><b>34 CFR 300.324(a)(1)(ii); Ed 1109.01(a)(1)</b></p> <p>7. Provide the page number in the currently agreed upon IEP documenting evidence that <b>the concerns of the parents</b> for enhancing the education of their child were considered.</p> <p><i>Provide the page number in the currently agreed upon IEP where the parents' concerns for enhancing the education of their child are included.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>34 CFR 300.324(a)(1)(iii); Ed 1109.01(a)(1)</b></p> <p>8. Provide the page number in the currently agreed upon IEP demonstrating evidence that <b>the results of the initial or most recent evaluation of the child</b> were considered.</p> <p><b>For Preschool students</b> evaluations could include POMS, ESS assessments, Pediatrician reports, arena assessments, etc.</p> <p><i>Provide the page number in the currently agreed upon IEP where the results of the initial or most recent evaluations of the child are included. For example: initial evaluation results, re-evaluation results, curriculum-based measures, district wide assessments, classroom assessments.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>34 CFR 300.320(a)(1)(i); Ed 1109.01(a)(1)</b></p> <p>9. Provide the evidence of a statement in the IEP that describes <b>how the student's disability affects the student's involvement and progress in the general education curriculum.</b></p> <p><i>Provide the page number in the currently agreed upon IEP where the <b>description</b> of how the student's disability affects progress in the general education curriculum is included. Any classes with a curriculum are academic classes, including music, art, computer, physical education, etc.</i></p> <p><b>For preschool age children, please see question #22.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA – preschool age child</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA – preschool age child</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>

<p><b>34 CFR 300.320(a)(4)(ii); Ed 1109.01(a)(1)</b></p> <p>10. Provide the evidence of a statement in the IEP that describes <b>how the student's disability affects participation in extracurricular and non-academic activities.</b></p> <p><i>Provide the page number in the currently agreed upon IEP where the <b>description</b> of how the student's disability affects participation in extracurricular and non-academic activities is included. Non-academic activities would include lunch, recess, and transition times, etc.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>34 CFR 300.320(a)(1)(ii); Ed 1109.01(a)(1)</b></p> <p>11. For <b>preschool children</b>, as appropriate, provide the evidence of a statement in the IEP that describes <b>how the disability affects the child's participation in appropriate activities.</b></p> <p><i>Provide the page number in the currently agreed upon IEP where the <b>description</b> of how the disability affects the child's participation in appropriate activities is included.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not preschool</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not preschool</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>

**G. Courses of Study**

<p><b>Ed 1109.01(a)(10)</b></p> <p>12. For each student with a disability beginning at age 14 or younger, if determined appropriate by the IEP team, provide the evidence of a statement of the transition service needs of the student under the applicable components of the student’s IEP that focuses on the student’s courses of study such as participation in advanced-placement courses, vocational education, or career and technical education.</p> <p><i>Provide the page number in the currently agreed upon IEP where the courses of study are listed. This should be written as a projected transcript for grade levels beyond the student’s current grade and specific courses taken should be listed for current and previous years.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—  <b>student is age 13 or younger and no evidence that the IEP team determined this is necessary.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—  <b>student is age 13 or younger and no evidence that the IEP team determined this is necessary.</b></p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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**I. Review and Revision of IEPs (Measuring Progress)**

<p><b>34 CFR 300.320(a)(3)(ii); Ed 1109.01(a)(8)</b></p> <p>13. Provide the evidence that the IEP includes <b>a description of when periodic reports on the progress the child is making toward meeting the annual goals</b> (such as using quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.</p> <p><i>Provide the page number in the currently agreed upon IEP where this information is located. NHSEIS dropdown options that <b>do not comply</b> with Ed 1109.01(a)(8) include: As Needed, End of Unit, and Oral Report.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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<p><b>34 CFR 300.320(a)(3)(ii) ; Ed 1109.01(a)(1)</b></p> <p>14. Provide evidence that <b>periodic reports were provided to parents on the progress the child is making toward meeting the annual goals</b> (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards).</p> <p><i>Provide the evidence that periodic reports in accordance with 300.320(a)(3)(ii).</i></p> <p><i>Examples of evidence will include copies of each quarterly or trimester progress report(s) provided to parents since IEP start date.</i></p>	<p>AJ-Red <input type="checkbox"/> Yes</p> <p>Team: Tier III <input type="checkbox"/> No</p> <p><input type="checkbox"/> NA – periodic reports not due at this time based on start date of the IEP.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA – periodic reports not due at this time based on start date of the IEP.</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
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**K. Definition of Individualized Education Program (Special Education and Related Services, Supplementary Aids and Services, and Program Modifications or Supports for School Personnel)**

<p><b>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</b></p> <p>34 CFR 300.320(a)(4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—</p> <p>(i) To advance appropriately toward attaining the annual goals;</p> <p>(ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and</p> <p>(iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;</p> <p>To enable the child to advance appropriately toward attaining the annual goals; to be involved in and make progress in the general education and to participate in extracurricular and other nonacademic activities; and to be educated and participate with other children with disabilities and nondisabled children.</p>
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<p><b>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</b></p> <p>15. Provide the evidence of a <b>statement of special education</b>.</p> <p><i>Provide the page number where the special education service is in the currently agreed upon IEP that includes the specially designed instruction that relates to the student’s disability area(s) and needs. The provider of this service must be a certified teacher or specialist.</i></p> <p>34 CFR 300.39 Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including—</p> <p>(i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and (ii) Instruction in physical education.</p>		<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>For Question #32 below, additional documents for evidence of implementation will be required, which may include progress reports, logs, checklists, and student work.</b></p>		
<p><b>Ed 1109.04(b)(1)</b></p> <p>16. Provide the written evidence <b>documenting implementation</b> of the IEP with regards to <b>special education services</b> provided.</p> <p><i>Provide the evidence that special education services have been implemented.</i></p> <p><i>Examples of evidence may include detailed progress notes specifically referencing the special education services, logs that document the special education service being provided to the child, work samples from the child demonstrating participation in the service, student schedule, etc.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>



<p><b>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</b></p> <p>17. Provide the evidence of a <b>statement of related services</b>.</p> <p><i>Provide the page number of the related services in the currently agreed upon IEP. The provider of this service must be a licensed related service provider.</i></p> <p><b>If N/A, question #34 must also be N/A because there is no statement of related services in the IEP.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary.</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>For Question #34 below additional documents to the student file for evidence of implementation will be required which may include progress reports, logs, checklists, and student work.</b></p>		
<p><b>Ed 1109.04(b)(1)</b></p> <p>18. Provide the written evidence <b>documenting implementation</b> of the IEP with regards to <b>related services</b> provided.</p> <p><i>Provide the evidence that related services have been implemented.</i></p> <p><i>Examples of evidence may include detailed progress notes specifically referencing the related service, logs that document the related service being provided to the child, work samples from the child demonstrating participation in the service, student schedule, etc.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no related services in IEP</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no related services in IEP</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>

<p><b>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</b></p> <p>19. Provide the evidence of a <b>statement of supplementary aids and services</b>.</p> <p><i>Provide the page number of the supplementary aids services in the currently agreed upon IEP.</i></p> <p><i>34 CFR 300.42 Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with 34 CFR 300.114 through 300.116.</i></p> <p><b>If N/A, question #36 must also be N/A because there is no statement of supplementary aids and services in the IEP.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary.</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>For Question #36 below additional documents to the student file for evidence of implementation will be required which may include progress reports, logs, checklists, and student work.</b></p>		
<p><b>Ed 1109.04(b)(2)</b></p> <p>20. Provide the written evidence <b>documenting implementation</b> of the IEP with regards to <b>supplementary aids and services</b> provided.</p> <p><i>Provide the evidence that supplementary aides and services have <u>been implemented</u>. Examples of evidence may include detailed notes specifically referencing the supplementary aides and services, logs that document the supplementary aides and services being provided, etc.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no supplementary aids and services in IEP</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no supplementary aids and services in IEP</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>

<p><b>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</b></p> <p>21. Provide the evidence of a <b>statement of the supports for school personnel</b>.</p> <p><i>Provide the page number of the supports for school personnel in the currently agreed upon IEP.</i></p> <p><b>If N/A, Question #38 must also be N/A because there is no statement of supports for personnel in the IEP.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary.</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>For Question #38 below additional documents to the student file for evidence of implementation will be required which may include progress reports, logs, checklists, and student work.</b></p>		
<p><b>Ed 1109.04(b)(4)</b></p> <p>22. Provide the written evidence <b>documenting implementation</b> of the IEP with regards to <b>supports for school personnel</b>.</p> <p><i>Provide the evidence that supports for personnel have been implemented. Examples of evidence may include detailed notes specifically referencing the supports that have been provided for school personnel, logs that document the supports being provided, etc.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no supports for personnel in IEP</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no supports for personnel in IEP</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>

**L. Definition of Individualized Education Program (Justification for Non-Participation)**

<p><b>34 CFR 300.320(a)(5); Ed 1109.01(a)(1)</b></p> <p>23. Provide the evidence of an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in the supports and services section of the IEP.</p> <p><i>Provide the page number of the currently agreed upon IEP where this <b>explanation</b> of the extent is located.</i></p> <p><u>For preschool children</u>, the regular class may include a Head Start classroom, childcare classroom, public or private preschool or kindergarten or other regular early childhood setting. It does not include preschool special education programs.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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**M. Definition of Individualized Education Program (State and District Wide Assessments)**

<p><b>34 CFR 300.320(a)(6)(i); Ed 1109.01(a)(1)</b></p> <p>24. Provide the 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.</p> <p><i>Provide the page number in the currently agreed upon IEP in which the accommodations for state and district assessments are located.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—no state or district wide assessment for the student’s age/grade level</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—no state or district wide assessment for the student’s age/grade level</b></p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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For students participating in the NH Statewide Assessment System (NH SAS) or SAT **accommodations** are changes in procedures or materials that increase equitable access for students, which are documented on the student’s IEP. Please note that **universal tools** are available to all students and **designated supports** are available for any student for whom the need has been indicated by an educator or team of educators.

<p><b>34 CFR 300.320(a)(6)(ii)(A); Ed 1109.01(a)(1)</b></p> <p>25. If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district wide assessment of student achievement, provide the evidence of a statement of why the child cannot participate in the regular assessment.</p> <p><i>Provide the documentation or location in the file of the documentation of a statement of why the child cannot participate in the regular assessment.</i></p>	<p><input type="checkbox"/> <b>Yes</b></p> <p><input type="checkbox"/> <b>No</b></p> <p><input type="checkbox"/> <b>NA—not taking an alternate assessment.</b></p>	<p><input type="checkbox"/> <b>Yes</b></p> <p><input type="checkbox"/> <b>No</b></p> <p><input type="checkbox"/> <b>NA—not taking an alternate assessment.</b></p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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**New Hampshire Department of Education Bureau of Special Education Support**

**Program Approval & General Supervision (PAGS) Monitoring**

**2024-2025 Individualized Education Program Review Standard Protocol**

**Tier III: Needs Intervention LEA Determination**

<b>District:</b>		<b>Student Name:</b>		<b>Date of Birth:</b>	<b>SASID#:</b>
<b>Current School:</b>	<b>Disabilities:</b> (Please list primary first.)	<b>Grade:</b> (as identified on IEP)	<b>Begin &amp; End Date of Currently Agreed Upon IEP Reviewed:</b>		<b>Date of Parent Consent:</b>
			<b>Amended Date:</b> (if applicable)		

Name of School Staff Completing Form:		Role:	Date Completed:	Signature:
<b>NHDOE USE ONLY:</b>	<b>Date of Review:</b>	<b>Signature of DOE Reviewer:</b>		
	<p><b>Currently agreed upon IEP with the signature of the parent or, where appropriate, student, and a representative of the LEA stating approval of the provisions of the IEP 34CFR 300.321(a)(4); Ed 1109.01(a)(5).</b></p> <p><b>If a district was unable to obtain written parental consent have, they implemented Ed 1120.06?</b></p> <p><b>IEP does not have a "DRAFT" watermark on it.</b></p>		<p><input type="checkbox"/> Yes, District has obtained written parental consent or has implemented Ed 1120.06 and authorized LEA representative has signed IEP.</p> <p><input type="checkbox"/> No—IEP will be deemed out of compliance or not applicable for the following areas: E(#17-21), F(#22), G(23-25), H(26 &amp; 27), I(#28-29), J(#30-37), K(#38), L(#39-41), M(#42)</p> <p><b><u>If No, Please note reason:</u></b></p>	

<p style="text-align: center;"><b>IMPLEMENTATION OF POLICIES, PROCEDURES, AND PRACTICES</b></p>	<p style="text-align: center;"><b>Evidence Provided by District</b> (Name &amp; description of evidence, location of evidence, page number, date, policy) <b>Evidence verifies compliance with NH Standards</b></p>	<p style="text-align: center;"><b>Evidence verifies compliance with NH Standards</b>  <b>(Gray areas are for NHDOE use only)</b></p>
<p><b>A. Record of Access; Confidentiality Requirements</b></p>		
<p><b>34 CFR 300.614 Record of access.</b></p> <p>Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the Act (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.</p> <p><b>Ed 1119.01(a) Confidentiality Requirements.</b></p> <p>(a) Each participating agency shall comply with 34 CFR 300.610 - 300.627, relative to confidentiality of information, including compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232G, (FERPA) and its implementing regulations in 34 CFR Part 99.</p> <ol style="list-style-type: none"> <li>1. Provide the evidence of a record of parties that have obtained access to the education records collected, maintained, or used under Part B of the Act.</li> </ol> <p><i>Cite where the record of access can be found in the student file.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>

<b>B. Procedural Safeguards</b>		
<p><b>34 CFR 300.504(a); Ed 1120.03(b)</b></p> <p>2. Provide the evidence that a <b>copy of the procedural safeguards</b>, available to the parents of a child with a disability, was given to the parent <b>one time in the school year</b>.</p> <p><i>Provide the documentation that the procedural safeguards was given to the parent one time in the school year.</i></p>	<input type="checkbox"/> Yes  <input type="checkbox"/> No	<input type="checkbox"/> Yes  <input type="checkbox"/> No  <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<b>C. Evaluation; Determination of Eligibility for Special Education</b>		
<p><b>34 CFR 300.306(a)(1); Ed 1108.01(b)</b></p> <p>3. Provide the evidence that a group of qualified professionals and <b>the parent</b> of the child determined whether the child, upon completion of assessments, is a child with a disability.</p> <p><i>Provide the location in the file where the meeting participants for determining eligibility signed in and identify the role of the qualified professional(s).</i></p>	<input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> <b>NA—Only if current eligibility was not completed by this district.</b>	<input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> <b>NA—Only if current eligibility was not completed by this district.</b>  <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>



**34 CFR 300.306(c)(1)(i)**

4. Provide the 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.

*Provide the location in the file where the **evidence of a variety of sources** can be found, which includes the required assessments per Table 1100.1 of the NH Standards.*

- Yes
- No
- NA—Only if current eligibility was not completed by this district.

- Yes
- No
- NA—Only if current eligibility was not completed by this district.

**If noncompliant, this will not require an amendment, and will require an additional file review in this area.**

**34 CFR 300.304(c)(1)(iv); Ed 1107.04(b)**

5. Provide the **qualified examiners** for specific disabilities as set forth in Table 1100.1 “Required Assessments and Qualified Examiners by Type of Disability”.

*Provide the names and credentials of personnel who administered the assessments.*

- Yes
- No
- NA—Only if current eligibility was not completed by this district.

- Yes
- No
- NA—Only if current eligibility was not completed by this district.

**If noncompliant, this will not require an amendment, and will require an additional file review in this area.**

<p><b>Ed 1107.05(a); Ed 1107.05(b)</b></p> <p>6. Provide the evidence of an <b>evaluation report (Evaluation Summary Report)</b> containing the results of the various diagnostic findings. The report shall include but not be limited to, the results of each evaluation procedure, test, record, or report; a written summary of the findings of the procedure, test, record, or report; and information regarding the parent’s rights of appeal in accordance with Ed 1123 and a description of the parent’s right to an independent evaluation in accordance with Ed 1107.03.</p> <p><i>Provide the location in the file where the <b>evaluation written summary report</b>, which includes the required assessments per Table 1100.1 of the NH Standards, is located.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—Only if current eligibility was not completed by this district.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—Only if current eligibility was not completed by this district.</b></p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
<p><b>D. Individualized Education Program</b></p>		
<p><b>34 CFR 300.323(c)(1); Ed 1109.03(a)</b></p> <p>7. If an initial IEP, provide the evidence that there was a meeting to develop an IEP for the student conducted within 30 days of a determination that the child needs special education and related services.</p> <p><i>Provide the location in the file where the following can be found:</i></p> <p>a. <i>The eligibility determination date (date the parent gave consent).</i></p> <p>b. <i>The date of the meeting to develop the IEP. The eligibility date and the IEP development date must be within 30 calendar days.</i></p> <p><i>If reviewing an amendment to the initial IEP then this amended IEP is the initial IEP.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—not an initial IEP</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—not an initial IEP</b></p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>

<p><b>34 CFR 300.324(b)(1)(i); Ed 1109.03(d)</b></p> <p>8. Give the dates of the previous IEP that demonstrate evidence that the IEP was reviewed at least annually.</p> <p><i>Provide the location(s) in the file of the current and previous IEP and the dates of those IEPs.</i></p> <p><i>If reviewing an amendment to the initial IEP then this amended IEP is the initial IEP.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—initial IEP or student moved from another district or state.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—initial IEP or student moved from another district or state.</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
<p><b>34 CFR 300.323(a); Ed 1109.03(d)</b></p> <p>9. Provide the evidence that an IEP was in place at the beginning of the school year.</p> <p><i>Please provide the start date for the 2024-2025 school year.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—student was identified after beginning of school year or moved from another district or state</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—student was identified after beginning of school year or moved from another district or state.</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>

**E. IEP Team; Participants in the Special Education Process**

<p><b>34 CFR 300.322; Ed 1103.01(a)</b></p> <p>10. Provide the evidence that one or both parents are present at the IEP Team meeting or are afforded the opportunity to participate.</p> <p><i>Provide the page of the meeting participants' form of the currently agreed upon IEP where the parent signed in as a meeting participant. If parent(s) was not present at meeting, provide the other methods to ensure parent participation or record of attempts to arrange a mutually agreed on time and place per 34 CFR 300.322.</i></p> <p>Check yes, if:</p> <ol style="list-style-type: none"> <li>1) Parent physically attended.</li> <li>2) Parent participated via phone or video conferencing.</li> <li>3) Record of attempts (2 or more).</li> </ol>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
<p><b>34 CFR 300.321(a)(2); Ed 1103.01(a)</b></p> <p>11. Provide evidence that at least <b>one regular education teacher</b> of the child (if the child is, or may be, participating in the regular education environment) participated in the meeting. If there was no regular education teacher, please explain.</p> <p><b>For preschool children the regular education teacher may be:</b></p> <ul style="list-style-type: none"> <li>• Staff with early childhood certification</li> <li>• A teacher in a regular early childhood program (childcare, Head Start, etc.)</li> <li>• A kindergarten teacher</li> </ul> <p><i>Provide the page of the meeting participants' form of the currently agreed upon IEP where the regular education teacher signed in as a meeting participant.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—excused per 34 CFR 300.321(e)</p> <p><input type="checkbox"/> NA- student is not and will not participate in the regular education environment.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—excused per 34 CFR 300.321(e)</p> <p><input type="checkbox"/> NA- student is not and will not participate in the regular education environment.</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>

<p><b>34 CFR 300.321(a)(3); Ed 1103.01(a)</b></p> <p>12. Provide evidence that not less than one special education teacher or, where appropriate, not less than <b>one special education provider</b> of the child participated in the meeting. If there was no special education teacher or provider, please explain.</p> <p><i>Provide the page of the meeting participants' form of the currently agreed upon IEP where the special education teacher/provider signed in as a meeting participant.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—excused per 34 CFR 300.321(e)</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—excused per 34 CFR 300.321(e)</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
<p><b>34 CFR 300.321(a)(4); Ed 1103.01(a)</b></p> <p>13. Provide the evidence that the IEP Team included an <b>LEA representative</b>.</p> <p><i>Provide the page of the meeting participants' form of the currently agreed upon IEP where the LEA representative signed in as a meeting participant. The LEA Representative must be on the district's authorized LEA Representatives list.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
<p><b>34 CFR 300.322(a); Ed 1103.02(a), (c), (d)</b></p> <p>14. Provide the evidence that the parent(s) received a written invitation no fewer than 10 days before an IEP meeting which included the purpose, time, location and identification of the participants. If the parent(s) agrees in writing, the LEA may satisfy this requirement via transmittal by electronic mail. Such an agreement shall be effective until revoked in writing. A notice sent by first class or U.S. mail 12 days prior to the meeting shall be deemed received 10 days before an IEP meeting.</p> <p><i>Provide the date when the written invitation was received by the parent(s) and the IEP meeting date. If less than 10 days, per Ed 1103.02(b), provide</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No – less than 10 days with no waiver <u>or</u> in the case of transmittal by email, no evidence that the parent agreed in writing to receive meeting invitations by electronic mail.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No – less than 10 days with no waiver <u>or</u> in the case of transmittal by email, no evidence that the parent agreed in writing to receive meeting invitations by electronic mail.</p>

<p>evidence of written consent of the parent(s) that the notice requirements were waived.</p> <p>If parent has agreed in writing to receive special education meeting invitations by electronic mail, provide location in student file of this written parent consent. In this case, provide documentation of invitation and documentation that the invitation was transmitted by electronic mail to the parent.</p>	<p><b>Written invitation received:</b></p>	<p><b>IEP meeting date:</b></p>	<p>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</p>
	<p><b>If less than 10 days between:</b> is there evidence of written consent of the parent(s) that the notice requirements were waived?  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA – more than 10 days</p>		

**F. Individualized Education Program (Present Levels of Academic Achievement and Functional Performance)**

**34 CFR 300.320 Definition of individualized education program.**

a. General. As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324, and that must include--

(1) A statement of the child’s present levels of academic achievement and functional performance.

<p><b>34 CFR 300.324(a)(1)(i); Ed 1109.01(a)(1)</b></p> <p>15. Provide the page number in the currently agreed upon IEP demonstrating evidence that the team considered <b>the strengths of the child.</b></p> <p><i>Provide the page number in the currently agreed upon IEP where the child’s strengths are included. For example: learner variability. Must contain at least one strength of the student related to learning and must be objective (not subjective).</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</p>
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<p><b>34 CFR 300.324(a)(1)(iv); Ed 1109.01(a)(1)</b></p> <p>16. Provide the page number in the currently agreed upon IEP demonstrating evidence that the team considered <b>the academic, developmental, and functional needs of the child.</b></p> <p>(a) Academic—level of academic performance when measured against the general education curriculum.</p> <p>(b) Developmental—physical, cognitive, communication, social or emotional, and/or adaptive development.</p> <p>(c) Functional—how the child demonstrates skills and behaviors in cognition, communication, motor, adaptive, social/emotional, and sensory areas.</p> <p><i>Provide the page number in the currently agreed upon IEP where the child’s academic, developmental, and functional needs are included.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>34 CFR 300.324(a)(1)(ii); Ed 1109.01(a)(1)</b></p> <p>17. Provide the page number in the currently agreed upon IEP documenting evidence that <b>the concerns of the parents</b> for enhancing the education of their child were considered.</p> <p><i>Provide the page number in the currently agreed upon IEP where the parents’ concerns for enhancing the education of their child are included.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>

<p><b>34 CFR 300.324(a)(1)(iii); Ed 1109.01(a)(1)</b></p> <p>18. Provide the page number in the currently agreed upon IEP demonstrating evidence that <b>the results of the initial or most recent evaluation of the child</b> were considered.</p> <p><b>For Preschool students</b> evaluations could include POMS, ESS assessments, Pediatrician reports, arena assessments, etc.</p> <p><i>Provide the page number in the currently agreed upon IEP where the results of the initial or most recent evaluations of the child are included. For example: initial evaluation results, re-evaluation results, curriculum-based measures, district wide assessments, classroom assessments.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>34 CFR 300.320(a)(1)(i); Ed 1109.01(a)(1)</b></p> <p>19. Provide the evidence of a statement in the IEP that describes <b>how the student's disability affects the student's involvement and progress in the general education curriculum.</b></p> <p><i>Provide the page number in the currently agreed upon IEP where the <b>description</b> of how the student's disability affects progress in the general education curriculum is included. Any classes with a curriculum are academic classes, including music, art, computer, physical education, etc.</i></p> <p><b>For preschool age children, please see question #22.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA – preschool age child</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA – preschool age child</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>



<p><b>34 CFR 300.320(a)(4)(ii); Ed 1109.01(a)(1)</b></p> <p>20. Provide the evidence of a statement in the IEP that describes <b>how the student's disability affects participation in extracurricular and non-academic activities.</b></p> <p><i>Provide the page number in the currently agreed upon IEP where the <b>description</b> of how the student's disability affects participation in extracurricular and non-academic activities is included. Non-academic activities would include lunch, recess, and transition times, etc.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>34 CFR 300.320(a)(1)(ii); Ed 1109.01(a)(1)</b></p> <p>21. For <b>preschool children</b>, as appropriate, provide the evidence of a statement in the IEP that describes <b>how the disability affects the child's participation in appropriate activities.</b></p> <p><i>Provide the page number in the currently agreed upon IEP where the <b>description</b> of how the disability affects the child's participation in appropriate activities is included.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not preschool</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not preschool</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>

**G. Courses of Study**

<p><b>Ed 1109.01(a)(10)</b></p> <p>22. For each student with a disability beginning at age 14 or younger, if determined appropriate by the IEP team, provide the evidence of a statement of the transition service needs of the student under the applicable components of the student’s IEP that focuses on the student’s courses of study such as participation in advanced-placement courses, vocational education, or career and technical education.</p> <p><i>Provide the page number in the currently agreed upon IEP where the courses of study are listed. This should be written as a projected transcript for grade levels beyond the student’s current grade and specific courses taken should be listed for current and previous years.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—  <b>student is age 13 or younger and no evidence that the IEP team determined this is necessary.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—  <b>student is age 13 or younger and no evidence that the IEP team determined this is necessary.</b></p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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**H. Measurable Annual Goals; Short-term Objectives or Benchmarks**

<p><b>34 CFR 300.320(a)(2)(i); Ed 1109.01(a)(1)</b></p> <p>23. Provide the evidence of a statement of measurable annual goals, including academic and functional goals.</p> <p><i>Provide the page number in the currently agreed upon IEP where the goals are located.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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**Measurable annual goals contain the following criteria. (The section below is for school districts and reviewers to note which goals are measurable and which are not. All goals must contain all the criteria for the reviewers to check the "Yes" box above. Reviewers will choose two goals to review unless the IEP contains just one or two goals.)**

Present Level of Academic Achievement and Functional Performance (Current level from which goal will be measured*)	Goal Number	Time Frame	Condition/Situation (Materials, settings, accommodations for student to perform behavior)	Student's Name	Clearly Defined/Observable Behavior	Performance Criteria			
						How Well (Level to demonstrate mastery)	How Consistently (Number of times to demonstrate mastery)	Evaluation Schedule	
								How Often	How Measured
	<i>Format:</i>	<i>By...,</i>	<i>given...,</i>	<i>Student's name</i>	<i>will do this</i>	<i>this well</i>	<i>this many days/times</i>	<i>as measured this often</i>	<i>using this....</i>

\*BASELINE DATA can be in the goal and/or part of the present levels above the goal in EasyIEP

**School District Use Below:**

<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

**NHDOE Use Only Below:**

<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

<p><b>34 CFR 300.320(a)(2)(i)(A), (B); Ed 1109.01(a)(1)</b></p> <p>24. Provide the evidence that the measurable annual goals meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum as well as the child's other educational needs that results from the child's disability.</p> <p><i>Provide evidence that the goals are based on the student's identified needs as stated in the present levels section of the IEP.</i></p>					<input type="checkbox"/> Yes  <input type="checkbox"/> No		<input type="checkbox"/> Yes  <input type="checkbox"/> No  <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>		
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**For the question below, please note that short-term objectives break the skills described in the annual goal down into discrete components and that benchmarks describe the amount of progress the child is expected to make within specified segments of the year...benchmarks establish expected performance levels that allow for regular checks of progress within specified segments of the year. (Retrieved from [www.fetaweb.com](http://www.fetaweb.com) June 2024)**

<p><b>Ed 1109.01(a)(6)</b></p> <p>25. Provide the evidence of <b>short-term objectives or benchmarks</b> for all children unless the parent determines them unnecessary for all or some of the child’s annual goals.</p> <p>All students who are taking DLM assessments must have short-term objectives or benchmark.</p> <p><i>Provide the page number in the currently agreed upon IEP or provide the document noting the evidence that the parent determined them unnecessary.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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**I. Review and Revision of IEPs (Measuring Progress)**

<p><b>34 CFR 300.320(a)(3)(ii); Ed 1109.01(a)(8)</b></p> <p>26. Provide the evidence that the IEP includes <b>a description of when periodic reports on the progress the child is making toward meeting the annual goals</b> (such as using quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.</p> <p><i>Provide the page number in the currently agreed upon IEP where this information is located. NHSEIS dropdown options that <b>do not comply</b> with Ed 1109.01(a)(8) include: As Needed, End of Unit, and Oral Report.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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<p><b>34 CFR 300.320(a)(3)(ii) ; Ed 1109.01(a)(1)</b></p> <p>27. Provide evidence that <b>periodic reports were provided to parents on the progress the child is making toward meeting the annual goals</b> (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards).</p> <p><i>Provide the evidence that periodic reports in accordance with 300.320(a)(3)(ii).</i></p> <p><i>Examples of evidence will include copies of each quarterly or trimester progress report(s) provided to parents since IEP start date.</i></p>	<p>AJ-Red <input type="checkbox"/> Yes</p> <p>Team: Tier III <input type="checkbox"/> No</p> <p><input type="checkbox"/> NA – periodic reports not due at this time based on start date of the IEP.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA – periodic reports not due at this time based on start date of the IEP.</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
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**K. Definition of Individualized Education Program (Special Education and Related Services, Supplementary Aids and Services, and Program Modifications or Supports for School Personnel)**

<p><b>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</b></p> <p>34 CFR 300.320(a)(4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—</p> <p>(i) To advance appropriately toward attaining the annual goals;</p> <p>(ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and</p> <p>(iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;</p> <p>To enable the child to advance appropriately toward attaining the annual goals; to be involved in and make progress in the general education and to participate in extracurricular and other nonacademic activities; and to be educated and participate with other children with disabilities and nondisabled children.</p>
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**34 CFR 300.320(a)(4); Ed 1109.01(a)(1)**

28. Provide the evidence of a **statement of special education**.

*Provide the page number where the special education service is in the currently agreed upon IEP that includes the specially designed instruction that relates to the student's disability area(s) and needs. The provider of this service must be a certified teacher or specialist.*

34 CFR 300.39 Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including—

- (i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and (ii) Instruction in physical education.

Yes

No

**If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.**

**For Question #32 below, additional documents for evidence of implementation will be required, which may include progress reports, logs, checklists, and student work.**

**Ed 1109.04(b)(1)**

29. Provide the written evidence **documenting implementation** of the IEP with regards to **special education services** provided.

*Provide the evidence that special education services have been implemented.*

*Examples of evidence may include detailed progress notes specifically referencing the special education services, logs that document the special education service being provided to the child, work samples from the child demonstrating participation in the service, student schedule, etc.*

Yes

No

Yes

No

**If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.**

**34 CFR 300.320(a)(4); Ed 1109.01(a)(1)**

30. Provide the evidence of a **statement of related services**.

*Provide the page number of the related services in the currently agreed upon IEP. The provider of this service must be a licensed related service provider.*

**If N/A, question #34 must also be N/A because there is no statement of related services in the IEP.**

- Yes
- No
- NA—no evidence that IEP Team determined this is necessary.

- Yes
- No
- NA—no evidence that IEP Team determined this is necessary.

**If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.**

**For Question #34 below additional documents to the student file for evidence of implementation will be required which may include progress reports, logs, checklists, and student work.**

**Ed 1109.04(b)(1)**

31. Provide the written evidence **documenting implementation** of the IEP with regards to **related services** provided.

*Provide the evidence that related services have been implemented.*

*Examples of evidence may include detailed progress notes specifically referencing the related service, logs that document the related service being provided to the child, work samples from the child demonstrating participation in the service, student schedule, etc.*

- Yes
- No
- NA—no related services in IEP

- Yes
- No
- NA—no related services in IEP

**If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.**

**34 CFR 300.320(a)(4); Ed 1109.01(a)(1)**

32. Provide the evidence of a **statement of supplementary aids and services**.

*Provide the page number of the supplementary aids services in the currently agreed upon IEP.*

*34 CFR 300.42 Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with 34 CFR 300.114 through 300.116.*

**If N/A, question #36 must also be N/A because there is no statement of supplementary aids and services in the IEP.**

- Yes
- No
- NA—no evidence that IEP Team determined this is necessary.

- Yes
- No
- NA—no evidence that IEP Team determined this is necessary.

**If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.**

**For Question #36 below additional documents to the student file for evidence of implementation will be required which may include progress reports, logs, checklists, and student work.**

**Ed 1109.04(b)(2)**

33. Provide the written evidence **documenting implementation** of the IEP with regards to **supplementary aids and services** provided.

*Provide the evidence that supplementary aides and services have been implemented. Examples of evidence may include detailed notes specifically referencing the supplementary aides and services, logs that document the supplementary aides and services being provided, etc.*

- Yes
- No
- NA—no supplementary aids and services in IEP

- Yes
- No
- NA—no supplementary aids and services in IEP

**If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.**



**34 CFR 300.320(a)(4); Ed 1109.01(a)(1)**

34. Provide the evidence of a **statement of the supports for school personnel**.

*Provide the page number of the supports for school personnel in the currently agreed upon IEP.*

**If N/A, Question #38 must also be N/A because there is no statement of supports for personnel in the IEP.**

- Yes
- No
- NA—no evidence that IEP Team determined this is necessary.

- Yes
- No
- NA—no evidence that IEP Team determined this is necessary.

**If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.**

**For Question #38 below additional documents to the student file for evidence of implementation will be required which may include progress reports, logs, checklists, and student work.**

**Ed 1109.04(b)(4)**

35. Provide the written evidence **documenting implementation** of the IEP with regards to **supports for school personnel**.

*Provide the evidence that supports for personnel have been implemented. Examples of evidence may include detailed notes specifically referencing the supports that have been provided for school personnel, logs that document the supports being provided, etc.*

- Yes
- No
- NA—no supports for personnel in IEP

- Yes
- No
- NA—no supports for personnel in IEP

**If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.**

**L. Definition of Individualized Education Program (Justification for Non-Participation)**

<p><b>34 CFR 300.320(a)(5); Ed 1109.01(a)(1)</b></p> <p>36. Provide the evidence of an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in the supports and services section of the IEP.</p> <p><i>Provide the page number of the currently agreed upon IEP where this <b>explanation</b> of the extent is located.</i></p> <p><u>For preschool children</u>, the regular class may include a Head Start classroom, childcare classroom, public or private preschool or kindergarten or other regular early childhood setting. It does not include preschool special education programs.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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**M. Definition of Individualized Education Program (State and District Wide Assessments)**

<p><b>34 CFR 300.320(a)(6)(i); Ed 1109.01(a)(1)</b></p> <p>37. Provide the 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.</p> <p><i>Provide the page number in the currently agreed upon IEP in which the accommodations for state and district assessments are located.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—no state or district wide assessment for the student’s age/grade level</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—no state or district wide assessment for the student’s age/grade level</b></p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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For students participating in the NH Statewide Assessment System (NH SAS) or SAT **accommodations** are changes in procedures or materials that increase equitable access for students, which are documented on the student’s IEP. Please note that **universal tools** are available to all students and **designated supports** are available for any student for whom the need has been indicated by an educator or team of educators.

<p><b>34 CFR 300.320(a)(6)(ii)(A); Ed 1109.01(a)(1)</b></p> <p>38. If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district wide assessment of student achievement, provide the evidence of a statement of why the child cannot participate in the regular assessment.</p> <p><i>Provide the documentation or location in the file of the documentation of a statement of why the child cannot participate in the regular assessment.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not taking an alternate assessment.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not taking an alternate assessment.</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>34 CFR 300.320(a)(6)(ii)(B); Ed 1109.01(a)(1)</b></p> <p>39. If the child is taking an alternate assessment, provide the evidence describing why the alternate assessment selected is appropriate for the child.</p> <p><i>Provide the documentation or location in the file of the documentation of why the alternate assessment that was selected is appropriate for the child.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not taking an alternate assessment.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not taking an alternate assessment.</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>

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

**Program Approval & General Supervision (PAGS) Monitoring**

**2024-2025 Individualized Education Program Review Standard Protocol**

**Tier IV: Needs Substantial Intervention LEA Determination**

<b>District:</b>		<b>Student Name:</b>		<b>Date of Birth:</b>	<b>SASID#:</b>
<b>Current School:</b>	<b>Disabilities:</b> (Please list primary first.)	<b>Grade:</b> (as identified on IEP)	<b>Begin &amp; End Date of Currently Agreed Upon IEP Reviewed:</b>	<b>Date of Parent Consent:</b>	
			<b>Amended Date:</b> (if applicable)		

Name of School Staff Completing Form:		Role:	Date Completed:	Signature:
<b>NHDOE USE ONLY:</b>	<b>Date of Review:</b>	<b>Signature of DOE Reviewer:</b>		
<p><b>Currently agreed upon IEP with the signature of the parent or, where appropriate, student, and a representative of the LEA stating approval of the provisions of the IEP 34CFR 300.321(a)(4); Ed 1109.01(a)(5).</b></p> <p><b>If a district was unable to obtain written parental consent have, they implemented Ed 1120.06?</b></p> <p><b>IEP does not have a "DRAFT" watermark on it.</b></p>		<p><input type="checkbox"/> Yes, District has obtained written parental consent or has implemented Ed 1120.06 and authorized LEA representative has signed IEP.</p> <p><input type="checkbox"/> No—IEP will be deemed out of compliance or not applicable for the following areas: E(#17-21), F(#22), G(23-25), H(26 &amp; 27), I(#28-29), J(#30-37), K(#38), L(#39-41), M(#42)</p> <p><b><u>If No, Please note reason:</u></b></p>		

<p style="text-align: center;"><b>IMPLEMENTATION OF POLICIES, PROCEDURES, AND PRACTICES</b></p>	<p style="text-align: center;"><b>Evidence Provided by District</b> (Name &amp; description of evidence, location of evidence, page number, date, policy) <b>Evidence verifies compliance with NH Standards</b></p>	<p style="text-align: center;"><b>Evidence verifies compliance with NH Standards</b>  <b>(Gray areas are for NHDOE use only)</b></p>
<b>A. Record of Access; Confidentiality Requirements</b>		
<p><b>34 CFR 300.614 Record of access.</b></p> <p>Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the Act (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.</p> <p><b>Ed 1119.01(a) Confidentiality Requirements.</b></p> <p>(a) Each participating agency shall comply with 34 CFR 300.610 - 300.627, relative to confidentiality of information, including compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232G, (FERPA) and its implementing regulations in 34 CFR Part 99.</p> <ol style="list-style-type: none"> <li>1. Provide the evidence of a record of parties that have obtained access to the education records collected, maintained, or used under Part B of the Act.</li> </ol> <p><i>Cite where the record of access can be found in the student file.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>

<b>B. Procedural Safeguards</b>		
<p><b>34 CFR 300.504(a); Ed 1120.03(b)</b></p> <p>2. Provide the evidence that a <b>copy of the procedural safeguards</b>, available to the parents of a child with a disability, was given to the parent <b>one time in the school year</b>.</p> <p><i>Provide the documentation that the procedural safeguards was given to the parent one time in the school year.</i></p>	<input type="checkbox"/> Yes  <input type="checkbox"/> No	<input type="checkbox"/> Yes  <input type="checkbox"/> No  <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<b>C. Evaluation; Determination of Eligibility for Special Education</b>		
<p><b>34 CFR 300.306(a)(1); Ed 1108.01(b)</b></p> <p>3. Provide the evidence that a group of qualified professionals and <b>the parent</b> of the child determined whether the child, upon completion of assessments, is a child with a disability.</p> <p><i>Provide the location in the file where the meeting participants for determining eligibility signed in and identify the role of the qualified professional(s).</i></p>	<input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> <b>NA—Only if current eligibility was not completed by this district.</b>	<input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> <b>NA—Only if current eligibility was not completed by this district.</b>  <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>

<p><b>34 CFR 300.306(c)(1)(i)</b></p> <p>4. Provide the evidence that the team drew upon information from a <b>variety of sources</b>, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child’s physical condition, social or cultural background, and adaptive behavior.</p> <p><i>Provide the location in the file where the <b>evidence of a variety of sources</b> can be found, which includes the required assessments per Table 1100.1 of the NH Standards.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district.</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
<p><b>34 CFR 300.304(c)(1)(iv); Ed 1107.04(b)</b></p> <p>5. Provide the <b>qualified examiners</b> for specific disabilities as set forth in Table 1100.1 “Required Assessments and Qualified Examiners by Type of Disability”.</p> <p><i>Provide the names and credentials of personnel who administered the assessments.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district.</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>

<p><b>Ed 1107.05(a); Ed 1107.05(b)</b></p> <p>6. Provide the evidence of an <b>evaluation report (Evaluation Summary Report)</b> containing the results of the various diagnostic findings. The report shall include but not be limited to, the results of each evaluation procedure, test, record, or report; a written summary of the findings of the procedure, test, record, or report; and information regarding the parent’s rights of appeal in accordance with Ed 1123 and a description of the parent’s right to an independent evaluation in accordance with Ed 1107.03.</p> <p><i>Provide the location in the file where the <b>evaluation written summary report</b>, which includes the required assessments per Table 1100.1 of the NH Standards, is located.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—Only if current eligibility was not completed by this district.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—Only if current eligibility was not completed by this district.</b></p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
<b>D. Individualized Education Program</b>		
<p><b>Ed 1109.01(a)(5)</b></p> <p>7. Provide the evidence of the signature of the parent or, where appropriate, student, and a representative of the LEA stating approval of the provisions of the IEP. Provide both the LEA representative and the parent listed on the response section of the IEP. For adult student, the LEA representative and adult student.</p> <p><i>Provide the location in the file of the current IEP with Parent/adult student and LEA signatures. The LEA signature must match the LEA Representative at the meeting.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>



<p><b>34 CFR 300.323(c)(1); Ed 1109.03(a)</b></p> <p>8. If an initial IEP, provide the evidence that there was a meeting to develop an IEP for the student conducted within 30 days of a determination that the child needs special education and related services.</p> <p><i>Provide the location in the file where the following can be found:</i></p> <p>a. <i>The eligibility determination date (date the parent gave consent).</i></p> <p>b. <i>The date of the meeting to develop the IEP. The eligibility date and the IEP development date must be within 30 calendar days.</i></p> <p><i>If reviewing an amendment to the initial IEP then this amended IEP is the initial IEP.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not an initial IEP</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not an initial IEP</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
<p><b>34 CFR 300.324(b)(1)(i); Ed 1109.03(d)</b></p> <p>9. Give the dates of the previous IEP that demonstrate evidence that the IEP was reviewed at least annually.</p> <p><i>Provide the location(s) in the file of the current and previous IEP and the dates of those IEPs.</i></p> <p><i>If reviewing an amendment to the initial IEP then this amended IEP is the initial IEP.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—initial IEP or student moved from another district or state.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—initial IEP or student moved from another district or state.</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>

<p><b>34 CFR 300.323(a); Ed 1109.03(d)</b></p> <p>10. Provide the evidence that an IEP was in place at the beginning of the school year.</p> <p><i>Please provide the start date for the 2024-2025 school year.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—student was identified after beginning of school year or moved from another district or state</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—student was identified after beginning of school year or moved from another district or state.</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
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**E. IEP Team; Participants in the Special Education Process**

<p><b>34 CFR 300.322; Ed 1103.01(a)</b></p> <p>11. Provide the evidence that one or both parents are present at the IEP Team meeting or are afforded the opportunity to participate.</p> <p><i>Provide the page of the meeting participants' form of the currently agreed upon IEP where the parent signed in as a meeting participant. If parent(s) was not present at meeting, provide the other methods to ensure parent participation or record of attempts to arrange a mutually agreed on time and place per 34 CFR 300.322.</i></p> <p><i>Check yes, if:</i></p> <ol style="list-style-type: none"> <li>1) Parent physically attended.</li> <li>2) Parent participated via phone or video conferencing.</li> <li>3) Record of attempts (2 or more).</li> </ol>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
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<p><b>34 CFR 300.321(a)(2); Ed 1103.01(a)</b></p> <p>12. Provide evidence that at least <b>one regular education teacher</b> of the child (if the child is, or may be, participating in the regular education environment) participated in the meeting. If there was no regular education teacher, please explain.</p> <p><b>For preschool children the regular education teacher may be:</b></p> <ul style="list-style-type: none"> <li>• Staff with early childhood certification</li> <li>• A teacher in a regular early childhood program (childcare, Head Start, etc.)</li> <li>• A kindergarten teacher</li> </ul> <p><i>Provide the page of the meeting participants' form of the currently agreed upon IEP where the regular education teacher signed in as a meeting participant.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—excused per 34 CFR 300.321(e)</p> <p><input type="checkbox"/> NA- student is not and will not participate in the regular education environment.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—excused per 34 CFR 300.321(e)</p> <p><input type="checkbox"/> NA- student is not and will not participate in the regular education environment.</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
<p><b>34 CFR 300.321(a)(3); Ed 1103.01(a)</b></p> <p>13. Provide evidence that not less than one special education teacher or, where appropriate, not less than <b>one special education provider</b> of the child participated in the meeting. If there was no special education teacher or provider, please explain.</p> <p><i>Provide the page of the meeting participants' form of the currently agreed upon IEP where the special education teacher/provider signed in as a meeting participant.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—excused per 34 CFR 300.321(e)</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—excused per 34 CFR 300.321(e)</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>

**34 CFR 300.321(a)(4); Ed 1103.01(a)**

14. Provide the evidence that the IEP Team included an **LEA representative**.

*Provide the page of the meeting participants' form of the currently agreed upon IEP where the LEA representative signed in as a meeting participant. The LEA Representative must be on the district's authorized LEA Representatives list.*

- Yes
- No

**If noncompliant, this will not require an amendment, and will require an additional file review in this area.**

- Yes
- No

**If noncompliant, this will not require an amendment, and will require an additional file review in this area.**

**34 CFR 300.322(a); Ed 1103.02(a), (c), (d)**

15. Provide the evidence that the parent(s) received a written invitation no fewer than 10 days before an IEP meeting which included the purpose, time, location and identification of the participants. If the parent(s) agrees in writing, the LEA may satisfy this requirement via transmittal by electronic mail. Such an agreement shall be effective until revoked in writing. A notice sent by first class or U.S. mail 12 days prior to the meeting shall be deemed received 10 days before an IEP meeting.

*Provide the date when the written invitation was received by the parent(s) and the IEP meeting date. If less than 10 days, per Ed 1103.02(b), provide evidence of written consent of the parent(s) that the notice requirements were waived.*

*If parent has agreed in writing to receive special education meeting invitations by electronic mail, provide location in student file of this written parent consent. In this case, provide documentation of invitation and documentation that the invitation was transmitted by electronic mail to the parent.*

- Yes
- No – less than 10 days with no waiver or in the case of transmittal by email, no evidence that the parent agreed in writing to receive meeting invitations by electronic mail.

<b>Written invitation received:</b>	<b>IEP meeting date:</b>
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**If less than 10 days between:** is there evidence of written consent of the parent(s) that the notice requirements were waived?  
 Yes  No  NA – more than 10 days

- Yes
- No – less than 10 days with no waiver or in the case of transmittal by email, no evidence that the parent agreed in writing to receive meeting invitations by electronic mail.

**If noncompliant, this will not require an amendment, and will require an additional file review in this area.**

## F. Individualized Education Program (Present Levels of Academic Achievement and Functional Performance)

<b>34 CFR 300.320 Definition of individualized education program.</b> a. General. As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324, and that must include-- (1) A statement of the child’s present levels of academic achievement and functional performance.		
<b>34 CFR 300.324(a)(1)(i); Ed 1109.01(a)(1)</b>  16. Provide the page number in the currently agreed upon IEP demonstrating evidence that the team considered <b>the strengths of the child</b> .  <i>Provide the page number in the currently agreed upon IEP where the child’s strengths are included. For example: learner variability. Must contain at least one strength of the student related to learning and must be objective (not subjective).</i>	<input type="checkbox"/> Yes  <input type="checkbox"/> No	<input type="checkbox"/> Yes  <input type="checkbox"/> No  <b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b>
<b>34 CFR 300.324(a)(1)(iv); Ed 1109.01(a)(1)</b>  17. Provide the page number in the currently agreed upon IEP demonstrating evidence that the team considered <b>the academic, developmental, and functional needs of the child</b> . (a) Academic—level of academic performance when measured against the general education curriculum. (b) Developmental—physical, cognitive, communication, social or emotional, and/or adaptive development. (c) Functional—how the child demonstrates skills and behaviors in cognition, communication, motor, adaptive, social/emotional, and sensory areas.  <i>Provide the page number in the currently agreed upon IEP where the child’s academic, developmental, and functional needs are included.</i>	<input type="checkbox"/> Yes  <input type="checkbox"/> No	<input type="checkbox"/> Yes  <input type="checkbox"/> No  <b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b>

<p><b>34 CFR 300.324(a)(1)(ii); Ed 1109.01(a)(1)</b></p> <p>18. Provide the page number in the currently agreed upon IEP documenting evidence that <b>the concerns of the parents</b> for enhancing the education of their child were considered.</p> <p><i>Provide the page number in the currently agreed upon IEP where the parents' concerns for enhancing the education of their child are included.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>34 CFR 300.324(a)(1)(iii); Ed 1109.01(a)(1)</b></p> <p>19. Provide the page number in the currently agreed upon IEP demonstrating evidence that <b>the results of the initial or most recent evaluation of the child</b> were considered.</p> <p><b>For Preschool students</b> evaluations could include POMS, ESS assessments, Pediatrician reports, arena assessments, etc.</p> <p><i>Provide the page number in the currently agreed upon IEP where the results of the initial or most recent evaluations of the child are included. For example: initial evaluation results, re-evaluation results, curriculum-based measures, district wide assessments, classroom assessments.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>34 CFR 300.320(a)(1)(i); Ed 1109.01(a)(1)</b></p> <p>20. Provide the evidence of a statement in the IEP that describes <b>how the student's disability affects the student's involvement and progress in the general education curriculum.</b></p> <p><i>Provide the page number in the currently agreed upon IEP where the <b>description</b> of how the student's disability affects progress in the general education curriculum is included. Any classes with a curriculum are academic classes, including music, art, computer, physical education, etc.</i></p> <p><b>For preschool age children, please see question #22.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA – preschool age child</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA – preschool age child</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>

<p><b>34 CFR 300.320(a)(4)(ii); Ed 1109.01(a)(1)</b></p> <p>21. Provide the evidence of a statement in the IEP that describes <b>how the student's disability affects participation in extracurricular and non-academic activities.</b></p> <p><i>Provide the page number in the currently agreed upon IEP where the <b>description</b> of how the student's disability affects participation in extracurricular and non-academic activities is included. Non-academic activities would include lunch, recess, and transition times, etc.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>34 CFR 300.320(a)(1)(ii); Ed 1109.01(a)(1)</b></p> <p>22. For <b>preschool children</b>, as appropriate, provide the evidence of a statement in the IEP that describes <b>how the disability affects the child's participation in appropriate activities.</b></p> <p><i>Provide the page number in the currently agreed upon IEP where the <b>description</b> of how the disability affects the child's participation in appropriate activities is included.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not preschool</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not preschool</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>

**G. Courses of Study**

<p><b>Ed 1109.01(a)(10)</b></p> <p>23. For each student with a disability beginning at age 14 or younger, if determined appropriate by the IEP team, provide the evidence of a statement of the transition service needs of the student under the applicable components of the student’s IEP that focuses on the student’s courses of study such as participation in advanced-placement courses, vocational education, or career and technical education.</p> <p><i>Provide the page number in the currently agreed upon IEP where the courses of study are listed. This should be written as a projected transcript for grade levels beyond the student’s current grade and specific courses taken should be listed for current and previous years.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA— <b>student is age 13 or younger and no evidence that the IEP team determined this is necessary.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA— <b>student is age 13 or younger and no evidence that the IEP team determined this is necessary.</b></p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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**H. Measurable Annual Goals; Short-term Objectives or Benchmarks**

<p><b>34 CFR 300.320(a)(2)(i); Ed 1109.01(a)(1)</b></p> <p>24. Provide the evidence of a statement of measurable annual goals, including academic and functional goals.</p> <p><i>Provide the page number in the currently agreed upon IEP where the goals are located.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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**Measurable annual goals contain the following criteria. (The section below is for school districts and reviewers to note which goals are measurable and which are not. All goals must contain all the criteria for the reviewers to check the "Yes" box above. Reviewers will choose two goals to review unless the IEP contains just one or two goals.)**

Present Level of Academic Achievement and Functional Performance (Current level from which goal will be measured*)	Goal Number	Time Frame	Condition/Situation (Materials, settings, accommodations for student to perform behavior)	Student's Name	Clearly Defined/Observable Behavior	Performance Criteria			
						How Well (Level to demonstrate mastery)	How Consistently (Number of times to demonstrate mastery)	Evaluation Schedule	
								How Often	How Measured
	<i>Format:</i>	<i>By...,</i>	<i>given...,</i>	<i>Student's name</i>	<i>will do this</i>	<i>this well</i>	<i>this many days/times</i>	<i>as measured this often</i>	<i>using this....</i>

\*BASELINE DATA can be in the goal and/or part of the present levels above the goal in EasyIEP

**School District Use Below:**

<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

**NHDOE Use Only Below:**

<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

<p><b>34 CFR 300.320(a)(2)(i)(A), (B); Ed 1109.01(a)(1)</b></p> <p>25. Provide the evidence that the measurable annual goals meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum as well as the child's other educational needs that results from the child's disability.</p> <p><i>Provide evidence that the goals are based on the student's identified needs as stated in the present levels section of the IEP.</i></p>					<input type="checkbox"/> Yes  <input type="checkbox"/> No		<input type="checkbox"/> Yes  <input type="checkbox"/> No  <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>		
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**For the question below, please note that short-term objectives break the skills described in the annual goal down into discrete components and that benchmarks describe the amount of progress the child is expected to make within specified segments of the year...benchmarks establish expected performance levels that allow for regular checks of progress within specified segments of the year. (Retrieved from [www.fetaweb.com](http://www.fetaweb.com) June 2024)**

<p><b>Ed 1109.01(a)(6)</b></p> <p>26. Provide the evidence of <b>short-term objectives or benchmarks</b> for all children unless the parent determines them unnecessary for all or some of the child’s annual goals.</p> <p>All students who are taking DLM assessments must have short-term objectives or benchmark.</p> <p><i>Provide the page number in the currently agreed upon IEP or provide the document noting the evidence that the parent determined them unnecessary.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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**I. Review and Revision of IEPs (Measuring Progress)**

<p><b>34 CFR 300.320(a)(3)(ii); Ed 1109.01(a)(8)</b></p> <p>27. Provide the evidence that the IEP includes a <b>description of when periodic reports on the progress the child is making toward meeting the annual goals</b> (such as using quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.</p> <p><i>Provide the page number in the currently agreed upon IEP where this information is located. NHSEIS dropdown options that <b>do not comply</b> with Ed 1109.01(a)(8) include: As Needed, End of Unit, and Oral Report.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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**34 CFR 300.320(a)(3)(ii) ; Ed 1109.01(a)(1)**

28. Provide evidence that **periodic reports were provided to parents on the progress the child is making toward meeting the annual goals** (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards).

*Provide the evidence that periodic reports in accordance with 300.320(a)(3)(ii).*

*Examples of evidence will include copies of each quarterly or trimester progress report(s) provided to parents since IEP start date.*

AJ-Red

Yes

Yes

Team: Tier III

No

No

NA – periodic reports not due at this time based on start date of the IEP.

NA – periodic reports not due at this time based on start date of the IEP.

**If noncompliant, this will not require an amendment, and will require an additional file review in this area.**

**J. Accessibility of Child’s IEP to Teachers and Others (General Accommodations and General Modifications)**

**Ed 1102.01(b)**

29. If accommodations are included, are the **accommodations** changes in instruction or evaluation determined necessary by the IEP team that **do not impact** the rigor, validity, or both subject matters being taught or assessed?

*Provide the page number in the currently agreed upon IEP where the accommodations are located. Accommodations address specific student needs that are above and beyond what is provided to all students and **do not impact** the rigor, validity, or both subject matters.*

Yes

Yes

No

No

NA—no accommodations

NA—no accommodations

**If noncompliant, this will not require an amendment, and will require an additional file review in this area.**

**Ed 1102.03(v)**

30. If modifications are included, are the **modifications** changes in instruction or evaluation determined necessary by the IEP team **that impact** the rigor, validity, or both subject matters being taught or assessed?

*Provide the page number in the currently agreed upon IEP where the modifications are located. Modifications address specific student needs that **do impact** the rigor, validity, or both subject matters.*

- Yes
- No
- NA—no modifications

- Yes
- No
- NA—no modifications

**If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.**

**K. Definition of Individualized Education Program (Special Education and Related Services, Supplementary Aids and Services, and Program Modifications or Supports for School Personnel)**

**34 CFR 300.320(a)(4); Ed 1109.01(a)(1)**  
 34 CFR 300.320(a)(4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—  
 (i) To advance appropriately toward attaining the annual goals;  
 (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and  
 (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;

To enable the child to advance appropriately toward attaining the annual goals; to be involved in and make progress in the general education and to participate in extracurricular and other nonacademic activities; and to be educated and participate with other children with disabilities and nondisabled children.

<p><b>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</b></p> <p>31. Provide the evidence of a <b>statement of special education</b>.</p> <p><i>Provide the page number where the special education service is in the currently agreed upon IEP that includes the specially designed instruction that relates to the student’s disability area(s) and needs. The provider of this service must be a certified teacher or specialist.</i></p> <p>34 CFR 300.39 Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including—</p> <p>(i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and (ii) Instruction in physical education.</p>		<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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**For Question #32 below, additional documents for evidence of implementation will be required, which may include progress reports, logs, checklists, and student work.**

<p><b>Ed 1109.04(b)(1)</b></p> <p>32. Provide the written evidence <b>documenting implementation</b> of the IEP with regards to <b>special education services</b> provided.</p> <p><i>Provide the evidence that special education services have been implemented.</i></p> <p><i>Examples of evidence may include detailed progress notes specifically referencing the special education services, logs that document the special education service being provided to the child, work samples from the child demonstrating participation in the service, student schedule, etc.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</b></p> <p>33. Provide the evidence of a <b>statement of related services</b>.</p> <p><i>Provide the page number of the related services in the currently agreed upon IEP. The provider of this service must be a licensed related service provider.</i></p> <p><b>If N/A, question #34 must also be N/A because there is no statement of related services in the IEP.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—no evidence that IEP Team determined this is necessary.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—no evidence that IEP Team determined this is necessary.</b></p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>

**For Question #34 below additional documents to the student file for evidence of implementation will be required which may include progress reports, logs, checklists, and student work.**

<p><b>Ed 1109.04(b)(1)</b></p> <p>34. Provide the written evidence <b>documenting implementation</b> of the IEP with regards to <b>related services</b> provided.</p> <p><i>Provide the evidence that related services have been implemented.</i></p> <p><i>Examples of evidence may include detailed progress notes specifically referencing the related service, logs that document the related service being provided to the child, work samples from the child demonstrating participation in the service, student schedule, etc.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no related services in IEP</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no related services in IEP</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</b></p> <p>35. Provide the evidence of a <b>statement of supplementary aids and services</b>.</p> <p><i>Provide the page number of the supplementary aids services in the currently agreed upon IEP.</i></p> <p><i>34 CFR 300.42 Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with 34 CFR 300.114 through 300.116.</i></p> <p><b>If N/A, question #36 must also be N/A because there is no statement of supplementary aids and services in the IEP.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary.</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>

**For Question #36 below additional documents to the student file for evidence of implementation will be required which may include progress reports, logs, checklists, and student work.**

<p><b>Ed 1109.04(b)(2)</b></p> <p>36. Provide the written evidence <b>documenting implementation</b> of the IEP with regards to <b>supplementary aids and services</b> provided.</p> <p><i>Provide the evidence that supplementary aides and services have been implemented. Examples of evidence may include detailed notes specifically referencing the supplementary aides and services, logs that document the supplementary aides and services being provided, etc.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no supplementary aids and services in IEP</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no supplementary aids and services in IEP</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</b></p> <p>37. Provide the evidence of a <b>statement of the supports for school personnel</b>.</p> <p><i>Provide the page number of the supports for school personnel in the currently agreed upon IEP.</i></p> <p><b>If N/A, Question #38 must also be N/A because there is no statement of supports for personnel in the IEP.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary.</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>



**For Question #38 below additional documents to the student file for evidence of implementation will be required which may include progress reports, logs, checklists, and student work.**

<p><b>Ed 1109.04(b)(4)</b></p> <p>38. Provide the written evidence <b>documenting implementation</b> of the IEP with regards to <b>supports for school personnel</b>.</p> <p><i>Provide the evidence that supports for personnel have been implemented. Examples of evidence may include detailed notes specifically referencing the supports that have been provided for school personnel, logs that document the supports being provided, etc.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no supports for personnel in IEP</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no supports for personnel in IEP</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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**L. Definition of Individualized Education Program (Justification for Non-Participation)**

<p><b>34 CFR 300.320(a)(5); Ed 1109.01(a)(1)</b></p> <p>39. Provide the evidence of an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in the supports and services section of the IEP.</p> <p><i>Provide the page number of the currently agreed upon IEP where this <b>explanation</b> of the extent is located.</i></p> <p><u>For preschool children</u>, the regular class may include a Head Start classroom, childcare classroom, public or private preschool or kindergarten or other regular early childhood setting. It does not include preschool special education programs.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
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**M. Definition of Individualized Education Program (State and District Wide Assessments)**

<p><b>34 CFR 300.320(a)(6)(i); Ed 1109.01(a)(1)</b></p> <p>40. Provide the 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.</p> <p><i>Provide the page number in the currently agreed upon IEP in which the accommodations for state and district assessments are located.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—no state or district wide assessment for the student’s age/grade level</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—no state or district wide assessment for the student’s age/grade level</b></p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p>For students participating in the NH Statewide Assessment System (NH SAS) or SAT <b>accommodations</b> are changes in procedures or materials that increase equitable access for students, which are documented on the student’s IEP. Please note that <b>universal tools</b> are available to all students and <b>designated supports</b> are available for any student for whom the need has been indicated by an educator or team of educators.</p>		
<p><b>34 CFR 300.320(a)(6)(ii)(A); Ed 1109.01(a)(1)</b></p> <p>41. If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district wide assessment of student achievement, provide the evidence of a statement of why the child cannot participate in the regular assessment.</p> <p><i>Provide the documentation or location in the file of the documentation of a statement of why the child cannot participate in the regular assessment.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—not taking an alternate assessment.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—not taking an alternate assessment.</b></p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>

<p><b>34 CFR 300.320(a)(6)(ii)(B); Ed 1109.01(a)(1)</b></p> <p>42. If the child is taking an alternate assessment, provide the evidence describing why the alternate assessment selected is appropriate for the child.</p> <p><i>Provide the documentation or location in the file of the documentation of why the alternate assessment that was selected is appropriate for the child.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not taking an alternate assessment.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not taking an alternate assessment.</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>N. Copy of IEP Provided to Each Teacher/Provider</b></p>		
<p><b>34 CFR 300.323(d)(2)(i),(ii); Ed 1109.03(a); Ed 1109.04(a)</b></p> <p>43. Provide evidence that <b>a copy of the IEP has been provided to each teacher and provider</b> so that they are informed of their specific responsibilities for implementing the IEP and specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.</p> <p><i>Provide the documentation that shows evidence that a copy of the IEP has been provided to each teacher (listed on the student’s schedule) and service provider (listed in the IEP).</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this is a child-specific finding which will require an amendment and an additional file review in this area.</b></p>
<p><b>O. Procedural Safeguards (Written Prior Notice for IEP)</b></p>		
<p><b>34 CFR 300.503(b)(1); Ed 1120.03(b)</b></p> <p>44. Provide the evidence that the notice given to the parents of a child with a disability included a <b>description of the action</b> proposed or refused by the agency.</p> <p><i>Provide the location in the file where the WPN for the IEP can be found.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>

<p><b>34 CFR 300.503(b)(2); Ed 1120.03(b)</b></p> <p>45. Provide the evidence that the notice given to the parents of a child with a disability included an <b>explanation of why</b> the agency proposed or refused to take the action.</p> <p><i>Provide the location in the file where the WPN for the IEP can be found.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
<p><b>34 CFR 300.503(b)(3); Ed 1120.03(b)</b></p> <p>46. Provide the evidence that the notice given to the parents of a child with a disability included a <b>description of each evaluation procedure, assessment, record, or report</b> the agency used as a basis for the proposed or refused action.</p> <p><i>Provide the location in the file where the WPN for the IEP can be found.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
<p><b>34 CFR 300.503(b)(6); Ed 1120.03(b)</b></p> <p>47. Provide the evidence that the notice given to the parents of a child with a disability included a <b>description of other options</b> that the IEP team considered and the reasons why those options were rejected.</p> <p><i>Provide the location in the file where the WPN for the IEP can be found.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>

<p><b>34 CFR 300.503(b)(7); Ed 1120.03(b)</b></p> <p>48. Provide the evidence that the notice given to the parents of a child with a disability included a <b>description of other factors</b> that were relevant to the LEA’s proposal or refusal.</p> <p><i>Provide the location in the file where the WPN for the IEP can be found.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
<p><b>34 CFR 300.503(c)(1)(ii); Ed 1120.03(b)</b></p> <p>49. Provide the evidence that the notice given to the parents of a child with a disability was <b>provided in the native language of the parent or other mode of communication used by the parent</b> unless it was clearly not feasible to do so.</p> <p><i>Provide the location in the file where the WPN for the IEP can be found.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
<p><b>P. Written Prior Notice (Placement)</b></p>		
<p><b>34 CFR 300.503(b)(1); Ed 1120.03(b)</b></p> <p>50. Provide the evidence that the notice given to the parents of a child with a disability included a <b>description of the action</b> proposed or refused by the agency.</p> <p><i>Provide the location in the file where the WPN for Placement can be found.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</b></p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>

<p><b>34 CFR 300.503(b)(2); Ed 1120.03(b)</b></p> <p>51. Provide the evidence that the notice given to the parents of a child with a disability included an <b>explanation of why</b> the agency proposed or refused to take the action.</p> <p><i>Provide the location in the file where the WPN for Placement can be found.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p> <p>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</p>
<p><b>34 CFR 300.503(b)(3); Ed 1120.03(b)</b></p> <p>52. Provide the evidence that the notice given to the parents of a child with a disability included a <b>description of each evaluation procedure, assessment, record, or report</b> the agency used as a basis for the proposed or refused action.</p> <p><i>Provide the location in the file where the WPN for Placement can be found.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p> <p>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</p>

<p><b>34 CFR 300.503(b)(6); Ed 1120.03(b)</b></p> <p>53. Provide the evidence that the notice given to the parents of a child with a disability included a <b>description of other options</b> that the IEP team considered and the reasons why those options were rejected.</p> <p><i>Provide the location in the file where the WPN for Placement can be found.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</b></p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>
<p><b>34 CFR 300.503(b)(7); Ed 1120.03(b)</b></p> <p>54. Provide the evidence that the notice given to the parents of a child with a disability included a <b>description of other factors</b> that were relevant to the LEA’s proposal or refusal.</p> <p><i>Provide the location in the file where the WPN for Placement can be found.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</b></p> <p><b>If noncompliant, this will not require an amendment, and will require an additional file review in this area.</b></p>

**34 CFR 300.503(c)(1)(ii); Ed 1120.03(b)**

55. Provide the evidence that the notice given to the parents of a child with a disability was **provided in the native language of the parent or other mode of communication used by the parent** unless it was clearly not feasible to do so.

*Provide the location in the file where the WPN for Placement can be found.*

Yes

No

**NA—Student is enrolled in a Charter school and all services are provided at the Charter School.**

Yes

No

**NA—Student is enrolled in a Charter school and all services are provided at the Charter School.**

**If noncompliant, this will not require an amendment, and will require an additional file review in this area.**