

Special Education Policies and Procedures Plan

SAU 20 Schools

Milan Village School
11 Bridge Street
Milan, NH 03588
(603) 499-3306
PK-6

Errol Consolidated School
99 Main Street
Errol, NH 03579
(603) 482-3341
K-8

Edward Fenn Elementary School
169 Main Street
Gorham, NH 03581
(603) 466-3334
K-5

Gorham Middle High School
120 Main Street
Gorham, NH 03581
(603) 466-2776
6-12

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Special Education Procedures Plan

Ed 1126.01(b)

This Special Education Procedures Plan describes SAU #20's procedures regarding the provision of a free and appropriate public education (FAPE) to all children with disabilities. The LEA will annually review this special education procedural plan so that the procedures reflect current federal and state regulations.

This Plan has been developed to ensure the SEA that the LEA has procedures to meet the eligibility requirement of Part B of the IDEA for purposes of receiving federal funds.

This Plan is aligned with 34 CFR Part 300 of the Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities - Final Rules - 8/14/06 (IDEA 2004) and The New Hampshire Standards for the Education of Children with Disabilities Effective March 24, 2017, Amended June 14, 2018, Amended August 9, 2018.

Child Find Procedure

34 CFR 300.111 Ed 1126.01(b)(1) Ed 1105

Participation with Other Agencies

Ed 1126.01(b)(10)

SAU #20 understands that we have an obligation to find children who are potentially a child with a disability who is 2.5 years of age up to 21 years of age. This responsibility is known as child find and is defined in the NH Standards for the Education of Children with Disabilities under section Ed 1105.

This applies to all children with disabilities, including highly mobile children (such as migrant and homeless children), children placed in homes for children, health care facilities, or state institutions, and children who are suspected of being eligible under IDEA, even though they are advancing from grade to grade. In addition, this applies to those children attending approved, non-public private schools with the geographic boundaries of SAU #20.

For those students who are transitioning from Early Supports and Services to preschool, SAU #20 will participate in a transition planning meeting for the purposes of facilitating a smooth and timely transition and implementing an Individual Education Program or Individual Family Support Plan by the child's third birthday.

Annual Dissemination of Child Find Procedures

On an annual basis, SAU #20 shall contact all approved non-public private schools (including religious elementary and secondary schools) within its geographic boundaries regardless of where the child resides. SAU #20 shall conduct a consultation meeting and advise school officials of the SAU 's responsibilities to identify and evaluate all students who are suspected of or known to be a child with a disability enrolled in such schools. SAU #20 shall conduct child find activities that ensure equitable participation of private school students with disabilities and provide an accurate count of those students. All child find activities conducted for children enrolled in private schools by their parents shall be similar to those activities conducted for children who attend public schools in the SAU . Referrals from approved non-public schools shall be forwarded to an appropriate special education team for further consideration.

On an annual basis, SAU #20 contacts all community agencies and programs within its geographical boundaries that provide medical, mental health, welfare, and other human services, to advise them of the SAU 's responsibility to identify and evaluate all students who may be a child with a disability. This includes homes for children, health care facilities, or state institutions within the boundaries of the SAU that may have knowledge of children with disabilities who are involved with the state court and for whom a special education program may be appropriate. Referrals from these agencies shall be forwarded to the special education evaluation team for further consideration.

On an annual basis, SAU #20 publicizes and disseminates information, which describes its Child Find Program. This includes a description of the SAU 's special education program, supports and services,

including a contact person, his/her functions, and the manner by which he/she might be contacted for further information or referral. SAU #20 publicizes via local papers and District & individual school websites.

SAU #20 shall annually provide all parents of children with disabilities information regarding their rights and responsibilities under federal and state special education laws.

SAU #20 ensures that all referrals from parents and others who suspect or know a child with a disability are forwarded to the special education evaluation team. The SAU shall provide the parents with a written notice of any referral other than one initiated by the parent.

SAU #20 ensures there are continuing efforts related to cultural competency in relation to public awareness and child find activities, such as the ability to communicate with and relate to parents and families in ways which are appropriate to their individual racial, ethnic, and/or cultural backgrounds.

SAU #20 shall coordinate with area agencies and Family Centered Early Supports and Services to establish a process of SAU notification of children served by these programs consistent with the interagency agreement between the SAU and the area agencies providing the family-centered supports and services.

Ed 1105.04(a): SAU #20 shall develop a written early transition process for children exiting Family Centered Early Supports and Services which assures that any child who is potentially a child with a disability is evaluated and eligibility for special education is determined prior to the child's third birthday. If the child is determined to be a child with a disability, eligible for special education and related services, the LEA shall ensure that an IEP is developed and implemented on or before the child's third birthday.

Ed 1105.04(b): The transition process in Ed 1105.04(a) shall include a written interagency agreement between the LEA and the local area agencies, as defined by RSA 171-A:2, I-b responsible for the provision of Family Centered Early Supports and Services in that community.

Referral Process

SAU #20 has established referral procedures, which ensure that all students who are suspected or known to be a child with a disability are referred to the special education evaluation team for further evaluation.

SAU #20 ensures that all referrals from parents and others who suspect or know a child with a disability are forwarded to the special education evaluation team. The SAU shall provide the parents with a written notice of any referral other than one initiated by the parent.

SAU #20 ensures there are continuing efforts related to cultural competency in relation to public awareness and child find activities, such as the ability to communicate with and relate to parents and families in ways which are appropriate to their individual racial, ethnic, and/or cultural backgrounds.

SAU #20 shall annually provide all parents of children with disabilities information regarding their rights and responsibilities under federal and state special education laws. Any person may refer a child to the IEP team for reasons including, but not limited to, the following (the list is not exhaustive):

- a. Failing to pass a hearing or vision screening;
- b. Unsatisfactory performance on group achievement test or accountability measures;
- c. Receiving multiple academic and/or behavioral warnings or suspensions/expulsions from a child care or after school program; and
- d. Repeatedly failing one or more subjects;
- e. Inability to progress or participate in developmentally appropriate preschool activities; and
- f. Receiving services from Family Centered Early Supports and Services

Transition Process for Children Exiting Family Centered Early Supports and Services Who is Potentially a Child with a Disability

SAU #20 shall coordinate with area agencies and Family Centered Early Supports and Services to establish a process of SAU notification of children served by these programs consistent with the interagency agreement between the SAU and area agencies providing family centered supports and services.

- i. Ed 1105.04(a): SAU #20 shall develop a written early transition process for children exiting Family Centered Early Supports and Services which assures that any child who is potentially a child with a disability is evaluated and eligibility for special education is determined prior to the child's third birthday. If a child is determined to be a child with a disability eligible for special education and related services, the SAU shall ensure that an IEP is developed and implemented on/before the child's third birthday.
- ii Ed1105.04(b): The transition process in Ed 1105.04(a) shall include a written interagency agreement between SAU #20 and the local area agencies, as defined by RSA 171-A:21-b, responsible for the provision of Family Centered Supports and Services in that community.

Participation with Other Agencies

On an annual basis, SAU #20 contacts all approved non-public private schools (including religious elementary and secondary schools) within its geographic boundaries, regardless of where the child resides. The SAU shall conduct a consultation meeting and advise school officials of the SAU's responsibilities to identify and evaluate all students who are suspected of or known to be a child with a disability enrolled in such schools. The SAU shall conduct child find activities to ensure equitable participation of private school students with disabilities and provide an accurate count of those students. All child find activities conducted for children who attend public schools in the SAU. Referrals from approved non-public schools shall be forwarded to an appropriate special education team for further consideration.

On an annual basis, SAU #20 contacts all community agencies and programs within its geographical boundaries that provide medical, mental health, welfare, and other human services, to advise them of the SAU's responsibility to identify and evaluate all students who may be a child with a disability. This includes homes for children, health care facilities, or state institutions within the boundaries of SAU #20 that may have knowledge of children with disabilities who are involved with the state court and for whom a special education

program may be appropriate. Referrals from these agencies shall be forwarded to the special education evaluation team for further consideration.

On an annual basis, SAU #20 publicizes and disseminates information, which describes its Child Find Program. This includes a description of the SAU 's special education program, supports and services, including a contact person, his/her functions, and the manner by which he/she might be contacted for further information or referral.

The School Administrative Unit #20 office will publish the following news release:

Preschool Screening is available for children between the ages of birth to 5 who live in Lincoln or Woodstock. Parents are invited to register their children for a free preschool screening.

Areas that will be screened include:

- Pre-Academic Skills
- Speaking
- Vision
- Hearing
- Understanding
- Motor Skills
-

For more information or to schedule an appointment, contact Jennifer Katz-Borrin 603-466-3632

Under the IDEIA (Individuals with Disabilities in Education Improvement Act), SAU #20 is committed to providing all educationally disabled children between the ages of three and twenty-one years of age, who live within the SAU, with a free and appropriate public education. Eligible students who have left school prior to graduating have a right to return to receive services until graduation or until they turn twenty-one years of age. A disabled student who does not qualify for services under IDEA may qualify for accommodations under Section 504 of the Rehabilitation Act of 1973.

SAU#208 will ensure that child find activities are completed within the applicable timelines as designated in ED1105.02.

To make a referral or for further information, you may contact the School Administrative Unit #20 Office at (603) 466-3632.

Confidentiality of Information

Ed 1126.01(b)(2) Ed 1119

The SAU #60 adheres to the Confidentiality of Information regulations set forth in the 2017 NH Standards, the Federal Family Educational Rights and Privacy Act of 1974 20 U.S.C. 1232G, (FERPA) and its implementing regulations in 34 CFR Part 99 and the Individuals with Disabilities Education Act (IDEA 2004; 34 CFR 300.610-627).

Retention and Destruction of Special Education Records-- Ed 1119.01

Annual Notice of Ed 1119.01 and RSA 186-C:10-a. This requirement indicates the following:

Ed 1102.04 Definitions: "Parent" means a biological or adoptive parent, surrogate parent, or a guardian pursuant to 34 CFR 300.30. Parent does not mean the state when the state has legal guardianship."

For the purposes of this section "adult student" means "adult student" as defined in 20 USC 1232g(d) With the passage of HB 1551, New Hampshire Special Education RSA 186-C is amended. The new section, RSA 186-C:10-3 requires:

Retention and Destruction of Special Education Records

NH Standards, adopted March 23, 2017, reformed April 10, 2020, includes a retention and destruction requirement pursuant to Ed

I. Upon a student's graduation from high school, the adult student or his/her parents may request SAU #20, in writing, to have the student's records and final individualized education program destroyed at that time or request that the records be retained until the student's twenty-sixth birthday. The parents or adult student may, at any time prior to the student's twenty-sixth birthday, request, in writing, that the records be retained until the student's thirtieth birthday.

II. If there is no request by the adult student or the student's parents at the time of graduation, SAU #20 shall destroy a student's records and final individualized education program within a reasonable time after the student's twenty-sixth birthday, provided that all such records be destroyed by the student's thirtieth birthday.

Access Rights

Pursuant to RSA 189:66(IV)(a), SAU #20 permits parents to inspect and review any education records relating to their child that is collected, maintained, or used by the SAU under 34 CFR Part 300. The SAU will comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to IDEA and its regulation, and in no case, more than 14 days after the request has been made.

The right to inspect and review education records under this section includes:

- The right to a response from SAU #20 to reasonable requests for explanations and interpretations of the records.
- The right to request that SAU #20 provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records.
- The right to have a representative of the parent inspect and review the records.

SAU #20 may presume that the parent has the authority to inspect and review records relating to his or her child unless the SAU has been advised that the parent does not have the authority under the applicable state law governing such matters as guardianship, separation, and divorce.

Record of Access

SAU #20 keeps a record of parties obtaining access to special education records collected, maintained, or used under Part B of IDEA (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.

SAU #20 has a current list of the names and positions of those employees within the school who may have access to personally identifiable information (updated annually).

Record on More than one Child

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

List of Types and Location of Records

SAU #20 provides parents, upon request, a list of the types and locations of education records collected, maintained, or used by the SAU .

Fees

SAU #20 may charge a fee for copies of records that are made for parents under this part if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. SAU #20 has adopted a fee of \$.25 per copy. SAU #20 does not charge a fee to search for or to retrieve information.

Amendment of Records at Parent Request

A parent who believes that information in the education records collected, maintained or used under this part is inaccurate or misleading or violates the privacy or other rights of their child, may request this information be amended. SAU #20 will determine whether to amend the information in accordance with the request within a reasonable period of time upon receipt of the request. If SAU #20 decides to not amend the information in accordance with the request, it will inform the parent of the refusal and advise the parent of the right to a hearing.

Opportunity for Hearing

SAU #20, on request from the parent, will provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

Result of Hearing

If, as a result of the hearing, SAU #20 decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, the SAU will amend the information accordingly and inform the parent in writing. If, as a result of the hearing, SAU #20 decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it will inform the parent of the right to place the records it maintains on the child, a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the SAU .

Any explanation placed in the records of the child under this section:

- is maintained by SAU #20 as part of the records of the child as long as the record or contested portion is maintained by the SAU.
- If the records of the child or the contested portion are disclosed by SAU #20 to any party, the explanation is also disclosed to the party.

Hearing Procedures

A hearing held under this section is conducted in accordance with the procedures under 34 CFR 99.22.

Consent

Except, as to disclosures addressed in 34 CFR Part 300.535(b), for which parental consent is not required by 34 CFR Part 99, parental consent is obtained before personally identifiable information is (1) disclosed to anyone other than officials of participating agencies collecting or using the information under 34 CFR Part 300, subject to this section; or (2) used for any purpose other than meeting a requirement of 34 CFR Part 300. SAU #20 will not Release Information from education records to participating agencies without parental consent unless authorized to do so under Part 99.

Safeguards (34 CFR 300.623)

SAU #20 protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. All persons collecting or using personally identifiable information will receive training or instruction regarding the state's policies and procedures under 34 CFR § 300.623(c) and 34 CFR Part 99. SAU #20 maintains, for public inspection, a current listing of the names and positions of those employees within the SAU who may have access to personally identifiable information.

SAU #20 employee who is responsible for ensuring the confidentiality of any personally identifiable information is:

Jennifer Katz-Borin
Director of Pupil Services
SAU #20
123 Main Street
Gorham, NH 03815

Ed 1126.01(b)(3)

Destruction of Information

SAU #20 informs parents when personally identifiable information is collected, maintained, or used under this part is no longer needed to provide educational services to the child. The information is destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his/her grades, attendance record, classes attended, grade level completed, and year completed shall be maintained without time limitation.

Children's Rights (Ed 1119.03)

SAU #20 ensures the rights of privacy afforded to children are consistent with those afforded to parents, taking into consideration the age of the child and type or severity of the disability. The age of majority in New Hampshire is eighteen (18) years, thus parental rights regarding educational records in IDEA and FERPA transfer to students at age 18. The SAU will provide notice of this transfer of rights to both the parent and the student.

Disciplinary Information (ED 1119.02)

SAU #20 includes, in the records of a child with a disability, a statement of any current or previous disciplinary action that has been taken against the child. Such statements shall be included in, and transferred with the disabled child's record, to the same extent that the disciplinary information is included in and transmitted with the student records of children without disabilities.

If the child transfers from one school to another, the transmission of any of the child's records includes both the child's current individualized education program and any statement of current or previous disciplinary action that has been taken against the child.

Student Records--Special Education

- Index of documents contained in file
- Log of people who have accessed files
- All notices of team meetings
- Written Prior Notice Forms
- Student Referral Form
- Permission to Test Form
- Evaluation Summary Forms
- Evaluation Reports
- Individualized Education Programs
- NHSEIS Forms
- Correspondence
- Out of District Progress Reports

If the rights accorded to the parents are transferred to a student who reaches the age of majority, the rights regarding education records are also transferred to the student. The SAU will provide any notice required to the student and the parents.

The LEA shall provide public notice of its document destruction policy at least annually. Additionally, an LEA will notify, publicly, records to be destroyed for students turning 26 years of age.

SAU #20 Employee who is responsible for ensuring the confidentiality of any personally identifiable information is:

Jennifer Katz-Borin, Director of Pupil Services

Facilities Personnel & Services

Ed 1126.01(b)(3)

Special Education Facilities, Personnel, and Services

SAU #20 shall take steps to ensure that children with disabilities have equal access to the variety of educational programs and services available to non-disabled children. SAU #20 ensures that, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with students who do not have disabilities. Special classes, separate classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the uses of supplementary aids and services cannot be achieved satisfactorily. Placement decisions for children with disabilities shall be made on an individual basis by the IEP team.

SAU #20 shall provide a full range of opportunities, programs, and services to meet the unique needs of children with disabilities in the least restrictive educational setting. SAU #20 shall ensure that every child with a disability shall have full access to the general curriculum with accommodations and modifications as delineated in the IEP. This includes the provision of non-academic and extracurricular services. These opportunities shall be provided through public school programs within and outside the boundaries of the SAU .

SAU #20 shall provide access to vocational training and transition services as appropriate. Vocational and transitional services are provided primarily within the SAU and the high school level. Other student specific circumstances may be addressed as determined by the IEP team.

Equipment, Materials, and Assistive Technology

- SAU #20 shall provide appropriate instructional equipment and materials, including assistive technology devices and assistive technology services appropriate to implement each student's IEP.

Personnel Standards

- Teachers of students with disabilities, prior to employment, shall hold the appropriate license or certification for required assessments.

Programs and Services (Table 1100.2 & 1100.3: Continuum of Alternative Learning Environment)

SAU #20 provides educational services to students with disabilities along a continuum of environments including the following:

Regular Classroom

- A child with a disability attends the regular class with supports and services as required by the IEP.

Resource Room

- A child with a disability attends the regular class and receives assistance in the Resource Room Program.
- When the regular education setting, with accommodations, modifications, supplementary aids and services is inadequate to meet the needs of a student with a disability, the student may receive assistance (by team agreement) in a resource setting within the public school system for a portion of the school day.
- The student can spend no more than 60% of the school day in this setting.
- Instruction provided in the resource setting will ensure each student continued access to the general curriculum.
- The total number of students with disabilities being served in the Resource Room at any given time shall not exceed 12 students without the assistance of support personnel. The maximum number of children in a Resource Room shall not exceed 20 (ED 1113.10(f)(4)). SAU #20 shall ensure that the resource settings are staffed with personnel who meet state certification requirements and federal "Highly Qualified Teacher" requirements as applicable.

Self-Contained Special Education Class

- A child with a disability attends a special education class for more than 60% of their day.
- The class is organized either by the needs of the students or by the degree of severity of the disability.
- Self-contained special education classes serve students according to chronological age with a range of not more than four years.
- The number of students in a self-contained classroom cannot exceed 12.
- The minimum teacher-student ratio of 1:8 or 2:12 shall be provided unless the severity of disabilities warrants the assignment of additional staff. Maintaining this ratio can be accomplished through the assignment of two teachers or a teacher and a paraprofessional.

Full-Time or Part-Time Special Day School

- A child with a disability attends a public or privately operated special day program full time or part-time.

Full-Time Residential Programs

- The child attends a privately or publicly approved residential program on a full-time basis.

Home Instruction

- A child with a disability receives all or a portion of his/her special education program at home in accordance with 1111.04.

Hospital or Institution

- A child with a disability receives special education while in a hospital or institution.

Preschool Programs (Table 1100.2: Continuum of Alternative Learning Environments Preschool)

- Children in preschool programs shall be grouped by age levels with a range of not more than three years. Children with disabilities shall be provided with appropriate special education and related services through SAU #20's preschool programs and services. The maximum number of preschool children in an early childhood special education program shall be 12, regardless of the number of staff members assigned to the program (Ed 1113.10(c)(7)).
- Types
 - Early Childhood Program: a preschool child with a disability attends an early childhood program.
 - Home: a preschool child with a disability receives some or all of his/her supports and services in the child's home.
 - Special Education Program: a preschool child with a disability attends a special education program.
 - Service Provider Location: a preschool child with a disability receives supports and services from a service provider.
 - Separate School: a preschool child with a disability attends a publicly or privately operated separate day school facility designed specifically for children with disabilities.
 - Residential Facility: a preschool child with a disability attends a publicly or privately operated residential school or residential medical facility on an inpatient basis.

Home Instruction for School-Aged Children (Ed 1111.04)

A child with a disability receives all or a portion of his/her special education program at home in accordance with ED 1111.04. Home instruction for children at least six years of age but less than 21 years of age shall include a minimum of ten hours per week of instruction, including special education services and related services as specified in the child's IEP, so that the child will progress in the general curriculum and meet IEP goals.

Home instruction for children at least six years of age but less than 21 years of age shall NOT include parent designed home instruction programs as authorized in Ed 315. A child's placement is determined at least annually and is based on the child's IEP. Children who are placed in home instructions shall be allowed to participate with non-disabled children to the maximum extent appropriate to the needs of the child. The length of the school year and school day for a home instruction placement shall be consistent with RSA 186-C:15 except when the superintendent has excused a student from full-time attendance in which case the superintendent and parent shall agree on the number of hours per week of instruction, including special education and related services. Home instruction shall be implemented by personnel qualified in accordance with 34CFR300.156 and Section 2122 in the ESEA.

Facilities and Location

- Instructional areas for children with disabilities shall be located in classrooms with students of a similar chronological age and shall be comparable to other classrooms within the school. They shall be located in facilities that are, in the judgment of the IEP team, in the least restrictive environment.

- The physical space used for classrooms and other instructional programs and school activities for children with disabilities shall be of sufficient size to accommodate program modifications and accommodations necessary to implement the children's IEPs and to provide for all other learning activities.

Length of School Day

- Preschool level--The IEP team shall determine the length of the school day for preschool students with disabilities.
- Elementary/High School: A child shall attend full time when a school is in session unless it would cause a serious adverse affect upon a child's educational progress pursuant to RSA 193:1 I(C). When, due to a student's limited physical and/or emotional stamina, the special education placement team recommends a school day of less than the minimum hours listed above, written consent shall be obtained from the Superintendent of schools and the parent prior to implementing a shortened school day. A copy of the written consent goes to the parent, and another placed in the student's school record. SAU #20's obligation to provide a free and appropriate public education to a child shall still be in effect even if the child attends school for a shortened day.

Length of School Year

SAU #20 shall provide a standard school year of at least 180 days in each year or the equivalent number of hours approved by the Commissioner of Education, NHDOE, consistent with the provisions of RSA 189:1, 189:2, 189:24, 189:25, and Ed 306.18-306.21.

Students with disabilities in need of extended school year programming shall be provided for. Extended School Year Programming shall not be limited only to the summer months.

Supervision and Administration

The Superintendent of Schools, the Co-Directors of Special Services and the Principals or their designees shall supervise the services and programs provided to students with disabilities.

Paraprofessionals shall work under the direct supervision of appropriately certified personnel and be supervised by the professional under whom they work as often as deemed necessary by SAU #20, but no less than once each week. Paraprofessionals shall implement plans designed by the supervising professionals and monitor the behavior of student(s) with whom they work. They may not design or evaluate the effectiveness of programs. It is RECOMMENDED that paraprofessional performance be evaluated through a predetermined performance review process.

Diplomas

SAU #20 shall ensure that each child with a disability is entitled to continue in an approved program until such time as the student has earned a regular high school diploma or has attained the age of 21, whichever occurs first, or until SAU #20 determines that the student no longer requires special education.

All children with disabilities in SAU #20 shall have an equal opportunity to complete a course of studies leading to a regular high school diploma. A regular diploma shall be issued to all student who:

1. successfully achieve the minimum number of 26 credits,
2. Meet specific course requirements in the Gorham Middle High School Program of Studies, and
3. Meet all attendance requirements as stated in the Gorham Middle High School Handbook (and/or Local District Policy).
4. Earn 20 credits and successfully meets the requirements for a high school diploma awarded by the State of NH.

The term "regular high school diploma" does not include an alternative degree that is not fully aligned with the NH School Approval Standards, such as a certificate or a High School Equivalency Test (HiSET). Any student who receives a diploma/certificate other than the SAU s regular high school diploma remains eligible to receive a free appropriate public education until he or she reaches age twenty-one or until the IEP Team, through a formal evaluation process, determines that such student is no longer in need of, and thereby not eligible for, special education and related services.

Listings of Schools in SAU #20

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Personnel Development

Ed 1126.01(b)(4)

Personnel Development

SAU #20 has adopted a Professional Development Master Plan to serve as a basic guideline for the operation of its professional development.

SAU #20 shall work to promote a climate that encourages the continuing education and training of all staff within the SAU . The Professional Development Master Plan shall advance an educational environment in which students receive high exposure to stimulating teachers, instructional materials, and activities. Professional development activities that enhance the knowledge and skills of all staff related to the education of children with disabilities and increase their understanding of the diverse needs of all students shall be offered to all teachers, specialists, paraprofessionals, administrators, and other IEP team members.

A variety of professional development opportunities shall be available to SAU #20 staff, including job-embedded activities, in-service workshops, conferences, and/or formal coursework reimbursed through the SAU .

Procedural Safeguards

34 CFR 300.504 Ed 1126.07 (b)(7) Ed 1120

The Individuals with Disabilities Education Act includes a section entitled "Procedural Safeguards". These safeguards are designed to protect the rights of children with disabilities and their parents. They also provide families and schools the means for resolving disputes that may arise throughout the special education process.

SAU #20 will give a copy of the current procedural safeguards notice to parents, including plain language explanations of parents' procedural rights, once per year, but at a minimum upon:

- Initial referral for evaluation or parental request for an evaluation.
- The first time in a school year that a request for a due process hearing is filed.
- The first time in a school year that a complaint is filed.
- The date in which the decision is made to make a removal that constitutes a change in placement of a child with a disability because of a violation of a code of student conduct, in accordance with the discipline procedures in 34 CFR 300.536.
- Upon request by the parent

LEA Procedural Safeguards

SAU #20 shall provide a copy of the current New Hampshire Procedural Safeguards in Special Education to the parents of a child with a disability one time per year. This is typically done at each annual IEP team meeting. A copy shall also be given to the parents:

1. Upon initial referral or parent request for evaluation.
2. Upon receipt of the first State complaint or the first due process complaint in a school year.

3. When a decision is made to take a disciplinary action that constitutes a change of placement.
4. Upon request of the parent.

SAU #20 shall ensure the parents of children with disabilities are afforded all the rights and procedural safeguards contained in federal law and described in the NH Standards (Ed 1120.01-1120.08) including, but not limited to, the right to:

- Receive written prior notice of any action regarding their child which the SAU proposes or refuses.
- Grant or refuse consent for any SAU action regarding their child.
- Obtain an independent educational evaluation.
- Appeal specific proposals of the SAU regarding their child.
- File a complaint.

All of the rights and guarantees included under procedural safeguards shall apply to parents, adult students, and public agencies, which include school SAUs. These rights shall be transferred to children with disabilities who are emancipated minors or who have attained the age of 18 years and have not been adjudicated as incompetent by a court.

A parent, as defined in Ed 1102.04(h), or an adult student may authorize an individual to act on their behalf pursuant to a duly executed power of attorney. (Ed 1120.01(c))

Written Prior Notice

Parents will be officially notified in writing any time SAU #20:

- Proposes to initiate or change the identification, evaluation or educational placement of the child or the provision of a free and appropriate public education to the child; or
- Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free and appropriate public education to the child.

The Notification Shall Include:

1. A description of the action proposed or refused by the SAU.
2. An explanation of why the agency proposes or refuses to take the action.
3. A description of each evaluation, procedure, assessment, record or report the SAU used as a basis for the proposed or refused action.
4. A statement that the parents of the child with disabilities have protection under the procedural safeguards of IDEA (if this notice is not an initial referral for evaluation, the means by which a copy of the description of the procedural safeguards can be obtained).
5. Sources for parents to contact to obtain assistance in understanding the provisions of the law; a description of the other options that the IEP team considered and the reasons why those options were rejected.
6. A description of other options that the IEP team considered and the reasons why those options were rejected
7. A description of other factors relevant to the SAU 's proposal or refusal.

Informed Consent

SAU #20 shall obtain informed, written consent from the parent of a child with a disability prior to:

- Conducting an evaluation.
- Initial provision of special education and related services to a child with a disability, annual renewal of the IEP and placement of a child with a disability.
- Determining or changing disability classification.
- Changing the nature or extent of the special education or special education and related services.
- Conducting a re-evaluation.
- Annual access to public insurance or when changes in services paid by public insurance are made.
- Each time the SAU proposes to access the public insurance.

Parents of children with disabilities shall have 14 days after the receipt of a written prior notice to sign documents included with the notice to indicate consent, consent with conditions, or denial of consent. The 14-day time limit shall be extended if SAU #20 and parent(s) mutually agree to the extension.

SAU #20 shall advise the parent in writing of the necessity of signing documents that describe actions requiring the parent's consent for the purpose of ensuring the timely provision of appropriate services. Additionally, the SAU shall advise the parent of the right to access all of the rights and procedures outlined in this section if the parent disagrees with a proposal that the SAU makes.

SAU #20 shall take reasonable measures to obtain consent including, but not limited to phone contact and letters. The SAU shall document all contacts made or attempted and the results of these contacts. Copies of all letters and responses received shall be kept in the student's confidential file.

A copy of any document the parent gives consent in writing shall be provided to the parent, and a copy of such document shall also be placed in the child's educational records.

Should a parent either deny consent or not respond to a request for written consent, the SAU is required to respond in the following ways:

1. **Initial evaluation:** SAU #20 is required to obtain informed consent for the initial evaluation. If a parent refuses consent to a proposal included in Ed 1120.04(a)(1) SAU #20 shall have the authority to pursue the initial evaluation by the initiation of a due process hearing under Ed 1123. (Ed 1120.05(c))
2. **Initial Provision of Services:** SAU #20 is required to obtain informed consent for the initial provision of services. If a parent refuses consent for the initial provision of special education services the SAU shall not pursue the initial provision of special education services by initiating a due process hearing under Ed 1123. SAU #20 shall have the authority to initiate court proceedings to authorize the initial provision of special education services. (Ed 1120.05(d))
3. **Parent Revoking Consent:** If, at any time subsequent to the initial provision of special education and related services, that parent of a child revokes consent in writing for the continued provision of special education and related services, pursuant to 34 CFR 300.300(b)(4) the school SAU :
 - a. may not continue to provide special education and related services to the child;
 - b. provide a Written Prior Notice before ceasing the provision of special and related services;
 - c. may not use the mediation or due process procedures to obtain an agreement or ruling that the service may be provided to the child;

- d. may not be considered in violation of the requirement to make FAPE available to the child and;
- e. need not convene the IEP Team meeting or develop an IEP for the child.

4. **Re-Evaluation and Continuation of Services:** SAU #20 is required to obtain informed consent for both the re-evaluation and the continuation of services. If the parent fails to respond to the request for consent, the District shall implement the proposed changes after the SAU has taken reasonable measures to obtain informed written consent. If the parent refuses consent for a re-evaluation or the continuation of services, SAU #20 shall pursue the re-evaluation or continuation of services through dispute resolution processes.

5. **Other Consent Areas:**

- A. **Public Insurance:** The District must obtain informed parental consent once, the first time the SAU seeks to access the child's public insurance. The SAU must provide an annual notification pursuant to 34 CFR 300.154(d)(2)(v). The annual notification includes a withdrawal of consent provision. The withdrawal of consent provision terminates the SAU's authority to access the child's state public benefits or insurance program. This withdrawal of consent provision is effective upon the SAU's receipt of the parent's signed withdrawal. SAU #20 must notify the parents that the refusal to allow access to their public insurance does not relieve the SAU of its responsibility to ensure that all required services are provided at no cost to the parents. The SAU may not initiate dispute resolution processes if a parent refuses to grant consent.
- B. **Private Insurance:** SAU #20 must obtain informed parental consent each time it proposes to access private insurance and notify the parents that the refusal to allow access to their private insurance does not relieve the SAU of its responsibility to ensure that all required services are provided at no cost to the parents.
- C. **Release of Records:** SAU #20 must obtain informed consent for the release of education records. If the parent refuses consent, the SAU may initiate a court proceeding to obtain a court order for the release of information.

Independent Educational Evaluation

Parents shall have the right to request an independent evaluation at the SAU's expense if they disagree with an evaluation conducted by SAU #20. If parents request an independent educational evaluation at public expense, SAU #20 shall either initiate a due process hearing to show that its evaluation is appropriate or ensure that an independent educational evaluation is provided at public expense, unless it has demonstrated at a hearing that the evaluation obtained by the parent does not meet the SAU's criteria.

SAU #20 may ask for the reason why parents object to the SAU's evaluation; however, the explanation shall not be required and the SAU shall not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the SAU's evaluation.

If a parent obtains an independent educational evaluation at private expense, SAU #20 shall consider the results of the evaluation if it meets the SAU's criteria. If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the SAU uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational

evaluation. Results of an independent evaluation obtained at parents' expense may be presented as evidence at a hearing regarding the child.

Appeal Decisions:

The parent shall have the right to appeal any decision of SAU #20 or IEP Team regarding the referral, evaluation, determination of eligibility, IEP, provision of a free and appropriate public education, or placement of a child with a disability using the procedures detailed in the NH Standards-Ed 1122.

A due process hearing can be initiated by either party at any time and will be conducted in accordance with the NH Standards-Ed 1122. Alternative dispute resolution shall be voluntary and available to parents and SAU #20 in accordance to the NH Standards.

File Complaint

Individuals or organizations may report alleged violations of a public agency which are contrary to the provision of state and federal requirements regarding the education of children with disabilities by filing a complaint. A complaint shall be filed in accordance with the NH Standards-Ed 1121.

Low Cost or Free Legal and Other Relevant Service in New Hampshire

Disabilities Rights Center, Inc.
P.O. Box 3660
Concord, NH 03302-3660
(603) 228-0432 (toll free 1-800-852-3336)

New Hampshire Legal Assistance (Central Administration Office)
15 Green Street
Concord, NH 03301
(603) 225-4700

New Hampshire Legal Assistance
Simeon Smith House
The Hill
P.O. Box 778
Portsmouth, NH 03802-0778
(603) 431-7411 (toll-free 1-800-334-3135)

New Hampshire Bar Assoc. Pro Bono Referral System
112 Pleasant Street
Concord, NH 03301-2947
(603) 224-6934 (toll-free 1-800-639-5290)

Parent Information Center
P.O. Box 1422
Concord, NH 03302-1422
(603) 224-7005

New Hampshire State Department of Education, Special Education Department
101 Pleasant Street
Concord, NH 03301
(603) 271-3741

Special Education Mediation
NH State Department of Education
101 Pleasant Street
Concord, NH 03301
(603) 271-2299

IEP Meeting Facilitation
NH State Department of Education
101 Pleasant Street
Concord, NH 03301
(603) 271-3741

Pupil Evaluation to Placement Ed 1126.01(b)(8)

SAU #20's plan includes a pupil evaluation to placement section. This section describes the LEA's procedures for referral, evaluation, development of IEPs, and placement for children with disabilities. These procedures involve parents in all aspects of the pupil evaluation to placement process.

Pupil Evaluation to Placement

SAU #20 implements the Special Education Process utilizing the following sequence.

- A. Referral
- B. Evaluation
- C. Determination of Eligibility
- D. Development and approval of IEP
- E. Placement
- F. Ongoing monitoring of the IEP
- G. Annual Review of the IEP.

Referral (Ed 1106)

Any student age 2.5 to 21 years suspected of having a disability may be referred to SAU #20 by parents, SAU personnel, or any other concerned party. A child's parents may also contact their child's teacher(s) or other school professionals to request an evaluation. This request may be verbal or in writing; however, parents will be asked to place their request in writing and submit it to the building principal (or designee). Assistance in completing the written request shall be available to parents upon request.

Upon receipt of a referral from someone other than the parent, and prior to evaluation of a child suspected of being a child with a disability, SAU #20 shall immediately send written notification of the referral to the parent. Procedural Safeguards will be included with the parent notification.

A meeting will be scheduled and held within 15 business days of the receipt of the referral to review the referral and determine the appropriate course of action. At a minimum, the following people shall be invited to be part of the referral team:

- One or both of the student's parents, guardian, and/or surrogate parent.
- A representative of SAU #20 other than the student's teacher who is qualified to provide or supervise the provision of special education services.
- Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment).
- Not less than one special education teacher or, when appropriate, not less than one special education provider of the child.
- The student (if on the age of majority) and where otherwise appropriate.
- Other individuals at the discretion of the parent or SAU #20 who have knowledge or expertise regarding the child.

SAU #20 representative shall be qualified to provide, or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, knowledgeable about the general curriculum, and knowledgeable about the availability of SAU resources.

The team will review concerns raised in the referral and decide which of the following actions should occur:

1. Determination that the student is not suspected to be a child with a disability.
 - a. The IEP team considers the information available, including parent concerns, and determines that no evaluation is needed.
 - b. The IEP team may recommend intervention strategies to be used in the regular class or may refer the student to a BCBA consultant (if behavioral issues present).
 - c. The IEP team shall document its decision in meeting notes and Written Prior Notice.
2. A determination that the child may be a child with a disability.
 - a. The IEP team considers information available, including parent concerns, and determines that further evaluation is needed to address concerns and determine if the child is eligible for special education and related services.
 - b. The IEP team may request additional information from outside sources. Parents will be asked to provide written consent for SAU #20 to obtain this information. http://www.gencourt.state.nh.us/rules/state_agencies/ed1100.html

- c. The IEP team shall document its decision(s) in a Written Prior Notice, and request written parental consent for evaluation.

In either situation, if the child's parent disagrees with the team's disposition of the referral, the parent or SAU #20 may activate the due process procedures (Ed 1123). SAU #20 shall comply with federal and state law and regulations when accepting referrals and transitioning children from early supports and services programs to preschool programs.

Evaluation (ED 1107)

When the team determines that additional information is necessary, a full and individual evaluation is provided to determine if the child is a "child with a disability" and to determine the educational needs of the child. The IEP team plans initial evaluations and reevaluations, and parents are active participants in the evaluation planning process. Evaluations will be provided based on the suspected disability (or disabilities), and in accordance with NH Standards. The child's education history shall be reviewed, including identification of the child's past opportunities to have acquired important skills and information.

SAU #20 shall comply with state and federal laws and regulations relative to initial evaluations, evaluation procedures, and re-evaluations, including the additional procedures required for evaluating children with specific learning disabilities.

Written parental consent is required in order for SAU #20 to conduct evaluations as a part of an eligibility determination. If a parent refuses consent to a proposal included in Ed 1120.04(a) the SAU shall have the authority to pursue the initiation of a due process hearing under Ed 1123. (Ed 1120.05(c)) Written parental consent shall also be required for individual evaluations that are necessary to further diagnose the needs of a child who has previously been determined to be a child with a disability. The SAU shall complete all evaluations within 60 calendar days of receipt of written consent from the parent. When circumstances warrant additional time to complete evaluations, for re-evaluations only one extension of UP TO 30 days may be granted upon written consent of the parties. A copy of this written agreement will be placed in the child's confidential file with the signed permission to test. When an extension is requested, the team shall make every effort to complete the evaluation in the shortest amount of time possible.

If a child with a disability moves into SAU #20 from another NH SAU or district, his/her disability identification will be honored without delay.

If the child is moving into SAU #20 from another state, an IEP team meeting will be convened as soon as possible to review the types of evaluations that have previously been conducted and to plan any further evaluations necessary to determine eligibility in accordance with the NH Standards. If evaluations are not sufficient or current, further evaluations will be conducted as per team agreement. Formal eligibility as a child with a disability as defined in the NH Standards shall be determined within 60 calendar days of the receipt of parental permission to evaluate. The student will receive special services in accordance with the out of state IEP during this interim period.

SAU #20 shall ensure that evaluation materials and instructions are presented in the child's native language or other modes of communication and in the form most likely to yield information on what the child knows, and can do academically, developmentally, and functionally, unless it is clearly not feasible. Standardized tests and materials in the child's native language shall be used whenever possible. If it is not possible to administer a test in this manner, the test will not be used.

Test materials are consistently updated to the most current editions. Examiners shall be expected to use all test materials for their intended purpose. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included in the Evaluation Report. SAU #20 shall ensure that all evaluators are qualified according to the NH Standards (See Table 1100.1) Each evaluator shall prepare a test report reflecting the data and their conclusions.

Evaluation Procedures (34 CFR 300.304 (3)(c))

SAU #20 ensures that all assessments and evaluation materials used to assess a child are:

- Selected and administered so as to not be discriminatory on a racial or cultural basis.
- Provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer.
- Used for the purposes for which the assessments or measures are valid and reliable
- Administered by trained and knowledgeable personnel
- Administered in accordance with any instructions provided by the producer of the assessments.

Determination of Eligibility (ED 1108)

Upon the completion of the administration of tests and other evaluation materials, a team of qualified professionals and the parent of the child will meet to review the results and recommendations of the evaluations and to determine whether the child is a child with a disability and that the child requires specialized instruction. At this meeting, team members will draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. They must ensure that the information obtained from all of these sources is documented and carefully considered. The team will complete a written summary containing the results of the various diagnostic findings and forward a copy of the report to the parent and maintain a copy for the child's records. The report shall include, at a minimum:

- The results of each evaluation procedure, test record, or report.
- A written summary of the findings of the procedure, test, record, and/or report.
- Information regarding the parent's rights of appeal in accordance with the NH Standards-Ed 1120 and a description of the parent's right to an independent evaluation in accordance with the NH Standards-Ed 1107.03

SAU #20 shall provide parents with copies of each examiner's evaluation and assessment report(s) at least 5 days prior to the meeting of the IEP team at which the evaluation and assessment report(s) will be discussed. The SAU shall provide the report(s) by sending the report(s) to the parents via US mail unless the parents and the LEA agree upon another method. (Ed 1107.04(d))

A child may not be determined to be eligible if the determining factor for the eligibility decision is lack of instruction in reading or math, limited English proficiency, or the child does not otherwise meet the eligibility criteria under state guidelines. If a determination is made that a child has a disability and needs special education and related services, a meeting to develop an IEP shall be conducted within 30 calendar days of the eligibility meeting.

Additional Procedures for Evaluating Children with Specific Learning Disabilities (CFR 300.307)

Evaluation Requirements for Children with Specific Learning Disabilities (Ed 1107.02).

For purposes of evaluating whether a child has a Specific Learning Disabilities, one or more of the following criteria shall be used:

- A discrepancy model between intellectual skills and achievements.
- A process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures described in 34 CFR 300.307(a)(2).
- Other alternative research-based procedures as described in 34 CFR 300.307(a)(3)

A. SAU #20 has adopted a policy describing the evaluation procedures and standards that will be used to evaluate whether a child has a specific learning disability.

1. The Child does not achieve adequately for his/her age or to meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and instruction appropriate for the child's age or state-approved grade level standards:
 - Oral Expression
 - Reading Fluency Skills
 - Listening Comprehension
 - Reading Comprehension
 - Written Expression
 - Mathematics Calculation
 - Basic Reading Skill
 - Mathematics Problem Solving
2. The child does not make sufficient progress to meet age or state-approved grade level standards in one or more of the areas identified above when using a process based on his/her response to scientific, research-based intervention, or
3. The child exhibits a pattern of strengths and weaknesses in performance, achievement or both, relative to age, State-approved grade level standards or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, and
4. The team determines that the evaluation findings are not primarily the result of:
 - A visual, hearing, or motor impairment;
 - Cognitive development disability
 - Emotional disturbance;
 - Cultural factors;
 - Environmental or economic disadvantage; or

- Limited English Proficiency. The NHDOE clarifies that the initial evaluation of a child suspected of having a learning disability requires an intelligence test. Also required: academic achievement, observation, vision, and hearing.
5. Teams must consider the student's achievement measured against expectations for the child's age and grade level standards/expectations set by the state.

B. In order to ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of its evaluation

1. Data that demonstrates that prior to, or as a part of, the referral process, the child was provided appropriate instruction in the general education settings delivered by qualified personnel; and
2. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting a formal assessment of student progress during instruction, which was provided to the child's parents.

C. SAU #20 shall promptly request parental consent to evaluate the child to determine if the child needs special education and related services, and shall adhere to the established time-frames.

1. If, prior to a referral, the child has not made adequate progress after an appropriate period of time when provided instruction; and
2. Whenever a child is referred for observation.

Observation

- At least one team member, other than the child's regular teacher, shall observe the child's academic performance in the regular classroom setting.
- SAU #20 must ensure that the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.
- In the case of a child of less than school age or out of school, a team member shall observe the child in an environment appropriate for a child of that age.

Written Report

1. For a child suspected of having a specific learning disability, the documentation of the team's determination of eligibility shall include a statement of:
 - a. Whether the child has a specific learning disability;
 - b. The basis for making the determination;
 - c. The relevant behavior noted during the observation of the child;
 - d. The relationship of the behavior to the child's academic functioning; and educationally relevant medical findings, if any;
 - e. Whether the child does not achieve adequately for the child's age or to meet State-approved grade-level standards, or the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, State-approved grade-level standards or intellectual development.

- f. The determination of the group concerning the effects of visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level (300.311); and
 - g. If the child has participated in a process that accesses the child's response to scientific research-based intervention-strategies used, data collected, strategies for increasing learning, and parents' right to request an evaluation.
2. Each team member shall certify in writing whether the report reflects his/her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his/her concerns.

Re-Evaluation

SAU #20 shall ensure that a reevaluation of each child with a disability is conducted at least once every three years or sooner if the child's parent or teacher requests a re-evaluation.

The IEP team, including parents as active participants and other qualified professionals as appropriate, shall plan re-evaluations. The team may determine that previous assessments used to determine eligibility are still considered to be valid. Such decisions must be documented in the Written Prior Notice Form.

Independent Educational Evaluations (Ed 1107.03)

Parents of a child with a disability have the right to obtain an independent educational evaluation at public expense if they disagree with an evaluation conducted by SAU #20. If parents request an independent educational evaluation at public expense, the SAU shall either initiate a due process hearing to show that its evaluation is appropriate or ensure that an independent educational evaluation is provided at the public expense unless it has demonstrated at a hearing that the evaluation obtained by the parent does not meet SAU #20 criteria.

SAU #20 may ask for the reason why parents object to the SAU 's evaluation; however, the explanation shall not be required and the SAU shall not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the SAU 's evaluation.

If a parent obtains an independent educational evaluation at private expense, SAU #20 shall consider the results of the evaluation if it meets the SAU 's criteria. If an evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the SAU uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation. The agency criteria, determined by the SAU , shall not be so restrictive that it effectively prohibits parent choice (Ed 1107.03(c)). Results of an independent evaluation obtained at parents' expense may be presented as evidence at a hearing regarding the child.

Development of the Individualized Education Program (IEP) (ED 1109)

A meeting to develop an Individualized Education Program (IEP) for the child shall be conducted within 30 calendar days of a determination that the child needs special education and related services. For previously identified children with disabilities, the IEP must be in place at the beginning of the school year.

SAU #20 shall take steps to ensure that one or both of the child's parents attend each IEP meeting or are afforded the opportunity to participate. IEP meetings will be scheduled during the day at a mutually convenient time and place. The District shall ensure that parents of a child with a disability receive written notice no fewer than 10 calendar days before an IEP meeting is to occur. The notice shall include the purpose, time, location, and identification of the participants. The 10-day notice requirement may be waived with the written consent of the parent. If the parent is unable to attend a meeting, they may ask for it to be rescheduled or held in a different location. SAU #20 shall consider alternative ways for a parent to participate if he or she is not able to physically attend a meeting, such as a telephone conference call. If for some reason parents cannot take part in scheduling meetings, documentation of the attempts made to include the parents shall be kept.

The IEP Team (Ed 1103.01(a))

A team approach shall be used to develop an IEP for each child with a disability. The IEP Team should include:

1. The parents of the child
2. Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment)
3. Not less than one special education teacher of the child, or, where appropriate, not less than one special education provider of the child
4. A representative of the public agency who:
 - a. Is Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities
 - b. Is knowledgeable about the general curriculum; and
 - c. Is knowledgeable about the availability of resources of the public agency.
5. An individual who can interpret instructional implications of evaluation results,
6. Other individuals who have knowledge or special expertise regarding the child (at the discretion of the parent or SAU #20,
7. Transition service representative, if applicable
8. If appropriate, the child

A team member may be excused from the whole or part of the meeting if the parent and SAU #20 agree the member's area of the curriculum or related services is not being modified or discussed. The SAU or parent shall notify the other party 72 hours before a scheduled meeting or upon learning of the expected absence of a team member, whichever is easier (Ed 1103.01(e)).

The team member may be excused only if the parent and the SAU provide written consent to the excusal. The team member must submit written suggestions about the development of the IEP to the parent and IEP team prior to the meeting.

In the case of a child who was previously provided Early Supports and Services (Part C of the IDEA), an invitation to the initial IEP Team meeting shall, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services.

Team members may, at times, fulfill more than one role. IEPs shall be developed collaboratively and include all necessary components as designated in state and federal laws and regulations. Transition goals, related services, and/or supports shall be included in the discussion and incorporated into the IEP as appropriate. This includes a transition to adult life as well as transitions from grade to grade, school to school, or from one agency to another. Necessary support to ensure successful transitions will be documented.

When a vocational education component is being considered for a child with a disability, vocational assessment(s) shall be administered to the child by diagnosticians qualified as specified by the publisher of the assessment. The IEP team membership shall include an individual knowledgeable about the vocation program(s) being considered. If the IEP team determines that vocational education is to be provided, a vocational education component shall be included as an integral part of the IEP. Goals and objectives, as well as any appropriate accommodations and/or modifications, will be developed for the IEP unless the student will participate in the vocational class/program without the need for modifications. Transition goals related to vocational programming will be reflected in the Individual Transition Plan and in the summary of the child's academic achievement and functional performance (completed before graduation from secondary school with a regular diploma or exceeding the age of eligibility for FAPE).

SAU #20 shall ensure that each child with a disability has access to appropriate instructional equipment and materials for the proper and timely implementation of the IEP, including assistive technology devices or aids.

SAU #20 shall provide each teacher and service provider listed as having responsibilities for implementing the IEP with a copy of the complete IEP for working and monitoring purposes. In addition, the SAU shall provide a private school or non-SAU provider responsible for implementing the IEP with a copy of the IEP on or before the first day of Placement. The NHDOE interprets this to mean a paper copy. (Ed 1109.04)

SAU #20 shall maintain written evidence documenting implementation of the child's IEP, including, but not limited to (Ed 1109.04(b):

1. All special education and related services provided;
2. Any supplementary aids and services provided;
3. Program modifications made; and
4. Supports provided for school personnel implementing the IEP.

The IEP team shall determine the appropriate duration of an IEP, which shall not exceed 12 months. The IEP shall be reviewed at least annually and, if necessary, revised. SAU #20 shall conduct annually, at or near the end of the term of the IEP, a meeting for the purpose of assessing the effectiveness of the present program and to design an IEP, including Extended Year Services if determined by the IEP team to be necessary for FAPE.

If at any time subsequent to the initial provision of special education and related services, the parent of the child revokes consent in writing for the continued provision of special education and related services. SAU #20 :

- May not continue to provide special education and related services to the child;
- Will provide a Written Prior Notice before ceasing the provision of special education and related service;

- Will not use the mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child;
- Will not be considered in violation of the requirement to make FAPE available to the child; and
- Need not convene an IEP Team meeting or develop an IEP for the child.

If a parent refuses consent for a proposed IEP or placement, other than initial provision of special education, the child's most recent agreed upon IEP and/or placement shall remain in effect unless the LEA and parent agree otherwise, until the matters are resolved unless and until a party files for due process, in which case the IEP and placement shall be governed by 34 CFR 300.518.

At any time, the parent or SAU #20 can request another meeting to discuss any areas of concern regarding provisions in the IEP.

Informed Consent; Failure to Respond (1120.06(b))

If a parent fails to respond within 14 days after the sending of Written Prior Notice, pursuant to Ed 1120.04(b), SAU #20 shall implement its proposed changes if the LEA has taken reasonable measures to obtain informed written consent.

A. Reasonable Measures shall include:

- a. Documentation of telephone calls to the parent made or attempted and the results of those calls; and;
- b. Documentation of correspondence sent to the parent and any responses received. Correspondence shall be sent certified mail, return receipt requested.
- c. The process provided for in Ed 1123 can be requested by either party at any time subject to the exceptions of Ed 1120.05(d) and (e).

(Ed 1120.05(d)) If a parent refuses consent or fails to respond for the initial provision of special education services, the SAU shall not pursue the initial provision of special education services by initiating a due process hearing under Ed 1123.

(Ed 1120.05(e)) (e) If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, pursuant to 34 C.F.R §300.300(b)(4) the SAU:

1. (1) Shall not continue to provide special education and related services to the child;
2. (2) Shall provide a prior written notice; in accordance with 34 C.F.R §300.503 before ceasing the provision of special education and related service;
3. (3) Shall not use the mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child;
4. (4) Shall not be considered in violation of the requirement to make FAPE available to the child; and
5. (5) Shall not be required to convene the IEP Team meeting or develop an IEP for the child;

IEP Development for Students Who Transfer

If a child with a disability who had an IEP that was in effect in a previous New Hampshire school district transfers to SAU #20 during the same year, the SAU shall consult with the child's parents and provide services comparable to those described in the child's IEP from the previous district, until it either adopts the child's previous IEP, or develops, adopts and implements a new IEP for the student.

If a child with a disability transfers from a SAU outside of New Hampshire, SAU #20 shall additionally determine if an evaluation is necessary in order to complete the previously described IEP process for the new student. SAU #20 shall provide a free and appropriate public education, including services comparable to those described in the child's IEP from the previous district during this process.

Monitoring and Re-Evaluation (Ed 1109.06)

SAU #20 shall develop and implement procedures to ensure that the IEPs are monitored in a regular and systematic manner. Student progress shall be monitored continually so that adjustments can be made as needed to ensure that each student is progressing adequately toward the goals and benchmarks/objectives in his/her IEP. Progress shall be monitored in accordance with the IEP through a variety of means such as consultation, observation, work samples, and post testing. Parents will be notified of their child's progress throughout the year at least as often as parents of children without disabilities are notified of their child's progress. If a student is not progressing adequately toward the goals and benchmarks/objectives in the IEP, a meeting shall be called to discuss possible IEP or program adjustments which may facilitate progress. Conversely, if a student has met or exceeded the goals and benchmarks/objectives in the IEP, the IEP will be amended to reflect the new goals.

The IEP team may be reconvened at any time to review the provisions of the IEP.

Both IDEA (34 CFR 300.324(a)(4)) and NH Standards allow the parents and SAU to agree to amend or modify the IEP without a meeting and to develop a written plan to amend or modify the IEP which must be shared with all IEP team members.

Placement of Children With Disabilities

The District shall ensure that, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities shall be educated with children who do not have disabilities. Special classes, separate classes, separate schooling, or other removal of children with disabilities from the regular educational environment shall occur only when the nature or severity of the disability is such that education in the regular classes with the uses of supplementary aids and services cannot be achieved satisfactorily.

Placement Decisions (Ed 1111)

The decisions where a child with a disability receives supports and services shall occur after the development and approval of the Individualized Education Program (IEP). The placement decision shall be based on the unique educational needs of the child as specified in the individualized education program and the requirements for placement in the least restrictive environment.

In Making Placement Decisions, the IEP Team Shall:

1. Draw upon information from a variety of sources, including, but not limited to, aptitude and achievement tests and teacher recommendations.
2. Consider information about the student's physical condition, social or cultural background, and adaptive behavior.
3. Ensure that information obtained from all of these sources is documented and carefully considered.
4. Ensure that the placement decision is made by a group of persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
5. SAU #20 shall ensure that, to the maximum extent appropriate, children with disabilities, including children in public or private providers of special education are educated with children who do not have disabilities and that, consistent with 34 CFR 300.114, special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or the severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (Ed 1111.01(a))

SAU #20 shall offer a continuum of alternative learning environments from least restrictive to most restrictive. These learning environments shall range from regular classes to a home environment and shall be available for children with disabilities including children of preschool age. Supplementary services shall be provided in conjunction with regular class placement.

Programs and Services (Table 1100.2 & 1100.3: Continuum of Alternative Learning Environment)

SAU #20 provides educational services to students with disabilities along a continuum of environments including the following:

Regular Classroom

- A child with a disability attends the regular class with supports and services as required by the IEP.

Resource Room

- A child with a disability attends the regular class and receives assistance in the Resource Room Program.
- When the regular education setting, with accommodations, modifications, supplementary aids and services is inadequate to meet the needs of a student with a disability, the student may receive assistance (by team agreement) in a resource setting within the public school system for a portion of the school day.
- The student can spend no more than 60% of the school day in this setting.
- Instruction provided in the resource setting will ensure each student continued access to the general curriculum.
- The total number of students with disabilities being served in the Resource Room at any given time shall not exceed 12 students without the assistance of support personnel. The maximum number of children in a Resource Room shall not exceed 20 (ED 1113.10(f)(4)). SAU #20 shall ensure that the resource settings are staffed with personnel who meet state certification requirements and federal "Highly Qualified Teacher" requirements as applicable.

Self-Contained Special Education Class

- A child with a disability attends a special education class for more than 60% of their day.
- The class is organized either by the needs of the students or by the degree of severity of the disability.
- Self-contained special education classes serve students according to chronological age with a range of not more than four years.
- The number of students in a self-contained classroom cannot exceed 12.
- The minimum teacher-student ratio of 1:8 or 2:12 shall be provided unless the severity of disabilities warrants the assignment of additional staff. Maintaining this ratio can be accomplished through the assignment of two teachers or a teacher and a paraprofessional.

Separate Approved Special Education Program/School

- A child with a disability attends a public or privately operated special education program/school.

Residential Placement

- A child with a disability attends a privately or publicly approved residential program.

Home Instruction

- A child with a disability receives all or a portion of his/her special education program at home in accordance with 1111.04.

Hospital or Institution

- A child with a disability receives special education while in a hospital or institution.

Preschool Programs (Table 1100.2: Continuum of Alternative Learning Environments Preschool)

- Children in preschool programs shall be grouped by age levels with a range of not more than three years. Children with disabilities shall be provided with appropriate special education and related services through SAU #20's preschool programs and services. The maximum number of preschool children in an early childhood special education program shall be 12, regardless of the number of staff members assigned to the program (Ed 1113.10(c)(7)).
- Types
 - Early Childhood Program: a preschool child with a disability attends an early childhood program that includes at least 50% nondisabled children.
 - Home: a preschool child with a disability receives some or all of his/her supports and services in the child's home.
 - Early Childhood Special Education Program: a preschool child with a disability attends an early childhood special education program which can include any of the classrooms described in Ed1113.10 © (5).
 - Service Provider Location: a preschool child with a disability receives supports and services from a service provider.
 - Separate School: a preschool child with a disability attends a publicly or privately operated separate day school facility designed specifically for children with disabilities.
 - Residential Facility: a preschool child with a disability attends a publicly or privately operated residential school or residential medical facility on an inpatient basis.

Each child's educational placement shall be reviewed annually and shall be based on his/her Individualized Education Program (IEP). The placement shall be as close as possible to the child's home. If possible, a child with a disability shall be educated in the school he/she would attend if a disability did not exist. The least restrictive environment shall be selected with consideration given to any potentially harmful effects to the child or on the quality of services described in the child's Individual Education Program.

SAU #20 shall ensure that children with disabilities participate with non-disabled peers, to the maximum extent possible, in non-academic activities such as recess, lunch, and specials (art, music, PE).

SAU #20 shall ensure that parents are afforded the same notification for placement meetings as they receive for IEP meetings, including a minimum of 10 day notice, unless the 10 day notice requirement is waived in writing. Special education placements shall require written consent from parents prior to implementation and shall be determined at least annually.

Graduation from high school with a regular high school diploma shall constitute a change in placement, requiring written prior notice and parental consent. Graduation from high school with a regular high school diploma does not, however, require evaluations to discharge from special education services. A summary of performance shall be developed by the student, IEP team, and parents to facilitate information sharing after the student leaves school.

Extended School Year Services (ESY) (Ed 1110)

Extended school year services are special education and related services provided to a child with a disability beyond the normal school year and in accordance with the child's IEP, and at no cost to the parents of the child. SAU #20 shall ensure that ESY services will be available as necessary to provide each child with a disability a free appropriate public education (FAPE).

The child's IEP team shall determine the child's need for extended school year services. SAU #20 shall not limit extended school year services to particular categories of disability or unilaterally limit the type, amount or duration of those services. The SAU shall provide extended school year services at times during the year when school is not in session, if determined by the IEP team to be necessary for the provision of FAPE and shall not limit ESY services to the summer months.

NOTE: ESY services provided in non-special education or non-SAU programs shall be supervised on site by appropriately certified SAU personnel no less than once a week (Ed 1110.01). The certification requirements for ESY personnel are the same as during the school year.

Parent Involvement

Ed 1126.01(b)(5)

SAU #20 shall actively involve parents in all steps of the special education process. In addition to fulfilling legal requirement, the SAU recognizes the crucial and irreplaceable role parents play in the education of their

children. Therefore, consistent efforts will be placed on keeping parents well informed within the context of a collaborative team process. In part, this is accomplished by the dissemination of Procedural Safeguards Notice and Written Prior Notices.

Procedural Safeguards Notice (Ed 1120)

Parents of a child with disabilities will be given the current New Hampshire Procedural Safeguards in Special Education describing the procedural safeguards available to them under state and federal law on an annual basis. In addition, parents will be provided a copy of procedural safeguards:

- Upon initial referral or parent request for evaluation.
- Upon receipt of the first state complaint and upon the receipt of the first due process complaint in a school year.
- In accordance with discipline procedures.
- Upon request by a parent.

Written Prior Notice

Parents will be officially notified in writing any time SAU #20:

- Proposes to initiate or change the identification, evaluation or educational placement of the child or the provision of a free and appropriate public education to the child; or
- Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free and appropriate public education to the child.

The Notification Shall Include:

1. A description of the action proposed or refused by the SAU.
2. An explanation of why the agency proposes or refuses to take the action.
3. A description of each evaluation, procedure, assessment, record or report the SAU used as a basis for the proposed or refused action.
4. A statement that the parents of the child with disabilities have protection under the procedural safeguards of IDEA (if this notice is not an initial referral for evaluation, the means by which a copy of the description of the procedural safeguards can be obtained).
5. Sources for parents to contact to obtain assistance in understanding the provisions of the law; a description of the other options that the IEP team considered and the reasons why those options were rejected.
6. A description of other options that the IEP team considered and the reasons why those options were rejected.
7. A description of other factors relevant to the SAU 's proposal or refusal.

Ongoing parent involvement is supported through the following actions:

- A. Parents shall receive formal notification when their child is referred for special services, except in the case where the parent was the referring party. Procedural Safeguards and information regarding the Special Education Process shall be provided to the parent at this time.

- B. Within 15 business days of the receipt of the referral, the IEP Team (including the parents) will meet to determine the appropriate course of action.
- C. The IEP Team shall determine if the referral is appropriate and whether there is a need for a comprehensive evaluation. If so, specific evaluations shall be determined by the team. The SAU shall provide Written Prior Notice (WPN) and request written permission to proceed.
- D. The evaluation process, including a written summary report, shall be completed within 60 calendar days after the receipt of parental permission for testing or at the conclusion of any extension provided in Ed 1107.01(c). For re-evaluations, only one extension of no more than 30 days may be granted in the evaluation process with written consent from both parties.
- E. Parents shall be included as part of the team which determines whether or not the child qualifies as a child with a disability. Written Prior Notice of the team decision shall be provided to the parent with a request for written approval of the decision.
- F. If a child is determined to be a child with a disability, and IEP will be developed within the next 30 calendar days. As members of the IEP team, parents are encouraged to be active participants in the IEP process. Parent Concerns and input shall be considered in the development of the IEP. Written Prior Notice shall be provided to the parent. The parent must provide written approval before the IEP can be implemented.
- G. Upon approval of the IEP, the IEP Team, including parents, shall determine an appropriate placement for the child. Written Prior Notice is again completed and parents must agree in writing to the proposed placement prior to its implementation.
- H. Parents will receive 10 calendar days' notice for any meetings held for the purpose of developing or amending the child's IEP and/or determining placement. Parents can waive the 5 day requirement; the waiver must be in writing. Reports must be sent via U.S. mail, unless the parents agree to another method. Ed 1107.04(e) All IEP Team meeting notices include the purpose, time, location, and participants expected to attend the meeting. The District shall take steps to ensure that one or both parents of the child with a disability are present at each meeting of the IEP Team and are afforded the opportunity to participate. This includes scheduling the meetings at a mutually agreed upon time and place. Parents and SAU #20 are encouraged to use alternative means of participation, such as video conferencing and conference calls in order to include the parent. It is recommended that SAU #20 contact the parent a minimum of three times and document the attempts to secure their participation.
- I. SAU #20 special education staff shall take whatever steps necessary to ensure that the parents understand the proceedings at the meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.
- J. SAU #20 shall provide copies of all written documents to parents including Written Prior Notice, Evaluation Summary Report, and IEP.
- K. SAU #20 shall file a request for appointment of a surrogate parent to represent a child with a disability, when the parents or guardians are not known, or the student is a ward of the state.
- L. For a student considered to be an unaccompanied homeless youth, as defined in the McKinney-Vento Homeless Assistance Act, who is or may be a youth with an educational disability, SAU #20 shall immediately enroll the child in school for the purposes of attending classes and participating fully in school activities. SAU #20's local homeless education liaison shall have no more than 30 days from the initial date of school enrollment to appoint a surrogate parent for the unaccompanied homeless youth.

- M. A parent, as defined in Ed 1102.04(h) or an adult student may authorize an individual to act on their behalf pursuant to a duly executed power of attorney (Ed 1120.01(c)).
- N. SAU #20 has the authority to initiate court proceedings to authorize the initial provision of services, but a due process hearing may not be used in this circumstance (Ed 1120.05(d)). If a parent refuses consent for the initial provision of special education services, SAU #20 shall not pursue the initial provision of special education services by initiating a due process hearing under Ed 1123.
- O. SAU #20 shall obtain informed parent consent annually and when there is a change in services paid for by public insurance. Parents may refuse permission, but this does not relieve the SAU of its responsibility to provide services detailed in the IEP (Ed 1120.08 and Ed 1120.08(a)).
- P. SAU #20, upon a written request for an IEP team meeting by the parent, guardian, or adult student shall:
 - a. Schedule a mutually agreeable time and date for the meeting.
 - b. Convene the IEP team on the mutually agreed upon time and date.
 - c. Provide to the parent/guardian/adult student with Written Prior Notice detailing why SAU #20 refuses to convene the IEP team that the parent/guardian/adult student has requested (Ed 1109.06(b)).

Program Evaluation

1126.01(b)(9)

SAU #20's Plan includes a program evaluation component. The LEA's procedures for program evaluation determine the effectiveness of special education programs and services in meeting the needs of the children with disabilities.

Program Evaluation:

SAU #20 is committed to providing effective, high quality special education services to all children with disabilities. The SAU continually evaluates the special education and educationally related services it provides to children with disabilities to ensure that all students' unique needs are met.

SAU #20 determines, at least annually, the degree to which special education and related services being provided for children with disabilities are effectively meeting the student's needs. As part of its evaluation activities, the SAU also identifies program deficiencies and plans for future needs.

Evaluation of the overall functioning, efficiency, and success of the special education programs offered by SAU #20 is conducted through a combination of objective and subjective techniques. This process includes an internal monitoring and review component that considers both individual and general program impact, as well as an external review process, which consists of the NH Department of Education Program Approval and Improvement Process.

Individual Program Impact

The effectiveness of students' Individualized Education Programs is determined through a careful analysis conducted by each child's IEP team. The IEP team monitors the child's progress toward achieving the

measurable goals, including post-secondary goals when age appropriate, detailed in the student's IEP.

Evaluation measures may include:

- Curriculum based measurement
- Student observation
- Post testing and diagnostic reevaluations
- IEP progress reports
- Report cards
- Input from parents
- Student movement from more restrictive to less restrictive educational settings
- District assessments

General Program Impact

Participation in state and SAU -wide assessments is part of the statewide accountability system that helps to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education through the New Hampshire Curriculum. SAU #20 ensures that all students with disabilities have the opportunity to participate in state and SAU -wide assessments with appropriate accommodations as necessary to show what they know and can do and how they are progressing, based upon challenging state academic achievement standards.

Decisions about accommodations are determined by IEP teams and are specified in each student's IEP. Students currently in grades 3-8, and 11 who are identified by their IEP teams as appropriate for alternative statewide assessments based upon Alternative Achievement Standards, will be included in New Hampshire's Dynamic Learning Maps (DLM). The DLM is the alternative assessment used for Reading, Writing, and Math and is computerized. Student's still take the NECAP Science Alt Assessment for Science. This process begins each school year in September and ends in April for all participating students.

In a Similar manner, the IEP team determines alternate forms for SAU -wide assessments to be provided for all eligible students.

Results of group assessments are formally analyzed by SAU #20 staff to determine trends and patterns that may reflect areas in need of improvement. Instructional decisions are made in accordance with the analysis of assessment results in order to more effectively meet the needs of all students. Alternate assessments are examined in order to reflect on progress, programming needs and potential adjustments that may be needed for students with more significant disabilities.

The following strategies are included in those utilized to assess general program effectiveness in the special education department:

- Parent Surveys
- General Staff Surveys
- Special Education Focus Group Meetings
- Professional Development Needs Survey
- New Hampshire Special Education Information System Data.

The above information will be used to identify program needs, training needs, and any gaps in services that may exist. Systemic changes for the upcoming school year will be considered and planned for, based on the information gathered. Additionally, the information will be used to plan SAU #20 professional development activities.

All professional and paraprofessional staff members within SAU #20 are evaluated using a predetermined system aimed at professional growth and development. In this way, SAU #20 ensures that all staff may continue to improve their knowledge and skills in order to effectively meet the needs of all students.

NH Department of Education Special Education Monitoring

The findings and recommendations from the external “Special Education Compliance and Improvement Monitoring” process, conducted by the NH Department of Education, will be carefully considered and addressed by all members of SAU #20 Administrative Team. Team members/SAU officials will analyze the final report and implement the necessary activities to ensure full compliance with state and federal laws and regulations. Upon notification from the NH Department of Education regarding areas of non-compliance, all corrective action activities shall be completed as soon as possible, but in no case, later than one year.

Children with Disabilities Enrolled by Their Parents in Private Schools Ed 1126.01(b)(11)

SAU #20 has procedures in place that are designed to ensure the equitable participation of children with disabilities who are enrolled by their parents in private schools that are located within the jurisdiction of SAU #20 in accordance with 34 CFR 300.131 (Child find for parentally-placed private school children with disabilities), 34 CFR 300.111 (Child Find) and 34 CFR 300.201 (Consistency with state policies).

Procedures for obtaining written affirmation of consult with private schools within the LEA’s jurisdiction

Child Find

SAU #20 must locate, identify, and evaluate all children with disabilities attending all private schools, including religious schools, within the geographic boundaries of the SAU. Private schools must be approved as “elementary” or “secondary” schools as listed in NHSEIS.

On an annual basis SAU #20 consults with representatives of private schools and representatives of parentally placed students to decide:

1. How parentally placed private school children will participate equitably, and;
2. How parents, teacher, and private school officials will be informed of SAU #20’s year round child find activities.

All childfind activities conducted for children enrolled in private schools by their parents are similar to those activities conducted for children who attend public schools within SAU #20. The SAU maintains records and reports the number of private school students evaluated, the number of children determined to be children with

disabilities, and the number of parentally placed private school children with disabilities who are served to the NH Department of Education on an annual basis.

A "Notice to Parents of Private School Children" will be published on theSAU20.org website, as well as posted at each private school located within the boundaries of SAU #20 each year. This notice fulfills the SAU 's obligation to invite representatives of parents of the children with disabilities who are enrolled in the school to the consultation meeting.

Consultation

SAU #20 will conduct timely and meaningful consultation with representatives of private schools and representatives of parents of parentally placed private school children with disabilities in order to design and develop special education and related services for eligible children who attend private schools within the SAU . The consultation process operates throughout the school year to ensure that parentally placed children have the opportunity to meaningfully participate in special education and related services.

Through the consultation process, SAU #20 decides:

1. Which children will be served.
2. What services will be provided.
3. How and where the services will be provided.
4. How the services will be evaluated.

Provision of Services

Services to parentally placed private school children are provided by personnel meeting the same standards as those required within the SAU. Eligible children have no individual right to services and they may receive different amounts of services than those provided to students in the public schools. An Individual Service Plan (ISP) will be developed for each child eligible to receive services.

Private elementary and secondary school teachers who are providing equitable services to parentally placed private school children with disabilities do not have to meet the highly qualified special education teacher requirement.

SAU #20 documents these decisions on the Affirmation of Consultation Form. The completed form is sent to each private school providing rationale of SAU #20's decision.

Accessible Instructional Materials

Ed 1126.01(b)(12)

SAU #20 ensures that it has taken reasonable steps to provide children with disabilities who need instructional materials in accessible formats those appropriate materials at the same time other children receive their instructional materials.

Accessible Instructional Materials

Such instructional materials may include, but are not limited to, braille texts, electronically accessible books, specialized software, etc.