

## State Advisory Committee (SAC) For Children with Disabilities

March 14, 2018 – 4:30 pm to 7:00 pm – NH Department of Education, Room 15

### AGENDA

	<u>Meeting Norms</u>
<p><b>4:30</b> – Welcome, Introductions, Approval of Minutes, Public Comment</p> <p><b>4:40</b> – Update on Legislation, Rules and/or Regulations Impacting Children with Disabilities</p> <ul style="list-style-type: none"><li>Initial proposals for Ed 1128 and Ed 1102</li></ul> <p><b>4:55</b> – Report from Karen Rosenberg regarding disproportionality</p> <p><b>5:00</b> – Bureau updates:</p> <ul style="list-style-type: none"><li>Alternative Diplomas</li><li>Overview of NH DOE Initiatives that Support the Inclusion of Students with Disabilities in General Education Courses/Programs, Including Personalized Learning</li></ul> <p><b>6:00</b> – Full or Small Groups Discussions on Recommendations Related to SAC Priority Issue, Inclusive Education, Particularly for High School Students with Disabilities (includes equal opportunities for children with disabilities to enroll in college-prep and AP courses)</p> <p><b>6:30</b> – Report Back; Summarize Recommendations</p> <p><b>6:45</b> – Nominations, Old Business, New Business, Announcements</p> <p><b>7:00</b> – Adjourn – <i>next meeting 4/4/2018 (Snow date 4/11/2018)</i></p>	<ul style="list-style-type: none"><li>Avoid acronyms</li><li>No sidebar conversations</li><li>All members feel comfortable to ask questions</li><li>Respect group time (keep meetings to 2½ hours)</li><li>Be mindful of others' communication needs</li><li>Be "present". Stay on topic, be respectful of others</li><li>Allow for processing time before asking members to make decisions</li><li>Be welcoming of all public participation</li><li>Focus group efforts on SAC responsibilities</li></ul>

The State Advisory Committee's responsibilities include the following (excerpts from RSA 186-C:3-b):

- Purpose:** to advise the commissioner of education on issues relating to special education, and to promote communication and cooperation among individuals involved with students with disabilities. In addition, the committee shall review the federal financial participation and the level of state funding to determine their impact on the programs and delivery of services to children/students with disabilities.
- Advise the New Hampshire Department of Education regarding unmet needs within the state related to the education of children/students with disabilities.
- Comment publicly on the state plan and rules and regulations proposed for issuance by the state regarding the education of children with disabilities.
- Assist the state in developing and reporting such information and evaluations as may assist the US Secretary of Education in the performance of responsibilities under Section 618 of the Individuals with Disabilities Act.
- Advise the Department of Education in developing corrective action plans to address findings identified in federal monitoring reports.
- Advise the Department of Education in developing and implementing policies relating to the coordination of services for children/students with disabilities.
- Provide an annual report to the Governor and the State Legislature on the status of education of children with disabilities in New Hampshire.

Additionally, in accordance with §300.514 of IDEA, findings and decisions of due process hearings are to be transmitted to the SAC, after any personally identifiable information has been deleted. [Note: Due process findings and decisions may be found at: [http://www.education.nh.gov/legislation/special\\_ed\\_due\\_process.htm](http://www.education.nh.gov/legislation/special_ed_due_process.htm)]

The SAC appreciates the input the general public provides by commenting on the committee's priorities and/or other issues they wish to bring to the committee's attention. Public comment will be included on the agenda for each SAC meeting, generally at the beginning of the meeting.

The SAC has established the following guidelines for public comment:

- Be factual and objective; please do not mention a student and/or school staff by name.
- Limit comments to no more than five minutes.
- Be aware that neither the SAC nor the NH Department of Education staff will be prepared to respond to public comment at the meeting. Your input will be considered and, at their discretion if the issues raised are related to the SAC's statutory role/responsibilities, SAC may take further action at a later meeting.
- The SAC appreciates hearing about positive experiences, "success stories", and best practices, as well as concerns with the status of the education of children with disabilities, new or emerging needs, or situations that may warrant further consideration.
- Please note that the SAC is not able to intervene in situations having to do with individual students, but to the extent these issues may have broad implications for children with disabilities and, the SAC appreciates the public's assistance in making the SAC aware of the issue(s).

Persons or organizations requesting to make public comments or a presentation that exceeds the five minute limit for public comment are directed to make a written request to the SAC Chair at least 14 days in advance of the SAC meeting at which they wish to comment/present. The request should include a brief description of the topic on which the individual or organization plans to present, and the amount of time being requested. The SAC Chair has the authority to determine whether the request is related to a topic/issue that is consistent with the duties and responsibilities of SAC. At his/her discretion, the Chair may provide additional time of up to 10 minutes to the individual or organization for public comment. The Chair will notify the individual or organization that made the request of his/her decision about whether to allow extended public comment time for the individual or organization.

Please note: In addition to providing public comment at a SAC meeting, interested persons may also provide input to the SAC, by telephone at (603) 271-3741, email at [SAC\\_Chair@doe.nh.gov](mailto:SAC_Chair@doe.nh.gov), or letter to:

State Advisory Committee on  
the Education of Children with  
Disabilities  
NH Department of Education  
101 Pleasant Street  
Concord, NH 03301



**Part B SPP Indicators**

1. **Graduation.** % of youth with IEPs graduating with regular diploma.
2. **Dropout.** % of youth with IEPs dropping out.
3. **Statewide Assessment.** (A) % of districts meeting AYP targets, (B) Participation rate, (C) Proficiency rate.
4. **Suspension/Expulsion.** (A) % of districts with significant discrepancy, (B) % of districts with significant discrepancy by race/ethnicity.
5. **LRE Placement.** % of children ages 6-21 with IEPs served (A) Inside regular class 80% or more of day, (B) Inside regular class less than 40% of day, (C) In separate schools, residential facilities, or homebound/hospital placements.
6. **Early Childhood Settings.** % of children ages 3-5 with IEPs (A) Receiving majority of special education and related services in regular early childhood program, (B) Attending separate special education class, separate school, or residential facility.
7. **Preschool Skills.** % of preschool children ages 3-5 with IEPs with improved (A) Positive social-emotional skills and relationships, (B) Acquisition and use of knowledge and skills, (C) Use of appropriate behaviors to meet their needs.
8. **Parent Involvement.** % of parents who report that the school facilitated parent involvement.
9. **Disproportionate Representation in Special Education.** % of districts with disproportionate representation of racial/ethnic groups due to inappropriate identification.
10. **Disproportionate Representation in Specific Disability Categories.** % of districts with disproportionate representation of racial /ethnic groups in specific disability categories due to inappropriate identification.
11. **Child Find.** % of children evaluated within 60 days or state timeframe.
12. **Part C to B Transition.** % of children found Part B eligible with IEP implemented by 3rd birthday.
13. **Secondary Transition with IEP Goals.** % of youth ages 16+ with measurable, annual IEP goals & appropriate transition assessment, services, and courses.
14. **Secondary Transition.** % of youth with IEPs, no longer in school, (A) Enrolled in higher education, (B) Competitively employed, (C) Enrolled in some other postsecondary education, training program, or other employment, within 1 year of leaving school.
15. **Hearing Requests Resolved.** % of hearing requests resolved through resolution session settlement agreements.
16. **Mediation Agreements.** % of mediations held resulting in mediation agreements.
17. **State Systemic Improvement Plan.** SPP/APR includes comprehensive, ambitious, achievable, multi-year SSIP, with Phase I analysis, Phase II plan, Phase III implementation and evaluation, with stakeholder involvement in all phases, for improving results for children with disabilities.

*Excerpt from the NH Standards for the Education of Children with Disabilities, including text from IDEA that is referenced by this section:*

**1111.01 Placement in the Least Restrictive Environment.**

(a) *Each LEA 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 severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.*

**§300.114 LRE requirements.**

(a) *General.* (1) *Except as provided in §300.324(d)(2) (regarding children with disabilities in adult prisons), the State must have in effect policies and procedures to ensure that public agencies in the State meet the LRE requirements of this section and §§300.115 through 300.120.*

(2) *Each public agency must ensure that--*

(i) *To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and*

(ii) *Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.*

(b) *Additional requirement--State funding mechanism.*

(1) *General.* (i) *A State funding mechanism must not result in placements that violate the requirements of paragraph (a) of this section; and*

(ii) *A State must not use a funding mechanism by which the State distributes funds on the basis of the type of setting in which a child is served that will result in the failure to provide a child with a disability FAPE according to the unique needs of the child, as described in the child's IEP.*

(2) *Assurance.* *If the State does not have policies and procedures to ensure compliance with paragraph (b)(1) of this section, the State must provide the Secretary an assurance that the State will revise the funding mechanism as soon as feasible to ensure that the mechanism does not result in placements that violate that paragraph.*