

Agenda for the State Advisory Committee (SAC) For Children with Disabilities

Advising the NH Department of Education per RSA 186-C:3-b

October 2, 2019 – 4:30 pm to 7:00 pm – NH Department of Education, Room 15

4:30 – Welcome, Introductions, Approval of Minutes, Public Comment, Correspondence

4:45 – Bureau Update

5:15 – SAC Report

5:30 – Legislative / Rules Update – Elected officials and/or Bonnie Dunham

- SAC public comments on proposed rules, Ed 1102.04(h) and Ed 1119.01(b) (records retention)

5:50 – Status of SAC's Priorities for 2018-2019 year

- Finalize SAC recommendations (letters to the Commissioner)
- Other actions

6:15 – Top 3 SAC Priorities for the 2019-2020 Year:

1. General education teachers not prepared to teach/support all children, including children with disabilities – to include expansion of UDL and coordination with the teacher preparation study group. **25 points**
2. Parent/Guardian engagement/education, specifically around special education (for parents and others who do not understand the process); using expanded parent engagement to include community engagement (informing all and bringing them into discussions, and creating opportunities – like the wrap-around service delivery model. **22 points**
3. Children with disabilities who are being excluded from school for reasons including school refusal, truancy, and disciplinary removals; as well as considering manifestation and placement issues for children with disabilities who are suspended. **15 points**

Other topic areas that received 3 to 5 points were:

- a. Math/reading achievement, achievement gaps and opportunities, including opportunities for children with disabilities to be enrolled in all levels of math (not excluded from higher levels because of their status as children with disabilities). Discussion included having a focus on UDL and being able to identify achievement gaps by using differential evaluation tools to measure achievement. **5 points**
- b. Concerns were raised re: children with disabilities who experience social interaction issues related to their disability being excluded from school/school activities due to unintended consequences of sexual harassment and transgendered student policies. (Note: this issue was also brought up to at the end of the last school year in correspondence to SAC from a member of the public). **5 points**
- c. Identifying what is working including year over year assessment/best practices. **3 points**

6:40 – Nominations, Old Business, New Business, Announcements, Comments from the Chair

7:00 – Adjourn – *Next meeting November 6, 2019 (snow date November 13th) at NH Department of Education, Room 15*

Meeting Norms

- ♦ Avoid acronyms
- ♦ No sidebar conversations
- ♦ All members feel comfortable to ask questions
- ♦ Respect group time
- ♦ Be mindful of others' communication needs
- ♦ Be "present". Stay on topic, be respectful of others
- ♦ Allow for processing time before asking members to make decisions
- ♦ Be welcoming of all public participation
- ♦ Focus group efforts on SAC responsibilities

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]

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.