

New Hampshire's
State Advisory Committee
on the Education of Children with Disabilities
2018 Report

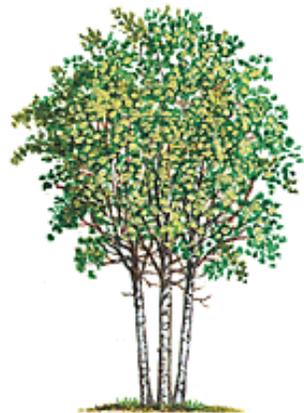
For the reporting/ meeting period from September 2017 through June 2018



State bird
Purple finch



State flower
Purple lilac



State tree
White birch

State Advisory Committee on the Education of Children with Disabilities
NH Department of Education
101 Pleasant Street
Concord, NH 03301
Tel. (603) 271-3741
http://www.education.nh.gov/instruction/special_ed/sac.htm
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Acknowledgements

The NH State Advisory Committee (SAC) on the Education of Children with Disabilities would like to thank the following individuals for their contributions to the SAC:

- Santina Thibedeau, NH Department of Education, Bureau of Special Education for her involvement and support of the SAC, including her Bureau updates at each meeting
- NH Department of Education, Bureau of Special Education staff for providing information and/or making presentations to the SAC:
 - Amy Aiello, Next Steps NH Project Coordinator
 - Bridget Brown, Bureau of Special Education Consultant
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 - Shari Silver, DH Department of Education, Bureau of Special Education
- Members of the SAC who give so generously of their time in service to the committee

Introduction

NH's State Advisory Committee (SAC) on the Education of Children with Disabilities

SAC is NH's State Advisory Panel, required by the Federal special education law, the Individuals with Disabilities Education Act (IDEA), Part B to advise the State Education Agency on the unmet needs of children with disabilities in the state.

The purpose, requirements for membership, terms, duties and meetings are detailed in NH's Chapter 186-C:3-b. The requirements in RSA 186-C:3-b are in compliance with the IDEA, while also reflecting and meeting the unique needs of NH's special education system and children with disabilities.

Status of Special Education in NH

The State Advisory Committee relies on data to inform its understanding of the current status of special education in New Hampshire, as well as to aid the SAC in its selection of priorities. Two documents that were used by SAC were the IDEA Determination Letters and NH's State Performance Plan (SPP) and Annual Performance Reports (APR) for the time period covered by this report. SAC was pleased that the annual Determination Letter from the US Department of Education, Bureau of Special Education, which is based on the data provided by the state in our APR, "determined that New Hampshire meets the requirements and purposes of Part B of IDEA".

Related documents are included in Appendix C:

- Excerpts from NH's 6/2016 Determination Letter;
- A Link to the accompanying Data Tables and other relevant information; and
- A summary of the SPP/APR Data Tables.

The information from NH's SPP/APR sets targets for specific indicators (for example, graduation rates for students with disabilities), and provides empirical data to measure the progress of individual school districts and the state towards each of the established targets. Using this data, NH is able to identify areas that may need additional focus or the redirection of resources. NH is also able to compare our outcome data with that of other states, and to determine if individual school districts may either be utilizing best practices that should be considered for replication, or be struggling and require technical assistance or other response to address the area of concern.

Updated versions of these documents are provided for SAC members each year.

Purpose

The purpose of NH's State Advisory Committee on the Education of Children with Disabilities is covered in RSA 186-C:3-b, I:

I. In accordance with the provisions of 20 U.S.C. section 1412(a)(21) and 34 C.F.R. sections 300.167-300.169, there is established an advisory committee on the education of children/students with disabilities 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.

Duties / Responsibilities

The duties of the SAC are listed in RSA 186-C:3-b,IV:

IV. The committee shall:

- (a) Advise the department of education regarding unmet needs within the state in the education of children/students with disabilities.
- (b) Provide an annual report to the governor and the state legislature on the status of education of students with disabilities in New Hampshire.
- (c) Comment publicly on the state plan and rules or regulations proposed for issuance by the state regarding the education of children/students with disabilities.
- (d) Assist the state in developing and reporting such information and evaluations as may assist the U.S. Secretary of Education in the performance of responsibilities under 20 U.S.C. section 1418 of the Individuals with Disabilities Education Act.
- (e) Advise the department of education in developing corrective action plans to address findings identified in federal monitoring reports.
- (f) Advise the department of education in developing and implementing policies relating to the coordination of services for children/students with disabilities.

Additionally, in accordance with the IDEA regulations, §300.513(d)(1), the SAC will receive transmittals of findings and decisions of due process hearings.

Membership

The composition of the SAC is detailed in RSA 186-C:3-b,II:

II. The committee shall be composed of individuals involved in, or concerned with, the education of children with disabilities. A majority of the committee membership shall be composed of individuals with disabilities or parents of children with disabilities. The committee membership shall be as follows:

- (a) Individuals with disabilities or parents of children with disabilities, appointed by the governor.
- (b) Two members of the house education committee, appointed by the speaker of the house.
- (c) Two members of the senate education committee, appointed by the president of the senate.
- (d) One representative of a vocational, community, or business organization concerned with the provision of transition services to children/students with disabilities, appointed by the governor.
- (e) One state education official, appointed by the governor.
- (f) One local educational official, who shall be an administrator, appointed by the governor.
- (g) Two teachers, one of whom shall be a special education teacher, appointed by the governor.
- (h) One representative of the department of health and human services involved in the financing or delivery of special education or related services to children with disabilities, recommended by the commissioner of the department of health and human services, and appointed by the governor.
- (i) One representative of the Disabilities Rights Center, recommended by the Disabilities Rights Center and appointed by the governor.
- (j) One representative of the Parent Information Center, recommended by the Parent Information Center and appointed by the governor.
- (k) Two individuals with disabilities who may have received special education services, one of whom may be a high school student, appointed by the governor.
- (l) One administrator of a public special education program, appointed by the governor.
- (m) One representative of an institution of higher education that prepares special education and related services personnel, appointed by the governor.
- (n) One representative of a private school approved for special education, appointed by the governor.
- (o) One representative of a chartered public school, appointed by the governor.
- (p) One individual representing children with disabilities who are home-schooled, appointed by the governor.
- (q) One representative from the department of corrections, and one representative from a county correctional facility, both of whom are responsible for administering the provision of special education or special education and related services, appointed by the governor.

- (r) A state and a local educational official who are responsible for performing activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act, 42 U.S.C. section 11431, et seq, appointed by the governor.
 - (s) A representative from the department of health and human services responsible for foster care, recommended by the commissioner of the department of health and human services and appointed by the governor.
- III. (a) Committee members shall be appointed to staggered 2-year terms, and members may succeed themselves.
- (b) A chairperson shall be selected by a majority of the committee members on an annual basis

Openings on the SAC occur each year as members terms expire or they are no longer able to serve. Individuals interested in being nominated for membership on the State Advisory Committee should contact the NH Department of Education or the Chairperson of the State Advisory Committee (see cover page for contact information). Prospective members should identify which legislatively mandated membership category they would like to fulfill. Interested persons who do not fit into one of the open membership categories may wish to work with one of the subcommittees as an ad hoc member.

All SAC meetings are open to the general public, and public comment is welcome and included as part of each meeting agenda. Each subcommittee decides the ways and degree in which they involve members of the general public in subcommittee meetings. Updated guidelines for public comment may be found on pages 6-7.

Membership Status:

A list of current members, along with the role or agency/organization represented, contact information and dates for each member’s term, as well as any current open (vacant) positions may be found in Appendix A. Members of the SAC, with a few specified exceptions are appointed by the Governor. The current membership meets the statutory requirement that a simple majority of members be individuals with disabilities or parents of children/students with disabilities.

SAC Leadership:

Each year, SAC members elect a Chair; the Chair then selects a Vice Chair and 2nd Vice Chair. For this reporting period, Maureen Shields was elected as Chair. Lisa Beaudoin and Bonnie Dunham served as Vice Chairs.

Meetings and Organization

RSA 186-C:3-b,V describes the requirements for the frequency of State Advisory Committee meetings. The SAC appreciates the support provided by the NH Department of Education in accordance with RSA 186-C:3-B, VI:

V. The committee shall meet at least quarterly or as often as necessary to conduct its business.

VI. The department of education shall provide administrative support for the committee.

The NH State Advisory Committee met in September (annual SAC Retreat), October, November, January, March, April and May this year. There was no meeting scheduled for December in accordance with the changes made by SAC members to the meeting schedule at the September retreat. The February meeting was canceled due to weather.

SAC's meeting schedule and minutes for previous meetings, are posted on the NH Department of Education's website at http://www.education.nh.gov/instruction/special_ed/sac.htm (SAC's dedicated page), and in House and Senate calendars, published during the legislative session. Information may also be obtained by contacting the NH Department of Education, Bureau of Special Education at (603) 271-3741.

All meetings are open to the general public, and unless otherwise noted, are held at the NH Department of Education, Londergan Hall, 101 Pleasant Street, Concord, NH. Every meeting includes opportunities for public comment at the beginning and end of the meeting. 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. In addition to speaking at a SAC meeting during the public comment segments of the agenda, interested persons may also provide written input to the SAC, either by letter or email. Telephone messages may be relayed through the Bureau of Special Education. The State Advisory Committee respectfully requests that persons wishing to comment publicly at a SAC meeting please follow the guidelines below:

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, or letter to:

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

While the SAC appreciates the support it receives from the Bureau of Special Education staff, the SAC operates as an independent entity with its composition and responsibilities mandated by statute. Bureau staff is available to clarify the DOE's procedures; explain programs and/or initiatives; provide technical assistance, administrative support, statistical data, and other background information and documentation requested by the SAC.

Minutes are taken at each State Advisory Committee meeting; they are distributed in draft form by email to each SAC member and approved at the next meeting. Approved minutes are posted on the NH Department of Education's website on the designated SAC web page. Hard copies of the minutes are distributed at the next meeting, and are also available from the Bureau of Special Education upon request.

At each meeting, SAC members share information and resources, discuss concerns, gather information and develop/make recommendations on issues related to SAC's statutory responsibilities. Meeting agendas always include welcome and introductions of members and guests; review and approval of minutes from the prior meeting; public comment at the beginning and end of the meeting; announcements and correspondence to the SAC; current events; an update from the State Department of Education, Bureau of Special Education, old and new business; brief meetings of and/or reports from subcommittees (if applicable), and presentations by the Bureau or other invited guests, as requested by SAC members to assist the committee in the fulfillment of its responsibilities.

SAC may conduct its work as a single body, or through subcommittees that focus on identified priority issues, as determined by the full SAC. When subcommittees are utilized, each SAC member, with the exception of representatives from the House and Senate Education committees, who contribute substantial amounts of time in service to the State of NH as members of the General Court. Instead, all SAC members rely on information provided by our members from the General Court to inform their work on the subcommittees. As needed, subcommittees also formed to work on gathering and reporting on legislative issues and to identify and recruit members to fill vacancies on the State Advisory Committee.

Members of the State Advisory Committee bring feedback, issues and concerns from the stakeholder groups they represent to the SAC. The committee is then able to discern if the issue is one that falls under the SAC's purview, or if there may be another, more appropriate agency/organization to which the individual/group raising the issue may be referred. If the committee decides that the issue is relevant to SAC's statutory responsibilities and the priorities that have been identified by the year, a follow-up plan is developed.

Activities / Accomplishments of the SAC

During the period covered by this report, activities and accomplishments of the State Advisory Committee and its members included:

Some SAC Activities and Accomplishments for the 2017-2018 School Year:

- ◆ At the Annual SAC Retreat, SAC members identified 10 potential priority areas that SAC might want to focus on this year. After a vote by the membership, SAC identified the top 3, in order (note discipline and the use of law enforcement were suggested as separate potential priorities, but were combined into a single priority area):
 - Inclusive education, particularly at the high school level,
 - Discipline, including disproportionality and the use of law enforcement/SROs, and
 - Parent support groups in schools and family engagement.

Other issues/areas that were identified, but which were not selected as priorities this year, are listed below. SAC members determined that some of these areas either were beyond the scope of our responsibilities or were not areas that we had the ability to impact, and for some areas, agreed limit our involvement, including by gathering additional information or making the Commissioner aware of our concern.

- Personnel shortages in special education,
- Training for paraprofessionals,
- Family engagement,
- Funding and funding equity,
- Math literacy (with a focus on the need for trained teachers), and
- Secondary transition.

SAC members voted to focus on one priority issue at a time, breaking into small groups at times to encourage the participation of all SAC members.

- ◆ SAC wrote a letter to the Commissioner of the NH Department of Education recognizing the financial and practical difficulties LEAs experience when Special Education Aid is underfunded and requesting that he express to the General Court the impact of underfunding Special Education and to request that they utilize any and all means to fully fund Special Education Aid.
- ◆ SAC was given 2 presentations by Sherry Burbank, NH DOE, on disproportionality in special education, special education placements and discipline. A SAC subcommittee then met again with Sherry Burbank to obtain further in-depth information and data in preparation for SAC making a recommendation to the NH DOE on “n” sizes for data collection on disproportionality. This was in accordance with a pending US DOE requirement.
- ◆ SAC made recommendations to the NH DOE to assist them in determining NH’s “n” sizes for data collection on disproportionality.
- ◆ SAC, as part of the monthly agenda, had a “Bureau Update” where Santina and/or other key Bureau staff could provide SAC with information about current and new NH Department of Education, Bureau of Special Education’s projects, programs and initiatives impacting the education of children with disabilities.

SAC members the information provided during the “Bureau Updates” to promote awareness of, and participation in, NH DOE special education-focused initiatives. A summary of some key information, initiatives, programs and projects discussed at Bureau Updates included:

- notifying the SAC that the NH DOE was identified by OSEP as “meeting requirements” (the highest standard) for the 5th consecutive year;
- an overview of the Bureau’s responsibilities and activities related to their IDEA requirements for General Supervision;
- IDEA duties and responsibilities for State Advisory Panels;
- current data for NH students with disabilities and a comparison to NH students without disabilities;
- notified SAC that the NH DOE was awarded a State Professional Development Grant in the amount of \$3,850,000 to expand the implementation of NH’s state systemic plan over the next 5 years;
- overview of NH DOE professional development activities and opportunities; information about special education complaints and alternative dispute resolution programs in NH;
- overview of UDL and updates from the NHSEIS stakeholder group; IDEA and state funding;
- competency-based education/learning;

- SAC was given a presentation from Nancy O'Hara Technical Assistant from the IDEA Data Center (IDC) on disproportionality.
- ◆ Following up on last year's input by SAC on the revision of the NH Standards for the Education of Children with Disabilities, SAC members provided input on the importance of having the NH Standards be accessible to all stakeholders who use them. Based in part on the recommendations of SAC members, the NH DOE has partnered with the Parent Information Center to disseminate a Guide to the NH Standards for the Education of Children with Disabilities. A copy was provided to each SAC member (additional copies are available upon request).
- ◆ SAC modified the meeting agenda to maximize efficiency of meetings. SAC members also voted to reduce the number of meetings held throughout the year to minimize demands on SAC members and Bureau staff.
- ◆ Thanks to the efforts of numerous SAC members, SAC was able to fill several vacancies in our membership list, leading to a nearly full complement of SAC members.
- ◆ SAC developed a public comment policy, which is provided to all attendees at SAC meetings.
- ◆ Santina representing the Bureau and Bonnie, SAC vice-chair, were part of a 3-person panel who participated in an NPR "the Exchange" NHPR show to increase the public's awareness of special education in NH.
- ◆ Maureen, SAC chair, summarized our "Getting to Know the NH State Advisory Committee" as an article for the Winter/Spring 2018 edition of the RAP Sheet (circulation 6,000+).
- ◆ SAC members received a monthly "Legislative Update" to enhance their awareness/ understanding of relevant NH legislation being considered by the General Court and relevant NH rules being considered by the State Board of Education. When rules impacting the education of children with disabilities were before the State Board, the SAC provided public input.
- ◆ SAC provided input for public hearing on proposed revisions to Ed 1128
- ◆ SAC provided input on public hearing on proposed revisions to Ed 1102.01(y), z,(aa), Ed 1102.03 & Ed 1113.12 Ed 1102.03 & Ed 1113.12

Appendix A:

Membership & Roles

A Copy of a Welcome Letter Sent to New Members

“Getting to Know the State Advisory Committee” Fact Sheet

State Advisory Committee on the Education of Children with Disabilities

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

Membership List – (All members are appointed by the Governor, unless noted otherwise) – Updated March 19, 2018

Membership Requirement:	Name	Contact Information	Term / Notes
2 members of the House education committee, appointed by the speaker of the House of Representatives	Representative Jim Grenier	PO Box 29 Lempster, NH 03605-0029 (603) 863-5681 Jimgreniersullivan7gmail.com	Term continues until replaced by the appointing legislative body
	Representative Tamara Le	92 Walnut Avenue North Hampton, NH 03862-2011 (603)964-6403 Tamara.Le@leg.state.nh.us	Term continues until replaced by the appointing legislative body Tamara is also a parent
2 members of the Senate education committee, appointed by the President of the Senate	Senator David Watters	Legislative Office Building Room 101-A 107 North Main Street (603) 271-8631 David.watters@leg.state.nh.us	Term continues until replaced by the appointing legislative body
	Senator J. Kahn	Legislative Office Building Room 101-A 107 North Main Street (603) 271-8631 Jay.Kahn@leg.state.nh.us	Term continues until replaced by the appointing legislative body
One state education official	Lisa Hinson-Hatz, State Director, Bureau of Vocational Rehabilitation	NH Department of Education 21 South Fruit Street, Suite 20 Concord, NH 03301 (603) 271-3471 (V/TTY) Lisa.Hatz@doe.nh.gov	Term expires 5/4/2019
One local education official, who shall be an administrator	Heather Worthen, Special Education Elementary Coordinator, Mascoma Regional S.D.	Dunbarton, NH 03046 Email: hlworthen@gmail.com	Term expires 10/19/2018
One Administrator of a public special education program	Ada McDowell, Director of Student Services Hampton Falls	amcdowell@sau21.org	Term expires November 22, 2019
One representative of a vocational, community, or business organization concerned with the provision of transition services to students with disabilities	Le'Ann Millender NH State Director of IPPI	Institute of Professional Practice, Inc. 6 Chenell Drive Concord, NH 03301 (603) 224-8085 lmillinder@ippi.org	Term expires 11/17/2018

Membership Requirement:	Name	Contact Information	Term / Notes
2 teachers, one of whom shall be a special education teacher	Kathleen Olden	Nashua, NH 03063 kolden@mansd.org	Term expires 6/1/2019
	Kerry-Lynn Kimner	Amherst/Mont Vernon School District- SAU #39, PO Box 849 Amherst, NH 03031 kkimner@sprise.com	Term expires 11/22/2019 Kerry-Lynn is also a parent
1 representative of the department of health and human services involved in the financing or delivery of special education or related services to children with disabilities, recommended by the commissioner of the DHHS	<i>Vacancy</i>	<i>Vacancy</i>	<i>Vacancy</i>
One representative of the Disabilities Rights Center, recommended by the DRC	Karen Rosenberg, Senior Staff Attorney	Disability Rights Center – NH 64 N Main Street, Suite 2 Concord, NH 03301-4913 (603) 228-0432 (office) karenr@drcnh.org	Term expires 12/22/2017
One representative of the Parent Information Center, recommended by the Parent Information Center	Bonnie Dunham, Vice Chair	Parent Information Center 54 Old Suncook Road Concord, NH 03301 bdunham@picnh.org	Term expires 5/4/2019
One representative of an institution of higher education that prepares special education and related services personnel	<i>Vacancy</i>	<i>Vacancy</i>	<i>Vacancy</i>
One representative of a private school approved for special education	Janet Reed, The RSEC Academy	The RSEC Academy PO Box 370 / 31 Old Nashua Rd. Amherst, NH 03031 jreed@rsec.org	Term expires 7/16/2018
A state and a local educational official who are responsible for performing activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act, 42 U.S.C. section 11431, et seq, appointed by the governor.	Lynda Thistle-Elliott	NH Department of Education Office of Integrated Programs 101 Pleasant Street Concord, NH 03301 (603) 271-3840 lynda.thistle Elliott@doe.nh.us	Term expires 5/4/19
	Mary Ellen Pantazis Assistant Principal for Special Education	Hudson Memorial School Hudson, NH 03051 mpantazis@sau81.org	Term expires 10/30/2018 Mary Ellen is also a parent

Membership Requirement:	Name	Contact Information	Term / Notes
A representative from the department of health and human services responsible for foster care, recommended by the commissioner of the department of health and human services	<i>Vacancy</i>	<i>Vacancy</i>	<i>Vacancy</i>
A representative from the state juvenile corrections agency (membership category required by IDEA)	Violetta Lortie	Sununu Youth Services Center 1056 North River Road Manchester, NH 03104 Violetta.lortie@dhhs.nh.gov	Term expires 2/6/2019
One representative from the department of corrections, and one representative from a county correctional facility, both of whom are responsible for administering the provision of special education or special education and related services	Ann Davis, Education Director	Corrections Special School Dist. NH Department of Corrections 281 North State Street Concord, NH 03301 anne.davis@doc.nh.gov	Term expires 3/30/2018
	Jason Henry, Carrol County HOC	Carroll County Dept. of Corrections 95 Water Village Road Ossipee, NH 03864 jhenry@cchoc.net	Term expires 12/28/2017
One individual representing children with disabilities who are home schooled	<i>Vacancy</i>	<i>Vacancy</i>	<i>Vacancy</i>
One representative of a public charter school	Kim Carter, CEO, Making Community Connections Charter School	MC ² Charter School PO Box 593 Amherst, NH 03031 kim.carter@mc2school.org	Term 1 expires 10/19/2018
Individuals/Students with disabilities A simple majority of the members of the committee shall be individuals with disabilities or parents of children/students with disabilities	Mackenzie Burke	Bow, NH beingwideawake@gmail.com	Term expires 8/21/2018
	Jack Curtin	Litchfield, NH Jcurtin01@aol.com	Term expires 11/28/2018
Parents of children with disabilities A simple majority of the members of the committee shall be individuals with disabilities or parents of children/students with disabilities (continued on next page)	Lisa Beaudoin Vice-Chair	Temple, NH lisa@herbanlivingfarm.org	Term expires 5/20/2019
	Elizabeth (Bebe) Casey	New London, NH bcasey1996@comcast.net	Term 1 expires 6/30/2019
	Heidi Cloutier	UNH Institute on Disability (IOD) 56 Old Suncook Road, Suite #2 Concord, NH 03301 Heidi.Cloutier@unh.edu	Term expires 5/4/2018

Membership Requirement:	Name	Contact Information	Term / Notes
Parents of children with disabilities A simple majority of the members of the committee shall be individuals with disabilities or parents of children/students with disabilities (continued from previous page)	Donna Curtin	Litchfield, NH Jcurtin01@aol.com	Term expires 10/14/2018
	Kevin Cushing	Hampton, NH kjhkcushing@myfairpoint.net	Term expires 11/17/2018
	Jill Hartmann	Hartmann Learning Center 212 Jennifer Dr. Chester, NH 03036 jill@hartmannlearning.com	Term expires 6/1/2019
	Jacqueline Kelleher	40 University Drive Rindge, NH 03461 kelleherj@franklinpierce.edu	Term expires 7/26/2018
	Rebecca Mitchell	Deering, NH	Term 1 expires 6/1/2019
	Mike Pinard	Hooksett, NH mikepinard@comcast.net	Term expires 6/1/2019
	Moira Ryan	Londonderry, NH 03053 Army51kilo@hotmail.com	Term expires 6/1/2019
	Maureen Shields	Hollis, NH maureenshields@charter.net	Term expires 1/21/2019
	Nicole Varasteh	Concord, NH nnvarasteh@yahoo.com	Term 1 expires 6/30/2019
		Vacancy	Vacancy

Vacancies:

- 2 representatives from the department of health and human services (both recommended by the commissioner of the DHHS):
 - 1 responsible for foster care
 - 1 involved in the financing or delivery of special education or related services to children with disabilities
- 1 representative of an institution of higher education that prepares special education and related services personnel
- 1 individual representing children with disabilities who are home schooled
- 1 – 2 parents of children with disabilities – the majority of SAC members must be parents or individuals with disabilities

In Appreciation:

SAC wishes to recognize SAC members whose terms have ended or who have moved on during, or immediately preceding, this reporting period, for their service: Audrey Burke, Patrick Curtin, Tom Grinley, Rep. Mary Heath, Eileen Mullen Kennedy, Jean Parsons, Michelle Rosado, Naomi Schoenfeld, Heidi Cloutier and Maureen Tracey.

Welcome Letter From the State Advisory Committee For Children with Disabilities

Advising the Governor and Legislature;

Per RSA 186-C:3-b

(SAC)

Dear _____,

As Chair of the NH State Advisory Committee (SAC) for the Education of Children/ Students with Disabilities, I want to welcome you to the State Advisory Committee for Students/Children with Disabilities. We are always glad when a new member joins, as we find that new members bring new points of view and backgrounds to our committee.

I understand that as a new member it can take a little bit of time to get acclimated and feel completely at ease at SAC meetings. I hope that this packet of material, and the SAC new member orientation (offered to all new members); will help make your entrance onto the committee a smooth and positive experience.

SAC meetings are currently held on the first Wednesday of each month during the school year, from 4:30 to 7:00 pm, at the Department of Education, in room 15. If the date or location of a meeting changes, members will be notified by email, sent by Terry Stafford. The “snow day” policy is to cancel the SAC meeting if the Concord school district has cancelled school or if they have cancelled evening activities. During the winter months, SAC schedules “snow days”, generally for the following Wednesday so that the monthly meeting can still be held. Any of SAC’s meeting policies, or meeting times may be modified by vote by the committee.

All SAC members serve on a subcommittee, which meets as part of our monthly meetings. Occasionally the SAC or a subcommittee may decide to hold a meeting or forum outside of the regularly scheduled meeting, in which case we understand if a member is unable to attend. Subcommittees focus on topics or priorities identified by the SAC membership. Members are encouraged to join a subcommittee based on their interests and experiences. SAC members often report that they find the discussions at SAC and subcommittee meetings to be very interesting and relevant to their personal or work experiences. We look forward to having you join us.

Again, WELCOME to SAC!

Maureen Shields, Chair

State Advisory Committee on the Education of Children/Students with Disabilities

Contact: SAC_Chair@doe.nh.gov

Getting to Know

New Hampshire's State Advisory Committee on the Education of Children/Students with Disabilities



Who is the State Advisory Committee (SAC)?

The State Advisory Committee on the Education of Children/Students with Disabilities is a group of stakeholders who play an essential role, assisting the NH Department of Education by advising them about the unmet needs of children with disabilities. The SAC also promotes communication and cooperation among individuals involved with students with disabilities.

SAC is comprised of at least 50% parents of children with disabilities and individuals with disabilities (including students who are, or who have, received special education). Other members include educators, school administrators, legislators and representatives of agencies and organizations that support the education of NH children with disabilities. A complete list of members may be found on the SAC's page on the NH Department of Education's website at: http://www.education.nh.gov/instruction/special_ed/sac.htm.

Why does NH have a State Advisory Committee?

The Federal special education law, the Individuals with Disabilities Education Act requires every state to have a State Advisory Panel to advise the State Department of Education on the unmet needs of children with disabilities.

What are the State Advisory Committee's responsibilities?

SAC's responsibilities include:

- Advise the NH Department of Education (DOE) regarding the unmet needs of children with disabilities within NH;
- Provide an annual report to the Governor and the State Legislature on the status of education of students with disabilities in NH;
- Comment publicly on the state plan and rules or regulations proposed for issuance by the state regarding the education of children/students with disabilities;
- Assist the state in developing and reporting such information and evaluations as may assist the U.S. Secretary of Education in the performance of responsibilities under the Individuals with Disabilities Education Act (IDEA);
- Advise the DOE in developing corrective action plans to address findings identified in federal monitoring reports;
- Advise the DOE in developing and implementing policies relating to the coordination of services for children/students with disabilities;
- Advise the DOE on the education of eligible incarcerated adult students with disabilities; and
- Reviewing 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 throughout the state.

How can I learn more about the SAC?

Additional information about the State Advisory Committee, including a schedule of upcoming meetings and minutes from previous meetings may be found on the SAC's page on the NH Department of Education's website at: http://www.education.nh.gov/instruction/special_ed/sac.htm. Email inquiries may be made to the SAC chair at: SAC_Chair@doe.nh.gov. Individuals without email access may call the NH Department of Education's Special Education Bureau at (603) 271-3741 to relay a message to the SAC chair. All meetings are open to the public and include opportunities for public comment.

Appendix B:

Minutes of SAC Meetings Held During this Reporting Period

May be found at:

http://education.nh.gov/instruction/special_ed/sac/sac_meet_min.htm#meet

Appendix C

6/28/2018 Determination Letter

Link to Data Display/State Profile

and

Summary information from NH's SPP/APR



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

June 28, 2017

Honorable Frank Edelblut Commissioner
New Hampshire Department of Education 101
Pleasant Street
Concord, New Hampshire 03301

Dear Commissioner Edelblut:

I am writing to advise you of the U. S. Department of Education's (Department) 2017 determination under section 616 of the *Individuals with Disabilities Education Act (IDEA)*. The Department has determined that New Hampshire meets the requirements and purposes of Part B of the *IDEA*. This determination is based on the totality of the State's data and information, including the Federal fiscal year (FFY) 2015 State Performance Plan/Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.

Your State's 2017 determination is based on the data reflected in the State's "2017 Part B Results-Driven Accountability Matrix" (RDA Matrix). The RDA Matrix is individualized for each State and consists of:

- (1) a Compliance Matrix that includes scoring on Compliance Indicators and other compliance factors;
- (2) a Results Matrix that includes scoring on Results Elements;
- (3) a Compliance Score and a Results Score;
- (4) an RDA Percentage based on both the Compliance Score and the Results Score; and
- (5) the State's Determination.

The RDA Matrix is further explained in a document, entitled "How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2017: Part B" (HTDMD).

OSEP is continuing to use both results data and compliance data in making determinations in 2017, as it did for Part B determinations in 2014, 2015, and 2016. (The specifics of the determination procedures and criteria are set forth in the HTDMD and reflected in the RDA Matrix for your State.) In making Part B determinations in 2017, OSEP continued to use results data related to:

- (1) the participation of children with disabilities (CWD) on regular Statewide assessments;
- (2) the participation and performance of CWD on the most recently administered (school year 2014-2015) National Assessment of Educational Progress (NAEP);

- (3) the percentage of CWD who graduated with a regular high school diploma; and
- (4) the percentage of CWD who dropped out.

You may access the results of OSEP’s review of your State’s SPP/APR and other relevant data by accessing the SPP/APR module using your State-specific log-on information at osep.grads360.org. When you access your State’s SPP/APR on the site, you will find, in Indicators 1 through 16, the OSEP Response to the indicator and any actions that the State is required to take. The actions that the State is required to take are in two places:

- (1) actions related to the correction of findings of noncompliance are in the “OSEP Response” section of the indicator; and
- (2) any other actions that the State is required to take are in the “Required Actions” section of the indicator.

It is important for you to review the Introduction to the SPP/APR, which may also include language in the “OSEP Response” and/or “Required Actions” sections.

You will also find all of the following important documents saved as attachments to the Progress Page:

- (1) the State’s RDA Matrix;
- (2) the HTDMD document;
- (3) a spreadsheet entitled “2017 Data Rubric Part B,” which shows how OSEP calculated the State’s “Timely and Accurate State-Reported Data” score in the Compliance Matrix;
- (4) a document entitled “Dispute Resolution 2015-16,” which includes the *IDEA* section 618 data that OSEP used to calculate the State’s “Timely State Complaint Decisions” and “Timely Due Process Hearing Decisions” scores in the Compliance Matrix; and
- (5) a Data Display, which presents certain State-reported data in a transparent, user-friendly manner and is helpful for the public in getting a broader picture of State performance in key areas.

As noted above, the State’s 2017 determination is Meets Requirements. A State’s 2017 RDA Determination is Meets Requirements if the RDA Percentage is at least 80%, unless the Department has imposed Special Conditions on the State’s last three *IDEA* Part B grant awards (for FFYs 2014, 2015, and 2016), and those Special Conditions are in effect at the time of the 2017 determination.

States were required to submit Phase III of the State Systemic Improvement Plan (SSIP) by April 3, 2017. OSEP appreciates the State’s ongoing work on its SSIP and its efforts to improve results for students with disabilities. We have carefully reviewed your submission and will provide feedback in the upcoming weeks. Additionally, OSEP will continue to work with your State as it implements the second year of Phase III of the SSIP, which is due on April 2, 2018.

As a reminder, your State must report annually to the public, by posting on the State educational agency’s (SEA’s) website, the performance of each local educational agency (LEA) located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days after the State’s submission of its FFY 2015 SPP/APR. In addition, your State must:

- (1) review LEA performance against targets in the State’s SPP/APR;

- (2) determine if each LEA “meets the requirements” of Part B, or “needs assistance,” “needs intervention,” or “needs substantial intervention” in implementing Part B of the *IDEA*;
- (3) take appropriate enforcement action; and
- (4) inform each LEA of its determination.

Further, your State must make its SPP/APR available to the public by posting it on the SEA’s website. Within the next several days, OSEP will be finalizing a State Profile that:

- (1) will be accessible to the public;
- (2) includes the State’s determination letter and SPP/APR, and all related State and OSEP attachments; and
- (3) can be accessed via a URL unique to your State, which you can use to make your SPP/APR available to the public .

We will provide you with the unique URL when it is live.

OSEP appreciates the State’s efforts to improve results for children and youth with disabilities and looks forward to working with your State over the next year as we continue our important work of improving the lives of children with disabilities and their families. Please contact your OSEP State Lead if you have any questions, would like to discuss this further, or want to request technical assistance.

Sincerely,

/s/ Ruth E. Ryder

Ruth E. Ryder
Acting Director
Office of Special Education Programs

cc: State Director of Special Education

400 MARYLAND AVE. S.W., WASHINGTON DC 20202-2600
www.ed.gov

The Department of Education’s mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Excerpt from the NH Department of Education’s June 28, 2017 Determination Letter from the Office of Special Education Programs (OSEP) – “I am writing to advise you of the U. S. Department of Education’s (Department) 2017 determination under section 616 of the *Individuals with Disabilities Education Act (IDEA)*. The Department has determined that New Hampshire meets the requirements and purposes of Part B of the *IDEA*.”

The Part B Data Display is included on the following pages.

Additional related information may be found at:

<https://osep.grads360.org/#report/apr/2015B/publicView?state=NH>

Part B Data Display: NEW HAMPSHIRE
 Publication Year 2017

Identification of Children with Disabilities

STUDENT ENROLLMENT, AGES 6 THROUGH 21

Student Category	State Students (#)	State Students (%)	Nation Students (#)	Nation Students (%)
All students	169,433		45,592,409	
Children with disabilities (IDEA)	25,471	15.0	6,050,725	13.3

Explanatory Note: The number of total students enrolled in public schools in the state and nation as of October 1, 2014 (or the closest day to October 1) for all grade levels from grade 1 through grade 12, as well as ungraded. The number and percentage of children with disabilities (IDEA) in the state and nation as of the state-designated child count date (between October 1 and December 1, 2015). Children with disabilities (IDEA) are served by the Individuals with Disabilities Education Act (IDEA). Data reported for IDEA 2015 Child Count and Educational Environments and the SY 2014-15 Common Core of Data (CCD). National IDEA Child Count and Educational Environments data represent the US, Outlying Areas, and Freely Associated States and the national CCD data represent the US and Outlying Areas.

PERCENT OF POPULATION WHO ARE CHILDREN WITH DISABILITIES (IDEA), AGES 3 THROUGH 21

Age	State (%) SY 2013-14	State (%) SY 2014-15	State (%) SY 2015-16	Nation (%) SY 2015-16
3 through 5	7.8	8.3	8.4	6.4
6 through 21	9.5	9.6	9.7	9.1

Explanatory Note: The percentage of the population who are children with disabilities (IDEA) in the state and nation as of the state designated special education child count date, for the age ranges of 3 through 5 and 6 through 21. Data reported for IDEA Child Count and Educational Environments and Census. National IDEA Child Count and Educational Environments data represent the US, Outlying Areas, and Freely Associated States and national Census data represent the 50 states and DC (including BIE).

PERCENT OF CHILDREN WITH DISABILITIES (IDEA) BY DISABILITY CATEGORY, AGES 6 THROUGH 21

Disability Category	Percent of Overall Student Enrollment State (%)	Percent of Overall Student Enrollment Nation (%)
Autism	1.41	1.21
Deaf-blindness	0.00	0.00
Emotional disturbance	1.24	0.76
Hearing impairment	0.11	0.15
Intellectual disability	0.46	0.92
Multiple disabilities	0.21	0.27
Orthopedic impairment	0.03	0.09
Other health impairment	3.02	1.99
Specific learning disabilities	5.57	5.15
Speech or language impairment	1.78	2.29
Traumatic brain injury	0.04	0.06
Visual impairment	0.06	0.05

Explanatory Note: The percentage of enrollees who are children with disabilities (IDEA), by disability category, in the state and nation for the age range of 6 through 21 (excluding children reported in the category of developmental delays). For this calculation, the numerator is the number of children with disabilities (IDEA) in a specific disability category as of the state-designated special education child count date (between October 1 and December 1, 2015) for ages 6 through 21 (excluding children reported in the category of developmental delays) and the denominator is the total number of students enrolled in public schools as of October 1, 2014 (or the closest school day to October 1) for all grade levels from grade 1 through grade 12, as well as ungraded. Data reported for IDEA 2015 Child Count and Educational Environments and SY 2014-15 CCD. National IDEA Child Count data represent the US, Outlying Areas, and Freely Associated States and national CCD data represent US and Outlying Areas.

PERCENT OF CHILDREN WITH DISABILITIES (IDEA) BY DISABILITY CATEGORY, AGES 3 THROUGH 21

Disability Category	CWDs (IDEA), Ages 3-5 State (%)	CWDs (IDEA), Ages 3-5 Nation (%)	CWDs (IDEA), Ages 6-21 State (%)	CWDs (IDEA), Ages 6-21 Nation (%)
All disabilities	100.0	100.0	100.0	100.0
Autism	10.0	9.5	10.1	9.3
Deaf-blindness	0.1	0.0	0.0	0.0
Developmental delay*	39.5	37.4		
Emotional disturbance	0.0	0.4	8.9	5.9
Hearing impairment	1.3	1.2	0.8	1.1
Intellectual disability	0.0	1.8	3.3	7.1
Multiple disabilities	0.5	1.0	1.5	2.1
Orthopedic impairment	0.4	0.8	0.2	0.7
Other health impairment	3.7	3.1	21.7	15.4
Specific learning disabilities	0.1	1.1	40.0	39.8
Speech or language impairment	43.8	43.3	12.8	17.7
Traumatic brain injury	0.1	0.1	0.3	0.4
Visual impairment	0.6	0.4	0.5	0.4

*Developmental delay is only allowable through age 9, so a 6-21 percentage cannot be calculated.

Explanatory Note: The percentage represents a distribution of children with disabilities (IDEA) by disability category for age ranges 3 through 5 and 6 through 21 (excluding children reported in the category of developmental delays). For this calculation, the denominator is all children with disabilities (IDEA) for the specified age range, excluding developmental delays for ages 6 through 21. Data reported for IDEA 2015 Child Count and Educational Environments. National data represent the US, Outlying Areas, and Freely Associated States.

Graduation

FOUR-YEAR REGULATORY ADJUSTED COHORT GRADUATION RATE

	CWDs (IDEA) (%)	All Students (%)
SY 2014-15	73.00%	88.10%

Explanatory Note: The percentage of students from the original cohort who graduated in four years with a regular high school diploma. Data reported for Consolidated State Performance Report (CSPR) purposes.

EXITING SPECIAL EDUCATION AND SCHOOL, AGES 14 THROUGH 21

Method of Exiting:	Graduated with a Regular High School Diploma (%)	Received a Certificate (%)	Dropped Out (%)	Reached Maximum Age (%)
SY 2014-15	81.4	6.9	9.9	1.6

Explanatory Note: The percentages were calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, reported in the exit reason category (i.e., *graduated with a regular high school diploma, received a certificate, dropped out, or reached maximum age*) for the year by the total number of students ages 14 through 21 served under *IDEA*, Part B, reported in the five categories that represent exiting from special education and school (i.e., *graduated with a regular high school diploma, received a certificate, dropped out, reached maximum age for services, and died*) for that year, then multiplying the result by 100. The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma, received a certificate, dropped out, reached maximum age for services, and died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education and moved, known to be continuing in education*). The seven categories are mutually exclusive. Students with disabilities reported in the Graduated with a Regular High School Diploma category represent students who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those for students without disabilities. As defined in 34 CFR 300.102(a)(3)(iv), "the term regular high school diploma does not include an alternative degree that is not fully aligned with the state's academic standards, such as a certificate or GED." The percentages of students who exited special education and school by graduating as required under *IDEA* and included in this report are not comparable to the graduation rates required for reporting in CSPR. The data used to calculate percentages of students who exited special education and school by graduating or dropping out are different from those used to calculate other graduation and dropout rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation rates for the CSPR. These exiting data are from the reporting period between July 1, 2014 and June 30, 2015. Data reported for IDEA 2014-15 Exiting.

Educational Environment

EDUCATIONAL ENVIRONMENTS, AGES 3 THROUGH 5

Disability Category	CWDs Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program State (%)	CWDs Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program Nation (%)	CWDs Attending a Separate Special Education Class, Separate School, or Residential Facility State (%)	CWDs Attending a Separate Special Education Class, Separate School, or Residential Facility Nation (%)
All disabilities	58.1	44.8	14.0	25.2
Autism	51.7	35.9	30.0	46.0
Deaf-blindness	33.3	40.5	0.0	43.6
Developmental delay	57.7	45.7	16.8	34.5
Emotional disturbance	0.0	47.8	0.0	19.8
Hearing impairment	54.8	39.5	16.7	40.1
Intellectual disability	0.0	33.4	0.0	41.6
Multiple disabilities	50.0	26.3	25.0	47.7
Orthopedic impairment	61.5	47.4	0.0	31.0
Other health impairment	56.9	47.7	17.1	28.1
Specific learning disabilities	0.0	50.6	0.0	11.3
Speech or language impairment	60.3	46.6	7.7	11.0
Traumatic brain injury	100.0	41.4	0.0	34.6
Visual impairment	60.0	50.9	5.0	27.9

Explanatory Note: The percentage of children with disabilities (IDEA) in the state and nation by disability category attending and receiving the majority of special education and related services in a regular early childhood program, or a separate special education class, separate school, or residential facility. Note that this table does not include all reported preschool educational environment categories. The denominator is all children with disabilities (IDEA), ages 3 through 5, in a specified disability category. Data reported for IDEA 2015 Child Count and Educational Environments. National data represent the US, Outlying Areas, and Freely Associated States.

EDUCATIONAL ENVIRONMENTS, AGES 6 THROUGH 21

Percent of Time Spent Inside the Regular Classroom

Disability Category	≥ 80% of Day State (%)	≥ 80% of Day Nation (%)	40 to 79% of Day State (%)	40 to 79% of Day Nation (%)	< 40% of Day State (%)	< 40% of Day Nation (%)	Separate School or Residential Facility State (%)	Separate School or Residential Facility Nation (%)
All disabilities	72.5	62.7	15.4	18.7	8.5	13.4	2.9	3.2
Autism	53.4	39.6	16.3	18.1	22.0	33.2	7.1	7.5
Deaf-blindness	14.3	23.8	14.3	11.6	57.1	36.0	14.3	25.2
Emotional disturbance	58.9	47.1	17.1	17.4	11.9	18.5	11.9	14.3
Hearing impairment	69.6	61.1	13.8	15.8	12.2	11.6	2.8	9.6
Intellectual disability	21.4	16.5	27.8	26.3	44.2	49.7	3.7	6.4
Multiple disabilities	19.6	13.3	21.2	16.5	39.9	46.2	14.2	19.7
Orthopedic impairment	74.1	53.6	13.0	15.6	13.0	22.8	0.0	4.3
Other health impairment	77.0	65.6	13.9	21.1	6.2	9.0	2.2	1.9
Specific learning disabilities	81.8	69.7	14.4	22.9	2.7	5.5	0.5	0.5
Speech or language impairment	80.1	86.6	15.2	5.3	3.9	4.2	0.4	0.3
Traumatic brain injury	46.3	50.1	19.4	21.9	26.9	20.0	6.0	5.4
Visual impairment	78.9	67.2	14.7	12.7	2.8	9.8	1.8	8.1

Explanatory Note: The percentage of children with disabilities (IDEA) in the state and nation by disability category (excluding children with developmental delays) attending regular classrooms, or separate schools and residential facilities. Note that this table does not include all reported educational environment categories. The denominator is all children with disabilities (IDEA), ages 6 through 21 (excluding children with developmental delays), in a specified disability category. Data reported for IDEA 2015 Child Count and Educational Environments. National data represent the US, Outlying Areas, and Freely Associated States.

Participation and Performance on Assessments

PARTICIPATION OF CHILDREN WITH DISABILITIES (IDEA) IN STATEWIDE ASSESSMENTS

Grade and Subject Assessed	General Assessment (%)	Alternate Assessment (%)	Non-participant (%)
4th grade reading/language arts	90	6	4
8th grade reading/language arts	85	6	9
High school reading/language arts	78	5	18
4th grade mathematics	90	6	5
8th grade mathematics	85	6	9
High school mathematics	78	4	18

Explanatory Note: The percentage of children with disabilities (IDEA) who participated in statewide assessments for reading and mathematics for 4th grade, 8th grade, and high school. The denominator is the sum of children with disabilities (IDEA) who participated and children with disabilities (IDEA) who did not participate in statewide assessments (excluding those with a significant medical emergency who did not take the assessment). Due to differences in the calculations used for the "children with disabilities (IDEA)" subgroup, these percentages may differ from those reported for the CSPR. Data reported for 2015-16 Assessment, accessed from EDFacts on April 12, 2017.

Participation data submitted by the following states/ entities were flagged due to questionable data quality in one or more subject areas, grades, and assessment types: AS, BIE, WV.

PERFORMANCE ON STATEWIDE ASSESSMENTS

Grade and Subject Assessed	Proficient (%) General Assessment (CWD)	Proficient (%) Alternate Assessment (CWD)	Proficient (%) General Assessment (All Students)
4th grade reading/language arts	19	33	58
8th grade reading/language arts	19	28	62
High school reading/language arts	22	36	66
4th grade mathematics	17	31	52
8th grade mathematics	10	10	47
High school mathematics	8	-	40

Explanatory Note: The percentage of students in the state who scored at or above proficient (as determined by each state) on the general assessment for all students and children with disabilities (IDEA) in 4th grade, 8th grade, and high school, and the percentage of children with disabilities (IDEA) in the state who scored at or above proficient (as determined by each state) on the alternate assessment.

Due to differences in the calculations used for the "all students" and "children with disabilities (IDEA)" subgroup, these percentages may differ from those reported for the CSPP. Data reported for 2015-16 Assessment, accessed from EDData on April 12, 2017.

Achievement data submitted by the following states/ entities were flagged due to questionable data quality in one or more subject areas, grades, and assessment types: AS, BIE, IL, WV.

PERFORMANCE ON 2015 NAEP ASSESSMENTS

Grade and Subject Assessed	At or Above (%) Basic (CWD)	At or Above (%) Basic (Non-CWD)	At or Above (%) Proficient (CWD)	At or Above (%) Proficient (Non- CWD)
4th grade reading/language arts	33	87	8	52
8th grade reading/language arts	49	91	10	51
4th grade mathematics	66	95	14	58
8th grade mathematics	44	90	9	52

Explanatory Note: The percentage of students in the state who scored at or above the Basic level and at or above the Proficient level on the National Assessment of Educational Progress (NAEP), for children with disabilities (IDEA) and children without disabilities. Since the NAEP is administered every other year, the percentages reported in this table will remain consistent for a two-year period of time. Elementary and Secondary Education Act (ESEA) requires states that receive Title I funding to participate in the state NAEP in reading and mathematics at grades 4 and 8 every two years. State NAEP does not provide individual scores for the students or schools assessed. Instead, NAEP provides results about subject-matter achievement, instructional experiences, and school environment, and reports these results for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., children with disabilities (IDEA)).

INCLUSION RATES FOR CHILDREN WITH DISABILITIES ON 2015 NAEP ASSESSMENTS

Grade and Subject Assessed	Inclusion Rate State (%)	Inclusion Rate Nation (%)
4th grade reading/language arts	92	87
8th grade reading/language arts	93	87
4th grade mathematics	94	89
8th grade mathematics	92	90

Explanatory Note: The percentage of students identified as having a disability who were included in the NAEP assessment. A state's inclusion rate of students identified as having a disability is the weighted percentage of students identified as having a disability in the state sampled by NAEP who participate in NAEP. In other words, the weighted number of students identified as having a disability in a state who are selected for participation in NAEP is in the denominator, the weighted number of those students who participate in NAEP is in the numerator, and the fraction is multiplied by 100 to turn it into a percentage.

National inclusion rates were based on figures available under "National (public)." Since the NAEP is administered every other year, the percentages reported in this table will remain consistent for a two-year period of time.

Race/Ethnicity

PERCENT OF STATE CHILDREN WITH DISABILITIES (IDEA) BY RACE/ETHNICITY, AGES 6 THROUGH 21

Disability Category	Hispanic/ Latino (%)	Black or African American (%)	White (%)	Asian (%)	American Indian or Alaska Native (%)	Native Hawaiian or Other Pacific Islander (%)	Two or more races (%)	All Race/ Ethnicities (%)
All students	4.6	1.9	87.6	3.1	0.3	0.1	2.5	100.0
All disabilities	4.5	3.3	90.4	1.2	0.4	0.1	0.0	100.0
Autism	3.3	2.6	91.5	2.1	0.3	0.3	0.0	100.0
Deaf-blindness	0.0	0.0	100.0	0.0	0.0	0.0	0.0	100.0
Emotional disturbance	3.7	4.4	91.0	0.2	0.5	0.1	0.0	100.0
Hearing impairment	8.3	2.8	82.9	5.0	1.1	0.0	0.0	100.0
Intellectual disability	5.9	4.9	87.1	1.7	0.4	0.0	0.0	100.0
Multiple disabilities	3.1	3.6	90.2	2.5	0.3	0.3	0.0	100.0
Orthopedic impairment	7.4	1.9	85.2	3.7	1.9	0.0	0.0	100.0
Other health impairment	3.5	3.2	92.3	0.8	0.3	0.1	0.0	100.0
Specific learning disabilities	5.3	3.2	90.1	0.8	0.5	0.1	0.0	100.0
Speech or language impairment	4.4	3.3	88.9	2.3	0.6	0.3	0.0	100.0
Traumatic brain injury	6.0	6.0	85.1	3.0	0.0	0.0	0.0	100.0
Visual impairment	3.7	6.4	87.2	1.8	0.0	0.9	0.0	100.0

Explanatory Note: The percentage of children with disabilities (IDEA), ages 6 through 21, in a particular disability category and particular race/ethnicity category in the state. The numerator is the number of children with disabilities (IDEA), ages 6 through 21, in a particular disability category and race/ethnicity category as of the state designated child count date (between October 1 and December 1, 2015) and the denominator is the total number of children with disabilities (IDEA), ages 6 through 21, in a particular disability category. The "All Student" row is calculated using the total number of students enrolled in public schools in grade 1 through grade 12, as well as ungraded, in the state as of October 1, 2014 (or the closest day to October 1). Data reported for IDEA 2015 Child Count and SY 2014-15 CCD.

PERCENT OF STATE CWDS (IDEA) BY EDUCATIONAL ENVIRONMENT AND RACE/ETHNICITY, AGES 6 THROUGH 21

Educational Environment	Hispanic/Latino (%)	Black or African American (%)	White (%)	Asian (%)	American Indian or Alaska Native (%)	Native Hawaiian or Other Pacific Islander (%)	Two or more races (%)	All Race/Ethnicities (%)
≥ 80% of day spent inside regular classroom	69.7	70.5	72.7	64.9	79.4	75.8	60.0	72.4
40 to 79% of day spent inside regular classroom	14.6	14.8	15.7	19.0	14.0	15.2	0.0	15.7
< 40% of day spent inside regular classroom	12.6	10.2	8.1	12.5	3.7	6.1	0.0	8.4
Separate school; Residential facility	2.3	3.9	2.7	2.3	1.9	0.0	40.0	2.7

Explanatory Note: The percentage of children with disabilities (IDEA), ages 6 through 21, in a particular race/ethnicity category and particular educational environment in the state. The numerator is the number of children with disabilities (IDEA), ages 6 through 21, in a particular race/ethnicity category and particular educational environment as of the state-designated child count date (between October 1 and December 1, 2015) and the denominator is the total number of children with disabilities (IDEA), ages 6 through 21, in a particular race/ethnicity category. Data reported for IDEA 2015 Child Count and Educational Environments.

TOTAL DISCIPLINARY REMOVALS OF CWD (IDEA) IN STATE BY RACE/ETHNICITY, AGES 3 THROUGH 21

Student Group	Hispanic/Latino	Black or African American	White	Asian	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Two or more races	All Race/Ethnicities
Number of Disciplinary Removals per Child with a Disability	0.2	0.3	0.2	0.0	0.3	0.0	0.0	0.2

Explanatory Note: The number of disciplinary removals per child with a disability (IDEA), ages 3 through 21, by race/ethnicity category. The numerator is the total number of disciplinary removals in a particular race/ethnicity category and the denominator is the total number of children with disabilities (IDEA), ages 3 through 21, in a particular race/ethnicity category as of the state-designated child count date (between October 1 and December 1, 2014). Data reported for IDEA 2014-15 Discipline and 2014 Child Count and Educational Environments.

Parental Involvement

INDICATOR 8: PARENTAL INVOLVEMENT (FFY 2015 APR, 2017)

	State (%)
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	41.5
Explanatory Note: State-selected data source. Sampling of parents from whom a response is requested is allowed. Sample must yield valid and reliable data and must be representative of the population sampled. N/A means the percentage is not applicable to the state.	

Preschool Outcomes

INDICATOR 7: PRESCHOOL OUTCOMES (FFY 2015 APR, 2017)

Summary Statement 1: Of those children who entered the program below age expectations in each of the following outcomes, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program in the outcome of:	State (%)
Positive social-emotional skills	79.7
Acquisition and use of knowledge and skills	80.0
Use of appropriate behaviors to meet their needs	76.9
Summary Statement 2: The percent of children who were functioning within age expectations in each of the following outcomes by the time they turned six years of age or exited the program.	State (%)
Positive social-emotional skills	60.0
Acquisition and use of knowledge and skills	58.8
Use of appropriate behaviors to meet their needs	63.1
Explanatory Note: State-selected data source. Sampling of children for assessment is allowed. Sample must yield valid and reliable data and must be representative of the population sampled. N/A means the percentage is not applicable to the state. The Early Childhood Technical Assistance Center provides a national summary of the outcomes for children served through IDEA's early childhood programs annually at http://ectacenter.org/eco/assets/pdfs/childoutcomeshighlights.pdf .	

Post School Outcomes

INDICATOR 14: POST SCHOOL OUTCOMES (FFY 2015 APR, 2017)

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:	State (%)
Enrolled in higher education within one year of leaving high school	38.9
Enrolled in higher education or competitively employed within one year of leaving high school	66.7
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	81.5
Explanatory Note: State-selected data source. Sampling of youth who had IEPs and are no longer in secondary school is allowed. Sample must yield valid and reliable data and must be representative of the population sampled. N/A means the percentage is not applicable to the state.	

Part B Data Display: NEW HAMPSHIRE
Publication Year 2017

x Data have been suppressed to protect personally identifiable information due to small cell counts.

<=3 Data in the cell are less than or equal to three.

- Data not available.

+ Data flagged due to questionable data quality. These data violated data quality edit checks. Additional information explaining the discrepancies in the data may be available in the data notes documents.

Note: Sum of percentages may not equal 100 percent because of rounding.

References: Additional information clarifying states' data submissions are available in the data notes documents on <http://www2.ed.gov/programs/osepidea/618-data/collection-documentation/index.html#datanotes>. Additional state-level data on children with disabilities (IDEA) can be found at: <http://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>, <http://www.data.gov>, <https://eddataexpress.ed.gov/>, <https://nces.ed.gov/ccd/elsi/>, <http://nces.ed.gov/nationsreportcard/naepdata/>, and <http://factfinder2.census.gov>. Information on U.S. Department of Education Special Education funding can be found at: <https://www2.ed.gov/fund/grant/apply/osep/2015apps.html>.

Appendix D:

Other Materials

Including:

- **Correspondence to/from SAC,**
- **Public Comment on Proposed Rules, and**
- **Recommendations Made by SAC to the Commissioner**

SAC Input for Public Hearing on Proposed Revisions to Ed 1128

March 21, 2018

Drew Cline, Chair
NH State Board of Education
c/o NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Chairman Cline and Members of the State Board of Education,

I am writing on behalf of the NH State Advisory Committee on the Education of Children/Students with Disabilities. (SAC) to provide the SAC's input on the initial proposal to revise section Ed 1128 of the *New Hampshire Standards for the Education of Children with Disabilities*, which is before you today.

The SAC is NH's State Advisory Panel, established pursuant to 20 U.S.C. § 1412(a)(21), 34 C.F.R. §§ 300.167-300.169, and RSA 186-C:3-b. The SAC's membership includes special educators and administrators, parents of children with disabilities, youth with disabilities, members of the NH General Court, and representatives of key agencies involved in meeting the special education needs of children with disabilities. Among SAC's responsibilities is to advise the Commissioner of the NH Department of Education on issues relating to special education, and to comment publicly on rules or regulations proposed for issuance by the state regarding the education of children/students with disabilities. SAC's members include representatives of a broad array of individuals and organizations with specific interests and expertise in the provision of special education for children with disabilities.

Please note that SAC did not have a quorum at our March 14, 2018 meeting, but the 10 members present were in complete agreement with the initial proposal. We believe that attendance was low due to the meeting being rescheduled for weather-related reasons, as was our February meeting where we had also planned to vote on the initial proposal. That being said, the members present wanted their input presented to the State Board, along with the clarification that it did not constitute a vote by the full SAC. An explanation of the position to support the initial proposal is provided below:

At our March 14, 2018 meeting SAC members discussed the initial proposal and the members who were present voted unanimously to recommend that the State Board support the initial proposal. None of the revisions made by this initial proposal change any of NH's requirements, policies or practices. Rather the initial proposal just reflects a change in terminology made by HB 517, passed last June, which replaces the term "special education aid" will be replacing "catastrophic aid", so that the language no longer carries the stigma that accompanied the term "catastrophic".

Thank you in advance for your consideration of this input.

Sincerely,

Bonnie Dunham, Vice Chair
On behalf of the State Advisory Committee on the Education of Children with Disabilities
c/o NH Department of Education
101 Pleasant Street
Concord, NH 03301

***SAC Input for 3/21/2018 Public Hearing on Proposed Revisions to
Ed 1102.01(y), (z), (aa), Ed 1102.03 & Ed 1113.12***

March 21, 2018

Drew Cline, Chair
NH State Board of Education
c/o NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Chairman Cline and Members of the State Board of Education,

I am writing on behalf of the NH State Advisory Committee on the Education of Children/Students with Disabilities. (SAC) to provide the SAC's input on the initial proposal to revise specific sections of Ed 1100, the *New Hampshire Standards for the Education of Children with Disabilities*: Ed 1102.01(y), (z), (aa), Ed 1102.03 and Ed 1113.12, which is before you today.

The SAC is NH's State Advisory Panel, established pursuant to 20 U.S.C. § 1412(a)(21), 34 C.F.R. §§ 300.167-300.169, and RSA 186-C:3-b. The SAC's membership includes special educators and administrators, parents of children with disabilities, youth with disabilities, members of the NH General Court, and representatives of key agencies involved in meeting the special education needs of children with disabilities. Among SAC's responsibilities is to advise the Commissioner of the NH Department of Education on issues relating to special education, and to comment publicly on rules or regulations proposed for issuance by the state regarding the education of children/students with disabilities. SAC's members include representatives of a broad array of individuals and organizations with specific interests and expertise in the provision of special education for children with disabilities.

At our March 14, 2018 meeting, SAC members discussed the initial proposal and the members who were present voted unanimously to recommend that the State Board support the initial proposal. None of the changes made by this initial proposal (to remove the definition of "highly qualified teacher" and the definition of "core academic subjects") make any real changes to NH's requirements, policies or practices. Rather these changes reflect revisions made in referenced Federal and State statutes so that the language in the *NH Standards* is consistent with these statutes.

Please note that SAC did not have a quorum at our March 14, 2018 meeting, but the 10 members present were in complete agreement with the initial proposal. We believe that attendance was low due to the meeting being rescheduled for weather-related reasons, as was our February meeting where we had also planned to vote on the initial proposal. That being said, the members present wanted their input presented to the State Board, along with the clarification that it did not constitute a vote by the full SAC. An explanation of the position to support the initial proposal is provided below:

Ed 1102.01(y) "core academic subjects" references the definition of "core academic subjects" (34 C.F.R. 300.10) that was in the Individuals with Disabilities Education Act (IDEA) when the current Ed 1100, the *NH Standards for the Education of Children with Disabilities* were adopted by the State Board of Education on March 23, 2017. On June 30, 2017, IDEA was amended, removing §300.10(b)(4)(x), the definition of "core academic subjects" to reflect a change made when the Elementary and Secondary Education Act, now known as the Every Student Succeeds Act (ESSA), was reauthorized. The term "core academic subjects" is not used anywhere else in the *NH Standards*. Ed 1102.01(y), (z), (aa) are just renumbered so that the rest of Ed 1102.01 continues in sequence.

In Ed 1102.03 the initial proposal removes Ed 1102.03(c), the definition of “highly qualified teacher”, which references two sections of IDEA: 34 CFR 300.18 and 34 CFR 300.156(c). The initial proposal also amends Ed 1113.12 Personnel Standards by removing (a), which references those same two sections of IDEA, and then renumbering (b) & (c) so that they follow the appropriate sequence.

On June 30, 2017, IDEA was amended, removing §300.18, the definition of “highly qualified teacher” to reflect language changes made by ESSA. Those same amendments to IDEA also removed the term “highly qualified teacher” from §300.156 (personnel qualifications), but left the rest of that section intact.

SAC members present on March 14, 2018 found that §300.156 includes important information, but were comfortable with the fact that in addition to being referenced in Ed 1102.03, section 300.156 is also referenced, although indirectly, in other places in the *NH Standards*. Most notably, Ed 1126.01 includes a reference to §300.207 Personnel development, which says, “The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of §300.156 (related to personnel qualifications) and section 2102(b) of the ESEA”.

Thank you in advance for your consideration of our input.

Sincerely,

Bonnie Dunham, Vice Chair
On behalf of the State Advisory Committee on the Education of Children with Disabilities
c/o NH Department of Education
101 Pleasant Street
Concord, NH 03301

January 8, 2018

Frank Edelblut, Commissioner
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Edelblut,

The State Advisory Committee (SAC) on the Education of Children with Disabilities is NH's State Advisory Panel, established consistent with the Individuals with Disabilities Education Act. As stated in RSA 186-C:3-b, I, "In accordance with the provisions of 20 U.S.C. section 1412(a)(21) and 34 C.F.R. sections 300.167-300.169, there is established an advisory committee on the education of children/students with disabilities 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". Another primary duty of the SAC is to "advise the department of education regarding unmet needs within the state in the education of children/students with disabilities". SAC members are cognizant that these issues are interrelated; that meeting the needs of children with disabilities is dependent upon adequate funding being appropriated for that purpose.

At our October 2017 meeting, SAC members present unanimously voted in favor of the following motion: ***"The State Advisory Committee advises the Commissioner of the New Hampshire Department of Education that the chronic underfunding of Special Education Aid causes tremendous financial and practical difficulties for LEAs, [local education agencies] and ultimately has a negative impact on children with disabilities. The State Advisory Committee requests that the Commissioner express, in the strongest language possible the impact of underfunding Special Education Aid, and therefore request that the General Court utilize any and all means to fully fund Special Education Aid."***

The SAC would appreciate any updates that you can provide to us regarding your interactions with the General Court on the topic of fully funding special education aid, as well as any steps the General Court has indicated that they plan to take to fully fund special education aid.

Thank you in advance for your support on this very important issue.

Sincerely,

Maureen Shields, Chair
State Advisory Committee on the Education of Children with Disabilities

April 4, 2018

Frank Edelblut, Commissioner
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Edelblut,

The State Advisory Committee (SAC) on the Education of Children with Disabilities is NH's State Advisory Panel, established consistent with the Individuals with Disabilities Education Act. SAC is comprised of a diverse group of individuals involved in, or concerned with, the education of children/youth with disabilities, with a majority being parents of children with disabilities (ages 3-26) and individuals/students with disabilities. Among SAC's purposes and responsibilities are: "to advise the commissioner of education on issues relating to special education" [RSA 186-C:3-b, I], and "to advise the department of education regarding unmet needs within the state in the education of children/students with disabilities" [RSA 186-C:3-b, IV(a)].

Each year, SAC members select one or more priority areas on which to focus during the year. This year, SAC chose as a priority area, the inclusion of students with disabilities in general education courses/programs, particularly at the high school level. SAC gathered information about the issue, including anecdotal information obtained by members from the constituent groups they represent, and received an overview of NH Department of Education initiatives that support the inclusion of students with disabilities in general education courses/programs at all grade levels. While NH is doing better than many other states in meeting the special education needs of children with disabilities in general education settings, SAC members would like the state to aspire to do even better, including ensuring that high school children with disabilities have the same opportunities to enroll and succeed in higher-level courses (e.g. college prep courses and advance placement courses) as their peers who do not have disabilities. This position is supported by a statement in the findings in the IDEA statute, 20 USC 1400(c)(5)(A), which reads, "Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by-- (A) having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible, in order to-- (i) meet developmental goals and, to the maximum extent possible, the challenging expectations that have been established for all children; and (ii) be prepared to lead productive and independent adult lives, to the maximum extent possible".

SAC members were impressed with the information provided by Santina Thibedeau, State Administrator of the Bureau of Special Education on NH Department of Education initiatives, including personalized learning, universal design for learning, extended learning opportunities, and multi-tiered systems of support, including positive behavioral interventions and supports. SAC believes that these initiatives support the inclusion of students with disabilities in general education courses, programs, and learning opportunities across the grade span. Therefore, SAC recommends that the Department provide resources to support and expand upon these positive initiatives, as well as any other NH Department of Education initiatives that will lead to increased opportunities for children with disabilities to learn effectively and achieve high expectations in general education settings alongside their peers who do not have disabilities.

We look forward to your response to this recommendation and thank you in advance for your support on this very important issue. Additionally, you are always welcome to attend a SAC meeting at your convenience to discuss any input you may have on our recommendation.

Sincerely,

Maureen Shields, Chair
State Advisory Committee on the Education of Children with Disabilities

June 19, 2018

Frank Edelblut, Commissioner, and
Santina Thibedeau, State Director of Special Education,
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Edelblut and Ms. Thibedeau,

I am writing this letter on behalf of the NH State Advisory Committee (SAC) on the Education of Students/Children with Disabilities. The SAC is NH's State Advisory Panel, established consistent with the Individuals with Disabilities Education Act. SAC is comprised of a diverse group of individuals involved in, or concerned with, the education of children/youth with disabilities, with a majority being parents of children with disabilities (ages 3-26) and individuals/students with disabilities. I have included a summary of SAC's responsibilities below:

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 NH 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.

SAC was requested to provide the NH Department of Education, specifically the Bureau of Special Education, including the "n" size for determining significant disproportionality in areas required by the Department for data collection, reporting and monitoring purposes. This is based on the 2016-published IDEA regulations requiring states to adopt a standard methodology to determine whether significant disproportionality based on race and ethnicity is occurring within the state and its school districts in the areas of identification, placement and discipline of children with disabilities.

SAC is pleased to be among the NH stakeholders whose input was sought by the NH Department of Education on this important issue. On May 2, 2018 the NH State Advisory Committee on the Education of Students/Children with Disabilities voted to make the recommendations provided in the template below:

Equity in the IDEA

New Regulations Stakeholder Input on the Definition of Significant Disproportionality

NH State Advisory Committee on the Education of Children with Disabilities

	Identification	Placement	Discipline
	<ul style="list-style-type: none"> • All disabilities • Intellectual Disability • Specific Learning Disability • Emotional Disturbance • Speech or Language Impairment • Other Health Impairment • Autism 	<ul style="list-style-type: none"> • Inside regular classroom less than 40% of day • Separate school or residential facility 	<ul style="list-style-type: none"> • Out-of-school suspension of 10 days or less • Out-of-school suspension/expulsion of greater than 10 days • In-school suspension of 10 days or less • In-school suspension of greater than 10 days • Total disciplinary removals
Cell size (presumptively reasonable if 10 or fewer)	10	10	10
N size (presumptively reasonable if 30 or fewer)	30	30	30
Risk Ratio Threshold	3.5	3.5	3.5
Number of Consecutive Years of Data	3	3	3
Reasonable progress (rate of decrease)	10%	10%	10%

SAC would also like to express, as part of their input on significant disproportionality, their concern for the punitive consequences against schools financially on special education funds as well as the lack of resources in dealing with reasonable progress. SAC would also like to recommend that data regarding suspensions and expulsions to be monitored.

SAC wants to express our appreciation for the support provided by the Department to assist us in understanding this issue so that we could make informed recommendations. The information provided by Sherry Burbank, NH Department of Education Consultant and the informative session presented by Nancy O’Hara the IDC Data Center Technical Assistance Specialist were very helpful. We also appreciate the assistance provided by Santina Thibedeau, who made the arrangements for Ms. Burbank and Ms. O’Hara’s presentations to SAC.

Sincerely,

Maureen Shields, Chair

NH State Advisory Committee on the Education of Students/Children with Disabilities