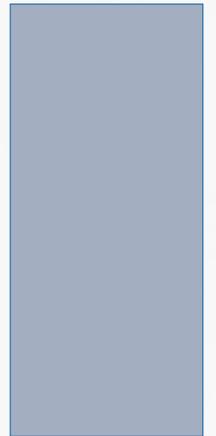


WHAT'S NEXT FOR THE BUREAU OF SPECIAL EDUCATION?

SANTINA THIBEDEAU
SEPTEMBER 13, 2017
STATE ADVISORY COMMITTEE (SAC)



IDEA

34 CFR 300.169 Duties.

The advisory panel must—

- (a) Advise the SEA of unmet needs within the State in the education of children with disabilities;
- (b) Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;
- (c) Advise the SEA in developing evaluations and reporting on data to the Secretary under section 618 of the Act;
- (d) Advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the Act; and
- (e) Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities.

NH 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.

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.

*NH RSA has additional SAC members required

STUDENTS WITH DISABILITIES DATA

Year	Students with Disabilities Total Count	Students with Disabilities % Change from prev. year
2000	30,077	
2001	30,270	0.64%
2002	30,981	2.35%
2003	31,311	1.07%
2004	31,675	1.16%
2005	31,782	0.34%
2006	31,399	-1.21%
2007	32,274	2.79%
2008	30,156	-6.56%
2009	30,210	0.18%
2010	29,920	-0.96%
2011	29,422	-1.66%
2012	29,329	-0.32%
2013	29,011	-1.08%
2014	28,978	-0.11%
2015	28,806	-0.59%
2016	28,935	0.45%

STUDENTS WITH DISABILITIES DATA

Year	Ages 3-5	Ages 3-5 % Change	Ages 6-21	Ages 6-21 % Change
		from prev . year		from prev . year
2000	2,387		27,690	
2001	2,452	2.72%	27,818	0.46%
2002	2,570	4.81%	28,411	2.13%
2003	2,586	0.62%	28,725	1.11%
2004	2,709	4.76%	28,966	0.84%
2005	2,902	7.12%	28,880	-0.30%
2006	2,905	0.10%	28,494	-1.34%
2007	2,523	-13.15%	29,751	4.41%
2008	2,891	14.59%	27,265	-8.36%
2009	3,090	6.88%	27,120	-0.53%
2010	3,135	1.46%	26,785	-1.24%
2011	3,158	0.73%	26,264	-1.95%
2012	3,227	2.18%	26,102	-0.62%
2013	3,173	-1.67%	25,838	-1.01%
2014	3,332	5.01%	25,646	-0.74%
2015	3,335	0.09%	25,471	-0.68%
2016	3,547	6.36%	25,388	-0.33%

STUDENTS WITH DISABILITIES DATA COMPARE TO ALL STUDENTS

Year	Students with Disabilities	Students with Disabilities	District Enrollment	District Enrollment
	Total Count	% Change	Total Count	% Change
		from prev. year	as of Oct. 1st	from prev. year
2000	30,077			
2001	30,270	0.64%	206,847	
2002	30,981	2.35%	207,671	0.40%
2003	31,311	1.07%	207,417	-0.12%
2004	31,675	1.16%	206,852	-0.27%
2005	31,782	0.34%	205,767	-0.52%
2006	31,399	-1.21%	203,572	-1.07%
2007	32,274	2.79%	200,772	-1.38%
2008	30,156	-6.56%	197,956	-1.40%
2009	30,210	0.18%	197,160	-0.40%
2010	29,920	-0.96%	194,022	-1.59%
2011	29,422	-1.66%	190,805	-1.66%
2012	29,329	-0.32%	187,963	-1.49%
2013	29,011	-1.08%	185,320	-1.41%
2014	28,978	-0.11%	183,604	-0.93%
2015	28,806	-0.59%	181,339	-1.23%
2016	28,935	0.45%	179,734	-0.89%

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

Age	State (%) SY 2013-2014	State (%) SY 2014-2015	State (%) SY 2015-2016	Nation (%) SY 2016-2017
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).

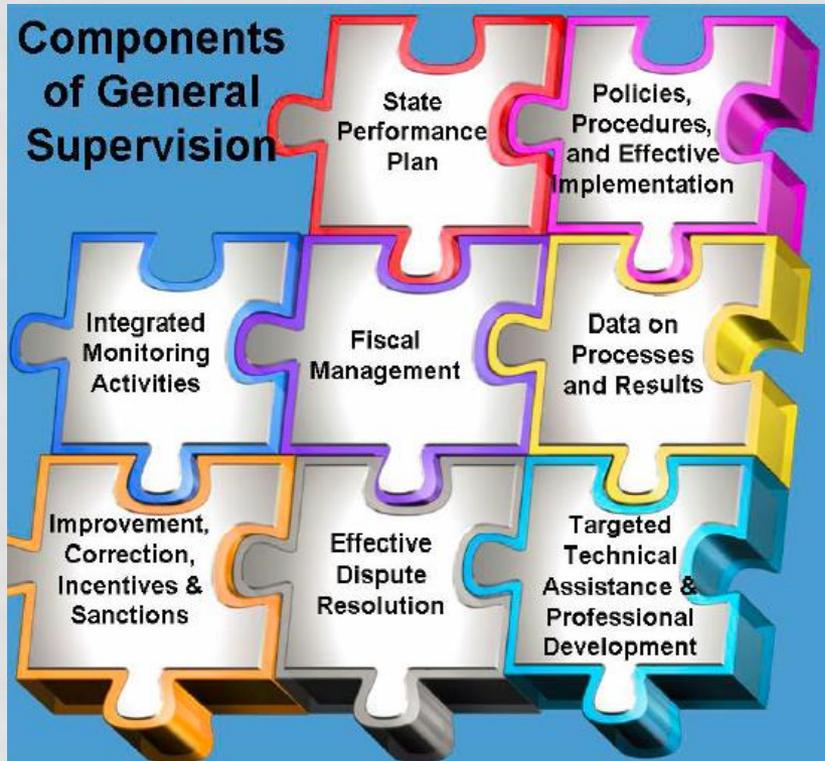
NH-B data rubric 2017

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

STATE PROFESSIONAL DEVELOPMENT GRANT (SPDG) AWARD

The NH Department of Education, Bureau of Special Education is pleased to announce it has been awarded a State Personnel Development Grant from the U.S. Department of Education in the amount of \$3,850,000.00 to expand the implementation of NH's State Systemic Improvement Plan over the next five years (\$770,000.00 per year). The goal is to improve the social-emotional outcomes for preschool students with disabilities through the implementation of the evidence-based Pyramid Model Framework.

GENERAL SUPERVISION



Federal Law requires that states have a system of General Supervision to monitor the implementation of IDEA.

The primary focus of this system is to improve educational outcomes for all students with disabilities.

OFFICE OF SPECIAL EDUCATION PROGRAMS

- OSEP determines that New Hampshire meets the requirements and purposes of Part B of the IDEA
Meet Requirements - 5 consecutive years
 - 2017
 - 2016
 - 2015
 - 2014
 - 2013

PROFESSIONAL DEVELOPMENT OPPORTUNITIES USING MODULES

- “Creating Measurable Goals 2017”- Participants will learn how to use the student assessment and evaluation data to illustrate student present levels of academic achievement and functional performance and how this information is best used to inform the goal writing process. Participants will also learn the components of measurability and how goals should be designed to address task or skill deficits that arise from student disabilities with the ultimate goal of supporting student access to the general curriculum.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES USING MODULES

- The Early Childhood Transitions – Online Training module is being updated to reflect changes to NH Rules for the Education of Children with Disabilities: <https://nhssect.org/transitions/transitions-training/>
- Understanding Preschool Special Education Settings, Program Placement and Data Reporting Requirements- Online Training Module: <https://nhssect.org/lre/lre-training/>

WHAT'S NEXT?

PROFESSIONAL DEVELOPMENT OPPORTUNITIES USING MODULES

- Accommodations and Modifications
- Understanding Discipline and Students with Disabilities
- Introduction to Preschool Outcome Measurement System

PROVIDING PD USING WEBINARS

- Service Plans
- NH Standards for the Education of Children with Disabilities

WHAT'S NEXT

PROVIDING PD USING WEBINARS

- Indicator 11
- Extended Learning Options (ELO)

UPCOMING PROFESSIONAL DEVELOPMENT

- Extended Learning Opportunities: Creating Alternative Pathways for Students to Achieve Academic Credit in School
- Best Practices in Transition Planning Training
- A Compass for Building Family-School Partnerships in Special Education

SPECIAL EDUCATION ALTERNATIVE DISPUTE RESOLUTIONS

Please see document

STATE SPECIAL EDUCATION COMPLAINTS

Please see document

UPDATES FROM THE NHSEIS STAKEHOLDER GROUP

- Potential new features are brought to the Stakeholder group
- New features
 - a change to the invoice entry page in NHSEIS so that it now includes the service description details to allow for ease of data entry

UPDATES FROM THE NHSEIS STAKEHOLDER GROUP

- Changes to the language for VR services
- Roll out of EasyTrac

UNIVERSAL DESIGN FOR LEARNING

2014-2017

- 25 schools in 15 districts
- 200 participants in three cohorts
 - 56% regular education teachers
 - 18% special education teachers
 - 18% administrators
 - 5% instructional coaches
 - 67% of participants have taught for more than 11 years
- Six full-day Academies for each cohort (20 days total)
- Approximately 100 school site visits by Implementation Specialists
- Over 150 classroom observations
- 95% of participants report that they use UDL in their classrooms at least once a month (70% report that they use it at least weekly)
- 93% of participants found the trainings useful in that students benefitted
- 90% of participants will continue to apply the UDL principles after the Academy has ended.

UNIVERSAL DESIGN FOR LEARNING 2016–2017 NEW HAMPSHIRE TEACHER COACHING PROGRAM (LITERACY)

- In the Spring of 2016, CAST received a grant from a charitable foundation to design and provide the NH UDL Rural Teacher Literacy campaign to districts in New Hampshire during the 2016-2017 School Year

WHAT'S NEXT ?

UNIVERSAL DESIGN FOR LEARNING

- The New Hampshire UDL State Plan is included in the current draft of the NH ESSA State Plan
- The Bureau posted a Request for Proposal for Universal Design for Learning Network Building State and Local Capacity to Improve Results
 - 3 year contract for \$850,000 per year

FAMILY ENGAGEMENT

- Next Steps
 - Family reps help coordinate Transition Fairs,
 - Family Engagement Groups host series of transition-focused workshops to learn about planning for life after high school (presented by PIC),
 - Creating family guides on understanding the transition/special education process, assist in school website design/development.
 - Coaching parent leaders on cohort schools Next Steps NH school leadership teams
- State Systemic Improvement Plan (SSIP)
- Scholastic Contract for Family Engagement

IDEA FUNDING

The purpose of IDEA Part B grants is to assist States, outlying areas, freely associated States, and the Secretary of the Interior to provide **special education** and related services to children with disabilities, including that children with disabilities have access to a free appropriate public education (FAPE).

IDEA FUNDING

Congress promised to shoulder 40 percent of each state's "excess cost" of educating children with disabilities, but it has never lived up to this obligation. Currently, the federal government provides less than half of the promised funding (17 percent).

IDEA FUNDING FORMULA

FISCAL YEAR 2018

District	Base Year	Enrollment	Poverty	District Total
State Totals	\$14,262,653.00	\$24,439,356.40	\$4,312,827.60	\$43,014,837.00
	This amount was established in FY 99 (December 1 st child count 1999) and has not change since	85%	15%	

CALCULATING THE THREE -PART FORMULA

\$43,014,837.00
- 14,262,653.00

28,752,184.00

Total Allocation
Base Year
Remaining balance
to calculate
enrollment and
poverty

CALCULATING ENROLLMENT AND POVERTY

85% of the Remaining Balance = Enrollment
15% of the Remaining Balance = Poverty

28,752,184.00



\$24,439,356.40

85%

\$4,312,827.60

15%

District	Base Year	Enrollment	Poverty	District Total
State Totals	\$14,262,653.00	\$24,439,356.40	\$4,312,827.60	\$43,014,837.00
Calculating Per student cost	\$529.03	\$138.64	\$98.03	
	December 1 st child count of 1999	October 1 st Total Student Enrollment Count for Kind, Elementary, Middle, High/ Enrollment \$24,439,356.40/ 176,280	October 1 st Free/Reduced School Lunch Eligibility Enrollment \$4,312,837.60/ 43,993	

District	Base Year	Enrollment	Poverty	District Total
Calculating Per student cost	\$529.03	\$138.64	\$98.03	
District A	101 students December 1 st child count of 1999	637 October 1 st Total Student Enrollment Count	50 October 1 st Free/Reduced School Lunch Eligibility Enrollment	
	\$53,432.03	\$88,313.68	\$4,901.50	\$146,647.21

RSA 198:40- A COST OF AN OPPORTUNITY FOR AN ADEQUATE EDUCATION

For fiscal year 2018 and 2019-

The cost of **\$3,636.06** per pupil

Differentiated aid:

- \$1,818.02** per pupil who are eligible for free or reduced lunch
- \$711.40** per pupil who are English language learners
- \$1,956.09** per pupil receiving special education
- \$711.40** *per pupil in the 3rd grade who took the statewide assessment and scored below the proficient level in reading

(*Provided the pupil is not eligible to receive differentiated aid in the other categories)

PUPIL WHO IS RECEIVING SPECIAL
EDUCATION SERVICES-

\$3,636.06 PER PUPIL

\$1,956.09 PER PUPIL RECEIVING SPECIAL EDUCATION

\$5,592.17

PUPIL WHO IS RECEIVING SPECIAL
EDUCATION SERVICES AND FREE AND
REDUCED LUNCH-

\$3,636.06 PER PUPIL

\$1,956.09 PER PUPIL RECEIVING SPECIAL EDUCATION

\$1,818.02 PER PUPIL WHO ARE ELIGIBLE FOR FREE & REDUCED

\$7,410.19 LUNCH

ADEQUATE EDUCATION AID

Adequate Education Aid is computed for each city, town and unincorporated place. Not all towns operate schools, but each town pays for the education of the students that are residents of the town. Adequacy Aid is based on the average daily membership (ADM) of resident students.

https://www.education.nh.gov/data/state_aid.htm

SPECIAL EDUCATION AID/CAT AID

- See Document

COURT ORDERED STUDENTS

CHAPTER 402

Student must be have a court order

District's pay 3 times the estimated state average expenditure per pupil cost (ESAEPP) is \$15,351.73 for the 2017-2018 school year.

$$3 \times \$15,351,73 = \$46,055.19$$

COURT ORDERED STUDENTS CHAPTER 402

School Districts pays up to \$46,055.19. After the \$46,055.19, school districts submit the invoices to the Bureau of Special Education and we pay the private provider.

HOUSE OF CORRECTION DATA AND STUDENTS WITH DISABILITIES AGES 18 THROUGH 21

See Attached Document

RESULTS OF THE COMPLIANCE AND MONITORING PROCESS

- SPP/APR
- Guidance Memos
 - Written Prior Notice
 - Parent Notice
- Less District created forms

RESULTS OF THE COMPLIANCE AND MONITORING PROCESS

**Self-Assessment Compliance Comparison Chart
2013-2014 to 2016-2017**

2013-2014: 7 districts & 231 Files 2014-2015: 6 districts & 220 Files (109 parts 1&3/111 parts 2&4) 2015-2016: 7 districts & 131 Files (62 parts 1&3/69 parts 2&4) 2016-2017: 6 districts & 94 Files (47 parts 1&3/47 parts 2&4)		Self-Assessment Question #				Percent Noncompliance			
Area of Compliance	Specific Citation/Self-Assessment Question	2013 2014	2014 2015	2015 2016	2016 2017	2013 2014 Data	2014 2015 Data	2015 2016 Data	2016 2017 Data
Written Prior Notice (Placement)	Provide the evidence that the notice given to the parents of a child with a disability included a description of the action proposed or refused by the agency	81	66	66	66	46%	47%	44%	17%
Written Prior Notice (Placement)	Provide the evidence that the notice given to the parents of a child with a disability included an explanation of why the agency proposed or refused to take the action	82	67	67	67	52%	53%	68%	38%
Written Prior Notice (Placement)	Provide the evidence that the notice given to the parents of a child with a disability included a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action	83	68	68	68	42%	87%	81%	79%
Written Prior Notice (Placement)	Provide the evidence that the notice given to the parents of a child with a disability included a description of other options that the IEP team considered and the reasons why those options were rejected	87	69	69	69	24%	51%	47%	19%
Written Prior Notice (Placement)	Provide the evidence that the notice given to the parents of a child with a disability included a description of other factors that were relevant to the LEA's proposal or refusal	88	70	70	70	64%	60%	58%	23%
Written Prior Notice (Placement)	Provide the evidence that the notice given to the parents of a child with a disability was provided in the native language of the parent or other mode of communication used by the parent, unless it was clearly not feasible to do so	90	71	71	71	67%	22%	16%	13%

ASSISTIVE TECHNOLOGY

- Develop the New Hampshire Quality Indicators for Assistive Technology, A Comprehensive Guide to Assistive Technology Services based on the Quality Indicators for Assistive Technology: A comprehensive Guide to Assistive Technology Services by the QIAT Leadership Team and CAST, <http://qiat.org/index.html>.

ASSISTIVE TECHNOLOGY

- New Hampshire Assistive Technology Initiative
- 9 district and school teams
- 60-70 participants
- Consisting of administrators, teachers, allied service personnel
- QIAT Book study along with 4 face-to-face trainings involving the 8 quality indicators
- At the spring 2017 teams developed and shared strong action plans for AT implementation including a separate leadership group from each school team

WHAT'S NEXT?

ASSISTIVE TECHNOLOGY

- A September 2017 2-day summit will be held to present on accomplished work, identify the gaps and build a coach model to provide TA .
- All teams currently involved decided to continue for year 2 to fully implement the work and become the NHAT Experts
- Build the state action plan with goals and outcomes to develop the a companion guide to AT for New Hampshire and a coaching model.

SPECIALIZED INSTRUCTION

- Developing a workshop for districts to understand what is Specialized Instruction

INNOVATIONS

- Mentoring Program for New Special Education Administrators
 - Began 2015-2016
- **New Hampshire Occupational Therapy Mental Health Promotion Project –**
 - OT from 30 school districts participating
 - NH OTs & NH Office of Student Wellness
- Building capacity of OT's to apply a public health approach to mental health to day-to-day work with children and youth in NH Schools
 - Interdisciplinary approach to implement mental health promotion, prevention and intervention in a natural school context. Integrate services in natural settings throughout the school day with relevant school personnel (teachers, paras, administrators, related services providers and students)
- Dyslexia Guide
- 12-week Self-Study offered by the Transition Coalition from the University of Kansas -
https://www.education.nh.gov/instruction/special_ed/documents/indicator_13_online_module_instructions.pdf

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Fiscal Year (July – June)	Total Trainings	Webinars/Online Module	Face to Face Training
FY16	157	5	152
FY17	116	24	92
Totals	273	29	244

PARTICIPANT COUNT FOR PD

Fiscal Year (July – June)	Total Trainings	Webinars/Online Module	Face to Face Training	Approx. Number of Participants
FY16	157	5	152	1265
FY17	116	24	92	1593
Totals	273	29	244	2858