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

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

October 7, 2020 – 4:30pm to 7:00pm

Via Zoom: Zoom Meeting https://us02web.zoom.us/j/89152390152
Meeting ID: 891 5239 0152: 1 646 558 8656 US

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

4:45 – Bureau update from Rebecca Fredette, questions

5:00 – Legislative Update & report for joint meeting of the House Ed. Comm & Senate Education/Workforce Development from Bonnie Dunham, legislators.

5:30 – Discussion the overarching priority- COVID. SAC will explore how COVID is impacting students with disabilities How has COVID amplified challenges which existed prior to the pandemic? How is COVID affecting the education of students with disabilities? What have we learned about the status of education for students with disabilities in NH because of COVID? Speakers? Data?

6:05 – Review draft 2020 SAC report

6:35 – Transparency of Data – Does SAC want to request the NH DOE to resume publicly posting the results data of the State Performance Plan & request an explanation for its public removal?

6:45 – Nominations, Old Business, New Business, Announcements, Comments

7:00 – Adjourn – Next Meeting ***November 4th 2020, online***

Meeting Norms

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

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

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

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

IDC IDEA DATA CENTER

Building Capacity for High-Quality *IDEA* Data

Part B SPP Indicators

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