

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

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

December 1, 2021 – 4:30 pm to 7:00 pm – New Hampshire Room, Hotel Concord, Concord, NH

<p>4:30 – Welcome, Introductions, Approval of Minutes, Public Comment, Correspondence</p> <p>4:45 – Update on Legislation, Rules and/or Regulations Impacting Children with Disabilities – Elected officials, Bonnie Dunham and/or Elected Officials</p> <p>5:00 – SAC’s Public Comment on the Proposed Rules for which the State Board of Education is Holding Public Hearings on 12/09/2021</p> <p>5:30 – State of the State – Rebecca Fredette, NH DOE, Bureau of Special Education / Student Support, or Rebecca’s designee</p> <p>6:00 – SAC Priority – Discussion of Next Steps –</p> <ul style="list-style-type: none"> • Discussion – Does SAC Want to Host a Public Forum? <p>6:15 – Brief Updates or Reports from Subcommittees</p> <p>6:30 – Old Business, Dispute Resolution vote</p> <p>6:50 – Nominations, New Business, Announcements, Comments from the Chair</p> <p>7:00 – Adjourn – <i>Next meeting January 5, 2022 (snow date 01/12/22)</i></p>	<p style="text-align: center;"><u>Meeting Norms</u></p> <ul style="list-style-type: none"> ♦ 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
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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]

State Performance Plan (SPP)/ Annual Performance Report (APR) Indicators for IDEA Part B

1.	Percent of youth with IEPs graduating from high school with a regular high school diploma. (NH used a 4-year adjusted cohort graduation rate)
2.	Percent of youth with IEPs dropping out of high school.
3.	<p>Participation and performance of children with IEPs on statewide assessments:</p> <p>A. Reserved</p> <p>B. Participation rate for children with IEPs.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.</p>
4.	<p>Rates of suspension and expulsion:</p> <p>A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.</p> <p>B. Percent of districts that have:</p> <p>(a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and</p> <p>(b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p>
5.	<p>Percent of children with IEPs aged 6 through 21 served:</p> <p>A. Inside the regular class 80% or more of the day;</p> <p>B. Inside the regular class less than 40% of the day; and</p> <p>C. In separate schools, residential facilities, or homebound/hospital placements.</p>
6.	<p>Percent of children with IEPs aged 3 through 5 attending a:</p> <p>A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and</p> <p>B. Separate special education class, separate school or residential facility.</p>
7.	<p>Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:</p> <div style="border: 1px dashed black; padding: 5px;"> <p>Note: a. Preschool children who did not improve functioning</p> <p>b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</p> <p>c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it</p> <p>d. Preschool children who improved functioning to reach a level comparable to same-aged peers</p> <p>e. Preschool children who maintained functioning at a level comparable to same-aged peers</p> </div> <p>A. Positive social-emotional skills (including social relationships);</p> <div style="border: 1px dashed black; padding: 5px;"> <p>A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.</p> </div> <p>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and</p> <div style="border: 1px dashed black; padding: 5px;"> <p>B1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program.</p> </div> <p>C. Use of appropriate behaviors to meet their needs.</p> <div style="border: 1px dashed black; padding: 5px;"> <p>C1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program.</p> </div>

8.	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.
9.	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
10.	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
11.	Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.
12.	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
13.	Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
14.	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: A. Enrolled in higher education within one year of leaving high school. B. Enrolled in higher education or competitively employed within one year of leaving high school. C. 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.
15.	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
16.	Percent of mediations held that resulted in mediation agreements.
17.	Each State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator (a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities). <i>NH's SSIP focuses on improved social-emotional outcomes for preschool children with IEPs.</i>