

Special Education Advisory Panel (SEAP)

May 2, 2016 Meeting Minutes

Attendees: Charlie, Silva, Brandy Funk, Rebecca Maldonado, Brian Darcy, Ruth Garfield, Robin Greenfield, Jill Mathews, Stephanie Hoffman, Ted Oparnico, Amy Fine for Amy Clark, Lisa Perry, Tonya Maestretti, Jenn Halladay and Marni Porath

Not in Attendance: Keith Allred, Alison Lowenthal, Angela Lindig, Tina Naillon, Kathie Benjamin and Richelle Tierney

SEAP Welcome : Robin Greenfield, SEAP Vice Chair

- Robin welcomed the group and reported that Keith Allred is absent from the meeting due to personal matters. Thank you to Keith for service given to SEAP as Chair for 2014-2015.

SEAP APPLICATION: Robin Greenfield, Chair

APPROVAL of the February 22, 2016 Meeting Minutes: Robin Greenfield, SEAP Chair

Approval for minutes by the panel was given by: Ruth Garfield approved and Lisa Perry seconded the motion.

By-Laws: Additions/ memberships

Motion of approval: Brian Darcy approved and Ted Oparnico seconded the motion.

FEDERAL/STATE Update: Charlie Silva, SDE Special Education Director

- Dr. Silva reported about the State's negotiated rules. The purpose was to get public response/comment and to add more agencies as references to parents. ex. Idaho Legal Aid.
- The 10 day rule – procedural safeguards – had not been changed in 16 years. A recent change was made to the procedural requirement to 15 days. This new timeframe was to assist stakeholders involved in the process and provide more flexibility.
- Superintendent Ybarra made changes to HQT with the new ESSA law. Idaho is going to follow ESSA guidelines. This will impact special education at the secondary level in the following ways: no additional exams that teachers will need to complete, FAQ to districts to ensure that it is understood what the new guidelines are for qualified individuals to work with students. Paraprofessional standards have another year to meet the guidelines for ESSA. The Department is working on a consolidated plan to determine how Idaho is going to fulfill the requirements of the new ESSA law.
- Department Strategic Plan – Recruiting/Retaining – SPED continues to struggle to keep certified individuals. Proposal – Pilot Program – \$100,000 IDEA funds – give to rural districts who struggle with hiring – give to districts who apply and can use the stipend to hire SPED personnel (moving expenses, student loans, salary, and classes) to entice

individuals with the expectation of getting a 1-2 year committal from the employee.

- Updating IEP Forms – SDE Website
 - New forms will have citation of why the information is required.
 - Make the form user friendly for teachers.
 - Drop down menus of components (PLOP – Present Level Of Performances).
 - August is the goal for roll out /phase in timeframe.
- Webinar – SLD - Specific Learning Disabilities – highlight guidance documents for changes to eligibility requirements. – 30 day public comment period.

PROCEDURAL SAFEGUARDS PAMPHLET: Lily Robb, SDE

- Procedural Safeguards – Lily Robb (SDE) – The Utah State Department of Education prints their notice on newsprint and reformats it to be in columns. This allows for the document to be considerably smaller in size. The SPED Department at SDE has been following this example to help condense Idaho's procedural safeguards. The document is now 22 pages @ 7.4cents a piece with a local newsprint company to print. The first page displays a more parent friendly approach with the names and contact information for parent organizations. Also, the Division of Dispute Resolution at SDE was to enhance the readability for topics in the new layout. If you have any suggestions regarding the new document layout, please send to Lily Robb. The new layout of the document will be available after July 1, 2016.

IDAHO STATE SYSTEMIC IMPROVEMENT PLAN (SSIP): Deborah Haley-Hughes (SESTA) Alayna Gee (SDE)

- SSIP and SpDg Alignment.
- SPDG – State Personnel Development Grant (FED Grant) Focus of this 5 year plan was MTSS/RTI – 14 Districts and 31 schools – RTI system in districts – external evaluator – University of Idaho – METIS Coaches - school wide system of supports – intervention.
- Intent of each Initiative: SPDG – systems of support – improve outcomes of RTI; SSIP – Instructional practices
- SSIP/SPDG Commonalities – individualized on State need, building State capacity, requires a logic model and theory of action, vigorous evaluation, access to national communities of practice and resources, district evaluation teams, overlap team membership, support of SDE leadership, coordination of evaluation plan and tools, and support to districts is coordinated and layered.
- SPDG Parent Survey – Students who are in the RTI process.
Areas of focus: communication, involvement, culturally and linguistic responsive to parents.
 - survey for school level team and survey for parents
 - commentary/suggestions for parent survey
- SSIP – Evaluation Plan – External Evaluator-Cari Murphy at Idaho Training Clearinghouse is providing guidance.

- Logic Model – snapshot of the project-resources, activities, cohort districts that are/will be involved with the plan. Outcomes are specified with long term goals in literacy from 3rd to 4th grade on the State summative assessment (ISAT by Smarter Balance).
- Literacy is the focus; however various stakeholders will be involved.
- Phase II of SSIP submitted – will be posted on the SDE website.
- Identifying Community Partners: Libraries, Idaho STARS, Head Start, United Way, Idaho Parent Unlimited, Families Together
- Activities to promote awareness – social media campaign, school parent night, PTA presentations, school newsletters/websites, mailers on a regular basis, book fairs/bookstores, Sevenscares/YouTube, State School Board Associations
- SSIP Fidelity of Implementation – assistance from SEAP on Family & Community area – Improve Literacy Practices Checklist – Article review- from ideas – identify components
- Task for SEAP - September – Giving Districts Outline of Best Practices for Parent Involvement in Schools w/ regards to literacy – Improving data

STATE APR REPORT: Ivana Hotchkiss , SDE

- July 2014 – June 2015
- State receives IDEA funds for State APR – 17 indicators (compliance/performance)
- State is required to have a performance plan – how has Idaho made results against performance plan – data comes from ISEE, general supervision file review monitoring, ISAT data, and surveys (TASE), Dispute Resolution Data Reports
- Feds send determinations on the state/inaccurate data can effect district determination and funds.
- Largest opportunities for improvement – Indicator 1 - Graduation – 14.55% drop from last year.
FFY 2014 Target – 90% FFY 2014 Data – 59.22%
- Indicator 13 - Secondary Transition - Compliance 12.3% increase from last year
FFY 2014 Target – 100% FFY 2014 Data – 67.37%
- Indicator 7 – Early Childhood Outcomes
- Indicator 12 – Early Childhood Transition – Compliance
FFY 2014 Target – 100%

* What is going well?

*Indicator 3B – ELA & Math improved Target 95% all met - High School improved

*Indicator 5A – Inside regular class

*Indicator 8 – Parent Involvement

*Indicator 11 – Child Find – Compliance

*This report will be available on the SDE website.

IDEA Budget Application: Wendy Lee, SDE

- The State application is on the SDE website. It was open for public comment and there was minimal response. The application is due to the federal government on May 12, 2016. SPED at SDE is fully paid through the IDEA funds. SEAP members were given a funding breakdown over multiple years for special education. OSEP requires 88% of the funds to be given to LEAs.

Update on Alternative Graduation Requirements : SEAP Subcommittee

- Ted – corrections – alternative graduation – no alternate graduation; however there is an ability to receive credit with alternative methods
- Tonya – schools can make decisions as early as elementary and potentially have the ability to get the student off-track
 - *Nevada – 7 options of alternative graduation – lowest rate of graduation
 - *AZ & Oregon – no alternative graduation
 - *Kansas – 1 diploma – 73% to *83% only 10 point difference between SPED and GEN ED. Keeping to 1 diploma – separate exit code – extended year cohort – 17 states using the extended cohort

Organization Presentations: Brian Darcy & Rebecca Maldonado, SEAP Members

Brian – Idaho Education Services For The Deaf and The Blind

Continuum of Services – Monitor - Consultative – Direct Service – ISBD Campus

7 Regional Services around the state – Birth to 21

21 – 26 – Transition services

In 3 of the regions – operate a preschool – upcoming in Region 1

Teachers at IESDB : Home intervention and support to local school districts

During the presentation, Brian emphasized the importance of outreach to parents of deaf and/or blind children. He stated, “The sooner we can get in the home for outreach the greater the ability to teach these children and for them to learn.”

Short Term Programs that are made available at IESDB:

Paraprofessional training for students who are deaf/blind – bring onto campus for 2 weeks – extensive training – not enable but to support student

Work experience – students spend a week on campus- learning to interview, job training skills, summer job for 4 weeks

Media/Library Service – 50,000 on average (1 year) pages turn into braille at no cost to any

school district

The IESDB campus currently has 95 students. 35 Visual impaired, 60 Deaf, and 45 who are residential. The school is open Monday through Thursday. Residential students arrive Sunday evening and depart back to their homes on Thursday afternoon. Airfare is provided to these students on a weekly basis. The grade levels that are present on campus are preschool through 12th grade.

The school conducts weekly collaborative activities. For example, one day will be dedicated to a specific color. This is to assist students in understanding color concepts. Red day – will look at the meaning of red. This would include the following: stop signs, red traffic lights, fire truck, and common societal meanings that are placed on the color red.

Currently, IESDB serves close to 2,000 students. The enrollment in all regional programs has increased. This is due to knowledge and information about the programs that are offered to families and students.

Rebecca Maldonado: Valley View Middle School

Project Unify: Awareness to refraining from using the R-word

Change your words and you can change everything

#spreadtheword is the name of the campaign at the middle school

Buddy Bench – elementary

UPDATE on Parent Survey, Robin Greenfield, Chair

Question 15:

Jody Hamilton contacted TAESE – There is no need for an N/A column.

Robin suggestion: Resetting targets

The percentage is positive input in response to the district.

A question for next year: Does the panel want to revisit the survey? April 1st is the deadline if SEAP decides to continue the work.

SEAP Executive Committee Elections – Robin Greenfield, Chair

The panel needs to elect a new vice-chair and secretary

Vice Chair – Brian Darcy was nominated and unanimously elected by a voice vote.

Secretary – Ruth Garfield was nominated and unanimously elected by a voice vote.

SEAP Membership – Brandy Funk – Chair, 2016-2017

The following SEAP members need to re-apply for an appointment to the panel as they have served a three year term. The panel will actively recruit members from the Department of Child Welfare, Foster care as well as an individual with a disability and additional parents to sit on the panel. Applications are due June 1st with appointments to SEAP made by July 1.

Stephanie Hoffman

Ted Oparnico

Working Lunch Speakers:

It was suggested that the committee offer community members of various organizations that relate to special education to have the ability to present during lunch at SEAP meetings. The following name was given as a potential speaker:

Kerri Parkman – nurse that works with cochlear hearing implants

Future SEAP Meetings:

Future meeting dates were set for 2016/2017:

- September 12th
- November 14th
- February 13th
- May 8th

All meetings will be held at the State Department of Education.