

Special Education Advisory Panel (SEAP)

Date February 13, 2017 Meeting Minutes

Attendees: Charlie Silva, Brandy Funk, Brian Darcy, Ted Oparnico, Lisa Perry, Jenn Halladay, Jill Mathews, Richelle Tierney, Tonya Maestretti, Robin Greenfield, Marni Porath, Jacob Head, Amanda Pena, Amy Clark, Alison Lowenthal, Angela Lindig and Ruth Garfield.

Not in Attendance: Shiloh Blackburn, Rebecca Maldonado, and Tina Naillon

SEAP Welcome and Call to Order: SEAP Chair

Meeting called to order at 9:15 am by Brandy Funk.

- **Announcements:** Reminders of courteous participation by Brandy Funk

Approval of the November 14, 2016 Meeting Minutes:

Discussion: Lisa Perry Q: Were there any parents who indicated they were interested in participating on the CEC.

A: So far, there have not been any names submitted through the SEAP committee.

Motion to approved by: Amanda Pena

Seconded by: Lisa Perry

Federal/State Update: Charlie Silva, SDE

- Informational booths were set up twice at Capitol. Nick from Assistive Technology helped. General information was shared with passersby. Booth was hands-on with assistive devices for people to try a C-pen reader, an I-pad with augmented device, and a Braille tool was also there. Cards were shared (art from an art project in Northern Idaho), a bookmark showing basic funding for students served and challenges Special Ed facts as well as the mission of special education.

Q: Jacob How was it received?

A: Charlie Well, people were interested and intrigued with the pen.

Superintendent Ybarra indicated that there are shortages across the board in Idaho.

Q: Is State and Local funding was for all students or just special education?

A: Charlie: Each district uses the money they get as they choose. Special Education dollars are not set aside.

Special ED Funding 101: by Wendy Lee and can be found on the web-site. Districts are using this as a template.

- ARP submitted to OSEP on time.

Child Count:

- Ivana and Alisa are working with districts to verify data.

IDEA funds:

- The application is due May 12. Estimated amount of IDEA dollars (early childhood) 250K which reflects an increase. On occasion, funds are taken back. Recently some money was taken back and used for the ZEKA virus. So, the SDE budgets are on the conservative side, keeping dollars in reserve.

Medicaid:

- Block Grants information and Documents will be posted on the Clearinghouse for public view.

SpDg:

- Personnel grant opportunity posted. Idaho will be applying for this.

State Updates:

- Brian presented his budget to JFAC.
- Superintendent Ybarra also presented the budget.

Governor's budget:

- Has proposed 2 additional positions in Medicaid (FTE) to help schools with Medicaid billing.

Funding formula:

- Task force set up to look at it. OPE did an analysis of Special Ed funding. The formula is antiquated (updated in 1996). This change is slow in getting traction. OPE report on their site.

Alt-assessment:

- Still not staffed, and considering re-allocating position to cover other needs.

Jeff-D Case:

- Update to be shared this afternoon.

Interpreter Licensing Bill:

- Has just passed the House. Bill includes setting standards for qualifications. Going to HR Committee in Senate. With Licensing and qualifications established, the hope is that there will be more interest and legitimate job opportunities.

SpDg Update: Alayna Gee, SDE MTSS Coordinator

State Personnel Grant:

- Funded through OSEP,
- In year 5
- Focus has been on RTI
- 14 Districts and 31 schools have received training and coaching
- Focus on getting better feedback from parents. Additions to the survey include an open response question, as well as 2 other questions. A tips document was created and shared prior to the survey collection date
- Districts could collect data on their schedule instead of a pre-determined date by SDE
- RTI page has been updated. Graphic with buttons to link to information.
- 9 modules, and guidance documents
- Grant is ending, and Idaho will be applying for funding 2017-2021. (5-year cycle)
- Focus will be on improving outcomes in literacy for students with disabilities
- Training will be provided to special education teachers to improve literacy instructional practices
- Teacher learning communities will be created
- Increase capacity of leadership to support teacher literacy practices
- Increase parent's ability to support literacy at home

Discussion and activity for SEAP:

Topic: Increase parent's ability to support literacy at home specifically pre-K through grade 5

- SEAP members brainstormed ideas, wrote them down and a few were shared. All ideas were submitted to Alayna.

Idaho Clearinghouse Update: Shawn Wright, ITC

- Site used mostly for teacher and parents to access trainings, documents, follow-up information from a training, and professional development training
- Originally it was for teachers to register for trainings offered
- New feature on site is the Director's Button
- Second quarter has had 37,916 visitors to the site. Quarter 1 had 37,320 visits
- Resources are: Topics, webinars, calendar, registration, for credit
- 31% are for the LMS (on line classes)

- 21% Topics
- 10% Webinars (all closed captioned, free, and hundreds available)
- 6% Calendar/Registration
- What people are looking for on the site: LMS, SESTA, WEBINARS, BEHAVIOR TOPIC, CALENDAR, REGISTRATION
- TOPIC PAGE- has a mobile option available on personal phones or tablets
- Search capabilities are improved
- Eligibility modules are interactive and easily accessed on the SESTA site or through a SESTA link
- Assistive Technology Resource Guide assessed simply by typing into the search bar. Page populates and when chosen, the pdf document downloads to device
- WEBINARS PAGE: Webinars are listed by topic, including how many webinars are available on specific topics
- Search webinars tab can refine search, including webinars happening live. All webinars have a description and list presenters, length of presentation, and include all handouts.
- CALENDAR: All state-wide trainings are listed and arranged by region. Filters can refine trainings by topic
- REGISTRATION: Trainings are listed by regions and kept current. Descriptions are also shown.
- LEARNING MANAGEMENT SYSTEM: These trainings can be taken for credit or not for credit. Professional Development fee is \$65
- Improved search methods are being developed using the TASN (Kansas) as a template.
- Q: Angela Lindig- Do you have go log into the webinars?
- A: There is an informational section to be filled out before viewing the webinar for the purpose of tracking who is accessing the training. But actual log-in is no longer required.

2 Ears 2 Learn Presentation: Rhonda Sarantis

- Overview of the non-profit organization 2 Ears 2 Learn. The organization collects and refurbishes used Baja sound processors and provides them to qualified children with Microtia and Aural Atresia at no charge. Dr. Griffiths organized the non-profit.

Q: Jill Matthews- What is the process for a child to receive a hearing device?

A: A referral from an audiologist or through the schools can lead to a child getting a hearing tool after an examination. There are Baja hearing devices refurbished and ready for use.

- Baja hearing processors are worn on a headband and are capable of fitting children of all ages and sizes.
- Recognizing hearing issues early is vital. Not all school districts have audiologists.

Working Lunch/Agency Reports: Ruth Garfield, parent and Robin Greenfield, University of Idaho

Indicator 8 &14 update: Alisa Fewkes, SDE

Two sample groups of 79 LEA's based on;

- Region
- Race/Ethnicity
- Disability category
- Population size

Survey results were representative by;

- Region
- Grade Level
- Disability Category
- Race/Ethnicity (at district level)

Sampled 4725 parents

- Response Rate 10.4%
- 58% of Districts have 100 or fewer students with disabilities

2015-2016 Data Collection

- Parent Involvement Score 55.44%
- Target Increase .25% every 2 years
- 5.72% decrease based on sub-groups listed below
 - Parent Comfort 82.2%
 - Diversity 78.0%
 - Equal Partners 73.9%
 - Quality 73.5%
 - Communication 71.1%
 - Post-Secondary 58.9%(very low)

Parents comfortable contacting staff:

- 81% general education teachers
- 87% special education teachers

IEP related:

- 79% student included in general education as appropriate
- 79% IEP is carried out as written
- 82% parent treated as a partner in IEP development

- 91% parent received a copy of IEP

Areas for Improvement:

- 41% Q2 My child's school provides information on organizations and/or trainings that offer support for parents of student with disabilities.
- 69% Q4 My child's teacher(s) communicate with me about my child's progress on IEP goals

Post-Secondary:

- 58% Q9 My child's special education program is preparing him/her for life after school
- 54% Q15 I have been involved in a discussion with my child's school related to post-secondary school (college, technical, or other setting), employment and /or independent living, and adult service agencies.

Equal Partners:

- 66% Q5 My child's school gives me the support I need to play an active role in my child's education
- 65% Q18 The level to which teachers and administrators encourage parent involvement

COMMENT-JACOB: When he was in High School, his parents were very busy and wanted to be involved, but often paperwork would get buried.

Q: Jenn Halladay- Could the survey be given at the same time as the IEP?

A: One of the characteristics of the survey requires the survey be given randomly, so, giving the survey at IEP meetings would not result in a random sampling

Improved Survey Collection Results:

- Improved Communication with Districts
- Drafted Letter for Districts
- Add Comment to "skip questions that do not apply"
- Survey
- Cover Letter

Q: Lisa Perry-Could the Senior exit survey be compared to the Parent Survey

A: It has not been done, but would be interesting information

Q: Amy Clark- Do we have comparison data with regular education?

A: No

Indicator 14-Post School Outcomes:

- 663 Sampled
- Response Rate 31.8%
- Graduated
- Aged Out
- Dropped out

Survey results available by

- State
- Region
- Size

Post School Outcomes Chart: shows the numbers are on a downward curve, but the target settings continue to rise.

Areas of Success:

Employment

- 87% Integrated Competitive Setting
- 100% Paid at least minimum wage
- 75% Vocational Skills
- 73% Social/Community involvement
- 25% Were receiving benefits
- 14% Had attended Tools for Life

Strategies for improvement:

- Continue to build relationships with Vocational Rehabilitation Services
- Secondary training resources
- Benefits

Reports will be available on line.

SSIP Update: Deborah Haley-Hughes, Idaho SESTA

Activity and Discussion: Continuation from the last meeting to brainstorm what inclusive practices look like in specific places in the school setting, i.e., cafeteria, playground, classroom, hallways, etc.

What is the WHY of change?

School Culture Communicated

- People First Language
- STEP program (Boise)

- Photos on Website, newsletters are inclusive
- Basic on Belonging
- End the “R” word TVDSA
- IPUL
- Marilyn Frind

Professional Development-Specific Strategies

- NMP for school/teachers-Bruce Perry
- Accountability
- Coaching
- Incentives
- Leadership

Professional Development Inclusive Practices

- Tie UDL to the common core
- Market/brand to support “ALL:
- “ED” not GenEd or Special Ed – just “Ed”
- Invisible Disabilities (Nichole’s presentation)
- Make it personal
- Story 4
- BSU Instructional performance technology
- “Double Tag”

Book Shared: Switch- How to change things when change is hard.

- Direct the rider - Logic
- Motivate the elephant - Emotions
- Shape the path – Clear with path with tools

Youth empowerment services (YES) (Jeff D): Pat Martelle, DHW (CHILDREN’S MENTAL HEALTH PROJECT)

- Serves children under the age 18
- Not a DHW website, but an Idaho website. youthempowermentservices.idaho.gov
- Updates monthly with link to documents regarding the project
- Q&A: Serious Emotional Disturbance (SED)
- Must have a diagnosable condition **and** a functional impairment
- CANS (Child and Adolescent Needs and Strengths) tool that captures information about a youth’s needs and strengths that should be considered in the development of the IEP.

- Website explored. Practice Model includes principles that will soon become standards. An educator will be part of the team when a child is the client.
- On the right side of the web page, there are drop down menus leading to comprehensive documents, policies, plans, procedures, etc.
- Q: Amy Clark- Can the school system request wrap around services for students?
- A: Not yet, but it is being worked on.
- Parent Network information on the website.

House Bill 43 (Increased eligibility for children identified as SED up to 300% of poverty):

Angela Lindig

Made it through the House.

Proposed Definition of Deaf/Hard of Hearing: Paula Mason, IESDB

Create a guiding document for eligibility criteria for Hard of Hearing:

Proposed New Definition and Guidance Document

- Definition: Deaf or Hard of Hearing means a child with hearing loss, whether permanent or fluctuating, that impairs the access, comprehension and/or use of linguistic information through hearing, with or without amplification, and that adversely affects a child's educational performance.
- Sensory Auditory Processing term is completely separate from this definition.

State Eligibility Criteria for Deaf or Hard of Hearing: An evaluation team will determine that a student is eligible for special education services as a student who is deaf or hard of hearing when all the following criteria are met:

- An evaluation that meets the procedures outlined in Section 5 has been conducted.
- The Student exhibits a hearing loss that hinders his or her ability to access, comprehend, and or use linguistic information through hearing, with or without amplification.
- The student is diagnosed by an audiologist as having a hearing loss.
- The student's condition adversely affects educational performance.
- The student needs specially designed instruction.

Professional Development Presentation: Ted Talk – “What’s wrong with me? Absolutely Nothing” - Presentation postponed to next meeting due to technical difficulties.

Next Meeting

- DATE: May 8, 2017
 - Agenda Items:
 - Agency/Individual Presentations
 - Jenn Halladay, Parent
 - Angela Lindig, IPUL

Meeting Adjournment

Motion to adjourn: Jenn Halladay Seconded by: Lisa Perry

The meeting was adjourned at 3:40 p.m.