

Special Education Advisory Panel (SEAP)

November 14, 2016 Meeting Minutes

Attendees: Dr. Charlie Silva, Brandy Funk, Brian Darcy, Robin Greenfield, Shiloh Blackburn, Richelle Tierney, Amanda Pena, Tonya Maestretti, Tina Naillon, Amy Clark, Angela Lindig, Lisa Perry, Jacob Head, Jill Mathews, Marni Porath, Jenn Halladay, Alison Lowenthal, Ruth Garfield (arrived 9:20), Ted Oparnico (arrived 10:30)

Not in attendance: Becky Maldonado

SEAP Welcome: SEAP Chair

Meeting called to order at 9:05 am by SEAP Chair, Brandy Funk.

Announcements:

Approval of the September 12, 2016 Meeting Minutes:

Motion to approve by Brian Darcy, seconded by Robin Greenfield.

Following the approval of minutes, introductions were made around the room and Brandy reviewed the meeting norms.

Update on Federal Laws and State Specific Information:

Dr. Charlie Silva, SDE Special Education Director

Update on OSEP's RDA (Results Driven Accountability):

- Differentiated Monitoring and Support Engagement Decisions (DMS) for Part B are completed. Areas examined were: Results, Compliance, SSIP, Correctional Education, and Fiscal.
- RESULTS is in the "Targeted" category.
- COMPLIANCE is in the "Universal" category. "UNIVERSAL" rating is where we want to be in all areas.
- SSIP is in a "targeted" category.
- CORRECTIONAL EDUCATION is in a "Universal" category.
- FISCAL area is in the "Universal" category.

Q: Amy Clark: What is in the Results area?

A: Charlie: Alternate Assessment is not included in this data. This data only included the 4-year cohort group of students. Through ESSA, states have the option to push the 4-year cohort to 5 or longer. Idaho is considering this.

Q: Amy Clark: What is the timeline?

A: Charlie: It is every year.

Q: Angela Lindig: Do we have data for the students who graduate later than the 4-year?

A: Charlie: There is not any recorded data. It is not required, so generally it is not reported.

Charlie will look to see if we can get more specific data.

Q: Angela Lindig: If my daughter gets her diploma at age 18, but continues on past 18, it counts against the data recorded?

A: Charlie: Yes, you are correct.

Q: Amanda Pena: Are the results on the SSIP drilled down to specific disability?

A: Charlie: No, in general, but we can ask Deb, she may have data.

Q: Amanda Pena: What is the number we should be hitting for participation?

A: 95

Q: Amanda Pena: "Targeted support." What does that mean? Is it dollars?

A: Charlie: There is not money directly for support, but millions of dollars are funneled through the TA Centers. The expectation is we reach out to TA providers for support.

OTHER UPDATES:

CEC CONFERENCE

Who participated in the CEC conference? Angela Lindig reported that the parents really enjoyed it. Lisa Perry also indicated that it was a success. Lisa reported that they are looking for a different venue. Support for the CEC is increasing. Having the support from the State Department has really helped. More parents than previous years had attended.

Charlie shared that parent night was good. Parents are now on the CEC Board and that is a positive thing.

Charlie encouraged us to get on the web and review what is there and give feedback.

UPDATE ON ELECTION OF NEW PRESIDENT:

Disability Rights Idaho (DRI) gave some information to Charlie, based on what was shared during the campaign. According to surveys, the analysis does not look positive for students with disabilities. Our professional focus needs to be looking forward, not backward. Charlie can forward e-mails she has received. Also, Angela Lindig has received e-mails regarding and what to expect going forward. These will be shared.

Q: Allison: Was there any talk of reauthorizing IDEA?

A: Charlie: It is still up in the air.

Discussion about possible Secretaries of Education.

Q: Allison: Secondary IEP were only in Spanish on the website, as far as she could see. How can she get to English ones?

A: Charlie: Click on the Secondary IEP button. There is a drop down menu. Use the cheat sheet provided. Using Google Chrome is also problematic.

Q: Angela: How many other platforms are being used?

A: Charlie: Districts can use the platform of their choice. Smaller districts are using forms provided on the SDE website.

SESTA TRAINING:

So far the trainings have been well received. Standing room only, as many as 600 teachers have attended the SLD training.

SEAP PRIORITIES:

Discussion of SEAP priorities for the year included:

- Possible necessary priorities: Charlie suggested that as a Panel, we be critical thinkers with each topic brought to our attention.
- SSIP
- ESSA
- Parent Survey
- OSEP and Juvenile Corrections
- Collaboration with DD Council for student in transition
- Transition
- Components in ESSA regarding Social Emotional wellbeing for students
- Trauma Training
- Professional Development
- Social Emotional Wellbeing
 - Paper Tigers
 - Trauma Training
 - Legislation in Bullying
- Family Engagement
- Extended Cohort Rate, Data Collection, and Feedback
- After much discussion, the consensus was to have our main priority be the SSIP, but that as a panel, we are critical thinkers with each topic that is brought to our attention.

PROFESSIONAL DEVELOPMENT PRESENTATIONS:

Dispute Resolution: Melanie Reese, SDE, *Dispute Resolution Coordinator*

- Conflict provides opportunity
- Perceptions of neutrality, fairness, and honesty are the currency for the office
- Everyone deserves to be respected and heard
- Dispute Resolution office aims to resolve conflicts at the lowest level appropriate
- Outcomes are student centered and IDEA compliant
- Federal regulations require three means to resolve disputes: Hearings, Mediations, Complaints
- Idaho developed facilitated IEP meetings
- Means of gathering feedback has changed from paper surveys to on-line surveys with response rate currently at 75%
- Feedback from parents and school/admin. Is generally positive
 - relationships have improved
 - the effectiveness of process improved
 - 50% of respondents report mediation not needed
- Benefits found: Complaints are founded, and people are using resources well. Result is that investigations are happening because there is a valid reason for intervention
- Facilitations are not meant to be adversarial for advocating for children, but advocating for the process
- Cost specifics per chart presented
- Facilitators must know IDEA, FAPE, and Special Education Law
- Parents can get meetings facilitated by calling the phone number listed on the State Department of Education Web Site

SDE Fiscal Update: Wendy Lee, SDE, *Funding and Accountability Coordinator*

- There has been an increase in enrolled students receiving Special Ed.
- Increase in students with disabilities
- Mini Grant for Special Ed. Hard to fill positions awards:
 - Three independents scorers reviewed grant requests.
 - \$197,740 total was awarded
 - \$700,000 was total amount requested from 56+ applicants
 - 23 Recruitment stipends funded
 - 16 Education / Certification / Other stipends funded
 - 18 Retention stipends funded
 - 57 Stipends granted
 - Not all rural districts funded were able to use the money because even with the funds they were not able to fill the positions needed
- Received a decrease from OSEP (\$272K) districts will not be affected. Adjustments will be felt at state level

- Special Education Medicaid costs are rising at close to 8%
- Districts are billing Medicaid more often and for more services
- State funds are growing at less than 1%
- Special Education expenditures for 2014-2015 was \$153 Million
- IDAPA calculations for State funds puts the population of special education students at only 6% when in actuality the population is closer to 10% generally. Other funding makes up the difference.
- DISCUSSION: Printed materials used in SEAP meetings could be shared electronically, reducing the printing
 - Google docs are problematic for the State Department's system
 - Presenters would need to have their presentation done in advance
 - Materials could be posted on the SEAP site
 - SDE can look into the logistics of this.

WORKING LUNCH/AGENCY REPORT: Alison Lowenthal, *Transition Coordinator, Voc Rehab*

- Voc Rehab assists people with disabilities to prepare for, secure, retain, and regain employment
- WIOA (Workforce Innovation and Opportunity Act) is the law that oversees Voc Rehab
- Law reauthorized July 2014
- Regulations came available 2016
- 15% of the state's allotment under the VR grant must be used for the provision of pre-employment transition services for "students" with disabilities
- **TRANSITION COORDINATOR ROLE** (as stated in Powerpoint)
 - Develop statewide evidence-based programs for students that lead to increasing postsecondary success in education and employment
 - Provide leadership and technical assistance regarding WIOA
 - Collaborate with Local Education Agencies and the State Board of Education to enhance transition services
 - Work with adult agencies and Institutes of Higher Education to enhance transition to adult life
 - Work with students and families to access pre-employment transition services
- Definition of a student: AGE:15-21, Education program attendance, and a disability
- **PRE-EMPLOYMENT TRANSITION SERVICES INCLUDE:**
 - Job exploration counseling
 - Work-based learning opportunities
 - Counseling on post-secondary educational opportunities
 - Workplace readiness training
 - Instruction in self-advocacy
- **PROJECTS IN THE WORKS:**
 - Conversations with the University of Idaho and Northern Idaho College

- EITC
- MOSS type camp in Northern Idaho
- Online Digital Literary Skills project
- More MOAs with school districts
- CONTINUING PROJECTS:
 - Paid Summer Work Experiences
 - MOSS Camp
 - BSU PREP Academy
 - BSU-Idaho Transition Project
 - Job shadows
 - IESDB work camp and paid work experience
 - YMCA or other summer camps
 - LCSC CREW experience
 - ISU Bengal's Project
- Numbers of students receiving Voc Rehab services is increasing

PARENT REPRESENTATION ON CEC BOARD - Julian Duffey, CEC via Zoom

- Presented the opportunity to have parents from the SEAP panel to serve on the CEC Board
- Board term would be 2 years
- 2 meetings per year. October conference and January meeting
- Qualifying items would be knowledge of resources, planning for conferences, be a parent of a child with a disability
- Newsletter obligations, travel necessary (reimbursement available)
- Recognized needs include more help in conference planning, training and more parent participation overall
- Julian noted that parents from Northern regions would be preferable.
- Discussion regarding parent representation
- SEAP can submit possible parents who may be interested in participating in CEC. Names and information can be sent to Brandy Funk

INVISIBLE DISABILITIES AND EFFECTIVE ACCOMMODATIONS - Nicole Kristensen and Dawn Spurlock, Instructional Coordinators, Idaho SESTA

All information available on Idaho Training Clearinghouse

- Symptoms of an Invisible Disabilities may include:
 - Pain, fatigue, dizziness, cognitive dysfunctions, brain injuries, learning differences and mental health disorders as well as hearing and vision impairments.
- Disabilities could include:
 - Learning Disability
 - Attention Deficit and Hyperactivity Disorder

- Emotional Disturbance
- Vision and or hearing impairments
- Autism
- Brain injury
- Learning disability
- Depression, anxiety
- 74% of people on an IEP likely have an invisible disability and they spend the bulk of their time in a regular education setting.
- Empathy Station Activities included attention, reading, and math.
- Accommodations should include:
 - Strengths of student
 - Concerns of the parents
 - Results of most recent evaluation, Present Level of Performance
 - Academic Achievement, developmental and functional needs of the student
- Least restrictive environment considerations are different for each student
- Accommodations are changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their ability rather than disability **as stated in the power point
- An accommodation does not alter the requirements
- Accommodations could include:
 - Pencil grips
 - Note takers
 - Computers with spell check
 - Text read aloud
 - Shortened assignment
 - Braille
 - Large print
- Adaptations are changes in educational expectations for the student with a disability compared to peers with without disabilities. **Adaptations fundamentally alter requirements and provide non-comparable results** **as stated in the power point
- Adaptations could include:
 - Reading a portion of a test
 - Using spell/grammar check for language arts assessment
 - Substitute out-of-level testing
 - Taking away the time requirement on timed assessment

SSIP UPDATE – Deborah Haley-Hughes and Lily Robb, Idaho SESTA

- Fall Institute information:
 - The attendance rate was higher than the goal.
 - Satisfaction rate was high (31), Very satisfied was high (28).
- Institute Break Out Sessions were
 - Leading Change

- Comprehensive Literacy Plan
- Using data at the district and school level
- Discussion
- Fall Institute District team
 - Work with districts to prioritize
 - Improved Literacy Practices Checklist
 - Improved Data Practices Checklists
 - Complete the Fidelity of Implementation Rubric
- Identified Resources:
 - State Department of Education:
 - ELA Literacy Division
 - Special Education Coordinators
 - Assessment Department
 - SESTA
 - State Personnel Development Grant
 - OSEP - Supported Online resources
- FOUR WORK GROUP ACTIVITIES TO CREATE A RESOURCE
 - School Culture
 - Professional Development Culture of Inclusion/Practices
 - Professional Development Specific Strategies
 - Inclusive Supports for Student with Disabilities

Next Steps: The four workgroups provided Deborah & Lily with work product documents. Deborah & Lily to review and summarize and they will bring ideas and suggestions to the next SEAP meeting for the committee's feedback.

Next Meeting

- DATE- February 13, 2017
 - Agenda Items
 - Professional Development
 - Agency/Individual Presentations:
 - Robin Greenfield – University of Idaho, Feb 13, 2017
 - Ruth Garfield - Feb 13, 2017

 - Jenn Halladay - May 8, 2017
 - Angela Lindig - IPUL - May 8, 2017

Meeting Adjournment

Motion to adjourn – by Brandy Funk, Chair, Seconded by Ted Oparnico

Meeting was adjourned at 3:58 p.m.