

Special Education Advisory Panel (SEAP)

March 10, 2014 Meeting Minutes

Attendees: Lisa Colon, Brandy Funk, Beth Eloie-Reep, Wendy Fitch, Robin Greenfield, Donna Farmer, Ted Oparnico, Keith Allred, Richard Henderson, Amanda Pena, Brian Darcy, Stephanie Hoffman, Tina Naillon.

SEAP Welcome and Update, Minutes Review and Approval: (Donna Farmer, SEAP Chair)

- Donna welcomed the panel
- Review of minutes was postponed until later in the morning

SPED Update : (Richard Henderson, SDE Special Education Director)

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- Senator Harkin has introduced a bill on Seclusion and Restraint. The bill targets general education and addresses how seclusion and restraint can or can't be used in a school setting. The bill includes more money for training and would amend IDEA to allow parents to file a lawsuit without going through all of the due process procedures in IDEA. An issue that has been presented is amending IDEA in a piecemeal manner rather than at one time. Neither NASDE or CEC has taken a position on the bill.
- There is a growing conversation and focus on mental health needs of children and youth currently diagnosed with Emotional Behavioral Disability (EBD).
- Rich gave an update on the State Special Education Manual – there are no major changes but clarifications on specific language referred to in the manual and used in Idaho such as “communication disorder” and “cognitive impairment.” Idaho is one of the last states to use the term “cognitive impairment” rather than “intellectual disability.” There is some question at the state level as to whether a state is compelled to use the term “intellectual disability” or is it a state choice.
The state is also adding the word “other” back to the description of “health impaired” because of confusion with the acronym “HI” also used for “hearing impaired”
- There continues to be debate around school based Medicaid services. Issues are focused on audits and penalties that may need to be paid by a district if an error is found in the system.
- The special education section at the SDE has been reorganized and is now under School Finance together with Child Nutrition
- Rich clarified how the time between determining eligibility and implementation of an IEP



cannot exceed 30 calendar days – taking off when regular school is not in session for 5 or more consecutive days

- Rich discussed current issues surrounding lack of consistent practices across the state for students that continue to attend school until the age of 21. (e.g. participating in graduation ceremonies and receiving their diploma, but still continuing in the school program). In Idaho there is only one diploma so if a student continues in a school program until age 21 and meets IEP goals then the student will receive a regular diploma. There is no “special” diploma or certificate of completion in Idaho
- There is ongoing discussion on students with disabilities who attend private schools and where and how they should receive services.
- Katie Bubak is the new SESTA director (new MTSS Center director).
- Legislative bills impacting education include: Student data security bill S1296 –issues around who has access to student data, S1326 – Class size reporting – how many students are in classes and which classes, and S13270 Life threatening allergies in school authorize schools to voluntarily maintain supply of epinephrine auto injectors for treatment

MTSS Update: Rich Henderson, SDE Special Education Director

- Rich and Richard O’Dell been traveling the state and conducting trainings RDA/SSIP and MTSS. They have been gathering feedback from a variety of stakeholders including special education directors, superintendents and principals. Feedback from participants at the meetings indicate the ongoing issue of recruiting and retaining effective and qualified special education teachers. The goal is to finish training by May.
- Phase 1 (analysis of data and identification of TA/evidence based practice needs by districts) will begin in fall 2015. The SSIP is due to OSEP February 2015. Implementation of practices will begin in 2016. Rich shared a slide of the Theory of Action that is part of the SSIP. The Plan will align with Indicator 3 and 4 (academic achievement), Indicator 5 (LRE) and Indicator 14 Post secondary/Transition
- The MTSS plan is to align current statewide efforts and resources to support SSIP outcomes and focus on instructional support. The system will include Regional Service Centers where new Regional Instructional Coaches will be based. These Regional Centers will be located in Twin Falls, Pocatello, Boise and in northern Idaho. There will also be Statewide Centers which include the current SESTA (new MTSS Center at BSU, the Center on Disabilities and Human Development (CDHD) at the University of Idaho, and the PCSES at ISU that will provide ongoing professional development and technical assistance throughout the state to provide teachers with the necessary tools they need to ensure students receive research based instruction.



- Rich emphasized that MTSS and RTI are not the same thing – MTSS is the overarching structure and RTI is student focused. RDA is mandatory but the MTSS structure within a district is not mandatory.

Follow up – Annual Performance Report: Indicator 3: Richard Henderson, SDE Special Education Director; Lisa Colon, SDE Community Coordinator

- With regards to Indicator 3 reported scores during our last meeting follow up discussion occurred due to the large variance from the previous year’s performance indicator score. It was determined that the large variance from the previous year was due to OSEP allowed an additional .5% for all students that received a basic score, this was called indexing. The standards were changed starting with this year’s reporting. OSEP removed states ability to index the overall percentage for Indicator 3.

Review and Approval of Minutes: Donna Farmer, SEAP Chairperson

- The minutes were read and corrections made. A motion was made to approve the minutes by Amanda Pena and seconded by Wendy Fitch
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Establish New Indicator Targets: Richard Henderson, SDE Special Education Director; Lisa Colon, SDE Community Coordinator

- Next year will be a field test year with no data reported so determination levels will not be met
- Target percent (%) of districts that will meet AYP goals for SWD – starting at 43% and go up by 6% each year to increase to 75% as the goal by 2019-2020 school year
- Indicator 3-Target Percent (%) of Performance Proficiency (individual student level) for SWD – starting Target at 52.1% for reading with an increase of 3% annually ending target of 70% by 2019-2020 school year.
- Indicator 3- Target percent (%) of Performance Proficiency (individual student) for SWD – starting Target at 40% for math with a 5% increase annually to attain a 70% target goal by 2019-2020 school year
- Indicator 5a-Target percent (%) of SWD inside the regular class 80% or more of the day - starting Target at 65% with an increase annually of 1% each year
- Indicator 5b- Target percent (%) of SWD inside the regular class less than 40% of the day – starting Target at 7.9 % and reduce by .4% each year until 2019-2020 school year



- Indicator 5c -Target percent. (%) of 1.5 annually for each year for those students who are homebound or in separate facilities until 2019-2020 school year
- Indicator 6a-Target percent (%) of early childhood program and receiving the majority of special education and related services in the regular early childhood program – starting Target of 40% with an annual increase of 1% each year to 46%
- Indicator 6b- Target percent (%) of early childhood program and receiving separate special education class, separate school or residential facility – starting Target of 50% and reduce by 0.5%
- Indicator 7a- Positive social emotional skills – percent of children who substantially increased their rate of growth by the time they exited the program – starting Target of 93.5% with 0.58% increase annually to 97%
- Indicator 7a2- The percent of children who were functioning within age expectations in Outcome A by the time they exited the program - start at 58% and increase 1% annually
- Indicator 7b- Of children who entered or exited the program below age expectations in Outcome B the percent who substantially increased their rate of growth by the time they exited the program - starting Target of 93.2% with an increase of 0.5 % each year and cap at 95%
- Indicator 7b2- Percent of children who were functioning within age expectations in Outcome B by the time they exited the program – Starting Target of 52.5% and increase by 0.1% annually
- Indicator 7c- Of children who entered or exited the program use of appropriate behaviors to meet their needs .Of those children who entered or exited the program below age expectations in Outcome C the percent who substantially increased their rate of growth by the time they exited the program – starting Target of 91.4% with an increase of 0.1% annually
- Indicator 7c2 -The percent of children who were functioning within age expectations in Outcome C by the time they exited the program – starting Target of 68% and increase by 0.1 % annually
- Indicator 8 - Percent of parents reporting that schools facilitated parent involvement - starting Target of 55% and increase annually by 4.6% annually to 78%
- Indicator 14a - Percent of students enrolled in higher education within one year of leaving high school – starting Target of 22% and increase 0.5% annually



- Indicator 14b - Percent of students in higher education or competitively employed within one year of leaving high school – starting Target of 45% and increase 1% annually
- Indicator 14c - Percent of students in higher education or competitively employed or other post- secondary programs or training program - starting Target of 77% and increase 0.5 % annually

Parent Survey Update: Rich Henderson, SDE Special Education Director; Lisa Colon, SDE Community Coordinator

- Amanda Pena suggests a change in the language of section three of the letter from “How will we use the data” to “How will the data be used”. Under the fourth section, “Are responses confidential?” take out the word “the” in front of “Child Developmental Centers.” She also suggests switching the third and fourth sections of the letter.
- The contract is in the final phase **and the** survey will be distributed in May

Special Education Teachers in Idaho: Rich Henderson, SDE Special Education Director; Keith Allred, SEAP Vice-Chairperson.

- Rich addressed some of the questions posed by Keith at the January meeting with regards to the number of teachers currently certified in special education in Idaho and the number of teachers on alternate authorizations and letters of authorization
- Rich reports that 52 out of 260 special education teachers are on alternate authorization for a new certificate of those 35 of the 52 have received their alternate authorization from ABCTE.
- Rich will request additional data on the number of special education teachers qualified in the state to teach special education and report at the April meeting
- Keith would like clarification on the limits of the role of the SEAP to make recommendations with regards to special education certification and who those suggestions would be given to. He will review the by-laws and the parameters noted for making recommendations and put on the agenda for the April meeting.
- Rich reported that the number one reason teachers leave special education is “paperwork.” He is working on trying to decrease the amount and at the same time addressing the requirements for the state and under IDEA. He is looking into a process and sequence of guiding questions that targeted more specific instructional decisions.



SEAP Membership Review and Recruitment: Donna Farmer, SEAP Chairperson

- The only person leaving is Darlene Banks
- Donna will move to the position of SEAP historian. Keith will move to the Chair position and Robin to the Vice-chair position.
- Membership terms end for Amanda Pena (Department of Health and Welfare) and Therese Varela (Disability Rights Idaho). Donna requested that they send her an email stating that their respective agencies would like them to continue on the SEAP as representatives for their agencies. Amanda requested that she be listed as a parent as well as a representative of DHW.
- There are currently openings on the SEAP for a representative from a charter/private school, individual with a disability, general education teacher, and representative from a foster care agency. Tina Naillon stated that she represents children who are homeless.
- Donna requested that applications for these positions be submitted soon so they can be reviewed by the Executive Committee in June.

Meeting was adjourned at 4:15 p.m.

Next Meeting: The next meeting is scheduled for April 28, 2014 at the Riverside Hotel unless otherwise notified

