

# Special Education Advisory Panel (SEAP)

## November 10, 2014 Meeting Minutes

**Attendees:** Wendy Fitch, Keith Allred, Amanda Pena, Brian Darcy, Ruth Garfield, Therese Varela, Stephanie Hoffman, Angela Lindig, Jill Mathews, Bonnie Gallant, William Morriss, Richard O'Dell, Melanie Reese, Ted Oparnico, Grace Dehner, Lily Robb

**SEAP Welcome and Update, Minutes Review and Approval: Keith Allred – SEAP Chair**

- Bill Morriss, SDE Special Populations Coordinator welcomed the members, introduced the agenda, and discussed some of the recent changes at the State Department of Education; then turned the time over to Dr. Keith Allred.

**SPED Update : William Morriss – Special Populations Coordinator (SDE)**

- Bill Morriss talked about the work that has been going on under the Interim Director, Bonnie Gallant such as initiating collaboration between divisions of the State Department of Education (SDE), joining forces with the Elementary and Secondary Education Act (ESEA) Division for General Supervision and joining in focus visits with the Statewide System of Support Division.

**Approval of the Minutes: Keith Allred– SEAP Chair**

- Dr. Allred went through the minutes of the last meeting for discussion and approval, and discussed his expectations for the work of the Special Education Advisory Panel (SEAP).

**SDE Data Update: Richard O'Dell – Quality Assurance & Reporting Coordinator (SDE)**

- Back to square one in regards to the process and procedure – there was a re-assessment of Indicator choice during the meeting between the SDE and Office of Special Education Programs (OSEP)
- The Annual Performance Report/State Performance Plan (APR/SPP) have been combined into one document – this document is due February 2, 2016
- There are now 16 indicators
- Richard would like to go back to a 5 year cycle – of data collecting and reporting (site visits to districts)
- Richard listed benefits of a 5-year plan
  - completion of a risk analysis
  - timely submission of information
  - catch accuracy issues
  - looking more at consistency of data from year to year
  - fiscal analysis
  - a new required compliance and a results accountability component
- Idaho is below the National average in dropout rate in schools
  - 'Dropout' indicates that they did not graduate with a cohort or diploma
- Indicator 5
  - Richard stated that Idaho is # 1 in the Nation for placement of Special Education students into correctional facilities
- Post-Secondary transitions – the SDE will work with a contractor to complete this section.

**OSEP Visit: Richard O'Dell – Quality Assurance & Reporting Coordinator (SDE)**

- Representatives of U.S. Department of Education, Office of Special Education Programs visited the Idaho Department of Education on September 23 and 24, 2014.
- The purpose of the visit was to review with the SDE its plans and progress toward developing a special education State Systemic Improvement Plan (SSIP) which is Indicator 17 of the APR/SPP.
- The meeting was held in the Barbara Morgan Room at the SDE with a large representative body of participants from the SDE (all divisions were represented), special education staff members, and community stakeholders.

**Discussion points**

- Specific recommendations were received from OSEP regarding additional work requirements for the SDE and areas of focus to consider and not to consider.
- OSEP cautioned the SDE not to use graduation/dropout, early childhood outcomes, and post-secondary outcomes as focus areas primarily due to data concerns. This left the SDE with options in the areas of reading and math (Indicator B3).
- Following the visit, the SDE developed a plan of action for work and task completion (reviewed and revised weekly).
- Since the visit, additional internal SDE reviews have been conducted and stakeholder input meetings scheduled.
- Additional data disaggregation and comparison reports have been produced.
- The SDE will continue to work with OSEP, divisions within the SDE, and our IDEA consultants at the Western Regional Resource Center to draft and refine our SSIP (due April 1, 2015)

**Manual Update & Dispute Resolution Update: Melanie Reese – Dispute Resolution (DR) Coordinator (SDE)**

- Manual Chronology
  - Committee formed in August 2014
  - Three 30-day comment periods for suggested edits
  - November 12, 2014 the new updated manual will go to the State Board of Education for approval
  - December 18, 2014 – the State Board of Education will vote to potentially make the new manual Board Rule
  - Districts have been updated with emails and Director Webinars throughout the editing process
- Dispute Resolution Office
  - The language of IEP Facilitations changed to **IDEA Facilitations**
  - Yearly comparison of Dispute Resolution methods resulted in:
    - More Mediations and Facilitations
    - Less Hearings and Complaints
  - More systemic complaints this year than previous years (not student specific – District specific)
  - There is a great misunderstanding in methods of discipline for special education students and Expulsion
- Potential DR Move Proposal
  - Dispute Resolution (DR) to potentially move to Boise State University's campus and be housed in the new School of Public Service
  - IDEA funds would still fund DR
  - SEAP members discussed the DR move to BSU
    - **SEAP Motion – KEITH asks for a SEAP consensus, ANGELA created the motion, RUTH and THERESE seconded the motion – none opposed; all in favor – to support the transfer of Dispute Resolution office to the campus of Boise State University.**

**Early Childhood Indicators 6, 7, & 12: Shannon Dunstan – Early Childhood & Interagency Coordinator (SDE)**

- Indicator 6 – Least Restrictive Environment
  - Early Childhood has three OSEP indicators that are reported annually in our state SPP/APP. Indicator 12 is a compliance indicator and must be 100% every time every year. Indicators 6 and 7 are performance indicators
  - Indicator 6 addresses the Least Restrictive Environment (LRE) or the percentage of preschool students that receive their special education services in a regular early childhood setting with typically developing peers.
  - Recommendation by the Early Childhood Coordinating Council (EC3) to increase student performance by 2% based on actual year-year data. – After discussion, SEAP does not want to make a different recommendation than what was proposed by EC3.
    - ***SEAP Motion – KEITH asks for a SEAP consensus, STEPHANIE created the motion, THERESE seconded the motion – none opposed; all in favor –There was agreement among several members of the Special Education Advisory Panel to support the recommendation by the Early Childhood Coordinating Counsel to increase student performance by 2% based on actual year-to-year data.***
  - It is a goal to see the number of students receiving their special education services in a pull out or separate location decrease.
    - Early intervention done early and done well is most effective in these situations
  - Recommendation by the Early Childhood Coordinating Council (EC3) to decrease the number of students in a pull out or separate location by 2% based on Actual year-to-year data – After discussion, SEAP does not want to make a different recommendation than what was proposed by EC3.
    - ***SEAP Motion – KEITH asks for a SEAP consensus, STEPHANIE created the motion; THERESE seconded the motion – none opposed; all in favor –to support the recommendation by the Early Childhood Coordinating Counsel to decrease the number of students receiving their special education services in a pull out or separate location by 2% based on actual year – to – year data.***
- Indicator 7 – Early Childhood Outcomes.
  - Indicator 7 looks at how student make progress in district early intervention programs.
  - All children in Special Ed between the ages of 3 and 5 are reported in Indicator 7. Looking at the growth after the entry of the child
    - Students are given a rating upon entering an early childhood program and again when they exit the program. We report on two factors: (1) the growth that the student makes from entrance to exit in their ability to function as typically developing peers and (2) did the student while in the early intervention program make progress.
      - All Early Childhood Special Education students must have ECO Data
  - The ECO has been embedded into the Early Childhood IEP – 2013 first year this went into effect
    - ***SEAP Motion – KEITH asks for a SEAP consensus regarding typical development in the area of getting their needs met. ANGELA created a motion; AMANDA seconded the motion – none opposed; all in favor –to support the recommendation by the Early Childhood Coordinating Counsel to increase by 0.5% based on actual year-year data.***
- Shannon made a recommendation to also review the 10 approved anchor assessments to see if we should *remove the ones that are not being used and add new assessments that might better meet the district’s needs (as long as the assessments address all 5 of the developmental domains).*
  - SHANNON requests SEAP thoughts on going out to the field to see if there are more appropriate assessments that could be used and remove the assessments that are ineffective.

***SEAP agreed with and supported Shannon in this matter.***

**Director's Comments: Dr. Bonnie Gallant – Interim Director of Special Education**

- Interim Director until early December
- Bill Morriss attending SEAP meetings creates a seamless transition with the new director change

**Member Updates: Panel Members**

**Boise State University (Keith Allred)**

- There are barriers to recruit highly-qualified candidates to go out and observe Student Teachers
- Boise State University is announcing 2 new MIT programs – MIT in Special Education and Early Childhood (blended)
  - Mostly online with 'field work'
  - Can be done in a calendar year and still will result in a Master's degree as well as a teaching certification

**IESDB (Brian Darcy)**

- Constant and consistent services statewide – over 1700 kids
- Paraprofessional training this year – paras from school districts will be reimbursed
- United English Braille Code Trainings – Braille code is changing (Braille instructors will need to update their education with trainings)
  - Trainings are free for parents to attend
- Working with the SDE to offer Educational Interpreter and Monitoring training programs and helping districts locate trained individuals
- New bill regarding a teacher licensure for educational interpreting rather than certification

**Health and Welfare (Amanda Pena)**

- Trauma informed services – good to continue those conversations
- Encourage participation in courses and trainings in teaching kids with trauma

**Idaho Parents Unlimited (Angela Lindig)**

- New staff in east Idaho – in training
- IPUL offices will move in January
- New Parent Training Center grant– 5 years
- Writing for Family Center grant

**Disability Rights Idaho (Therese Varela)**

- New attorney on staff
- New fiscal year just began focusing on areas including:
  - restraints
  - expulsion
  - discipline in a school setting
  - transfers from school to work

**Families Together (Ruth Garfield)**

- Involved in many Individual Education Plan (IEP) Facilitation meetings
- Workshop conducted on positive parenting for challenging behaviors – 87 families taught

### **FACE Coordinator for SDE (Jill Mathews)**

- Parental involvement throughout the state – coming up with ways to increased parental involvement
- Module that will be for statewide training
- First annual Inclusive Education Summit – Idaho Council for Developmental Disabilities (November 20<sup>th</sup>, 2015)

### **Department of Corrections (Ted Oparnico)**

- Serve adults 18-21 male and female state wide – 35
- District travel up north about once a month to keep on track

### **Special Education Coordinator (Bill Morriss)**

- Process that ABCTE gives a test that is equivalent to taking the praxis exams necessary for becoming an instructor

### **Payette Special Education Director (Wendy Fitch)**

- Waiting for the Manual
- Not getting guidance from the SDE
- Short on Funding
- Loosing Special Education Teachers
- Zero applicants for two positions – had to hire a teacher without special education background and the other special education teachers are stretched thin to cover for that inexperience

### **SEAP Priorities: Keith Allred – SEAP Chair**

- Try to focus on more than three priorities – waste of time
- Two proposals:
  1. ***Push to increase meaningful parent involvement***
  2. ***Students with disabilities have more than academic needs. Stakeholder collaboration***
  3. Common core and students with disabilities – how much attention students with disabilities will receive.

### **National Secondary Transition Technical Assistance Center (NSTTAC) Preview:**

#### **Allison Lowenthal – Secondary Special Education Coordinator(SDE)**

- Focus on results driven accountability
- Alison applied for a grant with NSTTAC
- Melody Musgrove will be a keynote speaker, as well as Jonathan Moony.
- Schools will have team planning time – results driven accountability
- 50 school districts signed up to attend

### **Discussion, Action Items, & Next Meeting: Panel Members**

#### **New SEAP members**

- Current members are charged with finding individuals that could take open panel seats and giving their names to the SPED Director
- ***Bill Morriss will check for the application online to see if that is still available and working***

**Action Items:**

- Develop a statement to describe the critical need for certified teachers to present to legislature
- Students with disabilities have more than academic needs. There is a need for stakeholder collaboration
- Push to increase meaningful parent involvement

**Next Meeting:**

- A representative from the SDE will give a brief report or overview on the training covering the alignment IEPs with the Common Core.
- Update on the sped director position - KEITH will report whether or not he has met with the new Director before the next meeting on January 26<sup>th</sup> meeting
- Revisit SEAP memberships to identify what constituencies need to be represented

**Future meetings: January 26, 2015; March 2, 2015; May 11, 2015**

*Meeting was adjourned at 3:29 p.m.*