

# Special Education Advisory Panel (SEAP)

## September 12, 2016 Meeting Minutes

### Attendees:

Charlie Silva, Ruth Garfield, Brandy Funk, Shiloh Blackburn, Alison Lowenthal, Amy Clark, Brian Darcy, Tina Naillon, Robin Greenfield, Angela Lindig, Tonya Maestretti, Rebecca Maldonado, Ted Oparnico, Lisa Perry, Jacob Head, Jill Mathews, Richelle Tierney, Jenn Halladay and Marni Porath

Not in attendance: Amanda Pena

### SEAP Welcome: Brandy Funk, SEAP Chair

- Welcomed all members, including new members
- Each person introduced him/herself
- Brandy reminded the panel of the protocol for participation

### Approval of the May 2, 2016 Meeting Minutes:

**Corrections:** Brian Darcy suggested a correction on the last page. Kerri Pargman to Kerri **Parkman**.

Correction noted and the amendment made.

**Motion to approve:** by Brian Darcy, seconded by Lisa Perry.

### Update on Federal Laws and State Specific Information: Dr. Charlie Silva, SDE Special Education Director

- Introduced Kendrick Lester as Secondary Special Education Coordinator, new to the SDE. He has been very helpful with the technology making new forms available on the website.
- Updated forms on the SDE Website, including the IEP form.
- Spanish forms are still being worked on and will soon be on line.
- Two webinars have taken place to train vendors and teachers/directors.
- Webinars are available on the Idaho Training Clearinghouse for all districts and teachers.
- Purposes for updating the forms include:
  - Simplify
  - Clarify validity of questions by referencing CFR
  - Improve the flow of the documents
  - Ease of completing forms

- Streamline the format
- Allow for text fields to expand as they are being filled in
- THE SPECIAL EDUCATION MANUAL: Appendices are being changed to "Guidance Documents." This allows them to be updated and clarified as needed.
- IEP HANDBOOK: Changes have made it more user-friendly and comprehensive.
- Trainings in the Idaho Training Clearinghouse regarding Medicaid have been vetted by the Department of Health and Welfare.
- SESTA {Special Education Support and Technical Assistance} Both in Boise and U of I are now called SESTA IDAHO. Both have instructional and behavioral trainings. Credits are available for teachers who attend trainings. SESTA information has been sent to all districts.
- Monitoring System to incorporate results as well as compliance is still being worked on.

**ESSA UPDATE:** Karlynn Laraway, SDE Interim Assessment Director

- ESSA- Every Student Succeeds Act
- Became law in December 2015.
- Can be referred to as an updated "No Child Left Behind" Act.
- It is a new accountability system in which Idaho has maintained some flexibility in how data is collected.
- The intent: Shift from Federal to State and Local control.
- All standards must apply to all public schools and students.
- Current accountability grade is grade 10. Alt assessment is grade 11.
- Only IEP team determines assessment participation. Assessment criteria is embedded in new IEP forms and handbook, as well as teacher trainings.
- Guidance is provided for determining who is eligible to take the Alt Assessment
- Currently each state is determining their own definition SIGNIFICANT COGNITIVE DISABILITY.

Q Robin Greenfield:-Regarding students who are far below the lowest standard. How does the assessment apply to them?

A Every child must be assessed. \*\*\* If a child has a consistent and reliable form of communication, they are assessed on grade level. If they do not have a consistent and reliable form of communication, there is a student response test. If the student

does not respond, the test is ended. The requirement is that 95% of all students must be assessed.

Q Lisa Perry: Are teachers still able to choose content to teach students with significant delays.

A Yes.

Rebecca Maldonado shared that within her school, the common core connectors are helping especially with math and some with reading.

- At the State level, 1% of all students can use the alt assessment tool. However, the State cannot mandate that schools only use alt assessment on only 1% of their students. If schools test more than 1% of students, they must provide justification. The State must also provide justification for using more than 1% when reporting to the Federal level.
- Assessment Accommodations should be part of the regular teaching environment.
- Idaho does not have an opt-out policy. The State has proficiency goals for all test areas. Students with disabilities are included in all the measures recorded. Students who take the alt assessment cannot be precluded from obtaining a diploma. ESSA defines diploma.
- Link for stakeholder input will be on SDE website and will be open for public review in December 2016 or January 2017.
- STATE BOARD OF EDUCATION is hosting forums to share state accountability framework throughout the State. Locations and dates are posted on their website.

#### **PARENT SURVEY** - Alisa Fewkes, SDE

- Contracted through TAESE
- 2013 changed survey, we have not received our responses from TAESE .
- Response rates are up, currently at 13.5 %
- Targets are increasing by 4.6% each year, but only .71% increase in data
- Discussion about the target being high. Brian and Brandy recalled that TAESE set the target.
- Most other states are at 1%.
- Our current score is 61.16% parent respondents who reported that the school facilitated their involvement.

- Discussion of what to do with the target rate of parent participation, as the next set of data will not meet the 4.6% increase per year. Discussion included methods of administering the survey. No data collected yet regarding how the survey was distributed district by district.
- Jill Mathews suggested a possibility of text messaging survey.
- Dr. Silva shared that there is a disconnect between Federal expectations and the schools, parents and State.
- Teachers do not know if their district is being targeted, thus they cannot encourage parents to complete the survey.
- Alisa Fewkes indicated that she would ask TAESE WHY the target was set at 4.6%
- Dr. Charlie Silva and Brandy Funk were going to see if TAESE can be on a future agenda.
- State performance reports for indicators 8 and 14 can be seen by district on the SDE website.
- Portions of power point were handed out.

**SSIP UPDATE** - Lily Robb, Idaho SESTA/Alayna Gee, SDE

- Still using the model of logic
- Be a Reading Hero Conference keynote: Dr. Sharon Vaughn 278 Teachers, 69 districts, 159 schools in attendance. Video shown of Dr. Vaughn at the Conference, Literacy Initiative
- Cross-District Collaboration Reading Workshop 100% attendance
- Idaho Commission for Libraries was the highest rated in feedback of all the breakout sessions.
- All Districts represented at Cohort Work Sessions
- Bahr SSIP Cohort Workgroup Role-A-Likes
  - Principles of UDL
  - Writing fluency as important as reading fluency
  - Align goals, interventions, and progress monitoring

- Culture shift, not "your kids," but "our kids."
- Matching interventions to skill deficit
- Increase PD for all levels related to literacy
- Alignment with SPDG- Fall Institutes
  - Leading with Influence, Comprehensive Literacy Plan, Using Data, Family Engagement, and Action Planning to be the areas of focus.
- Institutes will happen September 27-28 in Boise. Others to be announced.
- New Web-site: RDA-SSIP On line community for cohorts  
<http://idahotc.com/Topics/N-Z/Results-Driven-Accountability>

\*\*\*\*\*Presentation of Sharon Vaughn to be sent out with meeting minutes.

Q Richelle Tierney: Will there be any follow-up surveys or other tools to measure how teachers are using what they learned in the conference.

A: Not for this conference, but going forward, all the trainings and will have a 60 day follow-up protocol.

Q: Allison Lowenthal: Is there Assistive Technology included in these trainings?

A: Yes. It has been well received by those in attendance. Feedback has been positive including asking for more assistive technology components in the trainings.

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**WORKING LUNCH AGENCY REPORTS:** Lisa Perry, Charter Schools

- Some have no district affiliation and report directly to the State. Others are affiliated with a district.
- Growth Rate is 6%. 2.9 million students across the US attend Charter
- 42 States allow charter schools
- Idaho has 53 Charter Schools
- 8 Virtual Charter Schools in Idaho
- 88% of Special Ed students at ASPIRE Charter School have failed at brick and mortar schools

- INSPIRE Charter School
  - Has 4 Special Education teachers. Each one has a Master's Degree in Special Education
  - Contracts all support and related services
  - Offers face to face and virtual services
  - Serve 11 extended support students
  - Give 142 Live lessons per week
  - 5 Graduates last year
- More details provided in attached power point

**SSIP WORK GROUPS** - Lily Robb, Idaho SESTA/Alayna Gee, SDE

Video: Isn't it A Pity? The real problem. TEDx

1. All children learn in different ways.
2. It is every child's right to be included.
3. Group work session.

Three groups focused on inclusion in school settings. Reports were shared by each group and Lily and Alayna gathered the worksheets from the groups. Discussion from the work groups was designed to assist with improving inclusive practices (from the logic model).

**FAMILY ENGAGEMENT TOOL** - Jill Mathews, SDE/Dr. Charlie Silva, SDE

- Dr. Charlie Silva announced that the 2016 Family and Community Engagement Conference will be held November 17-18 at the JUMP Convention Center. Contact Angela Lindig/ IPUL for registration.
- Family Engagement Tool is for Parents
- School and Family Engagement does not have to be a big production
- There are usually small things that are missing that will build trust

- As a group, we participated in a crazy counting exercise. The point was that patterns matter. Schools need a plan with goals and objectives
- The Family Engagement Tool is a plan.
- School and Community Network and all its resources were shown
- Network is available to anyone
- Resources on the website are available in Spanish
- Family Engagement Tool log-in has 5 steps
  - input about the administrator
  - input about the school
  - Documents, which may include involvement plan, report cards, etc.
  - School Community Survey- just for the leadership team
  - Needs assessment
- Resources are organized in BUILDING BLOCKS
- Resource library includes videos (13 minutes or less), articles, and instructional documents, examples of how these tools have worked for other schools, tools, and suggestions for effective family engagement.
- Video of Whitney School. Principal stood in the car-rider line. He stood in the line, rain or shine. This built trust, which improved Family Engagement.

**Next Meeting**

- DATE:Nov 14, 2016 8:30am-4:00pm, 650 W. State St.
  - Agenda Items
    - Allison Lowenthal agency report
    - SSIP follow up
    - Follow up on parent survey
    - Review priorities

**Meeting Adjournment**

Motion to adjourn – by Brian Darcy; Seconded by Lisa Perry

Meeting was adjourned at 3:20 p.m.