

# Special Education Advisory Panel (SEAP)

## February 10, 2020 Meeting Minutes

**Attendees:** Bryn Booker, Sally Brown, Lydia Carbis, Brian Darcy, Robin Greenfield, Jenn Halladay, Jacob Head, Eric Lichte, Angela Lindig, Alison Lowenthal, Jill Mathews, Kerrie McNulty, Ted Oparnico, Suzanne Peck, Carly Saxe, Charlie Silva, Debbie Siegel, David Vaughn, Laura Wallis, and Robin Zikmund.

**Not present:** Lydia Carbis, Health & Welfare.

**Visitor:** Kim Zeydel

### **SEAP Welcome:** Ted Oparnico, SEAP Chair

- Ted - Introductions/Call to order.

### **Approval of the November 18, 2019 Meeting Minutes:**

Motion to approve by Angela Lindig and seconded by Debbie Siegel.

### **Update on Federal Laws and State Specific Information:**

#### **Dr. Charlie Silva, SDE Special Education Director**

- Handouts - Special Education (2018-19) - Who we serve - growth, funding, staffing; Special Education- The year in review - Highlights: Idaho Transition Institute, Idaho Tools For Life, SEAP, Cultivating Leaders to Grow Young Readers, and SESTA
- Legislative Update: House education committee threw out the standards and requirements of teacher certification – headed to the Senate.
- Superintendent Ybarra’s budget-was well-received - additional support for literacy, a little less than the governor’s budget.
- Education Interpreter Act- qualified to work in a school setting-license requirement outside of a K-12 setting—Trouble finding an interpreter for students in a preschool setting—Language was adjusted and now reads “school setting,” not K-12. House bill to get rid of the term impairment-(a significant slight) changed to deaf/hard of hearing
- DD (Developmental Disabilities) Council Meeting: Extended employment services-discussed sheltered workshops (a place where people with disabilities can work and receive coaching and training but wages are very little and very segregated) met with legislators asked to provide more opportunities and to be part of the discussion. Expedited Eviction - DD Council is being proactive and educating legislators. Last year, proposed legislation was narrowly dismissed (would have allowed evictions within three days.)

Robin Zikmund - Decoding Dyslexia Idaho Summit, March 14<sup>th</sup> - See handout.

**Fiscal Updates:** Anthony Mukuna, SDE

Federal Fiscal Year 2020-2022 and subgrant applications for pre-school and school-age funds for the purchase of assessment materials. See handouts (Funding and Fiscal Accountability Update).

**Dispute Resolution Updates:** Jeff Brandt, SDE.

Working with 17 contractors (facilitators, mediators, complaint investigators, and hearing officers).

There were 105 facilitation requests - 97 completed - involved 54 school districts. 58 parent requests, 29 district requests and 11 joint requests.

Mediations Completed - 5, and 4 are pending.

Due Process Hearings Completed - 3, 3 decisions, and 0 pending.

Complaint Investigations -19 filed that involved 16 school districts. Complaint Specifics-15 complaints with corrective action plans include trainings by SESTA.

**ISAT Results compared to NAEP results:** Paul Kleinart, SDE.

Compared the gap between students with disabilities to students without disabilities: 4<sup>th</sup>-grade reading - the gap comparing 2011 to 2019 grew; 8<sup>th</sup> grade reading - the gap grew compared to 2017; 4<sup>th</sup> grade math smaller gaps; 8<sup>th</sup> grade math gap grew since 2015. See handout regarding percentage by exceptionality.

**Early Childhood Data:** Shannon Dunstan & Alisa Fewkes, SDE.

Indicator 6 - Preschool Environment - we only have two separate schools in Idaho-results indicator-no slippage but did not meet the target of 37% regular early childhood program and receiving the majority of services in the program.

Changes will be coming because the State will not be able to count kindergarten students under six years old in the data;

Indicator 7 - Preschool Outcomes - results indicator on the growth comparing anchor assessments to exit assessments-Did not meet target but no slippage;

Indicator 12 Early Childhood Transition (compliance indicator) - no gap in services for students transitioning from Part C (under 3 years old) to Part B (3 – 5 years old) - no slippage.

**Professional Development Presentations:**

Angela Lindig - IPUL: 3 focus areas - special education, arts, and parent training; service 5-8 thousand interactions with families; travel around the state; 8 people on staff; receive funding from the department of ed; provide system advocacy. Coming up: Part of Idaho caregiver alliance; transition to adulthood systems;

- IPUL Retreat in Bear Lake -12 parents/families Mon - Fri, Give intense training to families, personal exploration, life maps, self-advocating, and parent leadership.

Eric Lichte - INSPIRE Connections Academy-Virtual setting; 2 schools (1 school alternative school); 1100 students -150 students with disabilities; part of a larger organization-Pearson online learning; Follow same expectations and requirements of any public school; 34 teachers.

**SSIP-Cultivating Leaders to Grow Young Readers:** Shannon Dunstan & Kailey Bunch-Woodson, SDE

(See handout provided on Implementation Drivers-Competency Drivers; Organization Drivers; Leadership Drivers. )

Activity to answer (First set of questions): What are some ideas for administering pre/post tests of knowledge and skills without creating too much of a burden on team members by giving them more work? Best practice is to have an outside observer rate the quality of PD. With limited resources for hiring ‘objective’ observers, what are ideas for collecting valid data on “PD quality”?

(Second set of questions): How can we incentivize team members to turn in data on time and complete? What is an efficient way to collect data with our capacity restrictions: What is the best way and when is the best time to communicate individual coaches’ and instructors’ annual performance assessments?

(Third set of questions): What is the most effective way to communicate project data quarterly to stakeholder groups (Written report, infographic, etc.) SEAP, District staff, SDE. What methods should be utilized to disseminate information to stakeholder groups?

(Fourth set of questions): Where do you think you (SEAP) fit in the stages of implementation? What are some ways we can improve engagement with you as it relates to SSIP work?

**Significant Disproportionality Updates:** Debi Smith, SDE

Over representation based on race.

Informational gathering of the 6 districts that were identified. An action plan was created and communicated to 5 out of 6 districts. She will meet with the last district this week.

**Alternate Assessment Parent Resource:** Karren Streagle, SDE

(See handout - a draft of A Parent Guide to the Idaho Alternate Assessment). Handout is text heavy but she plans to make an accessible one available. Additional pieces will be available along with handout.

**APR/SPP:** Alisa Fewkes, SDE

See handout. Part B IDEA Indicators-Annual performance report-report on students age 3 to one year after graduation. Annual report to the OSEP-16 indicators, 6 compliance, and 10 results.

Coming soon-Federal level will release a new SPP/APR Package-available for comments soon.

What's next? Starred indicators on handouts will definitely stay, so establish baselines and new targets will be set.

Next meeting will share the results of the APR.

**Next Steps:** Kendrick to come and present on the new changes in EdPlan, Idaho's optional IEP system.

**Next Meeting**

- Monday, May 4, 2020 at IESDB - Time adjustment: Will be from 10:00 am to 3:00 pm
  - Agenda Items
    - Agency/Individual Presentations

**Meeting Adjournment**

Motion to adjourn by David Vaughn and seconded by Eric Lichte.

Meeting was adjourned at 2:50 p.m.