

# Special Education Advisory Panel (SEAP)

## November 18, 2019 Meeting Minutes

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

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

- Ted---Introductions/Call to order.

### **Approval of the September 9, 2019 Meeting Minutes:**

Motion to approve by Brian Darcy and seconded by Eric Lichte.

### **Federal/State Updates/SDE staff updates:** **Dr. Charlie Silva, SDE Special Education Director**

#### **State Level:**

- Governor's task force five recommendations- State accountability of literacy for k-3; All-day kindergarten; Updating career ladder and expanding it, Address social and emotional issue to support student learning; Strategic alignment and flexibility in the k-12 funding formula.
- Adhoc/Informal Meeting with the House Ed committee to educate them about various things the department does, such as k-3 literacy and all-day kindergarten. Charlie presented on the Cultivating Leaders to Grow Young Readers program and showed a parent video. There was also discussion on (IRI)-Istation and ISAT, teacher training, literacy coaches and school personnel shortage.

Note-Brian Darcy commented that he appreciates that Charlie worked with Istation directly to make it more accessible to students who are deaf/hard of hearing and students who are blind.

- **SDE Special Education Updates:**
  - Two new hires at the SDE - Will Spoja and Debi Smith.
  - There is an opening for a coordinator in the dispute resolution department.
  - Alisa Fewkes out for a couple of weeks — Data Collection Package APR-SPP New data collection package 8/2020 - proposing to continue with the targets that are already in place. The panel agreed to continue with the targets.

- The Transition Institute is happening at BSU this week.
- CEC conference was last week in Boise (one day behavior and second day more academic).
- OSEP- in flux—director resigned, a lot of turnover.
- Significant Disproportionality- moving forward- 6 districts identified, busy working with those districts, Fiscal restrictions-15% allocated to address the issues.
- Charlie spoke on a program (curriculum) visual phonics that they are supporting statewide.

## **NAEP results:**

### **Paul Kleinart-SDE-NAEP coordinator - Assessment and Accountability**

- Powerpoint provided

#### NAEP - Nation's report card

- Overall student performance for key demographic groups
- Change over time
- Differences between the nation, states and urban districts

#### Student performance

- Participants-Grades 4<sup>th</sup> - 2400 students; 8<sup>th</sup> - 2400 students took the test; (13%) 300 students with IEPs participated.

#### Comparing students without disabilities to students with disabilities:

- 4<sup>th</sup> grade math 35 point gap; 8<sup>th</sup> grade math 55 point gap; 4<sup>th</sup> grade reading 60 point gap; 8<sup>th</sup> grade reading 60 point gap.

#### Differences between the nation, state, and urban districts

- Idaho's ranking compared to other states: 4<sup>th</sup> math 29<sup>th</sup>, reading 41<sup>st</sup>, 8<sup>th</sup> math 43<sup>rd</sup>, reading 40<sup>th</sup>

Charlie met with special education directors across the state to address the NAEP results and they discussed: Collectively prioritize on improving results; Training; Qualified staff; Results for the next 2 years; 2021 next NAEP test.

Paul will come back in February to compare ISAT results to NAEP results.

## **FACE Conference Debrief – Jill Mathews, SDE**

Speakers-Dr. Joyce Epstein, Chad Schmidt, Sharon Esswein and Lori Ludwig, Bryn Booker, \*Stacey Roth, Mary Jensen, Shawn Tegethoff, \*Christa Rowland, Jamie Rife, Elizabeth Smart, Mayor Garrett Nancolas, Gabe Moreno, \*Sue Ropski and Nancy Miller and Michael Bonner

- The conference focused on the model of community schools.

## **Definitions of in-school and out-of-school suspensions – Renee Miner, Idaho SESTA (Note: This was a request from last meeting)**

- Powerpoint was provided.
- Zero Tolerance 2 decades of no evidence that removal improves school safety or student behavior
- Most important goal is to change behavior
- In-school suspensions: Does not count toward 10 days of removal for students under an IEP if the student participates in the general education curriculum, the student receives services in accordance to their IEP and the student continues to participate with students without disabilities.
- Out-of-school suspensions: Student is removed from the school and no educational services are provided.
- Change of placement: Student is removed for more than 10 consecutive school days or is removed for more than 10 cumulative school days and the removals *constitutes a pattern*.
- Effective in-school suspension: Hold students accountable for school assignments, some aspect of rehabilitation or FBA, clear expectations.
- Ten days are looked at as calendar days from the beginning of the school year to end of school year. Does not reset with a new IEP.

## **Working Lunch/Agency Reports –**

**Angela Lindig - IPUL** - Will present at the next meeting in February.

## **Alison Lowenthal – Vocational Rehabilitation**

- Powerpoint provided
- A statewide program that helps eligible people with disabilities prepare for, find, and keep jobs.
- To be eligible, someone must have a physical, mental, or emotional disability that keeps them from getting and keeping a job. They must need services to overcome disability-related barriers.
- Workforce Innovation and Opportunity ACT (WIOA) Federal law that Vo-Rehab is under. It aims to increase access to and opportunities for employment.
- How does WIOA Impact students?

- 15% of state's allotment must be used for provision of pre-employment transition services for students with disabilities (Job exploration counseling, work based learning opportunities, counseling on post-secondary educational opportunities, workplace readiness training, and instruction in self-advocacy.)

### **Cultivating Leaders to Grow Young Readers – Shannon Dunstan, SDE**

- A Powerpoint was provided.
- In the process of visiting school districts who are in years 2 - 5. Schoolwide training on explicit instruction.
- IRI Baseline data for I-station. Different results comparing school scores with schools who are SSIP schools and similar schools. Some had negative growth while others had high increase in growth. Trying to work on the definition of a similar school to help determine if SSIP is making a difference or not.
- District experience (District's sped director (Joy Jansen) spoke to the panel via Zoom) - Lake Pend Oreille School District is in year three - 6 elementary schools. 2 district coaches.
  - Good collaboration between sped and gen. ed. One of the best experiences for bringing the district together for students with and without disabilities.
  - IRI growth very high (9 to 54% growth from fall to spring scores) in all six elementary schools. They're using explicit instruction (Pathways to readings) - small group format 3-4 students for students with or without disabilities. The student feedback is that they are loving the instruction.
  - Use of PET-R - a tool to reflect and rate where the teachers and the district are.
  - Continuous Improvement Cycle tool-looks at how they are going to have sustainability.
  - The teacher videos have been very impactful for the teachers.
  - Explicit instruction included paraprofessional training. The level of fidelity is quite different across the districts. Lake Pend Oreille SD implemented the program with high fidelity and they have had high growth results.
  - Panel suggestions on how to get more districts involved with the program were to make a video and market at a director's and principal's meeting, keep it simple, speak to the task force, and be specific with school and team selected.
- Early Childhood Money Program - Created an application for the ten districts who are struggling with Pre-school (Ages 3-5) programs. The application is for up to \$10,000 for districts. Seven districts were awarded.
- Pre-school development grant - Health and Human Services, the SDE, and the governor's office asked for 4 million. The application was submitted on 11/2 and should know by 1/1/20.

## **IEP and 504 collaboration, documentation, and communications – Beth Connell & Chris Draper-Trokt**

- Powerpoint was provided.
- Digital data is non-degrading and there is a higher risk that sensitive information can be shared.
- Trokt is a cloud-based platform that efficiently, accurately, and securely controls complex collaborations and validates agreements.
- Trokt workflow-Capture, collaborate, finalize and archive.

### **Next Steps: - Ted Oparnico, Chair**

Charlie proposed to have the May meeting at the Idaho Educational Services for the Deaf and Blind in Gooding.

### **Next Meeting**

- February 10, 2020, 9:00 am to 4:00 pm
  - Agenda Items
    - Agency/Individual Presentations
      - Angela Lindig - IPUL
      -

### **Meeting Adjournment**

Motion to adjourn was made by Brian Darcy and was seconded by

Meeting was adjourned at 3:45 p.m.