



KENTUCKY DEPARTMENT OF EDUCATION Commissioner's Parents' Advisory Council (PAC) SUMMARY

DECEMBER 9, 2020

Present: Judith Bradley, Carol Cecil, Karen Dodd, Jason Glass, Thomas Haggard, Shasta Hensley, Gretta Hylton, Helen Jones, Carie Kizziar, Toni Konz-Tatman, Jennifer Larkins, Rhonda Logsdon, Lisa Meiman, Tiffany Meredith, Lauren Mitchell, Carol Morrison, Rachael Noyes, Jacob Perkins, Mandy Sapp, Kathy Smiley, Leslie Spears, Sylvia Starkey, Veronica Sullivan, Amanda Waldroup, David Weisenhorn, Megan West, Thomas Woods-Tucker, Cyndi Wrenn

Absent: Katie Bentley, Kristen Brown, Cherie Dimar, Melissa Goins, Mary Ann Jennings, LaMonique Mason, Sara Ruth, Stacie Strotman

Agenda Item: Welcome/Commissioner Comments

Presenter: Jason E. Glass, commissioner, Kentucky Department of Education (KDE)

Summary of Discussion: Reopening guidance for January has been requested by the governor's office; commissioner requested opinions from PAC members and asked all members "What would you recommend to Gov. Beshear for reopening?"

Feedback: Council members gave opinions based on being parents and working in the education field. Members stated that they felt that these decisions should be made at the local District level, with the state providing support, if the local district could be held accountable for following statewide health requirements; The mental health of all students is a definite concern. Students will need transitioning back to in-person when that time comes, and schools and districts need to have a plan for those students and their mental health, as well as the students who will continue doing virtual learning. Commissioner stated he would take all comments and opinions to consider in developing a plan to submit to the governor's office.

Agenda Item: Approval of Minutes – Sept. 9, 2020 Meeting

Presenter: Leslie Spears, educational program consultant II, KKDE

Summary of Discussion: Cyndi Wrenn moved and Lauren Mitchell seconded the motion for the approval of meeting minutes from Sept. 9, 2020; motion was carried by all members present.

Agenda Item: Amendments to 703 KAR 5:270, Kentucky’s Accountability System

Presenter: Jennifer Larkin, KDE Office of Assessment and Accountability

Summary of Discussion: Senate Bill 158 – proposed significant changes to the Accountability System and the achievement gap definition. Changes were defined to the council – Performance Based on a combination of academic and school quality indicators and measures, known as “state indicators” SB 158 exclusively lists these; requires state indicators be evaluated on “status” and “change” and defines the terms; requires schools overall performance, status, and change to be displayed on an online color-coded dashboard. SB 158 lists state indicators as the following: state assessment results in reading and mathematics (K-Prep testing occurs in 3rd through 8th grades and 11th grade), state assessment results in science, social studies and writing (K-Prep testing occurs in 4th, 7th and 11th grade for science, 5th, 8th, and 11th grade for social studies, and 5th, 8th and 11th grade for writing), Quality of School Climate and Safety (All grades - based on student surveys), Postsecondary Readiness (High school only – based on college environment or career path), and graduation rate (High school only – based on percentage of students who graduate in 4-5 years). SB158 combines status and change into one performance indicator using a color-coded table to track schools performance from year to year. Colors allow indication by color of highest and lowest rating. Colors will be blue, green, yellow, orange, and red (blue being the highest rating and red being the lowest rating) SB 158 also connects the reporting requirement to Section V in Kentucky’s Consolidated State Plan.

SB 158 also proposed changing the minimum N-count to a minimum of 30 (all students per school or school group).

Feedback: Perhaps school survey (climate specific) results should not measure equally for elementary, middle and high schools? Elementary school kids are not as able to answer regarding school climate as a middle or high school student would be. Perhaps it should hold less weight for elementary schools than middle and high.

- Consultant will take all feedback back to superiors at KDE and will get recommendations and comments to the Kentucky Board of Education for thought.

Will there be an overall score to go with the color-coded table of performance?

- There will be numbers behind the colors on the performance tracking table. Schools will be privy to this information and it will still be included on the School Report Card.

Is it possible to provide a separate N-count minimum number to smaller student groups (students with disabilities and Section 504 students for example)? Perhaps districts could combine all data from schools if there are too few in one school? We need more granular data for these smaller student groups or more trend information when granular data is not available.

Agenda Item: Parent/Family Engagement Activities and Support

Presenter: Veronica Sullivan, division director, KDE Office of Special Education and Early Learning

Summary of Discussion: PowerPoint presentation was shared with council; provided multiple links that all parents and families can access for resources relating to parent and family resources for Special Education and Preschool parents. Also provided contact information for KDE staff that work with the Office of Special Education and Early Learning.

Agenda Item: Compensatory Education Guidance

Presenter: Sylvia Starkey, division director, Office of Special Education and Early Learning

Summary of Discussion: PowerPoint presentation was shared with council; reviewed FAPE (Free Appropriate Public Education) and regardless of the instructional delivery model, local school districts remain responsible for providing a FAPE to students with disabilities. The remedy for failing to provide FAPE, is compensatory education services. “To establish ESY is necessary to provide a student with FAPE, it is incumbent upon those proposing an ESY for inclusion in the child’s IEP to demonstrate, in a particularized manner related to the individual child, that ESY is necessary to avoid something more than an adequately recoupable regression. More specifically, it must be shown that ESY is necessary to permit the child to benefit from instruction.” *Cordrey v. Euckert* (917 F.2d at 1473, 1990). Local districts may not limit the provision of ESY services to specific categories of disability or unilaterally limit the type, amount, or duration of those services.

COMM: JGG