



APPROVED AT JUNE 2018 MEETING

**KENTUCKY DEPARTMENT OF EDUCATION
STATE ADVISORY COUNCIL FOR EXCEPTIONAL
CHILDREN (SACEC)
SUMMARY**

MARCH 1-2, 2018:

MEMBERS PRESENT:

Eric Umstead, Amber Barnes, Leisa Hutchison, Tricia Gibbons, Kimberly Chevalier, Adria Johnson, Barry Lee, Elizabeth Jenkins, Melissa Knight, Carey Cockerell, Ravonne Sims, Danny Hughes, Emily Kimbell (for Anita Dowd), Julie Ann Rubemeyer, Bill Greer

MEMBERS ABSENT:

Anna Light, Anita Dowd, Libby Suttles, Donald McCormack, Stephanie Knipper

SUMMARY:

Agenda Item: KDE Update and Q&A with Commissioner Pruitt

Presenter: Stephen Pruitt

Summary of Discussion:

It is spring and the session is going on. I want to share a few highlights:

New accountability system-KDE has resubmitted our plan. This will be going through the EAARS committee for review/approval. Closing the achievement gap (closing the gap by 50% and increasing the achievement by 50%)-moving toward 100% proficiency. The old system was a normative based system and this created a system of competition between districts. This will be a change for school districts.

As part of closing the achievement gap and strategic plan, we have identified 5 areas (KIDS):

- K-3 Literacy-educating the whole child with a curiosity of reading. Engaging more in Science, SS and the arts.
- Individualized instruction and assessment-students given the opportunity to show what they know in new and innovative ways.
- Diploma-It is time for us to offer a new diploma. SACEC will need to provide feedback on this.

- Success in postsecondary-allow students more opportunities for AP, dual credit, Industry career certification. Giving kids opportunities who maybe we historically thought was not possible. This means expanding opportunities.
- Social and emotional well-being: achievement is not going to make a difference if we don't address our social/emotional. We have been working with SIAC-State Inter-Agency Council. This group identified a social/emotional task force. An increased emphasis on making every child visible.

We are also preparing for budget decisions to be made.

Action Taken:

How do you plan on measuring social/emotional? I don't think we can measure until we know what it looks like. FRYSCs have been working on this but I am not sure they have been given flexibility to manage the area of social/emotional. There are some core things we need to do differently. More emphasis on getting everyone to understand this is their issue. Every child should have an adult say hello to them at least 6 times each day. The importance of relationships and helping people understand how relationships work together. How do you help others balance issues of support? How we handle crisis and the recent events have caused us to think about this more. These are major crisis situations that require a great deal of processing for things you don't normally think about. Crisis management and moving toward resolution and most often times the resolution is rooted in social-emotional health. Counselors are also a group that is working on figuring this out and looking at crisis prevention.

There has been a lot of programs that have been introduced recently. What will the role of KDE be? How can KDE ensure the education and training will be passed on to districts. The first thing to recognize is that we can't lay it all at the feet of KDE. KDE does not have all of the resources required to address this area fully. Most of our children are going through a K-12 system and I am not sure if it is society or culture but we have to be leaders to bring people together. Funding and staffing is a challenge because of the challenges. Partnerships will be critical but someone has to step up and take the lead on the issue. SIAC is a good example of a group that is committed to doing the right thing. We are convening a group to help districts think about communication. How do you handle parents? There are specific ways to handle certain situations. KDE needs to step up and be a leader but we need to do this with partners. KYAWARE grant came out of President Obama's Now is the Time legislation after Sandy Hook-this was the first partnership example of support. KDE has received money to provide for school districts. This is a partnership created through grant funds and school districts use this support to handle social/emotional and crisis situation. This is a 5 year grant and we have maintained our funding. Some states did see a reduction but KY did not. DLS is interested in securing funds again through the KYAWARE grant. KDE does not just apply for grants for the money, we know the money is going to be used for need areas.

Dual credit seems to be more successful than AP. There is a lot of discussion about why the push for AP instead of more emphasis on dual credit. It is a local matter of priorities and colleges are becoming skeptical of dual credit. When you think about accountability-the colleges aren't confident the grades coming out of high school are correct. Kim mentioned an issue of quality teaching that does not give students the rigor of instruction. Instruction needs to be more consistent. We have a big issue in AP if students do not pass the AP test. Some colleges/universities will not accept certain dual credit courses. Nationally, this is an issue between AP, IB and dual credit curriculums and what is accepted.

Skills training is also an area that is very important to look at. We typically see more success for students with disabilities in this area. Career pathways are an area we need to focus on, especially for students with exceptionalities.

Education is a pendulum. How far is the pendulum going to swing? What about balance. You have to be careful in promoting one method over another. You have to allow independence for whatever makes your students ready. KDE will provide good guidance about how each of the areas work. There are other options to consider. Our education system sometimes sticks too long with certain ways of doing business.

Follow-up Required:

New accountability system, career pathways, students need to complete 3 of these to be a completer. A general studies class to help determine their course of study may be needed to help students decide what pathway to take. This might be better served in middle school, a career exploration course. Counselors in middle school are helping with this. High school is working toward industry certification. There needs to be more in middle school to help students.

Concerns about the approach of alternate assessment that may need to be more focused on life skills components. There are some students who should be measuring components of life skills instead of content areas. The federal requirements are enforced here. It is hard to get away from this academically since the feds require this. Who are we going to give the authority to make the decision about the student being able to take assessment? This is a difficult decision for an adult to make to ensure the student is getting the most out of their ability. You have to ask, what if we give this kid a chance. Stephen Hawking example. Give kids a chance rather than not. Alternative assessment placement is sometimes an early push to categorize a child, which is sometime frustrating.

The other side of the story includes the example of students who need the work/transition emphasis and they have lost time focusing too much on the content side of preparing for the alternate assessment. This is frustrating for educators who do not know what to do and are troubled by what they are asked to do. Too much emphasis on assessment allows us to sometimes forget about the student (a test crazed society). Test prep example is sometimes construed with too much emphasis. Instruction in the appropriate way is the method that needs to be looked at. We have lost sight that our work is about kids and helping them develop. You do need a quality assessment. You cannot lose focus on the purpose of assessment (which is to measure what kids know as a result of what has been taught). KSB example about teaching students and helping them meet their needs.

Project Search in Campbell County who partners with NKU is a good example. Budgets needs are difficult but students are going through transitions ahead of time to see what it is like. This allows for the college to address the content and the classroom in the district dealing with life skills. This is a very expensive program but a great partnership.

How do you message the testing emphasis to teachers who are held accountable? The Commissioner is able to voice the message in a way to focus on what is needed. This message is needed across the state to help everyone build coherence. What is the company line? We are advertising accountability, not kids. We want to get away from ranking test scores. Measurement is the difficult side. There are no points on the accountability side and this is hard for people to understand. NCLB started and we have 18 years of time that has been focused on

test scores (a reason science, SS and STEM is not tested in all grades). Arts were being left out, the reason STEAM came along.

Kids are graduating without preparation for job skills also. Students must graduate with essential skills and this is being looked at. There is a cultural side to this and society is sometimes a reflection of this. This will be a struggle as we become more informal as a society. This makes education much harder. Dress is sometimes looked at according to your respect and level of society.

Agenda Item: Operational Planning/By-law Development

Presenter: Barry Lee

Summary of Discussion

The By-laws are being reviewed. Small groups are reviewing the By-laws. This will allow members to review and provide feedback. Ten minute review and then share out.

- Group 1: Introduction and Article I-IV

Barry recommended more language added to Section 4 to ensure clarity. Barry reviewed the EO and read when terms expire. (Executive Order reference.)

Some language may need to be added about the scenario for when members cannot complete your term. Language will be added for two full consecutive terms to ensure consistency.

Questions were voiced about the second term length to be the same as the first.

After the first term, if elected to a second term, each member is on a 3 year term (second term).

Length of term will follow the Executive Order.

Article II: Purpose-the charge of the group is much larger now. The group needs to keep awareness of this. If a replacement member is added, they will serve on the committee the previous member was on.

Article IV: Section 5-change reference to June to now read July.

Members may notify the Secretary or Board of the SACEC. Removing the language about sending another representative. After two meeting misses, you are recommended to not be on the SACEC.

- Group 2: Article V-VI
- Group 3: Article VII-VIII

Action Taken:

The discussion will be tabled and members will vote for approval tomorrow.

Follow-up Required:

Question: Article IV: Section 3-length of term. What is the intent of this?

Agenda Item: Due Process Update

Presenter: Todd Allen, KDE

Summary of Discussion

KDE must provide an annual update on Due Process annually. Todd provided an overview, stats and some high level decisions. This an adversarial court-like process (refer to the PowerPoint presentation).

Due process rights and appeals along with statistics

Kentucky State Comparison

- Decision 1617-02
- Decision 1617-10
- Decision 1617-20
- Decision 1617-21

Action Taken:

Question: Does this mean all SRO's must be trained for specific students? It is not an absolute mandate that SROs must be trained. However, teachers must be aware of the student's needs before the situation escalates for the need of an SRO. Is the school required to produce the information to the court? If asked, the school district has provided this. Does the school provided evidence impact the hearing in court? Interesting question. Todd mentioned he could look into this if requested. KDE decision must occur within 90 days.

All decisions are posted on the KDE website-showed link and explained information.

Follow-up Required:

Has KDE had more questions since the Endrew F. vs. BOE case? DLS has not. Todd has received a few questions. Zachary Deals vs. Hamilton, Ohio is very similar. Kentucky was already applying the circuit court standard of meaningful education related to FAPE. This may be why we have not received a great deal of questions.

Agenda Item: Transition Services Presentation

Presenter: Elizabeth Theisen OVR Counselor

Summary of Discussion

Packet and brochures were given out. Elizabeth is also here to address some questions from the previous meeting regarding OVR. In preparing for college and/or career individuals with disabilities, a referral can be a parent, school and/or counselor.

Application, interview, determine eligibility for the program. 60 days by law to do an evaluation. May need additional evaluations throughout the process for planning for employment. Work goals can change over time. Implementation for services are provided for uniforms, college tuition and automobile modification. Once ready for work- we go to job placement services. Supported employment-job coach for example. Employed and case is closed.

Who can refer? Schools, kids, families reaching out to get them information.

Action Taken:

Q: At what age will you accept a referral? Age 14 with first meeting freshman year of High school.

Q: Do you see that happening across the state? I am not sure central office could tell you. Most still have the mentality of 16 because that is working age.

Q: You said you can sometimes do assessments, can you do interest and aptitude testing. Yes, we have a variety of tests even for non-verbal. Most has been developed for adults. Shift in the last 10 years is now targeted at youth not just adults

Q: You want to reach as many as possible as freshman? Yes, its gives more time to get them prepared.

When I was in the classroom- the VR counselor was invited and it was difficult to get them in. Yes, I am booked 3 weeks out but it is difficult to get to ARC's. We are short staffed it depends on counselor caseload how they can hit schools

Q: What would be your suggestion to get in to see as many as possible? TX has offices in the school. If we had VR in the schools or split schools it would be helpful. All they do is the High School

Schools are IDEA and VR is WIOA- 2 different laws.

Pre-employment Transition Services- Pre-ETS- counseling for job exploration. Talk about reality of what it would take to be a wrestler. Work based learning experiences- shadow someone to see what the job is like. Making sure they get exposed to activities. Get them job ready

Q: In our districts with Pre-ETS we are trying to push that hard. We are struggling with the content needs. It is hard to balance what is best for the student. What do we do? Job coach can take out FMD students. Co-ops have been given money to plan trips to take kids out for experiences. Activity days that are part of their curriculum. Summer internships is an option.

Q: Do most districts have a built in calendar where they can take a day to use for college tours or job shadowing? They can do that but the make-up work is too much. They are excused but have to catch up.

Q: Is that restricted to 4 year colleges? No, they can go and it is excused.

Soft skills- workplace readiness- example orientation and mobility. Post-secondary counseling- how to do a FASFA. We help them. Disability supports

Instruction in self advocacy- how to ask for help, hygiene, independent activities, set up a bank account. Need to know SS#

Community work transition program- school job coach. Most significant students with disabilities first. One job coach for 2 high schools. Internal staff \$25 an hour reimbursement to school board. Stay on site and help with FASA for example.

Individual Pre-ETS

OVR counselor

OVR pays a community rehab programs

Q: Are you able to tap into VISTA? Are these staff members in the school? The community program is internal to school. Staff members.

Employment specialists- school employee trainings by HDI or OVR, get to know students, money to the board, job shadowing, advocating for the students.

Q: As a parent how would I hear about these services? Would I hear this at an ARC meeting? Yes, age 14 for KY. ARC of KY could give you information.

Q: There isn't another waiver to get to you? No. It is mandatory that we do it by age 14 but they cannot always get to the meeting. Coops are getting the money not the school districts. They don't provide transportation and they don't have a curriculum. We hired a job specialist- they fill out notes and we get reimbursed. I am just saying that when they start to do cuts. I am trying to keep OVR services. The reimbursement only pays for a 3rd of the OVR salary. Hal Heiner meeting we have the law but we have some issues to work out. It's good it's just a matter of people power.

At the ARC I am the last one to speak. I am not able to say what I can do. I can mail parents a letter and give my card.

Follow-up Required:

Q: Once they check the box you can come? Yes, but it's not happening. We cannot make the parent call.

This is a cultural shift- the mindset is in KY that if you have a disability you will get public assistance. No but you can contribute to society. You are still going to get financial support it may be less but it is beneficial. Social security benefit loss is an issue for parents.

Q: Too many people think that they can't work. My daughter is 24 she had a job coach. OVR or the school. This was a key transition for her. Seemed that businesses were the hardest to get on board. She has been employed for 4 years now. This program is critical for students and youth. The parents say the kids are lonely and bored.

Q: Is there any way to have OVR provide transition ready guidance for the state? There is a website. Parents don't have internet. They need paper. Vickie Riley is the person to contact to get a paper copy.

Q: Who is eligible for this type of support? I remember the OVR meeting freshman year. We were told there was nothing they could do because it was too severe. They have to be able to pull out. If we start young we can do more. They have to meet 4 criteria to meet eligibility. Most will get support because they have never worked. We have an appeals process if you feel that he can meet eligibility.

Q: Trying to find a way to keep this conversation active in the students mind. You need to find a tool like the ILP to engage students in thinking about transition. Think about critically so educators can support. What is the initiative to get the kids wanting to work? Having a job coach helps the kids focus on working starting early. It includes educators advocating. Our superintendents don't know. The budget cuts are a factor if we were not getting funding from WIOA we would not have any supports. Sped kids are going with peers that are not IDEA eligible.

Q: KY education associates- project discovery- middle and high school. What is the cost of the KIT? OVR cannot pay for it.

Hands on training and transportation are the two biggest issues.

Agenda Item: KY-SPIN Update

Presenter: Stella Beard- Education outreach coordinator for KY-SPIN

Summary of Discussion

Mission to link families and individuals with disabilities to resources that will enable them to live productive fulfilling lives.

We are not attorneys. We are there to connect them with the right people. Our main goal is to empower families so they are not lost in the IEP meeting. We help them create an IEP notebook. Acronyms for example. We create a cheat sheet. They feel more like they are a part of the meeting. We prepare them for the meeting not attend the meeting. Birth- age 26- support and trainings.

History PL 94-142- families had been organizing and working for children. I used to work for the ARC of KY and that was started by families trying to advocate for their children.

Skip to slide 14- Where we are right now. PTI Parent Training and Information Center at least one in every state.

We want families to know what it means to be an advocate for their child. How they can obtain help with resources. In the packet there are a lot of great resources. It is overwhelming when you get the diagnosis as a parent. I can't grieve the rest of my life. I learned how to become an advocate for my child. There are certain stages of grief. We have resources for them. I try and tell them it is okay to feel that sense of loss but you need to move on. My child and I train together.

It's a big job educating families. What they need to know but not overwhelm the parents.

Project Launch- project of PACER- workshops, resources, list of trainings that we offer in packet.

We do a great presentation on bullying. Collaborative communication- building partnerships. Not combative attitude we work with them on making a collaborative partnership with the school. Educating them for the IEP meeting it helps them feel like part of the team. Job placement training. Getting and keeping your first job. Guardianship alternatives for KY. We try and focus on supported decision making as options for guardianship. IEP goal and objectives, components of the IEP. Teach IDEA. We trained parents on the IEP guidance document with KDE to get that exact training for parents. How and why the IEP is written the way it is. Parents feel more comfortable. Mapping dreams- curriculum to adult transition.

What to do with an alternate diploma- that's difficult for him to get a job and advance. He is still doing the same job he was doing 5 years ago. Students with alternate diploma have difficulty advancing with that diploma. What are the child's interests? He is a motivational speaker. He is amazing, he is self- employed. What can a parent do to be an advocate?

Q: Comment in my SPED course at ECU - SKYPE, it's that cultural mindset that they can't get a job. The students minds were spinning after hearing him speak.

He is 21 but he is 6. No, he is 21. We help parents understand as your child ages you need to allow them do what other young adults do. Because a child has a disability doesn't mean we cannot let them make mistakes.

Skills on self-advocating. Many parents won't tell their kids they have a disability. They need to know how to advocate for self.

SPED process, we explain to them what their parent rights are. Big packet is explained in parent friendly language. Parent support groups, time management and organizational management-keeping IEP.

Color map in packet- We have 12 parent educators across the state. You can find your county on the map. The staff in the office are full time. Other staff are part time. They field phone calls. Call parents to answer questions. The part time staff receive training on the workshops. Part-time staff are parents of children with disabilities. KY-SPIN offers relationships.

Packets- blue paper, introduces child to community. Parents expect educators to know about a child's disability. They will not. It introduces their child to the teacher. We cannot expect everyone to know everything about child.

Follow-up Required:

Q: Do you think this would be a good paper to put in the referral packet? Absolutely. We help parents create snapshots.

Q: Are trainings offered on a schedule? As a parent I would like to attend a workshop? Yes. Let's go to the website. You can find out where our workshops are across the state. It shows where they are going to be. Open and it will tell you about the workshop and a flyer.

Action Taken:

Q: Is there a video I can show a parent? We are in partnership with HDI. There is a parent handbook and videos on the HDI website. Working with Susan Burgan. Welcome, eligibility, process and/or tips for parents-good videos. The handbook is wonderful.

I always give parent a copy of the KARs. Lots of information out there and it is not always right. Full time aid as an example. Go to regulation. Not in there. Some districts will write that into the IEP but we do not want that someday. Having Miss Sally holding hand in middle school is not okay. The regulation is your guidebook and use the handbook to compare the two.

Agenda Item: By-law review revisited and future meeting schedule planning

Presenter: Barry Lee

Summary of Discussion

Article IV: Section 5-change reference to June to now read July.

Article IV: Section 7: Members may notify the Secretary or Board of the SACEC. Removing the language about sending another representative. After two meeting misses, you are recommended to not be on the SACEC.

Removing Article IV: Section 8

- Group 2: Article V-VI

Article V-Meetings-remove bolding of "a" in reference to statewide conference.

Clarification on virtual meetings being allowed. SACEC must post the meeting notice if we are meeting. KDE can work with the Office of Communications to ensure access to online meetings scheduled.

- Group 3: Article VII-VIII

Article VII: Committees

SACEC must have an Executive Committee, election committee and it is recommended that they have a communications committee.

Article VII: Section 2: Standing Committees-adjust language to ensure committee membership. Add specific role for communications. Duties would include publicizing and communicating the public forums, communicating our meetings. Add reference to Article VI: Section 2.

Article VIII: Section 3: Annual Report-add EO members to ensure information is shared.

Follow-up Required:

Amy Folker and Tricia Gibbons have worked on social media venues for the SACEC. Barry would like for Tricia to be on the Communications Committee.

Action Taken:

By-laws will be updated.

2018 Meeting Schedule

- March 1-2 Frankfort (completed)
- June 11 (start late at noon Monday and public forum in the evening) Barren River State Resort Park
- September 6-7 General Butler State Resort Park
- November 18-20 Louisville, CEC

2019 Meeting Schedule (considerations)

- February 21 and 22– Frankfort, 300 Building
- June 13 and 14-Natural Bridge State Park

Agenda Item: Open Forum

Members Present: Eric Umstead, Amber Barnes, Tricia Gibbons, Kimberly Chevalier, Barry Lee, Elizabeth Jenkins, Melissa Knight, Carey Cockerell, Ravonne Sims, Danny Hughes, Emily Kimbell (for Anita Dowd), Julie Ann Rubemeyer, Bill Greer

Summary of Discussion

A husband and wife attended and spoke on behalf of their son. They heard about the open forum from a colleague at work and looking on the KDE website. The couple has reached out to district contacts but they are concerned about a lack of contact information on the district website and the lack of follow up to their requests. The parents are concerned about their student's disability in relation to making the transition to middle school and the capacity of the district to be able to support their needs. They specifically mentioned lack of communication, understanding about specific IEP needs, Reading support and large class sizes that do not allow time to help students unless they have a parent advocate (which often times, students do not have).

Follow-up Required:

Follow up communication is sent to all who attend.

Action Taken:

Barry will send a message to Gretta asking KDE/DLS to respond to the school district in question.

Agenda Item: General Business Session II

Presenter: Barry Lee

Summary of Discussion

Barry mentioned a review of the open forum parent concern and asked members to consider submitting a request for follow up to KDE/DLS. Bill Greer made a motion and Ravonne Sims Seconded the motion for KDE/DLS to follow up with the district in question. Barry will respond with a courtesy letter to the parents who attended the open forum. KDE/DLS will forward the letter to Scott County.

Follow-up Required:

Follow up communication is sent to all who attend.

Action Taken:

Barry will send a message to Gretta asking KDE/DLS to respond to the school district in question.

Agenda Item: KDE/DLS Update

Presenter: Gretta Hylton, Director, DLS/KDE

Summary of Discussion

APR-Submitted by February 1 to USED, OSEP. The last couple of years, Kentucky did get a meets. We are hopeful to get a meets again.

MTSS/SPDG-the grants come in 5 year cycles and Kentucky

Behavior, reading and mathematics and providing professional learning for adults so they can provide intervention. This is for all students. KDE partners with HDI and Dr. Terry Scott and staff at UL. The initial startup districts have been identified and the plan is to scale this up and build capacity. DLS is looking for districts who are ready and willing.

SSIP-results driven accountability in decreasing novice and increasing proficiency especially in the area of mathematics. Veronica and Amanda are leads for this work. Amanda is in the process of completing the third part. This is about building infrastructure and systems, such as mentoring and coaching. We have done this for the last 3 years and we are looking at data trends.

Legislation-a few bills have been filed that pertain to us.

SB 102 filed by Senator Harris-focus of this bill is about changing the 60 day timeline from school days to 60 calendar days in preschool (age 3-5) for evaluation. Federal language states 60 school days.

SB 187-Ready to Read Act (RTRA) filed by Representative Wuchner. Reassigned.

SB 367-also part of the RTRA for license plates to fund.

Senator West-SB 270 Evidence tool and collaboration.

SB 254-Senator Parrot-consider a special education funds and withhold if districts do not follow requirements. If the district was determined to not provide FAPE, the KDE would be required to withhold the SEEK Exceptional add on funds for special education. There are still a lot of questions to figure out how this will be measured and funded. This does not mean the IDEA dollars.

There is a different dynamic related to preschool (First Steps impacts this). Most districts enroll students who are eligible for special education. Some school districts do allow tuition but some districts allow once referred, you can attend until not eligible. Timing of identification and when they actually receive services is the rationale for trying to find ways to bring in the 60 calendar days of evaluation. January and February seem to be a window of time that lag time occurs. What is the district required to do if a student comes at the end of the school year? Staff will be preparing for break. You can't bypass RtI and go straight to the evaluation. This might interfere with the process and require additional funding from districts to provide services beyond the regular school districts schedule. This would possibly be an unfunded mandate. Gretta had DLS Data Manager pull data of largest child count districts to see how many districts had students that would not meet the proposed 60 day timeline and 1 student showed up. It does not appear that this is a major problem at this time. Statewide, we are at 99% success rate. Does DLS/Gretta have the opportunity to convey the message? This has been provided. DLS is just the messenger who provides information.

April 13, DLS is partnering with several agencies to provide a training. OSEP has put an emphasis on monitoring and compliance of support for adult youth who are in prisons. Based on monitoring, we have included DJJ facilities. DLS has reviewed files and records but they have not made a more intentional review of systems and processes. DJJ has taught DLS a lot and a result, some key leads joined together to get the word out. The willingness is there but some training needs to occur to help provide additional support. Training was rescheduled based on shooting event to ensure all parties can be involved. These are all of our kids and we are excited about this opportunity. Some schools and districts don't fully understand their role and responsibility. Debbie Mays is working closely with Ronnie to work on the communication. There are a lot of logistics to consider in planning this work.

Follow-up Required:

Consolidated monitoring was done a bit differently based on risk assessment and this has been refined for IDEA. Results, compliance and fiscal data is being looked at. DLS still may tweak this. Some special monitoring projects have popped up and working on this.

Action Taken:

MoE is a celebration. Districts must maintain a MoE so they don't have to return dollars. 50 districts failed to meet one of the tests in MoE when Gretta first started. As of today, we have 0 districts who failed to meet and this is a savings of 3.2 million dollars. Jonathan Compton has led this work and provided a great deal of training and support to districts. DLS has dealt with a great deal of transition. It has been worth it to have someone spend extra time with districts and Directors of SPED.

Gretta included the Diverse Learners Branch update in her update.

Agenda Item: Cooperative Network Update

Presenter: Tricia Bronger- serve JCPS and KSB/Introduced Dr. Scott Cooper DoSE of JCPS

Summary of Discussion

Coop directors meet monthly to work together to meet priorities from organizations like you and KDE

High-leverage practices- what is so special about special education SDI

Paring with IHE's to focus on HLP's CEC approved a set of 22 HLPs for K-12 SPE teachers July 2016

KEEP- Reimagining Educator Preparation in KY on May 20th

CEC article- Big Ideas in Special Education- Explicit instruction- bringing in Anita Archer in May, Lexington

Co-ops are going to update teacher tools with the training they receive

KY- Module alternate assessments- with low incidence consultants have worked on development of modules and waiver. SPDG 1% training

IEP Video modules- Present level, Measurable Annual Goals, considerations of special factors. Tutorial supports to pinpoint individual needs as a follow-up not an initial training.

New DoSE Resources- In the life of a DoSE, look at what resources are critical according to the calendar.

LRP Example of professional development as a cooperative network.

CASE- streaming conference so we can watch. Table top discussions. MTSS- Randy Sprig during broadcast of conference.

Pre-Employment Transition- Contracted with OVR- individual students identifying future goals through field trips.

Aware Grant- Mental health working on trainings for trauma informed care. Youth mental health first aid. Partnerships in school with MTSS and mental health. Interconnected systems framework. KY behavior RTI website www.kentuckybehaviorrti.com

Manual updates

Future- Implementation process working with the KDE. Identify gaps using hexagon tool. Working on implementation science through mathematics. Using data to make decisions.

Structured literacy- from the dyslexia task force report and recommendations and action plans

Key Questions/Concerns:

Q: School districts and KDE, what is the coop and what is the relationship to both? TA providers, 10 million a year funding to SPED cooperatives. SACEC and Cooperative meetings. KDE liaison bridges the communication between both organizations.

Project aware over 2,000 adults trained by state. Over 6, 000 students have received first aid services.

Ravonne Sims invited anyone to come visit DJJ facilities. Stats show education is needed and there is no consistent way to determine disabilities. GED program has been instituted but this is a step in the right direction. It would be interesting to see how many of the people have been recognized as having a disability. If we partnered to see IEP information we could identify this more quickly. Consideration for the legal side, Judges for example, need to be thought about since there seems to be a lack of understanding. The information about the child should stay with the child.

Draft By-law changes have been made and discussed based on discussion and edits made yesterday.

Removing reference to ad-hoc members.

Removing reference to voting virtually in Article V: Section 2 and 3.

Add reference to meeting the open meetings law. All meetings with comply with open meetings law to be added to Article V: Section 1 and 2.

Follow-Up Required:

KDE Legal Counsel has offered to review any of this for legal review.

Vote on final draft upon changes of the legal review. Motion to accept the changes made and the By- laws-Melissa Spaulding and seconded by Carrey Cockerell.

Clarification was asked about the SACEC role and responsibility for not just reviewing and commenting on rules and regulations but what is required beyond this?

Gretta reminded to provide feedback to Legislators about concerns.

Action Taken:

Priority and goal setting

Focus on scaling up communication and what the communication committee needs:

The open forum flyer can get the word out

Identify the groups that need to hear the message and identify key communication outlets/partners

The group started thinking about ways to improve communication: videos, lunch and learn, social media and possible methods beyond just the open forum flyer.

Invite someone from the Office of Communications who can help facilitate a conversation about creating a communications plan and learn how to best approach the communication need. Joe will follow up on this for the June meeting.

Barry would like to see the social/emotional health supports and training.

Next Meeting: June 11 at Barren River Lake State Resort Park.