

## APPROVED MINUTES

**Meeting Place:** Virtual Meeting

**Address:** Microsoft Teams platform

**Date:** Tuesday, August 17, 2021 (4:30 p.m. to 6:30 p.m.)

### Agenda:

- 4:30 Come to Order
- 4:35-4:40 Approve June SEAP minutes
- 4:40-6:20 Target Setting
- 6:20-6:30 Public Comment
- 6:30 Adjourn

**Present:** Sandra Chittenden, Joy Wilcox, Karen Price, Rachel Seelig, Carrie Lutz, Katie Ballard, Crista Yagjian, Kristen Bigelow, Tara Howe, Jacqui Kelleher, John Spinney, Cassidy Canzani, Brandon Dall, Tracy Karris, Ana Kolbach, Katie McCarthy, Amy Murphy

### Come to Order:

Rachel called the meeting to order at 4:30. Meeting expectations were reviewed.

### Approve June SEAP minutes:

Due to lack of quorum, this agenda item was tabled until the September meeting.

### Target Setting:

Agency staff presented on two OSEP indicators, 4A and 7.

Tracy Harris presented on Indicator 4A first. Indicator 4A is Rates of Suspension and Expulsion. Tracy reviewed the difference between Significant Disproportionality, disproportionate representation, and significant discrepancy (which applies to indicator 4A). Since at least 2005, the target has been set to 0% (the baseline in 2005 was 1.67%), and Vermont has met this target.

In response to previously submitted questions, Tracy shared comparisons of Vermont's target and performance to other rural states (Maine, Montana, and Wyoming). Montana and Wyoming also set their target to 0% and met it. Maine missed this target once in 2017, when it was 1.57%. Race/ethnicity of suspension/expulsion is addressed in indicator 4B. LEA-level data could not be provided because the numbers are small enough the data was suppressed.

Discussed definitions of suspension and expulsion and how these can be interpreted across districts and might impact the accuracy of the data being used to be reported. This included discussion of how to count partial days toward 10 days, and how informal suspensions, like being sent home early, asked to come in late, or being removed from a zoom classroom, are supposed to be reported. Members shared their awareness of the latter practice in a few places, and others that they would have found such a practice unacceptable. Tracy explained that there is guidance in the pipeline to advise on what needs to be included to ensure good data is coming in.

Discussed in school suspensions and how this data is collected, though not as part of the 4A and 4B indicators. Also discussed the use of shortened school days, and that this is only appropriate when required to address a student's unique needs and should only ever be implemented with a plan to return to full days, not to manage student behavior or as a means of discipline.

Discussed recommending keeping the target at 0%, and improve data collection at the building level, improving building to district communication related to formal and informal suspension/removal practices, and improving consistency across LEAs with definitions.

Next, Katie McCarthy and Amy Murphy presented on Indicator 7 – Early Childhood Special Education Outcomes. Katie gave a history and context on how this Indicator has been built into the IEP for ECSE since 2013, but that there were issues with data accuracy for a number of years. Therefore, our outcomes data for 2013-2018 are not considered to be very reliable. However, in 2019, the early childhood and data teams feel we finally have solid numbers.

Katie reviewed the 6 parts to Indicator 7 (2 parts each for the three domains of social-emotional learning, acquisition of skills, and behaviors), and how the calculations for no growth, growth, greater than expected growth, and exiting at or above age expectation are calculated.

Discussion of setting aspirational, safe, or medium goals. Six years ago, the goals did not change much. Possible it would make sense to have little change in the first few years because we will only have two years (2019 and 2020) of accurate data and looking at our trends in this area. Given the complexity of this indicator, we would like to see if Katie and Amy can have a more in-depth conversation with the Evaluations and Reporting subcommittee and have the subcommittee present a recommendation on this measure.

Ana Kolbach reminded everyone present that there is an Indicators page on the AOE website and that anyone can provide individual comment or input on the measures, in addition to the recommendations the SEAP as a whole will vote on in November.

### **Public Comment:**

Katie Ballard commented that the AOE should be aware of and collecting information on districts that have created and have active SEPACs and should be supporting districts in setting these up. She reported Essex-Westford has a steering committee now and the district is allocating financial resources to its SEPAC.

Katie Ballard also asked about the status of the Literacy Task Force. Because this is not a Special Education specific task force and is being organized by the Secretary, AOE staff present did not have information on this status.

Jacqui Kelleher commented that pursuing funding for family engagement, SEPACS, and parent training from federal sources, including seed money, was a good idea and should be further explored.

Rachel Seelig discussed that future agenda items for the 2021-22 year will include input on AOE's training and materials for implementation of the upcoming Special Education Rules Changes. Jacqui and Rachel will discuss this to make sure we have a schedule to be able to provide advisement on this in a timely manner.

**Adjourn:**

The meeting adjourned at 6:30.

**Meeting Schedule (Hold the Dates):**

September 23, 2021 4:30-7:30 (Thursday)

October 18, 2021 4:30-7:30 (Monday)

November 17, 2021 4:30-7:30 (Wednesday)

December 16, 2021 4:30-7:30 (Thursday)

January 18, 2022 4:30-7:30 (Tuesday)