

APPROVED MINUTES

Meeting Place: Hybrid Meeting Microsoft Teams platform (Virtual Meeting) and The Classroom at UVM Extension, 327 US-302, Barre Montpelier Rd. Barre, VT 05641

Date: Thursday, January 12, 2023 (4:30 p.m. to 7:35 p.m.)

Present: Lisa Johnson, Jacqui Kelleher, Katie Ballard, Jamie Crenshaw, Scarlett Duncan, Alison Amidon, Sandra Chittenden, Dawn Campbell, Tara Howe, Kristen, Chris Case, Crista Yagjian, Tara Howe, Kristen Bigelow-Talbert, Dana Lesperance, Rachel Seelig, Ana Russo Kolbach, Teagen Comeau, Tracy Rubman, Rene Sanchez, Kim McNamara, Susan Dreyer Leon, Sara Kruk, Jen Thompson

Agenda:

4:30-4:40	Come to Order, Review Group Expectations
4:40-4:50	State Director search update
4:50-5:00	Discussion about Graduation Requirements Language in EQS
5:20-5:40	Next Steps and Timeline for EQS
5:40-6:00	SPPAPR Presentation from AOE
6:00-6:05	BREAK
6:05-7:10	Presentation on Supreme Court case Carson v Makim and implications here in VT (invited presenter Peter Teachout from Vermont Law School)
7:10-7:25	Vote on Potential New Member and Vote for vacancy on Executive Committee
7:25-7:35	Public Comment
7:35	Adjourn

Come to Order, Review Group Expectations:

Meeting was called to order at 4:30. Dana Lesperance moved that the agenda order be changed to allow the vote on a new member to be moved to the beginning of the meeting. Scarlet Duncan seconded the motion. The motion was passed unanimously.

Vote on Potential New Member and Vote for vacancy on Executive Committee:

Jacqui Kelleher was nominated to represent the Vermont Family Network on the panel. Rachel Seelig made a motion that a vote be held on her approval. Dawn Campbell seconded the motion. The motion passed unanimously.

Discussion was held on amending the bylaws of the committee to allow the Vice Chair to be a voting member of the panel and to allow the past chair to become an ex-officio member of the panel and no longer a voting member.

Katie Ballard nominated Teagen Comeau to serve on the Executive Panel as a member in the role of a person with a disability. Dawn Campbell seconded the motion. A vote was held and the motion was passed unanimously. Teagen Comeau will serve on the Executive Committee.

State Director search update:

Chris Case provided the panel with an update on the search for a new State Director of Special Education. Interviews are ongoing and will continue through the end of next week. After the interviews have been completed, there will be internal discussion about the candidates. There are procedures that must be completed (background checks, etc.). The offer is then made to the best candidate if one is chosen. The expectation is that the position will be filled by the end of February.

Discussion was held about the transition from the interim leader to the new leader (CY). Ongoing communication between the AOE and partners. There should be a template to maintain communication while allowing the new leader to generate and implement their vision. The panel chair echoed the importance of maintaining the positive relationships with LEAs, the panel and the other community partners. The new leader will work with the Executive Panel to remain aligned.

Discussion about Graduation Requirements Language in EQS:

Dawn Campbell and Rachel Seelig discussed graduation requirements in EQS. Executive panel members (RS and DC). Draft minutes from the Executive Meeting were reviewed along with the EQS. Discussion was held about the expectations for students with disabilities and how they are often lowered or assumed that they will be modified/accommodated. Questions were raised about the number of districts who were currently doing PLP. There does not appear to be consistency across districts. Discussion was held regarding the use of a Certificate of Attendance. These are not approved in the state of Vermont. Discussion was held regarding the need for additional training for high school administrators and guidance counselors to understand and implement the rules and EQS.

<https://education.vermont.gov/student-learning/personalized-learning/personalized-learning-planning-process>

Recommendations:

- 1) Do not create two classes of diploma
- 2) Do not create a presumption that students with disabilities will not meet graduation requirements; criteria for modification of requirements should be specific and narrow, setting high expectations for ALL students
- 3) Training for teachers (especially gen ed), guidance/school counselors and administrators in graduation requirements, readiness,
- 4) Universal use of the Graduation Readiness Tool
- 5) PLPs are for ALL students (that means students with disabilities in addition to students without identified disabilities).

Next Steps and Timeline for EQS:

A vote was called to approve the feedback/adjustments and present it to the SBOE subcommittee. Rachel Seelig moved that Katie and colleagues (RS, DC, DL) wordsmith the feedback on graduation requirements and

EQS language and present it to SBOE subcommittee. Crista Yagjian seconded. This passed unanimously. The SEAP will receive a copy of the communication.

SPPAPR Presentation from AOE:

Ana Russo spoke about the SPPAPR (State Performance Plan Annual Performance Review) and what the indicators for districts are and how they impact students.

<https://ideadata.org/resources/resource/1410/sppapr-indicator-cards>

- Indicator 1: Graduation: % of youth with IEPs graduating with regular diploma (John Spinney)
- Indicator 2: Dropout: % of youth with IEPs dropping out (John Spinney)
- Indicator 3: Assessment: A) Participation rate for student with IEPs B) Proficiency rate for children with IEPs against grade level academic achievement standards C) Proficiency rate for children with IEPs against alternate academic achievement standards D) Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards (Ana Russo)
- Indicator 4: Suspension and Expulsion: A) % of LEAs with significant discrepancies B) % of LEAs with significant discrepancy by race/ethnicity (Tracy Harris)
- Indicator 5: Educational Environments: % of children with IEPs, age 5 and enrolled in Kindergarten and ages 6-21, served A) inside regular class 80% or more of the day; B) Inside regular class less than 40% of the day; C) In separate schools In separate schools, residential facilities, or homebound/hospital placements. (Ana Russo)
- Indicator 6: Preschool Environments: % of children with IEPs, ages 3, 4, and 5 who are enrolled in a preschool program, (A) Receiving majority of special education and related services in regular early childhood program; (B) Attending separate special education class, separate school, or residential facility; (C) Receiving special education and related services in the home. (Katie McCarthy)
- Indicator 7: Preschool Outcomes: % of preschool children ages 3–5 with IEPs with improved (A) Positive social-emotional skills, (B) Acquisition and use of knowledge and skills, (C) Use of appropriate behaviors to meet their needs (Katie McCarthy)
- Indicator 8: Parent Involvement: % of parents who report that the school facilitated parent involvement (Betty Roy)
- Indicator 9: Disproportionate Representation % of districts with disproportionate representation of racial/ethnic groups due to inappropriate identification (Betty Roy)
- Indicator 10: Disproportionate Representation in Specific Disability Categories: % of districts with disproportionate representation of racial /ethnic groups in specific disability categories due to inappropriate identification. (Betty Roy)
- Indicator 11: Child Find: % of children evaluated within 60 days of parental consent for initial evaluation or state time frame. (Cassie Santos)
- Indicator 12: Early Childhood Transition: % of children found Part B eligible with IEP implemented by 3rd birthday. (Katie McCarthy)
- Indicator 13: Secondary Transition: % of youth ages 16+ with measurable, annually updated IEP goals and appropriate transition assessment, services, and courses. (John Spinney)
- Indicator 14: Post-School Outcomes: % of youth with IEPs, no longer in school, (A) Enrolled in higher education; (B) Enrolled in higher education or competitively employed; (C) Enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment, within one year of leaving high school. (John Spinney)

Indicator 15: Resolution Sessions: % of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. (Cassie Santos)

Indicator 16: % of mediations held resulting in mediation agreements. (Cassie Santos)

Indicator 17: State Systemic Improvement Plan: SPP/APR includes comprehensive, ambitious, yet achievable multi-year SSIP, with stakeholder engagement in all phases, for improving results for children with disabilities. (reviewing in February with Betty Roy)

<https://education.vermont.gov/student-support/vermont-special-education/technical-assistance-requests-and-professional-development/state-performance-plan-resources-by-indicator>

<https://education.vermont.gov/student-support/vermont-special-education/recent-guidance-news-and-events/target-setting-for-the-spp-apr>

<https://education.vermont.gov/data-and-reporting/school-reports/special-education-reports>

BREAK:

Presentation on Supreme Court case Carson v Makim and implications here in VT (invited presenter Peter Teachout from Vermont Law School):

<https://vtdigger.org/2022/06/21/significant-is-an-understatement-supreme-court-decision-reverberates-across-vermonts-school-system/>

Peter Teachout is constitutional law expert at Vermont Law School.

Discussion was held over some topics in regard to independent schools that we would like to learn more about:

Independent schools placement

Procedure to place students in independent schools

Public comment:

There was no public comment.

Adjourn: Discussion was held about topics that we want to prioritize:

Attendance at meetings

Repeated goals

Data Based decision making

Restraint and Seclusion

School Discipline and Shortened Days

Meeting adjourned at 7:30 with no objections.

Meeting Schedule (hold the date):

[February 9, 2023](#) (Virtual, 4:30pm-7:35pm)

[March 9, 2023](#) (Hybrid), 1:00pm-4:05pm)

[April 13, 2023](#) (Hybrid), 4:30pm-7:35pm)

[May 11, 2023](#) (Hybrid), 4:30pm-7:35pm)

[June 8, 2023](#) (In-person) 10:00am-4:05pm

June meeting will be tentatively moved to June 1, 2023 In-Person in Montpelier.