



**ADVISORY
COUNCIL** for the
EDUCATION of
STUDENTS with
DISABILITIES

**Minutes
July 22, 2013**

**Hardison Bldg. Auditorium
TPS Campus
1252 Foster Avenue
Nashville, Tennessee 37243**

Members of Council in Attendance

Cynthia Cheshier, Chair
Chip Fair, Vice-Chair
Dawn Bradley
Chantal Hess-Taylor
Samuel Cole
Katie Culberson
Mary Johnson
Shannon Taylor
Darlene Walden
Alfred M. Hacker
Amy Murphy
Debra Lane
Sebrena St. John
Catherine Knowles
Janelle Glover
Paula Brownyard
David Craig

TDOE Employees in Attendance

Joey Hassell, Assistant Commissioner
Jerry Bush, Deputy Assistant Commissioner
Steve Sparks, TDOE
Bill Wilson, Office of General Council
Nan McKerley, TDOE
Lori Nixon, TDOE
Nathan Travis, TDOE
Tie Hodack, TDOE
Gayle Feltner, TDOE
Tammy Shelton, TDOE
Tabatha Siddiqi, TDOE

Members Not in Attendance

Jeff Finney
Kyle Hauth
Christine Lloyd-Burkes
Rhonda Witt
Jim Topp

Visitors in Attendance

None

Welcome

Cynthia Cheshier, Council Chair, began the meeting by welcoming everyone and led the Pledge of Allegiance.

Acceptance of Agenda

The agenda was accepted without changes.

Report from the Chair

- 1) Had entire Council introduce themselves
- 2) Announced the next meeting would be October 21.
- 3) Recommended a work session, prior to the October 21 meeting, on October 20, with the purpose of working on the 12-13 Annual Report.
- 4) The Vice-Chair will send out a list of current Council goals and indicate which members are assigned to work on each goal.

Department Input

Review draft of Special Populations beliefs, goals and priorities **Joey Hassell**

Beliefs:

We believe that:

- Every student, from birth to high school graduation, can learn, demonstrate growth, and has the right to actively participate in high quality, research-based education that maximizes their potential in the least restrictive environment.
- Specialized education (Individuals with Disabilities Education Act (IDEA) Part C, Tennessee's Early Intervention System (TEIS) and Part B Pre-School (619) and Part B, K-12, English Language Learners (ELL), Titles?? Homeless, Migrants, Head Start) is a continuum of services, not a place.
- Relationships with all stakeholders, based on respect and understanding will result in making decisions in the best interest of ALL students.
- Every staff member has the responsibility to teach, support, and encourage ALL students.
- Strong leadership at every level is the foundation of a collaborative and inclusive environment that supports ALL students.
- High quality professional learning, in conjunction with family and community supports, empowers all stakeholders to collaboratively build capacity for the success of ALL students.

Key Goals:

- Improve student outcomes
 - High Quality Instruction and Services for Students
 - Prevention
 - Intervention
 - Achievement
 - Exit
 - Outcomes
- Manage performance
 - Effective Employees at Every Level of the Organization Focused on Improving Student Outcomes

Focus Areas:

- High Quality Instruction and Services for Students
 - Objective 1: Strengthen efficiency and effectiveness of general and special education to prevent inappropriate identification of students.
 - Objective 2: Create a collaborative and integrated system of student support in the Least Restrictive Environment to attain high levels of academic, behavioral, and social achievement.
 - Objective 3: Exit students from special education support and reintegrate to general education.

- Promote developmental outcomes and family involvement for children birth to 5 years with developmental delays and/or disabilities.
 - Objective 4: Create family focused supports in natural environments to optimize young children's learning to close the achievement gap.

- System of Monitoring and Accountability
 - Objective 5: Mitigate and manage high risk areas within the organization.

- Effective Employees at Every Level
 - Objective 6: Use data to evaluate and improve instruction, services, and support.

- Optimize Our Financial Asset
 - Objective 7: Align funding allocation appropriately to strategy.

Strategy (Key Initiatives):

- High Quality Instruction and Services for Students
 - Objective 1: Strengthen efficiency and effectiveness of educators to prevent inappropriate identification of students. (Measures include: Reduction in number of inappropriate referrals to special education.)
 - Support students in general education by improving first teaching, implementing effective interventions using tiered model, and performing on-going progress monitoring.
 - Prevent inappropriate identification of students by improving identification process and maintain/strengthen the search and serve, assessment for eligibility, IEP development and implementation process.
 - Reduce disproportionate representation of sub-groups in special education by developing interventions for the specific areas with possible disproportionate representation issues within general education before assessments for eligibility.

 - Objective 2: Create a collaborative and integrated system of student support in the Least Restrictive Environment to attain high levels of academic, behavioral, and social achievement. (Measures include: TCAP/EOC, Target 5% increase participation in the general education environment; LRE should increase to 80% based on student participation in Tier 1 and Tier 2 interventions; Graduation %; No more than 5% of students in separate schools (public or private), residential placements, homebound, or hospital services; % of students with disabilities suspended; % of students meeting their annual IEP goals; and % of services identified on the IEPs implemented with frequency and duration)
 - Effectively deliver instruction and services described in the IEP in alignment with CCSS, ensure consistency of services throughout the state, and implement and expand innovative programs.

- Provide targets support to specific LEAs and institutionalize tiered models of service delivery to improve student outcomes.
 - Expand opportunities for students with disabilities to participate in general education curriculum.
 - Engage parents, families, and communities in partnerships.
 - Objective 3: Exit students from special education that have mastered the measurable annual goals tied to the area of deficit and can perform successfully in the general education environment and whose needs can be met by general education interventions. (Measures include: Post-Secondary Transition %; % reduction in number of referrals to SPED by behavior, ELL, race, ethnicity, and other factors.)
 - Prepare students with disabilities for independent living, meaningful work, or post-secondary education through improved and expanded transition programs to be life ready, college-prepared, and/or career ready.
 - Exit students from special education support.
 - Redesign and/or create early education services that increase the percent of preschool children with IEPs receiving services with typically developing peers.
 - Develop guidelines/criteria for IEP team to determine when a student is no longer in need of special education support.
 - Develop guidelines/criteria for IEP team to transition students from special education to general education programs.
 - Ensure that general education is the base program for all students and special education is a supplemental support.
- Promote developmental outcomes and family involvement for children birth to 5 years with developmental delays and/or disabilities.
 - Objective 4: Create family focused supports in natural environments to optimize young children's learning to close the achievement gap. (Measures: compliance with federal/state guidelines and annual performance report data)
 - Implement public awareness and child find activities for early identification of children with disabilities.
 - IFSP/IEP development in accordance within federal timelines.
 - Provide intervention strategies in the child's natural/least restrictive environment.
 - Achieve state targets for Early Childhood Outcomes (ECO).
 - Facilitate seamless transition from Part C (TEIS) to Part B, 619 (Preschool).
- System of Accountability
 - Objective 5: Mitigate and manage high risk areas within the organization. (Measure includes: state and federal special education compliance regulations met.)
 - Integrate accountability systems that promote performance while adhering to all federal and state regulations.
 - Establish external and internal communication systems and data sharing around instructional, operational, and legal areas.
 - Use data strategically to influence legislation and policies that address the needs of all students, families, and staff.
 - Use formative (i.e. quarterly data pulls) in addition to summative data (i.e. local LEA determinations) to drive the technical assistance afforded to districts in need.
- Effective Employees at Every Level

- Objective 6: Use data to evaluate and improve instruction, services, and support. (Measure includes: Employee Impact on Student Outcomes – TEAM, Teacher Effect.)
 - Integrate TEAM in SPED focus areas.
 - Target training.
 - Collect and use assessment and evaluation data to evaluate and improve instruction, services, and operational support.
 - Recruit, grow, retain and reward high quality educators
- Optimize Our Financial Asset
 - Objective 7: Align funding allocation appropriately to strategy.

Response to Intervention (RTI)

Tie Hodack

Updates:

- **June 21, 2013-RTI² passed on final reading. As of July 1, 2014, RTI² will be the framework used to identify students with a specific learning disability if they do not respond to research based interventions.**
- Regional RTI trainings have been successful
- Receiving lots of request for technical assistance
- Working with core offices to train interventionist

RTI² manual content is complete

- Currently in edit
- Release by end of July

RTI² implementation guide

- In revision (many tools have already been released to the districts including schedules & implementation readiness)
- expected release in August

14 Regional RTI² consultants have been identified and have signed contracts

- provide technical assistance
- provide professional development
- All are being trained through the state with the help of MTSU-Aimee Holt
 - July 17 & 18
 - July 24 & 25

August 14 & 15 Training

- RTI² training for all school psychologists in the state as well as special education supervisors.
- RTI² and Identification

Working with Parent and advocacy groups (STEP and DLAC) to identify training sites regionally

- RTI² training as well as Instructionally Appropriate IEP's.

Handouts: PowerPoint Special Pops Update and Preserve Transition Planning at 14

Standards will not be loaded into EasyIEP – standards are the outcomes. IEP goals should address the individual students' area of deficit.

What does "all" mean? "All" means "All!"

SPED is the most intensive intervention.

Proposed policy changes:

- Selection of short term objectives except for students on portfolio
- Transition plan at 16 instead of 14

What will replace short term objectives?

- Right now, we are not seeing measurable annual goals tied to area of deficit.
- Training will be provided regarding how to write a good annual goal
- An example of a good annual goal – 100% of the time, SWD should read 90 words per minute (PLOP – reading 75 words per minute)

We have been input focused. Now we must be output focused.

AC – How will this be monitored?

Tie – Our focus is on training and best practice. Achievement data for SWD should show gaps are being closed.

Joey – Monitors will be trained to include this in their processes.

AC – Why couldn't we tie these performance measures to teacher evaluations?

Joey – Inclusion of SWD in classrooms effect data.

OSEP Determination for TN for FFY2011**Joey Hassell, Steve Sparks**

Handout – Data Display (This data is all on the SPED website under data and reports.)

Interesting data areas in the handout:

- Student enrollment ages 6-21 TN compares with Nation
- Percent of children with disabilities by category – TN compares with Nation
- Graduation rate – SWDs less than regular education students
- Educational environment ages 3-5 – says all disabilities – state vs. Nation – working on data collection system for this one – this statistic could be misleading
- Regular education setting for SWDs – inclusion of students is on par with the Nation. However, we have a goal to move that number up.
- Disciplinary removals – higher for African Americans. We are working on a more comprehensive view of disproportionality.

- Post School Outcomes – survey data as of the most recent survey complete for our exited students.

Local Determinations Summary Steve Sparks, Nathan Travis, Rachel Wilkinson

Rachel showed a PowerPoint to explain determination procedure

- The more input per indicator to our department, the higher weight it received
- It is up to the division what to select as priority areas
- 106 met requirements, 26 need assistance, 5 need intervention
- For needs intervention – LEA notified the reason they were identified as this. They did not do one of the following

Break for lunch at 11:45 a.m. Reconvene at 12:30 p.m.

Approval of Minutes from the April 8, 2013 Meeting

One revision – Catherine was in attendance but was mistakenly marked absent.

Annual Report accepted – all in favor

Occupational Diploma Update Joey Hassell

- HB 620 – SB 886 bill requires the State Board of Education (SBE) to adopt an occupational diploma for students with disabilities.
- An Occupational Diploma Task Force is currently being developed. The task force will include representatives from the Tennessee Department of Education, Vocational Rehabilitation, various advocacy groups, and higher education.
- The Occupational Program of Study may include a combination of functional and community-based curriculum and is intended to meet the needs of a small group of students with disabilities who need a modified curriculum that focuses on post-school employment and independent living.
- Each student will complete a combination of hours from school-based vocational training, community-based vocational training, and paid employment.
- Students may also be required to complete career and technical education credits.
- The IEP team makes the recommendation as to the appropriateness of the Occupational Course of Study for a particular student based on his/her post-school transition needs and goals.
- The Occupational Diploma is NOT a regular academic diploma. This program should only be considered if the pathway to a regular high school diploma is deemed inappropriate for the student even with the use of modifications, accommodations, supplemental aids, and services.

First reading for the state board will occur in January. Implementation would then begin with the 2014-2015 school year. The first graduates with an Occupational Diploma would be the 2017-2018 school year.

There will be some new names and those nominated for reappointment

Three representatives of parents of SWDs

New appointments won't vote until they get notice from the Governor's office.

Need two PPL to replace IND with disabilities

- 1 to represent teachers of SWDs needed
- 1 to represent state and local education official
- 1 to represent other state agencies
- 1 to represent public charter school
- 1 to represent vocational education concerned with transition services
- 1 to represent state juvenile corrections.

Names were submitted on June 19, 2013

Terms are three years and can be reappointed with approval of the Governor.

PARCC Accommodations Manual**Lori Nixon**

- PARCC Accommodation Manual
 - July 25-release of the comprehensive policy document that describes the supports that will be available for all students and gives guidance in the selection, administration, and evaluation of accommodations
 - Two levels of accommodations for students with disabilities
 - Accommodations for students with disabilities
 - Accommodations with guidance to the IEP team and reporting notation on confidential score reports
 - Will also release training materials and documents to be shared with parents
 - Plan to release additional guidance surrounding paper/pencil testing, hearing and vision supports, etc. is set for Fall
- TN Procedures for Participation of Students in Tennessee's Assessment System
 - Focus less on a list of accommodations, but rather why a certain accommodation is chosen
 - Feedback from group
 - Changes to be made

AC to review and copy Cynthia with any feedback.

Other New Business

- None

Next Council Meeting Dates**October 20 & 21, 2013****Location****Andrew Johnson Tower & Goodwill Industries****Adjourn**