

**APPROVED MINUTES**

**Meeting Place:** Virtual Meeting

**Address:** Microsoft Teams platform Public Meeting Space - Colchester School District's office at 125 Laker Lane in Colchester, VT 05446

**Date:** Monday, October 18, 2021 (4:30 p.m. to 7:35 p.m.)

**Agenda:**

4:30-4:35 Come to Order, Review Meeting Expectations, Approve Minutes

4:35-4:45 Story Share

4:45-6:10 Target Setting: Indicators 17 (State Systemic Improvement Plan), 1 (graduation rate), and 2 (dropout rate)

6:10-6:15 Break

6:15-6:40 Open Meetings Law/ SEAP Meeting Schedule

6:40-7:05 Guest Speaker: Needs of Students with Autism Spectrum Disorder

7:05-7:25 Report Back on Area of Unmet Need: MTSS Training for Educators

7:25-7:30 Election for Vacancy on Executive Committee

7:30-7:35 Public Comment

7:35 Adjourn

**Present:** Jamie Crenshaw, Joy Wilcox, Karen Price, Ana Kolbach, Simona Kragh, Carrie Lutz, Ryan Parkman, Betty Roy, Sandra Chittenden, Scarlett Duncan, Rachel Seelig, John Spinney, Susan Comerford, Crista Yagjian, Cassidy Canzani, Sara Kruk, Mary Barton, Brandon Dall, Sarah Fabrizio, Molly McFaun, Susan Aranoff

**Come to Order, Review Meeting Expectations, Approve Minutes:**

Jamie motions to approve the September minutes, Scarlett seconds to approve the September minutes, the September minutes were approved.

**Story Share:**

Scarlett shared her deeply inspiring personal story around becoming a special needs parent and her journey to becoming a part of the panel. Thank you for sharing with us!

**Target Setting: Indicators 17 (State Systemic Improvement Plan), 1 (graduation rate), and 2 (dropout rate):**

Indicators 17 (State Systemic Improvement Plan) - Presented by Betty Roy

State's SPP/APR includes comprehensive, ambitious, achievable, multi-year SSIP - which includes analysis, planning, implementation and evaluation with stakeholder involvement in all phases for improving results with students with disabilities. The SSIP is evaluated by a variety of different components including coaching logs, systems and mathematics coaching fidelity tool, SSIP impact survey, VT SSIP Systems Process, Planning, Outcome Tool referred to as (SPPOT), Ed Camp evaluation form, Mathematics Practice Standards, Fidelity tool, screening assessment data, least restrictive environment (LRE) data, indicator 5, SBAC alternate assessment data, and the parent involvement survey. Some considerations when

considering setting targets include participation variables, such as changes in district staffing, students moving onto new districts, schools, and grades. The current target is 7.7% of 3rd, 4th, and 5th grade students being proficient in Math when being measured by SBAC. Betty is requesting that target setting goals be sent to her via email.

Questions from the panel

Why is it not mandatory for schools to participate?

This has to do partially with the history of how SSIP was created which has a philosophy of providing a better buy-in based on schools joining instead of being forced.

How does the data in this indicator compared to other states similar States?

The presenters from the AOE did not have this information, however Brett stated that he would be willing to work on it and bring it back to the panel

Do you predict that the number of schools will go down based on the current climate?

Unfortunately, yes. Many Principals are overwhelmed with contact tracing other duties and the perception of adding additional work is making it hard to recruit new districts. The AOE did have a recruiting event and was able to develop contact with an additional four schools.

Indicators 1 (Graduation) and 2 (Dropout Rate) - Presented by John Spinney

Indicator 1 examines the percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. It is measured by the percentage of exiting youth w/ IEPS age 14-21 who graduated (rather than aged out, dropped out, or received a certificate) For example 36 of 50 students graduated:  $36 \div 50 = 72\%$  of students

Indicator 2 (Dropout Rate) Indicator 2 examines the percent of youth with IEPs dropping out of high school. It is Measured by the percentage of exiting youth w/ IEPS age 14-21 who dropped out (rather than graduated, aged out, or received a certificate) For example 10 of 50 exiting students dropped out:  $10 \div 50 = 20\%$  of students

The goal is that in indicator 1 we want a rise in the target percentage goals and for indicator 2 we are looking for a decrease in the target percentage goal.

For students with an IEP in Vermont the most recent data regarding graduation is that 77.73% of high school students with an IEP graduate high school.

Questions:

What is the graduation rate for students in Vermont?

The overall graduation rate for the state in four years was 83% and for six years 88% for public schools.

Evaluation and Reporting provided an update to keep it at 86% however, this proposed target goal was set using the old measurement and the Evaluation and Reporting Subcommittee will look at the new information will report back to the full panel their updated recommendations.

A discussion ensued regarding an inspirational goal which is where some panel members would like to go and the importance of students graduating versus the potential unintended consequences of pushing this

data set too far. While it is very important that all students graduate, sometimes there are factors that are outside of a school's ability to provide support for some students to meet educational requirements.

### **Open Meetings Law/SEAP Meeting Schedule:**

During the executive order due to the State of Emergency in response to COVID 19 there was an exception to open meeting laws allowing for meetings virtually without a staffed physical location for members of the public who wish to attend in -person. This has recently changed and moving forward to meet public meeting laws if a quorum or more of the members attend a meeting via electronic means the panel must provide a staffed physical location for members of the public who wish to attend in-person.

This is problematic because most places where government meets are typically closed during the evenings which is when the panel meetings are currently taking place. In addition, most school buildings are currently being closed to the public. Rachel proposed that we move back to alternating monthly between day and night meetings. Susan from the disability council mentioned that she has access to the capital meeting hotel, and the DD council would be able to help in any way they can. To figure out a meeting time and time frame that will work best Carrie will draft a survey to see what will work best for panel members.

### **Guest Speaker: Needs of Students with Williams Syndrome - Miriam and Eva:**

Miriam and Eva shared their experiences as a parent and a student within the school system. Miriam and Eva shared the importance of instructional teaching as the educational teacher left first, universal design, and authentic peer inclusion.

### **Report Back on Area of Unmet Need: MTSS Training for Educators:**

Rachel shared Jacqui's response to MTSS this topic will continue into future conversations.

### **Election for Vacancy on Executive Committee:**

No one volunteered to run for executive comment this item was tabled.

### **Public Comment:**

No public comment given.

### **Adjourn:**

Susie motions to adjourn the meeting, Crista seconds the meeting adjourned at 7:38pm

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

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

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

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