

**COUNCIL FOR EXCEPTIONAL CHILDREN  
REPRESENTATIVE ASSEMBLY**

**Representative Assembly Meeting  
April 21, 2017 -Boston, MA**

**Minutes**

(Approved June 14, 2017 by the Representative Assembly Committee)

**1.0 Call to Order and Parliamentary Items**

President Mikki Garcia, Presiding Officer of the Representative Assembly (RA) called the meeting to order at 12:33 p.m. Garcia introduced President Elect Laurie VanderPloeg, Immediate Past President Antonis Katsiyannis, Treasurer Jim McCormick and Executive Director Alexander T. Graham.

President Katsiyannis recognized the meeting monitors: CEC Past Presidents Bill Bogdan, Robin Brewer, Susan Fowler, Marilyn Friend, Jerry Hime, Jamie Hopkins, and Diane Johnson. She then recognized the members of the Representative Assembly Committee who were present: Dennis Cavitt (Chair), Joe DeMarsh, Emilie Maule, and Ruby Owiny.

Cavitt and DeMarsh provided general and logistical information about the operation of the RA meeting.

**1.1 Determination of Quorum**

75 representatives are necessary for a quorum. 111 representatives and alternates from 62 units, divisions and the student membership were registered. A list of the number of representatives for each of the 62 units, divisions and the student membership represented is included with these minutes as Attachment A.

**1.2 Adoption of Standing Rules**

RA Committee member Dennis Cavitt moved to adopt the Standing Rules. The Standing Rules were adopted as printed.

**1.3 Adoption of the Agenda**

RA Committee member Joe DeMarsh moved to adopt the agenda. The agenda was adopted as printed.

**2.0 Governance Reports**

**2.1 President's Report**

President Garcia referenced her written report posted in the RA's online community.

She further indicated that, at the RA meeting last year, the CEC Board was requested to recognize the importance of the maltreatment of children with disabilities. Following a motion passed by the Board in July, 2016, CEC conducted an environmental scan within the organization to determine current research, policy and practice on maltreatment of children with disabilities consider the development of a policy statement, factoring in other short and long term priorities of CEC, including timelines and available human and fiscal resources.

CEC recognizes the critical nature of this issue and will continue to place emphasis on maltreatment in the areas of research, policy and practice. CEC will also look for additional opportunities to enhance this work and disseminate it to CEC members and the field through multiple venues, such as our journals or the convention.

However, the board agreed not to approve the development of a policy statement on maltreatment of children with disabilities in 2017. CEC's short and long term priorities, defined by its strategic plan, as well as the capacity of CEC's human and fiscal resources make it impossible to take on this project at this time.

While CEC cannot dedicate time to this work now, the Board encouraged the IDC's Maltreatment Workgroup to bring it back to the attention of the Board at a later time for consideration. The Board further encouraged the IDC to work with DEC to see if perhaps the two groups could collaborate to develop a statement that might be considered for adoption.

## **2.2 Treasurer's Report**

Treasurer Jim McCormick reminded the RA that the Treasurer's report had been posted to the RA Community and any questions could be email to himself of CEC Controller Craig Evans.

## **2.3 Call for Nominations – 2018 Board of Directors**

Immediate Past President and Nominations Standing Committee (NSC) Chair Antonis reported that the NSC was soliciting applications for the following positions on the Board of Directors: President Elect, Member-at-Large, Classroom Ranks (1); Member-at-Large, Diverse Ethnic and Multicultural Groups (1); Member-at-Large, Non-Designated (3). Katsiyannis also announced the application deadline of 3:00 p.m. Eastern on May 15<sup>th</sup> and encouraged member to vote in the election.

## **2.4 "State of the Profession" Workgroup Report**

Workgroup Co-Chair Bill Bogdan provide a brief verbal update, in addition to the written report submitted. The purpose of the study is to provide a current analysis of the state of the profession which will serve as a data-base foundation for CEC's leadership activities. This foundation will: establish a baseline and allow CEC to build trend lines to monitor change; allow CEC to make data-based decisions on policy, program, and professional development initiatives; and provide support for initiatives aimed at improving outcomes for individuals with disabilities, including those who are twice exceptional, their families, and the professionals who serve them. Bogdan noted that the then-potential study was the topic of a small-group discussion at the 2015 Representative Assembly meeting.

The results of this study are intended to position CEC to better respond to today's teacher and student populations; allow for comparison of the conditions of teaching across time periods; help shape policy, teacher preparation, and practice.

### **3.0 Recognitions**

#### **3.1 Necrology**

During the past year, CEC was informed of the passing of the following members:

Diane W. Braddy	Florence, MS
Elda Buchanan	Peoria Heights, IL
Karen Castle	Washington, IL
Stan Deno	Minneapolis, MN
Amy Forshey	Marion, IN
Dorothy M. Fulton	Hays, KS
Marcia L. Glover	Little Rock, AR
Phyllis Grimmett	Garden Grove, CA
Alice Gutenkauf	Morton Grove, IL
Terry Knowles	Puyallup, WA
Gabrielle Kowalski	Milwaukee, WI
Sandra D. Lethem	Albuquerque, NM
Jean Lokerson	Richmond, VA
Harold Mitchell	Lutcher, LA
Joseph Ovick	Brentwood, CA
Dean Schofield	West Chester, PA
Landis Stetler	Tallahassee, FL
Mary N. White	Lexington, KY

The Necrology was read by RA Committee members Emilie Maule and Ruby Owiny. There were no additions to the necrology. After the reading, the Assembly observed a moment of silence.

#### **3.1 Immediate Past President**

President Garcia recognized Immediate Past President Antonis Katsiyannis for his leadership and service as a Board Member for three years, President Elect in 2015, President in 2016, and now, as Immediate Past President, chairing the Nominations Standing Committee.

### **4.0 Discussions**

#### **4.1 IDEA Reauthorization Principles and Recommendations**

President Garcia recognized the members of the IDEA Reauthorization Workgroup member who were present and directed that all members of the workgroup be recognized in the minutes. They are: Timothy Lewis (Chair), Kaitlyn Brennan, Gwendolyn Cartledge, Vivian Correa, John Eisenberg, Linda Lewis, Brandi Simonsen, Russell Skiba, Martha Thurlow, Sharon Walsh,

Denise Whitford, Phyllis Wolfram, Mitchell Yell and Gayle Zavala. Garcia also recognized Deb Ziegler, staff liaison, and Katie Grady, staff support. She then introduced workgroup chair Tim Lewis, a Professor of Special Education at the University of Missouri, who directs the University of Missouri Center for School-wide Positive Behavior Support and serves as Co-Director of the national OSEP Center for Positive Behavioral Interventions and Supports.

Lewis indicated that CEC supports the core purposes of IDEA: a free appropriate public education; ensuring rights of children and their families; assisting stakeholders with implementation; assisting states to provide an interagency system of early intervention services; proving IDEA Part D support programs; and assessing and ensuring effectiveness of implementation.

Lewis noted that CEC is not calling on Congress to reauthorize IDEA at this time, but that its leadership is simply doing its due diligence as the largest special education professional association to be prepared with principles and recommendations when IDEA reauthorization is taken up by Congress.

Representatives discussed in small group the recommendations for the following seven out of the eleven draft principles:

1. Well-Qualified and Supported Workforce
2. Identification and Eligibility Process Aligned with Educational Outcomes
3. Equal Access to General Education Opportunities
4. Protection of Children's and Family Right
5. Early Intervention and Early Childhood
6. Federal and State Resources
7. National Activities to Improve Education of Children with Disabilities

Each table was to address the following two questions for each of the seven principles:

1. Are there recommendations you disagree with, and if so, what would you recommend instead?
2. Are there any additional recommendations for this principles that should be included?

Scribes for each table were able to record their group's input via SurveyMonkey. A copy of all responses, which were provided to the Workgroup, is included with these minutes as Attachment B.

Following the RA meeting, a link was sent to all representatives providing the opportunity for input on the recommendations for all eleven principles.

#### **4.2 Canadian Issues**

Because the content of the small group discussion on IDEA was based on U.S. legislation, provincial unit representatives were provided the opportunity for a separate meeting. They met with James McLeskey, Chair of the High Leverage Practices (HLP) Workgroup, and discussed the recent publication on the HLPs and the potential implications for teacher training in Canada.

#### **6.0 Announcements and Adjournment**

Garcia thanked the representatives. Without objection, the Representative Assembly Meeting was adjourned at 3:23 p.m.

**COUNCIL FOR EXCEPTIONAL CHILDREN  
REPRESENTATIVE ASSEMBLY**

2017 Meeting  
Representative Report

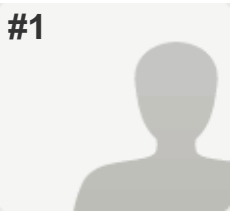
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Arizona		2
Alberta		1
Arkansas		2
British Columbia		2
California		2
Colorado		2
Connecticut		2
Delaware	Inactive	0
District of Columbia		0
Florida		2
Georgia		2
Hawaii		1
Idaho		2
Illinois		2
Indiana		2
Iowa		2
Kansas		2
Kentucky		2
Louisiana		2
Maine	Inactive	0
Manitoba		2
Maryland		2
Massachusetts		1
Michigan		2
Minnesota		2
Mississippi		1
Missouri		2
Montana		0
Nebraska		2
New Hampshire		2
New Jersey		2
New Mexico		2
New York		2
North Carolina		2

North Dakota		1
Ohio		2
Oklahoma		1
Ontario		0
Oregon		1
Pennsylvania		2
Rhode Island		1
Saskatchewan		2
South Carolina		2
South Dakota	Inactive	0
Tennessee		2
Texas		2
Utah		1
Vermont		0
Virginia		2
Washington		2
West Virginia		0
Wisconsin		2
Wyoming		0

<b>DIVISION</b>	<b># OF REPS</b>
CASE	2
CCBD	2
CEC-DR	2
CEC-PD	2
CEDS	2
DADD	2
DARTS	2
DCDD	2
DCDT	2
DDEL	2
DEC	2
DISES	2
DLD	2
DPHMD	1
DVIDB	2
TAG	1
TAM	1
TED	2

Students	2
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#1



**INCOMPLETE**

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**Last Modified:** Friday, April 21, 2017 2:26:35 PM  
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**IP Address:** 64.251.121.244

**PAGE 1: Contact Information**

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**PAGE 3: Principle 1 (page 4)**

**Q5: Are there recommendations you disagree with, what you recommend instead?**

N/A

**Q6: Are there recommendations not included that should be included?**

What type of systemic training for paraprofessionals? We are trying to make a shift and focus on health needs and behavior needs. Some districts rely on paras for academic needs.

Preparation (p.5)  
 Ensure that it isn't a mandate that paras must have some training or certifications.

**PAGE 4: Principle 2 (page 8)**

**Q7: Are there recommendations you disagree with, what you recommend instead?** *Respondent skipped this question*

**Q8: Are there recommendations not included that should be included?** *Respondent skipped this question*

**PAGE 5: Principle 3 (page 10)**

**Q9: Are there recommendations you disagree with, what you recommend instead?** *Respondent skipped this question*

**Q10: Are there recommendations not included that should be included?** *Respondent skipped this question*



PAGE 6: Principle 8 (page 20)

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**Q11: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

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**Q12: Are there recommendations not included that should be included?**

*Respondent skipped this question*

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PAGE 7: Principle 9 (page 23)

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**Q13: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

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**Q14: Are there recommendations not included that should be included?**

*Respondent skipped this question*

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PAGE 8: Principle 10 (page 26)

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**Q15: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

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**Q16: Are there recommendations not included that should be included?**

*Respondent skipped this question*

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PAGE 9: Principle 11 (page 28)

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**Q17: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

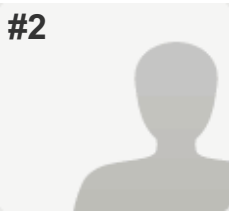
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**Q18: Are there recommendations not included that should be included?**

*Respondent skipped this question*

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#2



**COMPLETE**

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**Time Spent:** 03:08:16  
**IP Address:** 64.251.121.244

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**PAGE 3: Principle 1 (page 4)**

**Q5: Are there recommendations you disagree with, what you recommend instead?**

1. Principle: In addition to highly effective, personnel should be well-qualified, prepared (demonstrate knowledge and skills) based upon the CEC teacher preparation standards. There should also be an evaluation of that process as well.
2. Rationale: Also needs to include the terminology well-qualified (defined as meeting the CEC teacher preparation standards by demonstrating knowledge and skills in all areas identified in the standards) as well as highly effective.
3. Use the terminology "prepared" instead of "trained"

**Q6: Are there recommendations not included that should be included?**

1. Recommendation for preparation: Need an operational definition of what well-qualified entails. An evaluation process of the knowledge and skills personnel are expected to demonstrate.
  2. Recommendation for preparation: Preparation programs (traditional, alternative, and teaching academies) need to be accredited and follow CEC teacher preparation standards. Likewise, preparation of paraprofessionals should also be trained in accredited universities using CEC paraprofessional standards.
- Questions: What is CEC's stance on alternative certification?

**PAGE 4: Principle 2 (page 8)**

**Q7: Are there recommendations you disagree with, what you recommend instead?**

1. The term "at-risk" seems vague. What are they at-risk for...school failure? Need to define further.
2. Table seemed in agreement that identification procedures should be retained for all students with high-incidence disabilities (e.g., LD, EBD, ADHD, etc.). Other considerations should be made for students who are gifted, with low-incidence disabilities (e.g., ASD, multiple disabilities, etc.), vision, or hearing impairments.

**Q8: Are there recommendations not included that should be included?**

1. There should be some language that we presume that Tier-1 strategies are effective and appropriate for all students to begin with.
  2. If Tier-1 instruction is not culturally and linguistically responsive, we are going to inherently have more students referred for special education services.
  3. Should be a correlation between assessments and referral.
  4. Should use MTSS instead of RTI because it's proactive and supports all students.
- 

**PAGE 5: Principle 3 (page 10)**

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**Q9: Are there recommendations you disagree with, what you recommend instead?**

1. Agree with terminology change to culturally and linguistically diverse.
  2. Group had a problem with final point in the "reduction in exclusionary discipline" section and feels that there are extreme situations that warrant suspension. However, suspension should be an option only after all resources and levels of supports have been exhausted.
  3. Group does not agree that any child should be expelled.
- 

**Q10: Are there recommendations not included that should be included?**

1. Pg. 12 ("reduction in exclusionary discipline" section), second bullet - include gender and sexual orientation in the characteristics list.
- 

**PAGE 6: Principle 8 (page 20)**

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**Q11: Are there recommendations you disagree with, what you recommend instead?**

1. We support the credentials for advocates.
  2. Mentioned collaborating with advocates, but what about collaborating with self-advocates? Include within the definition of advocates a self-advocate option. This inclusion would demonstrate the value of students advocating for themselves, which is an instructional area of focus.
  3. SPEDEX - David Scanlon - can use as a model for a resolution structure as part of IEE.
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**Q12: Are there recommendations not included that should be included?**

No comments

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**PAGE 7: Principle 9 (page 23)**

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**Q13: Are there recommendations you disagree with, what you recommend instead?**

1. What is meant by a "hold-harmless" provision?
  2. Group had a problem with final point in the "suspension and expulsion" section and feels that there are extreme situations that warrant suspension. However, suspension should be an option only after all resources and levels of supports have been exhausted.
  3. Group does not agree that any child should be expelled.
  4. Recommendations for transition: What is meant by smooth? Consider the inclusion of the term seamless.
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**Q14: Are there recommendations not included that should be included?**

1. Recommendations for transition: Consider adding some timelines with which transition should occur. What advanced planning is needed?
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**PAGE 8: Principle 10 (page 26)**

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**Q15: Are there recommendations you disagree with, what you recommend instead?**

No comments

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**Q16: Are there recommendations not included that should be included?**

No comments

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**PAGE 9: Principle 11 (page 28)**

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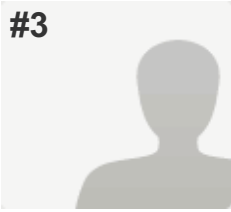
**Q17: Are there recommendations you disagree with, what you recommend instead?**

1. Principle: In addition to highly effective, personnel should be well-qualified, prepared (demonstrate knowledge and skills) based upon the CEC teacher preparation standards. There should also be an evaluation of that process as well.
  2. Rationale: Also needs to include the terminology well-qualified (defined as meeting the CEC teacher preparation standards by demonstrating knowledge and skills in all areas identified in the standards) as well as highly effective.
- 

**Q18: Are there recommendations not included that should be included?**

1. Recommendation for preparation: Need an operational definition of what well-qualified entails. An evaluation process of the knowledge and skills personnel are expected to demonstrate.
  2. Page 32 (section "Maximizing the impact of special education r&d funds", bullet 2): Should also solicit self-advocate feedback when considering public input.
  3. Under Sec. 651 - Provide explicit guidelines for equitable distribution of funds considering ongoing professional development of teachers that focus on enhancing the CEC teacher preparation standards and the professional and ethical standards. Likewise, resources considered for paraprofessional ongoing professional development based upon the CEC paraprofessional standards.
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#3



**INCOMPLETE**

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**PAGE 1: Contact Information**

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**PAGE 3: Principle 1 (page 4)**

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**Q5: Are there recommendations you disagree with, what you recommend instead?**

We haven't identified any recommendations that we disagree with.

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**Q6: Are there recommendations not included that should be included?**

There should be incentives for teachers who earn Master's degrees. This currently doesn't happen in all states - not all states provide pay raises to teachers who have master's degrees.

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**PAGE 4: Principle 2 (page 8)**

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**Q7: Are there recommendations you disagree with, what you recommend instead?**

We would like to make sure that ADHD doesn't fall under the umbrella of mental health.

We are also wondering if the recommendations suggest that students who have depression would fall under the umbrella of mental health instead of an emotional or behavior disorder as it has in the past.

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**Q8: Are there recommendations not included that should be included?** *Respondent skipped this question*

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**PAGE 5: Principle 3 (page 10)**

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**Q9: Are there recommendations you disagree with, what you recommend instead?**

We disagree with that no child in special education or early intervention through IDEA can be suspended or expelled. We feel that students with disabilities should rarely be suspended but we don't feel it's appropriate to say the shouldn't be suspended or expelled at all.

**Q10: Are there recommendations not included that should be included?**

*Respondent skipped this question*

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PAGE 6: Principle 8 (page 20)

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**Q11: Are there recommendations you disagree with, what you recommend instead?**

We don't like that it states that a resolution session **MUST** be held to allow the public agency the opportunity to demonstrate the appropriateness of the evaluation. We feel it should instead say that a resolution session **MAY** be held to allow the public agency the opportunity to...

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**Q12: Are there recommendations not included that should be included?**

*Respondent skipped this question*

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PAGE 7: Principle 9 (page 23)

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**Q13: Are there recommendations you disagree with, what you recommend instead?**

On page 25, the heading "Suspension and Expulsion" does not match with what is listed below where it states "suspension and exclusion". There is a difference between expulsion and exclusion.

We feel there needs to be clarification on page 25 as to who is "referring/notifying" and to whom the referral/notification is going to. To us that makes a difference in which word: "refer" or "notify".

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**Q14: Are there recommendations not included that should be included?**

*Respondent skipped this question*

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PAGE 8: Principle 10 (page 26)

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**Q15: Are there recommendations you disagree with, what you recommend instead?**

We're not sure what is meant by "Reduction of assistive technology costs due to price reduction of technology based on market price." Prices on different AT, ACC, and switches have not gone down.

We don't agree with the reduction of expenditures for employment-related benefits.....  
-this is contradictory to what was stated earlier in principle #1, where it talked about recruitment and retention of special education teachers.

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**Q16: Are there recommendations not included that should be included?**

*Respondent skipped this question*

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PAGE 9: Principle 11 (page 28)

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**Q17: Are there recommendations you disagree with, what you recommend instead?**

We don't feel anything should be removed

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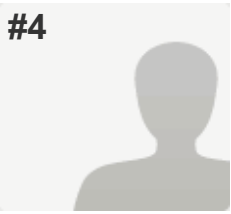
**Q18: Are there recommendations not included that should be included?**

We feel the title is misleading. The word "Activities" should be changed to "Initiatives".

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#4



**COMPLETE**

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**PAGE 1: Contact Information**

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**PAGE 3: Principle 1 (page 4)**

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**Q5: Are there recommendations you disagree with, what you recommend instead?**

No

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**Q6: Are there recommendations not included that should be included?**

No

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**PAGE 4: Principle 2 (page 8)**

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**Q7: Are there recommendations you disagree with, what you recommend instead?**

We agree with recommendations.

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**Q8: Are there recommendations not included that should be included?**

In response to the questions on page 9:

1. Identification of students with LD needs more specificity than just Rtl. Although we recognize Rtl is one of the options in the law, Rtl is often misinterpreted as the only option.
  2. No, Rtl or MTSS should not be expanded to other disabilities.
  3. In practice, Rtl and MTSS are frequently viewed as the same process.
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**PAGE 5: Principle 3 (page 10)**

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**Q9: Are there recommendations you disagree with, what you recommend instead?**

The recommendation on culturally responsive practices needs to be operationalized. Every state, school and teacher prep program defines CRPs differently.

Funds should be used for training on LEAs on how to implement CRPs once the practices are defined in operational terms.

The distinction between ELLs and ELLs with disabilities is often beyond the capability of the teacher and the teams at the LEA. More specific guidance from CEC on how to do this recommendation is needed.

Data does need to be collected on ELLs and ELLs that are also students with disabilities.

We do agree that the suspension and discipline recommendations are okay.

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**Q10: Are there recommendations not included that should be included?**

Need funds for training teachers in gen and special education how to distinguish between ELLs with disabilities and ELLs without.

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**PAGE 6: Principle 8 (page 20)**

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**Q11: Are there recommendations you disagree with, what you recommend instead?**

No

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**Q12: Are there recommendations not included that should be included?**

No

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**PAGE 7: Principle 9 (page 23)**

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**Q13: Are there recommendations you disagree with, what you recommend instead?**

No

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**Q14: Are there recommendations not included that should be included?**

No

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**PAGE 8: Principle 10 (page 26)**

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**Q15: Are there recommendations you disagree with, what you recommend instead?**

No

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**Q16: Are there recommendations not included that should be included?**

No

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**PAGE 9: Principle 11 (page 28)**

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**Q17: Are there recommendations you disagree with, what you recommend instead?**

No

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**Q18: Are there recommendations not included that should be included?**

Highly recommend that OSEP and NCSEER designate funds for preparation of doctoral level faculty in the area of high incidence disabilities (i.e., students with learning and behavioral disabilities who are served in the general education curriculum). There is a need to train future faculty in how to deliver intensive explicit intervention to students with high disabilities.

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#5



**COMPLETE**

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**PAGE 3: Principle 1 (page 4)**

**Q5: Are there recommendations you disagree with, what you recommend instead?**

No.

**Q6: Are there recommendations not included that should be included?**

Include literacy, math, behav. intervention.  
 P. 5 2nd bullet need to add the word "knowledge". Same for bullet 3.  
 Adopt language of "effective practice". Last bullet on this page include mention of CEC Specialty Sets as they also support systematic and systemic training.  
 Federal funds should be used to support individuals coming into the profession via alternate routes.  
 P. 7 bullet #4: Should add something about loan forgiveness programs for those working with students with disabilities.  
 p. 6, bullet #2:1: Add UDL as well as training in general education instructional design for students with disabilities to preparation.  
 Add something specifically about preparation around mental health, trauma, FBAs and BIPs.  
 Create a recommendation to address overload and paperwork.  
 Private school special educators should be held to the same standards as public school special educators.

**PAGE 4: Principle 2 (page 8)**

**Q7: Are there recommendations you disagree with, what you recommend instead?**

Remove Rtl and replace with multi-tiered systems of support (lower-case).  
 mtss should reflect continuum of placement.  
 Need to clarify use of terms and applications, Rtl, mtss. Special ed can be in any tier so instead of labeling the 4th tier as special ed, it should be labeled specialized classroom support.

**Q8: Are there recommendations not included that should be included?**

p. 8 last bullet, use behavioral disability instead of behavior disorder.  
The option of mtss should be applied to other categories as well.  
Verification of attempted intervention prior to evaluation is worth considering.  
Agreed with the reframing mtss, there needs to be consistent training including at the university level for all educator's training.  
Intervention documentation needs to be mandatory, the states need to lead the way for all students.  
Rationale, p. 8: Delineate how professional special educators have expertise in each of these categories.  
Last para in Rationale section, p. 8: Need to expand use of RtI and not single out SLD.  
Recommendations, p.9: Need to define "stressful events".  
Need to distinguish between remediation and the development of compensatory skills.  
Box, p. 9: How did RtI become tied just to SLD. RtI is used with other disabilities and this needs to be acknowledged.

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**PAGE 5: Principle 3 (page 10)**

---

**Q9: Are there recommendations you disagree with, what you recommend instead?**

Rationale, African Americans for disproportionality example should be deleted. Disproportionality by race varies by region of the country. Poverty is the big denominator that should be stressed!  
P.12, bullet #4: Reword so alternatives to suspension/expulsion are addressed, i.e., ways not not suspend services to a student with disabilities who is in need of disciplinary procedures.  
Need a new title that matches content of section or does the content need to be moved in the document? Principle is about culturally and linguistically diverse populations, content of section about race with little linkage to disability. Again, need to emphasize the influence of poverty.  
Do not use acronyms such as CLD.

---

**Q10: Are there recommendations not included that should be included?**

Preservice requirements be added in this area.  
IDEA be revised to be more clear about use of mtss/rti procedures for evaluations for students who are English language learners and suspected to have a disability.  
Data collection above and beyond IDEA that clearly considers the larger picture for culturally and linguistically diverse populations other than just those with disabilities.  
Rationale, p.10: Disproportionality varies by region of the country. This should be stated as such in this paragraph as should the influence of poverty.  
P.12, bullet #2: insert disciplinary into "Assisting local education agencies in providing disciplinary practices...." Instead of socioeconomic disparities say poverty.

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**PAGE 6: Principle 8 (page 20)**

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**Q11: Are there recommendations you disagree with, what you recommend instead?**

Serious bodily injury needs to be better defined and expanded to include cuts, bruises, and scratches that can result in emotional and physical harm.

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**Q12: Are there recommendations not included that should be included?**

Principle, P. 20, 2nd para.: Need to add something about appropriate credentialing.

Definition of Serious Bodily Injury, p. 20: This paragraph might be more appropriately placed in discipline section. A definition of what serious bodily injury is needed here.

Independent Educational Evaluations, p. 21, bullet #5: "must" may not be enforceable. IEE evaluators cannot make future profits from families following evaluation, e.g. and IEE evaluator from a language learning disability school evaluates the child and then recommends the child need to attend the schools based on the findings of the evaluation. IEE evaluators need to be respectful.

Independent Educational Evaluations, p. 21, bullet #8: Clarify what one IEE means and limit to eligibility and limit to an established geographic parameter. A better statement might be IEEs in areas schools do not have the expertise, materials, or equipment to assess eligibility or evaluate, e.g., central auditory processing, neuropsych, occupational therapy.

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**PAGE 7: Principle 9 (page 23)**

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**Q13: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

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**Q14: Are there recommendations not included that should be included?**

The determination of LRE for a preschooler with a disability needs work - need to revisit the context of LRE as a review of the child's natural environment as opposed to when and where the services are delivered.

Alter the ban of suspension and expulsion to just expulsion. And need to clarify definitions of suspension and expulsion to mean that it is not a cessation of services, i.e., if child needs to vacate the campus, services need to continue. Need to consider where services might be provided.

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**PAGE 8: Principle 10 (page 26)**

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**Q15: Are there recommendations you disagree with, what you recommend instead?**

Rationale, p. 26, 1st paragraph: Does not take geographic COLA differences into consideration. This needs revision. p. 27, last bullet is a contradiction to Section 3 beginning on p.10 related to disproportionality. Need to coordinate position.

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**Q16: Are there recommendations not included that should be included?**

Include a recommendation about phasing in an increased allocation for IDEA to move us toward the 40% authorization. Recognize ARRA in this section and discuss the importance of the inter-relationship between increased federal funds and MOE.

Rationale, p. 26, 1st paragraph: Develop language that recognizes geographic differences in COLA.

Recommendations, p. 27, bullet #3: Need to explicitly state that the waiver responsibility would shift from OSEP to states.

Appropriations has never met the authorization level. Bring appropriations up to authorization so this is not an unfunded mandate.

Add the need to provide PD funding for all special educators, particularly if Title II is unfunded.

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**PAGE 9: Principle 11 (page 28)**

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**Q17: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

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**Q18: Are there recommendations not included that should be included?**

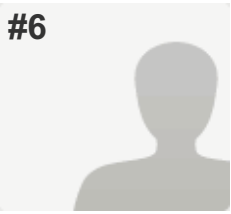
Need to include something specific to promising practices within this set of recommendations.

Recommendations, p. 31, bullet #2: Need to recognize the administrative role of directors of special education.

Recommendations, p. 31, bullet #3: Need to recognize training (or lack of training) of administrators (e.g., special education directors, principals, assistant superintendents, superintendent)--administrator focus on special education organization and management is very much needed!

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#6



**COMPLETE**

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**PAGE 3: Principle 1 (page 4)**

**Q5: Are there recommendations you disagree with, what you recommend instead?** *Respondent skipped this question*

**Q6: Are there recommendations not included that should be included?**

Include "related service providers" in preparation bullet 1  
 Consider adding a reference or bullet regarding recruitment and retention of paraprofessionals with an emphasis on encouraging those that have the skills and aptitude to pursue teaching certification.  
 - 2nd bullet on page 6, add "transition" after e.g.)  
 Retention - page 6, first bullet - are related service providers included in specialized instructional support personnel or should we list "related services" separately? Does SISS encompass audiologists, nurse coordinators?

**PAGE 4: Principle 2 (page 8)**

**Q7: Are there recommendations you disagree with, what you recommend instead?**

District administrators may have concerns with the removal of social maladjustment as an exclusionary factor n BD/ED eligibility

**Q8: Are there recommendations not included that should be included?**

Add a recommendation that there is consistency with use of ID vs MR in federal regulations  
 Pg 9, last sentence before text box - use person first language  
 Page 9 questions -  
 There are identifications that are not appropriately identified through an RTI process (ie: deaf, TBI, hearing impairment). It can be appropriate for SLD when the process if followed correctly and in a timely manner. More specific information on implementation and understanding the process is needed.  
 Group agreed that CEC should continue to support MTSS framework for all students and that MTSS is different from the RTI process

PAGE 5: Principle 3 (page 10)

---

**Q9: Are there recommendations you disagree with, what you recommend instead?**

page 12 - Protection for suspension/expulsion should apply only when the behavior is clearly related to the disability (keep current policy in place)  
It was noted that students with disability could (and have been) taken advantage of by peers and others when they are perceived as being "protected" from discipline. As written on page 12, students could be at increased risk.

---

**Q10: Are there recommendations not included that should be included?**

Pg 11 - Appropriate levels of service (3rd bullet) add gender to list (racial, ethnic.....)  
Include a reference to funding for development of culturally and linguistically appropriate screening tools.

---

PAGE 6: Principle 8 (page 20)

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**Q11: Are there recommendations you disagree with, what you recommend instead?**

Concerns were noted under Credentials for Advocates:  
- How will this impact other people that parents bring for support? Will it limit them or require them to meet advocacy credentials? The intent to protect parents from inefficient "advocates" is a positive but may have unintended consequences.  
Should this apply specifically to paid advocates (using that language/qualifier for clarity)?

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**Q12: Are there recommendations not included that should be included?**

pg 22 - add "mental faculty" to definition of serious bodily injury

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PAGE 7: Principle 9 (page 23)

---

**Q13: Are there recommendations you disagree with, what you recommend instead?**

Suspension and Expulsion - protections should apply only to behaviors directly and substantially related to the disability.

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**Q14: Are there recommendations not included that should be included?**

Better define what a "smooth transition" to kindergarten would entail

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PAGE 8: Principle 10 (page 26)

---

**Q15: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

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**Q16: Are there recommendations not included that should be included?**

pg 22 - indicate that in place of monetary penalty LEAs will be required to submit an improvement plan that is approved by the state as is currently done for compliance.

Additionally - recommend that the use of IDEA funds for CEIS be removed entirely. There is no evidence that this provision has achieved its purpose. Furthermore, LEA should not be permitted to use IDEA funds to provide services without disabilities until and unless IDEA receives full federal funding. At that point, pre-referral services such as CEIS could be considered for funding increases.

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**PAGE 9: Principle 11 (page 28)**

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**Q17: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

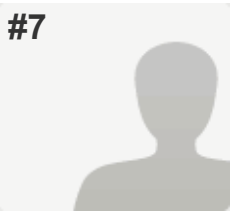
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**Q18: Are there recommendations not included that should be included?**

Emphasize the need for collaboration across agencies - this is evident but we wanted to note that the collaboration is needed and supported. This goes beyond OSEP and NCERS and includes needed communication within agencies as well.

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#7



**COMPLETE**

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**PAGE 1: Contact Information**

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**PAGE 3: Principle 1 (page 4)**

**Q5: Are there recommendations you disagree with, what you recommend instead?** *Respondent skipped this question*

**Q6: Are there recommendations not included that should be included?**

Question - "effective" is listed in the recommendation. Who determines/defines what is effective? CEC should define "highly effective" for congress. CEC initial and advanced preparation standards are listed as an example for guidance, but should it be required.

Might be helpful to number recommendations instead of generic bullets to make it easier to reference and people can speak to each specific point. BUT - have a disclaimer statement that the letters/numbers are not indicative of importance as they are all equally recommended.

3rd bullet on page 6 - provide more clarification about preparation and professional development and what that entails. Maybe add the sentence in that bullet at the end of the next bullet?

Like bullet 3 under retention on page 6 and the evidence based strategies listed.

**PAGE 4: Principle 2 (page 8)**

**Q7: Are there recommendations you disagree with, what you recommend instead?** *Respondent skipped this question*

**Q8: Are there recommendations not included that should be included?**

page 8/9 - CCBD strongly suggests we use emotional or behavior disorder instead of disturbed. Strongly support this recommendation.

Lots of references to "culturally sensitive" practices and not a strong definition of what that means. CEC should take an active role in clarifying this term for the field and reauthorization.

Page 9 - CCBD strongly supports the inclusion of mental health disorders in OHI category.

Page 9 - in questions for RA section - just changing the verbiage alone from Rtl to MTSS will not impact quality. Need to include wording about effective implementation of MTSS, especially if it ultimately will be the identification procedure for LD. How can we add wording that speaks to schools implementing in name only?

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**PAGE 5: Principle 3 (page 10)**

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**Q9: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

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**Q10: Are there recommendations not included that should be included?**

CCBD supports all of bullets under reduction of exclusionary discipline on page 12. Also support the requirement for data-reporting for students with and without disabilities.

3rd bullet under reduction in exclusionary discipline - include any practices that exclude them from instruction (in-school suspension)

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**PAGE 6: Principle 8 (page 20)**

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**Q11: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

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**Q12: Are there recommendations not included that should be included?**

Bullet two under recommendations on page 21 reads "paragraphs (a)-(g)" but there are no letters listed, only bullets.

Under "b" on page 21 that starts "prior to obtaining..." add the statement at the end - if proposed and completed within the original timeline for the original evaluation"

Parental approval should be sought for continuation of evaluation timeline.

Last bullet that starts as "If a parent obtains an IEE" replace if with when.

page 22 under "credentials for advocates" include collaboration with IHE and attorneys as stakeholders to involve. Use the wording "such as" so it is not limited to the list which are only parent groups. Should not just have parent groups. At the beginning of the same bullet "CEC recommends adding a requirement to section 612 that the SEA "may" - change may to must establish a credential. Statement should reach must establish personnel preparation training standards for programs that provide advocacy training. This should parallel teacher licensure processes and have some sort of system. Add something that parents do have the right to choose an advocate that does not meet these credentials.

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**PAGE 7: Principle 9 (page 23)**

---

**Q13: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

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**Q14: Are there recommendations not included that should be included?**

CCBD strongly supports prohibiting suspension and expulsion for children B-3 as recommended in last bullet on page 25.

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**PAGE 8: Principle 10 (page 26)**

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**Q15: Are there recommendations you disagree with, what you recommend instead?**

disagree with removing requirement under section 613(f) (last bullet on page 27) but revise it to require general education and special education administration to work together to fund CEIS.

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**Q16: Are there recommendations not included that should be included?**

*Respondent skipped this question*

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**PAGE 9: Principle 11 (page 28)**

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**Q17: Are there recommendations you disagree with, what you recommend instead?**

spell out R & D (research and development) on page 32

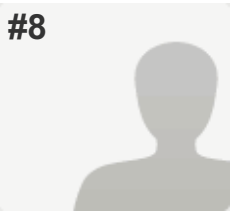
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**Q18: Are there recommendations not included that should be included?**

PA strongly supports bullet 4 under implementation of evidence based practices on page 32 and linking the laws like that. ESSA mentions IDEA and it is good for IDEA to mention ESSA.

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#8



**INCOMPLETE**

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**PAGE 3: Principle 1 (page 4)**

**Q5: Are there recommendations you disagree with, what you recommend instead?**

- Add research/evidence-based measures of effective practice. If no such measures exist, CEC should endorse the development of the measures.
- Paraprofessional training should be focused on types of children with whom the para will work. Also need to b careful that school districts have some flexibility regarding standards and training.
- Consider adding information on retaining teachers from culturally and linguistically diverse backgrounds (this should match the recruitment section).

**Q6: Are there recommendations not included that should be included?** *Respondent skipped this question*

**PAGE 4: Principle 2 (page 8)**

**Q7: Are there recommendations you disagree with, what you recommend instead?**

- "Provide intensive intervention to students with significant risk, and special education and related services to students identified with disabilities." Add comma - review bullet #5
- Keep RTI for identification, but provide a choice of methods (e.g., discrepancy). More research is needed on RTI as a method of identification.
- Not sure that RTI is needed for every category for identification. Some children may not need to move through each tier for an identification.
- Multi-tiered systems should be better defined. It is difficult to replace something without a strong definition.

**Q8: Are there recommendations not included that should be included?**

-How does chemical dependency play into classification of EBD?

---

**PAGE 5: Principle 3 (page 10)**

---

**Q9: Are there recommendations you disagree with, what you recommend instead?**

-Perhaps remove the suspension language for children birth-3rd grade. Replace with wording that eludes to the idea that suspensions should be unlikely and that a description of services provided before, during, and after a possible suspension. Supports must still be in place during an expulsion/suspension.

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**Q10: Are there recommendations not included that should be included?**

-Expand the wording of training beyond typical PD to something that is more systemic and plays out across time.

-Is the paperwork burden for the last recommendation high? Are we asking the right questions?

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**PAGE 6: Principle 8 (page 20)**

---

**Q11: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

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**Q12: Are there recommendations not included that should be included?**

-Maybe add that the advocates should have some background in evidence-based practices in order to help parents.

-A parent is entitled to only one IEE... Clarify if this applies for each evaluation period.

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**PAGE 7: Principle 9 (page 23)**

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**Q13: Are there recommendations you disagree with, what you recommend instead?**

-The group discussed the removal of suspension entirely. Consensus was that removal of suspension may prohibit responsible administrators from taking an appropriate course of action. Perhaps also linking this to a parent advocacy component.

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**Q14: Are there recommendations not included that should be included?**

-Stronger language for inclusion should be placed in the LRE section, which also further defines inclusion.

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**PAGE 8: Principle 10 (page 26)**

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**Q15: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

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**Q16: Are there recommendations not included that should be included?**

*Respondent skipped this question*

---

**Q17: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

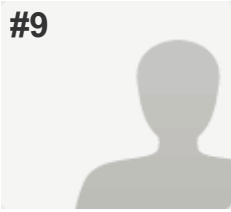
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**Q18: Are there recommendations not included that should be included?**

*Respondent skipped this question*

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#9



**COMPLETE**

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---

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**PAGE 3: Principle 1 (page 4)**

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**Q5: Are there recommendations you disagree with, what you recommend instead?**

The definition of "Workforce" needs to be better defined (i.e. teacher, admin, paras, gen ed teacher, etc..) In addition the label of "case manager" is no longer applicable rather the label of "service coordinator" is more appropriate

---

**Q6: Are there recommendations not included that should be included?**

Support for rural schools and districts.  
Building, District, and State Administrators need a minimum level of competency in SpEd, and GATE.  
They need to have collaboration skills!  
Any institution of higher education should, as a minimum, meet the standards set forth by the professional organization (ie CEC).

---

**PAGE 4: Principle 2 (page 8)**

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**Q7: Are there recommendations you disagree with, what you recommend instead?**

The term "disorder" should be changed to disability. We need to ensure that the term "Hearing Impairment" and/or "Impairment" in any environment should be struck!!!

---

**Q8: Are there recommendations not included that should be included?**

RTI is not research based!!! We do not want it period!  
Can we find a happy medium between standard deviation and the Tiered system.  
If RTI must stay then it needs to be defined who, "and what level of training the who" will be responsible for providing the intervention and documentation of the results.

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**PAGE 5: Principle 3 (page 10)**

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**Q9: Are there recommendations you disagree with, what you recommend instead?**

The term "eliminate" racial, ethnic, linguistic, and socioeconomic disparities for children with disabilities (e.g., culturally responsive practices), is not achievable. Rather we should be working to minimize the impacts!

---

**Q10: Are there recommendations not included that should be included?**

Is the term ELL people first language.

Please review this section on "Change in Terminology", to reflect Region or School District vs. United States. (In some regions and/or districts "Whites" are the minority.)

We need to define/clarify "Suspension" it should include in school, out of school, lunch detention, sitting in the office, moving to another room, etc..

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**PAGE 6: Principle 8 (page 20)**

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**Q11: Are there recommendations you disagree with, what you recommend instead?**

Rational and recommendations are presented in each of the three categories below. (missing "e" on rational)

The start of this section is very jargon heavy.

There are mixed emotions (Emotional) about the "Advocate Cert." section. (Do teachers need to get a cert)

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**Q12: Are there recommendations not included that should be included?**

We need to clarify what "Qualified" means (licensed or qualified).

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**PAGE 7: Principle 9 (page 23)**

---

**Q13: Are there recommendations you disagree with, what you recommend instead?**

Under funding, bullet 2- remove the word "encouraged" to read "States should serve all children in need of early intervention.."

The team is struggling with the section Suspension and Expulsion - CEC recommends that the practice of suspension and exclusion be prohibited for children from birth through third grade.

We

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**Q14: Are there recommendations not included that should be included?**

The wording is too lofty on the Transition Bullet.

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**PAGE 8: Principle 10 (page 26)**

---

**Q15: Are there recommendations you disagree with, what you recommend instead?**

There was confusion around of Reduction of expenditures section. Maintenance of Effort discussion clarified.

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**Q16: Are there recommendations not included that should be included?**

No

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**Q17: Are there recommendations you disagree with, what you recommend instead?**

no

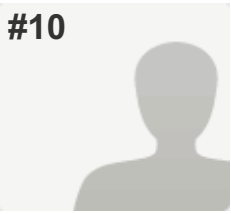
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**Q18: Are there recommendations not included that should be included?**

no

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#10



**COMPLETE**

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**PAGE 3: Principle 1 (page 4)**

**Q5: Are there recommendations you disagree with, what you recommend instead?**

Missing the recruitment piece to actually having a well-qualified workforce.  
 Recruitment of a workforce is most important.

**Q6: Are there recommendations not included that should be included?**

Page 6 - add third bullet add social work, more language  
 Include infant mental health  
 Page 7 - be more clear about what "scholarship" means

**PAGE 4: Principle 2 (page 8)**

**Q7: Are there recommendations you disagree with, what you recommend instead?** *Respondent skipped this question*

**Q8: Are there recommendations not included that should be included?**

More language that addresses Early intervening and MTSS explain the tiers/levels  
 Need more clarification of academic success for those children with challenging behaviors as well as students with ASD.  
 Have the working group consider emphasizing the categorical disabilities labels - is that important?

Page 9 - add another point: CEC recommends professionals gain essential CLD knowledge regarding the characteristics of students who are CLD prior evaluation.

CEC should look at the legal ramifications of ESOL students who have special education needs and that there is a conflict in those laws, in other words a child who is a ELL he/she is also able access special education services if needed.

PAGE 5: Principle 3 (page 10)

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**Q9: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

---

**Q10: Are there recommendations not included that should be included?**

Rationale explains the disproportionately but does not reccomendations do not address them.

More attention should be paid to the educational, behavioral, and mental health resources for of alternative education settings in those severe cases where students must be removed from your home school.

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PAGE 6: Principle 8 (page 20)

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**Q11: Are there recommendations you disagree with, what you recommend instead?**

Number 2 - special education professionals should not be defining who can come meetings with parents/guardians.

Remove "and absence from school" - page 22 under definition of Seriously Bodily Injury after the "requires the attention...."

---

**Q12: Are there recommendations not included that should be included?**

More clarity of the rationale for this section.

Page 22 - Group likes the section regarding Serious Bodily injury, specifically the second indentation - but may need to address more specifics for staff or personnel in proximity to staff

P. 21 under IEE section if parent disagreeing it should include alternative ways to inform and communicate with parents e.g. In case of the parent speaks another language.

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PAGE 7: Principle 9 (page 23)

---

**Q13: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

---

**Q14: Are there recommendations not included that should be included?**

Page 25 add - CEC recommends assistance to professsionals that are providing services to high risk birth population

Page 24 - 2nd paragraph - delete the "encourage" and add "mandated"

Funding of part C has not kept pace with the number of children identify.

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PAGE 8: Principle 10 (page 26)

---

**Q15: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

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**Q16: Are there recommendations not included that should be included?**

P. 26 second line change the word "maintain" to "ensure"  
Recommend a glossary of terms at the end!

Page 27 - The state of New Hampshire has already received a waiver - they encourage this MOE initiative

Possibly a once every three year waiver - similar to Title I (a LEA guarantee every 3 years)

Any educational entity (private, religious, charter) receiving federal funds should meet all requirements of IDEA

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**PAGE 9: Principle 11 (page 28)**

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**Q17: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

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**Q18: Are there recommendations not included that should be included?**

To increase and secure the funding for best practices and research in all levels from early intervention to transition.

Provide funding to promote collaboration between various state and federal agencies to promote best practices and services of all students and families

Page 28 add the word "recruiting" to preparing, and supporting

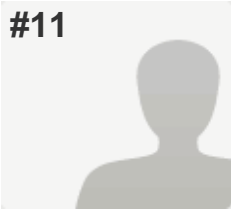
Since Title II is being eliminated, CEC should think about adding more language for funding for PD of teachers

Change to person first language throughout specifically section 671 and 672 i.e. Limited English Proficient Children and low-income parents

See email forwarded to Deb Ziegler from Connecticut RA members and their Unit

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#11



**COMPLETE**

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**PAGE 1: Contact Information**

---

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---

**PAGE 3: Principle 1 (page 4)**

---

**Q5: Are there recommendations you disagree with, what you recommend instead?**

No disagreements at this time

---

**Q6: Are there recommendations not included that should be included?**

Paraprofessional training is essential to a qualified workforce  
Training of substitutes is also a need for special education classrooms  
Include training for emergency medical responders for specific disability groups  
Strong training for our administrators is essential to the success of both programming and compliance  
Add an example on training for transition services  
Require a dual endorsement of special ed and general ed for all preservice teachers.

---

**PAGE 4: Principle 2 (page 8)**

---

**Q7: Are there recommendations you disagree with, what you recommend instead?**

We have concerns about mental health being categorized under OHI. This category is already a catch all and this will make it even worse.

---

**Q8: Are there recommendations not included that should be included?**

States are implementing MTSS but do not necessarily using Rtl for diagnosing a learning disability.  
We are concerned that IEPs are going to be based on DSM diagnosis. Students will still need the mental health support which is totally separate from specially designed instruction.  
Consider recommending removing labels all together, some states have already moved in this direction.

---

**PAGE 5: Principle 3 (page 10)**

---

**Q9: Are there recommendations you disagree with, what you recommend instead?**

The title does not connect with the content. It needs to be changed. This title could apply to a number of different subjects related to equal access. Be careful not to refer to special education as a place. This title conflicts with the current statute and the wording Access to the general curriculum.

---

**Q10: Are there recommendations not included that should be included?**

May want to research to make sure that CLD is a term that can be used as written. May want to say or and/or for CLD instead of using just and.  
Need to define the suspension recommendation. May want to take this down to second grade. How will the group deal with bodily harm or weapons related to this recommendation?

---

**PAGE 6: Principle 8 (page 20)**

---

**Q11: Are there recommendations you disagree with, what you recommend instead?**

The title does not connect with the content. Consider changing the title, why did the group include these three areas under this category and not others.  
I would not give such credence to IEE's in our recommendations.

---

**Q12: Are there recommendations not included that should be included?**

Clear up the time frame on terminology of only one IEE, is that yearly?  
Add in parent notification similar to procedural safeguards regarding transition.

---

**PAGE 7: Principle 9 (page 23)**

---

**Q13: Are there recommendations you disagree with, what you recommend instead?**

School divisions are continuing to struggle with LRE for EC students. We cannot apply the same provision of LRE to preschool as we do for school age.

---

**Q14: Are there recommendations not included that should be included?**

Recommend consistency with age of EC eligibility.  
Add language to further define a smooth and effective transition to Kindergarten  
What are the expectations on suspension and expulsion.  
Disagree with the aligned language for LRE? Need to strengthen the language for school age but not just apply to EC.

---

**PAGE 8: Principle 10 (page 26)**

---

**Q15: Are there recommendations you disagree with, what you recommend instead?**

None at this time

---

**Q16: Are there recommendations not included that should be included?**

Did the committee consider asking for full funding under this section? We have pushed this agenda for years and now it appears we are discounting that effort.

Consider adding some language about a coordinated effort related to WOIA and LEA's. State agencies are supposed to spend 15% of their funding on pre-employment services but has this been done and is there any way to connect this funding to the SEA's/LEA's to ensure it actually happens.

Add funding requests for OSERS and NCSE

---

**PAGE 9: Principle 11 (page 28)**

---

**Q17: Are there recommendations you disagree with, what you recommend instead?**

None at this time

---

**Q18: Are there recommendations not included that should be included?**

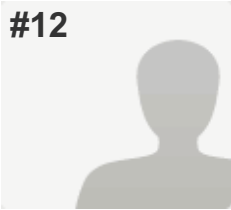
This section as well as finances will be very difficult for students to understand.

This is not an area that is familiar at our table so very little discussion was generated.

---



#12



**COMPLETE**

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**Time Spent:** 02:34:38  
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**PAGE 1: Contact Information**

---

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---

**PAGE 3: Principle 1 (page 4)**

---

**Q5: Are there recommendations you disagree with, what you recommend instead?**

There should be consistency with the verbiage across the recommendations to include adding gifted education teachers - special , gifted and general education teachers.  
In the principal 2nd sentence highly effective includes should be " is comprised of" . A little bit more direct verbiage.

---

**Q6: Are there recommendations not included that should be included?**

None at this moment

---

**PAGE 4: Principle 2 (page 8)**

---

**Q7: Are there recommendations you disagree with, what you recommend instead?**

Add the word systematic under the use of a universal screening. Further recommend re emphasize RTI does not replace services and must be completed in a timely fashion.

---

**Q8: Are there recommendations not included that should be included?**

Separate emotional and behavioral- Emotional behavior disorder- possible wording as delays or disabilities instead of disorder. Maybe possible OHI on these lower incident behaviors -emotional disability - and behavior disorder. -universal definition

---

**PAGE 5: Principle 3 (page 10)**

---

**Q9: Are there recommendations you disagree with, what you recommend instead?**

Recommendation to consistent language tiered system of support - to refer to prior for consistent language. Strongly recommend RTI as the language not multi tiered support.

---

**Q10: Are there recommendations not included that should be included?**

Recommendation - under last bullet for Reduction...  
"...can be suspended or expelled without a team meeting which includes an expert in behavior."

---

**PAGE 6: Principle 8 (page 20)**

---

**Q11: Are there recommendations you disagree with, what you recommend instead?**

Recommend taking cost limitations out of " The public agency must provide the criteria....  
Concern with resolution session- who facilitates that and how does not ease tensions between parent and agency?

---

**Q12: Are there recommendations not included that should be included?**

Look at not just bodily injury as a physical- but also address the emotional side- ie ... head trauma, emotional trauma due to physical trauma- PTSD - if not addressed in another area.

---

**PAGE 7: Principle 9 (page 23)**

---

**Q13: Are there recommendations you disagree with, what you recommend instead?**

Instead of favorable developmental outcomes- measurable progress towards development milestones - 2nd bullet assisting families by enhancing exposure, strategies, accommodations and tools . - change language from birth to third grade to birth to 5 to stay consistent with part c and b .

---

**Q14: Are there recommendations not included that should be included?**

none

---

**PAGE 8: Principle 10 (page 26)**

---

**Q15: Are there recommendations you disagree with, what you recommend instead?**

None

---

**Q16: Are there recommendations not included that should be included?**

Include full funding based on previous formula

---

**PAGE 9: Principle 11 (page 28)**

---

**Q17: Are there recommendations you disagree with, what you recommend instead?**

first bullet-recommend add to end of sentence including those that are twice exceptional.  
third bullet- supporting high quality programs- add special and gifted education teachers

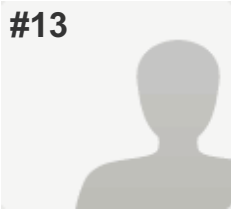
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**Q18: Are there recommendations not included that should be included?**

none

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#13



**INCOMPLETE**

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**Time Spent:** 02:42:17  
**IP Address:** 64.251.121.244

---

**PAGE 1: Contact Information**

---

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---

**PAGE 3: Principle 1 (page 4)**

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**Q5: Are there recommendations you disagree with, what you recommend instead?**

No disagreement. Recommendation: Clarify Point 1 under Retention (i.e., "given time and opportunities"). Language relating to support system. Clarify Point 4 under Innovation (i.e., "scholarships"). Provide examples to define scholarship.

---

**Q6: Are there recommendations not included that should be included?**

Recommendation: Insert issues/language relating to transition (workforce). Better transition-skills that invest in transition to employment. Secondary teacher preparation to transition related issues. (\*This can be applied to Principle #7, however, it is an issue that the group would like to include the language in this area).

Teacher Turnover: (i.e., significant intellectual disabilities)

---

**PAGE 4: Principle 2 (page 8)**

---

**Q7: Are there recommendations you disagree with, what you recommend instead?**

No disagreement.

---

**Q8: Are there recommendations not included that should be included?**

General questions:

Eligibility vs Categorical

Define "Culturally Sensitive Practices and Materials"? What does that really mean? Should have some form of definition into the document.

Are we at a point in the field to place ADHD as a separate category from OHI.

Should "trauma" language be listed as a possible factor to EBD or use as an example?

Response - Questions for RA: "for all category"

---

**PAGE 5: Principle 3 (page 10)**

---

**Q9: Are there recommendations you disagree with, what you recommend instead?**

No Disagreement.

Recommendation/Responses:

"Dominant group", would this apply if the minority becomes the majority?

"Equal Access to General Education Opportunities" may be misleading, because it is more of disproportionality than "inclusive practices" as it currently implies by the title.

Include language relating to "poverty/homelessness". Should poverty/homelessness becoming a "culture" in itself? Current document appears to be an afterthought, perhaps should have it as its own bullet or mentioned in the "Principle" section as well.

---

**Q10: Are there recommendations not included that should be included?**

*Respondent skipped this question*

---

**PAGE 6: Principle 8 (page 20)**

---

**Q11: Are there recommendations you disagree with, what you recommend instead?**

Recommendations:

Independent Educational Evaluations - Clarify the language so the parents should understand the protocol.

---

**Q12: Are there recommendations not included that should be included?**

*Respondent skipped this question*

---

**PAGE 7: Principle 9 (page 23)**

---

**Q13: Are there recommendations you disagree with, what you recommend instead?**

No disagreement.

Recommendation:

Possible credential/certificate option - for pediatrician/medical community to receive training with SPED (i.e., early indicators - speech/motor development), especially in more rural community where options are not possible.

What's 'favorable' development outcome? Clarify the terminologies to ensure its understandability for general population (i.e., politicians).

Clarify meanings: "smooth and effective" transition.

---

**Q14: Are there recommendations not included that should be included?**

*Respondent skipped this question*

---

**PAGE 8: Principle 10 (page 26)**

---

**Q15: Are there recommendations you disagree with, what you recommend instead?**

No disagreement. Recommendations: Need clarity to the 3rd bullet "Reduction of ...".

---

**Q16: Are there recommendations not included that should be included?**

*Respondent skipped this question*

---

**PAGE 9: Principle 11 (page 28)**

---

**Q17: Are there recommendations you disagree with, what you recommend instead?**

Due to the current political climate, first sentence in rationale is no longer true.

Page 32 - change language so that it is more than "invite and consider", so it won't be a one shot deal. Perhaps, actively and openly seek public participation.

Response to the box: The group needs more information to provide recommendations on the listed sections.

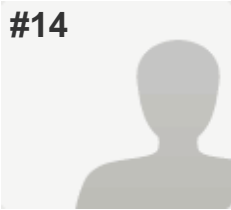
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**Q18: Are there recommendations not included that should be included?**

*Respondent skipped this question*

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#14



**COMPLETE**

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---

**PAGE 1: Contact Information**

---

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---

**PAGE 3: Principle 1 (page 4)**

---

**Q5: Are there recommendations you disagree with, what you recommend instead?**

1. Does not technically include anything related to licensed professionals.
- 

**Q6: Are there recommendations not included that should be included?**

1. "Licensed" professionals should be included.
  2. Some sort of minimum requirements for gen ed teacher prep programs.
  3. Prep progs should align with State requirements.
- 

**PAGE 4: Principle 2 (page 8)**

---

**Q7: Are there recommendations you disagree with, what you recommend instead?**

1. The problem of fidelity is of concern regarding the Rtl teacher.
- 

**Q8: Are there recommendations not included that should be included?**

1. Relying on acronyms can sometimes cause more harm than good because they can be confusing.
  2. Separation of conduct disorders v EBD. Better ways to identify conduct disorders. Could affect setting for remediation.
- 

**PAGE 5: Principle 3 (page 10)**

---

**Q9: Are there recommendations you disagree with, what you recommend instead?**

1. Suspended or expulsion as a non-option seems too absolute. Consider changing to appropriate planning to the needs (e.g, alternatives to suspension, etc).
-

**Q10: Are there recommendations not included that should be included?**

1. Some place we need to include art education - Students have access to art space education
  2. Title about "equal access to gen ed" is confusing
  3. Until we create more mental health support, we are going to see more kids of CLD background coming into the classroom
  4. Shouldn't be talking about disproportionality identification issue in the rationale on page 10 (1st sentence).
- 

**PAGE 6: Principle 8 (page 20)**

---

**Q11: Are there recommendations you disagree with, what you recommend instead?**

1. Changing "credentials for advocates" to "standards, experiences, or background knowledge."
- 

**Q12: Are there recommendations not included that should be included?**

1. Instead of "SEA MAY establish...", it should read "SEA WILL establish..." on second bullet, pg 22—"
  2. The word "treatment" may be added under the definition of serious bodily injury. If a parent just take a child to the ER or Urgent Care but there was no treatment needed, would that be considered serious bodily injury?
- 

**PAGE 7: Principle 9 (page 23)**

---

**Q13: Are there recommendations you disagree with, what you recommend instead?**

1. On page 25, do you mean "expulsion" and not "exclusion?"
- 

**Q14: Are there recommendations not included that should be included?**

1. Instead of "prohibited" perhaps say "discouraged."
  2. Keep expulsion prohibited but cross out suspension. Redefining the concept of suspension from one of punitive to one of preventive or use it as a planning opportunity to assess.
- 

**PAGE 8: Principle 10 (page 26)**

---

**Q15: Are there recommendations you disagree with, what you recommend instead?**

1. Why don't we just ask for FULL funding instead of merely 40%? We should ask for more and get less than ask for less and hope to get something. Otherwise, we're taking away funding from the other kids and in the end, the outcomes of every child is affected.
- 

**Q16: Are there recommendations not included that should be included?**

*Respondent skipped this question*

---

**PAGE 9: Principle 11 (page 28)**

---

**Q17: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

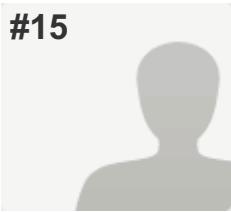
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**Q18: Are there recommendations not included that should be included?**

1. OSEP and other funding agencies should take recommendations from practitioners and translating them into implementable evidence-based practices.
  2. How to communicate and engage in effective collaborations.
-



#15



**COMPLETE**

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**PAGE 1: Contact Information**

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**PAGE 3: Principle 1 (page 4)**

**Q5: Are there recommendations you disagree with, what you recommend instead?** *Respondent skipped this question*

**Q6: Are there recommendations not included that should be included?**

Preparation recommendation for clinical practice to be expanded to include work in a variety of settings, including alternative and specialized settings for students with disabilities.

Innovation recommendation- include wider array of potential partnerships beyond universities, TACs, & practitioners to include other specialized locations such as hospitals and private providers

**PAGE 4: Principle 2 (page 8)**

**Q7: Are there recommendations you disagree with, what you recommend instead?**

The table appreciates the shift to MTSS for identification of students with EBD, however, discussed concerns with the implementation of this as practitioners may interpret this as something new that may lead to distress.

**Q8: Are there recommendations not included that should be included?** *Respondent skipped this question*

**PAGE 5: Principle 3 (page 10)**

**Q9: Are there recommendations you disagree with, what you recommend instead?**

We agree in principal with no child birth through grade 3 being suspended/expelled, however are worried about the absolute nature of the statement. There may be occasions where removing the child from a classroom may be necessary to ensure the safety of other children in the classroom.

---

**Q10: Are there recommendations not included that should be included?**

We agree with the expansion to include students who are CLD in the reauthorization, but also discussed the importance of retaining a focus on equal access to curriculum for students with intellectual disabilities and students educated in other settings.

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**PAGE 6: Principle 8 (page 20)**

---

**Q11: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

---

**Q12: Are there recommendations not included that should be included?**

*Respondent skipped this question*

---

**PAGE 7: Principle 9 (page 23)**

---

**Q13: Are there recommendations you disagree with, what you recommend instead?**

Should language about preschool programs (in addition to pre-K and Head Start) be added to either natural environments or LRE?

---

**Q14: Are there recommendations not included that should be included?**

*Respondent skipped this question*

---

**PAGE 8: Principle 10 (page 26)**

---

**Q15: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

---

**Q16: Are there recommendations not included that should be included?**

We recommend adding language to include addition research on special education finance, including analysis of costs and expenditures, state systems of financing special education, etc.

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**PAGE 9: Principle 11 (page 28)**

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**Q17: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

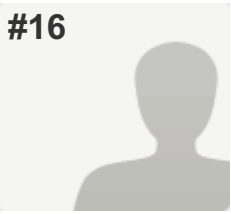
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**Q18: Are there recommendations not included that should be included?**

*Respondent skipped this question*

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#16



**COMPLETE**

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**PAGE 1: Contact Information**

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**PAGE 3: Principle 1 (page 4)**

**Q5: Are there recommendations you disagree with, what you recommend instead?** *Respondent skipped this question*

**Q6: Are there recommendations not included that should be included?**

**RECRUITMENT**

Consideration of higher salary/compensation to accommodate high college tuition costs to obtain teacher certification, and to address the fact that in many states, dual certification is required to teach special education.

Salary considerations

Consideration of earlier retirement for teachers of high-lower incidence disabilities that require greater "physical intervention" (Autism, Behavioral Disabilities, etc)

**RETENTION**

Positive PR - Foster a more combined effort amongst professional associations that promotes recognition of our great work and successes in the field.

**PAGE 4: Principle 2 (page 8)**

**Q7: Are there recommendations you disagree with, what you recommend instead?**

Under recommendation # 1, change "emotional or behavioral disorder", to "emotional or behavioral impairment"

Remove recommendation bullet # 3. Concern over use of the label to provide special education services to students who may not need intensive special education.

**Q8: Are there recommendations not included that should be included?** *Respondent skipped this question*

PAGE 5: Principle 3 (page 10)

---

**Q9: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

---

**Q10: Are there recommendations not included that should be included?**

APPROPRITE LEVELS OF SERVICE

Include language requesting specific TRAINING of personnel on CLD (to include coaching, mentoring, assisting, etc.)

REDUCTION IN EXCLUSIONARY DISCIPLINE

Clearly state that MTSS is an "general education" initiative and not just a special education initiative. Special Education may not enter the picture until the 3rd tier, therefore collaboration is critical.

In regards to bullet 4, modify to "CEC recommends that a child in special education ..... can be suspended out-of-school or expelled and must have consideration of suspension alternatives such as in school suspension". Our small group feels that temporary removal from a specific classroom setting may be warranted, but agree that a child's educational services should not be ceased via out-of-school suspension or expulsion.

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PAGE 6: Principle 8 (page 20)

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**Q11: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

---

**Q12: Are there recommendations not included that should be included?**

*Respondent skipped this question*

---

PAGE 7: Principle 9 (page 23)

---

**Q13: Are there recommendations you disagree with, what you recommend instead?**

FUNDING

Bullet 3 - Why would Early Intervention funds be permitted to be used for preschool education?

TRANSITION

Clarification needed in regards to what constitutes "smooth and effective" transition. Consider best practices implemented to support transition to Kindergarten and other school-aged programs.

SUSPENSION AND EXPULSION

As with # 3, we would agree if worded as "out-of-school" suspension. In-school suspension and other alternatives to suspension should be considered.

SERVICES

Bullet 3 - What is intent of language change from "notify" to "refer"?

---

2017 Representative Assembly IDEA Reauthorization Recommendations Discussion

**Q14: Are there recommendations not included that should be included?**

*Respondent skipped this question*

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**PAGE 8: Principle 10 (page 26)**

---

**Q15: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

---

**Q16: Are there recommendations not included that should be included?**

*Respondent skipped this question*

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**PAGE 9: Principle 11 (page 28)**

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**Q17: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

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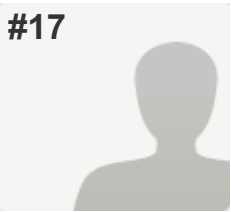
**Q18: Are there recommendations not included that should be included?**

Include a recommendation to provide funding to support pre-service students, in covering the cost of a college education requirement for dual certification.

Whole-hearted support of inter-agency collaboration (financial and other), maybe particularly in the area of provision of mental health/wellness initiatives.

---

#17



**COMPLETE**

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**PAGE 1: Contact Information**

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**PAGE 3: Principle 1 (page 4)**

**Q5: Are there recommendations you disagree with, what you recommend instead?**

The topic is critical. Arizona has a huge training program and the student numbers are declining. There need to be incentives from the Fed to go into teaching. Grants to cover the cost of Spec Ed. Things to get the word out. Dual certification possibilities. Dual-spec ed and gen ed certifications--explore that possibility. Lack of background in content area issues. Preparing teachers--having that pathway begin for HS students to draw them to the field. Career and tech ed strand--perhaps through Perkins. Educators Rising--another possible model for attracting students tot he profession. Recruitment reps--the issue is both recruiting and then training them. 1st recruitment rec--folks are fine with. 2nd recommendations folks are fine with.

Para recommendations and alternate training--agreement with that recommendation. Regardless of the method, they must meet the standards--agreement.

Para's receive periodic training--predominantly and in-service model.  
 Rec--academic subject material. Are people qualified to teach--we are okay with that.  
 Prep deveelopment for integration--okay with that  
 Okay with rec on cultural responsiveness  
 Retention--  
 1st one--okay  
 2nd one nderline strengthened  
 3rd bullet--okay  
 Address the fair compensation (see below)  
 Innovation--  
 1st bullet--okay (see below on career ladder)  
 Innovation--  
 #1 bullet add content expertise and knowledge and subject area knowledge  
 #2 bullet--okay  
 3rd bullet--okay  
 4th bullet has incentive and ladder--reinforced

**Q6: Are there recommendations not included that should be included?**

Recommend exploring cross-state licensure agreements--allowing certified teachers to move across state lines--reciprocal agreement--across the U.S.

Add a recommendation on measurement of how para's are approved and implemented. Could also be a state system. The question is how they do it. Doing it is the most important.

Recommend that Para's be placed with high performing teachers.

Like a recommendation that rewards skills, knowledge, and experience--please put a recommendation in that for all connected to prep.

Reinforce and train gen ed co-teacher.--co teachersGen ed administrative leadership recommendation.

Career ladder recommends action--a design for professional growth, advanced opportunities for leadership. (Retention)

Federal funds become available innovative research grants to practitioners working with K-12 settings. Research to practice influence.

---

**PAGE 4: Principle 2 (page 8)**

---

**Q7: Are there recommendations you disagree with, what you recommend instead?**

First recommendation--fine

2nd recommendation --fine

3rd recommendation--fine

---

**Q8: Are there recommendations not included that should be included?**

More attention be paid to mental health diagnostic categories, co-morbidity, and what the diagnosis really means in terms of impact for school performance.

MTSS/RTI-it shouldn't be the only piece of information. It should be part of the process as we respond to the need of the student. It shouldn't be a part of the eligibility criteria. Not appropriate for all categories. MTSS should not become a barrier to the recognition of a student's area of need.

It should be part of a comprehensive assessment.

Rec general guidelines that look for patterns of strength or challenge within the context of the child, the family and the educational experience and setting. How does that fit with tier one and tier two.

We need to be looking at multiple sources of information.

Collaboration with gen ed and spec ed staff.

Replacement of tiers is an issue around terminology.--MTSS is okay--but it should capture the collaborative piece among stakeholders.

MTSS is part of the process to identify the child AND answer what supports and services will help with that success.

Under #2--develop a national system with criteria and guidelines for children and youth with MH disorders to bring some consistency to identification and service delivery.

---

**PAGE 5: Principle 3 (page 10)**

---

**Q9: Are there recommendations you disagree with, what you recommend instead?**

Page 11 recs:

1st bullet--pick a language (diverse or different as possibilities)Appropriate levels of service:

1st rec--okay

2nd rec--okay

3rd bullet--okay as a sub rec

English learners:

1st rec--okay

See Below

Reduction in exclusionary discipline

#1 rec--okay

All under reduction are okay (but clarify the "out of school" so that services will continue---birth thru 3rd grade--they cannot be expelled without services.

Reporting:

1st bullet--okay

---

**Q10: Are there recommendations not included that should be included?**

Under English Learners add--

Root Cause analysis of BOTH what is working as well as what is not working.

---

**PAGE 6: Principle 8 (page 20)**

---

**Q11: Are there recommendations you disagree with, what you recommend instead?**

Rec Page 21

1st bullet--okay with the cover statement

Sub bullets:

1st bullet--okay

2nd bullet--okay

3rd bullet--okay

4th bullet--okay

5th bullet--okay (or approved in their state)

6th bullet--okay

7th bullet--okay

8th bullet--okay

Definition of Serious Bodily Injury

Rec--strike absence from school under the first bullet.

Credentials for advocates:

1st rec--okay

2nd bullet--okay (add stakeholders including LEA's and universities and Centers for Independent Living)

---

**Q12: Are there recommendations not included that should be included?**

See 2nd bullet above.

Add rec:

Separate area:

Cultural responsiveness practices in outreach, communication, and support for children and families from CLD groups or populations.

---

**PAGE 7: Principle 9 (page 23)**

---



**Q13: Are there recommendations you disagree with, what you recommend instead?**

Rec:

Funding:

1st bullet--okay

2nd bullet--okay

3rd bullet--okay

Natural Environments

1st bullet--worried about Part C funds being supplanted--there is little money that flows to Part C to begin with.

2nd bullet--okay

Services:

1st bullet--okay

2nd bullet--okay

3rd bullet--okay

LRE:

1st bullet--(would like the wording here strengthened to include inclusive and engaging env.--that include social, developmental skills,

2nd bullet--okay

Transition:

1st bullet--okay

Suspension and expulsion:

1st rec--(page 12) Equal access to gen ed opportunity! Tie this to the same language on page 12 section--we are in favor of not allowing suspension or expulsion--and agree with language on page 25--for birth to 3rd grade.

---

**Q14: Are there recommendations not included that should be included?**

Clarify language on page 12--"without services" being the issues.

---

**PAGE 8: Principle 10 (page 26)**

---

**Q15: Are there recommendations you disagree with, what you recommend instead?**

We are okay with everything in this principle--nothing to add,

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**Q16: Are there recommendations not included that should be included?**

*Respondent skipped this question*

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**PAGE 9: Principle 11 (page 28)**

---

**Q17: Are there recommendations you disagree with, what you recommend instead?**

Preparing and supporting highly effective work force:

1st bullet--okay

2nd bullet--okay

3rd bullet--okay

4th bullet--okay

5th bullet--okay

Implementation of Ev Based Prac:

1st bullet--

Sub bullets:

1st sub bullet--(include addressing a range of need across culturally diverse groups--validated across groups in a range of settings.

2nd sub bullet--okay

3rd sub bullet--okay

4th sub bullet--okay

Significant investment by Congress--okay

Maximizing the Impact of R&D funds

1st bullet--switch the third bullet with the first, but we are okay with all three.

---

**Q18: Are there recommendations not included that should be included?**

The reality of declining funding--lost innovation grants through the consolidation.

Add: an ability to increase the concept of partnerships--where appropriate, products and materials developed through Part D monies should be extended to in service settings in order to encourage continuous quality practices.

Implement evidence based for whom and in what circumstances?

Rec because of the importance of sustainability over time--it become its own bulletin and include demo programs can support sustainability.

Questions for the rep assembly:

Our top priorities for the Work Group would be:

Parent info centers

Technology and develop

Alternative ed settings

Studies and evaluations

State personnel development grants

General notes:

Didn't see a strengths based approach so it should be included

Include twice exceptions learners--expand the info about...

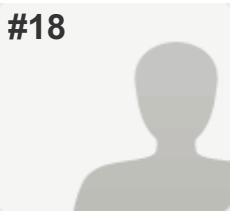
Guidelines for the increasing trends in charter and private--ow do you hold them accountable

continuum of services also needs to be included

Pipeline to affordable, accessible housing, employment, gainfu meaningful employment, meaningful community living opportunities--secondary careers.

---

#18



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, April 21, 2017 2:15:58 PM  
**Last Modified:** Friday, April 21, 2017 4:22:54 PM  
**Time Spent:** 02:06:55  
**IP Address:** 64.251.121.244

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**PAGE 1: Contact Information**

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**PAGE 3: Principle 1 (page 4)**

---

**Q5: Are there recommendations you disagree with, what you recommend instead?**

No disagreements

---

**Q6: Are there recommendations not included that should be included?**

Recommendations:  
Emphasis of more highly qualified special education teachers coming from higher education. In addition, more pre-service training for general educators and school administrators.

---

**PAGE 4: Principle 2 (page 8)**

---

**Q7: Are there recommendations you disagree with, what you recommend instead?**

Vehemently disagree with the expansion of the definition of OHI to include mental health. OHI is used too expansively and is often used as a catch-all category. We would prefer to see a clear definition and expansion of EBD. Disagree with expansion of RTI/MTSS as part of eligibility for all disabilities. This could potentially delay vital services for students with medically-oriented disabilities. Current three-prong eligibility criteria should prevent students who do not require specialized instruction from being found eligible. Agree this should be part of SLD and EBD.

---

**Q8: Are there recommendations not included that should be included?**

Highly recommend that there is a very clear definition of RTI/MTSS to create a common understanding across all states. HIGHLY recommend clear and precise definitions and names of all disability labels with consistent criteria used nationwide. More guidance on students eligibility who are chronically absent, not related to mental health difficulties or other underlying disorders.

---

**PAGE 5: Principle 3 (page 10)**

---

**Q9: Are there recommendations you disagree with, what you recommend instead?**

Agree for no suspension/expulsion of pre-school students.  
Disagree with creating a unilaterally protected group from receiving a consequence that is used with students without disabilities. This is a prejudicial practice. Agree with better guidance for suspension of ANY student.

---

**Q10: Are there recommendations not included that should be included?**

Clearer guidance, education, and understanding of manifestation determination.

---

**PAGE 6: Principle 8 (page 20)**

---

**Q11: Are there recommendations you disagree with, what you recommend instead?**

Don't see how a "resolution session" will result in the LEA and family agreeing as to whether or not the LEA would do the IEE- recommend a 3rd party being involved for facilitation and/or mediation  
we vehemently disagree that the threshold for serious bodily injury should be lowered- concern that this would lead to students placed out of district unnecessarily, and lead to increased worker's compensation issues.

---

**Q12: Are there recommendations not included that should be included?**

Applaud the defining of educational advocate.

---

**PAGE 7: Principle 9 (page 23)**

---

**Q13: Are there recommendations you disagree with, what you recommend instead?**

Agree with EIS funds for PK.  
Extremely concerned about the broad definition of "family's routines and activities". What does this mean to the practitioner? Is this for students 0-3 or 0-5? Wording for effective transition to kindergarten is extremely problematic. We agree with a clearly articulated written transition plan. We can not ensure that the child will experience a smooth and effective transition. Agree with no suspension and expulsion for preschool. This whole entire section needs to be broken into 0-3 vs. 3-5. For example suspension of a newborn is silly.

---

**Q14: Are there recommendations not included that should be included?**

*Respondent skipped this question*

---

**PAGE 8: Principle 10 (page 26)**

---

**Q15: Are there recommendations you disagree with, what you recommend instead?**

Agree with fully funding IDEA. In order to prevent disproportionality we HIGHLY recommend clearly defined and consistently articulated disability categories.

---

**Q16: Are there recommendations not included that should be included?**

*Respondent skipped this question*

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**PAGE 9: Principle 11 (page 28)**

---

**Q17: Are there recommendations you disagree with, what you recommend instead?**

*Respondent skipped this question*

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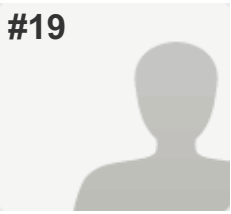
**Q18: Are there recommendations not included that should be included?**

Recommendations:

Shift funds away from RTI/MTSS to UDL/Differentiated Instruction

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#19



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**PAGE 1: Contact Information**

---

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---

**PAGE 3: Principle 1 (page 4)**

---

**Q5: Are there recommendations you disagree with, what you recommend instead?**

Recruitment- institutions cannot produce the number of teachers needed in the field. (comment)

Evidence based and high leverage practices are not a set of practices and they change. Remove the wording "a set of" under the 5th bullet of preparation.

---

**Q6: Are there recommendations not included that should be included?**

Include more definitions of what High quality schools mean  
Define better "high need" for areas where this may be scarce  
better define "evidence base practices" good vs bad

Add another bullet that indicates all teachers should be prepared in what the evidence based practices and high leverage practices are in order to ensure prep programs are making sure new teachers even know these exist

---

**PAGE 4: Principle 2 (page 8)**

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**Q7: Are there recommendations you disagree with, what you recommend instead?**

CEC recommends the use of culturally sensitive practices and materials in the evaluation section. Change wording to evaluation process

health-impaired students. Make sure the language is person first

---

**Q8: Are there recommendations not included that should be included?**

making sure you are identifying all students and evaluating them for their specific needs and looking at each impairment for those specific needs.

Evaluate each disability and their access to instruction with cocommittent disabilities

Yes use the language of multi tiered systems in the language or define the differences of MTSS vs RTI

---

**PAGE 5: Principle 3 (page 10)**

---

**Q9: Are there recommendations you disagree with, what you recommend instead?**

English Learners- align the language with what is currently be more widely used such as English speakers of other languages

The statement of "no child" can be suspended or expelled is in debate on whether or not that should remain to tie hands and maybe a better solution or more detail on better ways to handle the behavior. Avoid the blanket statement

---

**Q10: Are there recommendations not included that should be included?**

*Respondent skipped this question*

---

**PAGE 6: Principle 8 (page 20)**

---

**Q11: Are there recommendations you disagree with, what you recommend instead?**

This section appears to be solid

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**Q12: Are there recommendations not included that should be included?**

*Respondent skipped this question*

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**PAGE 7: Principle 9 (page 23)**

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**Q13: Are there recommendations you disagree with, what you recommend instead?**

"preschool special education shall experience a smooth and effective transition to kindergarten or other school-aged programs." Consider adding measurable language. what does a smooth and effective transition even look like?

---

**Q14: Are there recommendations not included that should be included?**

The blanket statement of expulsion and suspension should really be considered.

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**PAGE 8: Principle 10 (page 26)**

---

**Q15: Are there recommendations you disagree with, what you recommend instead?**

"Improved efficiencies that do not result in a reduction in special education services" What does this mean?

---

**Q16: Are there recommendations not included that should be included?**

There needs to be more clarification for each of these bullets with possible examples. The whole group was confused on the language and the intent of some of the bullets.

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**PAGE 9: Principle 11 (page 28)**

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**Q17: Are there recommendations you disagree with, what you recommend instead?**

This table had no recommendations or comments on this section

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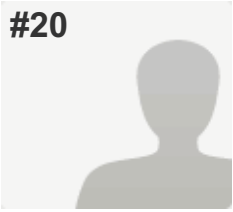
**Q18: Are there recommendations not included that should be included?**

*Respondent skipped this question*

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#20



**COMPLETE**

**Collector:** Web Link 1 ([Web Link](#))  
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**PAGE 1: Contact Information**

---

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---

**PAGE 3: Principle 1 (page 4)**

---

**Q5: Are there recommendations you disagree with, what you recommend instead?**

All recommendations in this principle were strongly supported

---

**Q6: Are there recommendations not included that should be included?**

Concerns about alternate prep were addressed in the recommendations but not in the rationale. Rec. 4 should address current research and in standards. What is the rec.5 for gen. and sped teachers. There could be many administrative and time issues if implemented.

---

**PAGE 4: Principle 2 (page 8)**

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**Q7: Are there recommendations you disagree with, what you recommend instead?**

Recommendations are appropriate. PD does recommend caution with using RTI alone. We still support a comprehensive evaluation, especially for categories like LD, ED, ID, A. RTI not appropriate for VI, HI and OI. Twice exceptional is also a concern with using only RTI.

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**Q8: Are there recommendations not included that should be included?**

No recommendation at this time, just clarification on areas addressed above.

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**PAGE 5: Principle 3 (page 10)**

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**Q9: Are there recommendations you disagree with, what you recommend instead?**

Although recommendations are appropriate, the main issue addressed is CLD. Exclusion for disciplinary services should also address suspended or expelled (without services).

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**Q10: Are there recommendations not included that should be included?**

There should be recommendations related to collaborate services (general and special education), not just placing student with disabilities in the general education classroom.

---

**PAGE 6: Principle 8 (page 20)**

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**Q11: Are there recommendations you disagree with, what you recommend instead?**

In the definition of serious bodily injury, there needs to be a rationale for why the suggested change is more appropriate for schools. Credentials for Advocates - should they address those advocates who attend IEP meetings as opposed to just advising parents or advocating on behalf of the child in a general setting as opposed to a school setting. Advocates need to be trained in cultural responsiveness. Training could be done by an LEA, SEA, University, Legal Agency for example.

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**Q12: Are there recommendations not included that should be included?**

For IEE's clarification should be made about a qualified examiner or approved evaluator "within your state."

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**PAGE 7: Principle 9 (page 23)**

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**Q13: Are there recommendations you disagree with, what you recommend instead?**

The PD agrees with these recommendations with further clarification between 619 and Part C. Examples would include a rationale for services allocated to Part C and those to 619. Transition needs to be clarified regarding "ensuring" when part of the responsibility may depend on another agency/group outside the LEA

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**Q14: Are there recommendations not included that should be included?**

Clarifications as identified above.

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**PAGE 8: Principle 10 (page 26)**

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**Q15: Are there recommendations you disagree with, what you recommend instead?**

Recommendations in this section are appropriate but require a strong knowledge of funding and sanctions. Many congressman are not familiar with the details of the law.

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**Q16: Are there recommendations not included that should be included?**

Perhaps just some clarification regarding early identification and overrepresentation. Since Part C and 619 have broader definitions for students to receive services under the IDEA, what does this mean for more discrete identification and funding as students transition to school age programs.

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**PAGE 9: Principle 11 (page 28)**

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**Q17: Are there recommendations you disagree with, what you recommend instead?**

PD does not disagree with any recommendations

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**Q18: Are there recommendations not included that should be included?**

A recommendation regarding clarification regarding implementation of evidence based practices and "sustainability," practices should be validated based on range of needs, cultural diversity, and range of settings.

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