

EXHIBIT B

MINUTES

Legislative Task Force on the Best Practices for Special Education

Tuesday, April 5, 2016
10:00 A.M.
Room B, MAC
Little Rock, Arkansas

The Legislative Task Force on the Best Practices for Special Education met on Tuesday, April 5, 2016 at 10:00 A.M., in Room B of the MAC Building in Little Rock, Arkansas.

Task Force Members Present: Senator Uvalde Lindsey, Chair, Senator Blake Johnson and Representative Sheilla Lampkin. Ms. Carla Brainard, Ms. Lisa Haley, Ms. Renee Johnson, Ms. Sarah Moore, Ms. Bailey Perkins, Ms. Debra Poulin, Ms. Shirley Ann Renix, Dr. Bruce Smith, Ms. Lisa Tisdale-Parker, and Ms. Cindy Marie Weathers.

Other Legislators Present: Senator Eddie Cheatham; Representatives Charles Armstrong, Kenneth Ferguson, David Fielding, Mary Hickerson, James Ratliff, and Dan Sullivan.

Call to Order

Senator Lindsey called the meeting to order.

Consideration to Approve the Minutes of March 02, 2016

A motion was made to approve the minutes, without objection the minutes were approved.

Current Practice of identifying students for special education services, discipline practices, and supportive services (Working Matrix Items A, F, and I) [See Exhibit C for full report]

Dr. Bruce Smith, Arkansas Department of Higher Education

Issues Discussed:

- Revisit the definition of Emotional Disturbance (ED) for both early childhood (birth-age 3) and childhood (age 3-age 21) in effort to extend more services. Arkansas was the lowest in the country for 2011-2012 school year percentages of students receiving services under the ED label at 0.11%, excluding the socially mal-adjusted.
- Coordination for identification and services for students with behavioral issues at the early childhood and childhood levels. Early intervention for emotional disturbance, before age 8 or the patterns of behavior may persist through adulthood. Investigation into the extent to which the behavioral side of the RTI system has been implemented and the extent to which the academic and behavioral systems are integrated.
- Senator Lindsey asked, what kind of identification do we have at the pre-k level for emotional disturbance? *Karen Massey, Early Childhood, Southwest Arkansas Education Coop, Early Childhood Ages 3-5 Coordinator* stated that personal, social, adaptive scales are a part of the evaluation screenings for identification of emotional disturbance at the pre-k level by a behavior interventionist.
- Investigation into the implementation of the RTI system should also include an investigation of the implementation of the School-wide Positive Behavior Support Systems (SWPBS), with particular emphasis on the fidelity of the implementation of Tier 1 interventions.
- Recommendations for moving away from the practice of suspension and expulsion. Creation of a more uniform identification, there is disproportionate behavior expulsion by race.
- Investigate the annual reviews of Alternative Learning Environments and investigate the specific criteria being used to make the satisfactory review of the program description by ADE. Compare these criteria to the general

guidelines from the professional knowledge base. The current recidivism rate of Alternative Learning Environments is 38 percent.

- There is a gap with children in foster care because they seem to be pulled and missed due to frequent moves. Representative Fielding asked what percentage of foster children has beaten the odds as far as progression of behavioral issues. That data was not readily available; it will be researched and forwarded at a later date.

Scope of Practice, Roles and Responsibility of Speech- Language Pathologist in the schools for special education (Working Matrix Items A, B, and H) [See Exhibit D for full report]

Kami Rowland, Speech Pathologist, Hall High School

Chenell Loudermill, Ph.D, Coordinator of Clinical Education and Services in Speech Pathology-Speech Language Pathologist, UALR, UAMS

Issues Discussed:

- Roles and responsibilities of Speech-Language Pathologist in schools
- Types of settings for SLPs, assessments, collaboration, compliance
- Communication disorders involving speech production, fluency, language, voice and resonance, social aspects, cognitive communication, hearing, feeding and swallowing, augmentative/alternative communication

Supports, facilities, equipment, and materials available for special education services and programs (Matrix Items K, L, and M) [See Handout #1 for full report]

Vickie Kingston, Director of Special Education, Bryant School District

Issues Discussed:

- Tele-health services within the school district
- Current ratio of students receiving special education is 10.7%
- Services, facilities, equipment available to special education programs
- Vocational skills and independent development

Task Force Assignment Updates

Lisa Haley, Paperwork Reduction Core Group, Arkansas Department of Education

Issues Discussed:

- Paperwork being generated by school districts attempting to cover themselves in the event of a lawsuit
- Elimination of forms
- Guidance documents for parents

Dr. Smith asked that the Core Group examine whether the paperwork being generated is helping the teachers to educate the student.

Adjournment

There being no further business, the meeting adjourned at 2:15 P.M.

The next meeting is scheduled for Wednesday May 11, 2016 at 10:00 A.M. in Room B of the MAC Building.