

Utah Special Education Advisory Panel (USEAP)
Minutes
September 27, 2017

Present: Mallory Poole, Janell Locke, Christina Guevara, Amanda Powell, Emma Borrmann, Maggie Crockett, Aimee Langone, Allyson White, Karen Conder, Emily Nordfelt, Summer Gunn, LauraLee Gillespie, Rebecca Peterson, Deanne Shields, Jennifer Howell, Nicole Howell, Leah Voorhies, Karen Lancaster, Amanda Longwell, Karla Stirling, Michelle Sanchez, Jeff Ojeda

Guests: Michelle Murphey, Betsy Sutherland, Travis Rawlings

Excused: Teryl Young, JoAnn Plant, Natalie Hilbig, Kathy Chisholm, Tanya Albornoz, Rebecca Smith, Amy Nicholson

Absent: Sundie Goulding, Suzanna Crowe, Kathryn McKenzie

Welcome and Introductions: Mallory Poole, Chair, welcomed everyone and asked for introductions. Panel members in attendance introduced themselves.

Public Comment: Mallory asked for public comment. No one had any.

Utah Parent Center (UPC) – Michelle Murphey

On September 29, in partnership with Roseman Dental School, free dental screenings and free varnishes will be provided at the UPC main office for student with disabilities and their siblings. The UPC is providing multiple workshops on various topics at multiple locations throughout October. UPC has hired a new Early Hearing Detection and Intervention (EHDI) consultant to work with parents at the Children with Special Health Care Needs Clinic. With the help of a grant from IOTI, two new video training series for parents regarding transition and LRBI are being produced.

- *Amanda Longwell: What is the age range for the hearing screenings?*
 - Michelle Murphey: Children in Early Intervention and preschool.
- *Amanda Longwell: What is the cost?*
 - Michelle Murphey: The EHDI consultant will work with families to find ways to access the services as early as possible.

Vocational Rehabilitation – Aimee Langone

A new executive director is in place. They are working through the Disability (D) category, moving about 100 a week off the list. The other two categories are still open. Logos will be changing due to merge with DWS. Some offices are relocating.

Division of Child and Family Services (DCFS) – Tanya Albornoz

No update as Tanya was unable to attend meeting.

PTA – Karen Conder

In June, the Utah PTA passed a resolution called “High Expectations for Students with Disabilities.” They are working to move the resolution up to a national level.

- *Emma Borrmann: What does the resolution mean?*
 - Karen Conder: We shouldn't just write people off because they have disabilities. We should provide support and encouragement to help them do as much as they can. We want to change the mindset. The PTA will advocate for this belief during legislation changes, etc.

- *Amanda Longwell: How will this resolution apply at the local PTA level?*
 - Karen Conder: The [resolution](#) can be downloaded from the Utah PTA’s website and taken to your local PTA. The UPC also has advocates that can help start the conversation.
- *Emma Borrmann: I was unaware of this resolution and would love to include it in the presentations I’m doing at Granite School District.*
- *Summer Gunn: Is there an action plan within the resolution?*
 - Karen Conder: We will encourage legislation and funding in support of students with disabilities. We would like to provide information and training to parents to help them better help those students.
- *Amanda Longwell: What is the timeline for it to trickle down to the LEA level once the resolution has passed?*
 - Karen Conder: If it passes the national committees, it will go to the national conference next June, but since it has been passed at the state level, it can be used at the LEA level now.
- *Amanda Longwell: How much of an impact does the local PTA have on schools and principals to create change like this?*
 - Karen Conder: It varies, but you could take it directly to your local School Board or the Special Education Director at the district.

Disability Law Center (DLC) - LauraLee Gillespie

LauraLee clarified that the Disability Law Center is not a state agency. They are a public non-profit organization funded through Federal grants and private donations. Wording on future agendas will be updated. The Disability Law Center specifically focuses on protecting the rights of people with disabilities in the community. Services are not dependent on the amount of money a person makes. They have now started working on 504 accommodations cases. Child Find and Medicaid are big issues currently. They are continuing their work with youth in custody (YIC). They have seen improvements in the six group homes they recently revisited that were originally visited two years ago. They will continue to work on restraint and seclusion.

- *Mallory Poole: Can you provide a summary of the issues with Medicaid?*
 - LauraLee Gillespie: Cuts are possible and schools are not equipped to provide some services without Medicaid funding.
- *Summer Gunn: Is your increased support of 504 plans happening on an individual basis?*
 - LauraLee Gillespie: The DLC used to focus solely on special education issues and referred those with 504 issues elsewhere, but now they take on cases of refusal to put 504 plans in place or 504 accommodations not being implemented.

Juvenile Justice Services (JJS) – Michelle Sanchez

Michelle Sanchez did not have any updates.

USBE Updates – Leah Voorhies

- USBE Reorganization for Responsiveness
 - Level 1: Superintendent Sydnee Dickson.
 - Level 2: Three Deputy Superintendents. Angie Stallings for policy and communications, Patty Norman for student achievement, and Scott Jones for operations.

- Each deputy superintendent is responsible to be the staff for one of the three Board committees – finance, law and licensing, and standards and assessment – to ensure the policy-making work of the committee is done.
 - Level 3: Three Assistant Superintendents. Student achievement is broken down into two departments – student learning and student support. The Board hopes to appoint an assistant superintendent of student learning at their meeting on October 12th. The Board has appointed Leah Voorhies as the assistant superintendent of student support. Natalie Grange already serves as the assistant superintendent of financial operations.
 - The student learning department is composed of the teaching and learning, career and technical education, and assessment and accountability sections.
 - The student support department is composed of the special education services, student advocacy services, and child nutrition sections.
 - Each assistant superintendent is responsible for creating a “design team.” These teams will be groups of individuals across sections in the building who will work through problems of practice brought to them by specialists in the building. The specialists who bring the problems of practice to the design team would become project leads to implement the team’s chosen solution.
 - The Superintendent’s goal is to restructure both the people and the work to improve outcomes for teachers and students.
 - *Emma Borrman: Can problems of practice only be brought by USBE employees or can teachers bring them, too?*
 - Leah Voorhies: We have not talked about people outside the agency bringing problems of practice to us.
 - *Michelle Murphey: How will the restructure affect the services/supports provided to LEAs and parents?*
 - Leah Voorhies: Support will be more collaborative, more aligned, and more focused. The Special Education Services section will also be requesting more staff at the next Board meeting.
 - *Summer Gunn: Sometimes there is a fear that changes/restructuring can cause resources for something you are passionate about to be allocated elsewhere. However, the implementation of the Division of Early Childhood (DEC) recommended practices in preschools throughout the state has improved outcomes for all students, not just those with disabilities. Therefore, change can be a positive thing.*
 - Leah Voorhies: At the same time, if you feel that proper attention is not being paid to something you are passionate about, please let me know.
- New USBE Website
 - In the process of updating the site to make it more accessible to screen readers, some items aren’t visible on the screen without scrolling down.
 - As USEAP meetings are public meetings, State policy dictates that the agendas and minutes must be posted for public viewing.
 - Leah Voorhies asked what information the panel would like on the new webpage, if they accessed the old one, and if it was useful.
 - *Janell Locke: I accessed it more than once to share the resolutions.*

- *Amanda Longwell: I like the detail, but things tend to be buried and hard to find.*
 - *LauraLee Gillespie: There seems to be two pieces, so I recommend splitting the site into member information and public information.*
 - *Karen Conder: Is there a search function on the website in case you didn't know where to go? Can you narrow the search?*
 - Emma Borrman made a motion to split the webpage into two pieces.
 - Amanda Longwell seconded the motion.
- Public Participation Procedures
 - Changes needed: update Rebecca Donovan to Emily Nordfelt and change Utah State Office of Education/USOE to Utah State Board of Education/USBE.
 - Janell Locked made a motion to approve the changes.
 - Karen Conder seconded the motion.
 - *Summer Gunn: Is there a way for people in remote locations to participate in comment and is that information included somewhere?*
 - Janell Locke: Panel members need to share info about the panel, because the public may not be aware of it.
 - Rebecca Peterson: Add a button to the USEAP page for submitting comments and add USEAP info to SpEdOMeter.
 - Michelle Murphy: If USBE sends info to UPC, they can share with parents.
 - Karla Stirling: Have the info in multiple places.
 - LauraLee Gillespie made a motion to add the button to the webpage if possible.
 - Amanda Longwell seconded the motion.
 - Leah asked if the panel would like the new member information posted on the new website.
 - Amanda Longwell made a motion to include them on the new webpage.
 - Janell seconded the motion.
- OSEP Determination Letter
 - After a state receives a determination of “Needs Assistance” 6 years in a row, sanctions are applied by OSEP. We have received a “Needs Assistance” determination 3 years in a row. Leah has recommended to the Board to add two full time USBE staff to help LEAs improve so we don't get sanctions.
 - *Amanda Longwell: Are the LEA ratings posted publicly?*
 - Leah Voorhies: The information is on the USBE website.
 - *Amanda Longwell: Do LEAs understand the severity of the situation we are in?*
 - Leah Voorhies: We are having the conversations. We are providing mentoring and coaching, but need more bodies to provide more mentoring and coaching.
 - *Amanda Longwell: Is the conversation happening addressed directly with higher admin in LEAs?*
 - Leah Voorhies: They are informed, though some are more proactively involved than others.
- State Personnel Development Grant (SPDG) Results

- The grant has been awarded and the focus has changed to expand MTSS to improve paraprofessional practice, training, and supervision, as well as to improve teacher recruitment and retention.
- Implementation of the grant will not begin until probably December 1st as there are no staff currently available.
- *Emma Borrman: I'm excited for this, because we had a situation at our school where the mentor for new teachers had to go to a different school and the paraprofessionals were hired three weeks in without any experience.*
- *Summer Gunn: Are Response to Intervention (RTI) and Patterns of Strengths of Weaknesses (PSW) addressed in this grant?*
 - Leah Voorhies: No. It's being addressed separately.

Disproportionate Representation and Significant Disproportionality – Leah Voorhies

- Equity in Education – students are classified as having a disability and are suspended in an equitable manner. No one race or ethnicity is significantly higher than another.
- All states now must use a standard methodology to calculate the risk ratio.
- We can no longer use a weighted risk ratio like we have been using.
- States are now required to report to OSEP on 14 risk threshold categories.
- *Summer Gunn: There is an unclear definition among preschool teachers regarding suspension, so now that it needs to be reported, it would be best to clarify.*
- *Emma Borrman: Please also clarify the definition at the elementary level.*
- *Christina Guevara: What information is coming out for parents and LEAs?*
 - Leah Voorhies: USBE is working on TA documents and the UPC will be including this in their upcoming behavior trainings.
- *Christina Guevara: From a charter school perspective, how do we help parents now and direct them for guidance when they want to talk to someone at the state level?*
 - Leah Voorhies: Parents can contact Carol Anderson at USBE.
- There is a 15th risk threshold under the Every Student Succeeds Act (ESSA): Disproportionality calculations on participation in the Alternate Assessment.
 - The federal government recommends we not exceed a 1% cap on participation.
 - LEAs who exceed the 1% cap have been sent a letter and are required to write justification on why they have exceeded the cap.
 - States and territories that have a 95% participation rate on all state assessments are eligible to apply for a waiver to the 1% cap. Utah is not eligible.
- *Mallory Poole: Will LEA results be made public?*
 - Leah Voorhies: Any findings of noncompliance will be included on the annual performance report (APR) that is posted on the website.

Diploma Options for Students with Disabilities – Leah Voorhies

- As a result of ESSA, states now have the option to create an Alternate Diploma to students with significant cognitive disabilities.
- USBE has created a task force that has come up with some recommendations and who would like feedback on those recommendations.
- Current options:

- Regular high school diploma
 - Either no course substitutions have been made, or only approved substitutions have been made.
 - More specific guidance and an annual list of approved substitutions would be provided by the Board if new options are proposed to and accepted by the Board.
 - Ends FAPE.
 - Would continue to end FAPE.
- Certificate of Completion
 - Students who continue to work on their IEP goals until they age out can receive one.
 - This option would continue.
 - Does not end FAPE.
 - Would continue not to end FAPE.
- New option:
 - Alternate Diploma
 - This would be for students with significant cognitive disabilities who are being instructed in the alternate standards (Essential Elements [EEs]).
 - This would have the same requirements as a regular high school diploma, except that the courses would be based on the EEs, not the Core standards.
 - The diploma cannot say that the student has a disability, but it can say it's an alternate diploma based on alternate standards.
 - This does not end FAPE.
 - Career Development Credential
 - This would not end FAPE.
 - This would be in addition to a regular diploma or an alternate diploma.
 - This would be an indication that a student is ready for a career.
 - The student would have to meet specific content credit requirements.
 - The student would be required to complete 120 hours of community-based work experience, 40 of which would have to be paid employment.
 - There would be documentation of completion of an intake with a Vocational Rehab counselor required.
 - The LEA would approve transition curriculum classes and coursework based on disability awareness, student-specific accommodations, self-advocacy, career exploration, and workplace soft skills.
 - *Rebecca Peterson: Would this apply also for students with a 504 plan, or only for students who have an IEP?*
 - Leah Voorhies: I don't think a determination has been made yet.
 - *Rebecca Peterson: I would like to recommend that this include students with a 504 plan.*
 - *LauraLee Gillespie: I support Rebecca's recommendation. Research shows that students who are employed during school are more likely to stay in school. Since this would be such a huge undertaking, would this be piloted first?*
 - Leah Voorhies: That is historically how things are done, though that determination has not yet been made at this time.

- *Amanda Longwell: I would like to request that as options are being discussed and finalized, they don't hinder a student with disabilities' college eligibility.*
- *Summer Gunn: Another important item to consider is how the different options will affect financial aid eligibility.*
- *Allyson White: Since the alternate option does not end FAPE, would students have to complete the high school requirements and complete this option in addition to?*
 - *Leah Voorhies: Option 1: regular high school diploma – either no substitutions or approved substitutions, ends FAPE; Option 2: alternate diploma – only for students with significant cognitive disabilities, does not end FAPE; Option 3: certificate of completion – does not end FAPE; the career development credential has nothing to do with FAPE and can be added to a regular high school or to an alternate diploma.*
- *Allyson White: I'm concerned about the career credential being in-addition-to. Could this be an "instead of"?*
- *LauraLee Gillespie: Or maybe some of this could count as a substitute on the regular diploma.*
- *Nicole Howell: This sounds like something that I as a student, or my friends would enjoy because we worry about getting job experience before going to college and because the job market can be hard, so getting help and have something to show to a business sounds like something that could be useful.*

State ESSA Plan Update – Leah Voorhies

- Over 600 comments were received from the public. Those that were legal and doable were incorporated into the plan. The plan was submitted to the Utah State Board of Education at their September 8th meeting and turned into the United States Department of Education on September 18th. We have received notification that the Feds have received it. They have five months to review the plan.

Part C Update – Betsy Sutherland

At the ICC meeting today, Paige Albrecht is working with UPC on a grant to support families who have young children with mental health issues receive services. This is mainly for students with IQs below 70. Jeff Ojeda presented on providing early intervention services to homeless students.

Licensing – Travis Rawlings

- The Board formed a task force in September 2016 with goals to eliminate unnecessary barriers, establish a fair and equitable system for teachers and students, and provide multiple ways to become licensed.
- The task force is also focusing on what pieces of the current licensing process are actually licensing-related.
- Language
 - License – permits an individual to provide educational services in a Utah school.
 - License area – authorizes an individual to teach in a particular setting.
 - Endorsement – adds another level of specialization to the license.
- Proposal – three-tier licensing structure
 - Associate Educator License

- Permits an individual to begin working with minimal standards while working toward the higher standards of a professional educator license.
 - There would be a limit on the length of time an individual could work on this license.
- Professional Educator License
 - An individual has met all of the requirements the Board has established for being a teacher.
- LEA-Specific License
 - For individuals that do not fit the criteria for an Associate or Professional Educator License if associate-to-professional pathway is “untenable or unreasonable.”
 - Requires approval from the local Board for the LEA.
 - This is most similar to the current letter of authorization option.
 - *Betsy Sutherland: Does this have a time limit like the letter of authorization?*
 - Travis Rawlings: No, it does not.
- *Rebecca Peterson: Would a current Level I License be like the proposed Associate license?*
 - Travis Rawlings: A Level I License would be a Professional License. The Associate License is more like ARL, APT, student teachers, interns, etc.
- *Rebecca Peterson: Under this new model, what would those who currently have a Level II or III License become?*
 - Travis Rawlings: They would be a Professional License.
- The task force submitted the proposal to the Board in September and it was accepted. However, the current Licenses are in statute, so legislative change is required to continue with this new model.
- The proposal was also presented to the Education Interim Committee who voted to establish this a committee bill and propose it to the legislature at the 2018 session.
- The task force will start meeting with different groups to gather details to present to the Board at the November meeting.
- *Emma Borrmann: Would EYE requirements be moved to the LEA level?*
 - Travis Rawlings: Yes. The Board sees it as more of an employment responsibility than as a licensing responsibility.
- *Amanda Longwell: What steps would be in place to prevent students from suffering through a year with a teacher who only held an associate educator license?*
 - Travis Rawlings: There is disagreement among Board members on what is required to be a teacher. The details on the requirements for the different licenses have not yet been determined.
- *Amanda Longwell: How does the public find out the current certification level of teachers?*
 - Travis Rawlings: There is now an [Educator Lookup Tool](#) available on the USBE website.
- *LauraLee Gillespie: The LEA-specific license sounds really wide open. Can you give an example of that looks now and how it would look in the new structure?*
 - Travis Rawlings: An LEA discovers that a paraprofessional has many years of teaching experience in the teacher’s home country, but only has a 3-year degree.
- *Summer Gunn: Consider a percentage limit on LEA-specific license areas, as well as number of LEA-specific licenses.*

- *Summer Gunn: Who is invited to the workgroups that are supposed to be occurring between now and November and how will Special Ed be represented?*
 - Travis Rawlings: I will probably invite all those that interested, then filter down. I would like to include people from all different areas.
- *Rebecca Peterson: There was talk about having a Gen Ed endorsement and a SpEd endorsement vs the current system of a Gen Ed license and a SpEd license. Where did that end up?*
 - Travis Rawlings: That is part of the details that need to be worked out through the workgroups.
- *Karen Conder: Would someone with an associate educator license have a mentor that would help make sure the associate educator was doing things correctly?*
 - Travis Rawlings: That is not a detail that has been discussed yet.
- *Amanda Longwell: I suggest holding multiple meeting times for parent feedback meetings.*
- *Emma Borrmann: How do we deal with the parent and supportive teacher sides of things for those with associate licenses? Currently, there's not much difference between a Level I License and a Level II as far as parents are concerned.*
 - Travis Rawlings: This new system would make teacher qualifications more transparent and would also allow LEAs the option to rethink their compensation models.
- *Emma Borrmann: If you put an associate educator in a standard 30-student classroom with a professional educator in the same classroom, what can you do to help the associate educator who's working toward becoming a professional educator? Is that going to be in the hands of the LEA?*
 - Travis Rawlings: In some ways, yes, but in some ways, not. It's a balance between local control and insurances.
- *Emma Borrmann: Time spent interning/observing in a classroom is an important part of becoming a teacher, so if you throw associate educators in classrooms right away, how can they get that experience?*
 - Travis Rawlings: It's very difficult and the models will not all be the same.
- *Summer Gunn: How does the new system address endorsements and moving between types?*
 - Travis Rawlings: Those are part of the details that now need to be determined.
- *Emma Borrmann: How can Gen Ed teachers receive more support/training on working with SpEd students?*
 - Travis Rawlings: The rules state that all teachers are to receive instruction in multi-tiered systems of support and differentiation of instruction, but how well that is implemented is a different question.
- *Emma Borrmann: Consider requiring all those seeking a professional educator license to go through a teacher prep program that includes training on ELLs, differentiation, special education, etc.*

Teacher Retention and Education – Leah Voorhies

- [Teacher Turnover in Utah Between 2013-14 and 2014-15](#)
 - Research study from the Utah Education Policy Center (UEPC) at the University of Utah.

- Stayer – a teacher in the same school in CACTUS in both years of the study.
- Mover within LEA – a teacher in the same LEA, but a different school in CACTUS in the 2nd year of the study.
- Mover between LEAs – a teacher in a different LEA in the 2nd year of the study.
- Leaver – a teacher who had no assignment in CACTUS in the 2nd year of the study.
- The vast majority of teachers stayed in the same school both years of the study.
- Charter schools had much higher turnover rates than other traditional public schools.
- In traditional public schools, teacher turnover rate was higher in schools that enrolled higher percentages of low-income, minority, and English Language Learners (ELLs). However, the rate of enrollment of special education students did not affect teacher turnover rate.
- Teachers who made within-LEA transfers tended to move to schools with a statistically significant higher proportion of White students, lower proportions of African American students and Hispanic students, a lower proportion of ELL students, a lower proportion of low-income students, and a higher proportion of students who are proficient in math/science/language arts.
- Teachers who moved to another school outside of their original LEA, tended to move to schools with a statistically significant larger student enrollment, a lower proportion of low-income students, and a higher proportion of students who were proficient in math and science.
- [Beginning Teacher Turnover in Utah Between 2008-09 and 2014-15](#)
 - Another research study from the UEPC.
 - Stayer – a teacher in the same school in CACTUS from one year to the next.
 - Leaver – a teacher who had no assignment in CACTUS during the study period.
 - Mover – a teacher in the same LEA, but a different school in CACTUS from one year to the next; or a teacher in a different LEA in CACTUS from one year to the next.
 - Stop-Out – a teacher who began in the 2008-09 school year, was not assigned in CACTUS for at least one year, and then returned during the study period.
 - By the end of the eight years of the study, 56% of this cohort had left teaching within a Utah public school, 25% were in the same school they started in, and the rest had moved schools at least once but remained teaching.
 - The highest percentage of teachers left in the second year.
 - Teachers ages 25 or younger had the highest leaving rates, with 73% leaving by the end of 2014-15.
 - Teachers in the 31-39 age group had the lowest leaving rates, with 41% leaving by the end of 2014-15.
 - Special education teachers had much lower leaving rates than elementary or secondary school teachers.
 - Of the 56% that were no longer teaching in Utah public schools by the end of the 2014-15 school year, 8% moved to a non-teaching role within the CACTUS system.
 - Compared to general education teachers, special education teachers were more likely to make transfers, more likely to make multiple transfers, and more likely to make within-LEA transfers.

- Little differences were detected between stop-out teachers and the whole cohort.
- The UEPC is beginning a third study to find out the reasons why teachers chose to transfer or to leave. They hope to have broad stroke data available to present to the legislature in the 2018 session.
- *Maggie Crockett: If there is more teacher turnover in charter schools vs school districts, would the proposed LEA-specific license increase or decrease the turnover in charter schools?*
- Mallory asked the panel if they would like to discuss teacher retention to make suggestions for the Board. It was the general consensus that the statistics received today are not enough to go on, the reasons behind the statistics are needed.
- *Jennifer Howell: I would also like to wait for more information on the SPDG plan for teacher retention to see if there are pieces we should align with, support, or strengthen.*
- *LauraLee Gillespie: I think it would be more beneficial for us to discuss the licensing options than teacher retention at this time.*
- *Maggie Crockett: I also think this is a really good time for us to provide input on licensing since most of the details have not been worked out yet.*
- *Amanda Longwell: Is the task force discussing course requirements for licensure during the process?*
 - Leah Voorhies: They are not. Historically, groups of stakeholders get together to figure that out.
- *Amanda Longwell: I would like to recommend that general education teachers be required to receive more training/preparation on special education topics.*
- *Emma Borrman: Since Utah has the highest class sizes in the nation and more special education children are in the general education classroom due to the push for LRE, maybe that can also be taken into consideration.*

USEAP Business – Mallory Poole

- Mallory Poole split the panel into smaller groups to discuss the proposed licensure system.
 - *Summer Gunn*
 - *LEA-specific license – accountable within a one or two year time frame to complete professional license standards.*
 - *Collaboration between IHE prep programs, LEAs, and USBE so IHEs know what's needed and expected by LEAs.*
 - *Maggie Crockett*
 - *A process to move LEA-specific licenses to full licenses so we're not always working on an emergency basis.*
 - *Christina Guevara*
 - *A lot of hesitation and uncertainty that comes with the license – maybe this license has phases – phase 1: work with a licensed teacher/coach for a limited time and phase 2: move to a professional license. Offer incentive for a senior teacher to oversee LEA-specific licensed teachers.*
 - *Amanda Longwell*
 - *Identify a minimum competency required for each license type.*
 - *Identify a time limit and supervisory requirements for associate license.*

- *Limit number of allowed associate license teachers in LEAs to prevent financial abuse.*
- *More definition and restriction on LEA-specific license.*
- *Ensure competency of Gen Ed teachers – build mentoring/coaching with practice into teacher prep programs.*
- Mallory Poole will write-up a recommendation and send out to the panel for review and approval so Leah Voorhies can take it to the licensing task force.
- Approval of minutes from the June 23, 2017 meeting
 - Emma Borrmann made a motion to approve the minutes as written.
 - LauraLee Gillespie seconded the motion.

Adjourn

- Amanda Longwell made a motion to adjourn the meeting.
 - Michelle Sanchez seconded the motion.

Action Items for Next Meeting

- ✎ Transition and postsecondary opportunities for students who do not meet regular high school diploma requirements.