

Notes from March 22, 2017

IEE Task Force Meeting

Our desired state:

Provide criteria and parameters for what school districts can and cannot do in providing independent educational evaluations and observations. These criteria and parameters would be consistently applied across districts in order to support an environment of equity, quality and trust.

What would this look like? Group 1 & 2

- Consistently applied
- Response time-evaluation report, district decision, parent communication
- Quality of evaluations
- Standards for districts to adhere to
- Minimum criteria for all to agree to
- Acknowledgement that time lost in decision making leads to lost time for the children to learn
- Protect instruction
- Ways to operationalize parent observation
- Protocols for observations
- Evaluators must be qualified for the purpose of the observation
- Confidentiality

Our desired state:

Parents as valued partners would work alongside school districts in a reasonable and collaborative way in order to access a successful IEE. Parents would adhere to a collaborative decision making process based on collective mindset that an IEE decision will be reasonable, rational and based on equitable and affordable resources.

What would this look like? Group 3 & 4

- Need to define a “qualified evaluator”
- Economic status should not be a barrier
- Transparency about evaluators and where they serve
- What are the costs- ranges?
- Consistency but with flexibility in unique situations
- PPT should not have a negative atmosphere because there was a request for an IEE
- Confidence in the evaluator
- Trust among all involved
- Parents would get a list of recommended evaluators from the district

- Established rights for parents to observe
- There is a referral list= “Angie’s List”
- Create referral questions together as a team
- Communication
- Integrity
- Parent view of their child is valued

+	-	Questions
<ul style="list-style-type: none"> • Child always with us in the room 	<ul style="list-style-type: none"> • Lack of time for discussion 	<ul style="list-style-type: none"> • Don’t cut out any ideas
<ul style="list-style-type: none"> • Commitment in the room/transparency 	<ul style="list-style-type: none"> • Hard when there are extreme opinions-unreasonable 	<ul style="list-style-type: none"> • All perspectives need to be at table
<ul style="list-style-type: none"> • Appropriate focus 	<ul style="list-style-type: none"> • Limited focus on parents or families without resources 	
<ul style="list-style-type: none"> • Multiple perspectives in the room 	<ul style="list-style-type: none"> • Role of SDE as enforcer of rules vs. consultant to school district 	
<ul style="list-style-type: none"> • Need to grapple with hard issues 		
<ul style="list-style-type: none"> • Jumped in today 		
<ul style="list-style-type: none"> • Shared focus 		
<ul style="list-style-type: none"> • Need more consistency across the state 		
<ul style="list-style-type: none"> • Small group conversations 		
<ul style="list-style-type: none"> • A lot we already agree with 		
<ul style="list-style-type: none"> • Sense of openness 		