

Special Education Advisory Panel (SEAP)

Monday, February 13, 2023

9:00 am – 4:00 pm

J.R. Williams Building, EAST conference room
700 W. State Street, Boise 83702

Membership of the Special Education Advisory Panel (SEAP)

Member	Representation	Att'd	Member	Representation	Att'd
Sara Bennett	Parent	P	Bryan Maughan	Parent	P
Tracie Boyer	Parent	P	Julie Mead	State Department of Education – Special Education Director	P
Barbara Broyles	Higher Education	P	Kristen Nate	Department of Health and Welfare – Child Welfare	P
Brian Darcy	Program Administrator State Education	P	Cindy Orr	Idaho Department of Juvenile Corrections	P
Katie Flores	Parent	P	Heather Ramsdell	Higher Education – Idaho State University	P
Gretchen Fors	Parent	P	Carly Saxe	Self-Advocate	P
Malia Hollowell	SPED Teacher	P	Emily Sommer	State Department of Education – McKinney-Vento/Homeless Coordinator	P
Jennifer Johnson	Parent	P	Laura Wallis	Parent	P
Eric Lichte	Charter School	P	Joey Ward	Idaho Department of Corrections	P
Angela Lindig	Parent & IPUL	P	Kaela Whitehead	Department of Health and Welfare – Child Welfare	P
Alison Lowenthal	Vocational Rehabilitation	P	Robin Zikmund	Parent	P
Jill Mathews	State Department of Education – Family and Community Engagement	P			

Guests

Member	Representation	Att'd	Member	Representation	Att'd
Kailey Bunch-Woodson	SDE		Karen Streagle	SDE	
Randi Cole	SDE	P			
Shannon Dunstan	SDE				
Alisa Fewkes	SDE	P			
Debi Smith	SDE	P			

SDE = State Department of Education

P = Present

A = Absent

#	Topic	Topic Owner(s)	Discussion	Next Steps
1	Welcome & Call to Order	Laura Wallis, Chair Julie Mead, SDE Special Education Director	<ul style="list-style-type: none"> Welcome to Julie Mead, the new SDE SPED Director Round-robin Introductions of attendees This is Brenda's last month with SEAP; if you have any documents that need to be submitted, get them in quickly. 	
2	Approval of November 14, 2022 Minutes	Laura Wallis	<ul style="list-style-type: none"> Review of November meeting notes. Motion to accept minutes: Katie Flores Second: Brian Darcy Discussion: None Approved unanimously 	
3	DMS 2.0 – OSEP Preparation	Debi Smith, SDE	<p><u>Differentiated Monitoring Support (DMS)</u></p> <ul style="list-style-type: none"> <u>Phase 1: Discovery</u> – Started November 2020 and runs through October 2023 <ul style="list-style-type: none"> Includes review of publicly available information (SDE and ITC websites), documentation, and interview stakeholders. <u>Phase 2: Engagement</u> – Starts October 2023 <ul style="list-style-type: none"> Onsite or virtual monitoring and interviewing with SDE staff, issuance of DMS monitoring report <u>Phase 3: Closeout</u> – Occurs up to a year after the issuance of the DMS Monitoring Report <ul style="list-style-type: none"> Review of the evidence of corrections. OSEP provides technical assistance. Other states are experiencing a lot of corrections under Part C (Birth to age 3) Functions/Priorities of SEAP <ul style="list-style-type: none"> Advise the State education agency of unmet needs within the State; Priority 1, assist with DSM 2.0 <p><u>OSEP Preparation</u></p> <ul style="list-style-type: none"> Activity 1 – Parent Survey <ul style="list-style-type: none"> Assign a notetaker. Answer 12 questions at the table. If you are not a parent, answer from your agency's point of view. Activity 2 – Idaho's System of General Supervision <ul style="list-style-type: none"> Questions that were asked of other States' Advisory Boards. Go around the room and answer each question on sticky notes. 	

			<p><i>Julie knows there will be feedback and areas that need improvement. She also wants to make sure participants are able to identify the items we ARE doing and doing well.</i></p> <p><i>Describe the state's process on developing and implementing policies related to services. Julie's response:</i></p> <ul style="list-style-type: none"> <i>They are asking what is the state's process in creating guidance for IDEA. We have coordinators across the state, information and monitoring about fiscal items, and Idaho SESTA puts guidance around implementing policy.</i> 	
4	Morning Break			
5	SPP/APR Indicators	Alisa Fewkes, SDE	<p>State Performance Plan (SPP)/Annual Performance Report (APR)</p> <ul style="list-style-type: none"> <i>Review of highlights in the SPP/APR.</i> <i>If you see a minus (-), that means we did not make progress in that Indicator. There are some indicators that are still a minus (-), but there is an overall improvement and indication that Idaho is moving in the right direction.</i> <i>No highlight indicates there was some progress but less than 1%.</i> <i>Want this document to be forward facing, so if you have feedback, please provide.</i> <i><u>Identification, Indicators 11 and 12:</u> There were a lot of eligibility being determined, but the IEP was not developed by the student's 3rd birthday. As a result, there will be a lot more education provided to districts. The largest issue is related to communication and tracking down the family.</i> <ul style="list-style-type: none"> <i>Last October, they started a new tracking system for the Infant Toddler Program to communicate with the school district. This process now happens nightly instead of monthly.</i> <i><u>Placement, Indicators 6A-C:</u> Because Idaho does not fund early childhood education, these numbers are still not great. 41% of our childcare centers across the state are at capacity.</i> <i><u>Equity, Indicators 4A, 4B, 9, and 10:</u> Seeing sustained measures here due to significant disproportionality work.</i> <i><u>Parent Involvement, Indicator 8:</u> A dip in parent involvement; may be due to a</i> 	<p>Provide feedback on this handout to Alisa Fewkes.</p>

			<p>shift from virtual or hybrid to being in school full-time.</p> <ul style="list-style-type: none"> • <u>Indicator 3A</u>: Doing some research to see if the 8th-grade scores are potential impacted from COVID. • <u>Indicator 3C</u>: Reset this target; this is our first year of data; therefore, the progress shows as N/A. <ul style="list-style-type: none"> ○ Data is not comparable because we used a different state's data to start. • <u>Early Childhood Outcomes, Indicator 7</u>: Continuing to see a decrease in performance/lack of progress. Some of these numbers may be what they are due to COVID and the lack of ability for parents to engage in pro-social activities such as parent groups, playgroups, etc., when there were quarantines in place. • <u>Dispute Resolution, Indicators 15-16</u>: Teams/families tend to go towards mediation, not the resolution process. <ul style="list-style-type: none"> ○ When resolutions are withdrawn or dismissed, they do not count towards this measure. • <u>Secondary, Indicators 1, 2, 13, and 14</u>: All of the data from these are a year back from previous indicators (this is from our pandemic year where we had soft closures). It shows inflated numbers due to this reason. <ul style="list-style-type: none"> ○ Saw increases in enrollment for higher education (indicator 14A) but decreases in employment (indicators 14B and 14C). ○ Will be looking at how they can revise the questions in 14B and 14C – if they respond with “I don’t know”, they are thrown out of the measure. ○ Also saw a decrease in the number of large school districts participating in this survey, which will also be looked at. <p><u>Indicator 1 Summary – Graduation</u></p> <ul style="list-style-type: none"> • Review of document provided; trying to provide basic information of the Indicator, the goal of the Indicator, where the data is pulled from, how it's calculated, and why is this Indicator important. <ul style="list-style-type: none"> ○ If you have feedback, please provide to Alisa. ○ Would it be helpful to understand when we are seeing large dips, what the SDE believes is the reason behind this? 	<p>Review handout and provide feedback to Alisa Fewkes.</p>
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			<ul style="list-style-type: none"> ○ Goal is to make this forward facing for the public. ● SDE will be making one of these summary sheets for each Indicator. <p><u>Discussion of Data</u></p> <ul style="list-style-type: none"> ● Laura: Not enough information to know where we are. Need to be clear on where the pandemic impacted the data. ● Heather: Why is the goal to increase by 5%? Why did we pick the measurements we did? Would be good to explain basis for the measurements. ● Alison: We as SEAP made the recommendations for the measurements. Can't get past what is important to her, which is the Secondary Indicators. It shows a greater need on secondary instruction, especially when it comes to employment. For Vocational Rehab, there appears to be something wrong when these numbers are declining. ● Brian: The question itself (for post education employment/goals) may be wrong and that may be the reason for the decline in data. Debi: There would be value for SEAP to see the survey/questions that are being asked. ● Laura: Would be great after each section there were the questions asked. We do not know the context to the data. What questions are being asked, and who is being asked? This is important for SEAP to review and provide feedback. Julie: Survey is sent to parents after every due process or mediation. ● Julie would like SEAP to dive deeper into this data and ask the difficult questions. When she first saw the data, she struggled with the 8th-grade math proficiency indicator. So much work has been done, and infrastructures have been put into place, and it is difficult to see the low numbers. 	
6	Federal/State Updates	Julie Mead	<p><u>Introduction of Julie:</u></p> <ul style="list-style-type: none"> ● Provided her professional background ● Provided her personal stories <ul style="list-style-type: none"> ○ "Children will rise to the occasion. They will also stagnate if we do not give them opportunities." ● Specially Designed Instruction – need to understand this and live it. <ul style="list-style-type: none"> ○ Need everyone at the table (special educators, general educators, administrators, and parents). 	

			<ul style="list-style-type: none"> • <i>Is very excited about the new leadership. Debbie Critchfield, Superintendent Greg Wilson, Chief of Staff Ryan Cantrell, Chief Deputy Superintendent</i> • <i>If special education in your district is broken, it's because your system is broken.</i> <p><u><i>Federal/State Updates:</i></u></p> <ul style="list-style-type: none"> • <i>Implementing Dyslexia Legislation (see handout)</i> <ul style="list-style-type: none"> ○ <i>This has been a hot topic and source of contention. Julie's perspective and goal regarding dyslexia is to bring peace to the conversation. There will always be times where we agree and disagree. The amount of contention surrounding dyslexia tells her something is not right. It comes down to we are missing the boat when it comes to communication.</i> ○ <i>Will continue to work on handouts like the one provided on dyslexia for other topics, too.</i> <p><u><i>Restraint & Seclusion:</i></u></p> <ul style="list-style-type: none"> • <i>A bill was introduced this morning in the House. Trying to change 33-1224, which hasn't been changed for 60+ years. This is important legislation that tries to do a few things:</i> <ul style="list-style-type: none"> ○ <i>Corporal punishment needs to be removed from schools.</i> ○ <i>Seeks to define restraints (physical, chemical, etc.) and seclusions.</i> ○ <i>Prohibits the use of restraints for punishment.</i> ○ <i>There was only one "nay" vote this morning; however, there is a significant typo that needs to be addressed.</i> ○ <i>SDE will have sample policies and guidance ready to go if/when the bill passes.</i> 	
7	Meaningful Parent Engagement	Julie Mead	<p><i>What does meaningful mean? Purposeful, empowering, thoughtful, partnership, follow through, and clarity</i></p> <p><i>What does engagement mean? Actionable, invested, participatory, collaborative, equal</i></p>	

			<p><i>partners, active listening, timely, inclusion, meaning</i></p> <p><i>Three levels to Meaningful Parent Engagement:</i></p> <ol style="list-style-type: none"> <i>1. State to Parent – How should the State engage with parents?</i> <ol style="list-style-type: none"> <i>a. Discussion Report Out: First line of connection is the teacher. Need to do a better job of educating our teachers. Gen Ed teachers do not have the knowledge on how to help parents with students who need SPED. For the state, it starts with future teachers—need accountability for University partners with their teacher preparation programs, especially with soft skills (teamwork, communication, etc.). Additional thoughts are that Gen Ed teachers are being taught these skills, but it’s not needed until later. There may be changes to the policy/processes. Need to make IEP meetings relational and less transactional.</i> <i>2. State to District to Parent – How should the State support districts in engaging with parents?</i> <ol style="list-style-type: none"> <i>a. Discussion Report Out: Doesn’t have to be just the SDE but multiple other groups (like IPUL). In general, Idaho Coalition of Community Schools helps districts in becoming a community school. The purpose is to engage communities in services that are available at the school. Title 1 school—need a school/parent contract. Statewide training that is in place. More communication/team building regarding case managers and Gen Ed teachers. Case managers are there to remind folks of what the student needs. Increase in teamwork.</i> <i>3. State to District to IEP Team to Parent – How should the state</i> 	
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			<p><i>support parents and IEP teams to achieve meaningful engagement?</i></p> <p><i>Lunch Activity:</i></p> <ol style="list-style-type: none"> 1. <i>What do we have? What supports or connections do we already have in place?</i> <ol style="list-style-type: none"> a. <i>Discussion Report Out: The Idaho Training Clearinghouse is a huge resource for families and districts. The challenge is that there is so much material that it's difficult to know where to start. How can it be more "pedestrian"? Need to improve the marketing of this resource for parents and educators, including GED programs. Might be a good idea to add Gen Ed to the Clearinghouse—they are very open to feedback.</i> 2. <i>What is missing? What supports or connections do we need to create or provide?</i> <ol style="list-style-type: none"> a. <i>Discussion Report Out: Peer mentoring could be a great thing—it's changing the school environment (in a positive way and in both directions). Gen Ed students are mentoring SPED students. More training for paraprofessionals. Onboarding for parents. Begin a Parent Ambassador program.</i> 3. <i>Who else should we ask? Who can help us? Who are the critical stakeholders?</i> <p><i>Julie reports there are some resources coming out from Idaho SESTA that are made for parents. Would like to see these used at IEP meetings to get everyone on the same page.</i></p> <p><i>Laura mentioned the Parent Handbook from the Idaho Department of Juvenile Corrections (IDJC) as a guideline to develop something similar for SPED.</i></p>	
8	Working Lunch/Discussion – Meaningful Parent Engagement			

9	Group Feedback on SEAP Functions	Julie Mead	<p>Group Activity:</p> <ul style="list-style-type: none"> • <i>How can we, the SDE, enhance your advisory role?</i> <ul style="list-style-type: none"> ○ <i>Provide updates on a more regular basis, so we don't feel like we're starting over at every meeting.</i> ○ <i>When material is passed out in advance, let us know through what lens/context you want the feedback.</i> ○ <i>What can we bring back to the community, and who should we communicate this with?</i> ○ <i>Should there be a time during the SEAP meeting that we bring up issues? We talk about a lot of things, but it's guided by the SDE agenda.</i> ○ <i>Previously during the lunch hour, there were agency and parent presentations.</i> ○ <i>Executive Committee typically meets a couple of weeks prior to the quarterly meeting. Do we need to meet more in advance and create a newsletter?</i> • <i>Provide ideas for follow-up. How can we reconnect you with the impact of your input?</i> <ul style="list-style-type: none"> ○ <i>A newsletter could be helpful. Use the previous notes and add what the SDE did in response to the item from that meeting. Laura would like to expand the "Action Item" column to include the action on behalf of the SDE.</i> ○ <i>Monthly follow-up e-mail; does not need to be lengthy. We did this, or we didn't do this, and the why.</i> ○ <i>Would like to celebrate the wins and accomplishments that come from these meetings.</i> • <i>Provide ideas on how to build capacity for a better understanding of topics. What is the best way to receive and provide feedback on information?</i> <ul style="list-style-type: none"> ○ <i>The Informational Indicator sheets that the SDE is starting to create will be helpful.</i> ○ <i>Have one of these for the Idaho System of General Supervision as well. Similar to quick guides.</i> ○ <i>OSEP questions - would be helpful to have a better understanding of what is being asked. Consistency is important.</i> 	<p>Julie's ask: If it is something that would be productive, share with her items that simply do not work. If there is something the SDE has been doing that is not helpful, please send to her.</p>
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			<ul style="list-style-type: none"> ○ Provide links if people want to do research in advance. ○ Provide information in advance of the meeting about hot topics that the panel may want to know about. 	
10	Extended Content Standards Alignment	Karren Streagle, SDE	<p>Extended Content Standards (see PowerPoint handout)</p> <ul style="list-style-type: none"> • Idaho Alternate Assessment (IDAA) • Need to bridge new Idaho Content Standards to old Extended Content Standards <ul style="list-style-type: none"> ○ Reviewing the alignment and looking for any issues regarding depth, breadth, and complexity. • Have 46 Committee Members (Only six people have dropped from the committees). <ul style="list-style-type: none"> ○ Have parents and community members on almost every team. ○ Have finished Phase 1 and will be starting Phase 2 tonight. ○ Next will be vertical alignment ○ Will finalize this process in April and report out to the State Board of Education in September 2023. • Thank you to Bryan Maughan for serving on the secondary English Language Arts/Literacy Committee! <ul style="list-style-type: none"> ○ Bryan has really enjoyed the process and feels this has been a very good exercise. 	
11	Cultivating Readers	Shannon Dunstan, SDE Kailey Bunch-Woodson, SDE and Angela Lindig, IPUL	<p>Cultivating Readers (please see PowerPoint and December Focus Group Discussion handouts)</p> <ul style="list-style-type: none"> • Four-year professional development project, with the goal of improving reading across all ages, but the focus for this project is up to 3rd grade. • Project is set up so that the schools themselves recruit parents and bring them to the teams. In Year One, the parent is trained by IPUL. A new parent is brought in for the next year and mentored by the parent trained by IPUL in Year One. This has not quite run this way, though. • Family Engagement Activities include the Serving on Groups curriculum for parents. The Leading by Convening curriculum is for school professionals. <ul style="list-style-type: none"> ○ IPUL hosts monthly virtual meetings with participants and ties everything back to the initial training curriculum. ○ Monthly leadership meetings as well; parents are supposed to be 	

invited to participate in these meetings.

- *Some schools have implemented a lot of different strategies to encourage parent engagement and participation.*
- *The focus today is on the barrier's parents have identified with implementing this program. Brainstorm ideas on addressing the barriers.*
- *Summary of barriers:*
 - *Schools are not recruiting parents in time to attend the fall Serving on Groups training and ongoing recruitment.*
 - *Parents who do attend Serving on Groups are dropping out, and new parents need to be caught up.*
 - *Perceived reluctance by schools to let parents join team meetings (parents reporting they have never been invited to a team meeting by the school). There may be questions by the teams about sharing identifying/confidential information, and therefore, parents may not be invited. The emphasis at the trainings, though, is that individual students should NOT be discussed at team meetings—they should be discussing system issues.*

Activity—In your group, answer the questions within the handout.

1. *How do we get parents caught up to speed when they join throughout the year? Ideas generated:*
 - a. *Have a mentor program for the parents (do have this, but some parents get nervous).*
 - b. *Need parents to develop as a cohort, which in-person meetings help support. There are some schools that only have one parent representative.*
 - c. *Have a parent ombudsperson that is statewide.*
2. *How do we get better attendance at MTSS-R Leadership Team meetings and IPUL Collaboratives for those who did attend Serving on Groups and Fall Institute?*

			3. How do we help schools with parent recruitment and retention?	
12	Secondary Transition Updates	Randi Cole, SDE Alison Lowenthal, Voc-Rehab	<p>Vocational Rehabilitation and Secondary Transition</p> <ul style="list-style-type: none"> • CTE=Career Technical Education—The goal is to increase access to this. • Ran five of these this summer and have another joining this summer (Boise). Students that have attended these are signing up for CTE classes. • Hoping to see more success for students leaving their secondary programs with CTE credits. • Last fall, attended regional CTE meetings to provide education on CTE and encourage more involvement for students with disabilities. • Vocational Rehab funds all of these programs, and there is no cost to the districts; however, they cannot cover transportation costs, which is a barrier for more rural areas. • Vocational Rehab is in the process of its Statewide Needs Assessment. If you want to provide feedback, please connect with Alison. <p>Idaho Transition Survey (please review handouts)</p> <ul style="list-style-type: none"> • Shortened the parent survey this year and received 43 responses (as opposed to 7 last year). <p>Indicator 14: Postschool Survey</p> <ul style="list-style-type: none"> • Call parents and students one year after graduation. Indicator 14 measures whether or not students are in higher education, higher education training, or are competitively employed. • Fewer schools volunteered this year to participate in the survey; how can we increase participation? The more that participate, the better the results. <ul style="list-style-type: none"> ○ An idea to make these required; however, we don't want to add more to teacher's plates. ○ Need to strengthen process when students age out of SPED. <p><i>Emphasis on CTE is not just on college readiness but on career readiness. Want students in Special Education to have the same access to resources as others.</i></p>	Cindy Orr to provide contact information to Alison Lowenthal re: IDJC's work with CTE.

13	Wrap Up	<i>Laura Wallis</i>	<i>Motion to end meeting:</i> <i>Brian Darcy</i> <i>Second:</i> <i>Eric Lichte</i> <i>Discussion:</i> <i>None</i> <i>Unanimously Approved</i>	
14	<i>Meeting Adjourned</i> <u><i>Next Meeting:</i></u> <ul style="list-style-type: none"> • <i>Monday, May 8, 2023, 9:00 am to 4:00 pm</i> 			