

Special Education Advisory Panel (SEAP)

September 13, 2021 Meeting Minutes

Membership of the Special Education Advisory Panel (SEAP)

Member	Representation	Att'd	Member	Representation	Att'd
Sara Bennett	Parent	X	Jill Mathews	State Department of Education – Family and Community Engagement	X
Sally Brown	Parent	X	Bryan Maughan	Parent	X
Barbara Broyles	Higher Education	X	Kristen Nate	Department of Health and Welfare – Child Welfare	X
Brian Darcy	Program Administrator State Education	X	Suzanne Peck	State Department of Education – McKinney-Vento/Homeless Coordinator	A
Katie Flores	Parent	X	Sylvia Purcell	Parent	X
Gretchen Fors	Parent	X	Carly Saxe	Self-Advocate	X
Jacob Head	Self-Advocate	A	Debbie Siegel	Idaho Department of Juvenile Corrections	
Malia Hollowell	SPED Teacher	X	Charlie Silva	State Department of Education – Director of Special Education	X
Eric Lichte	Charter School	X	Laura Wallis	Parent	X
Angela Lindig	Parent & IPUL	X	Joey Ward	Idaho Department of Corrections	X
Alison Lowenthal	Vocational Rehabilitation	X	Robin Zikmund	Parent	A

Guests

Member	Representation	Att'd	Member	Representation	Att'd
<i>John Copenhaver</i>	TAESE	X	<i>Shannon Dunstan</i>	SDE	X
<i>Lisa Pofelski-Rosa</i>	SDE	X	<i>Kailey Bunch-Woodson</i>	SDE	X
<i>Kimberli Shaner</i>	SDE	X	<i>Dawn Spurlock</i>	Idaho SESTA	X
<i>Randi Cole</i>	SDE	X			
<i>Alisa Fewkes</i>	SDE	X			

SDE = State Department of Education

TAESE = Technical Assistance for Excellence in Special Education

#	Topic	Topic Owner(s)	Discussion	Next Steps
1	Welcome & Call to Order	Carly Saxe	Introductions	
2	Approval of May 17, 2021 Minutes	Laura Wallis	Motion to approve minutes: Brian Darcy Second: Angela Lindig Discussion: None Vote: Meeting notes approved unanimously.	
3	New Member Orientation	John Copenhaver	Please review the documents provided for orientation material. Some key takeaways regarding Panel Member Functions: 1) Panel members represent the stakeholder group for whom you were appointed, not you as an individual (personal agendas to be left at the door); 2) Advise the Special Education Agency (SEA) of unmet educational needs within the State for children/youth with disabilities; 3) Advise the Special Education Agency (SEA) in the development and implementation of policies relating to the coordination of services for children/youth with disabilities.	
4	Working Lunch Agency Reports Sign Ups SDE Introductions Fiscal Updates (15 minutes)	Charlie Silva Lisa Pofelski-Rosa	Fiscal Updates, key takeaways: Current Federal Grant Allocations for Special Education for FFY 2021: \$63.6 million for school-age; \$2.2 million for preschool. This is a 1.9% and 0.8% increase from FFY2020, respectively. American Rescue Plan Act (ARPA) provided \$130 billion to schools across the US. Idaho received \$13.2 million for school-age and \$1.1 million for preschool. These supplemental, one-time (use or lose) monies are in addition to regular grant allocations and are available from 7/1/21-9/30/23. LEA's are currently reviewing their programs and submitting budget requests to spend these funds on activities such as: <ul style="list-style-type: none"> • Additional health/safety measures to meet needs of Special Education students during COVID; 	November Agency Reports: Brian Darcy and Alison Lowenthal to present at November meeting.

	<p>Dispute Resolution Updates (10 minutes)</p>	<p>Kimberli Shaner</p>	<ul style="list-style-type: none"> • Increased supplemental support staff time; • Technology and Assistive Technology; • Social/emotional supports and sensory-related <p>School Age IDEA Part B Innovative Grants</p> <ul style="list-style-type: none"> • State Department of Education (SDE) reallocated approx. \$1.5 million of leftover state funds from FFY2019 to LEA's as a competitive innovative subgrant. Leftover funds are a result of COVID restrictions and reduced spending; must be spent by 9/30/21. • All schools apply for these (very few exceptions) and have invested in activities such as sensory rooms, professional development, accessible vehicles, playground equipment, etc. <p>Dispute Resolution Updates, Key Takeaways:</p> <p>Contractors are available throughout the State to work specifically on the Dispute Resolution (DR) process, including 14 facilitators, 6 mediators, 6 complaint investigators, and 3 hearing officers. Parents or schools can request the DR process begin at www.sde.idaho.gov or by contacting Kimberli Shaner individually. SDE relies on the data collected through the DR process and identifies themes for improvements. This information is contained in the IEP paperwork provided to families. The goal is to resolve conflict at the lowest level. DR process is as follows:</p> <ol style="list-style-type: none"> 1. Connect parents and school to work together to resolve the issue; 2. If step one is not successful, Facilitation of a meeting is the next step; 3. After Facilitation comes Mediation with a third party person to aid in building a formal, written, and enforceable agreement; 4. After Mediation comes State Complaint; 5. Lastly is a Due Process Hearing (DPH). The outcome of the DPH can be disputed in front of a judge through court. 	
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	<p>Secondary Transition Updates (10 minutes)</p>	<p>Randi Cole</p>	<p>Secondary Transition Updates, Key Takeaways: Review information at the Idaho Training Clearinghouse website at www.idahotc.com</p> <p>Secondary transition works with high school and middle school staff and students. Secondary IEP's must be in place before the age of 16. Current projects include:</p> <ul style="list-style-type: none"> • Moving On Binder—recently revised; intended to assist youth/young adults with the transition to adulthood. Now accessible for the visually impaired and works with screen readers. • Planning for Graduation—specific for families with students with disabilities. Idaho has only one diploma but three ways to obtain the diploma (regular diploma, alternate diploma, or adaptive diploma). • IEP Team Graduation Guide and Transition Planning Tool. • Transition Planning including a timeline for skill development with pre-K and up. <p>Upcoming Conferences:</p> <ul style="list-style-type: none"> • Tools for Life Conference for parents and students that focuses on linking students/parents with community partners. Traveling conference that will be held in Moscow, Idaho on March 7 and 8, 2022. People can register at https://idahoat.org • Transition Institute to be held November 3-4, 2021 at BSU. Emphasis this year to bring parents. General registration will be posted this week. Contact Randi Cole at rcole@sde.idaho.gov to register. 	
5	<p>Federal/State Updates</p>	<p>Charlie Silva</p>	<p>State Level Updates - Superintendent Ybarra has published her proposed budget for SFY 2022 and is requesting an 8.5% increase to the State education budget, totaling approx. \$2.2 billion. Key priorities include:</p> <ol style="list-style-type: none"> 1) Funding all-day Kindergarten; 2) Increase advanced opportunities for high schoolers to obtain college credits; 3) Increase career ladder by 3.5% (key to retention) 	

			<p>4) Increase base salaries for all staff, but focus on paraprofessionals (key to recruitment)</p> <p>5) Assist districts with obtaining competitive health insurance packages</p> <p>Governor is allowing State agencies to approve paid time off (up to 1 day per week) for State personnel to be a substitute teacher (in an effort to prevent school closures)</p>	
6	<p>SEAP Priorities</p> <ul style="list-style-type: none"> Annual Performance Report/State Performance Plan Differentiated Monitoring System 2.0 	Alisa Fewkes	<p>State Performance Plan/Annual Performance Report (SPP/APR), key takeaways:</p> <p>SPP/APR is an annual report sent to the US Department of Education (DOE) that focuses on 17 performance areas (10 focus on performance; 7 focus on compliance). Idaho has improved in these areas:</p> <ul style="list-style-type: none"> Performance Indicator (PI) 2: Drop-out rates PI 4A: Significant discrepancy with Suspension/expulsion PI 5 A-C, 6A-B: Least Restrictive Environment PI 8: Parent Involvement PI 11: Timely Evaluations PI 14B-C: Post-secondary Outcomes—Higher education and competitive employment <p>Idaho did not improve in these areas:</p> <ul style="list-style-type: none"> PI 1: Graduation Rate PI 7A1/A2: Social/emotional PI 7B1/B2: Knowledge and Skills PI 7C1/C2: Taking action to meet needs PI 12: Early childhood transition PI 13: Post-secondary transition planning PI 14A: Post-secondary outcomes—higher education <p>In Fall 2020, the US DOE revised the SPP/APR to include more data sources, collection methods, and reporting requirements. Idaho will be starting with a new baseline, targets/goals. Revised SPP/APR includes increased</p>	<p>SDE needs stakeholders' assistance in setting baseline and targets for performance indicators. Request for all SEAP members are to complete this survey by 9/24 and select two areas of interest:</p> <p>https://survey.alchemer.com/s3/6515657/Stakeholder-Survey-SPP-APR</p>

			<p>requirement for stakeholder input (see survey). This includes: 1) increasing capacity of diverse groups; 2) processes for soliciting input; and 3) processes and timelines for providing feedback.</p> <p>Idaho areas to address include Secondary Education, Assessment (including increasing proficiency and shoring the gap), equity, early childhood and school-age environment (least restrictive) and outcomes, and parental involvement (please refer to the Power Point provided at the meeting for details)</p>	
7	Afternoon Break			
8	Cultivating Readers Update and Enhanced Opportunities	Shannon Dunstan & Kailey Bunch-Woodson	<p>Significant Disproportionality (SigDisPro) Update, key takeaways: SigDisPro is when students of a particular race/ethnicity are significantly more likely than their other-race peers to be 1) identified as students with disabilities or in a particular disability category; 2) placed in a particular education setting; or 3) suspended/expelled as a disciplinary measure. There is a formula utilized to determine if there is a population of Significant Disproportionality in the school district.</p> <p>SigDisPro is very complicated. Workgroup gathered to discuss SigDisPro. From this workgroup, a very robust resource for school districts were created that includes modules and videos. Can review details on the Idaho Training Clearinghouse website at www.idahotc.com There are fiscal impacts to schools that are above the threshold of SigDisPro for three consecutive years (LEA's in this category have to set aside 15% of their funds to focus on addressing SigDisPro). The State Department of Education (SDE) works extensively with school districts to discuss issues before they get to year 2 or year 3. SigDisPro looks at a lot of areas and not just race/ethnicity.</p>	

			<p>Pyramid Model Collaborative Update, key takeaways:</p> <p><i>This is a 3-year project across early childhood settings that has been overwhelmingly positive, and a lot more programs are wanting to participate. The Pyramid Model is a framework of evidence-based practices to promote healthy social/emotional development in young children. Three tiers: 1) Nurturing teacher-student relationships & high-quality environments; 2) targeted social/emotional supports; and 3) intensive intervention. Pyramid collaborative includes targeted training, coaching, assessment of fidelity of implementation, and on-going technical assistance.</i></p> <p><i>In a recent survey, 84% of participants said children in their program improved social/emotional competencies a little or a lot more than in previous years. 73% of teachers said children learned how to express their emotions better. 64% of teachers said children were more engaged, and their interactions with each other were more positive. For the full report and more information, go to www.idahotc.com/pyramid</i></p>	
9	Parent Resources	<i>Dawn Spurlock, Idaho SESTA</i>	<p><i>Multiple parent resources are available on the Idaho Training Clearinghouse website located at www.idahotc.com</i></p> <p><i>SESTA=Special Education Support and Technical Assistance</i> www.idahosesta.org <i>SESTA provides professional development across the State, and every district is assigned a SESTA contact. There are two teams: 1) Instructional Team—provide school districts with information and support on evidence-based instruction; and 2) Behavior Coordinators—provide support to school districts in understanding behaviors, behavioral interventions, and managing very challenging students.</i></p>	

			<p><i>With IPUL’s support, short modules/handouts have been created to help parents navigate IEP’s and to use them to advocate for their children/youth. Parents can search for these resources using the resource bar and typing in “parent.” Videos have closed captioning and are very brief. The videos at this time are focused on IEP’s, but many more topics are coming in the future.</i></p>	
10	Wrap Up	Carly Saxe	<p><i>Upcoming conferences:</i></p> <ul style="list-style-type: none"> <i>Idaho Parent Network Conference—October 11-15th; free, virtual conference for parents who have children with mental health diagnoses.</i> <i>Family Engagement Conference—October 25-26; currently planned to be in-person at the Boise Centre on the Grove, but there will be virtual options.</i> 	<p>Brenda to send out information and a link to the Family Engagement Conference to panel members</p>
11	<p>Meeting Adjourned</p> <ul style="list-style-type: none"> <u>Future Meeting Dates:</u> <ul style="list-style-type: none"> Monday, November 8, 2021, 9:00 am to 4:00 pm; Monday, February 14, 2022, 9:00 am to 4:00 pm; and Monday, May 16, 2022, 9:00 am to 4:00 pm 		<p>Motion to adjourn meeting: Brian Darcy Second: Eric Lichte Discussion: None Vote: Motion to adjourn approved unanimously.</p>	

Action Items From Previous Meetings

Follow-Up Items	Date Opened	Owner	Due Date	Complete/Comments	Status