

Special Education Advisory Panel (SEAP)

February 14, 2022 Meeting Minutes – Meeting held via Zoom

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	X
Katie Flores	Parent	X	Sylvia Purcell	Parent	X
Gretchen Fors	Parent	X	Carly Saxe	Self-Advocate	X
Jacob Head	Self-Advocate	X	Debbie Siegel	Idaho Department of Juvenile Corrections	X
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	X

Guests

Member	Representation	Att'd	Member	Representation	Att'd
Alisa Fewkes	SDE	X	Shannon Dunstan	SDE	X
Melissa Vian	IPUL	X	Kailey Bunch-Woodson	SDE	X
Sarah Tueller	IPUL	X	Kimberli Shaner	SDE	X
Mert Burns	SDE contractor	X	Lecia Lopez	SDE contractor	X

SDE = State Department of Education

IPUL = Idaho Parents Unlimited

X = In Attendance

A = Absent

#	Topic and Topic Owner(s)	Discussion	Next Steps
1	<p>Welcome & Call to Order</p> <p>Carly Saxe</p> <p>Dropbox Link for Meeting Attachments: https://www.dropbox.com/sh/9o0kdlk2kekufht/AATNSCnsNX9Rd1cjqgl_pS_a?dl=0</p>	<p><i>Introductions and review of meeting norms.</i></p>	
2	<p>Approval of November 8, 2021 Minutes</p> <p>Carly Saxe</p> <p>Purpose of SEAP Accomplishments</p> <p>Laura Wallis</p>	<p>Motion to approve minutes: Laura Wallis Second: Joey Ward Discussion: No Discussion Vote: Approved Unanimously</p> <ul style="list-style-type: none"> • <i>Reminder of the purpose of SEAP and the role of this panel.</i> • <i>Charlie reviewed SEAP Accomplishments:</i> <ul style="list-style-type: none"> ○ <i>SPP/APR—thanks to the group for the time/energy that went into this process. SEAP’s feedback was used to set the targets/expectations of districts. This also helped set the targets/expectations of supports that would be provided to districts. The US DOE has the report now and it is under review. They will return the report with questions or areas where clarification is needed. The SDE will answer/clarify information with the US DOE and finalize the report, which will then be available to the public. SDE is looking at how they can make the report more user-friendly as it is very wordy. Request for feedback from this group. Angela asked if this can be something that is reviewed during our next SEAP meeting (May 16)</i> ○ <i>DMS 2.0—Differential Monitoring System; US DOE has a new monitoring system they are using to monitor our work. Idaho is in the first cohort (with 7 other states). With COVID, the US DOE pivoted and slowed things down but now we are back on schedule. Five areas they are looking at: Fiscal, Data, Internal Monitoring, Compliance, and Dispute Resolution. We have until January 2023 to submit documents. In June 2023 will come to Idaho and may want to meet with some panel members and LEAs. It is unknown what this will look like. There are 2 states who are ahead of us by 6 months.</i> 	<p>Need volunteers to review the graphics SDE is putting together to be a concise, user-friendly representation of the SPP/APR. An additional option is to review these infographics at our May 16th meeting.</p>

3	<p>SPP/APR Update</p> <p><i>Alisa Fewkes</i></p>	<ul style="list-style-type: none"> • See above notes. 	
4	<p>Serving on Groups</p> <p><i>Idaho Parents Unlimited (IPUL) Staff - Sarah Tueller and Melissa Vian</i></p>	<ul style="list-style-type: none"> • Sessions 1-4 were presented at the last meeting; We will cover Session 5 in today's meeting. • Tips/Strategies for Groups <ul style="list-style-type: none"> ○ Be prepared as a group ○ Start/end on time—resist the urge to lengthen meetings to get things done. At a certain point, people check out and then decisions are rushed. It is important to state when we will revisit the meeting topic. ○ Have the information needed to make decisions ○ Make sure you are not missing someone who is critical to the discussion ○ Follow an agenda—recognize though, there may be times when there is a critical topic that is urgent and needs to be discussed in lieu of an agenda item. These should be few. ○ Remember that this group is for all children in Idaho and not just your own child. • Internal group strategies <ul style="list-style-type: none"> ○ Have members get to know one another (such as an icebreaker) ○ Have an orientation for new members and a refresher for current members ○ Provide training and mentorship ○ Provide the group's background information and history • DOPE—Find your bird personality type; which bird are you? https://richardstep.com/dope-personality-type-quiz/dope-bird-4-personality-types-test-questions-online-version/ <ul style="list-style-type: none"> ○ https://richardstep.com/self-tests/dope-bird-personality-printable-test/ ○ Peacock (love talking/being center of attention), Dove (people-oriented/great team player), Eagle (can be dominant/decisive), Owl (logical/sometimes seen as a perfectionist) ○ Knowing everyone's bird type can help the group's function. • What is culture? <ul style="list-style-type: none"> ○ Important to remember we all have different backgrounds and cultures. Watch YouTube video from the slide regarding culture. ○ Cultural Norms—keep learning about the unique cultural values and beliefs of all members; recognize/honor racial and ethnic variations; provide trained interpreters; limit the use of jargon; encourage members to mentor one another; utilize cultural liaisons/cultural brokers; understand your own cultural norms, practices, and beliefs and how they affect interactions. 	

		<ul style="list-style-type: none"> • <i>Two-way Communication</i> • <i>Resources</i> 	
5	<p>Idaho Pyramid Collaborative Model Project</p> <p>Shannon Dunstan</p>	<ul style="list-style-type: none"> • <i>Social/Emotional Project—vision is that all early childhood settings support the social/emotional development of Idaho children ages Birth-5 years old.</i> • <i>Statewide effort and starting to invite migrant programs</i> • <i>Participating programs include, but are not limited to, Head Start programs across the state, various school districts, some childcare centers, and the Treasure Valley YMCA.</i> • <i>Watched a video presentation from the Minidoka Preschool</i> • <i>Funded through three partners: SDE, Idaho Head Start Collaboration Office, and Idaho Childcare/Idaho STARS</i> <ul style="list-style-type: none"> ○ <i>The Head Start Collaboration Office brings Program Coaches, project material, and program/travel Support</i> ○ <i>Idaho STARS brings Program Coaches, ePyramid Modules (a synchronized set of trainings), and Project Manager (Kim Brooks)</i> ○ <i>SDE brings support for State leadership team, professional development, evaluation, Project Coach, and Idaho SESTA</i> • <i>Current Challenges</i> <ul style="list-style-type: none"> ○ <i>Sustainability and Scale-up</i> <ul style="list-style-type: none"> ▪ <i>On-going fiscal support</i> ▪ <i>Managing multiple cohorts</i> ▪ <i>Staffing time allocation</i> ▪ <i>Small district staffing (who will coach the staff in small districts?)</i> • <i>Have been receiving a lot of accolades for the work that Shannon and others are doing. Shannon and others have presented at national conferences. This project is a true collaboration with several agencies. A lot of excitement surrounding the migrant program.</i> • <i>Any questions? Reach out to Shannon Dunstan</i> 	
		ZOOM BREAK	
6	<p>Dispute Resolution Professional Development</p> <p>Kimberli Shaner (SDE) Mert Burns and Lecia Lopez</p>	<p>Lecia Lopez (Southeast Idaho) and Mert Burns (Treasure Valley) contractors with the dispute resolution office. Breakouts for 45 minutes.</p> <p><u>Group 1 Takeaways</u></p> <ul style="list-style-type: none"> • <i>Perception check: “What I think I hear you saying is this . . .”</i> • <i>When parents do not feel heard, they disengage.</i> • <i>What makes parents feel heard? Room arrangements, understanding who is there and why, parental involvement of agenda, keep the meeting focused on the child of that parent, acknowledging we are all human and thank people</i> 	

for participating and appreciate that they took the time, want to hear from the people who are working with the child (not just the administrator).

- Barrier tends to be with administration and feeling heard (not the relationships with the teachers).
- There is a class being offered for principals. SDE recognizes the importance of the administrator piece.
- Bryan has found that we have come down to “expert-itis.” He has taught his doctoral students to not demand people refer to them as “Doctor.” Don’t throw research to parents, especially if you do not understand the research or it does not apply to the child being discussed. There are other ways to help and bring this information about. The parents have a doctorate in their child.
- Sylvia likes the approach of sharing who this child is so the school team can understand more about the child outside of the academic system. At IEP’s, parents leave with several legal documents. May be helpful to have a more parent-friendly checklist in preparation for the meeting (such as you can invite outside people, tell us more about your child, here’s information on IPUL, etc.).

Group 2 Takeaways

- It’s important to have the student lead as much of the meeting as possible (and appropriate). Have the student start out the meeting by introducing all of the participants and how the participant impacts the youth. When youth explain their data, they will use language parents understand.
- All of our students are different. All of our parents are different. We need to make an effort to understand parents’ concerns. Ask a lot of probing questions to make sure we understand what they are being told.
- Reference of the McGill Action Planning Systems—can be sent to parents prior to the meeting to help increase their participation and have meaningful engagement in the meeting.
- Bringing refreshments (water/snacks) can help build rapport.

There are resources in the handouts today that are available to help parents. The legal documents are not negotiable; however, it’s the responsibility of academic professionals to make these legal documents user-friendly. Example includes:

- 10 Steps to SPED
- The parent resource site on the Idaho Training Clearinghouse
- Handout for Collaborative Advocacy

Get these documents out to parents; share this information with people you know and schools alike.

When the facilitation of a meeting does not work out, complaints happen. The written notice is supposed to reflect everything the IEP team accepted or rejected.

		<p><i>This is one of the first things Mert looks at when mediating a complaint. Were other options considered? There is a belief that districts do a poor job of documenting options discussed. There is a burden on the whole team to consider alternative options.</i></p> <p><i>Comments from Meeting Chat:</i> <i>Gretchen Fors: “. . . What about those parents who see the school district as the authority, or are English as a Second Language (ESL), or are just trying to hang on with the basic life needs, and are overwhelmed. Their children are at risk of being underserved.”</i> <i>Sylvia Purcell: “If I wouldn’t have stepped in to help my niece, my sister was giving up. She said no one cares and she cannot handle it.”</i></p> <p><i>Laura Wallis: “Most of the conflict I see starts when the parents do not feel heard. While IPUL does a great job of helping families get the training they need, they have to know what they need to learn before they seek it out.”</i></p> <p><i>There was a chat comment from Gretchen Fors concerning her daughter and how she invited her daughter’s audiologist to a meeting. The audiologist was impressed with how well her daughter advocated for herself but also noted how the “adults in the room (dismissed) her and (told) her she doesn’t really know what she wants.”</i></p> <p><i>Sylvia Purcell: “How do we change that and have a system to make them respond? Is that legislative?”</i></p> <p><i>Laura Wallis: “I would like to see us create parent-focused information that helps us invite our local districts to these types of state-sponsored trainings.”</i></p> <p><i>Gretchen Fors: “While I understand that it is super helpful and important to educate parents, it seems like all the education in the world for the parents may or may not help the parent actually get “heard.” What I learned from this discussion is that the very educated parents in this group still STRUGGLE to get appropriate accommodations for their children.”</i></p> <p><i>Bryan Maughan: “That’s correct, Gretchen. It’s been unfortunate I have had to “trump” the administrator’s “expert” status with my graduate faculty status to try to get them to consider our point of view. Once they begin to listen, we have had great success. But we had to get over that initial “I’m smarter, better, and more experienced than you” attitude. I do believe most administrators want the best for our children, and we disagree in how we get there, but every parent, cashier to CPA, to anyone needs to be patiently and kindly heard. How we get there . . . one step at a time.”</i></p>	
7	<p>Legislative Updates</p> <p>Charlie Silva</p>	<ul style="list-style-type: none"> • So far, the legislative session has been somewhat quiet (in relation to previous years). This may be attributed to it being an election year. 	

Link to Idaho
Legislature website:
<https://legislature.idaho.gov/>

- Superintendent Ybarra presented the budget to Joint Finance Appropriations Committee on Jan. 17th:
 - Increase in base pay to paraprofessionals
 - Increase in base pay for educators
 - Push for full-day Kindergarten for at-risk students
 - Continued funding for literacy
 - Push for secondary education (increase in dual credits)
 - Push for education in dyslexia
- JFAC will start pulling budgets together and Education's budget will be in March.
- Legislation regarding removing the requirement of SAT exam for graduation.
- Senate brought forward legislation regarding dyslexia
- Go to Idaho Legislature website and you can look at agendas for different committees.
- Full-day Kindergarten appears to be an area of interest.
- Charlie presented information to the House Education committee regarding Special Education at a very high level.

Nationally:

- A bill was brought forward (see documents from the meeting) from two representatives (CA and IL) called Funding Early Childhood Education is the right IDEA. They are proposing to get funding for 3-5 year old's (a different pot of money from the 5-21 year old's). <https://www.congress.gov/bill/116th-congress/house-bill/4107?s=1&r=25#:~:text=Specifically%2C%20the%20bill%20reauthorizes%20through,with%20disabilities%20and%20their%20families>.
- As a state, we have to apply for our federal funding (an application process). We are starting to work on this application and it will be posted for public comment. Needs to be posted by 3/27/22. Last year, received about 60 million. Also received one-time COVID funding (about 15 million—100% was sent to the districts).

Dropbox included Comparison of the IDEA, which is a helpful document to review.

Senate Education Committee: testimony by Robin and Sally is happening today on the Decoding Dyslexia bill <https://legislature.idaho.gov/wp-content/uploads/sessioninfo/2022/standingcommittees/SEDU.pdf>

Comments from Meeting Chat:

Robin Zikmund: Decoding Dyslexia received the support of our Governor's office in October. We have been working on our Dyslexia Legislation since October. It has been written by a team of literacy and dyslexia experts in the field. We will present it today

Members to watch for link to the SDE's application for federal funding and provide feedback. It will be posted by 3/27/22 (Brenda Arnold will send out a link via e-mail right before the 27th). This will be open for 2 months.

		<p><i>before the Senate Education Committee at 3:00 p.m. Please support our bill SB1280 it is well thought through on what experts in the field know our dyslexia students need. It will finally help effectively close the gap for 60,000 students across Idaho.</i></p> <p><i>Robin Zikmund: "I continue to hear consistently that the training offered is more of the same and not what our teachers need. What is good for Dyslexic learning is good for ALL students."</i></p>	
8	<p>Cultivating Readers Project</p> <p>Kailey Bunch-Woodson</p> <p>Padlet link: https://padlet.com/kbunchwoodson1/98k1silh7kacasxf</p> <p>Idaho Training Clearinghouse Cultivating Readers link: https://idahotc.com/Topics/Readers</p>	<ul style="list-style-type: none"> • Purpose of this presentation is to inform about the Cultivating Readers professional development; share data; ask for help with recruiting new local education agencies (LEA's) for schools for next year. • Goal: To improve reading proficiency in K-3rd grade but with a focus on students with disabilities. • Who is this for: Students, LEA's and schools that serve: <ul style="list-style-type: none"> ○ K-3rd grade ○ Want their students to be great leaders ○ Benefit from free professional development/support from experts • Leadership teams, formed by districts. Important to bring people together from different backgrounds: Principals/administrators, instructional coaches, parents, and general education teachers • Making a Difference <ul style="list-style-type: none"> ○ 2021 data shows ISAT proficiency Rates for students with disabilities. 16.8% of LEAs participating in Cultivating Leaders vs. 13.4% for non-Cultivating Leaders LEA's. ○ 2019 data: 15.5% Cultivating Leaders LEAs vs. 13.4% non-Cultivating Leaders LEA's ○ 2018: 13.9 Cultivating Leaders LEAs vs. 13.1 non-Cultivating Leaders LEA's • Recruitment of new Local Education Agencies (LEA's) <ul style="list-style-type: none"> ○ Can this information be provided to parents who can then reach out to their respective schools/school districts to advocate for participation in this program? <ul style="list-style-type: none"> ▪ Districts that are participating have a parent appointed to the team that rotates annually. IPUL supports this parent. ○ Kailey Bunch-Woodson has put together recruitment handouts (see Dropbox link). ○ What program is used in Cultivating Readers? 	<p>Request of Sylvia Purcell to review the Cultivating Readers infographic sent out Friday to see if, from a marketing standpoint, it makes sense. Put together a couple of questions the SDE can use to pitch this program.</p>

		<ul style="list-style-type: none"> ▪ <i>4-year program for Cultivating Readers Team with a variety of resources, including state-level coaches who deliver the coaching and some trainings. They do a Train the Trainer model to build capacity of coaches in districts and schools.</i> ▪ <i>This program is purely professional development.</i> ▪ <i>Teachers have to videotape one of their lessons and the coaches then provide feedback.</i> ▪ <i>Incentives include funding provided to districts to pay teachers to do the training. Sylvia notes this can be a great motivator right here and “closing argument,” so to speak, to participate.</i> ▪ <i>Jacob noted this program does not take away from any current curriculum but, instead, provides them with more tools. If you have a tool to make it easier, why not use it? This program makes the teacher’s job easier.</i> ▪ <i>Brian—pull from the current participatory programs what is working and the success. Show the benefit for both teachers and students (tie the marketing into the administrative language).</i> ○ <i>What would it look like for a teacher to implement this in the classroom?</i> <ul style="list-style-type: none"> ▪ <i>Focus on aligning instruction across all tiers (general education, intervention, and special education). Everyone receives the same training.</i> ▪ <i>Repetitions that are consistent across all tiers.</i> ○ <i>Districts that are currently participating; however, not all schools within the districts participate at this time: West Ada (only 1 school participates), Blackfoot, Boundary, Filer, Future Public School, Gem Prep, Kuna, Lapwai, Minidoka, Mullan, Notus, Preston, Project Impact STEM, Ririe, Snake River, St. Maries, Sugar-Salem, Twin Falls, and Wendell</i> 	
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		<p><i>Comments from Meeting Chat:</i> <i>Bryan Maughan: "Is it too simplistic to say that this reading program introduces principles they can apply to their existing curriculum. For example, predictions, cause, and effect, how to use phonemes, narratives, and more. Adding these principles to their existing practices will enhance the student's learning experience."</i></p>	
9	<p>Wrap Up</p> <p>Carly Saxe</p> <p>By-Laws Workgroup</p> <p>Laura Wallis</p>	<p><i>Thank you to everyone for being present and participating. The next meeting will be Monday, May 16, 2022. Hoping we can be a face to face meeting and a goal for the location to be at the Idaho School for the Deaf and Blind in Gooding, Idaho.</i></p> <p><i>Recruiting workgroup to review by-laws with Laura to ensure we have everything we need. Volunteers: Brian Darcy, Jacob Head, Eric Lichte, Bryan Maughan, and Laura Wallis.</i></p> <p>Meeting Adjourned Motion to adjourn meeting: Brian Darcy Second: Jacob Head Discussion: No Discussion Vote: Approved Unanimously</p> <ul style="list-style-type: none"> • <u>Future Meeting Date:</u> <ul style="list-style-type: none"> • Monday, May 16, 2022, 9:00 am to 4:00 pm 	

Action Items From Previous Meetings

Follow Up Items	Date Opened	Owner	Due Date	Complete/Comments	Status
Send link for SDE's federal funding application to SEAP members	2/14/2022	Brenda Arnold	3/27/22		
SEAP members to provide feedback to SDE on federal funding application	2/14/2022	All SEAP Members	5/16/2022		
Review Cultivating Readers material for marketing purposes	2/14/2022	Sylvia Purcell	5/16/2022		