

Special Education Advisory Panel (SEAP)

May 16, 2022 Meeting Minutes

Membership of the Special Education Advisory Panel (SEAP)

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

Guests

Member	Representation	Att'd	Member	Representation	Att'd
Alisa Fewkes	SDE	P	Debi Smith	SDE	P
Brenda Arnold	SDE	P			
Melissa Vian	IPUL	P	Sarah Tueller	IPUL	P

SDE = State Department of Education
 IPUL = Idaho Parents Unlimited
 P = Present
 A = Absent

#	Topic	Topic Owner(s)	Discussion	Next Steps
1	Welcome & Call to Order	Carly Saxe	Introductions	
2	Approval of February 14, 2022 Minutes	Carly Saxe	Review of Minutes Motion to approve Minutes – Angela Lindig Second – Eric Lichte Discussion – None Unanimously approved	
3	Tour of Idaho School for the Deaf and Blind	Brian Darcy		
4	Debrief	Charlie Silva		
5	Working Lunch Federal/State Updates Elections for Vice-Chair By-Laws sub-committee	Charlie Silva Carly Saxe Laura Wallis	Federal/State Updates <ul style="list-style-type: none"> E-mail regarding the opening for federal regulations regarding 504 plans. It is in our interests as a state to get as much feedback as possible. Comments should be submitted by June 2022. US DOE was late in determining allocations for IDEA funds (money our state receives that is then sent to districts). State allocations were received in recent weeks. Application for districts to apply for funds opens today. There is a formula (US DOE dictates the formula). Received roughly 63 million last year; receiving a little over 65 million this year. Preschool received about 2.3 million (an increase of about 3.79% from last year). Schools wanting to receive IDEA funds need to apply. Application process closes in June, and the second part of application occurs in the Fall. Have heard from OSEP (oversees all of the IDEA work throughout the country). Provide guidance to states and anticipated changes include: 1) areas of supervision; 2) potential guidance on restraints and seclusion; and 3) differentiated monitoring system. Some of the guidance being published has some education departments across the country concerned. Idaho tries to be proactive (rather than reactive) and it sounds like the changes coming may be more reactive. Stay tuned. <ul style="list-style-type: none"> State legislation: Sally and Robin were successful in passing dyslexia legislation that 	

			<p>will have a huge impact moving forward (HB731). https://legislature.idaho.gov/sessioninfo/2022/legislation/h0731/</p> <p>Elections for Vice-Chair</p> <ul style="list-style-type: none"> Duties involve: Four 30-minute meetings prior to our big meeting. This process is very seamless and collaborative. Vice-Chair is a two-year commitment (move into Chair your second year). <p>Nomination for Katie Flores – Eric Lichte Second – Angela Lindig Unanimously approved</p> <p>By-Laws sub-committee</p>	<p>Katie Flores is the newly elected Vice-Chair!</p> <p>By-Laws sub-committee, chaired by Laura Wallis, will include Brian Darcy, Bryan Maughan, Gretchen Fors, and Eric Lichte.</p>
6	IPUL Training	Sarah Tueller & Melissa Vian	<p>Understanding Data</p> <ul style="list-style-type: none"> Can't start anywhere without baseline information. Data must be reliable, valid, and accessible. When discussing data with families, they discuss confidentiality. When meeting with families, collective data is shared (not data from individual students). Forms of data: quantitative (numbers); qualitative (what is it like, what do you observe about it, etc.) Stages of data use: <ul style="list-style-type: none"> 1) Planning and preparing to use data—what do we want to know? Ask focusing questions and uses a variety of methods and sources. 2) Collecting data—answer questions to make an informed decision and act. Data is from providers and also families/family organizations. 3) Organizing data—Aggregated data is a whole set of data formed by combining several parts. Disaggregated data is a whole set of data separated into its categories or subgroups. Triangulated data is a use of multiple independent sources of data to establish the truth and accuracy of a claim (eg: college admissions process). Tips to validate 	

			<p><i>findings, make sure the data points are sound (use trusted resources, follow-up with questions, use different methods of gathering data, and ensure everyone agrees and accepts the findings).</i></p> <ul style="list-style-type: none"> ○ <i>4) Analyzing data—look for relationships in the data. Each view provides unique insight; look from all of the different viewpoints. Understand the parts as well as the whole. There are strengths and challenges but don't draw conclusions too soon. Record information as it appears in the source. Terms to know when working with numbers: MEAN – average of a group of numbers; MEDIAN – middle value; MODE – most frequent value; RANGE – difference between the lowest and highest values; OUTLIER – very high or very low number; STATISTICALLY SIGNIFICANT – results true and not because of change.</i> ○ <i>5) Developing Hypotheses and Making Recommendations – Understand why we think it's happening. Look at other data and ask additional questions. Agree upon the conclusions and figure out possible solutions. Oftentimes this is the first time the parent has seen the data. It's important to present it in a way that is understandable.</i> ○ <i>6) Creating an Action Plan – bring key people together and figure out the who, what, when, and how. Review and complete the Action Plan. Follow through with, and communicate, the plan. Keep track of progress and celebrate.</i> ○ <i>7) Display and Share the Results – keep the report appealing, accessible, accurate, and audience-specific. Be fair and objective.</i> <ul style="list-style-type: none"> ▪ <i>Know the purpose of your report—does it need to provide information? Is it to raise awareness? Will it be used to make decisions?</i> ▪ <i>Know your audience—What do they already know about the topic? Do they need the big picture or lots of details?</i> 	
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- *Make the data come alive! Social Math (relating data numbers to what is familiar and concrete to your audience). Data Stories (compelling narrative, audience-specific, be objective, don't censor, explain the data).*
- *8) Continuous Monitoring for Progress and Improvement (Plan, Do, Check, Act)*

Role of Families on Groups

- *Help families understand the group's purpose and the family's purpose on the group.*
- *Learning about the group (groups can be anything—PTA, SEAP, Cultivating Readers group, etc. Can be formal or informal groups.). Handout provided of questions to ask the group. Can use this tool and apply it to many facets of your life.*
- *Understand the family's why for joining the group.*
- *Best way for a family to represent others in a group: Gauge what others want from you when you are in a group. Meet the families where they are (go to them) and connect with family organizations. Be accessible and representative of all. Communicate to others (write a post summary reports; be the link between families and the group).*

Resources at: www.servingongroups.org

Skills for Serving on Groups

- *Prepare for a Meeting*
- *Participate (attend all meetings, take/keep notes, learn the lingo/acronyms, try new roles, be a mentor, listen for understanding)*
- *Follow-up after a meeting (refer to notes, stay organized, use technology, review written guidance, reflect on what was learned, connect with a mentor, touch base with family organization, review data, keep learning)*
- *Dealing with Conflict – keep an open mind and use "I" statements. Don't take things personally and ask questions. Stay focused on the topic and focus on solutions. Take a break and remember the group's purpose.*

			<ul style="list-style-type: none"> ○ <i>Group conducted a self-reflection activity: Listening Awareness Inventory and Conflict Management Styles. These two documents can really help people understand what type of communicator they are and how they can communicate more effectively.</i> ○ <i>Resolving conflict – pay attention to interests. Listen first; talk second. Good relationships are a priority. Keep people and problems separate. Set out the facts and explore options together.</i> ● <i>Facilitate a meeting—common strategies include: make everyone feel comfortable, welcomed, and valued; encourage participation; prevent/manage conflict; listen and observe; clarify group discussions; support quality decisions; ensure outcome-based meetings; recognize and appreciate contributions</i> 	
7	Afternoon Break			
8	APR/SPP	Alisa Fewkes, SDE	<p>State/Performance and Annual Performance Report</p> <ul style="list-style-type: none"> ● <i>17 Indicators; 10 are performance areas (focusing on results and how students are doing); 7 are compliance areas (compliance of IDEA)</i> ● <i>State plan is a story about how Idaho's students are doing, the services they are receiving, and what Idaho can do to improve (these are the areas of focus when we report to Federal partners).</i> ● <i>Since August, we have made changes to how information is provided (utilized infographics for indicators, which helped improve communication and understanding). Set new targets for the 17 areas. Submitted the initial draft of the SPP/APR and also provided clarification to the feedback provide by OSEP.</i> ● <i>Performance – ELA Regular Statewide Assessment (improving in 4, 8, and HS). Above pre-COVID-19 numbers. There was also improvement in school age environments (increase in inclusion)</i> ● <i>Areas for Improvement are Math (4, 8, and HS saw reduced performance). Early Childhood environment—there was reduced inclusion (early childhood is determined by legislature). Full day Kindergarten was a huge success.</i> 	

			<ul style="list-style-type: none"> • <i>Indicator 8 – Parental Involvement: Reset the baseline to the FFY 2017 level (resulted in 70.26% participation). Took out the middle option of Neutral so parents had to respond to more of the positive to more of the negative. Change in sample size less than or equal to 105 census (if a district has 105 or fewer students with disabilities, we will provide parent survey to all families; if it's greater, we will do some sampling of the district). Added an N/A option to the survey and added an electronic survey.</i> • <i>Indicator 14 – Post-School Outcomes: Percentage of past students that show involvement in higher education, competitive employment or some form of training/employment one year after exit. Vocational Rehab Data: A (higher education) – increased 15.75%; B (competitive employment) – increased 58.87%; C (training or employment) – increased 74.50%.</i> • <i>Indicator 16 – Mediation agreements through dispute resolutions: Historical baseline was from 2005 but there was no data. OSEP response was to clarify baseline to include data. Reset baseline using FFY 2020 (80%); maintain target range of 75-85%.</i> • <i>Students with Disabilities – Child Count: 2021-2022, we are at 36,871 (up from 35,536 in 2020-2021 school year). 317,069 total students in Idaho. 11.6% of total population are Special Education.</i> • <i>Special Education Public Reporting Page: https://www.sde.idaho.gov/sped/public-reporting/</i> 	
9	DMS 2.0	Debi Smith, SDE	<p>Differentiated Monitoring and Support (DMS)</p> <ul style="list-style-type: none"> • 5-year cycle • Part B (ages 3-21) • Part C (birth to age 3—this falls under the Department of Health and Welfare) • Idaho is in Cohort 1 and has already began the monitoring process (fiscal has started). • Phase 1 runs November 2020-January 2023 <ul style="list-style-type: none"> ○ Reviewing publicly available information • Phase 2 starts June 2023 <ul style="list-style-type: none"> ○ Interviews, including stakeholder (SEAP) input ○ Follow-up on issues discovered in Phase 1 	

			<ul style="list-style-type: none"> ○ <i>Monitoring report issued (no later than 4 months after follow-up)</i> ● <i>Phase 3 starts November 2024</i> ● <i>General Supervision System—what is this?</i> <ul style="list-style-type: none"> ○ <i>In general, OSEP defines it as the following:</i> <ul style="list-style-type: none"> ▪ <i>Fiscal Management</i> ▪ <i>Integrated Monitoring</i> ▪ <i>Sustaining Compliance & Improvement</i> ▪ <i>Implementation of Policies & Procedures</i> ▪ <i>Technical Assistance & Professional Development</i> ▪ <i>Dispute Resolution</i> ▪ <i>Data</i> ▪ <i>SPP/APR</i> ○ <i>These processes are to ensure services are being provided, funding is going where it's supposed to, etc.</i> ○ <i>Results Driven Accountability (RDA) Monitoring System:</i> https://www.sde.idaho.gov/sped/rda-monitoring-system/ ● Group Activity Key Takeaways <ul style="list-style-type: none"> ○ <i>Group 1: Heard everything but less advising (related to the general supervision system). Need clarification as a role in SEAP vs. role as an employee of the DOE.</i> ○ <i>Group 2: Brian Darcy needs to be on the interview list! 😊 The historical perspective is helpful. Over time, when you deal with the government, you learn their language and processes. It doesn't happen as fast as it can on a local level and takes time. SEAP lends itself in the advisory role. The advisory part of SEAP is very important and critical to the process.</i> ○ <i>Group 3: As a panel, we would like to know more about how to answer, "How do you think we did vs. we need your feedback." Wouldn't know how to answer the question about the general supervision system without further information.</i> ○ <i>Group 4: Felt empowered by having input into the process.</i> ○ <i>Important to recognize what our role in SEAP is per the categories provided</i> 	<p><i>Debi Smith will collect and summarize all of the information from the group activity.</i></p>
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			<p>by OSEP for the general supervision system. Important for SEAP to provide feedback when it's asked. The SDE uses the information/feedback received.</p> <ul style="list-style-type: none"> ○ Could we invite a legislator or representative, who is a parent, to serve on SEAP or participate in a meeting? Great suggestion for the by-laws committee (Laura Wallis is taking the lead with the work on the by-laws). 	
10	Wrap Up	Carly Saxe	<p>Thank you to the following members whose time has expired:</p> <ul style="list-style-type: none"> ○ Carly Saxe (Chair and Self-Advocate) ○ Sally Brown (Parent) ○ Jacob Head (Self-Advocate) <p>Thank you to Brian Darcy for hosting the panel. Thank you to all of the students who provided tours—it was an amazing experience for us all!</p>	<p>Begin recruiting another parent to replace Sally's spot. Try to ensure each region of the state, and different disabilities, are represented.</p>
11	<p>Meeting Adjourned</p> <ul style="list-style-type: none"> • <u>Future Meeting Dates:</u> <ul style="list-style-type: none"> • Monday, September 26, 2022, 9:00 am to 4:00 pm; • Monday, November 14, 2022, 9:00 am to 4:00 pm; • Monday, February 13, 2023, 9:00 am to 4:00 pm; and • Monday, May 8, 2023, 9:00 am to 4:00 pm 			

Action Items From Previous Meetings

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