

# Special Education Advisory Panel (SEAP)

## November 8, 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	X
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	A
Malia Hollowell	SPED Teacher	X	Charlie Silva	State Department of Education – Director of Special Education	X
Eric Lichte	Charter School	A	Laura Wallis	Parent	X
Angela Lindig	Parent & IPUL	A	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>Karren Streagle</i>	SDE	X	<i>Shannon Dunstan</i>	SDE	X
<i>Alisa Fewkes</i>	SDE	X	<i>Kailey Bunch-Woodson</i>	SDE	X
<i>Randi Cole</i>	SDE	X	<i>Debi Smith</i>	SDE	X
<i>Melissa Vine</i>	IPUL	X	<i>Sarah Tueller</i>	IPUL -Sub for Angela Lindig	X
			<i>Ashley Aven</i>	Sub for Robin Zikmund	X

SDE = State Department of Education

IPUL = Idaho Parents Unlimited

X = In Attendance

A = Absent



		<ul style="list-style-type: none"> <li>• Call IPUL</li> <li>• Provide information as part of the RTI (Response to Intervention) process</li> </ul> <p><i>How do we make these ideas happen?</i></p> <ul style="list-style-type: none"> <li>• From the State Department of Education (SDE) - They keep district directors informed of updates through multiple ways. The biggest challenge SDE faces is how to get the information to the next level (directors need to disseminate the information after it is received). <ul style="list-style-type: none"> <li>○ IPUL exists to help parents through this process.</li> <li>○ SDE can give tools to the districts to provide training for teachers and parents.</li> <li>○ Child Find is a requirement and is non-negotiable; this should be happening.</li> <li>○ IPUL could add information to their Facebook page (have previously completed live Facebook feeds)</li> </ul> </li> <li>• How can you assure accountability for districts (Idaho is a local control state, which limits SDE's ability to hold districts accountable) to relay all of the information to parents? <ul style="list-style-type: none"> <li>○ Procedural Safeguards are provided prior to IEP, which includes information on IPUL and DisAbility Rights of Idaho.</li> <li>○ IPUL has learned that if you want to make changes in your school district, you need to attend school district meetings and start there to bring a voice. Need to educate school board members about what children with disabilities face.</li> <li>○ SDE does have the authority to make a "Systemic Complaint" if they identify that there are issues beyond a single case and may be happening to more people.</li> </ul> </li> </ul> <p><i>Suzanne Peck—there will be more information coming out this spring for students under McKenny-Vento, and can look at this process to connect parents with the resources available.</i></p> <p><i>Observation by Ashley Aven that many Special Education directors across the state do not want parents to be educated on their rights or their children's rights. If this is the case, it's important to empower parents and go through the Dispute Resolution process. This is your no. 1 proactive tool.</i></p>	
4	<p><b>Serving on Groups</b></p> <p><i>Idaho Parents Unlimited (IPUL) Staff - Sarah Tueller and Melissa Vine</i></p>	<p><i>Serving on Groups is a program developed out of Wisconsin. Training that is a companion guide to Learning by Convening (provided to educators). Training provided to Cultivating Readers program.</i></p> <p><i>Sharing of people's "why" for joining SEAP.</i></p> <p><i>Activity: Review leadership cards and pick one that resonates with you. No wrong choice—we all have different leadership styles.</i></p>	<p><i>Serving on Groups will be a continuous topic.</i></p>

*Benefits to Shared Decision Making:*

*Results for Families:*

- *Awareness and input on policies*
- *Feeling of ownership*
- *Shared experiences and connections with professionals and families*

*Results for Professionals:*

- *Awareness of family perspectives*
- *Increased confidence and ability to partner with families*
- *Acceptance of family representatives in leadership role*

*Activity: Leadership Compass Activity*

*North=get to the bottom, like to try things, very decisive/assertive, active*

*South=caring, people-oriented, want all input before deciding, take feelings into account*

*East=big picture person, need to understand vision before you can dive in, very creative/visionary, idea-oriented*

*West=nuts and bolts, who/what/where/when/why before proceeding, very by the book*

*Need all of these leadership styles on your team as they all bring strengths and challenges.*

*Today, we will review:*

*Opportunities to Get Involved*

- *Step 1: Describe yourself—important to know who you are before getting involved. Who am I? What skills, gifts, and talents will support my journey as a member?*
- *Step 2: History—describe the background and circumstances that led you here today.*
- *Step 3: Dreams—what dreams do you have in relation to your personal and professional development as a group or team member? How do we create these dreams to be realities?*
- *Step 4: Fears and Concerns—Identify your worries or concerns about becoming part of a decision-making group or team.*
- *Step 5: Needs—what needs to happen to make your dreams about leadership and group membership become a reality?*

*MAP activity—Making an Action Plan around the steps above. Use these questions to guide a discussion: What common experiences have group members had in relation to each of the MAP steps? How will you use the information from your MAP to expand your leadership skills, knowledge, and roles? This is an activity that can be utilized in the future or in other groups. Useful in almost any group.*

*Joyce Epstein: “Decision-making means a process of partnering, of shared views, and actions towards goals . . . not just a power struggle between conflicting ideas.” Pg. 16 of handout.*

		<p><i>Remember that you are not just a representative for your child; you are representing a larger group. Review the time and energy pie chart and ask yourself: Do I have the time in my daily or weekly schedule to commit to a decision-making group? What might need to change for me to be able to participate? Know your capacity.</i></p> <p><u>Types of Groups</u>  <i>6 Types of Decision-Making Groups—very unique, and each group will look differently.</i></p> <ul style="list-style-type: none"> <li>• <i>Governing</i></li> <li>• <i>Planning</i></li> <li>• <i>Advisory (this is SEAP)</i> <ul style="list-style-type: none"> <li>○ <i>Represent a broader group of people; seek out the views of those affected</i></li> <li>○ <i>Advise on needs</i></li> <li>○ <i>Bring awareness to issues</i></li> <li>○ <i>Help develop action plans</i></li> <li>○ <i>Make recommendations</i></li> <li>○ <i>Serve as a resource</i></li> </ul> </li> <li>• <i>Evaluation</i></li> <li>• <i>Leadership</i></li> <li>• <i>Practice</i></li> </ul> <p><i>Review handout for additional details pertaining to decision-making groups.</i></p> <p><i>Good discussion around the purpose of group members to represent their group, not themselves as individuals, and circle back. Important to know what the decision-making process is (and the group process is in general) so members can decide what to do.</i></p> <p><i>SEAP historically has not done a very good job of acknowledging accomplishments, including:</i></p> <ul style="list-style-type: none"> <li>• <i>Cultivating Readers—came to SEAP before embarking on this project. IPUL went around the state and completed targeted training with districts participating in Cultivating Readers program.</i></li> </ul>	
5		<b>Morning Break</b>	
6	<p><b>Working Lunch/ Agency Reports</b></p> <p><i>Idaho Educational Services for the Deaf and Blind (IESDB) Brian Darcy</i></p> <p><i>Voc-Rehabilitation Alison Lowenthal</i></p> <p><i>High Expectations for all Students</i></p>	<p><i>See attached PowerPoint presentation.</i></p> <p><i>See attached PowerPoint presentation.</i></p> <p><i>Idaho Alternate Assessment (IDAA)—based on alternate academic achievement standards. Extended Content</i></p>	<p><i>February Agency Reports:</i></p> <p><i>Laura Wallis, Idaho Parent Network for Children’s Mental Health</i></p> <p><i>Suzanne Peck, McKinney-Vento</i></p>

	<p><a href="https://idahotc.com/Topics/SCD?page14378=1&amp;size14378=6">https://idahotc.com/Topics/SCD?page14378=1&amp;size14378=6</a></p> <p>Karren Streagle</p>	<p>Standards live on the Content Standards page of the SDE website. 4 criteria required. Parent education sheets created with past SEAP members.</p> <p>Professional Development opportunity this summer with Idaho teachers, Special Ed teachers, and general teachers to develop an Idaho Instructional Resource Template with an emphasis on high expectations.</p> <p>All of the resources will appear on the Idaho Training Clearinghouse website.</p> <p>Video of teachers sharing their new learnings/experience from the professional development—before the event, teachers reported there were low expectations for students, but after this event, teachers were feeling the need to change and increase their expectations. Understanding of how teachers are in this together (special education and general education collaboration emphasized). Great opportunity to network with each other in districts and other districts. The expectation for learning is the same for all students.</p>	
7	<p><b>Federal/State Updates</b></p> <p>Charlie Silva</p>	<ul style="list-style-type: none"> <li>• Superintendent Ybarra will bring her proposed budget to the Joint Finance Appropriations Committee (JFAC) in January.</li> <li>• SDE team traveled the state and completed data drill-down training across the state. This is an opportunity to meet with school teams to review and analyze data specific to their school district. This was a very well-received training.</li> <li>• Last week, Randi and a few others (in partnership with Voc Rehab) did the Secondary Transition Institute. Had 110 or so people in person and 160 or so online.</li> <li>• Staff have presented at the national level on the Cultivating Readers project; Debbie and Alisa will be presenting on Significant Disproportionality; completing a Medicaid training that focuses on fiscal responsibilities related to Medicaid; Medicaid Advisory Committee coming together in December.</li> </ul>	<p>SDE will continue to provide legislative updates.</p>
8	<p><b>SPP/APR Stakeholder Groups #1</b></p> <p>SDE Staff</p>	<p>Dividing into groups based on interests from the last SEAP meeting.</p> <p>SEAP SPP/APR Target Setting Discussion</p> <ul style="list-style-type: none"> <li>• Have to update all of our targets for each area. Need to go through the plan and make changes to establish new targets. Purpose today is to get a sense of what targets (indicators) we are working on, what are the measurements and get questions about what the indicators mean.</li> </ul> <p>Groups include:</p> <ul style="list-style-type: none"> <li>• Equity—Debi (facilitator); Suzanne (notes)</li> </ul>	<p>Special Meeting to follow-up on 12/13/21.</p> <p>SDE will provide an update in February on the SPP/APR submission.</p>

		<ul style="list-style-type: none"> <li>• <i>Early Childhood—Shannon (facilitator); Kristen (notes)</i></li> <li>• <i>Secondary Transition—Randi (facilitator); Malia (notes)</i></li> <li>• <i>Cultivating Readers/Assessment—Kailey &amp; Karren (facilitators); Jill (notes)</i></li> </ul>	
9		<b>Afternoon Break</b>	
10	<b>SPP/APR Stakeholder Groups #2</b>  SDE Staff	<i>Groups include:</i> <ul style="list-style-type: none"> <li>• <i>Equity—Debi (facilitator); Kristen (notes)</i></li> <li>• <i>Early Childhood—Shannon (facilitator); Jill (notes)</i></li> <li>• <i>Secondary Transition—Randi (facilitator); Suzanne (notes)</i></li> <li>• <i>Cultivating Readers/Assessment—Kailey &amp; Karren (facilitators); Malia (notes)</i></li> </ul>	Same as Item 8 above.
11	<b>Wrap Up</b>  Carly Saxe	<p><i>Overall, takeaways from groups were shared; groups went well and were productive. SDE will take back the notes and information gleaned during the group discussions.</i></p> <p><i>Review the handout (titled “Meeting Related Information and Resources”) provided in the meeting packet with resources related to the meeting today.</i></p> <p><i>A special workgroup will be December 13th from 9:00 am to Noon via Zoom. The meeting will be about the SPP/APR.</i></p> <p><b>Meeting Adjourned</b>  <b>Motion to adjourn the meeting:</b> <i>Alison Lowenthal</i>  <b>Second:</b> <i>Sally Brown</i>  <b>Discussion:</b> <i>None</i>  <b>Vote:</b> <b>Unanimous vote</b></p> <p><b><u>SPP/APR Workgroup Follow-up:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Monday, December 13, 2021, 9:00 am to 12:00 pm (via Zoom);</b></li> </ul> <p><b><u>Future Meeting Dates:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Monday, February 14, 2022, 9:00 am to 4:00 pm;</b> and</li> <li>• <b>Monday, May 16, 2022, 9:00 am to 4:00 pm</b></li> </ul>	<i>Suggestion to provide this information prior to the December meeting (resources are in the handout, but SDE will reorganize). Be more specific about what SDE wants from the group.</i>

**Action Items From Previous Meetings**

Follow-Up Items	Date Opened	Owner	Due Date	Complete/Comments	Status
SPP/APR Workgroup	11/8/21	SDE	12/13/21		