



Idaho Special Education

Advisory Panel (SEAP)

Annual Report

2022 - 2023

Submitted by Executive Committee:

**Laura Wallis, Chair
Katie Flores, Vice-Chair
Kristen Nate, Secretary**

Contents

Acronyms	2
Authority	3
Membership	3
Membership List 2022-2023	4
Current Membership Details	6
Future Action	6
Duties and Priorities	6
SEAP Priorities	7
Activities and Actions	8
Executive Committee Meetings	8
General Meetings.....	8
Activities of the Panel.....	8
Panel Actions in 2022-23	9
Update on SEAP Priorities.....	10

Acronyms

APR	Annual Performance Report
DMS	Differentiated Monitoring System
FAPE	Free Appropriate Education
LEA	Local Education Authority
IPUL	Idaho Parents Unlimited
ISDB	Idaho School for Deaf and Blind
SDE	State Department of Education
SEA	State Educational Authority – in Idaho, this is the Idaho State Department of Education
SEAP	Special Education Advisory Panel
SESTA	Special Education Support & Technical Assistance
SPP	State Performance Plan
SSIP	State Systematic Improvement Plan
TAESE	Technical Assistance for Excellence in Special Education

Authority

The Special Education Advisory Panel is established in accordance with *20 USC §1412(a)(21)(A)*, which states:

The State has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State.

This authority is also given within *34 CFR §300.167*.

Membership

The membership of the Panel is established under *20 USC §1412(a)(21)(B)* and shall consist of members appointed by the Idaho State Superintendent of Public Instruction, as authorized under IDAPA 08.02.03.109.08, be representative of the State's population, and be composed of individuals involved in, or concerned with, the education of children with disabilities, including —

- i. Parents of children with disabilities (ages birth through 26);
- ii. Individuals with disabilities;
- iii. Teachers;
- iv. Representatives of institutions of higher education that prepare special education and related services personnel;
- v. State and local education officials, including officials who carry out activities under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 USC §11431 et seq.);
- vi. Administrators of programs for children with disabilities;
- vii. Representatives of other State agencies involved in the financing or delivery of related services to children with disabilities;
- viii. Representatives of private schools and public charter schools;
- ix. Not less than one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities;
- x. A representative from the State child welfare agency responsible for foster care; and
- xi. Representatives from the State juvenile and adult corrections agencies.

20 USC §1412(a)(21)(C) further clarifies that a majority (51%) of the members of the Panel shall be individuals with disabilities or parents of children with disabilities (ages birth through 26).

(The information above can also be found within *34 CFR §300.168*.)

The Panel also includes:

- xii. A representative of the US Department of Education designated Parent Training Center.

Per the current By-laws and Operating Procedures of Idaho’s Special Education Advisory Panel (SEAP), membership is further clarified with the following information:

The membership of SEAP shall consist of members appointed by the Idaho State Superintendent of Public Instruction, who is authorized under the law to make these appointments. SEAP shall be representative of Idaho’s population and composed of individuals involved in or concerned with the education of students with disabilities. Parents of students with disabilities and individuals with disabilities shall compose a majority (51% or more) of panel membership.

Other individuals may serve on the Panel as at-large members, appointed at the discretion of the Chairperson to fulfill an identified need, or provide input on a specific priority. The State Special Education Director or his/her designee shall serve as an ex-officio member of the Panel. The Panel, not including any at-large or ex-officio members, shall not exceed twenty-five (25) members unless a larger membership is needed to comply with the requirement to have a majority be individuals with disabilities or parents of children with disabilities.

Membership List 2022-2023

	Member Name		Term	Category Filled***	Representation
1	Sara	Bennett	2021-2024	i	Parent (Lewiston)
2	Theresa	Boyer	2022-2025	i	Parent (Boise)
3	Barbara	Broyles	2021–2024	iv	Representative of Higher Education (U of I)
4	Brian	Darcy	*2021-2024	vi,v	Program Administrator State Education (IESDB)
5	Katie	Flores	2021-2024 Vice-Chair	i	Parent (Caldwell)
6	Gretchen	Fors	2021-2024	i	Parent (Boise)
7	Malia	Hollowell	2021-2024	iii	SPED Teacher-West Ada
8	Jennifer	Johnson	2022-2025	i	Parent (Boise)

Member Name		Term	Category Filled***	Representation
9	Eric Lichte	*2021-2024	viii,v	Charter School – Inspire Charter, Administrator
10	Angela Lindig	*2021-2024	i, xii	Parent & IPUL
11	Alison Lowenthal	*2021-2024	i, ix,vii	Parent & Vocational Rehabilitation
12	Bryan Maughan	2021-2024	i	Parent (Rexburg)
13	Kristen Nate	2021-2024 Secretary	x	DHW - Child Welfare
14	Cindy Orr	2022-2025	vi, xi	Idaho Department of Juvenile Corrections
15	Sylvia Purcell ¹	2021-2024	i	Parent (Star)
16	Heather Ramsdell	2022-2025	i, iii, iv	Parent, Teacher, Representative of Higher Education (U of I)
17	Carly Saxe	*2022-2025	ii	Self-Advocate
18	Emily Sommer	2022-2025	v	SDE McKinney-Vento/ Homeless Coordinator
19	Laura Wallis	*2021-2024 Chair	i	Parent (Ammon)
20	Joey Ward	2021-2024	xi	Idaho Department of Corrections
21	Robin Zikmund	*2021-2024	i	Parent (Meridian)
22	**Jill Mathews	*2021-2024	v	SDE Family and Community Engagement
	Julie Mead	Ex-officio	N/A	SDE Special Education Director January - June 2023
	Charlie Silva	Ex-officio	N/A	SDE Special Education Director May -November 2022

*Indicates a second term

** Indicates as needed and at the request of the State Director of Special Education

*** Categories as identified in 20 USC §1412(a)(21)(B) and the Special Education Advisory Panel By-laws

¹ This member resigned on November 11, 2022.

Current Membership Details

- 22 total members
- 13 members who are parents of students with disabilities or individuals with disabilities (59%)
- We are missing representation in a few areas, as noted below.

Future Action

Currently, membership on the SEAP does not comply with Federal guidelines and current by-laws in the following areas:

- We are missing representation from:
 - Private schools (viii).

It is suggested that future recruitment focus on these areas.

Duties and Priorities

Required duties of the Panel are identified in 20 USC §1412(a)(21) and 34 CFR §300. Additional duties are added as noted below.

20 USC §1412(a)(21)(D)

The advisory panel shall —

- i. Advise the State educational agency of unmet needs within the State in the education of children with disabilities;
- ii. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;
- iii. Advise the State educational agency in developing evaluations and reporting on data to the Secretary under Section 1418 of this title;
- iv. Advise the State educational agency in developing corrective action plans to address findings identified in Federal monitoring reports under this subchapter; and
- v. Advise the State educational agency in developing and implementing policies relating to the funding coordination of services for children with disabilities.

(These duties can also be found within *34 CFR §300.169*)

34 CFR §300.164

- vi. Consults with the State Department of Education (SDE) if they wish to use IDEA Part B funds to supplant (meaning replace) Federal, State, or local funds.

34 CFR §300.513(d) and 34 CFR §300.514(c)

- vii. Reviews findings from hearings and appeals on the provision of Free Appropriate Public Education (FAPE).

34 CFR §300.647(b)

- viii. Advises on the issue of disproportionality representation in special education and setting risk ratios.

Additional Duties

- ix. Advise the State Department of Education (SDE) on the education of students with disabilities who have been convicted as adults and incarcerated in adult prisons; and
- x. Advise the State Department of Education (SDE) on its Comprehensive System of Personnel Development (CSPD) function to aid in recruiting, preparing, and retaining qualified personnel.

SEAP Priorities

To provide policy guidance to the Idaho State Department of Education (SDE) with respect to special education and related services for children with disabilities, the following priorities were established for 2022-23.

- (1) Assist with the preparation for the Differentiated Monitoring System (DMS) 2.0 evaluation. (This falls under duty iii.)
- (2) Indicator 7 – Early Childhood Education and building the least restrictive academic environments for children aged 3-5. (This falls under duty i.)
- (3) Indicator 17 (Cultivating Readers project; on-going priority) (This falls under duty i.)
- (4) Indicator 8 (Parent Survey; on-going priority) (This falls under duty iii.)
- (5) Recruitment and retention of Special Education specialists. (This falls under duty x.)

Activities and Actions

Throughout 2022-23, the Special Education Advisory Panel (SEAP) met regularly to carry out the duties of the Panel.

Executive Committee Meetings

The SEAP Executive committee is composed of the Chair, Vice-Chair, and Secretary. They met with the Special Education Director for the State Department of Education five times via phone conference to review new member applications, make recommendations for membership, and plan agendas for upcoming meetings.

Executive Committee planning meetings were held on:

- (1) August 23, 2022
- (2) September 6, 2022
- (3) November 1, 2022
- (4) January 31, 2023
- (5) April 25, 2023

General Meetings

The Idaho Special Education Advisory Panel (SEAP) met and conducted business four times during the 2022-23 school year as follows:

	Date	Type	Location
1	September 26, 2022	In person	State Department of Education, Boise, Idaho
2	November 14, 2022	In person	State Department of Education, Boise, Idaho
3	February 13, 2023	In person	State Department of Education, Boise, Idaho
4	May 8, 2023	In person	State Department of Education, Boise, Idaho

Panel meetings were open to the public and complied with Idaho's Open Meeting Law requirements. (Idaho Code §§ 74-201 through 74-208). Meeting minutes are posted at <http://sde.idaho.gov/sped/seap>.

Activities of the Panel

The following activities occurred during meetings throughout the year in alignment with the duties and priorities of the SEAP. The members of the SEAP:

- Received information from the SDE concerning State, Federal, and fiscal updates;
- Discussed and Provided Feedback on the following;
 - District/Region/Agency improvements
 - SESTA-How can they better support the academic community
 - Extended Content Standards, Alignment Project
 - Differentiated Monitoring System (DMS) 2.0
 - Idaho Pyramid Collaborative;
 - Restraint & Seclusion

- Indicator 3(C)-Proficiency rate for children with IEP's against alternate academic achievement standards; and indicator 8-Parent Survey
- State Performance Plan (SPP)/Annual Performance Report (APR)
- SEAP Functions
- Cultivating Readers Update and Enhanced Opportunities
- Dispute Resolution.
- Evaluated SDE and SESTA-created parent resources;
- Elected officers for 2023-24.
 - Chair – Katie Flores
 - Vice-Chair – Malia Hollowell
 - Secretary – Robyn Zikmund

Panel Actions in 2022-23

Duties identified from 20 USC §1412(a)(21), 34 CFR §300, and the Special Education Advisory Panel By-laws and Operating Procedures were completed as noted. Future suggested action is also noted below.

Duty	Method
i.	Time was given in each SEAP meeting to discuss unmet needs for children with disabilities as identified by panel members, SDE staff, and other guests.
ii.	The Idaho Legislature passed an amendment to Idaho Code 33-1224, adding provisions to remove corporal punishment, the use of chemical restraint, and the use of restraint and seclusion as a form of discipline. The SEAP was made aware of pending legislation and members of SEAP testified on behalf of themselves and their offices, however the SEAP made no official statement as the legislation action happened between scheduled meetings.
iii.	Multiple SEAP meetings, focused on helping the SDE develop reporting data. Updates on this data will be presented in future SEAP meetings for continued feedback from the panel.
iv.	No current corrective action plans to address findings identified in federal monitoring reports were presented to the SEAP for their feedback. Any future reports will be presented in regularly scheduled meetings.
v.	No specific work was done to advise the SDE on developing and implementing policies relating to the coordination of services for children with disabilities. However, continued progress was made to advise the SDE on programs for children with disabilities that are currently operating within the state. It is anticipated that future policies will be brought to the SEAP for their feedback.

vi.	No waivers involving Part B funds were requested by the SDE during this year, so no time was spent in this area this year.
vii.	No findings from hearings or appeals on the provision of FAPE were presented to the SEAP this year. The SEAP was presented information about the number of disputes handled throughout the year. It is anticipated that any related findings will be presented in future meetings in the upcoming year.
viii.	Ongoing work was focused on identifying and addressing significant disproportionality. It is anticipated that this will continue to be a focus of future meetings.
ix.	No specific questions were presented to the SEAP this year for them to advise on the education of students with disabilities who have been convicted as adults and incarcerated in adult prisons. It is anticipated that future information will be presented to the SEAP in general meetings.
x.	There was no discussion about the SDE comprehensive system of personnel development (CSPD) function to aid in recruiting, preparing, and retaining qualified personnel during the year. As this closely aligns with one of the state's SEAP priorities, it is anticipated this will be a topic of discussion in future meetings.

Update on SEAP Priorities

1. Assist with the preparation for the Differentiated Monitoring System (DMS) 2.0 evaluation.
 - a. Multiple meetings focused on the upcoming DMS 2.0 evaluation and feedback was given to SDE staff to improve clarity and communication behind expected evaluation topics.
2. Indicator 7 – Early Childhood Education and building the least restrictive academic environments for children aged 3-5.
 - a. The SDE presented information on current challenges and barriers. Feedback was given on needs in local communities.
3. Indicator 17 (Cultivating Readers project; on-going priority)
 - a. Multiple presentations were given to the SEAP by members of SDE, with feedback centered on continued progress and parent involvement.
4. Indicator 8 (Parent Survey; on-going priority)
 - a. This was not discussed during the current year. An update from the SDE will be requested next year to determine if this needs to continue as a priority.
5. Recruitment and retention of Special Education specialists.

- a. The SEAP panel recommends this continue to be a priority. Due to the continuing impacts of COVID-19, this continues to be an area of great concern.