

# Special Education Advisory Panel (SEAP)

## September 26, 2022 Meeting Minutes

### Membership of the Special Education Advisory Panel (SEAP)

Member	Representation	Att'd	Member	Representation	Att'd
Sara Bennett	Parent	P	Bryan Maughan	Parent	P
Theresa Boyer	Parent	P	Kristen Nate	Department of Health and Welfare – Child Welfare	P
Barbara Broyles	Higher Education	P	Cindy Orr	Idaho Department of Juvenile Corrections	A
Brian Darcy	Program Administrator State Education	P	Sylvia Purcell	Parent	A
Katie Flores	Parent	A	Heather Ramsdell	Higher Education – Idaho State University	P
Gretchen Fors	Parent	P	Carly Saxe	Self-Advocate	P
Malia Hollowell	SPED Teacher	P	Charlie Silva	State Department of Education – Director of Special Education	P
Jennifer Johnson	Parent	P	Emily Sommer	State Department of Education – McKinney-Vento/Homeless Coordinator	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	A
Jill Mathews	State Department of Education – Family and Community Engagement	A			

### Guests

Name	Representation	Att'd	Name	Representation	Att'd
Shannon Dunstan	SDE	P	Kari Grier	SESTA	P
Lisa Pofelski-Rosa	SDE	P	Sarah Tueller	IPUL	P
Kimberli Shaner	SDE	P	Melissa Vian	IPUL	P
Karren Streagle	SDE	P	Tony Cade (filling in for Cindy Orr)	IDJC	P
		P	Kaela Whitehead	DHW	P

SDE = State Department of Education

IPUL = Idaho Parents Unlimited

P = Present

A = Absent

#	Topic	Topic Owner(s)	Discussion	Next Steps
1	<b>New Committee Member Orientation</b>	<i>Charlie Silva IPUL staff Laura Wallis</i>		

2	<b>Welcome and Call to Order</b>	Laura Wallis	<b>Welcome</b> <ul style="list-style-type: none"> <li>• <i>Introductions</i></li> </ul>	
3	Approval of May 16, 2022 Minutes	Laura Wallis	<b>Approval of May 16, 2022 Minutes</b> <ul style="list-style-type: none"> <li>• <b>Motion to Approve Minutes:</b> Sara Bennett</li> <li>• <b>Second:</b> Gretchen Fors</li> <li>• <b>Discussion:</b> None/No Changes</li> <li>• <b>Approved Unanimously</b></li> </ul> <u><b>Purpose of SEAP</b></u> <i>Review/Approve New By-Laws</i> <ul style="list-style-type: none"> <li>• <b>Motion to Approve New By-Laws and adopt changes discussed below:</b> Brian Darcy</li> <li>• <b>Second:</b> Bryan Maughan</li> <li>• <b>Discussion/Highlights:</b> <ul style="list-style-type: none"> <li>○ <i>By-Laws are tied to IDAPA or CFR (Code of Federal Regulations).</i></li> <li>○ <i>Recommend change to page 4, Section 3.1, subsection xii to remove "Idaho Parents Unlimited" name in that section.</i></li> <li>○ <i>Changed membership to not exceed 25 (there was a mistake in DRAFT By-Laws which stated 27)</i></li> <li>○ <i>Attendance is important (The panel only meets four times per year); if you cannot attend, you can send an appointee, but you need to inform the SEAP leaders.</i></li> </ul> </li> <li>• <b>Approved Unanimously</b></li> <li>• <i>Recognition was given to those who spent significant time updating these By-Laws, including Laura Wallis, Brian Darcy, Eric Lichte, and Bryan Maughan.</i></li> </ul> <i>Establish Priorities (start on Page 2 of By-Laws)</i> <ul style="list-style-type: none"> <li>• <i>Past priorities have included:</i> <ol style="list-style-type: none"> <li>1. <i>Indicator 17 – State Systemic Improvement Plan (Cultivating Readers Project)</i></li> <li>2. <i>Indicator 8 – Assist SDE with Parent Survey</i></li> <li>3. <i>Assist SDE with recruiting and retaining SPED staff</i></li> </ol> </li> </ul> <i>Charlie's current priorities/needs are:</i> <ol style="list-style-type: none"> <li>1. <i>Office of Special Education Program (OSEP) is monitoring schools differently through the DMS 2.0 (Differential Monitoring System). This was supposed to start two years ago, but then the pandemic hit. There are seven states in the first cohort, which Idaho is in. This is a tremendous</i></li> </ol>	

			<p>amount of work. OSEP will be conducting an on-site visit in October 2023.</p> <ol style="list-style-type: none"> <li>2. On some of our indicators, Indicator 7, for example, Idaho is last in the country for the least restrictive environment for 3-5 year old's. We are 1 of 5 states that do not have legislation to support early childhood education, which impacts this data.</li> <li>3. Legislature did approve new content standards for all subjects. We now have to create extended content standards for students with our most significant cognitive disabilities.</li> <li>4. Special Education (SPED) specialist shortage crisis, including teachers, paraprofessionals, nurses, etc.</li> <li>5. Mental Health needs of students and staff; however, the Legislature has made it clear that social/emotional well-being is not for education to address. This creates a challenge on how we can move forward with addressing mental health in the schools.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Of the above discussed, the below are the agreed-upon priorities for the 2022-2023 SEAP Panel (Motion by Brian Darcy, Second by Eric Lichte; approved unanimously):</b> <ol style="list-style-type: none"> <li>1. <b>DMS 2.0 – Assisting with the preparation of this evaluation.</b></li> <li>2. <b>Indicator 7 – Early Childhood Education and building the least restrictive academic environments for children aged 3-5.</b></li> <li>3. <b>Indicator 17 (Cultivating Readers project; on-going priority)</b></li> <li>4. <b>Indicator 8 (Parent Survey; on-going priority)</b></li> <li>5. <b>Recruitment and retention of SPED specialists</b></li> </ol> </li> </ul>	
4	Federal/State Update	Charlie Silva	<ul style="list-style-type: none"> <li>• The SDE worked on a Special Education calendar that will be going out district-wide. Thank you to Angela Lindig for contributing the art through the Artist in Residence Program with IPUL.</li> </ul> <p><u>Federal Level</u></p> <ul style="list-style-type: none"> <li>• Charlie recently attended a NASDSE (National Association of State Directors of Special Education) conference in Florida. The goal was to have 190+ people in attendance, and they had 300+ attend. <ul style="list-style-type: none"> <li>○ OSEP was in attendance and indicated there is a push to provide additional funding (an 8% increase has been proposed).</li> </ul> </li> </ul>	

			<ul style="list-style-type: none"> <li>○ <i>Pushing for school-based Medicaid funds (Idaho has one of the best – can bill 13+ services to Medicaid).</i></li> <li>○ <i>Focus on SPED teacher shortage (recruitment and retention), including establishing a registered apprenticeship program to better utilize apprenticeships (Tennessee is a state who does this).</i></li> <li>○ <i>July/August, OSEP established new discipline guidelines, which can be reviewed in detail here: <a href="https://www.sde.idaho.gov/sped/">https://www.sde.idaho.gov/sped/</a> This is a significant issue. There is no data/reporting on restraint and seclusion. Need to give people the skills to be preventative so there's never a need for restraint or seclusion. There are a lot of resources through the Special Education Support and Technical Assistance (SESTA). <a href="https://idahosesta.org/">https://idahosesta.org/</a> <a href="https://www.sde.idaho.gov/sped/">https://www.sde.idaho.gov/sped/</a></i></li> </ul> <p><u>State Level</u></p> <ul style="list-style-type: none"> <li>● <i>Webinar held in July to discuss ways to retain and recruit educators.</i> <ul style="list-style-type: none"> <li>○ <i>Had additional funds, and the SDE created a mini-grant for districts to apply for to retain and recruit teachers.</i></li> <li>○ <i>Left the options up to the districts on how to allocate the monies.</i></li> <li>○ <i>There was only a handful of districts that did not receive money.</i></li> <li>○ <i>Discussed the need for additional training for paraprofessionals. Created online modules for paraprofessionals to minimize their time outside of the classroom.</i></li> <li>○ <i>Recruitment and retention are more than money – it's about feeling valued and supported; having a positive work environment/culture.</i></li> <li>○ <i>Have a number of districts on the Statewide IEP system to create a more efficient system, user-friendly, and compliant with State requirements (West Ada does not utilize this system; Boise School District just opted in). Feedback from Gretchen Flors and Bryan Maughan is that the format is easy to read. There is also "Parent Connect" where a parent can review the IEP before it is finalized (a district would need to opt into this program).</i></li> </ul> </li> </ul> <p><u>State Budget</u></p>	
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5	<b>Working Lunch</b>	Laura Wallis Kristen Nate	<p><b>1. What issues do you see surrounding Special Education in your district/region/agency that you would like to see improve?</b></p> <ul style="list-style-type: none"> <li>• A common issue is staffing shortage, undervalued teachers, or negative work environments/culture</li> <li>• Undervalued education</li> <li>• Teacher training, specifically with the Dyslexia program</li> <li>• Summer program and Extended School Year – does it really work?</li> <li>• Need to provide preventative training to educators/paraprofessionals on de-escalation to prevent restraints or seclusion</li> <li>• Political environment</li> </ul> <p><b>2. What resources, knowledge, training, and/or partnering do you think would help resolve the issues identified above?</b></p> <ul style="list-style-type: none"> <li>• Implement mentoring program with a positive peer culture/inclusive environment</li> <li>• Financial incentives for educators/paraprofessionals</li> <li>• Grassroots change to the political environment</li> <li>• Partnering with universities for mentorship opportunities</li> <li>• Research what other states are doing that works well.</li> </ul>	
6	<b>IDEA Fiscal Update</b>	Lisa Pofelski-Rosa	<p><u>Fiscal Highlights</u></p> <ul style="list-style-type: none"> <li>• IDEA Part B is Federal Fiscal Funding, divided into two grants (School Aged and Preschool). The federal gov't has not allocated the needed funds to</li> </ul>	

			<p><i>manage the growth and expense of special education. The remaining funds are made up of Medicaid billable services or State allocated funds.</i></p> <ul style="list-style-type: none"> <li>• <i>Money is allocated to:</i> <ul style="list-style-type: none"> <li>○ <i>Administration (2%)</i></li> <li>○ <i>State Level Activities (8%)</i></li> <li>○ <i>Local Education Agencies (LEA, 90%)</i></li> </ul> </li> <li>• <i>American Rescue Plan (ARPA) – For FFY 2021, IDEA awarded \$2.5 billion for School Aged and \$200 million for Preschool. Specific to Special Education, ARPA funds allocated were \$13.2 million for School Aged and \$1.1 million for Preschool.</i> <ul style="list-style-type: none"> <li>○ <i>Have seen funds spent on things like buses, playground equipment, and additional staff</i></li> </ul> </li> <li>• <i>Mini-grants – reallocated \$350,000 state-level activities funds from FFY2021 to LEAs as mini-grants. Allocated monies were used for a variety of costs, such as recruitment, supplemental pay, training, retention stipends, and more.</i></li> </ul>	
7	SESTA Resources	Kari Grier	<p><u><i>SESTA Highlights</i></u>  <a href="https://idahosesta.org/">https://idahosesta.org/</a></p> <ul style="list-style-type: none"> <li>• <i>Special Education Support and Technical Assistance</i></li> <li>• <i>A collaborative project that is funded by the Idaho SDE Special Education Department</i></li> <li>• <i>Idaho Training Clearinghouse has been reorganized: <a href="https://idahotc.com/">https://idahotc.com/</a></i> <ul style="list-style-type: none"> <li>○ <i>Review of website and available resources</i></li> <li>○ <i>A highlight of the “Comprehensive Evaluation” radio button (helps not only educators but parents understand their role in the evaluation process).</i></li> <li>○ <i>A highlight of the Quick Guides Library, specifically the Tiered Supports Quick Guide (gets teams started and moving in the right direction) and guide on how to utilize one-on-one supports.</i></li> </ul> </li> <li>• <i>What is SESTA missing? How can they better support the academic community?</i> <ul style="list-style-type: none"> <li>○ <i>Consistency with vocabulary across disciplines.</i></li> <li>○ <i>Instructions on how to implement a mentoring (student to student) program within the school district.</i></li> <li>○ <i>Provide guidelines on how to address gaps within the school district.</i></li> <li>○ <i>Add IPUL resources/links (already in progress).</i></li> </ul> </li> </ul>	

			<ul style="list-style-type: none"> <li>○ Information on how a child's mental health diagnoses intersect (or not) with an IEP or 504 plan.</li> <li>○ Where did the teacher radio button go?</li> <li>○ Provide more explanation on the funding formula.</li> <li>○ Information for parents on school-based Medicaid services.</li> <li>○ Provide flow chart for Special Education services/supports</li> </ul> <p>SESTA is an excellent resource that other states come to for help. High-quality resources for Idaho education.</p>	
8	<b>Afternoon Break</b>			
9	Dispute Resolution Services	Kimberli Shaner	<p><u>Dispute Resolution Highlights</u></p> <ul style="list-style-type: none"> <li>• Special Education Manual: <a href="https://www.sde.idaho.gov/sped/sped-manual/">https://www.sde.idaho.gov/sped/sped-manual/</a></li> <li>• Dispute Resolution Page: <a href="https://www.sde.idaho.gov/sped/dispute/index.html">https://www.sde.idaho.gov/sped/dispute/index.html</a></li> <li>• Coming soon! Quick guides for Dispute Resolution</li> <li>• Dispute Resolution is mandated by IDEA. Idaho has a facilitation program that is known to be one of the more robust programs in the nation. This helps eliminate the need for more formal processes. <ul style="list-style-type: none"> <li>○ 17 Facilitators</li> <li>○ 5 Mediators</li> <li>○ 7 Complaint Investigators</li> <li>○ 3 Hearing Officers</li> </ul> </li> <li>• Conflict is uncomfortable, but it creates opportunity. Want to ensure everyone is heard, understood, and the goal is to resolve the dispute at the lowest level possible/appropriate.</li> <li>• Facilitation – Will have the entire IEP team present, and the facilitator is there to run the meeting or help guide. They do not make decisions. Idaho has a high percentage of positive outcomes from the facilitation process (59% of participants strongly agree or agree that the facilitation process improved the relationship between the school staff and family).</li> <li>• Mediation – Is the next step if the dispute is not resolved during the facilitation.</li> <li>• State Administrative Complaint – Happens when an individual or agency alleges an LEA has violated a component of the IDEA within the past 365 days.</li> <li>• Due Process Hearing – Does not happen often. The district or parent requests that a Hearing Officer decide the matter relating to the identification, evaluation, educational placement, or provision of Free Appropriate Public Education (FAPE).</li> </ul>	

			<ul style="list-style-type: none"> <li>• <i>There are rumors that there are advocates trying to dissuade parents from participating in this free service. Please encourage parents with disputes to go through this process.</i></li> </ul>	
10	<i>Extended Content Standards</i>	<i>Karren Streagle</i>	<p><u><i>Extended Content Standards Alignment Project Highlights</i></u></p> <ul style="list-style-type: none"> <li>• <i>Standards against which students with disabilities are tested.</i></li> <li>• <i>ELA/literacy, Math, and Science are the subjects</i></li> <li>• <i>SDE will be bridging the new Idaho Content Standards to the old Extended Content Standards.</i></li> <li>• <i>Will focus on examining the depth, breadth, and complexity of the content.</i></li> </ul> <p><b><i>Need participants or volunteers with:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Personal experience with significant cognitive disabilities</i></b></li> <li>• <b><i>Parents: Child is enrolled in public schools</i></b></li> <li>• <b><i>Teachers: Extended resources classrooms</i></b></li> <li>• <b><i>Agencies: Relevant experience</i></b></li> <li>• <b><i>Responsibilities: All meetings will be virtual, with some face-to-face, and there will be some compensation. There will be some individual work as well that people will bring back to discuss. There will be two content groups (K-5 and 6-12).</i></b></li> </ul>	<p><i>If you know anyone who may be a good fit, contact Karren Streagle at:</i>  <a href="mailto:kstreagle@sde.idaho.gov"><u><i>kstreagle@sde.idaho.gov</i></u></a></p> <ul style="list-style-type: none"> <li>• <b><i>Bryan Maughan volunteered</i></b></li> </ul>
11	<i>Cultivating Readers Project</i>	<i>Shannon Dunstan</i>	<p><u><i>Cultivating Readers Project Highlights</i></u></p> <ul style="list-style-type: none"> <li>• <i>Indicator 17 – Very comprehensive and a multi-year project. Has to improve the lives of students with disabilities and their families.</i></li> <li>• <i>We are starting to close the gap in proficiency.</i></li> <li>• <b>Gaps:</b> <ul style="list-style-type: none"> <li>○ <i>Parent engagement</i></li> <li>○ <i>District Participation</i></li> <li>○ <i>Teacher Buy-in</i></li> <li>○ <i>Sustainability</i></li> </ul> </li> <li>• <i>In January, the SDE runs a report, and Shannon calls every district with students (primarily K-3) who are below 50% reading proficiency in general education.</i></li> <li>• <b><i>Need ideas on resources and how we measure the impact to the participants. Parents and Principals are the door in.</i></b></li> </ul>	



			<ul style="list-style-type: none"> <li>○ <b>Create a cheat sheet for parents to advocate with school districts on Cultivating Readers.</b></li> <li>○ <b>The cheat sheet could address common myths, the benefits to participating, the support available to the district, etc.</b></li> <li>○ <b>Measuring impact: Can there be data gathering from folks with lived experience with this program and use it for marketing.</b></li> <li>○ <b>Back peddle and work with teachers in higher education how the program and importance/benefits of it.</b></li> </ul>	
12	Pyramid Collaborative	Shannon and Sherry Bingham, Minidoka School District	<p><u>Idaho Pyramid Collaborative Highlights</u> A social/emotional program for early childhood education</p> <ul style="list-style-type: none"> <li>● Tied to Special Education through Indicator 7 – Early Childhood Outcomes</li> <li>● The Minidoka Story <ul style="list-style-type: none"> <li>○ Partner with Head Start</li> <li>○ Started with two experienced teachers</li> <li>○ Added migrant preschool and a third special education teacher</li> <li>○ Social/emotional learning – setting up classrooms that are child-centered/focused. <ul style="list-style-type: none"> <li>▪ Very visual with schedule, classroom rules, etc., so children know what to expect and there is consistency (at school, across teachers, and at home).</li> <li>▪ Teacher is down on the child’s level.</li> <li>▪ Teach in small groups.</li> <li>▪ Program is really led by the students; student engagement is high.</li> <li>▪ Engage stakeholders through monthly newsletters, periodic family nights, share what’s happening in preschool with the parents, parent engagement, parent-teacher conferences, parent night, etc.</li> </ul> </li> </ul> </li> <li>▪ There are resources available for students who struggle behaviorally and provide coaching to the teacher through the TPOT program.</li> </ul>	

			<ul style="list-style-type: none"> <li>○ Last Spring, they created a video.</li> <li>○ The goal is to get children ready for the general education classroom.</li> </ul> <ul style="list-style-type: none"> <li>• This program is in all Head Starts, and many daycares are engaged as well.</li> </ul> <p><b>Be thinking about ideas on District recruitment, parent engagement, and types of resources.</b></p>	
13	<b>Wrap Up</b>	Laura Wallis	<ul style="list-style-type: none"> <li>• The meeting ended at 3:30 p.m.</li> <li>• If you have ideas for future agenda items, please reach out to Brenda, Charlie, Laura, Katie, or Kristen. This includes discussion topics for our working lunches.</li> <li>• In 2024, there are seven members of SEAP who will be term-limited out. Start thinking about folks to fill those available spots.</li> <li>• For the last meeting last year, we held it at the School for the Deaf and Blind. Are there any programs that committee members would like to visit for a field trip?</li> </ul>	<b>Send questions and future agenda items to Brenda, Charlie, Laura, Katie, or Kristen</b>
14	<b>Meeting Adjourned</b> <ul style="list-style-type: none"> <li>• <b><u>Future Meeting Dates:</u></b> <ul style="list-style-type: none"> <li>• <b>Monday, November 14, 2022, 9:00 am to 4:00 pm;</b></li> <li>• <b>Monday, February 13, 2023, 9:00 am to 4:00 pm; and</b></li> <li>• <b>Monday, May 8, 2023, 9:00 am to 4:00 pm</b></li> </ul> </li> </ul>			

**Action Items From Previous Meetings**

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