

Special Education Advisory Panel (SEAP)

May 20, 2024 Meeting Minutes

Membership of the Special Education Advisory Panel (SEAP)

Member	Representation	Att'd	Member	Representation	Att'd
Sara Bennett	Parent	A	Angela Mascall	Private School	P
Theresa Boyer	Parent	P	Bryan Maughan	Parent	P
Barbara Broyles	Higher Education- University of Idaho	P	Lisa McElroy	Parent	A
Janeth Calderon	Parent	A	Cindy Orr	Idaho Department of Juvenile Corrections	P
Nycole Crowe	Parent	P	Valerie Player	Parent	P
Brian Darcy	Program Administrator State Education	P	Kelley Phipps	Parent	P
Katie Flores	Parent, Chair	P	Heather Ramsdell	Higher Education – Idaho State University	P
Malia Hollowell	SPED Teacher	P	Emily Sommer	State Department of Education – McKinney-Vento/Homeless Coordinator	A
Chynna Hirasaki	Idaho Department of Education, Special Education Director	P	Rachel Vachon	LEA School Psycholgist	P
Jennifer Johnson	Parent	P	Joey Ward	Idaho Department of Corrections	A
Eric Lichte	Charter School	A	Kayla Whitehead	Idaho Department of H&W	A
Melissa Vian	Parent & IPUL	P	Robin Zikmund	Parent	P
Caleb Tibbetts	Vocational Rehabilitation	P	Jeremy Ford	Parent, Individual with Disabilities, Higher Education - BSU	P
Jill Mathews	State Department of Education – Family and Community Engagement	P	Whitney Schexnider	McKinney-Vento Administration, Parent	P
Kristina Wagoner	Parent, School Psychologist	A	Julie Wittman	Parent	P
Carla Zimmermann	Parent, Individual with Disabilities, SPED Teacher	P	Carol Carnahan		P

Guests

Member	Representation	Att'd	Member	Representation	Att'd
Randi Cole	IDE	P	Lexie Pease	IDE	P
Shannon Dunstan	IDE	A	Maddie Rice	IDE	P
Alisa Fewkes	IDE	P	Kimberli Shaner	IDE	P
Kate Hill	IDE	A	Debi Smith	IDE	P
Lisa Pofelski- Rosa	IDE	P	Karren Streagle	IDE	P
Elizabeth Congdon	IDE	A			

IDE = Idaho Department of Education

IPUL = Idaho Parents Unlimited

P = Present

A = Absent

#	Topic	Topic Owner(s)	Discussion	Next Steps
1	<i>Welcome & Call to Order</i>	<i>Katie Flores</i>	Meeting called to order	
2	Approval of May 20, 2024 Minutes	<i>Katie Flores</i>	<i>Motion: Brian Darcy Second: Bryan Maughan All in favor: Motion Carries</i>	
3	“Getting to Know You” Follow-Up: Highlighting New SEAP Members for the 2024-2027 Term	<i>Karren Streagle</i>		
4	February Meeting Follow-Up	Chynna Hirasaki	Review of the SEAP Member Satisfaction Survey	
5	Mini-Group Work: Outcomes, Transitions, Funding, Support and Monitoring	SDE Facilitators		
6	Mini-Group Work: Whole Group Share-Out	Chynna Hirasaki	<p>*Transitions—draft of a brochure we had talked about last time, happy that was done. Talked about transition students will go through, grades, in-school academic transitions, jobs, w/in classrooms and buildings. Considered how we can help parents feel informed. Resources for parents and schools. Nice to have parent voice, and parent/educator dual roles.</p> <p>*Outcomes—combination of Cultivating readers and SMART programs. Role of parents in that new system. Working on defining roles of parents in new partnership.</p> <p>*Support and Monitoring—a lot of changes, positive in regard to LEA and GSFR processes. Indicator 11/60-day timeline change will have a learning curve for schools. DR update--#s have gone up. There are positives with mediation and facilitation.</p> <p>*Funding—High cost fund, Idaho is the only state who doesn’t have</p>	<i>The Department will designate new mini-groups for the 2024-2025 SY.</i>

			one. Will try to get the legislature to approve this with state funds.	
7	Morning Break			
8	RSA Grant Update	<i>Randi Cole</i>	<p>RSA: Really focused on increasing the involvement of 16-24 year old students from more school districts in their programs. They are working on improving financial literacy and providing lessons and procedures for special education teachers. They have partnership agreements in place and the Advisory Committee is reviewing the progress. The organization is preparing for the pilot and sharing information.</p> <p>The first area where money was used is the Integrated Competitive Integrated Employment Center (ICIE). Carol Carnahan, the Associate Director, explained the staff, program, and goals for the center. Money was also given to Idaho Parents Unlimited (IPUL) for pre-employment transition services and other agencies. The first goal is to develop statewide interagency partnerships. The second goal is to create coordinated delivery of effective transition planning and services. The third goal is to develop a comprehensive statewide system of support to deliver effective transition planning and services. Additional partners include Centers for Independent Living, Idaho Division of Vocational Rehabilitation, and Charters.</p> <p>Contact info: Randi Cole rcole@sde.idaho.gov and Carol Carnahan ccarnahan@uidaho.edu</p>	

9	Pyramid Collaborative Update	<i>Shannon Dunstan</i>	<p><i>Shannon was absent, and Chynna reviewed the slides. The agency team and leadership team were discussed. Shannon has the logic model available for anyone who would like to examine it more closely. The timeline from 2018 to the present was reviewed, highlighting 3 years of leadership development. Furthermore, a 3-year coaching development roadmap and professional development plan were presented. We also looked into the exploration and implementation tracks, aiming to make this a systemic option for participants.</i></p> <p><i>If you have any questions, please email Shannon Dunstan at sdunstan@sde.idaho.gov.</i></p>	
10	Cultivating Readers Update	<i>Lexie Pease</i>	<p><i>Cultivating Readers: The SMART project has now been merged with Cultivating Readers. While SMART already has 500 applicants, Cultivating Readers faces challenges in attracting new participants. The new program will be a 4-year initiative, emphasizing continuity among administrators, building coaches, teachers, and parents. Questions about teacher accreditation were addressed – at this time, there is no accreditation. Additionally, the focus is on K-3, and schools will have the freedom to select books based on their specific requirements, with approval. It was also discussed how to engage administrators – currently, only through word of mouth and teacher buy-in. The program is in its planning stages, but teachers are signing up, and administrators are beginning to follow suit. The transition for students moving to 4th</i></p>	

			<p><i>grade is still under discussion. While the focus remains on K-3, teachers will still have access to training. There is also a suggestion to change the name from K-3 to a different "initiative." At this time, there are no secondary teachers included in the program, and there is a waiting list. Currently, 22 schools are enrolled in Cultivating Readers, and over 600 teachers are part of the SMART program.</i></p> <p><i>If you have any questions, please email Lexie Pease at apeace@sde.idaho.gov.</i></p>	
11	Working Lunch: SEAP Goal Update, Virtual Job Fair	<i>Chynna Hirasaki, Shannon Dunstan</i>	<p>Legislative Updates on the following:</p> <ul style="list-style-type: none"> *Weighted, per student funding. *Graduation requirements. *Restraint and Seclusion amend. *IRI exemptions. *Civics Education. *Driver Education. *Pronouns Bill. *Library Bill. *Abortion in Secondary Education. *Facilities. <p>Virtual Job Fair Results</p> <p>The Department reviewed the results from the Virtual Job Fair using the Idaho Connects platform.</p>	<i>The Department will consider expanding the Virtual Job Fair availability for next year.</i>
12	Parent Involvement Survey Questions Selection & Final Census Determination	<i>Alisa Fewkes, Kate Hill, Chynna Hirasaki</i>	<p><i>The Department reviewed changes in the collection and updated processes. The Department is now conducting the survey in hopes that this will increase parent participation. The survey contains 18 questions with one write-in option. A copy of the survey is available in member folders. Parents will receive a paper version of the survey. However, they can also use the QR</i></p>	<i>The Department will provide an update once the survey closes.</i>

			<p><i>code to access the online version if they prefer. There are 2 language options for the paper version and 13 online.</i></p> <p><i>The Department is finalizing logistics for the mail-out process. An envelope will be provided for those who choose to complete the paper survey (there is no cost to the parent to participate). In addition, the Department is communicating with parents to let them know that if they receive a survey from the Department, it is genuine.</i></p> <p><i>Survey timeline is from June 3 – August 15.</i></p> <p><i>Questions: How many districts in cohort? 88-89.</i></p>	
13	IPUL News & Updates	<i>Melissa Vian</i>	<p><i>IPUL shared that it has been a busy season with IEP and 504 plans. The number of 504 plans has increased, and many people are calling to find out about special education services in Idaho.</i></p> <p><i>IPUL has also received a lot of questions about the Katie Beckett program. If parents have any issues with Medicaid, contact IPUL for assistance.</i></p> <p><i>IPUL also offers self-guided training opportunities available on the IPUL website. IPUL is conducting in-person training across the state and has informational flyers available.</i></p> <p><i>They are also in the process of hiring three family/youth transition coordinators. The final hires will be made soon.</i></p> <p><i>Lastly, IPUL has a podcast that is reaching many families and covers topics like IEP/504 and others. The podcast is available on all platforms and is called "Unlimited Parenting."</i></p> <p><i>The "Work of Art" program is continuing this year.</i></p>	

14	<i>Afternoon Break</i>		
15	<i>SLD Inquiry Workgroup-Update</i>	<i>Chynna Hirasaki</i>	<p><i>Chynna explained why Idaho’s SLD criteria was flagged by the US Department of Education. We previously used both Response to Intervention (RTI) and Patterns of Strengths and Weaknesses, but according to IDEA, we cannot require both. The SLD Criteria workgroup ultimately decided to change the “and” to an “or” within the SLD criteria in the Idaho Special Education Manual. The Department also clarified the SLD process and accompanying documents, addressed the exclusionary criteria, etc.</i></p> <p><i>We discussed the remedy the Department determined to address students who were found ineligible under SLD using the incorrect criteria. The Department created a guidance document for schools to use within their teams to assist them in determining the need to consider new evaluations for these students.</i></p> <p><i>The change to the Sped Manual is currently in the Public Input and Hearing phase. Information and links for suggested language and public comment forms are available on the Department website.</i></p> <p><i>Emily reviewed resources from the Special Education Support and Technical Assistance (SESTA) available on the Idaho Training Clearinghouse. There will be 7 full-day, in-person training sessions for school teams in September.</i></p>

16	<i>SEAP Recruitment & Applications: Member terms</i>	<i>Chynna Hirasaki & Katie Flores</i>	<p>*SEAP member recognition: Exiting members: Sara Bennett, Katie Flores, Bryan Maughan, Robin Zickmund, Eric Lichte.</p> <p>*SEAP Committee Elections: Reviewed responsibilities and called for nominations</p> <p>Vice Chair: Kelley Phipps, unanimous</p> <p>Secretary: Rachel Vachon, unanimous</p> <p>*24-25 SEAP Meeting Schedule announced.</p> <p>*SEAP Member Training- new members are required to attend a new member training. This will be incorporated into the September meeting.</p>	
17	Wrap Up & Satisfaction Survey Completion	<i>Chynna Hirasaki</i>		
18	<p><i>Meeting Adjourned</i></p> <ul style="list-style-type: none"> • <i><u>Future Meeting Dates:</u></i> <ul style="list-style-type: none"> • <i>Monday, September 9, 2024, SDE</i> 		<p><i>Motion: Brian Darcy</i> <i>Second: Jennifer Johnson</i> <i>All in Favor: Motion Carries</i></p>	