



Special Education Advisory Panel (SEAP)

November 4, 2024 Meeting Minutes

Membership of the Special Education Advisory Panel (SEAP)

| Member | Representation | Att d | Member | Representation | Att d |
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| Valerie Aker-Player | Parent | P | Bethany McDonald | Idaho Department of H&W | A |
| Theresa Boyer | Parent | P | Lisa McElroy | Parent | P |
| Barbara Broyles | Higher Education- University of Idaho | P | Cindy Orr | Idaho Department of Juvenile Corrections | P |
| Janeth Calderon | Parent | A | Kelley Phipps | Parent | A |
| Nycole Crow | Parent | P | Heather Ramsdell | Higher Education – Idaho State University | A |
| Brian Darcy | Program Administrator State Education | P | Whitney Schexnider | McKinney-Vento Administration, Parent | P |
| Jeremy Ford | Parent, Individual with Disabilities, Higher Education - BSU | P | Lauren Noble | Vocational Rehabilitation | P |
| Malia Hollowell | SPED Teacher | P | Caleb Tibbets | Vocational Rehabilitation | A |
| Chynna Hirasaki | Idaho Department of Education, Special Education Director | P | Rachel Vachon | LEA School Psychologist | P |
| Jennifer Johnson | Parent | P | Melissa Vian | Parent & IPUL | P |
| Emily Kessler | State Department of Education – McKinney-Vento/Homeless Coordinator | A | Joey Ward | Idaho Department of Corrections | A |
| Angela Mascall | Private School | P | Julie Wittman | Parent | P |
| Jill Mathews | State Department of Education – Family and Community Engagement | A | Carla Zimmermann | Parent, Individual with Disabilities, SPED Teacher | A |

Guests

| Member | Representation | Att d | Member | Representation | Att d |
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| Randi Cole | IDE | P | Lexie Pease | IDE | P |
| Elizabeth Congdon | IDE | A | Lisa Pofelski-Rosa | IDE | P |
| Shannon Dunstan | IDE | P | Maddie Rice | IDE | P |
| Kate Hill | IDE | P | Kimberli Shaner | IDE | P |
| Chynna Hirasaki | IDE | P | Debi Smith | IDE | P |
| Sharie Monteferrante | IDE | P | Piper Traywick | IDE | P |
| Emily Boles | SESTA | P | | | |

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



| # | Topic | Topic Owner(s) | Discussion | Next Steps |
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| 1 | <i>Call to Order & Approval of September 9, 2024 Minutes</i> | Malia Hollowell | <ul style="list-style-type: none"> • Motion: Julie Whitman • Second: Brian Darcy • All in Favor: Yes – motion carries | |
| 2 | Welcome and Introductions | Chynna Hirasaki, Department | Introduction of Rachel and Brian to the team, as they were unable to attend the September meeting. | |
| 3 | September Meeting Follow-Up | Chynna Hirasaki, Department | Satisfaction Survey Feedback: <ul style="list-style-type: none"> - Printed PowerPoint presentations - Allow more movement during meetings - Provide updates on high-profile topics - Mini groups are valuable - Request for progress reports on RS and SMART 2.0 grants | |
| | Dispute Resolution Update | Kimberli Shaner | Update: <ul style="list-style-type: none"> - Facilitations: 50 - Mediations: 10 - State Admin Complaints: 8 - Due Process Hearings: 2 Key Issues: <ul style="list-style-type: none"> - Parent participation concerns - Increased focus on behavior-related topics | |
| 4 | Grant Update: RSA, SMART 2.0, Inclusion Impact on the Pyramid Project | Chynna Hirasaki, Department | RSA: Presentation on Partners: <ul style="list-style-type: none"> - Overview: Nearly everyone is on board with the initiative. The conference served as the starting point for LEAs' work, providing insight into where they stand. - Attendance: 49 districts and charters attended the conference, with a total of 293 participants. - Partner Contributions: A review of the participants was provided, outlining the focus of each partner and how they contributed to the event. - Activities Held: Various activities were conducted, with a particular focus on helping | The Department will continue to update SEAP on each grant. |

pilot schools understand what to expect in the coming phases.

- Next Steps: The presentation covered plans for Year 1 of the project and Year 2 of the grant. Work is coordinated by the "ICIE" Center.
- SEAP Involvement: SEAP members can sign up for the newsletter if interested.
- Group Focus: The groups will focus on improving student engagement, and the website link will be shared as resources are developed.

Smart 2.0
 Updates:
 Review of the SMART and Cultivating Readers Merger:

- Serving Special Education Students in SMART 2.0:
 Discussion focused on how to support special education students within SMART 2.0, involving SPED directors, SPED teachers, and other professionals.
- Professional Development (PD)
 Focus: PD emphasizes reading disabilities and dyslexia, teaching strategies, and intervention through MTSS (Multi-Tiered Systems of Support).
- Current Status:
 - SMART coach contractors are integrated into teams.
 - Fall symposiums are underway.
 - Alignment of processes is ongoing.
 - Implementation phase is in progress, with more participant feedback to come in future meetings.
- Next Steps:
 - Monthly classroom coaching and in-district visits (focused on MTSS).
 - Parent involvement is increasing through a fall

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| | | | <p>symposium aimed at improving family engagement.</p> <ul style="list-style-type: none"> - Parental Involvement: <ul style="list-style-type: none"> - Past attempts at parent volunteers have not been successful. - With this project, there's targeted PD for parents on the science of reading, showing how they can support classroom learning both at home and while volunteering. - Certified Teachers and Parent Volunteers: <ul style="list-style-type: none"> - The role of certified teachers when students with disabilities are with parent volunteers depends on school administration and individual school setups. - This project aims to shift away from that model by providing PD at all levels to staff and volunteers. - The goal is to get buy-in from parents who are eager to learn and get involved. - Districts and Schools: <ul style="list-style-type: none"> - Currently, 10 districts and 11 schools are participating, with a waiting list for next year. - Registration will open soon, and the target is a 10% growth, adding two schools per year. - Additional Information: <ul style="list-style-type: none"> - Lexie will share the list of schools (confirmed). - The Cultivating Readers website is being restructured to align with SMART 2.0, with updates available at the next SEAP meeting. - Melissa from IPUL has parent resources available via Padlet. <p>Inclusion Impact on the Idaho Pyramid Model: Inclusion Policy for Early Childhood Settings (Sent Out from Feds):</p> | |
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| | | | <p>A user-friendly resource was requested, and SEAP members were asked to review the webpage resource related to inclusion.</p> <p>Comments/Questions:</p> <ul style="list-style-type: none"> - Complexity of Information: <ul style="list-style-type: none"> - There's a lot of information for parents to digest, and it's written at a level that may be challenging for some parents to understand. - Suggestion to simplify the website for better accessibility and understanding. - Website Structure: <ul style="list-style-type: none"> - Consider separating the legal content from local practices, perhaps creating distinct pages or links for each. - Other States' Approaches: <ul style="list-style-type: none"> - Are there similar resources in other states? - Shannon will review Idaho LEAs' processes around inclusion to assess local practices. - Motivation Through Data and Testimonials: <ul style="list-style-type: none"> - Adding testimonials or data showing the benefits of inclusion would be motivating. - A comparison of data between participants and non-participants could strengthen the case for inclusion. - Data from other states demonstrating the success of inclusion practices would be valuable. - Opportunity to Educate, Not Legislate: <ul style="list-style-type: none"> - Shannon emphasized the opportunity to educate local LEAs on inclusion practices, without a need for legislation. A call to action could highlight | |
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| | | | <p>how local LEAs have prioritized inclusion despite limited state funding.</p> <ul style="list-style-type: none"> - Examples from Districts: <ul style="list-style-type: none"> - Whitney S. shared her district’s pre-K process, ensuring there are options for typical peer access. This initiative is still a work in progress. - American Falls uses an itinerant teaching model with peer modeling. - IESDB uses a “consulting teacher” model rather than itinerant teaching. - Next Steps and Audience: <ul style="list-style-type: none"> - Shannon asked who should be targeted with this information. - Brian suggested leveraging local control and using LEAs with successful inclusion practices to present to the Idaho School Board Association and local school boards. These LEAs could serve as models for others. | |
| 5 | <p>Department Updates: SLD, 24-25 Idaho Special Education Manual Review Process, e-IEP RFP, Idaho Special Education Director Network (ISDN)</p> | <p>Chynna Hirasaki, Department</p> | <p>Travel:</p> <ul style="list-style-type: none"> - Maddie created a flyer outlining the booking windows for travel. <p>SLD (Specific Learning Disability)</p> <ul style="list-style-type: none"> - Training and mini-grants were provided, including training for teachers and staff at the start of the school year. - Online modules are also available for additional training. - Funding for mini-grants was sourced from the state set-aside to support this training. <p>Whitney:</p> <ul style="list-style-type: none"> - Shared an example of how her district used the mini-grant money for training opportunities. <p>Chynna:</p> | <p>- Chynna/Maddie will check with the leadership team about the visit to IESDB.</p> <p>Department will continue to provide updates on the rule</p> |



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| | | | <ul style="list-style-type: none"> - Reviewed the timeline for seeking a permanent rule change regarding SLD training and mini-grants. <p>Idaho Special Education Manual Review:</p> <ul style="list-style-type: none"> - Chapter 1 has been reviewed with field experts, and the Department committee is currently reviewing the recommendations. - Chapter 1 will be posted to the website for public comment. - Chapters 2-3 will be posted later this week, with IPUL also posting these. - After gathering public comments, a final revision will be made, and the full document will be posted for further public comment. - The goal is to have it approved at the August State Board meeting. <p>RFP for E-IEP System:</p> <ul style="list-style-type: none"> - Content experts have completed their work, and IT experts are now reviewing. - Next steps: IT will finish their work by mid-November. - The Procurement team and the Department Attorney General will meet. - Chynna will meet with evaluators before reviewing individual programs. <p>Idaho Special Education Director Network</p> <ul style="list-style-type: none"> - DAC agrees that the SPED Director Network is needed. - The team discussed the need to identify what should be involved in the network and emphasized the value of surveying directors to gather insights. <p>- Questions raised:</p> <ul style="list-style-type: none"> - What would be good to know and include in the survey? | <p>revision process for the SLD changes.</p> <p>Department will continue to provide updates on the Idaho Special Education Manual Review process.</p> <p>Department will continue to provide updates on the RFP for the e-IEP System.</p> <p>Department will continue to provide updates on the ISDN Framework development.</p> |
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| | | | <ul style="list-style-type: none"> - Consider the difference in backgrounds between administrators and SPED service providers. - Supt. Input: <ul style="list-style-type: none"> - What do you think SPED directors need to be successful? - Do you support SPED directors participating in this network, even if it means taking time out of the office for meetings? - Jeremy's Suggestion: <ul style="list-style-type: none"> - It would be helpful to gather feedback from SPED staff on what they believe directors need to know and do. - Timeline: <ul style="list-style-type: none"> - Aiming to launch the pilot for the SPED Director Network in the 2025-2026 school year. | |
| 6 | Morning Break | | | |
| 7 | Transition to Mini-Groups | Chynna Hirasaki, Department | | |
| 8 | Mini-group work: Outcomes, Transitions, Funding, Support & Monitoring | Mini Group Leads | Small group discussion in assigned mini-groups. | |
| 9 | Transition to Main Group | Chynna Hirasaki, Department | | |
| 10 | Mini-group Whole Group Share Out | Chynna Hirasaki, Department | <p>Funding Group:</p> <ul style="list-style-type: none"> - Discussion focused on funding for high cost students and exploring ways to fund students with IEPs and address their specific needs. <p>Support and Monitoring:</p> <ul style="list-style-type: none"> - Dispute Resolution: <ul style="list-style-type: none"> - A review of facilitation vs. mediation was discussed. - The roles of special education directors and principals on the IEP team were highlighted, with additional resources available on the ITC website. <p>Transition:</p> <ul style="list-style-type: none"> - Transition Documents: | |

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| | | | <ul style="list-style-type: none"> - Efforts are being made to create documents that help ease transitions for students moving between programs, such as from infant-toddler to 3-year-olds, and planning for graduation and post-high school years. - High School to College Transition: <ul style="list-style-type: none"> - Work is underway to clarify the transition from high school to college, focusing on how adaptations and modifications used in the high school setting may impact students in the postsecondary setting. <p>Outcomes:</p> <ul style="list-style-type: none"> - Child Count on November 1st: <ul style="list-style-type: none"> - This data provides a snapshot of students on an IEP, capturing the number of students on that particular day. | |
| 11 | High-Cost Fund Survey Activity | Lisa Pofelski-Rosa, Department | <p>High Cost Fund Review:</p> <ul style="list-style-type: none"> - Lisa reviewed the High Cost Fund proposal: <ul style="list-style-type: none"> - The fund is designed to support programs with high expenses for students with disabilities. - Survey QR Code: <ul style="list-style-type: none"> - A QR code for the survey was provided on the printed PowerPoint slides, and SEAP members were asked to participate. - Feedback from SEAP Members: <ul style="list-style-type: none"> - Clarifications and Edits: <ul style="list-style-type: none"> - Language in the survey was cleared up, and mistakes were edited. - Some questions were explained for better understanding. - Suggested Changes: <ul style="list-style-type: none"> - Clarify the meaning of SEA (State Educational Agency). - The term "high cost" should be used instead of "high costs." | <p>The Department will continue collecting feedback to refine the survey. Additionally, they are considering developing a "Did You Know?" sheet to share, which will provide useful information about funding and raise awareness of how special education is funded in Idaho.</p> |



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| | | | <ul style="list-style-type: none"> - Day Treatment Examples: Add examples of day treatment and change the wording to “programs” instead of “day treatment.” - Provide context for the funding amount and threshold. Include comparisons with how other states manage these funds and offer examples. - Collect stories/narratives from districts about their experiences with high-cost programs. - Target Audience for the Survey: <ul style="list-style-type: none"> - The survey will be sent to superintendents, special education directors, and other agencies working with K-12 students with disabilities. - Additional Recommendations: <ul style="list-style-type: none"> - Include Lisa’s name (not just her email) for contact clarity. - Add a FAQs or common misconceptions section to address common concerns. | |
| 12 | <p>Working Lunch – Legislative Priorities Update, IPUL Update</p> | <p>Chynna Hirasaki, Department Melissa Vian, IPUL</p> | <p>Legislative Priorities</p> <ul style="list-style-type: none"> - Weighted Per-Student Funding Formula: <ul style="list-style-type: none"> - A new formula with additional funding for special categories. The extra funding will not be earmarked, allowing for discretionary spending. - Question: Is the additional funding linked to individual students? A comparison between the old and new formulas will be made in the future to assess the impact. - High Cost Fund: <ul style="list-style-type: none"> - Discussed as part of the legislative priorities. - FTE (Full-Time Employee): | <p>The Department will keep SEAP informed of any legislative recommendations and changes that occur during the 2025 session.</p> |

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| | | | <ul style="list-style-type: none"> - Focus on dispute resolution, charter school monitoring, and 504 compliance. - Age of FAPE (Free Appropriate Public Education): <ul style="list-style-type: none"> - Updates to the Idaho Special Education Manual and changes to Idaho Code regarding the definition of “school-age”. IPUL Updates: <ul style="list-style-type: none"> - 40th Anniversary of Parent Centers: <ul style="list-style-type: none"> - IPUL (Idaho Parents Unlimited) celebrated its 40th anniversary, having been founded in 1984. - Training and Parent Support: <ul style="list-style-type: none"> - Struggling with in-person training attendance. Based on parent feedback, there is a preference for online training options. - IPUL has launched a podcast series, airing twice a month— one episode is content-heavy, and the other focuses on broader topics. - Fall Parent Symposium for SMART 2.0: <ul style="list-style-type: none"> - The symposium is open to all parents and will cover a range of topics. - Trending Topics in Parent Calls: <ul style="list-style-type: none"> - Common concerns include 504 plans, IEPs, Transfer of Rights at age 18, behavior, and 1:1 supports. - Charting the Lifecourse & Person-Centered Planning Series: <ul style="list-style-type: none"> - IPUL continues to support these initiatives as part of their outreach across the state. - RSA: Pathways To Partnership Grant: | |
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| | | | <ul style="list-style-type: none"> - IPUL is actively involved in the Pathways grant activities, with Melissa and Sarah serving as ambassadors for outreach and support. | |
| 13 | SPP/APR Baseline & Target Setting Indicator 8 Indicator 6c | Chynna Hirasaki, Kate Hill, Shannon Dunstan, Department Miki Imura, IDEA Data Center | <p>Review of Target Setting:</p> <ul style="list-style-type: none"> - Indicator 8: Changes to survey questions and methodology were reviewed. <ul style="list-style-type: none"> - Baseline: 77.03%. This will be the target for next year as well due to the cohort. - The suggested target for 2025-26 is 77.04%, a minimum increase of 0.01% per OSEP guidelines. - OSEP does not allow averaging across two years for the baseline. - We cannot compare Idaho's results to other states due to differing data and methodologies. - If targets are not met, slippage needs to be explained, and an improvement plan must be created. - Question analysis will be completed later, and reports will be sent to LEAs. - SEAP Feedback: <ul style="list-style-type: none"> - The feedback on the target setting for Indicator 8 was positive, with all SEAP members agreeing that the recommendations from the Department were reasonable and made sense. Everyone supported the proposed targets. <p>Indicator 6C: Preschoolers with Disabilities Served at Home:</p> <ul style="list-style-type: none"> - Indicator 6C was added in 2021. A smaller percentage is considered a better result. - If the number in the category is fewer than 10, reporting is not required. - There were 11 students in 2023-24, which will be the baseline. | |

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| | | | <ul style="list-style-type: none"> - Targets for 2024-25 and 2025-26 need to be set. - The proposal is to decrease by 0.01%. - The feedback on the target setting for Indicator 6c was positive, with all SEAP members agreeing that the recommendations from the Department were reasonable and made sense. Everyone supported the proposed targets. | |
| 14 | Data Drill Down- Indicator Review & Activity | Debi Smith, Kate Hill, Department Kari Grier, Idaho SESTA | <p>Example of Indicators Using a 'Student' Example:</p> <ul style="list-style-type: none"> - An example was provided on **page 27, slide 53** in the handout, illustrating how students progress through the indicators. This helped contextualize the process for better understanding. <p>Indicator 18:</p> <ul style="list-style-type: none"> - The percentage of findings of noncompliance that were corrected within one year of identification. - This includes both credible allegations and discoveries of noncompliance. <p>Activity:</p> <ul style="list-style-type: none"> - Small group activity where participants matched the indicator with its corresponding definition to ensure understanding. | |
| 15 | Afternoon Break | | | |
| 16 | Idaho SESTA Updates | Emily Boles, Idaho SESTA | <p>SLD Training Update:</p> <ul style="list-style-type: none"> - Total Training: <ul style="list-style-type: none"> - 14 days of training for over 700 educators. - Essential Components training served 500 educators. - 23-24 School Year Highlights: <ul style="list-style-type: none"> - 89% of LEAs served. - 95% satisfaction rate. | |

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| | | | <ul style="list-style-type: none"> - 2,406 educators participated in statewide/regional trainings. - Focus Areas: <ul style="list-style-type: none"> - The SLD Q&A document continues to be a priority, with updates every 4-6 weeks. - ID Tiered Behavior Supports Program: <ul style="list-style-type: none"> - The application period for the program, with a start date next summer, ended last week. SESTA will review applications. - Behavior Intervention Strategies Tool: <ul style="list-style-type: none"> - Members are encouraged to review this tool. - New Quick Guide <ul style="list-style-type: none"> - A new quick guide for homebound placement has been released. | |
| 17 | SEAP Membership Review | Chynna Hirasaki, Department | <p>Membership Changes:</p> <ul style="list-style-type: none"> - Add: <ul style="list-style-type: none"> - Parent: Angela Mascall (previously private school representative). - Remove: <ul style="list-style-type: none"> - Parent: Kristina Wagoner (resigned) - Parent: Angela (moved from private school representative to parent). <p>Membership Terms:</p> <ul style="list-style-type: none"> - Reviewed members whose terms are expiring in 2025. - SEAP members can serve two terms but must reapply for a second term. <p>Next Steps:</p> <ul style="list-style-type: none"> - Applications for new members will open in the Spring. | The Department will begin advertising SEAP applications on social media and through newsletters to encourage new applicants. |



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| 18 | Satisfaction Survey | Chynna Hirasaki, Department | SEAP Members completed the survey. | |
| 19 | Meeting Adjourned <ul style="list-style-type: none"> Future Meeting Dates: Monday, February 10, 2024, SDE | | <ul style="list-style-type: none"> Motion: Brian Darcy Second: Jennifer Johnson All in Favor: Yes | |

Action Items from Previous Meetings

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