**Infographics Presented for Review at the November 13, 2020 Meeting**

**Ist vetting: *IEP Team Members***

Work Group members: Mark, Kaili and Brende

Key elements of the infographic as explained by Mark and Kaili:

* Visually portrayed family and student in the center,
* Emphasized that anyone can be invited by family,
* Acknowledged that the IEP can be large in some situations based on the needs of the student, and
* Highlighted core team members in green and additional team members in yellow (corresponding to the introductory text).

Feedback from members

* Typically SSCs don’t attend IEP meetings because they don’t have administrative power.
* The SSC is almost always in our IEP; however, the SSC is not a required member.
* The administrator can designate someone such as the SSC to commit the resources of the Department to fulfill his role but only with approval by the Complex Area Superintendent.
* While you have the family and student in the center, they are not highlighted in green as a core team member.
* Under School Administration, edit to say “principal *or his/her designee”.*
* Put in the Dialogue Guide (DG) “*the principal or his/her designee has the power to commit resources to meet the needs of the student*.”
* I really like the color-coding;
* I am concerned about putting an attorney in the Family Support box, unless you’re going to say in the DG that if a parent brings an attorney to an IEP meeting, the Department will send their own attorney.
* If you bring an attorney to an IEP meeting, you just step up that meeting to a higher level.
* That’s a good point that could be put in the DG, too.
* Leave off attorney and say *advocate*.

**Action: A revised infographic will be vetted a 2nd time in December.**

**2nd vetting: *Parents as Partners***

Work Group members: Tina, Kau‘i and Scott

Revisions as explained by the team:

* Sent it out for public feedback—to sped teacher, another parent, mental health supervisor and CAMHD care coordinator;
* The CAMHD personnel really liked the colors, the content, the simple concrete instructions and would like to use it as soon as it is available;
* DOE reviewer said he has wanted something like this from his first years of teaching although some of the wording confused him because English is his second language;
* Converted key words into nouns*--communication, consideration, collaboration, creativity confidence*;
* Changed color of “*C*” in keyword to red to tie to title;
* Changed title of 2nd column from *Professionals* to *DOE and Providers* to reinforce that all providers of special education and related services--whether contracted or in-house--are expected to support parents as partners.

Feedback from members

* All of the contract providers of are extensions of the Department, so it may not be necessary to list as *DOE & Providers*.
* Have the first word after the bullet be an active verb consistently throughout (for example add a verb like *remember* before the phrase *one size does not fit all*.
* Debbie C. can meet with the group to come up with consistent prose.
* Did you consider using the word *Schools* instead of *DOE & Providers*? (Yes).
* The white lettering is not always accessible to persons with visual disabilities, so you might consider preparing a second alternate accessible version with black lettering on a white background.
* David added a contrast checker for accessibility link in the chat.
* The red “*C*” on the blue background also tends to wash out and is hard to see.

**Action: A revised infographic will be reviewed one more time in December.**

**2nd vetting: *How to Obtain Behavioral Services***

Work Group members: Susan Wood and Jasmine Williams

Revisions as explained by the team:

* the title was change to “***Are You Concerned About Your Child’s Behavior?”***
* MTSS was added under *Expectations*.
* The other suggestions by members will fit better in the DG or in a follow-up infographic.

Feedback from members

* Did you work with Alysha Kim on the Infographic? (Yes).
* Would you share the infographic by PDF, so that we can look closer and add sticky notes if needed?
* These are also available in Venngage.
* The text under *Behavior Concerns* is centered rather than a left justification like the other entries.
* The infographic is a little wordy, so you may want to consider putting some of the text in the DG.
* I like the color linking, although the accessibility could be problematic with the colors used.
* Maybe Susan and Amanda can create accessible versions that are plainer—i.e. a Word doc with the title and bullets listed for individuals using a screen reader.
* Once these are posted on the SEAC website,we could put all the accessible infographics in one folder and label it as such.

**Action: Provisional approval was given to this infographic.**