

Washington State Special Education Advisory Council

February 5, 2016

Members Present: Andres Aguirre, Sarah Butcher, Shari Cotes, Lou Oma Durand, Carrie Fannin, Sherry Krainick, Darci Ladwig, Jennifer Lee, Kimberly Leger, Rebecca Lockhart, Victoria Mckinney, Ann Waybright

Excused Absences: Doug Gill, Megan Bale, Cheryl Fernandez

OSPI Staff: Gil Mendoza, Robin Munson, Scott Raub, Aubry Deaver

Note Taker: Aubry Deaver

Topic	Discussion	Action	Who/When	Completed
Legislative Meetings	SEAC members visited their legislators in the morning.			
Called to Order	Ann Waybright, Chair, called the meeting to order at 1:08 pm			
Legislative Meetings Review — <i>Ann Waybright and Gil Mendoza</i>	<p>Members shared their visits with legislators, what hearings they went to, and who they met with.</p> <p>Ann answered questions from members.</p> <p>For future meetings, members will communicate with the SEAC executive committee which legislative districts will be covered during their visits. The committee will ensure that all regions of the state are addressed.</p>			
Public Comment	Diana Lafornera is with the Lake Washington School District Special Needs Council, Lake Washington Facilities Task Force, and			

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	<p>Washington Autism Alliance and Advocacy as a parent partner. Diana talked about barriers to access and inclusion. There is an increasing demand for choice schools. The more these smaller schools are instituted without resource rooms, the less access opportunities than students in the general education community.</p> <p>She also stated that parents who have English as a second language have a hard time with concepts and societal expectations on how to interact with the IEP teams.</p> <p>Misunderstandings can arise; staff should have training on cultural competency.</p> <p>Working together for what's best for the child is as equally important in her opinion as writing a measurable goal.</p> <p>Inaccurate information is being given to parents from staff.</p> <p>She also indicated that there is no information on the district website indicating what programs are located in what schools.</p> <p>Diana would like the SEAC to do more work to understand the many barriers for parents when trying to access resources for their children.</p>			
<p>SBAC Results for Special Education Students— <i>Robin Munson</i></p>	<p>Robin reviewed slides from October's Presentation which provides details of students' performance on last spring's initial implementation on both the Smarter Balanced test as well as WA-AIM. (Attachment# 8)</p> <p>Robin gave an assessment update for February 2016. The state is starting a new baseline with more rigorous standards. Identifying where students are is critical so</p>			

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	<p>they can get supports, and in turn, state proficiency rates can improve over the next couple of years. (Attachment# 9)</p> <p>State level data was provided with respect to the use of various accommodations for special education students. (Attachment# 10)</p> <p>Smarter Balanced Assessment changes this year:</p> <ul style="list-style-type: none"> • Classroom activities are no longer required prior to giving the performance task portion of the test. The consortium determined that in most cases, the classroom activities aren't required and made them optional. • The high school testing window expanded from 7 weeks to 12. • ELA and Math (for students in Algebra 2) is now offered in 10th grade for graduation purposes. • Off-grade level testing is available for grades 11 and 12 in ELA and Math for graduation purposes. Students may use a lower level content test to meet assessment graduation requirements but don't meet participation proficiency guidelines for state accountability. <p>Smarter Balanced is a computer adaptive test; a struggling 11 grader will get easier items drawn from 7th or 8th grade levels. Conversely, highly capable students doing</p>			

Topic				
	<p>well on the test will see higher grade level questions.</p> <p>Robin asked for advice from members on the continuance of the Level 2 letter policy in regard to students meeting standard in grades 3–8 and if changes are needed for the 2016–17 school year.</p> <p>Members are encouraged to send feedback to Robin Munson or Gil Mendoza.</p>			
<p>Special Education Community Liaison Report—<i>Scott Raub</i></p>	<p>Scott gave an overview of his role at OSPI and trends of parent calls from the past year. Communication with advocates in the community is growing. There’s an upward trend in frequency of phone calls and emails from parents. The most common issues are IEP issues, evaluations, relationship problems, and placement. Transfer, transportation, and restraint and isolation calls have increased over the past two years. Other issues such as enrollment, discipline, identification and referral, 504 plans, and transition are less common, but remain consistent.</p> <p>Starting this school year (2015–16), Scott has been working with ESD 121 as their OSPI representative.</p> <p>Scott has been doing outreach to make sure parents know what resources they have, and what questions to ask districts.</p> <p>Scott answered questions from members.</p>			

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Develop SEAC's May 2016 Agenda	<p>Council members asked for the following items to be added to the agenda for the May 2016 meeting:</p> <ul style="list-style-type: none"> • Site visit to the Images program—a transition program in Spokane public schools. • Site visit to the Spokane international academy. • An OSPI Update. • An ESSA update. • The End of Year Report. • Legislator update- Marcus Riccelli? Jerry Dyer? • Services to the blind update—possibly at the fall meeting. 	Members will submit recommendations for site visits in May.	ASAP	4/1/16
Evaluation of Meeting— <i>Ann Waybright</i>	<p>Appreciative of the opportunity for parent comment and would like consideration of holding public comment on both days of the SEAC meetings.</p> <p>If people are coming for public comment, we should state the expectations associated with such comment.</p> <p>Appreciative of the committee's work, it provides a different point of view and a broader sense.</p> <p>Members want to feel comfortable and safe in sharing personal experiences and don't want parents and teachers to have an "us vs. them" feeling. Ask for respect at the table to be able to share stories.</p>	Sherry will send public disclaimer language for public comment to Aubry Deaver.	ASAP	3/15/16

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	<p>How can we get good experiences applied to bad ones? What is the bigger, systematic impact? The key is to find areas that have best practices and move them to other areas.</p> <p>In parent advocacy, there is very little best practice that is evidence-based research. Look at what works for advocates and start research that is evidence-based.</p> <p>Try to find advocates with positive experiences with a district and replicate what worked well.</p> <p>Focus as a group on hearing information and honoring individual experiences and apply them to making a difference in the system.</p> <p>Group norm discussion to start in the Fall.</p>			
Adjourned	4:06			