

Washington State Special Education Advisory Council (SEAC)

Date: August 16, 2019

Members Present: Amie Verellen-Grubbs, Eden Bush, Jeff Brown, Jen Cole, Jennifer Lee, Joy Sebe, Justin Bradford, Kathleen Harvey, Kim Leer, Patricia Gonzalez, Sean McCormick, Shanna McBride, Shawnta DiFalco, Shyla DeJong, Syreeta Jennings, Tammie Doyle, Tammie Jensen-Tabor, Tanya Cochran, Vanessa Tucker, Valerie Arnold (filling in for Laurie Thomas)

Excused Absences: Diana Marker, Gail Coulter, Kitara Johnson, Laurie Thomas, Lou Oma Durand, Sam Blazina, and Suzanne Ender

OSPI Staff: Glenna Gallo and Beverly Mitchell

Note Taker: Beverly Mitchell

Topic	Discussion	Action	Who/When	Completed
<ul style="list-style-type: none"> ➤ Call meeting to order ➤ Member and Public Introductions ➤ Public participation guidelines read 	<p>Tammie Jensen-Tabor welcomed everyone and reminded the members to be clear about acronyms that are used. She also wanted to the members to reflect making things understandable. She encouraged members to participate within the group – whatever that looks like to each individual member, but to give think-time before asking opinions about items. Jen Cole read the public participation guidelines.</p>	N/A	N/A	N/A
<ul style="list-style-type: none"> ➤ Icebreaker ➤ Review Agenda, Purpose of SEAC, Bylaws, Group Norms ➤ Review and accept minutes from May 2019 meeting 	<p>Everyone introduced themselves. The members expressed one word why they are a part of the SEAC.</p> <p>Jeff Brown went over the agenda, the bylaws, and the group norms.</p> <p>Jen Cole went over the brochure, and what to expect at a SEAC meeting.</p>	N/A	N/A	N/A

Topic	Discussion	Action	Who/When	Completed
	Minutes from the May meeting were accepted.			
<p>➤ Review schedule of 2019-20 meetings</p> <ul style="list-style-type: none"> ▪ October–Port Angeles ▪ February–Eatonville ▪ May–Medical Lake 	Discussed the 2019–20 schedule of meetings. We are trying to move our meetings into the rural and smaller school districts.	N/A	N/A	N/A
<p>➤ 2019-20 SEAC Goals from Focus Areas</p> <p>The SEAC Focus Areas for 2019-20 include:</p> <p>Mental Health</p> <ul style="list-style-type: none"> ● Improving access to and coordination of services ● Increasing use of Medicaid funding ● Establishing strong early supports and strategies <p>Equity, Diversity, and Inclusion</p> <ul style="list-style-type: none"> ● Continuing work to define inclusion and build on what came out of our Community Meet and Greet Sessions ● Identifying how SEAC can ensure its work helps to interrupt 	<p>Joy Sebe (Equity, Diversity, and Inclusion) mentioned the language was a bit soft and wondered if the language was intentionally soft. The language doesn't feel like it matters. What was the rationale for the language? She suggested to change the language (Equity, Diversity, and Inclusion) from "helps to interrupt with disrupts racism and ableism." She also would like to see the goal of the work added (Equity, Diversity, and Inclusion), which would be to promote culturally responsive practices.</p> <p>Kathleen Harvey agreed that it needed to be a more intentional statement.</p> <p>Tammy Doyle suggested that Kitara Johnson help with revising the language in this focus area.</p> <p>Vanessa Tucker – (Families Partners)</p> <ol style="list-style-type: none"> 1. State/Local level SEAC. 	Scheduled for discussion at October 2019 meeting	Executive Team	Scheduled for October 9, 2019

Topic	Discussion	Action	Who/When	Completed
<p>systemic racism, ableism, and oppression in our education system</p> <p>Equitable Access and Student Outcomes</p> <ul style="list-style-type: none"> • Exploring multi-system involved youth with disabilities and identifying supports and changes needed • Identifying and elevating Local Education Agency (LEA) efforts to eliminate the use of restraint, isolation, and disproportionality in discipline <p>Families as Partners</p> <ul style="list-style-type: none"> • Supporting LEA SEAC development • Strengthening connections of local SEACs and organized parent groups to the state SEAC 	<p>Supporting LEA, LEA-Cooperatives, or Regional SEAC development through by developing infrastructure: mentors, Zoom conferencing, technical assistance, training around the goals, mini start-up grant, and purposes. Support development, provide mentorship and technical assistance Grant money for development mentorship, mini start-up grants, and/or training and technical assistance as may be requested.</p> <p>2. Keep same as overall goal. Insert the word communications before the word connections.</p> <p>Kim Leger Mental health component (Mental Health) and Medicare component and wondered the intent behind this statement.</p> <ul style="list-style-type: none"> • Glenna believes it was due to the fact that a lot of districts didn't access the funds and didn't feel that it was worth the trouble because of the cumbersome process. <p>Jen explained how we could possibly be supporting our LEAs. Encourage the LEAs and charter schools to have their own SEACs.</p>			

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<p>➤ Discussion about coordinating a combined meeting with the SEAC and the State Interagency Coordinating Council (SICC)</p>	<p>Conversation about possible benefits to coordinate a combined meeting between the SICC and SEAC. Val Arnold talked about what SICC was and how coordinating a combined meeting would benefit the two groups which in the future could benefit early childhood transition and kindergarten and above students.</p> <p>Glenna pointed out that Ryan Guzman from OSPI-Special Education who is the 619 coordinator is on the SICC.</p> <p>Shawnta DiFalco and Kim Leger agreed that SEAC representation at the SICC meetings is valuable.</p> <p>Val Arnold mentioned that Jen Cole is on the SICC as a SEAC representative and we should receive an update of the SICC at the SEAC meetings.</p> <p>Tammie Jensen-Tabor wanted to know if the SICC has focus goals available to look at.</p> <p>Valerie Arnold shared that the SICC focus goals are under development.</p> <p>Kathleen Harvey mentioned the value of the community forum in beginning local/regional SEACs. Community does not see the SICC and SEAC meetings separately as we see the two groups as separate. Listen to the voice of the community collectively.</p>	<p>Jen Cole wanted the group to think about what a combination meeting would look like.</p> <p>Setup training with SICC and SEAC.</p> <p>Tammie Jensen-Tabor asked Jen Cole to bring this idea to the SICC and schedule a combined meeting in the future and co-creating an agenda.</p> <p>It is on the October 9, 2019 SEAC meeting agenda for review.</p>	<p>Jen Cole</p>	<p>Scheduled for October 9, 2019</p>

<p>➤ Review 2018-19 SEAC Annual Report (10 min)</p>	<p>Shawnta DiFalco wondered how SEAC can assist with Safety Net funding. How can SEAC support and become involved with discussions about the Safety Net funding? This is an important tool that allows the districts to be generous in the services they offer. Jeff Brown mentioned that last year SEAC did have representation on the Safety Net.</p> <p>Recommendation #1 bullet point four Sean McCormick recommended that we have continued involvement with Safety Net. Sean also commented on focus areas and how we can have more systems of support. What are some ways SEAC can help with framing the way that students receiving special education services and any of the recommendations and regulations that come from special education that have an impact on general education aren't "othering" in their terminology or the way that they are implemented? All special education students are part of general education. How do we get to the table in the discussions around - special education is part of general education versus the thing that tries to fix general education?</p> <p>Eden Bush would like to see more student voice, that the message is coming from students who are currently experiencing what its like to have a disability, and have their voice heard.</p>	<p>SEAC will talk about the decisions made at the Safety Net meeting at October meeting. Information about the legislative session will be at the October meeting. We will also have the impact of the implementation of changes to the special ed funding model. OSPI is working on this and part of the decision package for the supplemental legislative session. We should have this information at the October meeting.</p>	<p>Glenna Gallo, OSPI</p>	<p>Scheduled for October 9, 2019</p>
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	<p>Glenna Gallo mentioned upcoming SEAC meeting we can talk about the decisions made at the Safety Net meeting. Information about the legislative session will be at the October meeting. We will also have the impact of the implementation of changes to the special ed funding model. OSPI is working on this and part of the decision package for the supplemental legislative session. Should have this information at the October meeting.</p> <p>Patricia Gonzalez: Wants to make sure that <u>all</u> parents understand the process of the Safety Net funding.</p> <p>Joy Sebe: What is missing from the recommendations is that families for whom English is a second language that they need a systems navigator. There should be support for English second language families with interpreting. How can the SEAC support that in their goals? Joy She feels that the recommendations from last year were missing this piece. Bills coming up in the legislative session regarding diverse and second language families. As a body, the SEAC should be very aware that the supports need to be culturally imbedded and individualized.</p>			
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	<p>Recommendation #2</p> <p>Vanessa Tucker: In the opening paragraph she wants to make sure we are clear on what the SEAC is committing to. Not change the wording but be clear and aware on using the word “addressing”. Will the SEAC be providing specific recommendations? Sean McCormick is conflicted with; those are all general education recommendations. So, how do we make an impact as SEAC and what are some tangible outcomes we can have in terms of the special education aspect of something that is for all students? Where do we have a leverage?</p> <p>Jen Cole mentioned the SEAC had leverage last year with position papers, and recommendations.</p> <p>Kim Leger pointed out that moving forward we plan to align last year’s recommendations with our focus for this year.</p> <p>2018-19 Priorities</p> <p>Joy Sebe: Priorities needing to align with previous year’s goals. Sub-bullet five, key leverage point. Learning assistance program (LAP) and Education Opportunity Gap Oversight & Accountability Committee (EOGAC) are interested in LAP dollars. Did the SEAC identify specific learning assistance programs. Unlocking Federal and</p>	<p>2/26/19 version sent to SEAC members at the meeting. Will send the updated version when it is completed.</p>	<p>Beverly Mitchell, OSPI</p>	
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	State Program Funds to Support Student Success February 26, 2019 version.			
➤ Information gathering from Partner Agencies, SEAC members, and relevant meeting workgroups–Jen Cole, PAVE; Laurie Thomas, ESIT; Tammie Doyle, DVR (15 min)	<p>Glenna Gallo: Shared information about Results Washington Review. Glenna asked if there was anyone on the SEAC or if the group knew of anyone that could participate on the panel with a short synopsis of their graduation experience. The goal of the area is to setup the Governor with information for his next Legislative budget. Where are the supports and where do we need additional funds for students with disabilities accessing all of the new graduation pathways and be more successful?</p> <p>Tammy Doyle Division of Vocational Rehabilitation (DVR): Gave an update for DVR. Pre-Employment Transition Services (Pre-ETS) provides Workplace Readiness Training, and Work-Based Learning, including internships, to a group of students with disabilities. A Vocational Rehabilitation Counselor (VRC) is assigned to every secondary school across the state, public, private, charter, and home-based schools.</p> <p>Jen Cole Partnerships for Action, Voices for Empowerment (PAVE): Sexual health education. SEAC was asked to have a seat at the table with this group. Sexual Health Education Workgroup. Survey to take from PAVE on this topic is on the link provided above.</p>	<p>Results WA Scheduled for October 26, 2019. Shawnta DiFalco, SEAC, recommended a parent and adult student with disabilities.</p> <p>Scheduled for discussion at October 2019 SEAC meeting</p>	<p>Glenna Gallo, OSPI</p> <p>Jen Cole, PAVE</p>	<p>Completed 9/2019</p> <p>Scheduled for October 9, 2019</p>

	Vanessa Tucker suggested that the SEAC conducts a conversation regarding the Family Life and Sexual Health (FLASH) program, which is a comprehensive sexual health education curriculum developed by Public Health – Seattle & King County. Glenna suggested that this topic is brought up when focus and goals are discussed.			
➤ Washington Due Process hearing decisions from May 2019 to August 2019. (15 min)	Glenna went over the summary of due process decisions. All due process decisions are posted on the OSPI Special Education Due Process Hearing Decisions .	N/A	N/A	N/A
➤ TAESE Training for SEAC members	John Copenhaver conducted the TAESE training.			
➤ Public comment	No in-person or written public comment.	N/A	N/A	N/A
➤ Defining inclusion – Committee workgroup	<p>Glenna Gallo: At the May meeting, the SEAC defining inclusion workgroup brought a definition of inclusion for the SEAC to look at and provide input.</p> <p>At the last legislative session, allocated \$24m over a two year period to support inclusionary practices in the state and focus on moving students with disabilities into the general education classroom to the extent appropriate. Those funds are dedicated mainly for professional development and mentoring and coaching of classroom teachers.</p>	Send out the PowerPoint to the SEAC members. SEAC will use it to gather feedback from their stakeholder groups and be prepared for further discussion in October.	Beverly Mitchell, OSPI SEAC membership	Completed

	<p>OSPI released a Request for Quotations and Qualifications (RFQQ) for a coordinator/project manager and is finalizing that contract with the top contender. Apparent through the applications was how excited people are about this work.</p> <p>Another RFQQ or RFP will be released in the coming weeks around how statewide professional development will be provided.</p> <p>We need to agree on a definition of inclusion that we can use as a state.</p> <p>Along with that we applied for a technical assistance project through the TIES Center. TIES stands for Increasing Time, Instructional Effectiveness, Engagement, and State Support for Inclusive Practices. TIES was looking for one state to go into partnership with and Washington State has provisionally been accepted.</p> <p>Sean McCormick: Shared the PowerPoint presentation that Gail Coulter shared at the May 2019 meeting developed by the workgroup (Gail Coulter, Sean McCormick, Jen Lee, Laurie Thomas, Kathleen Harvey). Did a great deal of research regarding what is being said about inclusion, not only in the United States, but internationally. Found a vast difference of opinion around inclusion and its effectiveness. United Nations</p>	<p>Glenna requested that the Committee consider identifying the non-negotiable pillars of inclusion.</p>	<p>Gail Coulter, Inclusion Committee Chair</p>	<p>Scheduled for October 9, 2019</p>
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	<p>Educational, Scientific and Cultural Organization (UNESCO) who is working with developing nations, recommends that inclusion is the practice that a healthy nation should practice to save money.</p> <p>Two of the main articles that the workgroup focused on best representing the most divergent views: an article in the <i>Cambridge Journal of Education</i> by Trish McMEnamin “A just state of affairs: philosophical reflections on justice, inclusion and the education of disabled children” and The Association for the Severely Handicapped (TASH).</p> <p>Comments about the articles from workgroup members were shared with the workgroup. Group members developed their own definitions of inclusion and then the workgroup came up with the proposed definition which was then presented back to the larger SEAC group for conversation and revisions.</p> <ul style="list-style-type: none"> • Complicated issue with multiple interfacing facets • Originates from multiple perspectives across wide-ranging contexts • More of a way of thinking and acting than a singular concept that can be captured in one sentence 			
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	<ul style="list-style-type: none"> • Capture the complexity of the issue as well as the humanity in the definition <p>The workgroup came up with this draft definition-Inclusion is a mindset and intentional practice that:</p> <ul style="list-style-type: none"> • is neither a specific physical environment nor is intended to be a cost saving measure, • supports and empowers all learners to experience belonging and thrive and to achieve in life (e.g., work, play, school), • empowers equal access, opportunities, and resources in order to contribute fully, • ensures individuals are treated fairly and respectfully, within a community that is supportive of every student's needs, • fosters students having agency in their own learning and chosen community, recognizing that children with disabilities need to be leaders in contrast to being receivers and responders in their own education, • supports a system designed around individual strengths and needs, rather than a system where one size fits all, 			
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	<ul style="list-style-type: none"> • provides resources and supports to prepare service providers to make this happen, • emboldens the student and family’s desires, hopes and dreams, and supports a chosen future. <p>Feedback from one of Gail Coulter’s colleagues who looked at the definition and mentioned concern with the piece of inclusion being a mindset that it potentially diminishes the value of the advocacy that’s been done advocating for disability rights to ensure that they have an equitable educational experience.</p> <p>Inclusion is beyond a location, not a place or program. It is something that exists as a practice that has to be continuous and when it’s not, it’s not inclusion.</p> <p>Vanessa Tucker - regarding the third point having language around,</p> <ul style="list-style-type: none"> • empowers equal access prior to the and attitudinal barriers, opportunities, and resources in order to contribute fully <p>Shyla DeJong – General education teachers need the piece about,</p> <ul style="list-style-type: none"> • provides resources and supports to prepare service providers to make this happen, 			
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	<p>If we are going to shift the mindset of the general education teachers, we will have to provide training. There is no real piece in their general education training that prepares them for kids with disabilities. Question if there has ever been a general education teacher sit on the Council.</p> <p>Eden Bush – Inclusion to Eden means feeling like she belongs. Much of her school experience she feels like she doesn't belong and that she is a bother.</p> <p>Patty Gonzalez – If we don't have the students' voices, we don't have a true definition of inclusion.</p> <p>Jen Cole – Co-designing together transforms the power dynamic and there is shared power.</p> <p>Jeff Brown – Not just a mindset. Excited to create an inclusion definition because we can continue to implement the more inclusive service delivery model. That means PD, caseload, recommendations, a lot of things that are more concrete than mindset. Suggested creating a white paper that pushes this work forward.</p> <p>Glenna Gallo – A draft definition is needed that can begin driving the work with the understanding that it still needs to be</p>			
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	<p>refined so that a white paper can be created. She needs something to start with.</p> <p>Tammie Jensen-Tabor – We all believed that inclusion is a mindset, just different mindsets. Needs to get to the place in the definition that identifies a consistent definition of inclusion across the state.</p> <p>Someone asked if they could take the PowerPoint back to their general education colleagues and get input.</p> <p>Glenna Gallo mentioned the OSPI Inclusionary Practices webpage. She will present the draft of the SEAC inclusion definition to the IPP letting them know that the SEAC is still working on the definition. Allowing them to provide input to the SEAC. Using Twitter to ask what the definition of inclusion is, with the caveat that there is no one perfect definition.</p> <p>Vanessa Tucker – Pointed out that inclusion should not just be a special education definition that it should be a definition including general education and special education. And add the word ongoing resources.</p> <p>Glenna suggested using Google docs for all members to make changes. So it is one document where the changes are being made instead of many documents.</p>			
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	<p>Jen Cole – move forward, making changes, adding ideas from the community forums. Acknowledge a starting position.</p> <p>Kathleen Harvey – Students this impacts, prioritize that vetting has happened with multiple student groups. Does this hit the concepts that are meaningful? Prioritize the students’ voice.</p> <p>Sean McCormick – Inclusion should be a transferrable definition regardless of the student. A recommendation that came from Gail Coulter’s colleague at Western was to check out the videos that Dan Habib has created. Sean said he believes what Glenna wants is to develop to use as the guiding principles for developing menus of best practices. Then we can have that implemented effectively in conjunction with the work that’s being done on MTSS training and supports.</p> <p>Tammie Jensen-Tabor – What are the non-negotiable pillars of inclusion that the committee needs to say this is exactly what we need to say, “If we have these things and you are building upon it, then you have inclusion.”</p> <p>Jen Cole – Equity work is centering those who have not been centered who have experienced how systems are perfectly</p>			
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	<p>designed to get the results that they currently get. It is those students, those students with multiple identities who are experiencing the most outcomes. If we are going to center the system, we'll say we will come up with a definition and center the system around that, Jen is wondering if we are doing the equity work. Because we are centering a system and not the student.</p> <p>Glenna Gallo – Take the definition and send to your stakeholders and get feedback. Glenna and the executive team will get together for next steps.</p>			
<p>➤ Complete conversation regarding SEAC Goals from Focus Areas</p>	<p>Created four groups of five to have conversations about the SEAC 2019-20 Focus Area:</p> <p>Mental Health</p> <ul style="list-style-type: none"> ● Improving access to and coordination of services ● Increasing use of Medicaid funding ● Establishing strong early supports and strategies <p>NOTES:</p> <ol style="list-style-type: none"> 1. Added a few more specific items. Idea of approving access to and coordination of services in the building. 2. Medicaid funding technical assistance from OSPI as well as access to districts. 3. Identify a common screener and specific interventions for all students including IDD. <p>Equity, Diversity, and Inclusion</p> <ul style="list-style-type: none"> ● Continuing work to define inclusion and build on what came out of our Community Meet and Greet Sessions 	<p>Tammie Jenson-Tabor, Chair</p>	<p>Make sure that they set an attainable goal and continue to move forward with this.</p>	<p>Completed, with further discussion scheduled for October 9, 2019</p>

	<ul style="list-style-type: none"> ● Identifying how SEAC can ensure its work helps to interrupt systemic racism, ableism, and oppression in our education system <p>NOTES:</p> <ol style="list-style-type: none"> 1. Define inclusion as a product of stakeholder input. 2. SEAC’s advice will ensure disrupt systemic racism and ableism. <p>Equitable Access and Student Outcomes</p> <ul style="list-style-type: none"> ● Exploring multi-system involved youth with disabilities and identifying supports and changes needed ● Identifying and elevating Local Education Agency (LEA) efforts to eliminate the use of restraint, isolation, and disproportionality in discipline <p>NOTES:</p> <ol style="list-style-type: none"> 1. Get a clear picture of exactly who the students are. 2. Analysis of the data impact from the implementation of the change in the Safety Net process. Did outcomes change? 3. Restraint and isolation. Changes in data collection, districts who have received training, did that impact outcomes? Look at the districts who have had culturally responsive practices that’s connected to restraint and isolation. Would that make a difference in the numbers? <p>Families as Partners</p> <ul style="list-style-type: none"> ● Supporting LEA SEAC development ● Strengthening connections of local SEACs and organized parent groups to the state SEAC 			
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	<p>NOTES:</p> <ol style="list-style-type: none"> 1. State level SEAC/Local level SEAC Training around the goals, purposes and infrastructure Support development, provide mentorship and technical assistance Grant \$ for development Supporting LEA, LEA-Cooperatives, or Regional SEAC development through mentorship, mini-start-up grants, and/or training and technical assistance as may be requested. 2. Keep same as overall goal Insert the word communications before the word connections. <p>Leadership team will make a review, and get this back to the members prior to the meeting in October.</p>			
➤ Summary of Actions	<p>Thanked everyone for their participation.</p> <p>October meetings will revisit the continuing report w/regard to SICC and a presentation on open public meetings.</p>	N/A	N/A	N/A
Adjourned	Tammie Jensen-Tabor adjourned the meeting at 4:15p.m.	N/A	N/A	N/A