

# Special Education Advisory Council (SEAC)

## Meeting Minutes

October 18–19, 2022

### Meeting Information

**Date and Time:** October 18, 2022; 8:30–4:30

**Location:** Medical Lake School District Wellness Center and virtual

**Members Attending:** Tammie Jensen-Tabor, Jen Chong Jewell (virtually), Diana Marker, Jeff Brown, Tanya Cochran, Patricia Delgado (virtually), Samantha Fogg (virtually), Scott Hampton, Natasha Hays, Jennifer Lee, Soleil Lewis, Haley Lowe, Sean McCormick, Tamara Rosario, Laura Staley, Laurie Thomas, Vanessa Tucker, Amie Verellen-Grubbs

**Members Excused Absence:** Joy Sebe

**OSPI Staff:** Tania May, Cassie Martin, Kelly Saavedra

**Pre-reading for Meeting:** SEAC Bylaws and Group Norms, Draft May 2022 minutes

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### Open Meeting | 8:30

**Presenter(s):**

- Call to order - **Tammie Jensen-Tabor, Executive Chairperson**
- Land Acknowledgement - **Jen Chong Jewell, Executive Vice-Chairperson**
- Introduction of members - **Tammie Jensen-Tabor, Executive Chairperson**
- Review agenda, SEAC [Bylaws](#) and [Group Norms](#) – **Diana Marker, Executive Member**

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### Updates and Action Items | 9:00 am–10am

**Presenter(s): Tammie Jensen-Tabor**

- **Topic(s):**
- **Action Item(s):** Jen Chong Jewell: Language access workgroup is now called the Language Access Advisory Committee. You can find more information on the OSPI website. Language Access Advisory Committee has launched, and the first meeting was last week. What the group is most concerned about is the training and qualifications of interpreters. We want to make sure interpreters are inclusive of everyone. Restraint and isolation workgroup has been convened. Lee Collyer from OSPI is supporting it. They are united in the idea that isolation should be prohibited. We should have updates about that at upcoming meetings. Dyslexia Advisory Group has launched. Council member Natasha Hays is interested in joining the advisory group. DVR released a report on pre-



employment transition services. State Interagency Coordinating Council will be meeting next week, Hoping to get a joint meeting on the books soon. SEAC council members can reach out to Tania if they would like to be a part of those workgroups/committees.

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**10:15 – 10:30**

**Presenter(s): Tania May**

- **Action Item(s): location of next SEAC meeting**
    - Previously in Central Washington, Port Angeles, Olympia: Southwest WA or Southeast WA for future meetings. Pair the SEAC meeting with a site visit for inclusionary projects. Maybe Vancouver (Evergreen), Bellingham, Tri-Cities or Walla Walla. If we go to the Walla Walla area, we could talk students who are involved with Pre-employment Transitions Services.
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**“Mind Your Health” | 10:30 – 11:30**

**Presenter(s): Medical Lake Director of Student Services - Tawni Barlow, Superintendent – Tim Ames, Assistant Superintendent – Kim Headrick**

- **Action Item(s):** Interns lead different groups: Anxiety, Grief, Depression, Social Skills, etc. Services are for students, families, and staff. Partnered with Forks School District- Telehealth services are provided by Forks and Medical Lake.
    - Free monthly psychoeducational classes serving: District staff, families, administrators. Free childcare provided by school psychology interns.
    - Central Valley School District will be coming in to crunch data. According to OSPI Dispute Resolution, Medical Lake hasn't had a complaint since 2017.
    - Monthly Mental Wellness Newsletters
    - Parent manual has been created for parents on what steps to take when they have questions, complaints, concerns, etc.
    - SEL screener was created in Fall 2020
    - Funded through braided funding.
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**Public Comment | 11:30–12**

**Presenter(s): Tammie Jensen-Tabor**

**Topic(s):** Virtual comment: Parent of Special Ed student in Selah School District: Comment about transition services. Federal government does not provide services after age 22. Would like to extend transition services to age 22 in Washington state.

In Public comment: Parent from Cheney School District who works with fire safety programs, is concerned about comments from administrators about the benefits of inclusion. She has seen

many self-contained classrooms and wants to know how to get more eyes on classrooms at the end of the halls, portables, etc. Inclusion isn't happening in Tier 3 classrooms, only Tier 1.

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## Due Process Decision Summary | 12:00–12:15

**Presenter(s): Ta'Reesa Saunders**

- **2021-SE-0136 Sumner Bonney Lake School District:** Behavior, Special Education Minutes, In-person Learning, IEP Documentation
  - The District violated the IDEA and denied the Student a Free Appropriate Public Education as set forth in Conclusions of Law 52 and 56.
  - Parents allowed reimbursement for transportation to and from Apex Summer Camp.
  - Parents awarded compensatory education for 3 summers worth of tuition at Apex Summer Camp.
- **2021-SE-0155 North Shore:** Free Appropriate Public Education, IEP Implementation, Reading and Writing Goals, Placement
  - The Northshore school District has violated the IDEA and denied the Student and a Free Appropriate Public Education pursuant to the Findings of Fact and Conclusions of Law herein.
  - Parents Awarded compensatory evaluation and placement at Brooks Academy for 21 weeks during 2022–2023 school year.
  - Parent awarded reimbursement for past tuition.
  - All remaining remedies requested by the Parents are denied.
- **2022-SE-0013 Clover Park:** IEP Content, Speech Services, Prior Written Notice, IEP Progress Reporting.
  - The District did violate the IDEA and did not deny the Student FAPE.
  - Parents awarded compensatory education for Specially Designed Instruction (30 minutes adaptive skills, 30 minutes cognitive development, 45 minutes gross motor, 45 minutes fine motor, 2.5 hours vision and 2.5 hours communication).
  - District failed to provide Prior Written Notice in a reasonable time frame.
- **2022-SE-0019 Longview:** IEE Evaluation
  - The District did not violate IDEA or did not deny the Student FAPE.
  - Parents are not entitled to compensation at public expense for the IEE.
  - District has shown evidence that the assessment in all areas related to the suspected disabilities were appropriate (vision and auditory).
- **2022-SE-0042 Kent:** IEP Meeting, IEP Implementation
  - District did not violate IDEA and did not deny the Student FAPE.

All these decisions are on the [OSPI website](#).

Trends: IEP meetings are being denied to parents by the school or school districts.

Ms. Saunders made suggestion that parents have an advocate during due process. Ms. Saunders provides links and resources to parents, so they are fully versed in the process. How many parents represent themselves vs having an attorney? It's not often that parents represent themselves. There are non-profit attorneys or sliding scale attorneys for parents who want to represent themselves. There is a list on the OSPI website, but they are not OSPI attorneys. If parents are looking for due process attorneys, Ms. Saunders will share that with parents.

Prior written notice: Sometimes parents are unaware of components of prior written notice. Parents who are new to the process think the form should look a certain way and don't know they have received the form.

Tania speaks with the Office of Administrative Hearing quarterly. We are in the process of drafting an interagency agreement around due process roles and responsibilities.

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## **OSPI Actions – Adapted PE Specialty Endorsement, Funding Equivalent of Risk Pool Management, Request to Extend IDEA Services to Age 22|**

### **12:30–1**

**Presenter(s): Dr. Tania May**

- **Topic(s):**
  - PESB has voted to advance a specialty endorsement for adaptive physical education. They need to implement it as a pilot, but it will be moving forward because they recognize the need. Once this is implemented, current special ed teachers will not be excluded from teaching adaptive PE. Wonderings around if the coursework can be virtual. SEAC council member Vanessa designed the program and will be teaching it as well.
  - Concerns around equity in due process. Public school can use public funds. There are not public fund options for families. Talk around creating pot of money to assist families for due process.
  - Request to file emergency rule making to extend services to age 22. Superintendent denied emergency rule but there are discussions to create extension. We would need to include the legislature to change RCW if we are going to extend services.
  - If student turns 21 on or after school year, they can continue services. But if they turn 21 before school year, they are not provided services.
  - Receiving more information around extending special education services would be helpful to make a recommendation since our next SEAC meeting will meet during legislative session.
  - There is discussion around a specialty endorsement in SEL. SEL recommendations aren't always appropriate or responsive for students with disabilities.

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## Plan for future community forums | 1–2

**Presenter(s): Executive Team**

- **Topic(s):**
- **Action Item(s):** What do we hope to learn and what are the connections we can make? In the past, we have had forums with districts and community partners. Common thread: What does inclusion mean to you in those communities?
  - Family engagement: How can districts improve their relational with districts and families. Incorporate student voice. How can we include students in this? Include youth voice: Hear back from students who have recently left and how it affected them: up to 26 yrs. old. Connect with students in community college and ask what their experience was like. Consider creating a survey for community forums. Ask parents what they want to talk about. Anything from parent survey that might be a good follow up topic? Parents have had concerns about how IEPs are conducted. How can we strengthen support through IEPs?
  - What's working well? Help with recommendations for future funding, etc. Doing site visits could be helpful, but also continue community forums. We're interested in knowing how parents perceive their interactions with us. IEPs at juvenile facilities are severely neglected. Has Juvenile Rehabilitation been present and is there an opportunity for us to do more?
  - Hear from Disability Youth Council. What are students experiencing and what are they hoping to experience? A lot of language around using the words: "scary" when discussing inclusion. Hearing it from educators and parents of gen ed students and parents special ed students. How to we address the feelings of inclusion being "scary"? Staff may not be prepared for working with children who have experienced trauma. We should hear from general ed teachers and teachers who feel challenged/ and teachers who don't feel challenged.
  - Possibly hear from other councils and their experiences.

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## Continue planning for future community forums (Break out rooms) |

2:15–3:15

**Presenter(s): Executive Team**

- **Topic(s): Youth Voice, Community Based Partnerships, Inclusionary Practices, Demonstration/Model Sites (with a focus on status/impressions of implementation)**
- **Action Item(s):**
  - **Youth Voice:** Online forum next. Have a subcommittee, providing youth a space to speak that is separate from their parents. Make sure we are providing something of value for these families who come to speak. Bring adults with disabilities and create a panel for them to speak. Ask them what is working for

them and what is not.

- **Community Based Partnerships:** Engage community partners and do individualized outreach. Target regional engagement. How do we make it meaningful for participants. Have tabling and resources available to the community so it's more relational and less transactional. Remove barrier around language access. Create a subcommittee.
- **Lived experiences of inclusionary practices:** Talk to parents and family. Talk to gen ed teachers: Resistant to inclusion, Gen ed teachers previous resistant, Teacher who were on board and no longer on board. What happened? What supports did you have? Ask peers who are in gen ed classroom how they were informed, etc. Talk to parents and families about what they are experiencing in their interactions with gen ed and special ed. How do parents define inclusion? What are the right questions to ask and in the right way. Create focus groups where clock hours are offered.
- **Demonstration sites:** Look at Toppenish Middle School because it's in the "middle", above early childhood and below secondary. PLC model. Middle school students might be more inclined to share their experiences compared to early childhood or secondary. Decided as a group where to visit next, possibly a secondary school. Find sites that guide our thinking instead of deciding based on region. Suggestion to visit sites where the council hasn't been before because it's more equitable. Visiting a site doesn't mean it has to be an official demonstration site.
- Should we create a subcommittee to plan for future community forums?
  - Jen, Patty, and Sam are willing to be on a committee for youth voice at the winter meeting. It may be easier to reach youth on Zoom.
  - Diana, Vanessa, and Laurie are willing to be on a committee to support the next in person community forum.
- Look at Toppenish or Vancouver (Evergreen) for next site visit. Ask Bev about planning visit.
- Site visits help inform our recommendations on feedback about bills that are coming out. Share what we learned with the sites. Subcommittees should think about how to get information back to participants.

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## Discussion regarding TAESE training that took place at August Meeting | 3:15–4 pm

**Presenter(s): Jen Chong Jewell and Diana Marker**

- **Topic(s):**
- **Action Item(s):** Discussed the relationship between Part C to Part B in IDEA, purpose and function of the advisory council, hot topics in special education, council meeting procedures, etc.

- Feedback: Meeting was much too long, and it was hard to follow along on Zoom. There were no breaks built into the agenda. Is there a way we could have split this up over multiple sessions? It felt like the same tone throughout the meeting and participants didn't feel like they walked away with what they could have. There wasn't much adapted from the in-person model to the Zoom model. Person first, identity first language when speaking about disabilities was brought up but not really discussed. We will discuss this tomorrow when discussing bylaws.
- Suggestions: 1:1 discussion with Tania about your experience or you can send a letter. Possibly create self-guided learning modules. Tania has a meeting with TAESE this Friday and will probe some questions and share feedback with council.

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## Summary of Actions| 4:15–4:30

### Presenter(s): Tammie Jensen- Tabor

- **Topic(s):**
- **Action Item(s):** We have a subcommittee for our winter and May meetings. We are looking at inclusionary practices at Toppenish and Evergreen. Create training for folks around the functions of SEAC and our roles and structures. Tomorrow we are moving our May minutes to our agenda to accept or modify. Tania may possibly bring extending services to age 22 information to next meeting. Bev will look at options for Toppenish and Evergreen. Vanessa is on staff at PLU and has offered to share updates about adaptive physical education certification.

## Meeting Information

**Date and Time:** October 19, 2022, 8:30–4:30

**Location:** Medical Lake School District Wellness Center and virtual

**Members Attending:** Tammie Jensen-Tabor, Jen Chong Jewell, Diana Marker, Jeff Brown, Tanya Cochran, Patricia Delgado (virtually), Samantha Fogg (virtually), Scott Hampton, Natasha Hays, Jennifer Lee, Soleil Lewis, Haley Lowe, Sean McCormick, Tamara Rosario, Laura Staley, Laurie Thomas, Vanessa Tucker, Amie Verellen-Grubbs

**OSPI Staff:** Tania May, Cassie Martin, Kelly Saavedra

**Member Excused Absence:** Joy Sebe

**Guest(s):**

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### Open Meeting | 8:30–8:45

**Presenter(s):** Tammie Jensen-Tabor

- Review and accept minutes from May 2022 meeting - **Jen Chong Jewell, Executive Vice-Chairperson**
- **Action Item(s):** Review and accept May 2022 minutes (**Will review 10/19**)

Tanya Cochran was present at May SEAC meeting. Accepted May minutes as amended.

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### Bylaws revision | 9–10

**Presenter(s): Executive Team**

- **Topic(s):** Read through bylaws and make necessary changes.
- **Action Item(s):** Reviewed norms.
  - Norm #5: Propose to add "Be accountable for your impact on others"
  - Norm #7: Take out comma and replace "or" with "and".
  - Norm #9: Norm language: "Use and respect identity language that supports individual preferences, including both identity-first and person-first language".
  - New norm: "Commit to a continuous path of improvement to model best practices for accessibility across all settings and communications."
    - Propose we state name before speaking on virtual meetings and give a brief visual description.
  - New norm "We recognize and honor the diversity of disability, acknowledging that disabilities may or may not be apparent to others."
  - Passed motion to accept amended and new norms.
  - **Use for bylaws:**



- “We are committed to using intentional language, recognizing individual preferences, such as, but not limited to person first and identify first language, in meetings and in written materials”.
  - Propose to create a living document with indicators and best guidance on accessibility and add it to the bylaws.
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## Bylaws revision continued | 10:15–11

**Presenter(s): Executive Team**

- **Topic(s): Bylaws Revisions**
  - **Action (s):**
    - Revised the purpose/commitments in bylaws.
    - Revised the first paragraph in the belief statement.
    - Functions section of bylaws is listed as purpose of SEAC in W.A.C. Replaced Article II Purpose section with Commitments, and Article IV Functions section to Purpose.
    - Revised Article VII Meetings to include a virtual option for every meeting. In addition, included verbiage around materials being publicly available to the extent possible.
    - Passed motion to accept the revisions to the bylaws.
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## Special Education Funding Data and IDEA Budget Review | 11–12

**Presenter(s): Cyndie Hargrave – Tania May**

- **Topic(s): Special Education Legislative Priorities and Funding**
  - Reviewed OSPI Strategic Goals and Strategic Planning 2021-2024
  - Discussed Decision Package: Fully Fund Special Education
    - OSPI is requesting that our State Legislature:
      - Remove the 12.5% cap on K–12 state special education funds
      - Increase the special education multipliers, including the PreK multiplier and tiers K–12 multiplier
      - Sustain the statewide investment for inclusionary practices
  - Reviewed Inclusionary Practices Project (IPP) total expenditures and American Rescue Plan (ARP) IDEA funds
    - Plan to reallocate excess ARP funds to districts who can demonstrate need for additional funding.
  - Reviewed Safety Net Summaries
  - Reviewed State Special Education Snapshot
  - Discussed accountability and disproportionality

- Tania to reach out to CISL to share information. Tania will contact Cross Disability Advocacy Network.
- DCYF and OSPI are working on a joint agency report to improve outcomes in institutional education- HB 1295. Currently being circulated internally.

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## Review SEAC 2022–23 Focus Areas/Recommendations and review 2021–22 annual report | 12:00–1:30

**Presenter(s): Executive Team**

- **Topic(s):**
  - **Recommendation 1: Creation of a new two-way system of accountability through which the SEAC requests concrete and measurable actions aligned with recommendations and OSPI provides regular updates on these requests.**
  - **Recommendation 2: Continue collection and analysis of disaggregated data and recommendations regarding graduation pathways. Clarify where the accountability lies for ensuring access to graduation pathway options with significant disabilities, such as behaviors.**
  - **Recommendation 3: Continue the efforts of OSPI to leverage best practices in providing technical assistance and partnership to districts, families, and education groups.**
  - **Recommendation 4: Convening of joint meeting between the SEAC and DCYF Interagency Coordinating Council (ICC).**
  - **Recommendation 5: Collection and analysis of data on the collective impact of special education funding in relation to braided funding and impacts on BIPOC students with disabilities.**
- **Action Item(s):**
  - Create a one pager of what is SEAC and the purpose of SEAC, and what our recommendations are. Possibly have the same subcommittee below help create it. Use existing SEAC brochure to help build the document.
  - Motion to assign a policy committee, including an executive team member, to be available during Leg session to answer questions and give recommendations. Propose short virtual meetings as need during session so policy committee is aware of bills and can track them. Motion is passed.
    - Update SEAC brochure with updated bylaws and format it into informational sheet instead of trifold. Policy committee will update brochure.
  - Incorporate Recommendation 5 in our next meeting together.
  - Propose to take into consideration these recommendations in planning our next meeting.

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## Discussion and writing recommendation paper regarding: OSPI requests to legislature around Special Education funding | 1:45–4:15

**Presenter(s): Executive Team – Diana Marker**

- **Topic(s): Draft recommendation report or position paper**
- **Action Item(s):**
  - Create volunteer subcommittee to draft recommendations:
    - Aime, Haley, Samantha, Jeff, Tamara, Laura, Diana.
    - Send to executive committee for final approval.
  - Motion to align our recommendation with OSPI's recommendation on fully funding special education passed. Statement: "We are asking for ample and sustainable funding and support the full package of OSPI's funding request."

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## Summary of Actions| 4:15–4:30

**Presenter(s):**

- **Topic(s):**
  - Revised meetings norms and bylaws
  - Special Education Budget presentation
  - Made subcommittee that will prepare a recommendation
  - Creative policy committee to be available during Leg session
  - Special Education Budget presentation
  - Made subcommittee that will prepare a recommendation paper regarding special education funding
  - Created policy committee to be available during Leg session
  - Discussed last year's report and reviewed our recommendations.
- **Action Item(s):**
  - Submit norms and bylaws for signature to the Executive Chair of SEAC and Superintendent of Public Instruction.
  - Diana will reach out to group to collect names for folks who like to join the policy committee.

**Meeting adjourned at 4:21pm**

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