

SEAC October Meeting

Meeting Agenda October 24th

[Virtual option](#)

8:30am–4pm
October 24–25
ESD 189, Anacortes, WA

Open Meeting | 8:30–9:15 am

- Call to order – Tammie Jensen-Tabor, Executive Chairperson
- Land Acknowledgement – Jen Chong Jewell, Executive Vice-Chairperson
- Introduction of members and welcome new members – Tammie Jensen-Tabor
- Review of agenda, SEAC Bylaws, and Group Norms – Diana Marker, Executive Member
- Review and accept minutes from May 2023 meeting.

Welcome ESD 189 Team and ESD 189 Program Presentation | 9:15–10:30 am

Welcome - Tammie Jensen-Tabor and Tania May

- Fran McCarthy and team

Break | 10:30–10:45 am

Review 2023–24 Focus Areas | 10:45–11:30 am

Presenter - Tammie Jensen-Tabor

- Participate in a joint meeting with Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) and the SEAC on Mastery Based Learning.
- As Performance Based Pathways become an option for meeting graduation requirements, the SEAC would like to review the possible outcomes as this option enters into rulemaking.
- Identify if there is data to analyze the consistency between High School and Beyond Plans and Post-Secondary Transition Plans.
- Review the Post-Secondary Outcomes Survey data.
- Discern the circumstances and details around the barriers to graduation for students with disabilities who dropped out.
- Clearly define “limited circumstances” and “unique needs” that would allow for a course (content/subject) substitution referenced in WAC 180-51-115. We fear

- that this vague terminology will lead to overuse as we saw the Certificate of Individual Achievement (CIA). Less than 1 percent should qualify.
- Clarify where the accountability lies for ensuring access to graduation pathway options with significant disabilities, such as behaviors.
 - Identify graduation process options for students with the most significant cognitive disabilities.

Public Comment | 11:30–Noon

Presenter – Tammie Jensen-Tabor

All regular meetings of the Special Education Advisory Council are open to the public. The public is encouraged to attend and may give comment only during the designated public comment time frame on the agenda.

The Special Education Advisory Council can be addressed on any matter, but only during the public comment portion of the meeting. Please be aware that the SEAC is not required to respond to any comments, and generally does not.

Each participant will have three (3) minutes for remarks. If the comment is longer than three minutes, the Chair has the responsibility to stop the speaker, and move forward with the next person.

If there is no one interested in giving public comment, the agenda will move forward to the next item on the agenda.

Working lunch | Noon-12:30 pm

Q&A on OSPI Briefing

Presenter – Tania May

Dispute Resolution Year-in-review | 12:45–1:45 pm

Presenter – Alyssa Fairbanks

Review 2023–24 Recommendations | 1:45-2:45 pm

Presenter – Executive team

In reviewing our priorities and reflecting on information we have received over this past year of work; we have identified the following actionable recommendations for 2023–24:

Review of Data on Adequacy and Timeliness of OSPI Response and Technical Assistance

The SEAC acknowledges the ever-increasing efforts of OSPI to respond to issues pertaining to not only Special Education but the nexus of Special Education with all other education initiatives.

The SEAC recognizes the growth in the efforts of OSPI to break down education department silos. This effort has increased comprehensive technical assistance efforts to families and schools. Below are a list of technical assistance acknowledgements and recommendations for continued work:

- The [Special Education Division Monthly Updates](#) provide links and guidance about contemporaneous issues as well as reminders and technical assistance. The SEAC recommends that these updates continue and continue to use video clips to explain topics.
- Provide technical assistance with language access.
- Cross departmental collaboration in information sharing (e.g., Foster Care Program sharing information about special education).
- The SEAC commends staff at OSPI and associated workgroups for reaching to families in pro-active ways:
 - Family and Community Liaisons attending family meetings.
 - Superintendent Reykdal and Assistant Superintendent May increase accessibility through attendance at family forums and press conferences to not only share information but listen to voices across the state.
 - Experts on the topic of dyslexia from the state workgroup engaged in parent training on the new dyslexia screening requirements and data.
 - State Design Team inclusion of parents, as stakeholders, increasing their knowledge and providing technical assistance support.
- The SEAC recognizes the hard work of OSPI to align inclusionary practices work with the work of the Multi-Tiered Systems of Support (MTSS) efforts. The SEAC suggests continued efforts to provide technical assistance and training to school districts and parents on that alignment.
 - **Given the systematic changes that are necessary for a statewide shift in practice**, the SEAC **strongly** recommends that OSPI **prioritize** continued and sustained funding for the Inclusionary Practices work.
 - Review the progress and timeline for Specific Learning Disability (SLD) assessment process for eligibility.
 - Analyzing data from the national implementation of response to intervention (RTI) for SLD placement on impact of delay or denial of referral for evaluation due to assignment of MTSS.
- The SEAC recommends a presentation regarding the Johns Hopkins study, Every Minute Counts and the plan for technical assistance roll out of the information.
- The SEAC recognizes OSPI's efforts to support the training, and recruitment and retention of skilled special educators.

- The SEAC recommends continued collaboration between OSPI and Professional Educator Standards Board (PESB) regarding efforts to train staff in the inclusionary practices and multi-tiered systems of support alignment.
- The SEAC recommends a formal presentation at a 2023–24 SEAC meeting from OSPI and special education teacher preparation program(s) and alignment with current school district initiatives.
- Identify and implement strategies to retain experienced, effective special education staff serving students identified with a disability.
- Add special education as an identified category to the [State Report Card](#) for teacher qualification, teacher certification and average years of teaching experience to ensure transparency and accountability for retention.
- Overall, OSPI is recognized for its efforts to maintain a lens of best practices in providing technical assistance at the local level for schools, families, and education groups.

Convening of Joint Meeting Between the SEAC and DCYF Interagency Coordinating Council (ICC)

The SEAC recognizes the importance of the coordination and alignment between the two councils. Schedules did not allow for a joint meeting during this 2023–24 school year. Due to the significant importance of this activity the SEAC makes the following recommendations:

- Recommend that the ICC set a date for one day of the 2023–24 school year to align with past scheduling practice of the SEAC.
- Recommend a day of combined training between the two councils before the start of the 2023–24 school year.
- Recommend scheduling a one day yearly standing meeting between the SEAC and ICC.

Collection and Analysis of Data on the Collective Impact of Education Funding and the Intersection of Special Education

The SEAC continues to believe LEAs must be provided with the necessary funding to support evidenced based special education programming rooted in equity and best practices. To support this endeavor, the SEAC recommends that the SEAC addresses the following funding issues —

- **Support sustained funding for implementation:**
 - Access to general education professional development to all relevant certificated and classified staff and resources to implement the following areas:
 - Universal Design for Learning (UDL).
 - MTSS.
 - Standards-based instruction.
 - Trauma invested and healing-centered practices.
 - Family and community engagement/education with cultural humility.
 - Language Access.

- Increasing funding for language access in public schools.
 - Accessible materials.
- Continue efforts to braid funding sources and increase flexibility in the use of categorical and other funds.
 - Effects of the implementation of 2SHB 1664 - Prototypical funding formula for physical, and social and emotional support in schools.
 - Amplify technical assistance regarding flexibility of funding.
 - **Recommendation**
 - Conduct an analysis of the long-term impact of the pandemic on school funding and services.
 - Conduct an analysis of the impact of the implementation of the multiplier, lowering the Safety Net threshold and raising the cap to 15% to the state special education funding model.
- Based on the LRE data from 2020–21 to 2021–22, students with disabilities aged 3–5 (Indicator 6) are not being served more inclusively and there is disparate data of children aged 3–5 receiving the majority of their special education and related services in the general education setting versus children aged 6–21 spending 80% or more of their day in the general education setting.
 - Comparatively from 2021–22 data (FFY 2021 Annual Performance Report (APR)), only 25.71% of children aged 3–5 receive the majority of special education and related services in the general education setting (Indicator 6A) compared to 62.37% of children aged 6–21 attend their general education classroom 80% or more of the day (Indicator 5A).
 - The percentage of children aged 6–21 who spend more than 80% of their day in general education is *more than double* that of the younger learners aged 3–5 who receive the majority of their services.
 - The SEAC position aligns with the [OSEP 2017 Dear Colleague Letter of Preschool Least Restrictive Environment](#) in that “the least restrictive environment (LRE) requirements...of the IDEA are fully applicable to the placement of preschool children with disabilities” and that children aged 3–5 with disabilities should be served inclusively in their general education setting with supports to the greatest extent possible.
- Based on the LRE data from 2021–22, students with disabilities aged 6–21 are being served in a more inclusive setting which could be attributed to the statewide multi-tiered funding model. The gap between Black, Indigenous, and people of color (BIPOC) students with disabilities and students with disabilities is not closing at a rate that would eliminate the gap which indicates that there is more work to be done to create more inclusive educational environments for BIPOC with disabilities. The LEAs receiving targeted supports and professional

development are closing the gap at a rate three times that of non-participating LEAs.

- **Statewide Impact - Multiplier Funding Model**
 - Since the multitiered funding model was implemented, statewide Least Restrictive Environment (LRE) data for all students with disabilities spending 80–100% of their day in general education settings has improved from 56.6% in 2018 to 62.37% in 2022.
 - Since the multitiered funding model was implemented, statewide Least Restrictive Environment (LRE) data for BIPOC students with disabilities spending 80–100% of their day in general education settings has improved from 53.5% in 2018 to 60.08% in 2022. This is not on pace to eliminate the gap.
 - Additionally, for Black students with disabilities, who experience the greatest placements in more restrictive settings, the LRE data for this population increased from 49% in 2018 to 51.65% in 2022. This shows that the gap in placement is increasing.
- **Recommendation**
 - Conduct a targeted analysis of the updated funding model for BIPOC students with disabilities.
 - Target awareness of the nexus of service and funding for BIPOC students with disabilities.
 - Continue collaboration and reporting from other councils/departments such as: Department of Vocational Rehabilitation, Department of Health and Human Services, and Systemic Equity Review activities with the National Center for Systemic Improvement (NCSI).
 - Conduct analysis and target awareness of the nexus of service for children aged 3–5 with disabilities and inclusive practices funding with intention to move the needle for Indicator 6 to impact our youngest learners.
 - Implore ESDs and school districts to coordinate technical assistance and partnership with local regular early childhood programs to serve children with disabilities aged 3–5 in their LRE and deliver inclusionary practices, aligned with WAC 392-172A-02050. LRE should be determined based on each individual child's needs and should not automatically be developmental preschool. For children ages 3–5, a general education environment is a regular early childhood program as defined in WAC 392-172A-01152.

Break | 2:45–3 pm

Timeline around Burden of Proof | 3–3:45 pm

Presenter – Executive team

- Revisiting from the February meeting. February meeting did not have a quorum and therefore could not place the topic up for vote.

Summary of Actions | 3:45–4:15 pm

Presenter - Executive team

- Discussion about community forum scheduled for 6 pm, October 24.



SEAC October Meeting

Meeting Agenda October 25th

Virtual option

8:30am–4pm

October 24–25

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Open Meeting | 8:30–9 am

Tammie Jensen-Tabor

Debrief Community Forum | 9–9:45 am

Presenters - Executive team

Break | 9:45–10 am

Legislative Update | 10-10:45 am

Presenters - Tania May and David Green

Discussion of State Performance Plan and State Systemic Improvement Plan | 10:45–Noon

Presenters - Sandy Grummick, Jennifer Story, and Ryan Guzman

Working lunch | Noon–12:30 pm

Break | 12:30–12:45 pm

Continuing to Bridge and Create Intentional Inclusion with other Workgroups | 12:45–1:45 pm

Presenter – Executive team

Break | 1:45–2 pm

Disability Employment Awareness Month; & Disability History and Pride | 2–3 pm

Presenter – Jen Chong Jewell

Summary of Actions | 3–4 pm

Presenter – Executive team