Special Education Advisory Council (SEAC) Minutes

May 18–19, 2021

Meeting Information

Date and Time: May 18, 2021

Location: Virtual

Members Attending: Jeff Brown, Tanya Cochran, Jen Chong Cole, Tammie Doyle, Suzanne Ender, Patricia Gonzalez, Kathleen Harvey, Tammie Jensen-Tabor, Kitara Johnson, Jennifer Lee, Kim Leger, Diana Marker, Shanna McBride, Sean McCormick, Joy Sebe, Laurie Thomas, Vanessa Tucker, Amie Verellen-Grubbs

OSPI Staff: Glenna Gallo, Assistant Superintendent; Bev Mitchell, Executive Assistant

Excused: Shawnta DiFalco, Eden Bush, Shyla DeJong

Guest(s): Tania May (OSPI), Jennifer Story (OSPI)

Open Meeting | 8:30 am

- Tammie Jensen-Tabor called the meeting to order at 8:30 am.
- Jen Chong presented the land acknowledgement.
- Member introductions.
- Tammie Jensen-Tabor reviewed agenda, bylaws, and SEAC group norms.
- Minutes from the February meeting were accepted.

- **Action Item(s):** February 2021 minutes were posted July 2021

Presenter(s): Tania May and Glenna Gallo, OSPI

- **Topic(s):**
  - Reopening Plans.
    - June 1 districts must submit plans for reopening. Must post their plan to their public website and receive approval of their

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Plan B by their governing body.

- To support completion of the plan, [Academic & Student Well-Being Recovery Plan: FAQ](#)
- [OSPI Data Portal - Data Reporting](#)

- Recovery services. [Recovery Learning Plan](#)
  - Guidance
  - Recovery services are additional services to address a lack of appropriate progress on IEP goals due to missed or limited services or for other reasons as result of the pandemic
  - Recovery services should be reviewed and considered for every student with an IEP
  - Equity and Inclusion
  - Data Informed decisions
  - IDEA & FAPE requirements
  - Urgency & triage
  - Transparency & Engagement
  - Individualized student decision - IEP team determines a student's need for recovery Schedules & Timelines
  - Webinars for transition recovery information: [Information Session for Families: Transition Recovery Services](#); [Webinar for School and District Partners: Transition Recovery Services](#)

- IPP priorities for years 3–4.
  - Extended funding for IPP
  - Based on data spending patterns and pilot district feedback, prioritize funding
  - Cadre

- Graduation after the [Certificate of Individual Achievement (CIA)](#).
  - IEP Teaming
  - Course Planning
  - Collaboration
  - Monitoring
- [Survey for OSPI American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARPA ESSER) Plan for students with disabilities](#).
  - State must submit plan by June 7
  - State should describe how we are going to be transparent in planning.
    - OSPI must identify top three state priorities for addressing the COVID impacted needs of students with an IEP. Feedback on [WA ARP ESSER Plan for Students with Disabilities](#).

- **Action Item(s):** The SEAC may want to focus on all Graduation Pathways

- **Action Item(s): n/a**

Presenter(s): Jennifer Story, OSPI
- **Topic(s):** New Parent Survey
  - Updates to [Washington Integrated System of Monitoring (WISM)](#) happening
  - Focus on diversity equity and inclusion
  - Putting together a State Design TEAM. Break into smaller groups to work on different focus topics.
  - Survey regarding stake-holders invitation to participate in State Design Team [Invitation to Serve: 2021–22 Special Education state Design Team](#)

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- o Looking into possible ways to honor everyone's time (ex. Stipends)

Presenter(s): Tammie Doyle, Division of Vocational Rehabilitation (DVR)

- **Topic(s):** Pre-Employment Transition Serves (Pre-ETS)
  - o 15% of annual operating budget set-aside for the provisions of Pre-ETS
    - Required services
      - Use it or lose it funds
      - All states are experiencing having to send funds back
    - Asked if the Rehabilitation Services Administration (RSA) could be extended but denied.
      - Attending IEP planning meetings, person-centered planning meetings.
      - Working with Workforce Development Council (WDC) and employers to develop work-based learning activities and internships.
      - Collaborating with schools on Pre-ETS delivery.
    - Authorized
      - Professional development to vocational rehabilitation (VR) staff, education staff, and other stakeholders.

Action Item(s): Discuss which SEAC members who will be involved in the next state performance plan group and stakeholder group for the new Parent Survey.

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- Multi-state partnerships.
- Model demonstration projects.
- Disseminate information on innovative, effective, and efficient approaches to implementation
- Traditionally under-served populations
- Authorized funds projects
  - [Washington State University (WSU)](#)
  - Motivational Enhancement Group Intervention (MEGI) staff training
  - Institute for Educational Leadership
  - Center for Change in Transition Services (CCTS)
- How to Increase Engagement
  - Developing stronger collaborations
  - Developing an effective/efficient service delivery model
  - Move focus from awareness to action
  - Continuum of Services
  - Group Pre-ETS
  - Individual Pre-ETS
  - Work

- Voices of Change: Practicing Inclusive Pre-Employment Transition Services: Virtual Transition Forum: June 21–24, 2021 with featured speaker Judy Heumann [CCTS/DVR Transition Forum June 21–24, 2021](#)   **Action Item(s): n/a**
- [DSHS-DVR](#)

Presenter(s): Executive Team, SEAC
- ○ **Topic(s):** ARPA IDEA funds. (**Glenna**)
  - Specifically, about the funds provided from the feds for recovery funds
  - All of the funds are going to school districts, private schools and we are waiting for guidance from the United States Department of Education (USDOE)
  - Question asked - what percent of total English Language Learners (ELL) students also have an IEP? Are there differences across racial groups?   **Action Item(s): n/a**
  - Data on intersectionality of students with disabilities.

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Presenter(s): Glenna Gallo, OSPI

- **Topic(s):** Update on [Statewide Assessment and Accountability 2020–21 Strategic Waiver](#).
- [Assessment Waiver Discussion](#)
  - Will the assessment data for students who are in a natural grade transition be reflected on the current school's Washington School Improvement Framework (WISF) or on the previous school's WISF? (e.g., 6th grader taking 5th grade assessments at their middle school instead of their elementary school).

- **Action Item(s): n/a**

Presenter(s): Glenna Gallo

- **Topic(s):** [Due Process Hearing](#) Summary
  - OSPI-SpEd will be hiring a second community liaison.
  - Citizen Complaint (CC) summaries and posting CCs online will be available in near future.
  - Ask other states if they have state requirements of Burden of Proof.

- **Action Item(s); n/a**

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Presenter(s): Tammie Jensen-Tabor, SEAC

- **Topic(s):** Public Comment
  Two members of the public made comment.

- **Action Item(s):** n/a

Presenter(s): Tammie Jensen-Tabor, SEAC

- **Topic(s):** Community Forum Prep

- **Action Item(s):** Go over data collected from forums and compile for discussion at August meeting.

Meeting adjourned | 12:45 pm

Meeting Information

Date and Time: May 19, 2021

Location: Virtual

Members Attending: Jeff Brown, Tanya Cochran, Jen Chong Cole, Tammie Doyle, Suzanne Ender, Patricia Gonzalez, Kathleen Harvey, Tammie Jensen-Tabor, Kitara Johnson, Jennifer Lee, Kim Leger, Diana Marker, Shanna McBride, Sean McCormick, Joy Sebe, Laurie Thomas, Vanessa Tucker, Amie Verellen-Grubbs

OSPI Staff: Glenna Gallo, Assistant Superintendent; Bev Mitchell, Executive Assistant

Absent: Shawnta DiFalco, Eden Bush, Shyla DeJong

Guest(s): Lee Collyer (OSPI), Bill Rasplica (the Enhancing Capacity for Special Education Leadership (ECSEL) University of Washington), Jennifer Story (OSPI), Sandy Grummick (OSPI), Kelsey Ortiz (the Inclusive Digital Era Collaborative (iDEC) University of Kansas Center for Research on Learning)

Open Meeting | 8:30 am

Presenter(s): Tammie Jensen-Tabor, SEAC

Called meeting to order 8:30 am

- Workgroup setup for annual report writing: Tanya Cochran and Kim Leger volunteered to assist the executive team.
- August 17, 2021, meeting expectations - Annual report writing.
- 2021–22 SEAC Meetings
    - Majority of members wanted hybrid meetings for 2021–22 school year.
        - October 26–27, 2021 (Hybrid or Virtual)
        - February 22–23, 2022 (Virtual)
        - May 24–25, 2022 (Hybrid)
            - The May meeting will include voting

on Leadership Team and discussion around members leaving and new members coming in.

- August 23, 2022 (TBD)
  - Training of SEAC.
  - Combined meeting with State Interagency Coordinating Council (SICC).
  - Discussion around upcoming member terms expiring at the end of next school year - 2022 to prepare for 2022–23 council.
- Suggestion made to offer other types of trainings about being a member of a council.
  - Collaborative team building.
  - More training on PD on how we as a council are evolving.

- **Action Item(s):** Established a workgroup to begin writing annual report that is due September: Executive Team, Tanya Cochran, and Kim Leger

Presenter(s): Lee Collyer, OSPI

- **Topic(s):** Update on OSPI Special Education division and OSPI anti-racism work and strategic planning and restrain and isolation data.
  - o As an agency:
    - Recruitment efforts in different regions to attract diverse applicant/candidate pools to ensure equity lenses at each point in hiring.
    - Development of an agency-wide diversity, equity, and inclusion (DEI) council. Each division being represented.
    - Human Resources (HR) collects and analyzes demographic data to ensure OSPI's efforts align with the state's demographic.
    - Provide staff with diversity learning opportunities.
    - Provide educational opportunities for staff.
    - Book study as a division team and specific anti-racism goals included in all staff Performance Development Plans (PDPs).

- o As the SEAC – bringing more diverse voices to the SEAC.
  - Create a workgroup for ongoing conversations or build conversations into future agendas.
  - Intentionally having multiple types of meetings for more accessible meetings.
  - Increasing the technology piece for meetings so that more will have access to the meeting.
  - Provide opportunities for more access in our Community Forum meetings.
  - Start with determining the purpose and desire of SEAC from an equity and social justice framework. Then to determine how SEAC can be universally designed to meet that outcome.
- o Restraint and isolation data in Washington state.
  - Data limitations:
    - First year OSPI collected these data.
    - Reporting inconsistency.
    - Data are old.
    - Data regarding non-public agency (NPA) students are mixed with their peers at neighboring schools.

- OSPI developing software-based data verification process.
- OSPI Washington Integrated System of Monitoring (WISM) team will begin including restraint and isolation data beginning with the 2021–22 WISM.
- SEAC could make recommendations around these data to the Superintendent.
- WAC is being changed to remove the use of floor restraints.
- Potentially considering abolishing the use of restraint and isolation, completely.
- Train district staff on accurately collecting and reporting these data.
  Train district staff on de-escalation and crisis response instead of restraint and isolation, or some type of combination.

- The data are posted [online](#). Data is not available disaggregated by program enrollment or race/ethnicity yet.

- **Action Item(s):** Add discussion to August agenda regarding ongoing conversations around diversity, equity, and inclusion within SEAC membership.

  Consider making a recommendation to the Superintendent.

Presenter(s): Bill Rasplica, University of Washington Bothell

- **Topic(s):** Administrators Improving Multi-tiered System of Supports (MTSS) (AIMS) Project.
  - This is a joint project with OSPI and University of Washington (UW) Bothell. Washington AIMS received five years of funding from the US Department of Education's Office of Special Education Programs (OSEP) to support local leadership for multi-tiered system of supports (MTSS).
  - Project goal is to support certificated school and district level administrators as they develop competencies for and actively engage in local implementation of MTSS essential components and frameworks.
    - Meeting this goal:
      - 75 skilled local administrators who are networked with each other and are experience in leading MTSS.

- Will address and mitigate the complexities of and barriers to MTSS implementation.
- Will assist school districts in implementing additional evidence-based options for students with disabilities.

o If the project designs effective research-based content and resources and if participants engage in both academic learning and applied leadership and if faculty provide support for learning,

- Then participants will develop improved skills for leading MTSS and complete a year long Developmental Leadership Plan that improves MTSS implementation in their settings.
- Resulting in improved state-wide implementation of MTSS supported by an active network of MTSS leaders.

- Long term outcomes include using student response data for eligibility, more options for successful inclusion of students with disabilities and improved student outcomes.
- AIMS competency clusters:
  - School-wide multi-level instructional and behavioral system for preventing school and student failure.
  - Universal screening.
  - Progress monitoring.
  - Data-based decision-making for instruction, movement within the multi-level system and disability identification.
  - Identifying and implementing evidence-based instructional and behavioral practices.
  - Research-based and effective core reading and math instruction and approaches to implementation.

- Developing and sustaining complex systems such as MTSS.
- Developing school teams and tools to implement MTSS.

Action Item(s): Is there SEAC interest in the AIMS Cohort? Link for [AIMS Cohort application](#).

Presenter(s): Executive Team, SEAC

- **Topic(s):** Debrief Community Forum
  - Next steps for Community Forum.
  - Review of previous process/feedback.
  - Positive change to see the evolution of the community forum.
  - Re-exam the questions that are asked at the community forum.
  - Conversation has moved from inclusion to equity.
  - Presume competence.
  - Growing future community members.

- **Action Item(s):** Compile feedback from past community forums to discuss and move forward.

Presenter(s): Jennifer Story & Sandy Grummick (OSPI)

- **Topic(s):** CEDARS Data and Graduation and Post School Outcomes
  [Special Education Data Collection Summaries](#)

- The Equity Imperative (How can we remove or reduce these barriers):
  - Barriers to equity for students with disabilities:
    - Low expectations
    - Lack of access and opportunity to core instruction from content experts
    - School schedules contribute to removals from core instruction in general education
    - Teacher and related services staff shortages
    - Staffing models that encourage segregation
    - Disproportionate identification and discipline
    - Training needs for school staff and educators who support them.

Action Item(s): n/a

Presenter(s): Kelsey Ortiz (University of Kansas), Rhett Nelson (OSPI)

- **Topic(s):** Supporting Students with Disabilities in Remote Online Learning Environments
- Identify needs and problems associated with the delivery of special education services in nontraditional learning environments. Fully online to some form of blended learning. Identify solutions that support IDEA and OSPI policy goals centered around equal opportunities to access general education for students with disabilities.

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- OSPI Special Education Priorities:
  - Ensuring educational equity
  - Support students with disabilities in educational environments
  - Increased academic and functional outcomes
  - Increased access and progress in Washington grade-level learning standards
  - Increased (fiscal) direct support and data-based decision making
  - Increased recruitment and retention of educators.
- OSPI Alternative Learning Experiences (ALE)
  - Provided in whole or in part independently from a regular classroom setting or schedule, but may include some components of direct instruction:
    - Includes most "Online Learning"
    - About 3% of students participate in ALE
    - Many families choose ALE because of the flexibility it provides, and

- because they haven't felt supported or adequately served in the traditional model.
  - Common Complaints from Parents Reveal:
    - The provision/burden of a FAPE rests on the LEA in online/remote learning environments.
    - There is equal access to district-wide educational technology for
    - students with and without disabilities.
    - There is a process in place to ensure equitable student access to hardware, software, and digital academic content.
    - The IEP team has a clear description of the remote/online general education classroom.
    - The effects of the student's disability on a shift in location, setting, or instructional modality, if any, have been identified.
    - Related services are connected to the online/remote

general education classroom.

- There is a continuum of alternative placements that meets the needs of all students with disabilities, regardless of instructional modality.
- The special education setting in the online/remote learning environment provides an equal educational benefit as that of the special
- education setting in the brick-and-mortar learning environment.
- Appropriate supplementary aids and services are provided in the remote/online special education setting.

Action Item(s): n/a

Presenter(s): Jeff Brown, SEAC

- **Topic(s): Workgroups**
  - o Reviewed work for 2020–21 and prior activities
  - o Develop a written bulleted summary for the annual report that includes goals, activities, actions, and recommends next steps.
  - o Each workgroup provided a two-to-three-minute summary.

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- o Find some time together in a separate meeting getting ready for August meeting, next steps. Create a position/recommendation paper, next steps.
  - o Reorganize at this summer's meeting to compile the information.
- Mental Health workgroup
  - o Restraint and isolation related to mental health. Reduce or abolish restraint and isolation all together.
    - ▪ How do you get there?
  - o Largest goal is the psychological safety of our students.
  - o Firmly believe that mental health and access to counseling for many of the students is imperative.
  - o Technical assistance from OSPI to bridge the gap between the lack of providers and the need of students.
- Equitable Access and Student Outcomes
  - o Putting focus on MTSS and access.
  - o Incorporate data that demonstrates the racial-equity lens
  - o Explore and present models that provide alternatives to programs that utilize restraint.
  - o Continue to explore how ALEs promote access to MTSS

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- o Communicate MTSS/AIMS PD outreach to Washington districts
- o Note due process claims related to COVID – access, inclusion – Highlight changes
- Family as Partners
  - o Families need to be partners in the whole process. It's a relationship.

- **Action Item(s):** Identify at the August meeting the expectations of the workgroups.
- Create a template for recommendations.

Presenter(s): Tammie Jensen-Tabor, SEAC

- **Topic(s):** Summary of Actions

- **Action Item(s):** Solid on dates for upcoming meetings. Work on August prep for meeting. Where we are going in the 2021–22 school year.

Meeting adjourned 1:15 pm

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