

Special Education Advisory Council (SEAC)

Minutes

February 23, 2021

Meeting Information

Date and Time: February 23, 8:30 am-1 pm

Location: Virtual

Members Attending: Tammie Jensen-Tabor, Jeff Brown, Sean McCormick, Kim Leger, Jen Chong Cole, Diana Marker, Joy Sebe, Suzanne Ender, Shyla DeJong, Jennifer Lee, Tammie Doyle, Shanna McBride, Tanya Cochran, Patty Gonzalez, Diana Marker, Tanya Cochran, Kitara Johnson

Excused Absence: Eden Bush, Shawnta DiFalco

OSPI Staff: Glenna Gallo, Bev Mitchell

Guest(s): Tania May (OSPI), Jennifer Story (OSPI), Sandy Grummick (OSPI), Ryan Guzman (OSPI), Alyssa Fairbanks (OSPI), Scott Raub (OSPI), Kristin Leslie (SETC), David Green (OSPI)

Notetaker: Bev Mitchell

Open Meeting | 8:30 am

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

Action Item(s): [October, 2020 minutes](#) were posted March, 2021



Updates and Action Items | Time

- **Legislative Report (David Green and Diana Marker):** [Full list of OSPI policy and budget requests - Capital and Operating](#)
 - **Legislative Report:** David presented the calendar and discussed the following:
 - Closing Gaps in Access to Learning and Connectivity.
 - Expanding Inclusive Teaching Practices.
 - Supporting Families w/Special Education Liaison.
 - Supporting Students through Multi-Tiered System of Supports (MTSS).
 - [Bill tracking](#) – contact [David Green](#).

Action Item(s): n/a

Analysis of COVID-19 on Citizen Complaints (Alyssa Fairbanks)

Of 119 complaints opened in 2020, 51 had COVID related issues.

- **Due Process hearing summary (Alyssa Fairbanks)**
 - [Special Education Due Process Hearing Decisions](#).
- **Trends in Due Process Decision (Alyssa Fairbanks)**
 - COVID issue trends:
 - IEP Implementation spring 2020.
 - Progress monitoring & reporting.
 - Procedures for responding to requests for Extended School Year (ESY) or provision of ESY.
 - IEP implementation in fall 2020.
 - Consideration of need for in-person special education and related services.
 - Individualized Education Program (IEP) implementation in the Least Restrictive Environment (LRE).
 - IEP development/amendment.

- 1:1 paraeducator support during remote/hybrid learning.
- **Plan to Consider Race and Equity in Dispute Resolution and Intersection with Language Access (Alyssa Fairbanks)**

Discussed the new complaint form and possible WAC changes and the collection of race/ethnicity data in citizen complaints.

 - Changing name from “Citizen” Complaint to “Community” Complaint.
 - Race/ethnicity data in complaints.
 - Adding optional demographic box on complaint form.
 - Statement on complaint form about data collections.
 - Case management system.
 - What still needs to be translated and what languages should documents be translated into? – Shift the burden to the dispute resolution team to ask complainants if there is a need for accommodation (interpreter or translation of materials).

Action Item(s): Dispute Resolution making plans to move forward with getting the dispute resolution and due process materials translated into languages needed for all parents to access dispute resolution options.

**2019 State Systemic Improvement Plan (SSIP)
Update (Ryan Guzman)**

- **Suggestions by the SSIP State Design Team (SDT):**
 - Continue to use the WaKIDS fall assessment data.
 - PreK Teaching Strategies GOLD (TSG) Spring data captured by the Department of Children, Youth, and Families (DCYF), Early Childhood Education and Assistance Program (ECEAP) Early Learning Management System (ELMS) as the evaluation tools.

- Shift from early literacy achievements for students as they enter kindergarten, to social emotional learning (SEL).
- Broader view of student achievement will be offered as we look at how the impacts SEL on core academics and access to
- inclusive environments over time, which has become a priority of the SEAC.
- Scale up & Sustainability-Activity.
 - What is the end goal?
 - Student change vs. system change.
 - Who is target population?
 - Transformation Zone vs. Target Recruitment.
 - How will this play out on a larger scale?
- SSIP sample size vs. large scale impact.

Action Item(s): n/a

Parent Survey Review - Annual Performance Report (APR) Indicator 8 (Jennifer Story)

- Update on need to develop a new parent survey tool.
 - Limitations of the current tool – identifying need to have fewer questions and readability is too high.
 - Looking at what other states are doing to develop new surveys.
 - Looking at the IDEA Data Center’s Parent Involvement tool kit.
 - Looking at the National PTA Standards for Parent Involvement.
 - Closer to having a draft for the new survey.
 - Looking at the data through a racial equity lens and performing an equity audit.

Action Item(s): SEAC recommendations are valued and needed to do this five-year plan.

Add to the May SEAC agenda regarding who from the SEAC should be involved in the next state performance plan group and stakeholder group for the new Parent Survey. **(Added to May agenda.)**

Add to May agenda conversation about OSPI’s Diversity, Equity, and Inclusion (DEI) plan. **(Added to May agenda.)**

APR 2021 Review (Sandy Grummick)

- Indicator 14 (School to Post-School Outcomes).
 - Did not meet target for Indicator 14A (engaged in post-secondary education). Met 14B (engaged in post-secondary employment) and 14C target, but still saw some slippage.
- Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results of children with disabilities. Target was met. Highest response rate ever from the parent survey.
- Final year of state performance plan.
 - Ideas on how to get stakeholders which includes the SEAC, involved in the next performance plan time period:
 - Zoom pre-work get togethers send out to the SEAC and other stakeholders with summaries of cluster indicators by topic. Short videos describing indicators.

Action Item(s): n/a

FFY 2021 Draft IDEA Federal Funds Application (Tina Pablo-Long)

Presentation on annual IDEA application.

- The annual OSPI application for federal IDEA funds is available for public review and comment for a period of 60 days prior to May 21, 2021.
- Public participation scheduled for March 12, 2021 at 1 pm.
- Public participation scheduled for March 19, 2021 at 1 pm.
- IDEA Grant Application electronic copy due May 21, 2021.
- The application will be mailed no later than August 2, 2021.

- SEAC encouraged to participate in the public participation.
 - [IDEA Federal Grant - Interactive Spreadsheet and Annual State Application](#)

Action Item(s): n/a

Proposed WAC revisions [WAC 392-172A](#) (Scott Raub)

- Status update on the revisions.
- The changes that were proposed were presented. [Response to Stakeholder Comments Regarding Pre-Proposal for Revisions](#) and [OSPI Rule Making Public Hearings](#).
- Next step is likely a supplemental hearing – April 2021.
 - Public comment open.
- The changes would go into effect June or July 2021.

Action Item(s): Continue with updates from Scott about revisions. **Add to August SEAC agenda.**

Special Education Technology Center (SETC) (Kristin Leslie)

- The Special Education Technology Center (SETC) provides consultation and professional development on assistive technology and augmentative alternative communication tools and strategies, as well as guidance on creating district procedures to support best practices around assistive technology services. SETC provides support to special education and general education teachers, paraprofessionals, parents, administrators, and specialists.
- State Needs Projects consists of:
 - [Center for Change in Transition Services \(CCTS\)](#)
 - [eLearning for Educators](#)
 - [Special Education Support Center \(SESC\)](#)

- [Enhancing Capacity for Special Education Leadership \(ECSEL\)](#)
- [Special Education Technology Center \(SETC\)](#)
- [Washington Sensory Disability Services \(WSDS\)](#)
- [Open Doors for Multicultural Families \(ODMF\)](#)
- [WA Partnerships for Action, Voices for Empowerment \(PAVE\)](#)
- Silver linings to COVID. Movement towards:
 - Greater equity around device and Internet access.
 - Accessibility within Learning Management Systems.
 - New ways to connect and partner with families.
 - New tools and strategies to increase student engagement.
 - Innovative ways for teachers to connect, learn, and stay energized.
 - Increase knowledge and use of built-in accessibility within our devices and browsers.
- The reality is the inequities in our systems and inaccessibility of our curricula was in place long before online learning.
- Be the change we need. SETC provides technical assistance and consultations, the lending library, and professional development.
 - SETC priorities going forward and evolving through partnerships:
 - Expanding support to families.
 - Expand support for transition age students.
 - Continue to transform professional development through partnership with educators and families.
 - Continue to evolve – SETC consultation services.
- [SETC Facebook Page](#)
- [SETC YouTube Channel](#)

- [Inclusive Learning With Technology At Home and At School](#)
- [Email address for SETC](#)
- [Email address for Kristin Leslie, Central Washington University](#)

Action Item(s): n/a

Adapted PE (APE) supporters Toni Bader from Seattle Public Schools and Dr. Terri Farrar from Pacific Lutheran University

Toni Bader and Dr. Farrar asked the SEAC to write a letter of support for the Adapted Physical Education continuing education endorsement (not a specialty endorsement) to Professional Educator Standards Board (PESB) and revisiting the WACs for provision of services. SEAC agreed to sign a letter of support.

Action Item(s): SEAC will sign the letter of support.

The letter of support was written and sent to Toni Bader on March 19, 2021.

Public Comment was read, and two members of the public made comments.

Meeting was adjourned at 1 pm.

Special Education Advisory Council (SEAC)

Minutes

February 24, 2021

Meeting Information

Date and Time: February 24, 2021; 8:30–1 pm

Location: Virtual

Members Attending: Tammie Jensen-Tabor, Jeff Brown, Sean McCormick, Kim Leger, Jen Chong Cole, Diana Marker, Joy Sebe, Suzanne Ender, Shyla DeJong, Jennifer Lee, Tammie Doyle, Shanna McBride, Tanya Cochran, Patty Gonzalez, Diana Marker, Tanya Cochran, Kitara Johnson

OSPI Staff: Glenna Gallo, Bev Mitchell

Excused Absence: Eden Bush, Shawnta DiFalco

Guest(s): Dr. Liz Stewart (OSPI), Dr. Alicia Franks-Roberts (ESD 113), Aira Jackson (OSPI), Dr. Susan Ruby (Eastern Washington University), Tania May (OSPI), Ryan Guzman (OSPI), Lindsey Stevens (Center for Strengthening the Teaching Profession), Dr. Elizabeth Kozleski (Stanford University-CEEDAR WA) and Dr. Rod Lucero (National Center for Clinical Practice in Educator Preparation (NCCPPEP, CEEDAR WA))

**Tammie Jensen-Tabor called the meeting
to order at 8:30 am.**



Dyslexia Updates (Alicia Franks-Roberts, Aira Jackson)

- **Expectations of the law**

- **Starting in 2021–22:**

- Students in grades K-2 will be screened for indications of or areas of weakness associated with dyslexia.
- School districts will use a Multi-Tiered System of Supports (MTSS) in grades K-2.
- Communicate and collaborate with parents and families about student reading progress, screening results, and potential literacy interventions.

- **Dyslexia Advisory Council (DAC)**

- Review and refinement of current resources and guidance.
- Best practices for using MTSS.
- Best practices for addressing the needs of students in grades 3 and above.
- Guidance for dual language learners.
- [Dyslexia Resource Guide](#).

- **Considerations for Implementation**

- Continue to increase awareness of the expectations of the law.
- Deepen knowledge of foundational literacy skills.
- Strengthen MTSS for reading skills with a focus on reading instruction.
- Provide professional development for educators.
- Having a plan.

- **Some reminders**
 - The earlier students who struggle receive interventions, the better their chance of success.
 - Students' emotional welfare comes before their academic, with an acknowledgement that they are often intertwined.
- **Current Resources**
 - [Recommended Literacy Screening Tools](#)
 - [Dyslexia Advisory Council Workgroup](#)
 - [United States Department of Education, Office of Special Education and Rehabilitative Services - Guidance on Dyslexia](#)

Action Item(s): n/a

Specific Learning Disability (SLD) Cadre (Dr. Liz Stewart, Dr. Susan Ruby)

- **Spring – Fall 2019 Phase I – Completed**
 - Explore national data and practices on SLD.
 - Interview state leads.
 - Form a cadre of stakeholders.
 - Cadre explores topic.
 - Goals and scope of the work established.
 - Exploration of national practices, research, Individual with Disabilities Education Act (IDEA) regulations, and evaluation methods.
 - Presentations and feedback (e.g., surveys, input from professional organizations).
- **Fall 2020 – Phase II – Completed**
 - The cadre drafted recommendations for phasing out severe discrepancy.
 - Feedback gathered from:
 - Agency partners.
 - Families/Parent Advocates.
 - Center for the Improvement of Student Learning (CISL).
 - Education Service Districts (ESDs).
 - Dyslexia Advisory Council (DAC).
 - School District Personnel.

- **Spring 2021 – Phase III – Completed**
 - Reviewed feedback from stakeholders and revise recommendations.
 - [Submit revised report to assistant superintendent of special education.](#)
 - SLD Cadre work completed.
- **Spring 2021 – Spring 2022 Phase IV– In Process**
 - OSPI begins SLD rules review.
 - Dyslexia Advisory Council (DAC) collaboration.
 - WAC rule changes drafted and finalized.
- **Spring 2022 – 2023 Phase V**

An implementation workgroup including intra- and inter-agency personnel, district/school personnel will:

 - Guide implementation.
 - Identify professional development and resource needs.
 - Assist with development of implementation materials.
- **Spring 2023 – 2028 Phase VI**
 - Evaluation approaches are implemented through continuous improvement activities (guidance revisions, feedback, and support activities).
 - SLD Handbook finalized.

Anticipated that SLD Discrepancy will phased out state-wide by 2028.

Action items: n/a

School to Post-School Transition Collaborative and Efforts (Tania May, Tammy Doyle)

- Transition collaborative activities:
 - Recommendations to the Legislature – [Transition Collaborative Summative Report](#)
 - [Aligning High School & Beyond Plans \(HSBP\)](#) and [IEP Transition Plans](#)

- [HSBP & IEP Transition Plan Case Study Example](#)
- [Webinar Recording and Slides](#)
- [Graduation Pathways: Options for Employment](#)
- Transition Resources:
 - [Distance Learning Transition Resources](#) from the Center for Change in Transition Services (CCTS)
 - [CCTS Basecamp Transition Network](#)
 - [OSPI Special Education Least Restrictive Environment Case Studies](#) (secondary transition example starts on page 8)
 - [Job Foundations Information](#) from Informing Families
 - [DDA County Best Practices website](#) (scroll to the bottom of the page for Job Foundation documents, under the *Value Based Payment Project* section)

Action Item(s): n/a

- **Division of Vocational Rehabilitation (DVR) Updates (Tammie Doyle, DVR)**
 - **DVR State Plan**
 - **Increase student access to Pre-Employment Transition Services (Pre-ETS) and individualized transition services from Department of Social and Health Services/Division of Vocational Rehabilitation (DSHS/DVR).**
 - Ensure outreach is inclusive of all educational partners.
 - Lead collaboration with school districts to identify gaps in transition services.

- Increase outreach to students in traditionally unserved and underserved populations.
- Promote outreach to identify potentially eligible students as early as possible.
- **Programming updates**
 - Expanded Transition Services Self-Assessment Tool (TSAT) data collection efforts and include more school types.
 - Gathered input from partners to develop, and pilot a model demonstration project with Washington State University (WSU) for improved coordinated service delivery.
 - Staff professional development and training opportunities from CCTS to focus on increased school collaboration.

Action Item(s): n/a

Preschool and OSPI Collaboration with Department of Children, Youth, & Families (DCYF) (Laurie Thomas, Ryan Guzman)

- **Funding Shift Impact on Transition Process**
 - Access to data management system.
 - New school district portal.
- **Impact of Pandemic on Early Support for Infants & Toddlers (ESIT) Providers and Families**
 - Limited to no access to nondisabled peers due to in-person safety regulations and school facility closures.
 - Shortened contact time (days per week and length of day).
 - Differing safety regulations for regular early childhood programs (RECP) create barriers for specialists to access children for push in service delivery (childcare regulations vs. local school vs. Head Start).
 - Conflicting program reopening plans has impacted students with disabilities ability to access a RECP with peers. (ECEAP program is

- open, in person, some local schools district personnel remain remote.)
- Due to safety concerns and programming, families are choosing to limit interactions with school district personnel and/or remove children with IEPs from programs.
- Preschool Inclusion Demonstration Sites as part of the Inclusionary Practices Project: The cohort of preschool demonstration sites include:
 - Robert Lince Early Learning Center – Selah, WA (Educational Service District [ESD] 105).
 - Kodiak Cubs Preschool – Leavenworth, WA (ESD 171).
 - Edwin Pratt Early Learning Center – Shoreline, WA (ESD 121).
 - Hood Canal School Inclusive Preschool – Skokomish, WA (ESD 113).

Action Item(s): n/a

Inclusionary Practices Project (IPP) Report (Tania May (OSPI), Lindsey Stevens (Center for Strengthening the Teaching Profession), Dr. Elizabeth Kozleski & Dr. Rod Lucero (CEEDAR WA)).

- Tania May updated the SEAC on the [IPP project](#).
- From Dr. Kozleski and Dr. Rod Lucero [The CEEDAR Center](#)
- Supporting students with disabilities in achieving college and career ready standards by building the capacity of state personnel preparation systems to prepare teachers and leaders to implement evidence-based practices within a multi-tiered system of supports.
 - Five Goal Areas Identified:
 - #1 Educator Prep Iterative Process to Respond to Community Needs.
 - #2 Aligning Standards for Workforce Outcomes.
 - #3 Knowledge Mobilization.
 - #4 Equity and Access.

- #5 Educator Prep Redesign Models to benefit marginalized learners.
- Joy Sebe presented on Family Engagement Collaborative (FEC) [The Inclusionary Practices Family Engagement Collaborative](#).

Action Item(s): n/a

- **SEAC workgroups**

- **Mental Health**

- Chair: Kim Leger
- Laurie Thomas
- Jenn Lee
- Amie Verellen-Grubbs

Action Item: Write position paper

Create a new position paper with updated information.

- **Equity, Diversity, and Inclusion**

- Chair:
- Kathleen Harvey
- Patty Gonzalez

Action Item: Write position paper

Updated notes. Spotlight the key things talked about in the agenda. How are data disaggregated? Talk across groups.

- **Equitable Access and Student Outcomes**

The workgroup members were not in attendance.

Action Item: Write position paper

- **Families as Partners**

- Chair: Joy Sebe
- Co-Chair: Jen Cole
- Tammie Doyle
- Sean McCormick
- Diana Marker

Action Item: Write position paper.
[This position paper was published March 2021.](#)

Fruitful conversation – Diana and Joy will take the lead writing a position paper. And have the paper to the executive team by Friday, February 26, 2021.

Summary of Actions| Time

Tammie Jensen-Tabor

- Reaching out to the APE team to see about the support letter.
- Drafting position papers.
- Community forum was a positive experience and learned lessons for moving forward.


Action Item(s): Connect with Toni Bader about letter of support for APE.

The letter was written and sent to Toni Bader on March 19, 2021.

Information:

- [Investing in Student Potential - more opportunities to hear from diverse families.](#)
- OSPI Family Q&A Webinar (February 24, 2021) ([Family Q&A Webinar Slides](#))

Meeting was adjourned at 1 pm.



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