

# Special Education Advisory Council (SEAC)

## Minutes

October 27, 2020

### Meeting Information

**Date and Time:** October 27, 2020, 8:30-4p

**Location:** Virtual

**Members Attending:** Tammie Jensen-Tabor, Jeff Brown, Sean McCormick, Kim Leger, Jen 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

**Absent:** Vanessa Tucker, Kathleen Harvey, Laurie Thomas

**OSPI Staff:** Glenna Gallo, Bev Mitchell, Tania May, Ryan Guzman, Sandy Grummick, Jennifer Story, Scott Raub, Stella Lugalía

**Guest(s):** Sam Ames, Rachel Fitch, Abigail Westbrook, E Renae Antalan  
**Interpreter:** Abelardo Garcia

**Notetaker:** Bev Mitchell

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### Open Meeting

- Tammie Jensen-Tabor called the meeting to order at 8:30a
- Jen Cole presented the land acknowledgement.
- Each person was introduced.
- Tammie Jensen-Tabor reviewed the agenda, the bylaws, and the group norms.
- Minutes from the August meeting were accepted.

**Action Items:**

**August minutes were posted on 11/20**



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## Updates and Action Items

- **Updates on what OSPI Special Education Division is doing during COVID-19:**

Glenna Gallo reviewed the OSPI Special Education Guidance for COVID-19 webpage. The *Special Reopening Education Guidance: Least Restrictive Environment (LRE) Case Studies* resource, which was developed by the OSPI, Special Education Program Improvement team, was highlighted.

The SEAC discussed concerns from parents regarding their student's special education services not being provided in-person. IDEA does not specifically require in-person services for SWDs. The information being given to families is that if remote services are denying FAPE to the student then that is something the IEP team must consider within an IEP meeting.

- **Inclusionary Practices Project Professional Development Project Update**

An OSPI Inclusionary Practices Professional Development Project update was given. The project highlights included:

- Professional Development opportunities- OSPI now has a partnership for professional development with Collaborative Learning Solutions, Arc of Washington King County, Inclusion for All, Open Doors for Multicultural Families, PAVE, Roots of Inclusion;
- Demonstration Sites;
- *Inclusionary Practices Handbook*-information will continue to develop until spring of 2021;
- TIES (national technical assistance center)-to increase the state's capacity to include students with significant cognitive disabilities; and
- Online Resources and Research.
- The IPP team is finalizing the first year report.

- **Superintendent of Public Instruction Budget Requests related to Special Education**

Reported on the legislative budget requests specific to special education, including:

- Increase safety net funding for fiscal years 2022 and 2023 due to the expected increase of applicant requests due to adjusted costs threshold, expressed interest by tribal compact schools, developing relationships with new charter schools, and added costs due to COVID-19;
  - Expanding inclusive teaching practices; and
  - Supporting students through MTSS.
- **Reviewing state due process finds and decisions**
    - Reviewed the completed due process hearing decisions since last meeting. It was suggested by membership that SEAC consider looking at the due process decisions through a racial equity lens and how it intersects with English language access. What are ways the SEAC can lean in with recommendations and thoughts? Dispute resolution team is forming ways to collect those data and examine those data moving forward.

**Action Item(s): SEAC should considering looking at the due process decisions through a racial equity lens.**

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- **Discussion around new SPP/SSIP and determination of targets**

- Reviewed the data from the FFY 2019 Washington State Annual Performance Report (APR). The data are used to assist and support districts. The data are now being collected through CEDARS, which means more complete and higher quality data. Sandy reported how the SEAC will be instrumental with the new SPP/SSIP and determination of targets for the upcoming SPP and subsequent five years of APR.
- Shared the results of the Parent Survey. This survey is for parents of students receiving special education services in Washington. Responses help guide efforts to improve services and

results for children and families. Washington State University (WSU) mails the survey to parents, collects and compiles data from the survey, and WSU sends the reports to OSPI. OSPI sends the reports to the districts with a link to resources for increasing parent engagement. The state level results to report on indicator 8 for the APR. Average of 20,000 surveys are sent out. Response rate average is about 11–12% with a target of 10%, which is a statistically valid rate. At the time of this meeting, the survey responses were already at 15%. If the survey scores 600 or higher, the result shows that the parent believes the school is partnering with them. The percentage of parents who believe the schools meet that goal is about 27-30%.

- Washington state's SSIP for the previous SPP/APR cycle (2013-2019) focused on use of intensive technical assistance, systems level and instructional coaching, paired with professional development to close achievement gaps in literacy between entering kindergarteners with and without disabilities. With input from the SSIP State Design Team (SDT) and the SEAC, along with analysis of state early childhood special education (ECSE) data, it was recommended that the SSIP state leadership maintain the infrastructure of the current SSIP but shift the SiMR to effectively support the development of the whole child, moving away from early literacy and instead aligning to current ECSE initiatives targeting the implementation of inclusionary practices and social emotional learning.

**Action Item(s): The new FFY 2019 Washington State Annual Performance Report data will be reported at the February meeting scheduled for February 23-24, 2021.**

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## **Discussion around the revised WAC 392-172A**

Reported on the WAC revisions. Filed CR-101 (Pre-Proposal Statement of Inquiry) January 21, 2020. Provides notice of the intent to consider rulemaking to revise Chapter 392-172A WAC:

1. Address changes to federal law and requirements;
2. Clarify existing requirements under current state law that impact FAPE, including new requirements under ESHB 113 (2019); and
3. Make housekeeping changes to correct typos, reorganize WACs for ease of reference, and make other rule changes that are technical in nature.

Next steps: Filing CR-102 (Notice of Proposed Rule Making); formal public comment period.

- Terminology was revised and updated
  - Adds special education “services” through out .
  - Clarifies language through out to reflect “students receiving” special education services.
  - Eliminates terms “deafness” and “hearing impairment” – similar revisions to “visual impairment” planned for public comment.
  - Clarifies language throughout applicable to parentally placed private school students who attend “approved, non-profit” schools: does not include homeschool students.

Reviewed some of the new and revised definitions to the WAC within the areas listed below.

- New & Revised Definitions
- LRE & Continuum of Alternative Placements
- Evaluation Timelines & IEP Process
- Parent Participation & Language Access
- Non-Public Agencies (NPAs)
- Dispute Resolution
- Program Improvement & Federal Reporting
- State Special Education Advisory Council.

**Action Item(s): Public hearings scheduled in January 2021 and SEAC to discuss at February 2021 meeting.**

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**Bridge and create intentional inclusion with other workgroups – such as:**

- **State Interagency Coordinating Council (SICC)**  
The SEAC has had discussions around inviting the SICC to join a meeting or have a joint meeting. Connecting work of the SICC with a joint meeting to discuss what the SICC does.
- **Language Access Workgroup**  
Language Access Workgroup [Language Access Workgroup Legislative Report October 2020](#) Future work being done around the Glossary of terms. And anything that intersects with the revised WAC.
- **Social Emotional Learning (SEL)**  
Social Emotional Learning (SEL) where is the implementation of SEL implemented and how it connects with MTSS, early learning - SEAC perspective.
- **Washington State Dyslexia Advisory Council**  
[WA State Dyslexia Advisory Council](#). How that connects with the SEAC and intersects with the SEAC.
- [Implementation Guide: Early Screening of Dyslexia](#)
- **Connects with students to be a part of the Council**  
Connect with students to be a part of the Council. Students that participated in the Youth Leadership Forum under the Governor's Committee on Disability Issues and Employment, 360-902-9362.

Youth leaders connected to Youth Services under the State Rehabilitation Council for the Blind.

Rooted in Rights – Youth Intern Program Student leadership groups that have connected with Superintendent Reykdal in the past six months or so (as part of his listening sessions).

Students currently serving on their district board of directors: this would be WSSDA.

Student leaders associated with WA PTA.

Student leaders associated with the Association of Washington Student Leaders under AWSP.

Student leaders associated with WA State NAACP Youth Council.

Washington Student Association  
Legislative Youth Advisory Council under the Office of the LT. Governor.

**Action Item(s): The executive team decided to wait until the May meeting to invite the SICC.  
The Dyslexia Advisory Council is on the February agenda.**

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**Public Comment was read and two of the public audience made comments.**

- Meeting was adjourned at 4pm.

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