

Washington State Special Education Advisory Council

February 4, 2016

Members Present: Andres Aguirre, Megan Bale, Sarah Butcher, Shari Cotes, Lou Oma Durand, Carrie Fannin, Cheryl Fernandez, Sherry Krainick, Darci Ladwig, Jennifer Lee, Kimberly Leger, Rebecca Lockhart, Victoria Mckinney, Ann Waybright

Excused Absences: Doug Gill

OSPI Staff: Randy Dorn, Gil Mendoza, Dierk Mierbachtol, Valerie Arnold, Sandy Grummick, Aubry Deaver

Note Taker: Aubry Deaver

Topic	Discussion	Action	Who/When	Completed
Called to Order	Ann Waybright, Chair, called the meeting to order at 8:30 am			
Introductions, Approval of October Meeting Minutes, Review of Agenda	<p>October's meeting minutes were reviewed by members. It was moved by Sherry Krainick and seconded by Rebecca Lockhart that the minutes be approved with corrections. Motion passed.</p> <p>Members took time to review and sign the Commitment Letter. (Attachment #1)</p>	Send a copy of the Commitment Letter back to members once signed.	Aubry Deaver, ASAP	2/12/16
OSPI Update—Randy Dorn	<p>Randy highlighted his priorities for the 2016 Legislative session and reiterated that his number one priority was fully funding basic education, and how increases to basic education increase state special education funding because of the nature of the state special education funding formula. (Attachment# 2)</p> <p>Randy then responded to a variety of</p>			

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	<p>questions and comments from SEAC members. Randy again expressed his appreciation for SEAC members' willingness to serve the state and provide meaningful input.</p>			
<p>Charter School Update— <i>Dierk Meierbachtol</i></p>	<p>Dierk provided an overview of the historical background regarding charter schools in Washington. The passage of Initiative 1240 created the charter school option. The initiative was challenged in court, and on Labor day week-end in 2015, the state Supreme Court ruled charter schools unconstitutional. Since 9 charter schools were already in operation, OSPI assisted in creating a temporary mechanism for the charter schools to continue to stay open for the 2015–16 school year. Of the 9 charter schools in operation on August 31, one has returned to private school status, two charter schools have elected to be homeschool programs and the remaining 6 charter schools have become alternative learning experiences (ALEs) under the sponsorship of Mary Walker school district.</p> <p>Dierk took questions from SEAC members.</p>			
<p>Every Student Succeeds Act Update—<i>Gil Mendoza</i></p>	<p>The Elementary and Secondary Education Act (ESEA) reauthorized as No Child Left Behind in 2001, remains in place for the remainder of the 2015–16 school year. No Child Left Behind (NCLB) was reauthorized as the Every Student Succeeds Act (ESSA) in December. (Attachment #3 and Attachment #4)</p>			

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	<p>ESSA is the new Title I law. It enables us to rewrite our state accountability plan.</p> <p>Full implementation of the ESSA law will begin in the 2017–18 school year. Senator Murray was influential in the reauthorization, and many new elements were based on input from Washington state. Randy wants Washington’s revised accountability plan ready for his review in October. ESSA requires consultation with the Governor, Legislature, superintendents, principals, teachers, parents, and others to advise OSPI in the development of the new accountability plan. An OSPI internal workgroup has been established to monitor the process to make sure it’s transparent and responsive. OSPI will send invitation letters to several entities (including SEAC) to formally participate on the larger work group. Subgroups will be doing contextual work on topical areas (e.g. students with disabilities, English language learners, accountability, teacher shortage, teacher evaluation, professional learning).</p> <p>Anyone can subscribe on the OSPI website for ESSA updates. Teams will post fact sheets for each of the issues that are addressed.</p> <p>Gil took questions/comments from SEAC members on ESSA reauthorization process.</p>	<p>Send Executive Assistant contact information for Gil Mendoza and Gayle Pauley to SEAC members.</p>	<p>Aubry Deaver</p>	<p>2/22/16</p>
<p>OSPI Special Education Update—<i>Scott Raub</i></p>	<p>Scott reviewed the January Special Education update with members. (Attachment #5)</p> <p>Scott answered questions about SHB 1240 and other proposed rule changes.</p>			

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	<p>All updated model state forms are on the OSPI website and have also been sent to the field.</p> <p>Memorandum 075-15 explains reporting requirements associated with the implementation of Substitute House Bill 1240. This data will provide information on which students are receiving restraint and isolation the most.</p> <p>If you're working with families who need legal help, the legal assistance list has been updated.</p> <p>IEP Accommodations manual for students taking the ELPA21 assessment is now available.</p>			
<p>Consistency Index Update—<i>Sue Ann Bube, Valerie Arnold, Sandy Grummick</i></p>	<p>The first 16 indicators for the Annual Performance Report were submitted to the Office of Special Education Programs (OSEP). Feedback from OSEP is expected by April 15, 2016.</p> <p>Indicator B17 is part of the state accountability system and not part of the local district special education accountability system. The phase 1 report for Washington was submitted last year and was considered high quality. The phase 2 report is due April 1, 2016.</p> <p>Phase 1 is in-depth data analysis and state infrastructure analysis. Washington state's Theory of Action is a result of the phase 1 report and is directly linked to the State</p>			

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	<p>Identified Measurable Result (SiMR). Washington’s SiMR is to reduce the early literacy (EL) achievement gap between kindergartners with disabilities and typically-developing peers (EL-SiMR). As a result, students with disabilities will increase and sustain early literacy skills through third grade. This work is being done through the Phase II design and development phase. With this in mind, what do classrooms, schools, districts, regions, and OSPI need to do?</p> <p>The measurement for EL-SiMR is: the difference in performance between entering kindergartners with disabilities and their typically developing peers on the Washington Kindergarten Inventory of Developing Skills (WaKIDS) literacy assessment domain. The current gap of entering kindergartners and their typically developing peers is 20.4%.</p> <p>The OSPI WaKIDS coordinator has been making sure that special education teachers in resource rooms and separate classrooms are getting WaKIDS training and that kids are participating in this assessment. In 2015–16, there were 700 more entering kindergartners taking the test.</p> <p>Leading by convening research as part of the National Center for Systemic Improvements across-state collaborative has helped OSPI to form an Early Literacy Action Research Team (EL-ART) to help develop and finalize the four-year plan. The EL-ART group is working on phase II strands and state infrastructure and used a leadership</p>			

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	<p>assessment to get baseline data to target areas for improvement at the state level.</p> <p>Presenters answered questions from members.</p> <p>Sue Ann Bube also spoke about the state consistency index initiative. There are three main parts: sufficient student evaluation, properly formulated Individualized Education Program (IEP), and the delivery of special education services.</p> <p>Sue Ann gave an update on the Consistency Index Platform that the state will use to determine if student evaluations and IEPs are sufficient. The platform is in its first year of development and is undergoing usability testing. All questions and language on the platform are aligned to the Washington Administrative Code (WAC).</p> <p>Sue Ann took recommendations from members for Consistency Index Platform usability/added features and answered questions.</p>			
<p>Post School Outcomes— <i>Sue Ann Bube</i></p>	<p>Sue Ann shared the 2013–14 Post School Outcomes data for Students with IEPs and 2011–14 Post School Outcomes data based on disability. (Attachments #6 and #7) These data are annually collected and analyzed by the OSPI funded Center for Change in Transition Services (CCTS).</p> <p>Sue Ann answered questions/comments from members.</p>	<p>Sue Ann will send post school outcomes power point to Aubry to send to members.</p>	<p>ASAP</p>	<p>2/22/16</p>

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<p>Workforce Innovation and Opportunity Act (WIOA) Update—<i>Andres Aguirre</i></p>	<p>Andres shared a major change to the federal law and workforce system known as the Workforce Innovation and Opportunity Act (WIOA).</p> <p>Passage of the WIOA by Congress included Vocational Rehabilitation (VR) services, which can be provided to students with disabilities age 14–21 who have an IEP or 504 plan, and are potentially eligible for VR services.</p> <p>The Division of Vocational Rehabilitation (DVR) has a contract with highline community college where services will be provided. As a result of the contract, there are five required services: career exploration, work-based learning (to include internships), work skill building, self-determination, and career guidance counseling with a focus on science and math. DVR also recently signed a two-year contract with CCTS to design a needs assessment process that will be managed through the 9 Educational Service Districts (ESD’s). The needs assessment will identify promising practices and help early-adopter districts to implement services. Regional transition councils will be developed that consist of school staff, DVR staff, and staff from other community-based agencies to help increase post school transition services for eligible students.</p> <p>Andres also mentioned that DVR has School-to-Work agreements with six counties across the state. Students eligible for Developmental Disability (DD) services are engaged in</p>			

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	<p>employment activities prior to exiting school which research shows can result in a higher likelihood of obtaining and maintaining employment long term for all students.</p> <p>The Department of Labor has a website called askjan.org which is a resource for teachers, parents, and students before they leave high school.</p> <p>Andres brought day planners that DVR gives to their customers as well as the DVR annual report. The annual report is submitted to DVR's federal partners and rehabilitation services administration.</p> <p>Andres answered questions from members.</p>			
<p>Legislative Visit Recommendations—<i>Ann Waybright and Gil Mendoza</i></p>	<p>Ann talked about legislative visit logistics, the SEAC brochure, and pairing new members with returning members for legislative meetings.</p> <p>SEAC members were reminded they are representing SEAC, and going on behalf of Superintendent Dorn.</p> <p>Tips from Gil: In less than two minutes, focus on one to two things. You have power as parents with students, whether talking to the legislator or their assistant. Leave a brochure. Don't be afraid to ask for consideration, talk about your kids, leave contact information, or send an informational email after your visit.</p>			

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Public Comment	<p>Susan Sturms is a parent of a child with a disability, former teacher of high school math at Seattle Public Schools, and currently President of the Washington State Special Education Coalition. Susan talked about the Governor’s Office of Education Ombuds (OEO) report on the creation of a proposed statewide special education task force that was released November of 2014.</p> <p>Gil Mendoza responded to the public comment: SEAC advises the Superintendent of Public Instruction in matters pertaining to special education. The 2014 OEO report and recommendations were not funded.</p> <p>However, it was noted that the Washington Student Achievement Council also representing the Governor’s office, addresses sub populations within the p–20 system to provide a focus on education goals, graduation, transition and post-secondary success.</p>			
Adjourned	4:30			