

# Washington State Special Education Advisory Council

**DATE:** October 11, 2017

**Members Present:** Rosslyn Bethmann, Sam Blazina, Marta Bloomquist, Jeff Brown, Sarah Butcher, Lou Oma Durand, Carrie Fannin, Darya Farivar, Tammie Jensen-Tabor, Dominic Jimenez, Sherry Krainick, Kim Leger, Laura Lindley, Michele Smith, Vanessa Tucker, Shawnta DiFalco

**Visitors:** Mary Mertz—ESD 112, Jake Hall—Woodland School District, Keila Dean—Hockinson School District, Jerri Clark—PAVE, Vancouver

**Excused Absences:** Jennifer Lee, Sean McCormick

**OSPI Staff:** Glenna Gallo, Valerie Arnold, Sandy Grummick

**Note Taker:** Beverly Mitchell

Topic	Discussion	Action	Who/When	Completed
<b>Called to Order</b>	Carrie Fannin, Chair, called the meeting to order at 8:30 am			
<b>Welcome, Introduction of new members. Icebreaker Activity (Carrie Fannin, Sarah Butcher, and Sherry Krainick)</b>	Carrie Fannin asked the group to introduce themselves and describe their role with the SEAC. They were also asked to name one word that describes why they are on the SEAC. Carrie had the visitors of the group introduce themselves.			
<b>Purpose of SEAC and Roles of members (Carrie Fannin) handout  Handout "Primer".</b>	Carrie Fannin presented the purpose of SEAC and the roles of the members. The format for the agenda will have the purpose of SEAC in print. This is what will be printed on every agenda - The Special Education Advisory Council (SEAC) is established in order to help facilitate the provision of special education and related services to meet the unique needs of special education students. <a href="#">WAC 392172A-07060</a> provides additional			

Topic	Discussion	Action	Who/When	Completed
	<p>information on the establishment and purpose of SEAC. The Washington State Special Education Advisory Council consists of members appointed by the Superintendent of Public Instruction who are committed to quality education for students with disabilities.</p> <p>The Council will be speaking publicly supporting the work of the Council.</p> <p>Membership of the Council was reviewed. The roster will be updated to reflect the roles of each member. Council duties were reviewed. All Council documents and presentations will be posted on the group SharePoint site, hard copies will be available by request.</p>			

<p><b>Review Group Norms, discussion, and revisions (Sherry Krainick) handout</b></p>	<p>Set values and run meetings effectively and fairly.</p> <p>The group norms were compiled from the members’ ideas. What was most important to facilitate a positive and productive experience for everyone within the meetings?</p> <p>Group Norms Final –</p> <ol style="list-style-type: none"> <li>1. Arrive prepared for the meeting, be present, actively participate, and limit side conversations.</li> <li>2. Begin and end meetings on time while staying on-task.</li> <li>3. Strive for a balance of work that identifies what needs improvement and what works well.</li> <li>4. Have the courage to disagree respectfully while teaching and learning from one another.</li> <li>5. Allow for a thorough conversation that is respectful while honoring different realities and experiences to be added to the conversation.</li> <li>6. Listen to understand and assume positive intent.</li> <li>7. Be responsible to speak for, or seek out perspectives from, those not in the room.</li> <li>8. Always protect confidentiality.</li> <li>9. Utilize people’s-first language.</li> <li>10. Practice self-care.</li> </ol> <p>The Council adopted the Group Norms.</p>			

<b>Robert's Rules Overview (Sarah Butcher) handout</b>	Sarah Butcher handed out a Summary version and a cheat sheet of Robert's rules.			
<b>Approval of May Minutes (Carrie Fannin)</b>	The minutes from the May 2017 SEAC meeting that was located in Wenatchee were accepted with no changes. Future draft meeting minutes will be posted on SharePoint. Members will have the ability to make changes to the minutes on SharePoint using track changes. At the next meeting, the changed/corrected minutes will be presented. If there are more changes that need to be made, they will be noted and then the minutes will be accepted into the record.			
<b>Review 2016-17 SEAC Annual Report, areas of consideration for 2017-18, and website resources (Glenna Gallo)</b>	Key concepts of the report – <b>Guiding principles</b> are recent addition to the report. Glenna Gallo suggested the group look at the recently revised principles and make changes if necessary. <b>Recommendations</b> for 2017-18 school year: look at these things to either move forward or make changes. Recommendations from report: <ol style="list-style-type: none"> <li>1. McCleary decision - Funding driven by this case has significant impacts on special education. This case is ongoing. The Council will revisit this at their February meeting.</li> <li>2. Continued support of integration of data for information and program improvement purposes.</li> <li>3. Valerie Arnold provided a brief overview of the Consistency Index. – The purpose of the Consistency Index is to conduct a valid and reliable</li> </ol>			

	<p>review of evaluation reports, individualized education programs (IEPs), and evidence of service delivery to students, as well as to use the companion Data Collection and Reporting Platform.</p> <ol style="list-style-type: none"> <li>4. Discussion regarding accountability measures under ESSA including replacing no child left behind, AYP, with new accountability measures and focus on improvement for students.</li> <li>5. Social-emotional Learning (SEL) supports whole child development in the educational environment with significant impacts for students with disabilities.</li> <li>6. Certificated staff – changes in WACS around SpEd certification and paraeducators that may need to be considered.</li> </ol> <p>The Council will examine a lot of data and then discuss what we will focus on throughout the year.</p> <p><b>Discussed the Areas of Focus</b> in the annual report.</p> <p><b>Areas of interest.</b> Let's narrow this down so we can focus on the priorities for the legislative session.</p> <p><b>Priorities</b> Comprehensive list of priorities</p> <ul style="list-style-type: none"> <li>• Funding – basic ed – special ed <ul style="list-style-type: none"> <li>○ Multiplier Safety Net</li> <li>○ CAP</li> </ul> </li> </ul>			
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- Teacher's salaries
- Compliance
  - Measurable IEP goals
  - Evaluations
  - Service Delivery
  - Discipline
  - Procedural Safeguards (AKA Parents Rights)
- Instruction/Student Outcomes
  - Consistency Index
  - ESSA
  - SEL Standards
  - Transition
  - Competency
- Professional Development Gen Ed/SpEd
  - In schools gen ed, spec ed preservice and
  - Address shortages
  - Recruitment retention
- ESSA, Equity, and All students
- Preparation and recruitment of all personnel (Educators, administrators, and paraeducators)

The Council will continue work to identify the guiding principles that will drive the work of the Council.

NASDSE guiding principles were presented by Glenna as a resource for building the SEAC guiding principles. The work of the Council will be captured through:

[the SEAC website](#)

Archived items on site

SharePoint

<p><b>Working LUNCH—Review SEAC bylaws, discussion, and revisions—subcommittees (Sherry Krainick)</b></p>	<p>Changes in the bylaws were discussed. An updated set of bylaws will be created from all of the discussion and notes, and presented to the SEAC members. The SEAC will revisit the bylaws at any time deemed necessary. The SEAC will meet annually prior to the first School year meeting to discuss the bylaws and if any revisions need to be made.</p>			
<p><b>Required activities under WAC 392-172A-07060: Sandy Grummick and Valerie Arnold (handouts)</b></p>	<p>Valerie Arnold and Sandy Grummick presented on significant disproportionality regulations, equity requirements and IDEA.</p> <p>The Special Education Program Review Team (formerly called “monitoring”) collaborates with school districts to ensure improved educational results and functional outcomes for all children with disabilities. Washington’s program review system includes a review of both quantitative data and qualitative information provided by districts to ensure that districts are implementing the requirements of the Individuals with Disabilities Education Act (IDEA) 2004.</p> <p>Washington defines significant disproportionality as a weighted risk ratio of 4.0 or greater for three consecutive years for any racial/ethnic group in any of the following areas:</p> <ol style="list-style-type: none"> <li>1. The identification of children as children with disabilities,</li> <li>2. The identification of children with a particular disability,</li> </ol>			

	<p>3. The placement of children in particular educational settings (LRE Tables 2, 3, 28, or 29), or</p> <p>4. The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.</p> <p>The final rule went into effect January 18, 2017. All states must use a risk ratio and not a weighted risk ratio. States have up to 18 months to prepare for full implementation and work with stakeholders including SEAC, to make decisions regarding state-specific reaction thresholds as part of the standardized methodology.</p> <p>At the SEAC meeting in February, Sandy Grummick and Valerie Arnold will report to the SEAC what they heard from the stakeholders.</p> <p>A workgroup for this topic was created and the workgroup will coordinate with Sandy Grummick and Valerie Arnold to run additional data. Jeff Brown, Vanessa Tucker, Carrie Fannin, Sarah Butcher, Kim Leger, Glenna Gallo, Laura Lindley volunteered to be a part of the workgroup.</p>			
<p><b>State of the State, including APR, SSIP, determinations, and dispute resolution data (Glenna Gallo) (handouts)</b></p>	<p>Glenna Gallo reported on:</p> <ul style="list-style-type: none"> <li>• Superintendent Reykdal’s long and short term vision for K-12 education and OSPI</li> <li>• Understanding of immediate and upcoming changes in OSPI Special</li> </ul>			

	<p>Education staff activities, as well as reason for the changes</p> <ul style="list-style-type: none"><li>• Review data from the APR, SSIP, and dispute resolution, and identify potential actions needed for improvement, as well as areas of success</li><li>• She referred to and explained the Collaboration Continuum</li><li>• Reminded the SEAC of the goal to improve outcomes for students with disabilities and to continue to consider how improvement activities already in place at the State and local levels, can be used to further the goal.</li><li>• Consider how to apply current initiatives to the ESSA requirements, such as MTSS, SSIP, school improvement plans</li><li>• Leadership changes:<ul style="list-style-type: none"><li>○ Provides technical assistance and professional development designed to support and facilitate special education program improvement efforts by disseminating evidence-based and promising practices in the improvement of eligible student academic and post-school outcomes.</li><li>○ Engages stakeholders involved in, or affected by, special education services and outcomes for students with disabilities, to review, analyze,</li></ul></li></ul>			
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	<p>and plan for system improvements and celebrate successes.</p> <ul style="list-style-type: none"> <li>○ Provides general supervision on the provision of special education services through an integrated monitoring system, dispute resolution options, and coordinated data management efforts.</li> <li>○ Allocates federal special education funding, including the provision of supplemental safety net funding for individual high need students and school districts that can demonstrate a unique community impact in the area of special education.</li> </ul> <ul style="list-style-type: none"> <li>● Reorganization of the Safety Net processes.</li> <li>● Glenna also talked about the new position of the Special Education Director. Which will focus on specially designed instruction and work with other sections within OSPI.</li> <li>● Glenna asked the question of the SEAC, “What is it that you want for students in Washington?”</li> <li>● It all comes down to quality instruction.</li> <li>● Glenna provided an update on dispute resolution options.</li> </ul> <p>Glenna ended her time with an email OSPI-Special Education received—</p>			
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	<p>July 17, 2017 email from a parent/guardian to OSPI:</p> <p>“My niece graduated this year, I am proud to say”</p> <p>“She came to live with me...was very troubled and acted out quite a bit.”</p> <p>“She came to be overwhelmed by the feel she wasn’t able to learn simple things.”</p> <p>“I noticed a change in her demeanor. She seemed inspired to believe in herself.”</p> <p>“She has accepted an internship as a peer counselor. I can NOT stress enough how much of that is due to her special education teacher....life changing is how I would describe him.”</p>			
<b>Public Comment</b>	<p>Jerri Clark from PAVE. Prioritize Social Emotional Learning that will trickle down into the LRE question, etc. SEL module through OSPI that should be utilized.</p>			
<b>Adjourned</b>	<p>4:30</p>			