

Washington State Special Education Advisory Council (SEAC)

Date: February 12, 2020

Members Present: Sophie Apgar, Justin Bradford Jeff Brown, Tanya Cochran, Jen Cole, Gail Coulter, Tammie Doyle, Suzanne Ender, Patricia Gonzales, Kathleen Harvey, Tammie Jensen-Tabor, Kitara Johnson, Jennifer Lee, Kim Leger, Shauna McBride, Joy Sebe, Laurie Thomas, Vanessa Tucker, Sean McCormick, Annie Verellen-Grubbs

Excused Absences: Eden Bush, Shawnta DiFalco, Shyla DeJong, Diana Marker

OSPI Staff: Glenna Gallo, Beverly Mitchell

Guests: Lee Collyer, OSPI; Shanna Muirhead, Health Care Authority (HCA); Sandy Grummick, OSPI; Jennifer Story, OSPI; Toni Bader, Seattle Public Schools (SPS); Maren Johnson, Professional Educator Standards Board (PESB); Tina Pablo-Long, OSPI, Sarah Okun from Wa Charter Schools represented Diana Marker who was not able to attend.

Note Taker: Beverly Mitchell

Topic	Discussion	Action	Who/When	Completed
<p>Called to Order</p> <ul style="list-style-type: none"> ➤ Member and Public Introductions ➤ Review public participation guidelines and use of amplification ➤ Acknowledgement of land ➤ Icebreaker ➤ Review Agenda, Purpose of SEAC, Areas of Consideration for 2019-2020, and Group Norms 	<p>Tammie Jenson-Tabor opened the meeting, the members and the visitors introduced themselves.</p> <p>The ice breaker question was What one barrier would you remove for SWDs?</p>			

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➤ Review and accept minutes from October 9-10, 2019 meeting		Minutes were accepted		2/12/20
Bill Positions 2020	<p>Diana Marker presented on the legislature passing legislation that increases funding for special education. Pointing too that additional funds are necessary to fully fund special education in Washington state. SEAC supports the creation of local LEA Special Education Advisory Councils consisting of at least 50% parents of students with disabilities.</p> <p>HB 2787 transferring the funding for the program not transferring the program. The Special Education Advisory Council (SEAC) is in support of completing the transfer of funding for the early support for infants and toddlers program (IDEA, Part C) from the office of the superintendent of public instruction to the Department of Children, Youth, and Families.</p> <p>SB 6117 The SEAC strongly supports increasing the multiplier for students who receive services with their peers from 80 – 100% of the time from 1.0075 to 1.0251. The SEAC also supports the creation of local LEA Special Education Advisory Councils consisting of at least 50% parents of students with disabilities. Local LEA SEACs will need technical assistance and support.</p>			

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	<p>The SEAC urges the legislature to build in thoughtful supports for the creation of local Special Education Advisory Committees if it is a mandate for all LEAs.</p> <p>SB 6132 PBIS with LAP funding. The SEAC supports SB 6132 to enable schools to use LAP funding to deliver tiered, evidence-based systems of support for social-emotional and behavioral needs in addition to academic needs.</p> <p>HB 2690 MTSS – SEAC supports HB 2690 to have OSPI and CISL create a plan for MTSS with a timeline and responsibilities for OSPI, ESDs, school districts and schools. These acts require coordination of training and professional within OSPI to build the infrastructure for a system that is evidence-informed, medically and scientifically accurate, developmentally and age appropriate and most importantly - inclusive of all students regardless of their protected class status</p> <p>SB 5395 Sexual Health Education bill. The SEAC supports legislation requiring comprehensive sexual health education that is consistent with the Washington state health and physical education K12 learning standards and that requires affirmative consent curriculum.</p>			

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<ul style="list-style-type: none"> ➤ 2019-20 SEAC Goals and Focus Workgroup Discussion on Goals ➤ Each workgroup reports on draft goals (moved to later in the afternoon) 				
<ul style="list-style-type: none"> ➤ Restraint and Isolation Update (Lee Collyer) ➤ Mental Health (Lee Collyer) 	<p>Lee Collyer presented on restraint and isolation. Reported on the day long training he is presenting in the field – educators and parents. They have had an overwhelmingly positive response from the public.</p> <p>Lee Collyer presented on mental health and the lack of providers throughout the state. Behavior specialist hired for OSPI. Children’s mental health workgroup keep an eye on this group. Re-funnel children related behavioral health group. Beginning to start a robust mental health system in education. We just need dollars. Seeing more kids in acute behavior because we are not able due to lack of funding</p>			
<ul style="list-style-type: none"> ➤ School-based Medicaid (Shanna Muirhead) 	<p>School-based health care services (SBHS) program is an optional Medicaid program which provides reimbursement to contracted school districts, educational services districts (ESDs), and charter and tribal schools providing health –related services to students with individualized education programs (IEPs) or individualized family service plans (IFSPs).</p>			

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	<p>Shanna Muirhead shared the requirements of SBHS participation. Enter into a SBHS contract with the HCA, enroll as billing provide in ProviderOne, enroll qualified providers under the school district's ProviderOne account, assign 1-2 school staff as SBHS coordinator, follow program requirements and bill according to the SBHS Billing Guide, and the SBHS contract.</p> <p>Eligible providers are: licensed audiologist, licensed independent clinical social worker, licensed advanced social worker, licensed mental health counselor, licensed mental health counselor associate, registered nurse, licensed practical nurse, non-licensed school staff providing delegated nursing tasks, occupational therapist, occupational therapy assistant, physical therapist, physical therapy assistant, speech language pathologist, speech language/pathology assistant, licensed psychologist.</p> <p>SBHS updates: ARNPs, school psychologists school counselors, school social workers, and non-licensed SLPs/audiologists will be able to bill. Referral/script from license provider still a requirement. Approved place of service for Part C services will be expanded to home setting.</p>			

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<ul style="list-style-type: none"> ➤ CR 101 on WAC 392-172A, 392-173, and 392-140 (Glenna Gallo) ➤ Legislative update 	<p>CR-101 possible rule making. Have not posted any proposed changes yet. Looking at making those changes in citizen complaints, OSPI will hold at least two public hearings.</p> <p>SB 6101 2nd reading SB 6117 talked about local SEACs and regionalization of Safety Net.</p>	<p>The proposed changes will be sent out to SEAC. Draft will be posted and we will need SEAC input.</p>		
<ul style="list-style-type: none"> ➤ Discussion on Final APR, submitted Feb 1, 2020 (Sandy Grummick, Jennifer Story) 	<p>Sandy Grummick and Jennifer story shared the FFY 2018 Washington State Annual Performance Report (APR) which included updated data on indicator 14. OSEP should be letting OSPI know in mid-April if the information that was sent on January 31, 2020 was satisfactory or not.</p> <p>Note made by Glenna Gallo regarding the decline in inclusionary rates for pre-school students ages 3 through 5, and not making progress on the outcomes of students ages 3 through 5. Progress made in indicator 6a and 6b November 2019.</p>	<p>The pre-school students 3 through 5 decline in inclusionary rates should be given some thought when SEAC is thinking about priorities. This may rise up to an area where SEAC may want to provide input to the Superintendent around early learning.</p> <p>Add data from indicator 6a and 6b to agenda for next meeting. Transitional kindergarten.</p>		
<ul style="list-style-type: none"> ➤ Inclusionary Practices Project (Tania May) 	<p>Tania May shared about the Inclusionary Practices Project (IPP). To support more inclusive schools, OSPI is partnering with stakeholders through the Inclusionary Practices Professional Development Project. It is a two-year project with emphasis on implementation of professional development in support of inclusionary practices. It focuses on coaching and</p>			

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	<p>mentoring teachers on best practices for inclusive education, differentiated instruction, and individualized instruction. The TIES Center, a national provider of technical assistance, on building more inclusive practices and policies in schools statewide, recently selected Washington to receive support. The goal of the partnership is to increase the meaningful inclusion of students with significant cognitive disabilities in general education settings.</p>			
<p>➤ Use of Non-Public Agencies (NPAs) and Safety Net (Glenna Gallo)</p>	<p>Conversation Glenna Gallo is having with legislators is how can we recapture some of the funds so that school districts can build capacity around behavior? If we are sending out approximately \$14M annually to private facilities for them to provide behavioral health supports, while they are meeting the need of the student immediately are not providing for transition and/or to build staff capacity for them to return to public schools.</p> <p>With the IPP we are seeing real high request for supports around UDL and around behavior, positive behavior, managing classroom behavior. Which then is then trickling down into restraint and isolation.</p>	<p>This is something that Glenna would like the SEAC to think about and as you are thinking about priorities maybe dig into this issue and engage a little more.</p>		
<p>➤ Washington Due Process (Tania May)</p>	<p>Tania summarized the trends of the due process decisions during the 2018-19 school year.</p>	<p>Invite dispute resolution team to have a discussion regarding the trends of the due process hearings. Considering the August meeting since it will be at OSPI.</p>		

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<p>➤ Adapted PE (APE) (Toni Bader, Seattle Public Schools)</p>	<p>Toni Bader gave a presentation on Adapted Physical Education (APE). This is a physical education which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability.</p> <p>Look at the provision of serves and add an Adapted Physical Education pathway for those with credentials to practice. They are not taking anything away, just adding supports.</p> <p>3 Pathways to practice as an Adapted Physical Education Specialist</p> <ul style="list-style-type: none"> • Adapted Physical Education Masters or Endorsement Higher Education & Teacher Prep Programs • PE Certification an DPED Certification • PE Certification and CAPE (National Certification in APE) <p>This is the work completed so far:</p> <ul style="list-style-type: none"> • Backing from our State PE Professional Organization (SHAPE WA) • Teacher Prep Program willing to offer the APE college courses (PLU) • State level needs assessments completed • Met with OSPI to lay the ground work • Presentations to PESB on the licensure 	<p>Add this to the agenda for May meeting. Conversation regarding SDI in APE.</p> <p>The executive team expressed interest in reading more about the potential course of study PLU is considering, to highlight that the program would include both physical education and disability concepts.</p>		

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	<ul style="list-style-type: none"> • Advocacy to legislation during WA State Speak Out Days • Professional Development offered • Collaboration with other states and National Organizations 			
➤ PESB (Maren Johnson)	<p>Role of Professional Educator Standards Board (PESB) in endorsements:</p> <ul style="list-style-type: none"> • Endorsement competencies • Content knowledge assessments for endorsements • Approval and review of programs offering the endorsement <p>Assignment policy for endorsements:</p> <ul style="list-style-type: none"> • PESB Table of matching endorsements and courses • For special education, endorsement policy works in a different way: <ul style="list-style-type: none"> ○ Pre-endorsement waiver ○ OSPI Special Education handles policy regarding serving students with an IEP. 			
➤ Public Comment	Jacob Vela from League of Education Voters			
➤ Workgroup activity reporting	<p>Equitable Access and Student Outcomes:</p> <ul style="list-style-type: none"> • Justine Bradford Kids that are in multiple systems. Isolation and restraint. <p>Mental Health</p> <ul style="list-style-type: none"> • Kim Leger Improving access to the formation of services. Increasing the use of Medicaid 	Continue to work together to create statement papers for the May meeting.		

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	<p>funding. Establishing strong early supports and strategies. Who else might we be able to invite to provide some knowledge and input? (Lee Collyer) Identifying what level of supports we need to serve the kids at the building levels and how will that be supported. Dig more into what is already out there regarding the topic. Identifying what are the gaps. Looking to OSPI for some TA how to utilize related services under SDI.</p> <p>Equity, Diversity, and Inclusion</p> <ul style="list-style-type: none"> • Kitara Johnson <ul style="list-style-type: none"> ○ Staying data informed. ○ Some schools that are showing some promise and how do you learn from those schools. ○ Ongoing community voice. <p>Families as Partners</p> <ul style="list-style-type: none"> • Jen Cole Looking at other states and how special education advisory councils on the local level are created. How can the SEAC assist local entities? 			

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	What do they need to be successful?			
<p>➤ Allocation and Fiscal Monitoring (Tina Pablo-Long)</p>	<p>Tina Pablo-Long and Cyndie Hargrave reported on fiscal monitoring, excess cost, and maintenance of effort. Fiscal monitoring of federal programs is conducted to ensure that all children have a fair, equal, and significant opportunity to obtain high quality education. Monitoring emphasizes accountability for using federal funds wisely. Monitoring serves as a vehicle for the agency to help LEAs achieve high quality implementation of services utilizing the LEAs federal allocations. They shared what triggers a monitoring, how they will manage the monitoring. Piloting the new process through May 2020 with WISM and then post for required public comment May 20. Tina and Cyndie are visiting ESDs to share with the ESDs the new process.</p>			
<p>➤ State IDEA application and budget review (Tania May)</p>	<ol style="list-style-type: none"> 1. Took the maximum admin allowed – Data consultant and Tableau Trainings. 2. Other state-level activities used to be known as discretionary funds and it isn't discretionary it is just other state-level activities. 3. We do want a High Cost Fund. 4. \$26M+ set aside for Other State-Level Activities. 			

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	<p>5. \$1,208,265 set aside for monitoring; complaint investigator and parent liaison staff salary and benefits; DR database; annual license for database.</p> <p>6. Optional activities: ESD work; UW Bothell; WASA conference and Directors' Academy; MTSS Fest; PBIS and Behavior Team; eLearning' WEA SpEd Support Ctr and WSDS; Dyslexia Project; Misc. Projects- Graduation and Transition Supports; Statewide IEP System; Safety Net Database; CWU-SETC (Comment about the low amount [\$351,360] for SETC. Surprised to see that low of an amount, and wondered if they charged for their evaluations, therefore the amount is lower. Surprised that they could run their services on such small amount of money. What is that money be used for? Maybe SETC needs more advocating? Comment made that it would be amazing to be able to give SETC more money); Sensory Disabilities; School for the Blind Instructional Materials; Seattle U CCTS; DDA; WSSB; Special Projects Staff; Data Recognition Corp. Contract; ESD ESSA Activities increased by 10%.</p>			

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➤ Summary of Actions	May meeting – workgroups need to be ready to present Early Learning piece Follow up for APE Follow up for Legislative session Due process decisions Teacher of the year Chris Reykdal planned to be at the May mtg.			
Adjourned	Adjourned by Tammie Jensen-Tabor			