

Washington State Special Education Advisory Council (SEAC)

Date: 5/13/20

Members Present: Sophie Apgar, Justin Bradford, Jeff Brown, Tanya Cochran, Jen Cole, Shyla DeJong, Tammie Doyle, Suzanne Ender, Patricia Gonzales, Kitara Johnson, Jennifer Lee, Diana Marker, Joy Sebe, Laurie Thomas, Vanessa Tucker, Sean McCormick, Amie Verellen-Grubbs

Excused Absences: Eden Bush, Gail Coulter, Shawnta DiFalco, Kathleen Harvey, Tammie Jensen-Tabor, Kim Leger, Shanna McBride

OSPI Staff: Glenna Gallo, Assistant Superintendent; Bev Mitchell, Executive Assistant

Note Taker: Bev Mitchell

Topic	Discussion	Action	Who/When	Completed
<ul style="list-style-type: none"> ➤ Call meeting to order ➤ Member and Public Introductions Public participation guidelines read 	Jen Cole called the meeting to order at 8:30a	n/a	n/a	
<ul style="list-style-type: none"> ➤ Icebreaker ➤ Review Agenda, Purpose of SEAC, Bylaws, Group Norms Review and accept minutes from May 2019 meeting 	<p>Members introduced themselves.</p> <p>Jeff Brown went over the agenda, the bylaws, and the group norms. Jen Cole mentioned what to expect at a SEAC meeting.</p> <p>Minutes from the February meeting were accepted.</p>	<p>n/a</p> <p>Minutes were accepted without change</p>	Bev Mitchell will post them online.	Minutes were posted 6/16/20
<ul style="list-style-type: none"> ➤ Updates on what Special Education is doing during COVID-19 	<p>Scott Raub, Parent and Community Liaison, OSPI updated the SEAC on what the Special Education Division has been doing during COVID-19, including the resources that are on the OSPI webpage:</p> <p>OSPI Coronavirus Special Education Guidance</p> <p>Question was asked about families who are asking what their rights are during this</p>	n/a	n/a	n/a

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	<p>season and their students' are not receiving services. They are asking what they should do: File a complaint, talk to the school district? How would OSPI address this? Nothing has been waived – Students' rights to FAPE remain the same. Services will look a little different and may not be adequate at this time due to safety requirements. Find a way that works for the families and communicate that to the districts. Advise families to document everything. Watch the linked webpage continuously as changes are being made every day.</p>			
<p>➤ Chris Reykdal, Superintendent OSPI</p>	<p>Spoke about OSPI and then Special Education during COVID-19. Talked about re-opening of schools. Planning for a re-opening of the schools in the fall, but it will be different. Remarkably complex model in the absence of a vaccine. Parallel planning what a fall start will look like. Undoubtedly that will include social distancing and lots of constraints.</p> <p>A SEAC member asked about the diverse group of stakeholder workgroup. In May 2020, OSPI convened a stakeholder workgroup to inform recommendations and guidance for school districts as they plan for the reopening of Washington's schools in the 2020–21 school year. The broad workgroup consists of more than 100 educators, education leaders, elected officials, community-based organizations, parents, students, and community-based</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>

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	<p>organizations, appointed statutory advisory groups, advisory committees, geographic representation, representation for students with disabilities, equity coalitions state-wide, advocacy groups, race and ethnicity groups, representation from the LGBTQ+ community.</p>			
<p>➤ Legislative update – Diana Marker.</p>	<p>Short session which took some interesting turns in response to COVID-19. Not a lot of special education related bills passed. The bills that passed that the SEAC has been tracking: SB 5395 Comprehensive Sexual Health Education (now facing a referendum in the fall) a chance that it could be repealed by a vote from the public; HB2816 Nurturing positive social and emotional school and classroom climates; SB 6191 Assessing the prevalence of adverse childhood experiences in middle and high school students to inform decision making and improve services; SHB 2787 ESCIT bill-completing the transfer of the early support infants and toddlers program from OSPI to DCYF.</p> <p>The Legislation and Policy SEAC committee did present a position paper on COVID-19 response. They also created a position paper on graduation pathways.</p> <p>The governor had to make some tough choices to veto some things, one of them being a budget increase for school counselors that was vetoed among many</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>

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	other things that were cut during the COVID-19 pandemic.			
➤ Washington Due Process hearing decisions	Scott Raub, OSPI, summarized the four Due Process decisions that were decided from January – April 2020.	n/a	n/a	n/a
➤ Discuss trends in complaints, mediation, and due process	Scott Raub, OSPI, discussed the trends in due process and complaint filings. Currently there are 13 out of 77 due process filings or hearings requests due to COVID-19. The first due process filing was made March 23. Some of the allegations were denying FAPE, refusing to conduct IEP meetings, ESY services, failure to allow accommodations, and others. There have been no citizen complaints filed as of May 13, 2020 due to COVID-19.	n/a	n/a	n/a
Mental Health ➤ Discussion around trauma, and trauma informed practices during COVID-19 and the implications for SWD.	<p>Lee Collyer, OSPI, presented on reactions to stress/trauma for students. We have to prepare for worst. More of our students are will be impacted by trauma than before. We didn't have a system that could take care of them prior to this. We are about to enter a world where we have way more kids impacted by trauma than ever. We need to be prepared for this.</p> <p>Comparing COVID-19 to Katrina and the impact that disaster caused. The post-Katrina impact on children: children displaced by Katrina were 4.5 times more likely to have symptoms consistent with serious emotional disturbance (SED). 45% of parents that said their children were experiencing emotional or psychological</p>	n/a		

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	<p>problems that they did not have prior to Katrina. 52% of parents who thought their children needed professional help for these problems, but did not receive it.</p> <p>The schools are going to have to step to be the example of normalcy. Offering support to families, students, the community. Supporting families during this time is key: structure day, have family meals, limit their screen time, exercise, reach out, help others, stay on schedule with sleep and hygiene, stay positive and future-focused. Dr. Bruce Perry — Patterns of Stress & Resilience: Neurosequential Network stress & Trauma</p> <p>The question was asked regarding how suicidal rates will affect students during this season? Children are not prioritized in our state mental health system. The work force isn't there to support the need and the funding isn't there to build the work force. The state needs a comparable system for students that is in place for adults.</p> <p>Comment made by SEAC member: "We are all in the same storm, but not the same boat."</p>			
<p>Equity, Diversity, and Inclusion ➤ Office of Civil Rights guidance around students with disabilities during</p>	<p>Sarah Albertson from the Office of Equity and Civil Rights at OSPI, and Scott Raub, OSPI, presented on the guidance OCR and the Language Access workgroup are giving during COVID-19.</p>	<p>n/a</p>		

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<p>COVID-19. Language Access workgroup and the presentation they did around students with disabilities</p>	<p>Convened by OSPI and the Office of Education Ombuds (OEO), the purpose of the workgroup is to advise OSPI, the Washington State School Directors' Association, and the Legislature on specific strategies meant to improve meaningful, equitable access for public school students and their family members who have language access barriers. In 2019, the Legislature passed House Bill 1130 (HB 1130) which created the Language Access Workgroup.</p> <p>By October 1, 2020, the Workgroup must report its findings and recommendations to the Legislature.</p> <p>There are about 25 members on the committee. They are in an exploratory phase, considering several different topics regarding what language barriers people are experiencing, what sort of systems are in place to access interpreters, and training of interpreters and translators.</p> <p>Listed below are the priorities of the workgroup:</p> <ul style="list-style-type: none"> • The elements of language access program for systemic family engagement and a plan for the implementation of this program; • The components of a technical assistance program for language access and a plan for the implementation of this program; 			

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	<ul style="list-style-type: none"> • The development and sharing of a tool kit to help public schools – access the language needs of their communities; and develop, implement, and evaluate their language access plans and language services; • The development and sharing of educational terminology glossaries that improve all families’ access to the public school system; and • The development and sharing of best practices or strategies for improving meaningful, equitable access for public school students and their family members who have language access barriers, including effective use of interpreters and when to provide translated documents in other formats. <p>Language Access Requirements under RCW Section 28A.155.230</p>			
➤ Breakout Workgroups	SEAC workgroups divided into breakout rooms to write position papers.	n/a	n/a	n/a
➤ Public Comment	There was no public comment.	n/a	n/a	n/a
➤ Community forum	<p>What are the challenges you are facing in your role in supporting your child with disabilities, or your students with disabilities during the COVID-19 school closure/continuous learning opportunities?</p> <p>What are new practices that you have</p>	<p>“Remote emergency teaching vs distance learning.”</p> <p>“We must Maslow before we Bloom.”</p> <ul style="list-style-type: none"> • This phrase is typically used to communicate how humans need their basic needs met 		

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	<p>experienced or learned during this event that have felt encouraging or supportive? i.e., if this is an opportunity to grow, how might this experience grow our education system?</p>	<p>before academic learning can be fully embraced.</p> <p>"Used SEL to engage the students."</p> <p>"Design your own virus for good."</p> <p>"I'm glad my kid gets to be home, because now I know he isn't being bullied."</p> <p>"...trauma will have long lasting impact."</p> <p>"As different as Zoom meetings are, they bring structure and support to the students."</p>		
➤ Summary of Actions	Successful meeting.	Advertise the public comment and community forum better and in several different venues.	Beverly Mitchell, in advance of next SEAC meeting	
Adjourned	Jen Cole adjourned.			