



# **Washington State Special Education Advisory Council 2018–2019 Annual Report**

**Submitted July 17, 2019**

**Developed by: The Special Education Advisory Council for the  
State of Washington Office of Superintendent of Public Instruction**

## Preface

The Washington State Special Education Advisory Council (SEAC) respectfully submits the 2018–19 annual report to the State of Washington Office of Superintendent of Public Instruction (OSPI). The annual report is a summary of the committee’s activities and recommendations during the reporting period. The SEAC provides a broad base of input to OSPI staff regarding policies, practices, and issues related to the education of children and youth with disabilities ages 3 through 21.

This report fulfills the requirements set forth by the [Individuals with Disabilities Education Act \(IDEA\)](#), and [Washington Administrative Code \(WAC\) 392-172A-07060](#).

As a part of this report, the SEAC reviewed the recommendations from the prior year (2017–18) and noted progress towards those recommendations as well as identifying emerging trends and issues in the current school year. The recommendations reflect the review of information and summarize the work of the SEAC for the 2018–19 school year.

## The SEAC Duties

The SEAC operates in compliance with state and federal requirements under the [IDEA Part B](#), and [Revised Code of Washington \(RCW\) 28A.155](#). The purpose of the SEAC is to identify emerging issues, and facilitate the provision of special education and related services to meet the unique needs of the state’s 147,628 IDEA eligible students by:

- Advising the State Superintendent of Public Instruction and making recommendations on all matters related to special education and specifically advise the State Superintendent of unmet needs within the state in the education of students eligible for special education services;
- Commenting publicly on any rules or regulations proposed by the state regarding the education of students eligible for special education services;
- Advising the state in developing evaluations and reporting such information as may assist the state in its data requirements under section 618 of the IDEA;
- Advising the state in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the IDEA;
- Advising the state in developing and implementing policies relating to the coordination of services for students eligible for special education services; and
- Reviewing state due process findings and decisions.

## **Acknowledgements**

The SEAC wishes to express our appreciation for the collaborative and effective relationship we have with OSPI. This relationship provides the SEAC with the information and opportunity to maintain a strong and open line of communication regarding the issues that are critical to the needs of students with disabilities who receive special education services in Washington state.

Additionally, the SEAC recognizes the tireless work of all OSPI staff and especially the OSPI special education team. We appreciate the time spent with us sharing relevant data, ongoing work, and perspectives.

## **The SEAC Belief Statement**

We believe that every student in Washington state has the right to reach his or her full human potential. We believe that students will fully and meaningfully participate in their education and community.

We will use our strength as a broad based and diverse constituency group to play an active and influential role in decisions affecting education policies, programs, and services. Our priorities are focused on building a strong public education system that is inclusive, equitable, proactive, and supportive of students, families, and educators.

## **The SEAC Commitments**

- We will provide workable solutions—taking into account the various needs of each of our Local Education Agencies (LEAs).
- We will build partnerships across agencies and organizations to ensure the processes within the educational system supports the needs of the whole child.
- We will engage stakeholders throughout our schools and communities.
- We will review research and evidence-based practices.
- We will highlight examples of excellence in schools and communities across our state.

## **2018–19 Priorities**

The SEAC priorities in 2018–19, in no particular order, included:

- Special education funding;
- Diversity, equity, and inclusion—institutionalized racism and ableism;
- Discipline, restraint and isolation, and removal from the classroom;
- Improving student outcomes and developing a growth mindset:
  - Review graduation requirements and assessments.
  - Explore intersection of the High School and Beyond Plan (HSBP) and transition plans.
  - Understand experiences and outcomes of students with higher incidence disabilities.
  - Exploring districts doing innovative work.
  - Review Learning Assistance Program (LAP) menus of best practices as they intersect with the SEAC work.
- Understanding experiences and outcomes for students with disabilities in the juvenile justice system, students experiencing homelessness, poverty, and students in the foster care system.
- Combined presentation of data from the Office of Education Ombuds (OEO), OSPI special education parent liaison, citizen’s complaints, and due process decisions to better understand and identify trends in data.

## **2018–19 Accomplishments**

In the 2018–19 school year the SEAC:

- Increased visibility of the SEAC around the state;
- Updated and amended the SEAC bylaws;
- Conducted inaugural SEAC training regarding the role, expectations, and responsibilities of members;
- Provided feedback to policy makers on legislation impacting students with disabilities;
- Heard from LEAs implementing inclusive practices and highlighted their work;
- Formed sub-committees to increase the SEAC’s efficacy and influence through:
  - Tracking proposed legislation that impacts students with disabilities;
  - Developing a common statewide definition of Inclusion;
  - Writing white papers on a Multi-tiered System of Supports (MTSS), Positive Behavior Interventions and Supports (PBIS), and trauma-informed practices;

- Developed recommendations regarding federal and state special education funding;
- Created position statements on:
  - [HB 1130](#) Addressing language access in public schools;
  - [SB 5395](#) Concerning comprehensive sexual health education; and
  - Graduation pathways for students with disabilities which addressed the need for high expectations, more pathways to graduation, and recommended elimination of the Certificate of Individual Achievement (CIA) pathway option.
- Hosted a series of community conversations around inclusion;
- Supported full funding of basic education and special education in Washington state;
- Increased knowledge and awareness of issues impacting our communities through the various site visits, speakers, and informational sessions;
- Participated on numerous national and local task forces/committees related to issues impacting students with disabilities;
- Provided recommendations regarding the annual performance report (APR) and State Performance Plan (SPP) requirements of the U.S. Department of Education including:
  - Approved new targets for Indicator 1 (graduation rates of students with disabilities), in alignment with the state Every Student Succeeds Act (ESSA) plan;
  - Approved lowering of the target for indicator 4A (disproportionate discipline for students with disabilities) to 2.50%; and
  - Approved increasing the target for indicator 5A (students with disabilities receiving services in the general education classroom for 80-100% of the school day) from 52.35% incrementally to 60% over the next few years, starting at 55% in Federal Fiscal Year (FFY) 2018.

## **Recommendations for 2019–20**

The SEAC values our responsibility to make recommendations to the State Superintendent of Public Instruction on all matters related to special education and the needs of students eligible for special education services.

In reviewing our priorities and reflecting on input we have received over this past year of work, we have identified the following actionable recommendations:

## **Recommendation 1: Special Education Funding**

The SEAC continues to believe LEAs must be provided the necessary funding to support evidence-based special education programming rooted in equity and best practices. To support this endeavor, the 2018–19 SEAC recommends the 2019–20 SEAC address the following funding issues:

1. A revision of the prototypical school model for basic education which would consider funding changes for:
  - a. inclusionary service delivery models;
  - b. mental/behavioral health staffing;
  - c. evidence-based practices in relation to caseloads of special education teachers, paraeducators, school nurses, school counselors, psychologists, and social workers; and
  - d. early intervention and support, which may include prevention specialists and behavior interventionists.
2. Sufficient funding must address staffing shortages; however, collaboration with community partners, higher education programs, and licensing authorities is necessary to identify and address staffing challenges.
3. Access to funds for professional development and resources to implement:
  - a. Universal Design for Learning (UDL);
  - b. MTSS;
  - c. Standards-based instruction;
  - d. Trauma informed practices; and
  - e. Family and community engagement/education.
4. An analysis of the impact from implementation of changes to the Safety Net process from 2018–19.
5. An analysis of the impact of the implementation of changes to the state’s special education funding model from 2019–20.
6. Continued efforts to braid funding sources and increase flexibility in the use of categorical funds.

## **Recommendation 2: ESSA Implementation and Technical Assistance**

The SEAC believes that ESSA provides an important opportunity for Washington state to reshape and redesign an equitable system focused on improving outcomes for all students. As Washington state continues implementation of our state’s ESSA plan, the 2018–19 SEAC recommends the 2019–20 SEAC address the following ESSA implementation issues:

1. Integrate the principles of UDL throughout our education system and ensure the benefits reach each and every student.

2. Create and provide options of effective intervention strategies in response to the use of multiple student growth measures for schools and LEAs that are in need of improvement.
3. Support the efforts of LEAs and schools to determine root causes of opportunity and achievement gaps.
4. Build a robust technical assistance system ensuring schools and LEAs are supported with the tools they need to meet the identified ESSA goal areas of chronic absenteeism, on track ninth graders, dual credit opportunities, English learners (ELs), academic growth and proficiency, and on-time graduation using the additional graduation pathways available to all Washington state students, while eliminating the use of the CIA over the next two years.

### **Recommendation 3: Building an Inclusive School Culture**

The SEAC recognizes the critical importance of building an inclusive school culture, so students are successful in their learning and feel an authentic sense of belonging. A healthy school culture is the foundation upon which all work within our schools must rest.

The SEAC recommends the formation of a consortium of LEAs to research, explore, and identify innovative and effective programs that are inclusive and result in a positive impact on student learning and school culture. The consortium should:

- Include exemplar LEAs and LEAs who want to engage in this work;
- Define “What does inclusive culture mean?”;
- Identify and highlight systems change strategies and best practices to inform guidance and technical assistance;
- Encourage calculated risks and cycles of inquiry; and
- Identify opportunities for shifts in use of resources and braiding of funds.

### **Recommendation 4: Family and Community Engagement**

The SEAC supports the development and implementation of an inclusive and equitable plan for promoting diverse engagement of family, community, and natural supports through trauma-informed collaborative engagement which aims to increase knowledge, system improvement, and acknowledge all parties’ unique expertise. Our communities are diverse, and families and students bring with them a variety of experiences. Families should be viewed and considered as a strong asset in improving outcomes for students. How that engagement looks will be as diverse as the population of students and families we serve.

The SEAC supports and is committed to the workgroup established in HB 1130—Addressing language access in public schools. The SEAC encourages a commitment to family engagement in LEAs and school improvement plans must be accountable to the community of systemically and historically marginalized students with disabilities. The SEAC recommends the following actions:

- Support LEAs in implementing family engagement practices such as training, parent special education advisory councils, and facilitation of community resources and supports for individuals with disabilities;
- Prioritize OSPI’s work with stakeholders to identify and implement effective practices for family engagement;
- Identify and analyze the exemplar work of LEAs in family and community engagement;
- Facilitate the procurement of funding for training and technical assistance with support of Educational Service Districts (ESDs);
- Build an inclusive culture of community and family engagement by being intentional and consistent in removing barriers to develop relationships with families by giving them knowledge and empowering them; and
- Develop intentional communication routes and tools to ensure information travels all the way through the system to the teacher and family level in a consistent way.

### **Recommendation 5: Reducing the Use of Restraint and Isolation in Schools**

The SEAC believes that OSPI must continue to prioritize the issues that surround restraint and isolation, as these issues continue to be pervasive and poorly defined. All students, staff, and faculty deserve to work and learn in a safe and positive environment.

Washington state has a current legal mandate in place for the reporting of restraint and isolation incidents. This mandate includes a data collection tool through the EDS (Educational Data Service) that districts use to report their incidents. There are multiple opportunities as well as continual difficulties with this system. The SEAC recommends the following actions:

- Development of a consistent statewide form for reporting restraint and isolation that is used by all districts (a uniform tool) and is submitted with fidelity for each episode of restraint or isolation.
- Pair demographic characteristics with each report while protecting confidential information.
- Include whether (yes or no) the student has a current ERP (Emergency Response Protocol).



- Increase technical assistance and training for LEAs around data collection and report.
- Mandate that every Non-Public Agency (NPA) will report their data to their contracted district and in turn, that district reports the data through EDS.
- Create drop-down menus that include the training of staff (de-escalation training), a revision of the allowable actions (legal restraints only), and indicates whether the student is in a high-needs program.
- Provide clear guidance to LEAs on when School Resource Officers (SRO) should and should not report incidents through the same system. SROs often provide restraints and/or isolation within school buildings.
- Ensure all staff receive training on de-escalation strategies.
- Consider mandating one type of de-escalation system/process for Washington state schools and provide supervision of the training and management of this system. This would be replacing our current system of letting districts select their own.

The SEAC has concerns around the data reported, and in many cases not reported, regarding the use of restraint and isolation in our schools. The SEAC also continues to recommend that clear and concise guidance immediately be issued to LEAs clarifying the following issues:

- Data reporting requirements under current state law,
- Guidelines on what constitutes restraint and what constitutes isolation with clearer examples, and
- Resources, professional development, and technical assistance available to decrease the use of restraint and isolation.

The SEAC recognizes that OSPI has made progress this year by adding in a 0.5 FTE to focus exclusively on these issues statewide, as funded by the Washington Legislature for 2019–20 and 2020–21. The SEAC recommends that this person have oversight over these priorities as well as the ability to report to the SEAC regularly on progress.

### **Recommendation 6: Pre-service and In-service Educator Training**

The SEAC believes that to have a truly supportive and inclusive learning environment we must move to dual certification in general education and special education for all teachers.

The SEAC recommends that educator preparation programs, teacher mentoring programs, and ongoing in-service professional development emphasize methods that focus on:

- Proactive intervention;
- Classroom management strategies rooted in Positive Behavioral Interventions and Supports (PBIS);
- Teaching with a focus on equity through the practices of Universal Design for Learning (UDL);
- Multiple means of engagement, representation, action, and expression during standards-based instruction;
- Multi-tiered system of Supports (MTSS);
- Trauma-informed practices;
- The national focus around exclusionary practices, disproportionality, and their impact on discipline procedures;
- The effective utilization and supervision of paraeducators;
- Meaningful collaboration, co-teaching and consultation; and
- Meaningful training for school leaders on supporting inclusive practices and models (e.g., co-teaching).

## **Looking Forward to 2019–20**

The SEAC is a broad-based constituency group that plays an active and influential role in improving the education of children and youth with disabilities in Washington state. The SEAC members participate on other state and local committees to allow opportunities to communicate priorities and make connections.

Working together is critically important to ensure our systems are coordinated and responsive to the needs of students with disabilities in Washington state. The SEAC will continue to recommend improvements in the education system to improve outcomes for students.

At the last meeting of 2018–19, the SEAC members identified the following Focus Areas for the 2019–20 school year:

### Mental health:

- Improving access to and coordination of services;
- Increasing use of Medicaid funding; and
- Establishing strong early supports and strategies.

### Equity, diversity, and inclusion:

- Continuing work to define inclusion and build on what came out of our community forum sessions; and

- Identifying how the SEAC can ensure its work helps to interrupt systemic racism, ableism, and oppression in our education system.

Equitable access and student outcomes:

- Exploring youth with disabilities who access services and supports from multiple systems (e.g., agencies, community organizations) and identifying changes needed; and
- Identifying and elevating work happening in LEAs to eliminate the use of restraint, isolation, and disproportionality in discipline.

Families as partners:

- Supporting the development of LEA-level SEACs; and
- Strengthening connections of local SEACs and organized parent groups to the state SEAC.

## Appendix A: The SEAC 2017–2020 Member Roster

<b>Representative Role</b> (per <a href="#">WAC 392-172A-07060</a> )	Special Education Advisory Council 2017–20 Member Roster		
<b>Parent of child with disability, aged birth to twenty-six</b>	<b>Member &amp; Organization</b>	<b>School District of residence</b>	<b>Term</b>
	* <b>Chairperson</b> —Carrie Fannin, Children’s Institute for Learning Differences (CHILD)— <b>Executive Director</b>	ESD 121	2017–19
	* <b>Vice Chairperson</b> —Sarah Butcher, Social and Emotional Learning for Washington (SEL)— <b>Co-Founder</b>	ESD 121	2017–19
	<b>Executive Member</b> —Sherry Krainick, Washington State PTA— <b>Federal Legislative Chair</b>	ESD 121	2017–19
	*Sam Blazina, Governor’s Office of the Education Ombuds (OEO)— <b>Ombuds</b>	ESD 105	2017–19
	Marta Bloomquist, Highline School District— <b>School Psychologist</b>	ESD 121	2017–19
	*Jen Cole, Partnerships for Action, Voices for Empowerment (PAVE)— <b>Program Director</b>	ESD 189	2018–20
	*Shawnta DiFalco, Grandview School District— <b>Special Education Director</b>	ESD 105	2017–19
	Jennifer Lee, Spokane— <b>Parent</b>	ESD 101	2017–19
	*Kimberly Leger, Puyallup School District— <b>Director Special Education</b>	ESD 121	2017–19
	Michele Smith, Olympia— <b>PTA–Olympia</b>	ESD 113	2017–19
	*Dr. Vanessa Tucker, Pacific Lutheran University (PLU)— <b>Asst. Professor Special Education</b>	ESD 121	2017–19
<b>Individual with disability</b>	<b>Member &amp; Organization</b>	<b>School District of residence</b>	<b>Term</b>
	*Lou Oma Durand, Department of Services for the Blind (DSB)— <b>Executive Director</b>	ESD 121	2017–19
	*Dr. Vanessa Tucker, Pacific Lutheran University (PLU)— <b>Asst. Professor Special Education</b>	ESD 121	2017–19
	*Dr. Gail Coulter, Western Washington University (WU)— <b>Professor, Department Chair–Special Education</b>	ESD 189	2018–20

\* Member serves multiple roles on the SEAC

Educator	Member & Organization	School District of residence	Term
	*Dominic Jimenez, Children’s Institute for Learning Differences (CHILD)— <b>Director of Education/Educator</b>	ESD 121	2017–19
	*Dr. Vanessa Tucker, Pacific Lutheran University (PLU)— <b>Asst. Professor Special Education</b>	ESD 121	2017–19
	*Dr. Gail Coulter, Western Washington University (WWU)— <b>Professor, Department Chair–Special Education</b>	ESD 189	2018–20
Institution of higher education that prepare special education and related services personnel	Member & Organization	School District of residence	Term
	*Dominic Jimenez, Antioch University— <b>Adjunct Faculty</b>	ESD 121	2017–19
	*Dr. Vanessa Tucker, Pacific Lutheran University (PLU)— <b>Asst. Professor Special Education</b>	ESD 121	2017–19
	*Dr. Gail Coulter, Western Washington University (WWU)— <b>Professor, Department Chair–Special Education</b>	ESD 189	2018–20
State & Local District officials who carry out activities under subtitle B of Title VII of the McKinney Vento Homeless Assistance Act	Member & Organization	School District of residence	Term
	*Shawnta DiFalco, Grandview School District— <b>Special Education Director</b>	ESD 105	2017–19
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Local administrators of special education programs	Member & Organization	School District of residence	Term
	Jeff Brown, Burlington Edison School District— <b>Director Special Programs</b>	ESD 189	2017–19
	*Shawnta DiFalco, Grandview School District— <b>Special Education Director</b>	ESD 105	2017–19
	Tammie Jensen–Tabor, Tumwater School District— <b>Director Special Services</b>	ESD 113	2017–19
	*Kimberly Leger, Puyallup School District— <b>Director Special Education</b>	ESD 121	2017–19
	Sean McCormick, Washington State School for the Blind (WSSB) — <b>Director On–Campus Education</b>	ESD 112	2017–19

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<b>State agencies involved in the financing or delivery of related services to special education students</b>	<b>Member &amp; Organization</b>	<b>School District of residence</b>	<b>Term</b>
	*Sam Blazina, Governor’s Office of the Education Ombuds (OEO)— <b>Ombuds</b>	ESD 105	2017–19
	*Lou Oma Durand, Department of Services for the Blind (DSB)— <b>Executive Director</b>	ESD 121	2017–19
	*Tammie Doyle, Division of Vocational Rehabilitation, (DSHS/DVR)— <b>Secondary Transition Manager</b>	ESD 113	2019–21
	*Laurie Thomas, Department of Early Learning, (DEL)— <b>ESIT Program Administrator</b>	ESD 113	2018–20
<b>Representatives of private schools and public charter schools</b>	<b>Member &amp; Organization</b>	<b>School District of residence</b>	<b>Term</b>
	* <b>Chairperson</b> —Carrie Fannin, Children’s Institute for Learning Differences (CHILD)— <b>Executive Director</b>	ESD 121	2017–19
	*Dominic Jimenez, Children’s Institute for Learning Differences (CHILD)— <b>Director of Education</b>	ESD 121	2017–19
	Diana Marker, Washington Charter Schools Association— <b>Director of School Services</b>	ESD 121	2018–20
<b>Not less than one vocational, community, or business organization concerned with the provision of transition services to students eligible for special education</b>	<b>Member &amp; Organization</b>	<b>School District of residence</b>	<b>Term</b>
	* <b>Vice Chairperson</b> —Sarah Butcher, Social and Emotional Learning for Washington (SEL)— <b>Co-Founder</b>	ESD 121	2017–19
	*Jen Cole, Partnerships for Action, Voices for Empowerment (PAVE)— <b>Program Director</b>	ESD 189	2018–20
	*Tammie Doyle, Division of Vocational Rehabilitation, (DSHS/DVR)— <b>Transition Consultant</b>	ESD 113	2018–20
	*Laurie Thomas, Department of Early Learning, (DEL)— <b>ESIT Program Administrator</b>	ESD 113	2018–20
<b>A state child welfare agency employee responsible for services to children in foster care</b>	<b>Member &amp; Organization</b>	<b>School District of residence</b>	<b>Term</b>
	<b>Vacant—Applications being accepted</b>		
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<b>State juvenile and adult corrections agencies</b>	<b>Member &amp; Organization</b>	<b>School District of residence</b>	<b>Term</b>
	Kathleen Harvey, Rehabilitation Administration Juvenile Rehabilitation, (DSHS/JRA)— <b>Director Division of Community Reentry and Parole Programs</b>	ESD 113	2018–20

\* Member serves multiple roles on the SEAC

<b>Cultural linguistic diversity to reflect the communities we serve and ensure a diversified council</b>	<b>Member &amp; Organization</b>	<b>School District of residence</b>	<b>Term</b>
	Darya Farivar, Disability Rights Washington– <b>Community and Legislative Liaison</b>	ESD 121	2017–19
<b>Other individuals or groups as may hereafter be designated and approved by the Superintendent of Public Instruction</b>	<b>Member &amp; Organization</b>	<b>School District of residence</b>	<b>Term</b>

\* Member serves multiple roles on the SEAC

## **Appendix B:**

### **The SEAC Representation on other Local, State, and National Committees and Groups**

The SEAC members participated in a variety of local, state, and national committees:

- Blind Youth Consortium
- Council of Schools and Services for the Blind
- Early Literacy Action Research Team
- Essentials for Childhood
- Family Youth and System Partner Round Tables (FYSPRTs)
- National Council of State Administrators for the Blind (NCSAB)
- National Council of State Administrators for Vocational Rehabilitation (CSAVR)
- OSPI/WEA State Needs Project Special Education Cadre Trainers
- OSPI's Admissions and Professional Conduct Advisory Committee (APCAC)
- OSPI's Safety Net Legislative Workgroup
- Project AWARE—Youth Mental Health Project
- Ready WA
- Results Washington Council
- Social Emotional Learning Indicators Development Committee
- State and National PTA
- State Independent Living Council
- State Interagency Coordinating Council (ICC)
- State Rehabilitation Councils
- State Safety Net Committee
- The Center for Parent Information and Resources (CIPR), US Dept. of Education
- Thurston Thrives Coordinating Council
- True Measure Collaborative
- University of Washington Special Education Advisory Board
- UW Bothell Enhancing Capacity for Special Education Leadership (ECSEL)
- Workforce Board Committee—Barriers and Access Solutions
- Workforce Innovation and Opportunity Act (WIOA) steering committee



## Appendix C: Schedule of Meetings

The SEAC met four times during the 2018–19 school year. These meetings were in various locations throughout the state to ensure an opportunity for participation by community members. Community members were informed of public comment opportunities through posting in local newspapers, the [OSPI SEAC webpage](#), social media, and information in the [OSPI special education monthly update](#). The meetings for the 2018–19 school year were as follows:

Date	Location	Topics
July 19, 2018	Tumwater	<ul style="list-style-type: none"> <li>• Inaugural SEAC training provided by Technical Assistance for Excellence in Special Education (TAESE).</li> </ul>
November 7–8, 2018	Renton	<ul style="list-style-type: none"> <li>• Successful Community Forum–“Defining Inclusion”.</li> <li>• Approved new targets for Indicator 1, in alignment with the state ESSA plan.</li> <li>• Approved lowering of the target for indicator 4A to 2.5%.</li> <li>• Approved increasing the target for indicator 5A to 60% incrementally.</li> <li>• Approved feedback for the proposed special education tiered multiplier.</li> <li>• Approved a statement providing feedback on the Safety Net WAC changes.</li> <li>• Approved a statement providing feedback on Graduation Pathways.</li> <li>• Formed a committee to draft a position paper on positive behavior supports and methods to reduce restraint and isolation in schools through a white paper.</li> <li>• Formed a committee to research and propose a definition of inclusion for that is student focused and helps guide a vision on how Washington will operationalize inclusion.</li> </ul>

February 6–7, 2019	Olympia	<ul style="list-style-type: none"> <li>• Visit from Superintendent Reykdal.</li> <li>• McKinney-Vento role was filled.</li> <li>• Recommendations and position papers were created regarding SB5395/HB 1407 Comprehensive Sexual Health, HB 1130/SB5606 Language Access, and Tiered Multiplier.</li> <li>• Bylaws were finalized and signed.</li> <li>• Successful Community Forum–“Defining Inclusion”.</li> <li>• Site visit to Thurston County Juvenile Detention Center.</li> <li>• Guest speakers: <ul style="list-style-type: none"> <li>○ Kris Hirschmann, Seattle University–Update on Indicator 14</li> <li>○ Jey Buno, Evergreen SD; Gaye Bungart, Highline SD; David Paratore, Monroe SD; Brett Wille, Monroe SD; Monica Byerly, Monroe SD–Panel of districts doing innovative inclusion work.</li> <li>○ Jennifer Story, OSPI–Determination Rubric &amp; B13 data collection changes.</li> </ul> </li> </ul>
May 8–9, 2019	Yakima	<ul style="list-style-type: none"> <li>• Discussion around final legislation and activities needed as a result.</li> <li>• New executive team was elected.</li> <li>• Wrote annual report.</li> <li>• Successful Community Forum–“Defining Inclusion”.</li> <li>• Site visit–Yakima Valley Technical Skills Center.</li> <li>• Reports from Policy, PBIS, and Inclusion Committees.</li> <li>• Planned locations and dates for 2019–20 SEAC meetings.</li> <li>• Planned Summer Retreat.</li> <li>• Certificates of Appreciation for Carrie Fannin, Sarah Butcher, and Sherry Krainick.</li> </ul>