

Washington State Special Education Advisory Council (SEAC)

Date: February 13, 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, Laurie Thomas, Vanessa Tucker, Sean McCormick, Annie Verellen-Grubbs,

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

OSPI Staff: Glenna Gallo, Beverly Mitchell

Guests: Wyeth Jessee, SPS; Bill Weisman & Monica Meyer, Cultivating Inclusion-Lewis County, 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
Called to Order		Tammie Jensen-Tabor called the meeting to order.		
➤ Debrief site Visit	Visited the Summit – Olympus Public School in Tacoma. The SEAC members asked questions of a couple of panels of 11 th and 12 th graders. Members appreciated the personal approach that the school took. The visit gave good insights into Charter schools. How can we begin to use the ideas that and plans in current			
➤ Debrief Community Forum	The size of the group, which included students, was very impressive and led for some deep conversations.	Suggestions moving forward: Pre-fabricated note taking tool. Printed questions for the table captains.		

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	<p>The idea of inclusion that seems to come up every time at the forums is that it's not about that magical number. The LRE never comes up, it's always about "what kind of inclusion". To make the kids feel a part of the classroom, a part of the community, friendships. "How do I help my kid feel like he is a part of something?"</p>	<p>Facial tissues. Position chairs in circle. Holding space – open to hear. Students invited. Invite people to the forum. Communicate their thoughts/suggestions on paper that they can leave with the table captains to be compiled. Wanting to know that the feedback is being gathered and sent out to the participants and calling out any change that takes place because of the feedback.</p>		
<p>➤ Local district efforts to reduce disproportionality (Wyeth Jessee)</p>	<p>Three years of working on an MOU with OSPI regarding the oversight and provision of special education services gave way to :</p> <ul style="list-style-type: none"> • Consistent central office operations and accountability • Improved data management and reporting systems • Established checks and balances • Positive climate improving customer service • Established roles and responsibilities for administrators <p>Because compliance systems and procedures for special education were a more immediate concern, it consumed more time and resources, but warning signs persisted. Responding to the warning signs</p>		<p>The suggestion was made to Mr. Jessee to survey the parents and IEP team after the IEP meeting to get feedback regarding the meeting and the outcomes. Mr. Jessee said this was a great idea and said he would take that back to his team.</p>	

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	<p>still didn't lead to significant, positive changes for kids with IEPs.</p> <p>Current state: SPS is in 3rd year of providing tiered supports to schools through the MTSS framework. After just two years of implementation, tiered supports are addressing disproportionate results in ELA and discipline at target schools that they refer to as Schools of Promise.</p> <p>Currently SPS is partnering with 37 schools, identified for support in one or more areas:</p> <ul style="list-style-type: none"> • ESSA • Early Literacy 13 • CCEIS (disproportionate discipline) <p>They have a specific and ambitious Strategic Plan with clear priorities and expectations. Schools are now starting to implement common, consistent foundational whole child practices.</p> <p>An intentional, ongoing assessment of their tiered support model, SoPs–Summary of Performance, to show them what is working, not working, and could be expanded.</p> <p>Climate and Culture –</p> <ul style="list-style-type: none"> • All adults are accountable to an unconditional commitment to student success. • School communities are safe and free of stereotype and identity threat. 			

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	<ul style="list-style-type: none"> • Students' families and staff promote a respectful and caring culture. • Equitable access to least restrictive services. • Systems and structures that promote racial equity and support Whole child development. • Students experience academic success and reach milestones. <p>Establishing Shared Tools and Practices</p> <ul style="list-style-type: none"> • Provide Central and school staff common language and practices to move work forward. • Clarify and define high quality MTSS work. • Provide Central teams a place to engage, learn, and action plan at times throughout the year. • Give schools anchors to guide and sustain high leverage practices. 			
<p>➤ Cultivating Inclusion (Bill Weisman and Monica Meyer)</p>	<p>Cultivating Inclusion is an organization out of Lewis County. They promote a welcoming culture for people of all abilities. They act in meaningful ways that inspire, support, and celebrate inclusion. They offer inclusion training for educators and students in four Lewis County School Districts. They support Centralia College becoming an autism-friendly campus. They take this training to businesses to promote inclusion and implement practices that create a welcoming culture for people</p>			

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	<p>with differences. They create employment opportunities for people with disabilities. They provide disability awareness training to employees to create a welcoming business experience for co-workers and consumers. The present inclusion at meetings of service clubs, faith communities, and childcare providers. The offer this to first responders to increase their effective response to incidents involving people with differences.</p>			
<p>➤ Summary of Actions</p>	<p>Things to add to May agenda - BCBA's are concerned about coordinated care for students. Curious if as a council what is available? Come up with site visit. Agenda items align with the priorities of the committees. Workgroup reports need to be created and sent to Bev by April 15. Amy Campbell will be attending the May SEAC meeting. Chris Reykdal will be attending the May meeting. Annual Report creating. Dispute Resolution.</p>			
<p>➤ Meeting evaluation</p>	<p>What does the council believe is inclusion? Is the council any closer to coming up with a definition for inclusion? Appreciated the SPS presentation and the presentation regarding inclusion from Cultivating Inclusion.</p>			

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	<p>Impressed with the community forum and that the students were involved.</p> <p>Tammie will reach out to Gail to get a definition of inclusion for pre-reading for May meeting.</p>			
Adjourned	4:30p			