

The Functions and Focus Areas of the Special Education Advisory Council (SEAC)

Functions of the SEAC

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 students eligible for special education services by [WAC 392-172A-07060](#):

- a) 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.
- b) Commenting publicly on any rules or regulations proposed by the state regarding the education of students eligible for special education services.
- c) Advising the state in developing evaluations and reporting such information as may assist the state in its data requirements under section 618 of the Individuals with Disabilities Education Act (IDEA).
- d) Advising the state in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the IDEA.
- e) Advising the state in developing and implementing policies relating to the coordination of services for students eligible for special education services.
- f) Reviewing state due process findings and decisions.
- g) In the event that the state submits a waiver under 300.164 regarding state-level non-supplanting, the OSPI must consult with the SEAC prior to the submission.

The SEAC Focus Areas for 2020–2021

1. Inclusion and Equity in Special Education Services

Inclusion is the belief and practice that all students have the right to meaningfully access academic and social opportunities in general education settings. In Washington State, only 57 percent of students receiving special education services are included in general education settings for 80–100 percent of the school day. Washington is currently one of the least inclusive states, ranking 44 out of 50. The SEAC continues to recognize the critical importance of building structures that contribute to inclusive school culture, so students are successful in their learning and feel an authentic sense of belonging, along with access to high quality general education curriculum.



The SEAC recommends the:

- Clear alignment of initiatives and technical assistance OSPI is engaged in, to improve outcomes for students with disabilities from preschool through high school transition;
- Ongoing oversight and accountability for Inclusionary Practices Project, started in 2019, to improve outcomes of students with disabilities through professional development, coaching, mentoring, and establishment of demonstration sites highlighting best practices;
- Continued review of disaggregated data (exclusion, restraint/isolation, parent participation, academics, demographics, interpreters provided at meetings/certification status of those interpreters);
- Intentional quarterly reporting to include the data that reflects the intersectionality identity of students with disabilities;
- Racial equity – using the superintendent’s language on racial justice and systemic racism in the current system;
- Implementation of recommendations of the Language Access Workgroup to build the foundation of meaningful family engagement of students with disabilities; and
- Embracing of an anti-ableism framework that honors disability as a form of diversity and positive identity.

2. Special Education Funding

The SEAC continues to believe LEAs must be provided the necessary funding to support evidenced-based special education programming rooted in equity and best practices. To support this endeavor, the 2019–2020 SEAC recommends the 2020–2021 SEAC address the following funding issues:

- Support sustained funding for implementation:
 - Access to general education professional development to all relevant certificated and classified staff and resources to implement the following areas in a virtual environment and in anticipation of re-entry to in-person services:
 - I. Universal Design for Learning (UDL);
 - II. MTSS;
 - III. Standards-based instruction;
 - IV. Trauma invested and healing-centered practices;
 - V. Family and community engagement/education with cultural humility;
 - VI. Language Access; and
 - VII. Accessible materials.
- Continued efforts to braid funding sources and increase flexibility in the use of categorical and other funds.
- Highlighting recommendations for new structures:

- An analysis of the impact of COVID19 pandemic on school funding and therefore services.
- An analysis of the impact of the implementation of the multiplier changes to the state special education funding model from 2019–2020.
- Mental health supports
 - I. Counselors
 - II. Increased funding for school psychologists
 - III. Mental health providers
 - IV. Social emotional learning

3. An Analysis of the COVID-19 Response and Technical Assistance

The SEAC believes that the educational response to the global pandemic is an opportunity for Washington state to reshape and redesign the system of special education to improve practices and outcomes for all students. This new education environment requires support and guidance for school districts in the delivery of services for all students, particularly those in marginalized populations. The 2019–2020 SEAC recommends the 2020–2021 SEAC analyze the following implementation issues:

- Integration the principals of Universal Design for Learning (UDL) throughout the educational system and ensure the benefits reach each and every student.
 - Accessible materials including but not limited to translation, screen readers, closed captioning, image descriptions, perceivable texts (size/font), etc.
- The adequacy of a technical assistance system ensuring schools and LEAs are supported with tools and guidelines to meet the ever-changing needs of students in a remote learning environment, including:
 - Low-incidence disabilities, 18–21 transition, pre-K, EL, graduation, and inclusion;
 - Evaluating the need for in-person services for students who were not able to access FAPE in a remote learning environment;
 - Expanding community partnerships to meet the needs of students; and
 - Enhanced supports and training for families on communication devices/assistive technology and use of that technology.

4. Family and Community Engagement

The SEAC continues to support the development and implementation of an inclusive and equitable plan for promoting diverse engagement of family, community, and natural supports through trauma-informed and healing-centered practices which aims to increase knowledge, system improvement and acknowledge all parties' unique expertise and perspective. Our communities are diverse and becoming more disconnected in our current pandemic educational environment.

The SEAC supports and is committed equitable 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 and technology 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 in a virtual environment;
- 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.

5. 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 collaboration between OSPI, The Professional Standards Board (PESB), the Washington Education Association (WEA), the Washington Association of Colleges of Teacher Education (WACTE), and other stakeholders including student and family-led organizations, to address educator preparation programs, teacher mentoring programs, and ongoing in-service professional development to include an emphasis on:

- Critical race theory, with an emphasis on intersectional identities;
- 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); and implementing UDL with standards-based instruction;
- Teaching and engaging marginalized populations in a virtual environment with cultural responsive training;
- Multi-Tiered System of Supports (MTSS);
- Trauma-invested and healing-centered practices;

- The national focus around exclusionary practices, disproportionality, and their impact on discipline procedures;
- The effective utilization and supervision of paraeducators;
- Meaningful collaboration and communication with families;
- Meaningful collaboration, co-teaching and consultation; and
- Meaningful training for school leaders on supporting inclusive practices and models (e.g., co-teaching).

Equity

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

OSPI's Priorities for Improving Outcomes for Students with Disabilities



Special Education Advisory Council (SEAC)

Meeting Agenda

May 18–19, 2021

Meeting Information

Date and Time: May 18, 2021, 8:30am–1 pm

Location: Virtual Meeting

Members Attending: Jeff Brown, Tanya Cochran, Jen Chong Cole, Shyla DeJong, Tammie Doyle, Suzanne Ender, Patricia Gonzalez, Kathleen Harvey, Tammie Jensen-Tabor, Kitara Johnson, Jennifer Lee, Kim Leger, Diana Marker, Shanna McBride, Sean McCormick, Joy Sebe, Laurie Thomas, Vanessa Tucker, Amie Verellen-Grubbs

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

Excused Absence: Shawnta DiFalco, Eden Bush

Guest(s): Tania May (OSPI), Jennifer Story (OSPI)

Pre-reading for Meeting: February Draft Minutes, Washington Academic and Student Well-being Recovery Plan for School Districts, Tribal Compact, and Charter Schools

Open Meeting | Time 8:30–8:45 am (15 min)

Presenter(s): Tammie Jensen-Tabor, Jeff Brown, Jen Chong Cole

- **Call meeting to order. (Tammie Jensen-Tabor)**
- **Member Introductions and Opening Reflective Questions. (Jeff Brown)**
- **Land Acknowledgement (Text [855-917-5263](tel:855-917-5263) to identify Tribal lands on which you are currently located and please add to the chat box to honor the Tribal lands.) (Jen Chong Cole)**
- **Review agenda, purpose of the SEAC, and Group Norms of the SEAC. (Jeff Brown)**
- **Review and accept minutes from February 2021 meeting. (Tammie Jensen-Tabor)**
- **Action Item(s):** Members will take a vote to accept February minutes or request amendments. Accepted minutes will be posted to the SEAC webpage.



Updates and Action Items | 8:45–9:45 am (60 mins)

Presenter(s): Tania and Glenna

- **Topic(s):**
 - Reopening plans.
 - Recovery services. [Recovery Learning Plan](#)
 - IPP priorities for years 3–4.
 - Graduation after the CIA.
 - [Survey for OSPI American Rescue Plan Elementary and Secondary School Emergency Relief Fund \(ARPA ESSER\) Plan for students with disabilities.](#)
 - Feedback on [WA ARP ESSER Plan for Students with Disabilities.](#)
 - **Action Item(s):**
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Break | 9:45–9:50 am (5 min)

New Parent Survey | 9:50-10:05 am (15 mins)

Presenter(s): Jennifer Story

- **Topic(s):** New Parent Survey
 - **Action Item(s):** Discuss which SEAC members will be involved in the next state performance plan group and stakeholder group for the new Parent Survey.
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Division of Vocational Rehabilitation Funds | 10:05–10:20 (15 mins)

Presenter(s): Tammie Doyle

- **Topic(s):** Pre-Employment Transition Services (Pre-ETS).
 - **Action Item(s):**
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Break | 10:20–10:25 am (5 min)

SEAC Focus Areas | 10:25–11:35 am (70 min)

Presenter(s): Executive Team

- **Topic(s):** Discussion regarding SEAC focus areas.
 - ARPA IDEA funds. **(Glenna)**
 - Data on intersectionality of students with disabilities. **(Glenna, SEAC leadership)**
 - **Action Item(s):**
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WA Assessment and Accountability Waiver Update & Due Process Summary | 11:35–11:55 am (20 min)

Presenter(s): Glenna Gallo

- **Topic(s):** Update on [Statewide Assessment and Accountability 2020–21 Strategic Waiver](#).
 - [Assessment Waiver Discussion](#)
 - **Topic(s):** Due Process Hearing Summary
 - **Action Item(s):**
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Break | 11:55–12 pm (5 min)

Public Comment 12:00–12:30 pm (30 min)

- **Public Comment** will be accepted at approximately 12:00 pm. The public will be allowed to participate via the Q&A box. Written public comment must be emailed to speced@k12.wa.us by noon Friday, May 14, 2021. Comments received by this deadline will be read and/or summarized. Any written comment received after the deadline will be read at the next scheduled SEAC meeting. If there is no public comment given, the meeting will move forward with the next item on the agenda.
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Community Forum prep | 12:30–12:45 pm (15 min)

Presenter(s): Tammie Jensen-Tabor

- **Topic(s):** Defining Inclusion:
 - Identify SEAC members who will attend.
 - Summary slide of previous feedback.
 - Note-taking process.
 - Planning for 2021–22 Community Forum.
 - Plan for 2020–21 feedback from Community Forums.
 - **Action Item(s):**
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Adjourn meeting | 12:45 pm

Special Education Advisory Council (SEAC) Community Forum Agenda

May 18, 2021, 5:30-7 pm

Date and Time: May 18, 2021, 5:30–7 pm

Location: Virtual Meeting

Members Attending:

OSPI Staff: Glenna Gallo, Assistant Superintendent

Open Meeting (15 min) | 5:30 pm

Presenter(s): Tammie Jensen-Tabor, Jeff Brown, Jen Chong Cole

- **Call meeting to order (Tammie Jensen-Tabor)**
 - **Member Introductions (Tammie Jensen-Tabor)**
 - **Land Acknowledgement (Text 855-917-5263 to identify Tribal lands on which you are currently located and please add to the chat box to honor the Tribal lands.) (Jen Chong Cole)**
 - **Outline agenda, purpose of the SEAC, and Group Norms of the SEAC. (Jeff Brown)**
-

First Exercise | 5:45–6 pm Jeff Brown

Captains & SEAC members will ensure that every person in the breakout room has the opportunity to engage in the conversation.

- Define, discuss, and review “Inclusion” – Breakout groups will respond to the following questions:
 - When you or your child went to high school, what is something that happened that really helped you feel included and part of the community?
 - What was something you wished had happened?
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Report | 6:00–6:15 pm Tammie Jensen-Tabor

- Brief report from each table about discussion.
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Second Exercise | 6:15–6:30 pm Jen Chong Cole

Captains & SEAC members will ensure that every person in the breakout room has the opportunity to engage in the conversation.

- Breakout groups will respond to the following questions:
 - What are the barriers in school for inclusion?
 - What are the best practices or suggestions for improving inclusion?

- Discussion about successes and concerns.
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Report | 6:30–6:45 pm Tammie Jensen-Tabor

- Brief report from each breakout group about discussion.
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Next Steps | 6:45–7:00 pm Jeff Brown

- Explain how the input will be used and plans for 2021–22.
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Adjourn meeting | 7 pm

Special Education Advisory Council (SEAC)

Meeting Agenda

May 19, 2021

Meeting Information

Date and Time: May 19, 2021, 8:30–1 pm

Location: Virtual meeting

Members Attending: Jeff Brown, Tanya Cochran, Jen Chong Cole, Shyla DeJong, Tammie Doyle, Suzanne Ender, Patricia Gonzalez, Kathleen Harvey, Tammie Jensen-Tabor, Kitara Johnson, Jennifer Lee, Kim Leger, Diana Marker, Shanna McBride, Sean McCormick, Joy Sebe, Laurie Thomas, Vanessa Tucker, Amie Verellen-Grubbs

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

Excused Absence: Shawnta DiFalco, Eden Bush

Guest(s): Lee Collyer (OSPI), Bill Rasplica (the Enhancing Capacity for Special Education Leadership (ECSEL) University of Washington), Jennifer Story (OSPI), Sandy Grummick (OSPI), Kelsey Ortiz (the Inclusive Digital Era Collaborative (iDEC) University of Kansas Center for Research on Learning)

Open Meeting | 8:30–8:45 am (15 min)

- **Call meeting to order (Tammie Jensen-Tabor).**
- **Establish workgroup to write annual report that is due in September Tammie Jensen-Tabor.**
- **August 17, 2021, meeting expectations - Annual report writing.**
- **2021–22 SEAC meetings: (Tammie Jensen-Tabor)**
 - October 26–27, 2021, Lacey/Olympia Hybrid Meeting (Virtual and In-person options).
 - Tentative February 22–23, 2022, Virtual Meeting.
 - Tentative May 24–25, 2022, In person possibly in Eastern Washington
 - Vote on Leadership Team and New Members.
 - Tentative August 23, 2022, TBD
 - Training of SEAC.
 - Combined meeting portion with State Interagency Coordinating Council (SICC)?

Discussion around creating a more diversified SEAC | 8:45–9:40 am (55 min)

Presenter(s): Lee Collyer (OSPI)

- **Topic(s): Update on the Special Education division and OSPI anti-racism work and strategic planning and restraint and isolation data.**
 - Potential ideas to create a more diversified SEAC:
 - Starting with our own council members for ideas.
 - Asking ESDs, districts, and community organizations for referrals.
 - Put information about the SEAC in our community locations – Schools, community centers, PTA newsletters, etc.
 - See if members would want to start a newsletter to send out to subscribers.
 - Create a website or Facebook account for SEAC that members can join and invite others to be a part.
 - Have regular built-in conversations at SEAC meetings around becoming a more diverse council.
 - Partner with minority -serving organizations throughout the state to develop recruitment plans.
 - Recruit continuously not only when there are openings. Build and develop relationships with potential candidates, keeping them in mind for future openings.
- **Action Item(s): Create a workgroup for ongoing conversations or build into future agendas.**

AIMS Project | 9:40–10:00 am (20 min)

Presenter(s): Bill Rasplica (UofW)

- **Topic(s):** AIMS Project.
- **Action Item(s):**

Debrief Community Forum | 10:00–10:15 am (15 min)

Presenter(s): Executive Team

- **Topic(s):** Next steps for the SEAC and general discussion.
 - Review of previous process/feedback.
 - Next steps.
- **Action Item(s):**

Break | 10:15–10:25 am (5 min)

CEEDAR data | 10:25–10:55 am (30 min)

Presenter(s): Jennifer Story (OSPI), Sandy Grummick (OSPI)

- **Topic(s):** CEEDAR data presentation and discussion.
- **Action Item(s):**

Supporting Students in Remote Online Learning | Time 10:55–11:45 am (50 min)

Presenter(s): Kelsey Ortiz (University of Kansas), Rhett Nelson (OSPI)

- **Topic(s):** Supporting Students with Disabilities in Remote Online Learning Environments: Comprehensive Analysis of Policy, Guidance, and Practice.
- **Action Item(s):**

Break | 11:45–12:00 pm (5 min) (SEAC may elect to shorten break and end meeting earlier than 1:15 pm).

Workgroups Meet| 12:00–12:45 pm (45 min)

Presenter(s): Jeff Brown

- **Topic(s):** Workgroups meet in “breakout” rooms (Zoom links will be sent to each workgroup prior to meeting).
 - Review work for 2020–21 and prior activities.
 - Develop a written bulleted summary for the year-end report that includes goals, activities, actions, and recommends next steps.
- **Action Item(s):**

Summary of Workgroup Activities| 12:45–1:00 pm (15 min)

Presenter(s): Workgroup leaders

- **Topic(s):**
 - Each workgroup provides a two-to-three-minute summary.
- **Action Item(s):**

Summary of Actions| 1:00–1:15 pm (15 min)

Presenter(s): Tammie Jensen-Tabor

- **Topic(s):**
 - Summarize next steps.
- **Action Item(s):**

Adjourn meeting | 1:15 pm

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