

Washington State Special Education Advisory Council (SEAC)

Community Forum – Inspire Development Center, Zillah, WA

Date: May 8, 2019

Members Present: Jeff Brown, Jen Cole, Gail Coulter, Carrie Fannin, Kathleen Harvey, Tammie Jensen-Tabor, Jennifer Lee, Diana marker, Sean McCormick, Laurie Thomas

OSPI Staff: Glenna Gallo

Topic	Discussion	Action	Who/When	When Completed
Call meeting to order	Carrie called the meeting to order with introductions.	N/A		
Overview of SEAC	Carrie Fannin and Diana Marker provided a brief overview of the SEAC and reviewed the SEAC Commitments and resources (e.g., email, Twitter, SEAC webpage)			
Group activity	Carrie Fannin and Diana Marker introduced the small group activity. The participants were divided into smaller groups and asked to answer these questions: <ul style="list-style-type: none"> • Round 1 - When you were a child and went to high school, what 	<p>Round 1</p> <ul style="list-style-type: none"> • Community Connections. • Having connection to a teacher/caring adult. • Activities/extracurricular (football/sports). 		

Topic				When Completed
	<p>was something that happened that made you feel you were part of the community? What did you wish had happened?</p>	<ul style="list-style-type: none"> • Involving the parent; being included in the school community. • Listening and looking at individual child. • Multiple friends; people who know your name. • Zero bullies. • Team/Groups (sports, art, chorus). • Teachers who care; call out success. • Rules: consistent and fair. • Open to improvements (positive school culture). • Catching students doing things right. • Validation. • Teachers willing to work individually. • Peer to peer support. • ESL Teacher responded to language need (dual language teacher). Culture = Communication. • Knowing rights as parents. • Arm wrestling and having connections during recess as a student using a wheelchair. • School orientation. • Summer school session: smaller groups, parent involvement • Student Ambassadors (buddy system, peer to peer) • Already part of sports community 		

Topic				When Completed
		<ul style="list-style-type: none"> • Active leadership: superintendent asking students, families: PR campaign • High school students actively helping and training younger students • Student Assembly: recognition of student efforts <p>Answers to: What did you wish had happened?</p> <ul style="list-style-type: none"> • Important to create a sense of community, with connected students to activities and school culture, as well as parents. • We need to move beyond one way communication from school to home, to learning about the families. • Connecting families together to support each other, and support the school. • There was a desire that any setting would be set up with accessibility for all students, including smaller class sizes and a focus on ability, rather than disability, with strong relationships with school staff that convey a sense of caring and belonging. • Longer school orientation for transitioning students of all ages. • Reduce the need to fight to gain access. • Increase options. 		

Topic				When Completed
		<ul style="list-style-type: none"> • Valued talents that may not have fit in a traditional model. • Compassion and understanding. • Open and willingness to see and work with the child. • Parent participation: elementary vs. secondary. • Strengths-based. • Flexible. • Creating solutions. • Engage in Play. • Extra-Curricular (social/emotional/connections; art/music). • Non-traditional approaches. • Free up “those” teacher’s futures. • Information = pathways. • Unified sports with students with disabilities (allow students to get to know others in diverse groups). • More bilingual staff. Cultural response connection. • No language barriers. • Three day transition activities for students (“where is everything?”). • Some students need more time to adjust. • Staggered entry (like kindergarteners). • Wish ALL parents got info about how to support student graduating with a career in mind. 		

Topic				When Completed
		<ul style="list-style-type: none"> • Communication for monolingual immigrant families: parent meetings accessible (even at home) ... and “children are NOT interpreters”). • Diverse curriculum relevant to all students. 		
	<ul style="list-style-type: none"> • Round 2 - What are the barriers you see in middle or high school for inclusion? What are the best practices or suggestions for improving inclusion? 	<p>Round 2</p> <ul style="list-style-type: none"> • Cutting programs (budget cuts) and not understanding why. • Professional Development <ul style="list-style-type: none"> ○ Brain development – milestones ○ Child development • Barriers start early and are not interrupted/disrupted. • Answering the question “how is this fair to others?” (equity). • Bias – adults in the room. • What is “normal”? • Out of balance classes with many needs. • Students with disabilities “hidden”. • Music, Art or areas without support to participate. • Telling “This is what you need” vs. “What do you need?” • Poverty. • Mindset: “our kids”. • Special education: service vs. location. • Need more preparation time. • Skills/Abilities of the teacher. 		

Topic				
		<ul style="list-style-type: none"> • Need more resources. • Meeting “the standard” (do not want to lower the standard). • Teacher training programs (need more special education training). • “Inclusion 101” Why is this important? • Gen Ed Teacher: limited skill set. • Behavior. • Peers not accepting. • Standards different; and modifications not happening! • Willingness. • Ability to learn, grow, change. • Method/Approaches – advanced limits support (parent). • Unapproachable. <p>What are the best practices or suggestions for improving inclusion?</p> <ul style="list-style-type: none"> • Starting Early! (like Head Start or even earlier (natural environments)). • Continuum of inclusive environments and celebrate moments and practices. • Setting aside resources; \$ explicitly for inclusive practices (like Head Start). • Peers get accustomed to helping each other. • Inclusion toolkit. • Side by side: learning together. • Students in all environments. 		

Topic				When Completed
		<ul style="list-style-type: none"> • Culturally and linguistically diverse environments honoring home languages. • BRING BACK CIRCLE TIME! (for all classrooms; all ages). • Start with early learning. • Modifications to meet needs. • Ask “What do you need?” • Support in class with peers; responsive environment when others see peers obtaining support (sensitive). • A balanced class. • UDL, Co-planning/Teaching. • Communication. • Information. • Belief that all students WANT and CAN learn. • Belief that all parents want to know, and want the best for their child. • Ask for what works. • Team concept. • Approachable. • Self-advocacy (early and often!). • Healthy/Caring environment. 		
Wrap up	Carrie Fannin and Diana Marker reviewed the outcome of the answers to the questions:		<ul style="list-style-type: none"> • SEAC will continue efforts with improvement. • Notes will be used, from tonight and the prior two 	

Topic				When Completed
			<p>meetings, during SEAC meeting tomorrow.</p> <ul style="list-style-type: none"> • Reminder of resources (SEAC webpage, SEAC email, OSPI Facebook, OSPI Twitter, phone number for SEAC-360-725-6075) • Invitation to join the SEAC, including the acknowledgement that the eastern portion of the state is under represented. 	
Adjourned	Carrie Fannin adjourned the meeting at 7:30p			