

Washington State Special Education Advisory Council (SEAC)

Date: 5/14/20

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

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

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

Note Taker: Bev Mitchell

Topic	Discussion	Action	Who/When	Completed
Called to Order at 8:30a	Jen Cole and Jeff Brown called the meeting to order.			
Debrief of community forum	There was some confusion that community forum would be held on second day. The shift to virtual can be confusing. Recommendations that virtual community forum should be held separate from the SEAC meeting by having it in the evening as it has been during past forums. Provide captioning and an interpreter for Latino community.			
Amy Campbell	<p>Amy Campbell, teacher of the year for 2020, did a fabulous job. Building relationship & community. Increasing inclusion – social and academic. Increasing rigor and focus on communication.</p> <p>History of Special Education to understand bias/examine practice, examine benefits of asset based approach, generate ideas for moving inclusion forward and improving achievement by increasing access, UDL.</p> <p>During COVID-19 – YouTube videos with teaching and strategies demystifying, demonstrating strategies (sensory, visuals, accommodations). Show how to model use of Alternative Augmentative Communication (AAC)</p> <p>Amy Campbell - Teacher of the Year Washington State 2019-20 YouTube Channel @The_MrsCampbell on Twitter</p>			

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<p>Inclusionary Practices Project (IPP) Nasue Nishida Professional Development (PD) Tania May</p>	<p>The Inclusionary Practices Project aim is to increase access to grade level core instruction through the inclusion of students eligible for special education services in general education classrooms, resulting in:</p> <ul style="list-style-type: none"> • Improved Least Restrictive Environment (LRE) data, as defined by Indicator 5 in the Annual Performance Report (APR), from LRE1 56.6% to LRE1 58–60%; • Improved outcomes as measured by the Washington School Improvement Framework (WSIF), specifically in graduation rates; proficiency and growth in English Language Arts and mathematics, and school quality or student success indicators (SQSS). <p>Inclusionary Practices Professional Development Project The Haring Center Inclusionary Demonstration Sites</p>			
<p>Equitable Access and Student Outcomes – ➤ What has been happening with Pre-school inclusion work- Pyramid Model (Laurie Thomas)</p>	<p>The Pyramid Model is conceptual framework of evidence-based practices for promoting young children’s healthy social and emotional development. Recognizing what exclusion looks like. Exclusion happens when we solve problems with our own biases.</p> <p>The Pyramid Model provides guidance for:</p> <ul style="list-style-type: none"> • Early childhood special education personnel • Early intervention personnel • Early educators • Families • Other professionals <p>Based on over a decade of evaluation date, the Pyramid Model has shown to be a sound framework for early care and education systems.</p> <p>The Pyramid Model builds upon a tiered public health approach to provide universal supports to all children to promote wellness, targeted services to those who need more support, and intensive services to those who need them.</p> <p>Research on implementation of the Pyramid Model shows:</p> <ul style="list-style-type: none"> • Children have better social skills and less problem behavior in Pyramid Model classrooms. 			

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	<ul style="list-style-type: none"> Teachers are able to implement Pyramid Model practices better if they receive training and practice-based coaching. <p>Research Findings:</p> <ul style="list-style-type: none"> Teachers in the experimental condition who received training and coaching demonstrated statistically significant difference in their implementation of Pyramid Model practices. Children enrolled in the experimental classrooms implementing the Pyramid Model demonstrated statistically significant differences in their social skills. Target children in the experimental classrooms had statistically significant reductions in problem behavior. <p><u>Inclusion in early childhood programs refers to including children with disabilities in early childhood programs, together with their peers without disabilities...</u> (US Department of Health and Human Services and Department of Education, 2015, p. 3)</p>			
<p>➤ Updates around Nutrition Support during COVID-19 (Elizabeth Beechler)</p>	<p>Elizabeth Beechler is the Supervisor of the School Meals Program, in the Child Nutrition unit at OSPI.</p> <p>School Nutrition Programs include:</p> <ul style="list-style-type: none"> National School Lunch Program School Breakfast Program Fresh Fruit and Vegetable Program Special Milk Program Seamless Summer Option <p>During COVID-19, the school nutrition program looks very different from a normal school year. Many students rely on school meals to meet their nutritional needs. Additionally, as this outbreak impacts the economic environment, we know more families may find themselves needing assistance. During the school closures, school districts may provide breakfast and lunch to any student, regardless of their family income, at the locations designated by the district. Currently the Summer Feeding Program is being utilized.</p> <p>Each district and school have a unique set of circumstances and resources. OSPI is individually assisting districts and schools to determine how best to meet community needs.</p>			

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	Organizations Providing Meals During COVID-19 Shutdown Program Resources Washington State Child Nutrition Programs			
<p>➤ Updates on high school graduation, (Alexandra Toney)</p> <p>➤ Pre-employment transition services in the IEP in light of COVID-19 (Tammie Doyle)</p>	<p>What does graduation mean during COVID-19? Graduation is connected to four graduation topic: High School and Beyond Plan (HSBP), credit requirements, Graduation Pathways, and local requirements. Resources are listed below:</p> <ul style="list-style-type: none"> • Class of 2020 Graduation Requirements FAQ • State Board of Education Emergency Waiver Program • Supporting Inclusionary Practices During School Facility Closure <ul style="list-style-type: none"> ○ Appendix G: Graduation & Secondary Transition <p>Pre-employment transition services (Pre-ETS) provides Workplace Readiness Training and Work-Based Learning, including paid internships, to a group of students with disabilities.</p> <p>Summer Activities</p> <ul style="list-style-type: none"> • The Governor’s Committee on Disability & Employment <ul style="list-style-type: none"> • Hosting their Twentieth Annual Youth Leadership Forum virtually this summer <ul style="list-style-type: none"> • Starting July 27, 2020 (4 weeks duration) • Center for Independence <ul style="list-style-type: none"> • Hosting a Virtual Youth Transition Summer Workshop <ul style="list-style-type: none"> • August 17–21 • ANEW <ul style="list-style-type: none"> • Hosting Youth Exploration Virtual Camps • Construction boot camps – <i>tentatively scheduled for August</i> • Hand-On Education <ul style="list-style-type: none"> • Offering virtual workshops with their Hyatt Management Training Team throughout the summer • Bellevue college <ul style="list-style-type: none"> • Hosting a Skills For Work Summer Camp <ul style="list-style-type: none"> • Skills for Work I – July 6-17 & July 20–31 • Skills for Work II – August 3–14 & August 17–28 • Junior Achievement <ul style="list-style-type: none"> • Hosting 2 Finance Park events this summer; 			

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	<ul style="list-style-type: none"> • Auburn -August 4, Yakima -August 6. <p>Eastern Washington</p> <ul style="list-style-type: none"> • Big Bend Community College (Moses Lake) • Spokane Community College • SkillSource Workforce Development Council (Omak, Wenatchee) • South Center Washington Workforce Development Council (Yakima) <p>Western Washington</p> <ul style="list-style-type: none"> • ESD 189 (Whatcom, Skagit, Snohomish counties) • Edmonds College* (Everett/Edmonds) • King County YouthSource • Highline College (South King County) • Southwest Workforce Development Council (Vancouver) • Pac Mountain Workforce Development Council (Olympia, Tumwater) <p>Pre-ETS Washington State Department of Social and Health Services</p>			
<p>➤ Discussion about how districts have/have not been in communication with families. Discussion around families who have totally disengaged during the school closure. (Joy Sebe)</p>	<p>Open Doors for Multicultural Families (ODMF) provides culturally and linguistically relevant information, services, and programming to culturally and linguistically diverse families of persons with developmental and intellectual disabilities.</p> <p>Families who are served by Open Doors receive information and referral services, as the agency’s bilingual/bicultural Family Support Specialists connect the families to vital resources such as DDA, SSI, transportation, housing, and age-specific intervention programs. The staff act as navigators through the complex systems surrounding developmental disabilities and special education in their own language, so that parents may fully understand the process. They host educational workshops for parents in partnership with local school districts, given by professionals in the field and interpreted concurrently so parents can access important information relevant to child development, special education, and developmental disabilities.</p> <p>During COVID-19, ODMF is meeting basic needs of their families. At the start of COVID-19, the primary need was a need for food. 493 families were assisted with food being delivered to their doorstep. Housing support was another need that</p>			

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	<p>ODMF was assisting – 269 families were in need of housing support. On average, clients needed between 21 and 60 minutes with staff.</p> <p>Barriers to learning during COVID-19:</p> <ul style="list-style-type: none"> • Need for food and rental assistance • Not getting laptops from schools, no or unreliable internet access • Frustrations with using technology needed to access online learning resources • Parents do not have the educational background to teach their children • Parents do not speak English and not able to read and write in their home language. <p>Prioritize the relationship with the families where they are instead of following school district directives on how to engage with families.</p> <ul style="list-style-type: none"> • Address basic needs. (Food, rent, attend to educational needs.) • Weekly phone calls with an interpreter to check-in with family. Most of the families being served do not read emails • Provide laptop for each student with wifi hotspot • Structure the day: Send visual schedule with interchangeable Velcro tabs. If parents use written language, model using a whiteboard to create a visual schedule • Teachers on the phone with families and interpreters to teach families how to use laptop • Virtual IEP meetings over the phone. (Refer to remote interpretation guide provided by interpreters in Language Access Workgroup). <p>Plan for compensatory education Plan for reopening assuming students have experienced trauma.</p> <p>Council of Parent Attorneys and Advocates (COPAA) "Let's Not Talk 'Comp Ed' Generally for COVID-19 Closure" Let's Not Talk Comp-Ed Generally for COVID-19 Closure</p>			
➤ Reporting and discussion	We did not have the time to discuss the position papers. A meeting will be scheduled for mid-July to go over the position papers.	Workgroups should schedule		

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around position papers		meetings for mid-July to be able to have position papers to Bev by July 13.		
➤ Summary of Actions	Position papers due July 13. Annual report writing will happen August 21 virtually. Glenna reported stakeholders meeting for reopening schools for the 2020–21 school year. Several plans are being created. Be aware that around mid-June those plans will be made public.			
➤ Meeting evaluation	Captioning suggested and Spanish translation for future meetings. Appreciate the opportunity for more learning. Ongoing process and that we will look back on this in the future and see that we grew stronger because of the adversities. Be prepared to pivot and make changes at a moment's notice. Be more mindful and intentional with the changes that are being made.			
Adjourned	Jen Cole adjourned the meeting at 12:45p.			