# EOGOAC

## June, 15 2020

## 9:30 a.m. – 2:30 p.m.

## Zoom Meeting

## Theme/Goal: 2020 Workplan and COVID Guidance

**Members in Attendance:** Fiasili Savusa, Commission on Asian Pacific American Affairs

Frieda Takamura, Commission on Asian Pacific American Affairs

Dr. James Smith, alternate for Dr. Wanda Billingsly

Senator Bob Hasegawa, Senate

Senator Lisa Wellman, Senate

Representative Sharon Tomiko Santos, House of Representatives

Bill Kallappa, Governor’s Office of Indian Affairs

Julieta Altamirano-Crosby Ph.D.,

Representative Lillian Ortiz-Self, House of Representatives

**Staff and Public Attendees:** Heather Rees, Office of Superintendent of Public Instruction

Maria Flores, Office of Superintendent of Public Instruction

Robin Howe, Office of Superintendent of Public Instruction

Abigail Westbrook, WSSDA

Ailey Kato

Yordanos Gebreamlak, Governor’s Office

Andrea Kadlec

Ellie Bridge, League of Education Voters

J. Lee Schultz

Jacob Vela, League of Education Voters

Jen Cole, PAVE/WSCLA

Jenny Chang, Legislative Assistant

Jenny Plaja, Office of Superintendent of Public Instruction

Joy Sebe, Open Doors for Multicultural Families (ODMF)

Juliette Knight, LSWAIC

Kurt Hatch, Association of Washington State Principals

Lucinda Young

Maddy Thompson, Governor’s Policy Office

Megan Wargacki, Nonpartisan House Education Committee Staff

Miriam Mickelson

Mitch Price, Washington Charters

Peggy Carlson, Office of Superintendent of Public Instruction

Sally McNair, Washington National Education Association

Sarah Albertson, Office of Superintendent of Public Instruction

Simone Boe

Randy Spaulding, State Board of Education

**Members Not in Attendance:**

Jamila Thomas, alternate for Chris Reykdal

Superintendent Chris Reykdal, Office of Superintendent of Public Instruction

Representative Bob McCaslin, House of Representatives

Carrie Basas, Office of Education Ombuds

Julie Kang, alternate for Frieda Takamura

Mele Aho, alternate for Fiasili Savusa

Nicole Sutton, alternate for Bill Kallappa

Dr. Wanda Billingsly, Commission on African American Affairs

## Minutes

**Agenda item:** Introductions, agenda overview, and approval of meeting minutes

**Facilitator:** Maria Flores

### **Motion**

[Sen. Lisa Wellman] moved [Julieta Altamirano-Crosby] seconded

To: Approved EOGOAC May 19, 2020 Meeting Minutes with edits submitted by Frieda Takamura

[ X] carried [ ] failed

**Agenda item:** Welcome Senator Bob Hasegawa as Senate Ranking Minority Member for the EOGOAC

**Agenda item:** Update 2020 Workplan

**Facilitator:** Maria Flores

### **Discussion:**

* Review of Workplan
  + Transition of topic: juvenile justice, foster care, and early learning. Now focusing on children and families of color and the impact they face during the pandemic/COVID.
    - Rural remote settings
    - Community supports for foster care
    - Special education
    - English Language Learners
  + Disaggregated data needs to be differentiated as an embedded element for all topic points and research
  + Equity guidance needs to come out prior to work beginning at the district level for planning to re-open
  + Guidance that has already come out of OSPI is too late because actions have already been taken by school districts, and this is causing them to change course as they go forward.
    - Concern around not being able to put in stakeholder comments on how the planning/guidelines move forward, and what it will look like (i.e. local health departments)
    - Reality that there will be many iterations of the guidelines moving forward. It is the EOGOAC’s focus to make sure that children are front and center in the decisions and plans being made.
    - Tracking needs to happen on what children of color are experiencing now, what will happen over the summer, and upon re-entry to school. To fully grasp the impact of the pandemic and equity of services, support, and resources.
    - Need to also address two and three years from now as contingency on the resurfacing of COVID
    - Have there been black families at the table at OSPI? Not just public comment. This way we don’t have to course correct because there is not adequate representation at the table.
  + Going to different areas of the state for public comment (alternately zoom)
    - Is this still a possibility?
* COVID Family Forum
  + Identify different communities of color to supplement family representation (commissions and organizations for contacts)
    - Ask districts if they have community contacts for their areas as well
  + Availability of families?
    - At night because most families are working
    - Families of color are most of our essential works or are working multiple jobs, so the window of opportunity is greater at night.
    - Focus on the area of the state we have not visited and get out of the Puget Sound area.
      * Intentional about getting organizations from across the state on the Zoom (promotion of the event)
      * Focus on areas with the largest COVID impact of cases because those individuals have the least amount of access to opportunities for this information.
    - Multiple forums focused on separate areas or one large one?
      * Do it on the weekend, and separate by state areas (i.e. north, south, east, and west)
      * Time will impact attendance as well
  + Structure/format of the forum
    - * Language groups
        + Breakout rooms with interpreters
      * Move to August rather than July
  + Set parameters and content with overall EOGOAC group
    - Technology and communication subcommittees for preparation work for the forum
    - Technology support for Zoom from OSPI
    - Pre-registration to have basic information of who will be present for discussion in breakout rooms
    - Transitionary time needed between agenda items and contingency time in case there are issues with technology.
  + Debrief forum right after it is held.
    - Hold the forum the Saturday before the August meeting
  + Student representatives from different groups (student leaders)
    - Wanting to hear from students not in leadership roles because they will have a different experience based on connectivity to their school.
    - Make an explicit ask from community groups for students to participate (specifically calling for students of color)
* Create a standing time for each meeting to discuss COVID topics/impacts

**Agenda item:** Review and Discuss OSPI Reopening Guidance

### **Discussion:**

* Safety of our students as they come back, mental health of students, equity, internet access, and flexibility need to be taken strictly into consideration moving forward with guidance and planning.
* Practical guidance has not fully been considered with what has been released from OSPI. Have there been any studies done to say that the options given are the best, or any contingency information of repercussions of choices made?
* Connectivity is a key issue for places that don’t have any options. In these situations, will the school be able to return to normal?
* Inequities will also exist from personal protection supplies and which areas will be able to adequately supply resources such as hand sanitizer, masks, gloves, etc. In addition, consider whether students are dependent on the busing system to get to school versus parents being able to drop them off every day. The money won’t be available in time to address these issue and other projects by the start of the school year. Districts are concerned on not burying themselves in a financial hole.
* Guidance document does not give enough specificity and is impractical for the medical guidance. This is to be considered in conjunction with districts working to create a plan while still addressing current education standard changes and summer school.
* What is being recommended between labor industries versus the health industries are multiple versions of guidance that don’t align. This is creating confusion and inconsistency between areas of the workforce and education fields. Amongst all this, EOGOAC needs to focus on the needs of students and specifically students of color.
* CARES Act money from OFM – 90% will go directly to districts via a reimbursement model
* Ways to identify what the needs are going to be for each level from student, families, and districts.
* Professional development for teachers is a requirement to address new needs that have emerged and will emerge as we move through this new virtual aspect of teaching.

**Agenda item:** Public Comment

**Facilitator:** Maria Flores

### **Discussion:**

* Thank you for voicing concerns for our students of color with disabilities. Again, seeing a systematic exclusion of students of color with disabilities from conversations that need to, with laser focus, intentionally supply access to them during a time when they have not been able to access their learning. Concerned that as we all go back to some form of schooling that they will be left behind.

**Agenda item:** Work on EOGOAC COVID Guidance Draft

**Facilitator:** Maria Flores

### **Discussion:**

* Explanation of structure of the guide in its original form
* Six topics covered where EOGOAC heard from experts in the field
  + Growth of gaps
  + Assessing equity
  + Data
  + Discipline
  + SEL
  + Language Access
* Appendix with links and tools to implement the recommendations from the EOGOAC
* Who is the audience of this document and the purpose?
  + Educators, principals, counselors, school staff – those who are in school environments to implement the guidance
  + School board directors, superintendents, and community providers (out of school support)
  + Purpose is to focus on students of color and what needs to be done to support them and their families
    - Explicit detail on what and how to implement
    - While COVID is providing challenges for everyone, communities of color are being impacted in different and challenging ways
    - Need new ways of thinking in order to not go back and just substitute what was being done before into a virtual platform
    - Though the EOGOAC is focusing on children of color these recommendations can apply to any student group
* Organization schema to show which level of the system and audience the information applies to – a symbol to scan for in the document to get the information easily
* Audience specific ability in the document so that the reader can find all the information that applies to that audience
* Do not voice recommendations as though there are only deficits within communities of color
* Emphasize that equity can’t be put off and that action needs to be taken, not just accepting what white folks give
* Build this off the original report – recommendations are prominently identified in this document
  + In relation to the general topics not to what is submitted in regard to the legislature
  + Stepping stones of where we are today and where we want to be tomorrow, the larger institutions are not seeing these connections
    - How this moves some of our aspirations forward for the education system
    - Comparing the work previously and this current point to transition the K-12 system as a whole
    - Show the dominant institutional culture and its relation to the work of the EOGOAC committee recommendations
* Introduction of the document – separate out the statistical facts and data points that have been highlighted in the document
  + List students with disabilities in addition to listing students in SPED
  + Houslessness versus homelessness (explanation in document of word choice)
    - Address students in transition and a rise of students in transition because parents have had to double up (expect to see an increase with re-opening of schools)
    - Unstable or insecure housing situations
    - Bring attention that these students are protected and identified because some parents have not been in this position and may not know their rights and available services.
  + Address immigrant community and barriers to understanding the school system, expectations of being tech savvy, and access in general.
  + Highlight essential works and the inability to be at home to provide support and they are mostly making $15 an hour or less
  + Pick out specific quotes to include in document from audience types
  + Bold language in the document (adjust the first line of the third paragraph)
    - Lead this introduction with this paragraph
    - Expectation that this document will be used as a guide
* Growth of Gaps Section
  + Biggest section – cover what gaps already existed before COVID and where they are getting worse, and how to address them.
  + Schools should expect that they will have gaps but they should use assessments and formatively do their diagnostics to see where their kids are and plan for a structural readjustment period
    - Targeting supports and interventions, creating individualized plans, in coordination with parents and families
    - Explicit direction on how to work with parents and families with process steps and where this happens within the adjustment period
      * Knowledge of the results and feedback on what they noticed during the closure and reflecting on what the formative assessment said, so that before there is a finalized plan, they have a chance to give input and cocreate it with the school
      * What do school districts need to learn to engage the families of their students that come from diverse communities? (culturally responsive and meaningful way)
  + Students with special education services (broaden to students with disabilities and define)
    - Is there a tech way to have a student still have one on one support from a para?
      * PPE restrictions are delaying this aspect of schools with re-opening (districts are already saying no to parents)
      * Making a choice to delay the education of special education students
      * How to handle scenarios with students with behavior issues and maintaining COVID specific safety guidance? (PPE equipment and protecting the workforce, ability to answer high risk situations with a protocol)
      * Staff rations of high needs kids will need to be discussed (evolution of student needs based on new environment)
    - Extend the age that SPED students age out (services up to age 21 currently)
      * Does this need legislative action? – This is under IDEA, so we can make recommendations about what instruction and therapeutic services can be given because they were not provided during COVID
      * Is there a possibility to create uniformity around aging out with foster care in connection to SPED kids as well? – possibly action for foster care students already, since the governor already waved the 21-exit model
      * Need information on the steps to accomplish this: identify the students that had already aged, review plans to see what instructional or therapeutic services had been missed and coordinate a plan with families to make up those missed opportunities.
    - Students in foster care
      * Targeted steps for school staff
      * Steps to identify and know students, and create a plan for services that they have missed
      * Explicit information for Indian child welfare and government to government should be included within this section.
      * Concerns around mandated reporting and the increase that will come when re-opening schools
        + Help clarify some of the norm of what families have been living through this time and what constitutes abuse with the context of COVID and not jumping the gun on reporting. (direct toward school staff and training around changes in reporting)
        + Get guidance from DCYF on what the protocol is during this time under COVID that differs from typical standards
        + Reminder that we are mandatory reporters not investigators
        + How do family support services staff tie into this in terms of messaging and training? - include language around this

### **Action items:**

* Work session after this meeting in order to address more of the guidance document
  + Write in each individual copy via comment boxes to track changes and submit to OSPI staff to be compiled

**Agenda item:** Final Announcements, and Conclude Meeting

Meeting concluded at 2:30pm

Minutes Taken By: Robin Howe