

Washington State Special Education Advisory Council

October 8, 2015

Members Present: Andres Aguirre, Megan Bale, Shari Cotes, Lou Oma Durand, Carrie Fannin, Cheryl Fernandez, Sherry Krainick, Jennifer Lee, Rebecca Lockhart, Victoria McKinney, Ann Waybright

Excused Absences: Sarah Butcher, Darci Ladwig, Kimberly Leger

OSPI Staff: Aubry Deaver, Doug Gill, Scott Raub

Note Taker: Aubry Deaver

Topic	Discussion	Action	Who/When	Completed
Called to Order	Ann Waybright, Chair, called the meeting to order at 8:35 a.m.			
Member Updates	<p>Andres Aguirre discussed the current Workforce Innovation and Opportunity Act (WIOA) amendment to the Rehabilitation Act. The Division of Vocational Rehabilitation (DVR) is in the process of implementing new requirements to set aside a minimum of 15% of the federal grant to provide pre-employment transition services for students with disabilities ages 14–21 (Attachment #10 and #11). In order for a student with a disability to receive these services, they're required to have: an IEP, 504 plan, and be potentially eligible for Vocational Rehabilitation (VR) services.</p> <p>DVR plans to contract with Center for Change and Transition Services (CCTS) who will aid in reaching out to districts. DVR will connect with the Work Force Development</p>	Email handouts to Aubry Deaver after the meeting to include as attachments. (Include information in the November Special Education Update.)	Andres Aguirre/ASAP	10/13/15

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	<p>Council who will focus on reaching students with disabilities.</p> <p>Lou Oma Durand provided an overview on the department of services for the blind. The department partners with DVR and has the same requirement of 15% under the federal grant to provide services for competitive employment.</p> <p>The services for the blind department would also like to expand the summer youth program and provide more work experience for students during the school year with a range of employers. They are open to new ideas and looking for partnerships every year.</p> <p>Victoria McKinney is with the Washington state Parent Training and Information Center (PAVE), which has 6 coordinators throughout the state that help parents become the best advocate they can be, and understand parent's rights and responsibilities to a public education for eligible children.</p> <p>A pilot project was started last year that brings family, school, and DVR together to promote student connection with DVR by the time the student graduates.</p> <p>PAVE also helps families understand rights and responsibilities and make a connection with families with the intention to mediate. Throughout the state, 120 volunteer advocates are trained consistently.</p> <p>Carrie Fannin with Children's Institute for Learning Differences (CHILD), helps students build skills to match up with their</p>			

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		Add drafted commitment letter section to the Bylaws.	Aubry Deaver/ASAP	11/30/15
Parent Liaison Report/Program Update <i>Scott Raub</i>	<p>Scott Raub, Parent and Community Liaison for special education at OSPI presented on the issues/concerns raised by parents, districts, and members of the community in the 2014–15 SY, and compared them to the issues/concerns raised at the beginning of the 2015–16 SY (Attachment #14). Compared to recent years, there has been a noticeable increase in restraint/isolation calls from both parents and districts in the current school year.</p> <p>The focus for Scott each year (this year in particular), is getting out into the community more while being consistent with what the agency’s message is, and helping parents feel empowered to ask questions.</p> <p>Scott is engaged in conversations with Sound Options Group about working with districts to build capacity within their districts to help mediate. Scott is also working with the Parent training and information center (PAVE), improving consistency of services offered and expanding their reach.</p> <p>Members had open discussion related to the common issues described in the presentation.</p>	Send the Consistency Index graphic to Ann Waybright.	Aubry Deaver/ASAP	10/13/15
SBAC Scores Update: <i>Christopher Hanczrik and Mike Middleton</i>	Assessment results were presented for the 2013–14 school year for students in grades 3–12 as well as performance of Washington Access to Instruction & Measurement (WA-AIM) participants in grades 3–8 and 11			

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	<p data-bbox="464 94 1056 305">(Attachment #15). Washington adopted new K–12 standards (in 2011) and is currently transitioning to new online assessments in the next couple of years. The new standards are more challenging with new targets and with expected new results.</p> <p data-bbox="464 347 1056 743">Statewide scores were shared from 2015 on the Smarter Balanced testing. Consortium Field testing consisted of 18 states who participated using Smarter Balanced testing. There is a spike in 10th grade participation due to the test being a graduation requirement, and a drop in the trend line in 11th grade participation. Washington had one of the higher refusal rates of any other state in the consortium, but did well over all grades.</p> <p data-bbox="464 786 1056 1068">Washington Access to Instruction & Measurement (WA-AIM) was described as an alternate assessment for English language arts (ELA), math, and science for grades 3–12. The results of the cut scores were presented as well as graduation alternatives for the 1% population in the coming school years.</p> <p data-bbox="464 1110 1056 1218">The opportunity was made available for students in grade 10 to take the smarter balanced assessments.</p> <p data-bbox="464 1260 1056 1367">SEAC members were asked if students eligible for special education and taking the WA-AIM should have this same opportunity.</p>			

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	<p>Members had discussion in regard to (the equitability and impact on staff of taking) the WA-AIM in grade 10 but no clear recommendation was made.</p>			
<p>Evaluation of Meeting and What to Expect at February's Meeting</p>	<p>Members commented on how the meeting went.</p> <ul style="list-style-type: none"> • The review of group norms was helpful. • The new members added to the robust conversation. • Liked the commitment letter. • Appreciated the legislative update. • Diversity of the group helps members understand perspectives of other roles. • Thanks went to the new members' participation. • Glad to hear public comment; it was a good sign that the public is aware of their access to the meetings. • Enjoyed hearing about the Consistency Index. • Like the focus on outcomes of students. <p>What to expect at the next meeting February 4-5:</p> <ul style="list-style-type: none"> • Allow time to visit legislators in the morning of the 5th. • An update on Sue Ann Bube's presentation <p>Follow up with:</p> <ul style="list-style-type: none"> • See a WA-AIM test 			

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	<ul style="list-style-type: none"> • DSHS and Foster care/McKinney-Vento • Para Ed Training • DVR and Transition Services • Inclusion/Current Trends • PBIS—Restorative Justice • Transition—CTS=Outcomes <p>What to expect on May 5–6:</p> <ul style="list-style-type: none"> • Career and Technical Education (CTE) and Cross Crediting for students with disabilities (SWD) <p>*Megan would like to discuss any available research on “inclusion” and hear how career and technical education (CTE) is working in schools.</p> <ul style="list-style-type: none"> • 0–2 Funding Changes <p>TBD:</p> <ul style="list-style-type: none"> • Tours—CHILD Renton Academy • Movies—<i>Am I Broken?</i> and <i>Paper Tigers</i> 			
Adjourned	Adjourned the meeting at 2:30			