Functions of 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.

In the event that the state submits a waiver under 300.164 regarding state-level nonsupplanting, the OSPI must consult with the SEAC prior to the submission.

The SEAC Focus Areas for 2019-20 include:

Mental Health
- Improving access to and coordination of services
- Increasing use of Medicaid funding
- Establishing strong early supports and strategies

Equity, Diversity, and Inclusion
- Continuing work to define inclusion and build on what came out of our Community Meet and Greet Sessions
- Identifying how SEAC can ensure its work helps to interrupt systemic racism, ableism, and oppression in our education system

Equitable Access and Student Outcomes
- Exploring multi-system involved youth with disabilities and identifying supports and changes needed
- Identifying and elevating Local Education Agency (LEA) efforts to eliminate the use of restraint, isolation, and disproportionality in discipline

Families as Partners
- Supporting LEA SEAC development
- Strengthening connections of local SEACs and organized parent groups to the state SEAC
OSPI – Equity Statement

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

Leadership
Support students with disabilities (including increased collaboration and ownership of school administrators and staff) and coordinated efforts with community organizations to improve results and reduce disproportionality.

Growth Mindset
Increased expectations of students with disabilities (e.g., standards, instruction, graduation, assessments, attendance, and IEP-related decisions, and post-school outcomes).

Evidence-Based Practices
Instruction and interventions within an MTSS framework and inclusionary practices leading to increased access and progress in Washington grade-level learning standards.

Professional Development
Joint training for general educators, special educators, paraeducators, administrators, and parents/families (e.g., IEP team members).

Resource Allocation
Braided funding, consolidated grant application, reducing costs for administrative tasks, increasing direct support to students, and data-based decision making.

Recruitment & Retention
Preparation programs for administrators, general educators, special educators, related service providers, and paraeducators focused around instruction and support for students with disabilities.
## MEETING AGENDA

**Date:** January 7, 2020  
**Time:** 1:00 – 2:00 PM  
**Location:** https://zoom.us/j/271319654

### Members Attending:

### OSPI:
Bev Mitchell, SEAC Executive Assistant; Glenna Gallo, Assistant Superintendent for Special Education

### Absent:

### Guest(s):
Sandy Grummick and Jennifer Story, OSPI

### PRE-READING for Meeting:

### OPEN MEETING | 1:00 PM

- Call meeting to order  
  - Tammie Jensen-Tabor, Chair  
  - No Action Item

### REQUIRED ACTIVITIES OF WAC 392-172A-07060 | 1:05-1:55 PM

- 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.

- Review draft targets for Annual Performance Report (APR)
- Discussion and input from SEAC

- Sandy Grummick and Jennifer Story, OSPI  
  - Tammie Jensen-Tabor, Chair  
  - Action Item –Review and provide input

### SUMMARY OF ACTIONS | 1:55 TO 2:00 PM

- Summary of Actions  
- Adjourn  

- Tammie Jensen-Tabor, Chair  
- No Action Item