

# Washington State Special Education Advisory Council

**February 8, 2017**

**Members Present:** Ann Waybright, Rebecca Lockhart, Megan Bale, Sarah Butcher, Jennifer Lee, Sherry Krainick, Carrie Fannin, Andres Aguirre, Roz Bethmann, Lou Oma Durand

**Excused Absences:** Kimberly Leger, Shari Cotes, Cheryl Fernandez, Darci Ladwig

**OSPI Staff:** Doug Gill, Bev Mitchell, Valerie Arnold – Presenter, Toni Wheeler – Presenter, Gil Mendoza – Presenter, Chris Reykdal

**Note Taker:** Bev Mitchell

<b>Topic</b>	<b>Discussion</b>	<b>Action</b>	<b>Who/When</b>	<b>Completed</b>
<b>Called to Order</b>	Ann Waybright, Chair, called the meeting to order at 8:30 am			
<b>Approval of October minutes</b>	Minutes were moved for approval by Lou Oma Durand and seconded by Roz Bethmann. Minutes were approved with no changes.			
<b>Parent Survey Results – Val Arnold (handouts)</b>	Valerie Arnold presented on Special Education Parent Participation Survey Results associated with the federal IDEA performance indicators. SEAC has been involved in providing input regarding the baseline and targets associated with various performance indicators. Valerie Arnold discussed, and provided handouts that explained Indicator 8 (percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with			

Topic	Discussion	Action	Who/When	Completed
	<p>disabilities). See link below for additional information.  <a href="#">OSPI Special Education Program Review Monitoring - Parent Involvement</a></p>			
<p><b>Superintendent Chris Reykdal</b></p>	<p>Members introduced themselves to Superintendent Reykdal. Superintendent Reykdal spoke broadly about his transition to the State Superintendent of Public Instruction’s Office from the State Legislature, and gave an opportunity for members to ask him specific questions.</p>			
<p><b>Social/Emotional Accountability Index updates – Sarah Butcher (handouts)</b></p>	<p>Sarah Butcher presented on the Social/Emotional Accountability Index updates. She then opened up the presentation for discussion with the members regarding various Social Emotional Learning Bills –  <b>HB 1518</b> – Improving student achievement by promoting social emotional learning throughout the calendar year.  <b>HB 1621</b> – Providing funding allocations to promote children’s health and social-emotional learning.  <b>SB 5714</b> – Extending the duration of the social emotional learning benchmarks work group to complete additional work. Equity and adequacy through the lens of all children should be imperative.</p>			
<p><b>Early Intervention white paper discussion (handout)</b></p>	<p>Members reviewed a draft white paper regarding a proposal by the Department of Early Learning (DEL) to redirect the 0-2 state fund allocation currently available to school districts from OSPI Apportionment, and transfer the allocation to DEL. Sherry</p>			

Topic	Discussion	Action	Who/When	Completed
	<p>Krainick motioned to adopt the white paper and Carrie Fannin seconded. The white paper was approved. A copy of the white paper was given to each of the SEAC members for informational purposes for their visits to their legislators.</p>			
<p><b>LUNCH – Legislative Issues and OSPI update – Doug Gill</b></p>	<p>The major task ahead of the 2017 Legislature is to resolve the State Supreme Court requirement to fully fund basic education. In Washington, the current definition of “basic education” includes special education. Therefore, any funding proposals ultimately passed by the Legislature will need to reconcile the cost of providing special education services. There are two competing budget proposals; Senate Bill 5607 and House Bill 1843. While there are lots of variations, this update only focuses on the impact of the proposals with regard to special education.</p> <p><b>Funding Bills</b></p> <p>The Senate version (SB 5607) rejects the prototypical school model, and essentially proposes a block grant type approach in which each annual average full time equivalent (FTE) basic education student receives a baseline amount of \$10,000. If the student is also eligible for special education services, the student is provided an excess cost amount of \$7,500 up to 12.7% of the district’s annual average FTE population grades K–12. House Bill 1843 utilizes the prototypical school model, and maintains the current special education funding formula of an annual average FTE Basic Education</p>			

Topic	Discussion	Action	Who/When	Completed
	<p>Allocation times .9309 for students in kindergarten through grade 12 (up to age 21), not to exceed 12.7% of the resident district's total annual average FTE. HB 1843 also maintains that students aged 0–5 not yet enrolled in kindergarten continue to generate the annual average FTE Basic Education Allocation times 1.15 and do not count against the 12.7% K–21 index. Both proposals maintain the state special education safety net.</p> <p>Please note that the annual average FTE percentage of 12.7% does not equate to the headcount percentage of student identified as eligible for special education as a result of the November child count of students aged 3-21. An FTE is based on the number of instructional hours provided to a student enrolled in kindergarten through grade 12 up to age 21 between October and May, and does not apply to students age 0–5 who are not yet enrolled in kindergarten.</p> <p><b>Other Bills</b></p> <p>There are three additional bills that may also impact the provision of special education services in our state.</p> <p>Senate Bill 5348 allows school districts to award a regular high school diploma, and count as having graduated, students who will continue to receive state special education transition services to age 21. This bill establishes an extended state entitlement to special education services after a student has graduated from high school with a regular high school diploma.</p>			

Topic	Discussion	Action	Who/When	Completed
	<p>Senate Bill 5432 amends the current state special education funding formula BEA multiplier for students enrolled in kindergarten through grade 12 or to age 21 as necessary, from .9309 to 1.08. This formula adjustment is consistent with current state and national cost ratios of the cost of providing special education services in comparison to the cost of providing a basic education for all students.</p> <p>Senate Bill 5142 adds signing exact English (SEE) as a competency area to be assessed for Educational Interpreters, and extends the current timelines for Educational Interpreters to demonstrate proficiency between six months to a year, dependent upon the interpreter's status in the current assessment process.</p>			
<p><b>WA-AIM – Toni Wheeler (handout)</b></p>	<p>Update on the WA-AIM results. The Washington-Access to Instruction &amp; Measurement (WA-AIM) is a Performance Task assessment aligned to the Washington K-12 Learning Standards in English language arts, mathematics, and science. Five standards per content at each grade level were developed into Access Point Frameworks. Performance tasks are used to assess the knowledge and skills called out in the Access Point Frameworks. Performance task requirements, restrictions, examples and adaptations for administration are provided for every Access Point to define and standardize the boundaries of the individual performance tasks.</p>			

Topic	Discussion	Action	Who/When	Completed
	<p>The WA-AIM is designed to be a baseline and final assessment with a minimum of six weeks of instruction between the baseline and final administration. WA-AIM is administered in a 1:1 setting between the test administrator and student. The student's performance is submitted for scoring through WA-AIM data collection platform. The WA-AIM was a joint development effort between the Office of Superintendent of Public Instruction (OSPI), Washington educators, and Measured Progress test development experts. Washington educators participated in the development of both the Access Point Frameworks as well as the Performance Task requirements. <b>See handout.</b></p>			
<b>Hot Topics</b>	<p><b>Sarah Butcher</b> inquired of the committee if anyone had any awareness of an organization called SWIFT. It is a national K-8 technical assistance center that builds school capacity to provide academic and behavioral support to improve outcomes for all students through equity-based inclusion. It is a statewide approach to connecting the dots to improve outcomes for all students. Bellevue School District is doing some research into the SWIFT approach.</p> <p><b>Megan Bale</b> who was part of the ESSA Assessment Workgroup asked for feedback regarding the ability to use a nationally recognized assessment for 11<sup>th</sup> graders. A few districts are very interested in replacing Smarter Balanced with SAT/ACT. There is a charge for the SAT/ACT tests, which is an</p>			

Topic	Discussion	Action	Who/When	Completed
	<p>equity issue. There are concerns for students with disabilities.</p> <p><b>Sarah Butcher</b> brought up the probability of having a resource that could be used remotely to communicate within the group that was secure. Doug stated he would explore the possibility of having a SharePoint page created for everyone in the committee to have access so the members can stay in touch with important issues between meetings.</p> <p><b>Roz Bethmann and Andres Aguirre</b> talked about pre-employment transition services. DVR is coming into the schools and working with students with disabilities to assist them as they begin to transition out of high school. The transition prep work could begin as early as 16 years old. Sub-minimum wage is a concern and is being looked into. Sub-minimum wage is separate from the pre-employment transition services.</p> <p><b>Doug Gill</b> asked the committee what their expectations are for the candidates for the position of Special Education Assistant Superintendent. The members were told that if they had any questions they would like to add to the interview question bank, to let him know. The members were asked if they wanted to be on the interview panel. Sarah Butcher, Carrie Fannin and Sherry Krainick volunteered. Doug has also encouraged the ESDs to participate in the interview process.</p>			
<p><b>ESSA Updates – Gil Mendoza (handout)</b></p>	<p>Accountability workgroup            Technical advisory workgroup            ESSA leadership team</p>			

Topic	Discussion	Action	Who/When	Completed
	Gil Mendoza will meet with Michaela Miller, the new Deputy Superintendent at OSPI, regarding input from the various ESSA workgroups, which included several SEAC members.			
<b>Consistency Index updates – Doug Gill (handout)</b>	The Consistency Index training is now available through Evergreen State College, and OSPI will pay for SEAC members to complete the Consistency Index online course if anyone is interested (see handout). Rebecca Lockhart, Carrie Fannin, Sherry Krainick, Roz Bethmann, Sarah Butcher want to take the course. A purchase order will be developed on behalf of SEAC members to complete the training.			
<b>Public Comment</b>	There was no public comment.			
<b>Adjourned</b>	Adjourned at 5p.m.			