



2021 Advocacy Week Audio Transcript – Legislative Priorities

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Joy Sebe: I'm also a member of the Investing in Student Potential Steering Committee and the Assistant Director of Open Doors for Multicultural Families. At Open Doors, we really focus on

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00:00:12.179 --> 00:00:26.010

Joy Sebe: partnering with culturally and linguistically diverse individuals with disabilities and their families. And you're here and glad to see you here at our day 2 of our

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00:00:26.850 --> 00:00:41.820

Joy Sebe: special education advocacy week. So I'm just going to transition just to provide some notes on making sure that we're planning for accessibility because we have multilingual interpretation at today's event

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00:00:43.470 --> 00:00:53.970

Joy Sebe: to ensure that families can communicate and contribute. We're very grateful for our interpreters and for all of you and our families who have come.

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00:00:54.480 --> 00:01:06.480

Joy Sebe: I just want to make a note that I I as your facilitator and then hopefully you as participants will be aware of the pacing. So in particular,

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Joy Sebe: if I am speaking too quickly, I am keeping track of the reactions from the interpreters that indicate to me that I need to slow down. So you may see

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00:01:21.690 --> 00:01:33.840

Joy Sebe: just going back and forth and checking and adjusting my pacing as well. So, for example, the interpreters have been instructed to please signal

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00:01:34.410 --> 00:01:52.230

Joy Sebe: using the reactions button to slow down, so they would click reactions and click slower and if they don't have the slower button, then you can click any button that's there and I will I will recognize that as a need to slow down.

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00:01:55.290 --> 00:02:10.140

Joy Sebe: Okay, so we're gonna-- I'm going to kind of shift us into three different topics today. One is a brief introduction of the Investing in Student Potential coalition that's focused on legislative advocacy

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Joy Sebe: for students with disabilities and their families. The second is a brief check check in in asking you "What are you interested in or what would you like us to advocate for?"

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Joy Sebe: We always want to check in with you to see if what we are advocating for as a coalition matches with what you need and so we'll spend a little bit of time doing that.

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Joy Sebe: And then, for the for most of the presentation, I will be sharing with you our legislative priorities and current legislation that is in Olympia

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Joy Sebe: and moving through so you know what to advocate for or what's available. And then throughout that, you're welcome to ask questions and I'll spend time at the end for additional question and answer.

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Joy Sebe: Does anybody have any questions before I move us forward?

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Okay.

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00:03:24.420 --> 00:03:34.440

Joy Sebe: Alright, so the Investing in Student Potential coalition is made up-- oh there's a typo there, Washington State Charter Schools is named twice.

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00:03:35.220 --> 00:03:52.770

Joy Sebe: But the Investing in Student Potential coalition is made up of a number of different organizations. It's facilitated by the League of Education Voters and also includes Open Doors for Multicultural Families, Roots of Inclusion, The Arc of King County, The Washington

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00:03:55.080 --> 00:04:11.070

Joy Sebe: State Charter Schools Association, and Treehouse. And we have more than 200 individual members and at least 14 organizations across the state of Washington and many of the cities, you see there.

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00:04:16.440 --> 00:04:23.130

Joy Sebe: Okay, so we really firmly believe that human potential is our state's most important

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00:04:24.240 --> 00:04:44.550

Joy Sebe: asset and by that we mean that if we design our schools and our learning to be accessible and inclusive for all learners including students with disabilities, we as a society and a community benefit from what we can all contribute to our communities.

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00:04:48.630 --> 00:05:07.410

Joy Sebe: Okay, so I just want to take some time now to provide all of you an opportunity to share what what's important to you or what you would like us to advocate for. And you're welcome to put it in the chat and I can read it.

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00:05:08.640 --> 00:05:23.820

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Joy Sebe: Or you're also welcome to unmute yourself and speak out. If English is not your native language, you are welcome to still unmute and speak. Our interpreters

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00:05:24.840 --> 00:05:38.610

Joy Sebe: are standing by to make sure that they can interpret what you said because all of your thoughts and input is very very valuable to us. So I'm going to give you all a moment now to share.

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Joy Sebe: And then, as you're doing that, I can share a little bit about Open Doors for Multicultural Families, what has been really important for us. We really want to make sure that all families have equitable access to the same services whether that's evaluate-- high quality evaluations,

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00:06:18.840 --> 00:06:20.520

Joy Sebe: transition services,

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00:06:22.650 --> 00:06:24.210

Joy Sebe: behavioral supports...

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Joy Sebe: That families know what's available to them and that they have access to them.

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Joy Sebe: Included in that is access to qualified interpreters and

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00:06:38.490 --> 00:06:39.660

Joy Sebe: translations.

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00:06:47.340 --> 00:06:48.900

Joy Sebe: And I know it can be

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00:06:50.190 --> 00:06:52.350

Joy Sebe: a little bit intimidating

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00:06:54.210 --> 00:06:57.240

Joy Sebe: to share in such a large group

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00:06:59.430 --> 00:07:01.710

Joy Sebe: what may be important to you.

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Eric Matthes: This is Eric, I would like to speak up to the question that you're asking on what you would like us to advocate for.

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Eric Matthes: Well, I would like you guys to advocate for the students for K-12 schools and education because seeing the students to be their potential and getting the right support with ADA and all of that. That's what I would like you guys to advocate for.

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00:07:31.980 --> 00:07:33.270

Joy Sebe: Thank you so much, Eric.

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Joy Sebe: And Eric is a

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00:07:34.800 --> 00:07:37.860

Joy Sebe: Community Champions Coordinator at The Arc of King County.

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Eric Matthes: Community Champions from The Arc of King County and I've been involved with them for 11 years. And I'm a civil rights activist and

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Eric Matthes: the program that I do is run by self-advocates, people with disabilities and that's kind of my focus around that along with civic engagement and wanting to learn

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Eric Matthes: more about education in K-12 schools, what they are doing, and wanting to make sure that the students do have their rights and are able to speak out for themselves or even support from their parents and teachers.

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Joy Sebe: Thank you so much Eric for sharing and

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Joy Sebe: Eric is a really remarkable resource, so

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Joy Sebe: I think,

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Joy Sebe: I don't I don't want to put words in your mouth Eric, but he's really he's really a great resource and a leader in in civil rights activism.

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Eric Matthes: Thank you.

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Joy Sebe: Just wanting to make sure you all have an opportunity to share.

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Joy Sebe: And then, if if you don't we can... I can move us through

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00:09:12.690 --> 00:09:23.010

Joy Sebe: to our legislative priorities because there is there is actually a lot going on in Olympia right now it's a very busy time.

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Joy Sebe: Okay, well, if you have anything else you would like to share, please place it put it in the chat or you can unmute and speak

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00:09:38.580 --> 00:09:51.750

Joy Sebe: while I'm speaking and you're also welcome to unmute and ask questions as we go along. I want to be as helpful as possible to everyone who has taken the time to be with us today.

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Joy Sebe: Okay, so now we're going to move into our 2021

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Joy Sebe: legislative priorities and current legislation that's linked to it. You can find that information, more information, more detailed information in this link. Arik, if you can put that link in the chat that would be great.

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Joy Sebe: Okay, so our legislative priorities really focus in these three areas. One is COVID response and I'll explain more as we move through.

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Joy Sebe: The other one is in general, creating supportive and and thriving schools and there's a lot of priorities within that area. And then the third one is the education of youth in our juvenile justice system because we know that our education system

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Joy Sebe: is often what's called a school to prison pipeline.

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Joy Sebe: Okay, so this is our, this is one of our priorities related to COVID-19 response and that focuses on compensatory education and extending the transition age.

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Joy Sebe: And so we really think that it is important to address learning and development loss that happened during this time of remote learning when students have not

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Joy Sebe: equitably been able to access their education. So we want to ensure that all students with IEPs or individualized education programs has access to recovery and compensatory education.

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Joy Sebe: And so we've been doing a lot to advocate around that, for example, most recently, we submitted a coalition letter to the Senate Early Learning and Kindergarten through 12 or K through 12 committee to to really

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Joy Sebe: request and demand that they provide compensatory education to students with disabilities.

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00:12:15.360 --> 00:12:28.710

Joy Sebe: Okay. Next, we are also advocating to extend the age of eligibility for students who are who want transition services or who who are trying to access transition services

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Joy Sebe: that would connect students to post post-secondary education so think colleges and and access to employment services as well.

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Joy Sebe: And the Office of Superintendent of Public Instruction so that also called OSPI. OSPI is the state agency that provides guidance to schools on how to operate.

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Joy Sebe: And OSPI has submitted a number of requests for money, so these are budget requests. And that one of those budget requests are funding requests

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Joy Sebe: is related to extending the age that students are eligible for transition services. And I just learned of this yesterday from the Special Education Advisory Council meeting and so more information should be coming soon

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Joy Sebe: from OSPI.

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Joy Sebe: And I'm also keeping track of the chat if anybody has further questions that I can address.

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Joy Sebe: The other big priority related to COVID-19

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Joy Sebe: is addressing the digital divide. So we recognize that families and staff need access to

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Joy Sebe: internet devices and very importantly, training on how to use the technology. So how to use the device, how to use the applications like schoology and Microsoft Teams and and all of those, that software.

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00:14:15.150 --> 00:14:29.430

Joy Sebe: So there's a lot going on within Olympia related to addressing the digital divide. Two of those are House Bill 1365 that has been successful and

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Joy Sebe: so far, has been successful and has been we call referred to the Rules Committee so it's making good progress and that relates specifically to making sure that students and staff have access to computers and devices.

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Joy Sebe: There is, I think there could be more more conversations and support about making sure that families and students also have access to learning how to use the devices and so that's something we have been advocating for.

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Joy Sebe: The second thing that you see here in blue is again this OSPI funding request or request for money and they're requesting \$8,000,800 for devices, hotspots, so wi fi hotspots, and broadband internet.

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00:15:27.090 --> 00:15:52.500

Joy Sebe: So that request currently does not include digital literacy training, so how to use the devices. And so we are advocating strongly to make sure that that is incorporated in the OSPI request. And today the the state Special Education Advisory Council has agreed to support

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Joy Sebe: support our our work here to request digital literacy training.

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Joy Sebe: Alright, the other component and this this relates to

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Joy Sebe: qualified interpreters and and translations of materials.

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Joy Sebe: And that is called you know, providing meaningful language access in schools. This can fit in the COVID response section, but it's also important before and after COVID. So we

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Joy Sebe: want to make sure that all families have access to interpreters in their home language and translated materials to make sure that they're receiving communications

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00:16:42.780 --> 00:16:58.050

Joy Sebe: and able to communicate back and forth with schools. And so it's really important here that I say that that this is not only for spoken language interpreters. So this language access effort

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00:16:59.670 --> 00:17:14.190

Joy Sebe: is advocating for immigrant and refugee communities, for deaf and hard of hearing, and for blind and visually impaired families to be able to communicate with their schools. We were

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Joy Sebe: sad that this particular legislation did not make its way past the House Appropriations Committee, so that's the House like money committee.

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Joy Sebe: But right now, we're working with a legislator to still try to get money for this and will really need your support to advocate to make sure that all families are able to communicate with their schools.

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00:17:43.200 --> 00:17:45.750

Joy Sebe: Any questions so far?

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00:17:59.970 --> 00:18:14.520

Joy Sebe: Okay, well, let me know if you do have questions. You can raise your hand in the chat. Or raise your hands as a reaction, unmute yourself. Um and then Eric asked what would advocacy

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00:18:15.300 --> 00:18:27.990

Joy Sebe: for language access look like? That's an excellent question. Thank you, Eric. Right now, we are asking-- we're trying to organize to make sure that

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00:18:28.860 --> 00:18:37.800

Joy Sebe: we ask for money, so that we make progress on this. And so that money is what's called a budget proviso.

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Joy Sebe: So our legislator would need to submit what's called a budget proviso to request money, and so what we would need from all of you is to contact your legislators,

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Joy Sebe: particularly those in the House Appropriations and Senate Ways and Means committee. So those are the legislators that decide how the money is spent in the legislature. So to contact your legislature legislators and ask for this and to make sure they're hearing it from many people.

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00:19:10.980 --> 00:19:24.750

Joy Sebe: What were the barriers that interfered with support for the translator house bill? Financial since it didn't go past... yes, exactly, so I think what you're asking is

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00:19:25.230 --> 00:19:37.230

Joy Sebe: why didn't it pass? And and did... was it about money right? Excellent question. Yes, it was about money. Because I think real change,

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00:19:37.800 --> 00:19:56.100

Joy Sebe: something that's going to change the system costs money. But there's a lot of money in a lot of... getting sent to a lot of different places. I think, part of it is because um people who speak English and don't require interpreters are not really

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00:19:57.240 --> 00:20:00.180

Joy Sebe: putting that as a number one priority.

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00:20:02.820 --> 00:20:13.080

Joy Sebe: And then Arik says we will create an action alert to make it easy for you to contact legislators. It can be done with a single click. Thank you, Arik. Alright.

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00:20:15.540 --> 00:20:29.100

Michelle O'Dell: Joy. Joy, this is Michelle O'Dell. I'm a parent down here in Olympia. I have a question and it it surfaced today after I was advocating actually for

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00:20:29.580 --> 00:20:45.330

Michelle O'Dell: fragile X syndrome with current Congressional members and Senator Cantwell's office... her team was answering my question about telehealth because we're really pushing for continued telehealth

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00:20:47.040 --> 00:20:54.000

Michelle O'Dell: after this pandemic is over. And they kind of... they support it

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Michelle O'Dell: but they also said that at the state level

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00:20:59.910 --> 00:21:02.820

Michelle O'Dell: the health care authority really needs to.

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00:21:04.170 --> 00:21:04.920

Michelle O'Dell: approve it.

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00:21:06.480 --> 00:21:18.600

Michelle O'Dell: So I'd like to see us really push for the health care authority to support telehealth and a big reason why is

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00:21:19.680 --> 00:21:27.930

Michelle O'Dell: a lot of people don't know what fragile X is. I didn't before a diagnosis and there aren't many experts around here.

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Michelle O'Dell: We have to...

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Michelle O'Dell: We have to go to Sacramento to get any kind of advice. Well during the pandemic... thank God for telehealth because we could access it so easily.

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Michelle O'Dell: Insurance still billed it was still billed for it but I'm thinking about our Washingtonian families. You know there's language barriers. There's healthcare barriers. But if you could imagine on a telehealth call with a physician, an expert, a therapist or a

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00:22:02.700 --> 00:22:21.420

Michelle O'Dell: you know, an autism specialist and then an interpreter if needed... everybody's there on the same page, and you know what take it a little further... you include schools there, sometimes we need ABA therapist and a parent would love to be in that meeting with a therapist and the teacher

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00:22:22.500 --> 00:22:23.700

Michelle O'Dell: or a district

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00:22:24.870 --> 00:22:35.880

Michelle O'Dell: advocate right? So talk about dreaming outside the box and then we're more involved in that as well and

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00:22:37.560 --> 00:22:58.200

Michelle O'Dell: I don't care who pays for it at this time. I really don't. I just want it available and and I think it would really help our families feel like we we do have a choice on who's at the table and making decisions about our children and their future.

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00:22:59.700 --> 00:23:05.220

Joy Sebe: Yeah, absolutely Michelle. You make up a... you bring up a good point about how

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00:23:06.780 --> 00:23:09.210

Joy Sebe: we can think creatively about

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00:23:10.260 --> 00:23:23.790

Joy Sebe: kind of using our remote situation to our advantage right. So many families who may have transportation challenges, or, as you said, may need to access a specialist who is

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00:23:24.300 --> 00:23:42.570

Joy Sebe: far away or out of state, can make use of telehealth and it would be really great for for all of those systems to be strengthened alongside that digital literacy training so that families have access to that. So thank you so much for sharing that.

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00:23:45.570 --> 00:23:56.460

Joy Sebe: And so I'm gonna talk a little bit about some legislation that address addressing funding schools to meet student needs

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Joy Sebe: so that they can fully access their education. There's an... these aren't like especially exciting actually but Senate Bill 5128 relates to transportation funding during during an emergency and it just kind of specifies that

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00:24:17.160 --> 00:24:27.420

Joy Sebe: the school transportation, while it's not moving students back and forth to schools, it's still being used to deliver meals,

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Joy Sebe: to deliver learning supplies to students, and so there have been people who are testifying to make sure that the transportation funding is still in place so that students can access those needed services.

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Joy Sebe: And then House Bill 1368.

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Joy Sebe: That one that one kind of flew through the legislature and that that one is really just making sure that the money

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Joy Sebe: that's coming from the federal government gets allocated in different buckets, including for K-12. So there was a 714-million-dollar allocation through the federal government funding related to the pandemic for the K-12 system.

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Joy Sebe: Okay, so I'm going to spend a little bit of time talking about what's called the multi-tiered system of supports.

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Joy Sebe: We at the Investing in Student Potential coalition are really supportive of this MTSS model because we think that it's a way

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Joy Sebe: that schools can change their practices, so that what works for students with disabilities and students farthest from access

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Joy Sebe: is just considered tier 1 level supports. And so you see this triangle. tier 1 is in green, tier 2 is in blue,

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Joy Sebe: tier 3 is in orange. And I'm just going to briefly describe this so that you understand what we're talking about next. Okay, so tier 1 level supports is what's available for every student.

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00:26:14.970 --> 00:26:29.880

Joy Sebe: So if you can think of, maybe an elementary school classroom where there is a place... a quiet or calming place where students can take a calming break

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00:26:30.600 --> 00:26:36.060

Joy Sebe: if they're feeling frustrated or if they're tired, just as as we all feel,

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00:26:36.540 --> 00:26:56.850

Joy Sebe: then they can go to that area and kind of relax and take a break. So that would be considered tier 1 level supports. Another thing that's considered tier 1 level supports if we advocate for it is language access, so the interpreters, translations, culturally responsive

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00:26:58.110 --> 00:27:09.210

Joy Sebe: teaching practices that celebrate the cultures and languages of our students and families. And then again that digital literacy component.

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00:27:10.140 --> 00:27:26.340

Joy Sebe: And then tier 2 level supports are provided for small groups of students who may need more more support and then tier 3 level supports, is where our students with disabilities or English language learners are.

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Joy Sebe: They're getting more intensive supports that are provided to meet their needs, and so we are advocating for a really strong what's called MTSS model because we think that if we provide inclusive environments and try and try to provide

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00:27:48.660 --> 00:27:59.700

Joy Sebe: supports at that tier 1 level for all students, then not only will all students thrive, but students with disabilities will also thrive.

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00:28:02.100 --> 00:28:02.430

Joy Sebe : Okay.

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00:28:03.900 --> 00:28:07.920

Joy Sebe: So with that you see that that triangle, still on the right

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00:28:09.090 --> 00:28:25.470

Joy Sebe: hand side, and we have been advocating for this for quite a while. What OSPI has done recently is that they've submitted a budget request so again money um to help to pay for...

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00:28:25.950 --> 00:28:42.570

Joy Sebe: So it's \$2.2 million to pay for 12 MTSS specialists at the educational service district. So the educational service district or the ESD,

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00:28:43.140 --> 00:28:51.780

Joy Sebe: provides guidance for a bunch of different districts at once, or districts and I think charter schools at once.

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00:28:52.140 --> 00:29:16.050

Joy Sebe: So this money would also go to pay for two state level managers to oversee the process. We really think and have advocated that this MTSS framework at the tier 1 level as I said before, really needs to explicitly state culturally responsive practices.

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00:29:17.550 --> 00:29:25.140

Joy Sebe: Practices related to racial equity, diversity, and inclusion in language access and digital literacy.

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00:29:26.970 --> 00:29:27.330

Okay.

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00:29:29.160 --> 00:29:31.020

Joy Sebe: Alright, so now we're

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Joy Sebe: we're kind of... let me toggle back to this triangle here. So within this multi-tiered system of students supports

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Joy Sebe: we are also really advocating for something called Universal Design for Learning or UDL. And Diana Marker who, I think, is here is an expert in this. So hopefully I'm going to describe this correctly. But you can think of it as

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00:30:01.530 --> 00:30:10.290

Joy Sebe: again designing an environment that is inclusive for everyone, so that, for example, if you ask a student

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00:30:11.040 --> 00:30:12.540

Joy Sebe: to do an assignment,

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00:30:12.720 --> 00:30:18.750

Joy Sebe: you want to think about what the purpose of the assignment is, what are they supposed to learn from it?

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00:30:19.770 --> 00:30:29.160

Joy Sebe: And then, and then be flexible about how they're going to show their learning right. So if it's an assignment where they need to learn about,

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00:30:30.210 --> 00:30:45.990

Joy Sebe: for example, Washington state history, do they always need to be writing an essay or can they show it in a video? Um to make sure that students are able to show what they've learned in a way that interests them.

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00:30:47.340 --> 00:30:48.660

Joy Sebe: I hope I did that okay, Diana.

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00:30:51.750 --> 00:31:10.020

Joy Sebe: Okay, so that Universal Design for Learning is is matched into that MTSS triangle framework. And then well I'll just note that the OSPI budget has also requested...

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00:31:14.430 --> 00:31:26.490

Joy Sebe: an extent information here... something called the Inclusionary Practices Project. So the Inclusionary Practices Project for those of you who didn't know...

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00:31:29.190 --> 00:31:42.390

Joy Sebe: It is \$25 million that was set aside to be spent over the course of two years in Washington state to provide training or professional development

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00:31:42.870 --> 00:31:53.880

Joy Sebe: to make sure that students with disabilities are included more within their schools. Okay, so that's called the Inclusionary Practices Project.

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00:31:54.330 --> 00:32:11.040

Joy Sebe: And OSPI has requested an extension of the funding. So they've requested \$7 million for 2022 and then \$5 million for 2023. And some of us within the Steering Committee

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00:32:11.910 --> 00:32:18.840

Joy Sebe: are part of that project, more recently, and what we have been advocating for as a coalition

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00:32:19.590 --> 00:32:37.500

Joy Sebe: is that if if you extend this project and funding for the project, it needs to be done through what's called a racial equity lens to make sure that students of color with disabilities who are farthest from access are

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00:32:38.490 --> 00:32:52.290

Joy Sebe: being targeted to improve their outcomes and supported. And so all of that means that they need the Inclusionary Practices Project needs to explicitly require

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00:32:53.190 --> 00:33:06.600

Joy Sebe: training on family and community engagement, again language access, and digital literacy training, and also connecting right to diversity equity and inclusion.

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00:33:08.400 --> 00:33:08.610

Joy Sebe: Okay.

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00:33:11.100 --> 00:33:19.710

Joy Sebe: Alright, so connecting back to that professional development, we want to make sure that

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00:33:20.820 --> 00:33:41.100

Joy Sebe: that we increase what's called technical assistance or kind of training and coaching for for schools and educators to increase accessibility. And so there's one bill and that Senate Bill 5044 that has that has made

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00:33:43.140 --> 00:33:58.650

Joy Sebe: it's kind of really doing well within the legislature. And so it's SB 5044 indicates that it started in the Senate and it's now all the way in the House and so that's kind of a good sign that it's moving quickly.

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00:33:59.730 --> 00:34:09.570

Joy Sebe: So now, this bill requires that one professional development day, so one day dedicated to teach teachers...

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00:34:10.530 --> 00:34:23.400

Joy Sebe: One day per year is spent on diversity, equity, and inclusion... what's called cultural competency, and then dismantling institutional racism in schools.

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00:34:24.300 --> 00:34:36.870

Joy Sebe: So this is this is one out of the three days that are required as professional development days. And so we certainly support this and would would really like

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00:34:37.590 --> 00:35:03.270

Joy Sebe: More and more action to make sure that students with disabilities are supported. OK, and then House Bill 1214 relates to training for school resource officers and so those school resource officers, if you can think of police officers or security officers in school...

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00:35:04.470 --> 00:35:21.780

Joy Sebe: This this bill requires there to be training and then an adoption of a really clear complaint process against the school resource officers um and so in this one... is in the Rules Committee.

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00:35:23.910 --> 00:35:29.010

Joy Sebe: So I just want to pause here to see if people have any questions

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00:35:30.180 --> 00:35:32.370

Joy Sebe: because this is a lot of information.

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00:35:35.670 --> 00:35:40.950

Michelle O'Dell: Can you repeat the part about the resource officers and how that affects them... this bill.

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00:35:41.880 --> 00:35:47.460

Joy Sebe: Right, yeah. So the school resources resource officers are...

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00:35:48.540 --> 00:36:05.460

Joy Sebe: they're security officers... often police officers that are in schools. And so sometimes school districts have contracts with the police department to bring the school resource officers within schools.

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00:36:06.570 --> 00:36:16.560

Joy Sebe: There there's a lot of advocacy efforts among many different communities to get these school resource officers out of schools because

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00:36:17.250 --> 00:36:26.520

Joy Sebe: there's really from our perspective, no need for there to be police officers in schools, particularly if you think about how students of color

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00:36:27.390 --> 00:36:38.880

Joy Sebe: can get targeted by police and police officers. But this particular legislation is just saying that the school resource officers need training

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00:36:39.390 --> 00:36:52.140

Joy Sebe: and that districts and charter schools must both review and then adopt a complaint process to hold the school resource officers in the schools accountable if something goes wrong.

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00:36:57.660 --> 00:37:00.060

Michelle O'Dell: Thank you for that clarification, I appreciate it.

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00:37:00.420 --> 00:37:02.820

Joy Sebe: Yeah, of course. Thank you for that question.

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00:37:07.530 --> 00:37:08.310

Joy Sebe: Okay.

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00:37:09.960 --> 00:37:32.280

Joy Sebe: And then I'm gonna kind of move us along and and I don't think we have a whole lot more to cover, but the the other... there's another piece of legislation and that Senate Bill 5376, and this is again in support of coaching professional development,

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00:37:33.420 --> 00:37:44.220

Joy Sebe: technical assistance so that schools have and schools and educators, have the training and resources they need to provide inclusive environments

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00:37:44.580 --> 00:38:01.110

Joy Sebe: to schools and families, and so this Senate Bill 5376 is doing well so far. It's making its way. It's in the Rules Committee. And it requires school districts to inform families and students,

[Type here]

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00:38:01.470 --> 00:38:10.050

Joy Sebe: including those who are incarcerated, and educators, about the Office of Education Ombuds. And can I just get a quick

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00:38:11.310 --> 00:38:19.200

Joy Sebe: yes or no in the chat... Does anyone here know about the Office of Education Ombuds?

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00:38:25.800 --> 00:38:26.370

Michelle O'Dell: Yes.

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00:38:29.040 --> 00:38:34.470

Joy Sebe: Great, thank you. And Pam is giving a thumbs up, Eric is giving a thumbs up...

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00:38:40.920 --> 00:38:43.050

Joy Sebe: Diana, and Ramona, Bridgette...

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00:38:45.570 --> 00:38:46.260

Joy Sebe: Arik...

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[Type here]

00:38:50.670 --> 00:38:51.000

Joy Sebe Okay.

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00:38:53.550 --> 00:39:11.880

Joy Sebe: I think that um it can be a little bit no yeah it can be really mixed whether anyone knows about the Office of Education Ombuds because the problem is that a lot of people, a lot of families who need

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00:39:13.230 --> 00:39:28.590

Joy Sebe: who need more support don't know about it. And so I can share a little bit about it here. Just assuming that it'd be good to share some information. So the Office of Education Ombuds

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00:39:29.670 --> 00:39:43.170

Joy Sebe: was was founded years ago. I don't really know how many years ago, if anyone knows you can put it in the chat but it's a statewide organization

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00:39:43.860 --> 00:39:59.010

Joy Sebe: from the governor's office that provides individual case management um and so it does three things. It provides case management for families who need support in

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00:40:00.030 --> 00:40:15.540

Joy Sebe: navigating the special education system so they're not they're not advocates certainly they're neutral parties that try to help families navigate the system, and then they also provide training to families and to educators

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00:40:16.560 --> 00:40:30.090

Joy Sebe: and then they also advocate for policy and systems change. And so Arik just noted that OEO was established in 2006. Thank you, Arik. Okay.

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00:40:33.240 --> 00:40:41.190

Joy Sebe: Alright, and then I think this may be the last piece of legislation I'll talk about. And the last legislative priority.

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00:40:41.850 --> 00:41:06.150

Joy Sebe: But we, as a coalition feel very strongly that we must ensure that justice involve youth have access to their education. So many of you may not know... but because this is not publicly provided, 50% of youth in our juvenile justice system... 50% have an IEP.

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00:41:07.500 --> 00:41:15.000

Joy Sebe: 20 to 30% of youth, on top of that have a section 504 plan.

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00:41:17.370 --> 00:41:25.170

Joy Sebe: And then upwards of 70% of our youth it's either 67 or 76% in 2018...

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00:41:27.810 --> 00:41:40.080

Joy Sebe: They are youth of color. So within our juvenile justice system, we have a high concentration of youth with disabilities and youth of color.

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00:41:41.160 --> 00:41:50.550

Joy Sebe: And they are not getting the special education service that they need and that are legally...

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00:41:51.990 --> 00:42:11.400

Joy Sebe: That were legally, you know required to provide them with access. And those numbers that 50% and the 20 to 30% is still considered an underestimate because we're not counting all of them. And so House Bill 1295...

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00:42:14.340 --> 00:42:34.980

Joy Sebe: it's it's it there's a lot of components to House Bill 1295. It comes out of a task force that reviewed a number of different items and it's supported prime sponsors Representative Callen and of the many things that it would require, is that it would require

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00:42:36.300 --> 00:42:51.870

Joy Sebe: that all newly admitted youth... newly admitted into the juvenile justice system would need to receive an IEP review if they don't already have one or if the last IEP review was

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00:42:52.440 --> 00:43:17.040

Joy Sebe: more than 12 months ago... that we need to conduct a needs assessment for all youth so that would include mental health needs, a comprehensive needs

assessment, and because we know that youth in the juvenile justice system are not not provided with either basic education or special education...

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00:43:18.750 --> 00:43:39.690

Joy Sebe: the system the system will will be required to collect data on how funds are spent to educate our youth and whether the youth are receiving those services. And so we're very glad that this particular legislation is making progress and it's been referred to the Rules Committee.

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00:43:42.900 --> 00:43:53.310

Joy Sebe: Okay, so I'm just going to end here... that advancing the vision of an education system that gives every learner what they need, when they need it

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00:43:53.610 --> 00:44:13.320

Joy Sebe: will require collaborative efforts among educators, families, and community professional. And we've been working hard to collaborate across different areas so that we can we can all work together to improve outcomes for our students.

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00:44:16.740 --> 00:44:24.900

Joy Sebe: And then I'm going to show this slide here that Arik showed before... just to ask you all to please join

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00:44:25.680 --> 00:44:37.950

Joy Sebe: the coalition by going to this website here. And Arik if you can put it in the chat again and then like our Facebook page and follow us on Twitter at

[Type here]

213

00:44:38.820 --> 00:44:58.740

Joy Sebe: @InPotential and then again plugging that we have a town hall tomorrow from 5-6pm that with legislators who will be attending and then families attending as well. So I just wanted to kind of stop sharing now and see if anyone had any questions.