

September 16, 2019 FYSPRT Meeting Minutes

4-6pm

Location: YWCA 3609 Main St., Vancouver, WA 98663

Meeting Opening

- Introductions
- Sign-In Sheet
- Comfort agreement
 - Other agreements: Step up and step back. Share the floor.
 - Addition to the comfort agreement: "Keep an open mind"
- General Announcements
 - Triple Point group flyers handed out

WISe Update: Katie Favela and Marce Shook

- Quarterly WISe update reviewed:
<https://fortress.wa.gov/hca/wisebhasreports/SouthwestWashington.html>
- Katie discussed her role as WISe (Wraparound with Intensive Services) intake specialist at Catholic Community Services (CCS)
- Marce discussed her role with BRS services at CCS
- WISe clients had significant crossover with being involved with special education (60%) along with foster care and mental health services
- The full report can be found: <https://www.hca.wa.gov/about-hca/behavioral-health-recovery/wraparound-intensive-services-wise-0>
- WISe client needs decreased as they moved through the program – At start of the program only 50% of clients saw educational system as a strength, but this increased to 75%
- Recreation as a strength also increased
- Data shows that the WISe team is effectively building upon the strengths of the clients
- Data shows areas that need to grow such as community connection
- FYSPRT's role with WISe was discussed: FYSPRT is part of the contractual and government structure stemming from the TR lawsuit
- BRS services are similar to wraparound services and serves foster youth through alternative services
- Clients can now be involved in both BRS and WISe services
- BRS serves youth with behavioral issues, placement issues, and with independent living skills
- Foster youth: BRS homes can help stabilize youth who cannot stabilize in regular foster homes especially if they are often moved and change providers often
- Conversations are happening at the state level of providing WISe services to private insurance individuals not just Medicaid eligible youth.
- Mockingbird family model discussed: Ability to use other homes in the area as natural respite especially when conflict does occur, can help build community – Currently being done in Seattle area

Youth Advocacy and Empowerment Report Out / Peer Pathway Conference Update – Briana Mason and Violet McKinney

- YA&E exploring logo/mascot ideas for YA&E and FYSPRT
- Violet recently attended Peer Pathway Conference and helped represent SW WA and FYSPRT
- <https://peerpathways.com/>

Reminder of the Youth Advocacy and Empowerment Group

- YA&E launched an Instagram page @swwa_yae Follow and support our page. Please follow the Facebook page also <https://www.facebook.com/FYSPRT/>
- Next YA&E Meeting - We meet the first Monday of every month (October 7th) at Hanna Hall Room 118 at Clark College from 5:30-7:30pm.

PAVE: Get the Most from a Free Public Education: How Families and Students can Advocate for Special Education Services – Jerri Clark

- PAVE is involved with parent training and information and is funded by state
- It helps families to navigate the special education system including the jargon and access to services
- Families have the right to a public education that is free and meets the youth's needs – Understand your rights
- Jerri can provide additional trainings in the community as well as individual support
- Students can stay in school through the age of 21 (until the 22nd birthday)
- A well designed program can vary by school and student and should meet the student where they are at
- Self-stigma can be self-defeating: Don't let fear of labels limit your life
- For an IEP, a student must have a qualifier of a disability to qualify
- Being able to name a challenge or disability can get a student the help they need
- Discussed the pyramid of education rights
- IDEA (Individuals with Disabilities Education Act): Full menu of special education programming and services for qualifying students, it also governs the Individual Education Plan (IEP), also protected by 504 and ESSA
- Section 504: Rehabilitation Act (1973), guarantees non-discriminatory rights to equitable access for individuals with disabilities, any school/public building/library
- If a student is removed (kicked out) of school when they were not provided support from the school, it is considered discrimination especially with any program or activity receiving Federal financial assistance
- ESSA (Every Student Succeeds Act): All students are part of this and guarantees equal rights
- A good way to think of it is what "ramp" will help a student get their needs met
- Equality is not equity – "I showed up and offered the lesson" is not equity
- Equity: Getting what you need, unique to you
- Equality: Getting what everyone needs
- What does equity look like for a student who needs extra help because of a mental health condition?
 - Might need a break or a space to take a break

- Staff assigned is responsive
- Switching to an appropriate school with more access to resources
- “Appropriate placement”
- Breaking assignments down into smaller tasks
- Alternative recess
- Student medication access
- Crisis de-escalation
- Coping strategies for teachers to help students
- FAPE: Free Appropriate Public Education
- FAPE is an entitlement regardless of the nature or severity of a child’s disability, guaranteed under Federal law
- Is your education getting you ready for adult life?
- 6 Principles of IDEA
 - FAPE
 - Appropriate evaluation
 - IEP: Least restrictive environment, don’t segregate if you do not want to be or need to be, must do everything to keep youth at local schools with parents and students involved in decision making
 - Least restrictive environment (LRE)
 - Parent and student participation
 - Procedural safeguards
- Evaluation: Is there a disability? Significant educational impact? Specialized instruction needed?
- Strengths are assessed to move student programming toward success, figuring out how to incorporate their strengths to accomplish the homework
- Medical evaluation not needed for IEP but may help or speed up the IEP process
- PAVE has an online sample letter to request an evaluation
- You don’t have to disclose all of your medical condition, all information is voluntary
- Federal government recognizes that students with mental health concerns are underserved
- Self-advocacy: Taking responsibility for communicating one’s needs and desires in a straight-forward manner to others (something you have to work on and develop) – “Teach people what you need”
- “Disability is not a barrier. The environment is the barrier” – Haben Girma (deaf and blind attorney)
- Knowing what accommodations will help and understanding your disability is a strength
- IDEA requires that students are invited to their IEP meetings any time Transition Services are discussed
- Transition plan needs to be developed by age 16 is driven by student goals, interests, and strengths
- Age of majority puts the student in charge: Supported decision-making can help
- A High School and Beyond Plan is a state requirement for all students, sometimes known as “Career Cruising Plan”
- Many IEPs are led by case managers - If you don’t know what is in your IEP/504 or can’t understand it then have them rewrite it
- Self-determination is a strength – get involved in your own education
- What are your goals? How do you learn? What do you do well? What do you need to be successful? What would make learning easier?

- Schools are more likely to accommodate your needs if you show that you're trying to meet their goals even if it is done differently
- Ideas to self-advocate: Prepare a handout for school meetings, bring agenda, being prepared can help you get your needs met more quickly
- At age 18, students can choose supported decision-making
 - Can sign consent to have their parents involved in their IEP process
 - Transition for making adult decisions
- Youth can walk with your graduating class even if you're not quite done with school
- Kevin's Law: You get your diploma when you meet the requirements for graduation
- PAVE website: www.wapave.org. Website can help with:
 - "Get help" can help you request assistance and learn school resources
 - Templates for organizing your paperwork
- Racial disproportionality is being acknowledged
- MTSS: Multi-tiered Systems of Support
 - Social emotional learning
 - Non-discriminatory
 - School climate
 - Culturally appropriate
- PBIS: Positive Behavior Intervention and Supports
- MTSS and PBIS is not mandatory but could give support for bullying
- Behavioral referrals are a trigger for evaluation
- Life planning tools/helpful websites:
 - www.youthhood.org
 - www.stopbullying.gov

Wrap up and Evaluations

- Due to time "Break Out Sessions – Youth Panel Questions" will be postponed until October's meeting