



## Meeting Summary

<b>Meeting Title:</b> Special Education Task Force Committee	
<b>Date:</b> September 19, 2019	<b>Time:</b> 9:00am - 12:00pm
<b>Facilitator:</b> Mike Hansen, Deputy Superintendent, Richland School District Dr. Sara Sorensen Petersen, Clinical Assistant Professor of Education, Washington State University (WSU) Tri-Cities	
<b>Attendance:</b> Amanda Fish, Special Education Teacher Annamarie Carlson, Middle School Parent April Gardner, Middle School Parent Brian Moore, Assistant Superintendent Constance Morelock, Special Education Teacher Craig Smith, High School Parent Eugene Nemeth, High School Parent Heather Castleberry, Alternate Elementary Parent Jill Ives, Special Education Teacher Kelly Roseberg, Elementary Parent Ken Hays, REA Representative Kiley Hodges, Special Education Administrator Kim Maldonado, General Education Teacher Laurie Price, Special Education Teacher Mandy Cathy, Special Education Administrator Meg Fallows, Community Agency	Michael Summers, Elementary Parent Mike Stevens, Alternate High School Parent Molly Judkins, General Education Teacher Myriam Bradshaw, Elementary Parent Nicole Blake, Teaching, Learning & Curriculum Administrator Nicki Sintay, PSE Representative Rachel Carter, Itinerant Staff Member Renae Yecha, Special Education Teacher Rick Donahoe, School Board Member Shana Borms, Principal Summer Zumini, Special Education Teacher Tamra Harrison, Alternate Middle School Parent Tim Praino, Principal Tonya Goche, High School Parent Tracy Blakenship, Special Education Administrator Zac Carpenter, Middle School Parent
<b>Task</b>	<b>Notes</b>
Entry Task and Purpose/Function	As committee members arrived, they were given an entry task to write their aspiration for special education in the Richland School District. Once they had written their aspiration on a sticky note, they placed their notes on a poster at the front of the room.

	<p>The committee then went over the purpose/function of the Special Education Task Force (SETF):</p> <p><i>“The task force is to examine the RSD’s current K-12 special education model and the findings of the program review, the WISM review, findings from the citizen complained (redacted) and other applicable documents and data. Recommendations will be made to the superintendent regarding steps to implement the outlined changes from the program review over a multi-year period. The Task Force’s recommendations will include the necessary professional development for both general and special education teachers”.</i></p>
<p>Welcome</p>	<p>Mike Hansen welcomed the committee members and thanked them for their time and commitment on the SETF. Hansen gave an overview of meetings coming up, including committee input meetings that would be used to gain outside information. Hansen and others searched for an outside facilitator for this Task Force and found Dr. Sara Sorenson Petersen.</p> <p>Dr. Petersen was introduced and welcomed the committee members to their first meeting. Petersen went over her role on the Task Force, which includes keeping meetings running smoothly and making sure everyone has the opportunity to communicate and collaborate. Petersen went over the agenda and goals for the day with the committee.</p>
<p>Committee Introductions</p>	<p>To introduce everyone on the committee, they were given an activity to write down their name on a piece of paper, along with a few things about themselves. Each member then found someone they had not met before to share their information.</p> <p>After each member had paired up, the committee went around in a circle to introduce their partner to the entire group.</p>
<p>Outline the Special Education Task Force (SETF) Process and Outcomes</p>	<p>Before getting started, the committee was given an outline for the SETF process and outcomes. Some basic assumptions were given, including:</p> <ul style="list-style-type: none"> <li>● The system needs improvement. No one is to blame.</li> </ul>

	<ul style="list-style-type: none"> <li>● Everyone is doing the best that they know how to do.</li> <li>● Some things are out of our control. We will focus on what we can control.</li> <li>● We may not agree with everyone and everything all of the time.</li> <li>● Conversation and collaboration are key to understanding multiple perspectives.</li> <li>● The more informed we are, the better our decisions and recommendations will be.</li> <li>● We are not there yet, but we will get there.</li> </ul> <p>The process for the Task Force was then broken down into three stages:  Stage 1 - Laying the foundation  Stage 2 - Develop district priorities for special education  Stage 3 - Develop action plans and timelines</p> <p>Stage 1 would be crucial to lay the foundation of the SETF. Team and trust-building activities, developing group norms, best practices, needs analysis, and development of the Richland School District special education vision/mission statement all are included in stage 1 of the process.</p>
Identify Roles	<p>Next, the committee was tasked with identifying their role in the process. Each member was asked to write down their role on the SETF along with 3-4 things they would be responsible for in their role.</p> <p>After they were given time to think and write down their answer, the committee began a carousel activity. During this activity, each group (administrators, general education teachers, parents, special education teachers, and related service members) wrote down on separate posters their responsibilities on the Task Force. Each group then rotated to see the responsibilities listed on each groups poster.</p> <p>After everyone had the opportunity to review each poster, each group was asked to share out their most important role on the Task Force.</p> <ul style="list-style-type: none"> <li>● General Education Teachers - “The most important role is to help develop what</li> </ul>

	<p>high-quality inclusion looks like to support all and discover new ways other than tradition pullout method.”</p> <ul style="list-style-type: none"> <li>● Special Education Teachers - “Advocating for staff and special education is the most important. Experience in instructing children, and collaborating with parents and team members.”</li> <li>● Parents - “Advocating for our students, providing perspective from the parents view, making sure appropriate inclusion with support is occurring, offer suggestions, and help create a vision.”</li> <li>● Related Service Providers - “Making sure all kids have skills for life - financial, emotional, and social skills.”</li> <li>● Administrators - “Being an advocate for students and staff, communicating the big picture, accountability and carry-through, listening, and seek to understand.”</li> </ul>
Develop Group Norms	<p>In each table group, committee members were asked to brainstorm a list of behaviors that would help create an effective team. Then, record those behaviors on chart paper.</p> <p>After each group listed their items on the poster, they were then asked to read through the list of behaviors and put a star next to the top three they believed would be the most important and should be included in group norms for the Task Force. The following were chosen to include in the committee’s group norms:</p> <ul style="list-style-type: none"> <li>● Assume Positive Intent</li> <li>● Open-minded</li> <li>● Safe-zone</li> <li>● Constructive Feedback</li> <li>● Active Listening</li> <li>● Be Prepared</li> <li>● Stay on Topic</li> <li>● Be Solution-oriented</li> </ul> <p>The committee signed the poster as a social contract to show they agreed to follow the group norms of the committee. These norms can be changed and updated as needed throughout the process.</p>

<p>Best Practices - Collaboration</p>	<p>The best practices will help the Task Force while they work throughout the process to find possible solutions. There will be three areas that the committee will look at to determine these best practices. These areas include three High Leverage Practices (HLPs): 1) Collaborate with professionals to increase student success, 2) Organize and facilitate effective meetings with professionals and families, and 3) collaborate with families to support student learning and secure needed services.</p> <p>Each table group reviewed each HLP and talked about what it would look like, sound like, and feel like. The Task Force wrote their thoughts on a collaborative document. This document will be used for an activity before the next committee meeting.</p>
<p>Zoom Activity</p>	<p>Next, the Task Force did a Zoom activity. The purpose of this activity was to build communication and problem-solving skills as a group and understand and develop perspective-taking.</p> <p>Each individual was given one page out of the Zoom children’s book. They were not allowed to show their page to anyone else. Instead, they had to use verbal communication to find out the correct order of the pages.</p> <p>At the end of the activity, four questions were asked:</p> <ol style="list-style-type: none"> <li>1) What their key learnings and insights from the activity were?</li> <li>2) Did anyone try to “second position” see one’s communication from the perspective of others?</li> <li>3) How the activity showed the importance of seeing the big picture rather than making conclusions based on a small part?</li> <li>4) How would zooming out or zooming in positively affect the SETF work?</li> </ol>
<p>Develop Rules of Consensus</p>	<p>To determine how the committee will agree on a consensus, each table group was asked to brainstorm what consensus looks like, what consensus does not look like, and ideas for consensus.</p>

	<p>Each table group shared their thoughts and many groups agreed on what consensus should look like and how the Task Force could determine consensus.</p> <p>The committee will use a “Fist to Five” consensus strategy moving forward.</p>
<p>Debrief and Closing</p>	<p>To end the meeting, Dr. Petersen asked each individual to think of three statements that summarized the meeting. Two statements of what went well, and one question they would like answered. Petersen collected the questions as everyone left.</p> <p>Before leaving, the committee asked as team members, what information they could provide to the community in regards to committee meetings. The committee agreed that the minutes would be available for anyone and that the Task Force should be respectful by not naming people when discussing others opinions outside of the meeting.</p> <p>The Task Force was told to sign up on the schoology site to gain access to information and communication. There will be homework listed on the site to read about High Leverage Practices in Assessment of pages 41-54 in the book provided on the site.</p> <p>The SETF’s next meeting will occur on Thursday, October 3rd.</p>