



## Meeting Summary

<b>Meeting Title:</b> Special Education Task Force Committee Community Forum	
<b>Date:</b> October 17, 2019	<b>Time:</b> 6:00 PM - 7:30 PM
<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	
<p><b>Attendance:</b>  Amanda Fish, Special Education Teacher  Annamarie Carlson, Middle School Parent - <b>ABSENT</b>  April Gardner, Middle School Parent  Brian Moore, Assistant Superintendent - <b>ABSENT</b>  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 - <b>ABSENT</b>  Kiley Hodges, Special Education Administrator  Kim Maldonado, General Education Teacher  Laurie Price, Special Education Teacher - <b>ABSENT</b>  Mandy Cathy, Special Education Administrator  Meg Fallows, Community Agency - <b>ABSENT</b></p>	<p>Michael Summers, Elementary Parent  Mike Stevens, Alternate High School Parent  Molly Judkins, General Education Teacher  Myriam Bradshaw, Elementary Parent  Nicole Blake, Teaching, Learning &amp; Curriculum Administrator  Nicki Sintay, PSE Representative  Rachel Carter, Itinerant Staff Member  Rena Yecha, Special Education Teacher  Rick Donahoe, School Board Member  Shana Borms, Principal - <b>ABSENT</b>  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</p>
<b>Task</b>	<b>Notes</b>
Welcome and Committee Charge	At the start of the meeting, Mike Hansen introduced Dr. Sara Petersen to the community members. Hansen also stated that the committee is charged with creating a vision and path forward for Richland School District, but have not made any big decisions yet. Instead, the committee is

	<p>researching, gathering information to find possible solutions.</p> <p>Dr. Petersen followed by telling the community about her background and her role as a facilitator on the Special Education Task Force (SETF) committee.</p> <p>The community was shown the basic assumptions that the committee has considered including; the system needs improvement, everyone is doing the best that they know how to do, some things are out of our control, and conversation and collaboration are key in looking at different perspectives.</p> <p>The community was also shown a list of the committee group norms that they created. These include;</p> <ul style="list-style-type: none"> <li>● Assume positive and noble intent</li> <li>● Be open-minded</li> <li>● Meeting space is a safe zone</li> <li>● Give constructive feedback</li> <li>● Use active listening</li> <li>● Be prepared to participate</li> <li>● Stay on topic</li> <li>● Be solution-oriented</li> </ul>
<p>The SETF (Special Education Task Force) Process</p>	<p>Next, Dr. Petersen explained the three stages of the SETF process. These stages include laying the foundation, developing district priorities, and developing an action plan and timeline. The goal for the committee is to be done with the process in May 2020.</p> <p>The committee has started a needs analysis and vision statement. They are using resources, including high leverage practices to do their work. High leverage practices are research-based practices developed by researchers and organizations.</p>
<p>OSPI (Office of Superintendent of Public Instruction) Civil Complaint Decisions, Special Education Program Review, and Parent Survey Data</p>	<p>Dr. Petersen showed the overarching themes of the OSPI civil complaints over the last couple of years. Some of these themes include;</p> <ul style="list-style-type: none"> <li>● Implementation of IEP Services</li> <li>● IEP Procedures</li> <li>● Evaluation and assessment procedures</li> </ul>

	<ul style="list-style-type: none"> <li>● Provision of Special Designed Instruction (SDI)</li> <li>● Availability of a full continuum of services</li> <li>● Transition assessment and services</li> </ul> <p>There was a special education program review done in June 2019 by Urban Collaborative. Some of the strengths found from this review included;</p> <ul style="list-style-type: none"> <li>● Staff with a wealth of knowledge</li> <li>● Community backing</li> <li>● Supportive School Board</li> </ul> <p>Some of the recommendations from this review included;</p> <ul style="list-style-type: none"> <li>● Adoption of a multi-tiered system of support (MTSS) model</li> <li>● Consistency across all schools</li> <li>● Collaborative structures across departments and buildings</li> <li>● Placement practices</li> <li>● Establishment of a vision and strategic plan</li> </ul> <p>Another set of data that the community learned that the committee is using as a resource for their work is the parent survey data that went out in September 2019. The committee has considered doing another survey in November 2019 to help gather more information and demographics.</p>
Table Talk Activity	<p>The community was asked to think of three prompts;</p> <ul style="list-style-type: none"> <li>● Three things that your dream special education program would include</li> <li>● Two ways you think the Richland School District could improve special education</li> <li>● One thing that you would like to learn more about at the next community meeting.</li> </ul> <p>After individuals were given time to consider each question, they shared their answers at their table. Using markers and a chart paper provided at each table, members were asked to write down shared thoughts to the three prompts. Each table was given the opportunity to share out their answers to each question as a table.</p>

Closing

The next community meeting will be held on  
December 5, 2019, at Marcus Whitman  
Elementary.