



Meeting Summary

Meeting Title: Special Education Task Force Committee	
Date: November 7, 2019	Time: 3:45pm - 5:45pm
Facilitator: Mike Hansen, Deputy Superintendent, Richland School District Dr. Sara Sorensen Petersen, Clinical Assistant Professor of Education, Washington State University (WSU) Tri-Cities	
<p>Attendance:</p> <p>Amanda Fish, Special Education Teacher - ABSENT</p> <p>Annamarie Carlson, Middle School Parent</p> <p>April Gardner, Middle School Parent</p> <p>Brian Moore, Assistant Superintendent</p> <p>Constance Morelock, Special Education Teacher</p> <p>Craig Smith, High School Parent</p> <p>Eugene Nemeth, High School Parent - ABSENT</p> <p>Heather Castleberry, Alternate Elementary Parent</p> <p>Jill Ives, Special Education Teacher - ABSENT</p> <p>Kelly Roseberg, Elementary Parent</p> <p>Ken Hays, REA Representative - ABSENT</p> <p>Kiley Hodges, Special Education Administrator</p> <p>Kim Maldonado, General Education Teacher - ABSENT</p> <p>Laurie Price, Special Education Teacher</p> <p>Mandy Cathy, Special Education Administrator</p> <p>Meg Fallows, Community Agency</p>	<p>Michael Summers, Elementary Parent</p> <p>Mike Stevens, Alternate High School Parent</p> <p>Molly Judkins, General Education Teacher</p> <p>Myriam Bradshaw, Elementary Parent</p> <p>Nicole Blake, Teaching, Learning & Curriculum Administrator - ABSENT</p> <p>Nicki Sintay, PSE Representative</p> <p>Rachel Carter, Itinerant Staff Member</p> <p>Renae Yecha, Special Education Teacher</p> <p>Rick Donahoe, School Board Member</p> <p>Shana Borms, Principal</p> <p>Summer Zumini, Special Education Teacher</p> <p>Tamra Harrison, Alternate Middle School Parent</p> <p>Tim Praino, Principal</p> <p>Tonya Goche, High School Parent</p> <p>Tracy Blakenship, Special Education Administrator - ABSENT</p> <p>Zac Carpenter, Middle School Parent</p>
Task	Notes
Introduction of Glenna Gallo	<p>Dr. Sara Sorensen introduced Glenna Gallo, Assistant Superintendent of Special Education Services at the Office of Superintendent of Public Instruction (OSPI).</p> <p>Gallo gave each committee member a document with priorities at the top and space for them to write</p>

	<p>down what they know, what they are still learning, questions they have, and potential community partners they could utilize. She enforced the purpose of the presentation would be to identify and discuss potential Richland School District special education improvement plan components and partners and share data and information on:</p> <ul style="list-style-type: none"> ● OSPI Priorities on improving outcomes for students with disabilities ● Collaboration continuum ● Alignment of IDEA and Every Student Succeeds Act (ESSA) ● Research and evidence-based practices ● Washington and Richland School District students with disabilities
Six Main Areas of Improvement	<p>Gallo mentioned the six main areas of improvement identified by stakeholders across Washington state. An improvement plan must address all six of these areas:</p> <ul style="list-style-type: none"> ● Leadership ● Growth mindset ● Evidence-based practices ● Professional development ● Resource allocation ● Recruitment and retention
2018 Data from OSPI	<p>Next, the committee dove into data from OSPI that included information on Washington state and Richland School District.</p> <p>2018 percentage of Richland Students with disabilities, by eligibility and EL status, can be found on slide 6 of the PowerPoint.</p> <p>The committee spoke on the reasoning behind how the data looked, possibly due to the many hoops it takes to get diagnosed with certain disabilities.</p> <p>The data graph on slide 7 shows Richland School District Least Restrictive Environment (LRE) data by grade-level. A committee member mentioned they wondered what percentage of 12th grade was inclusion within a work setting. Another member explained that there are not many opportunities for work-based learning in the community right now, so many students are receiving four years of school academics. Gallo jumped in to note that it was a</p>

	<p>good thing to have 4 years of academics for these students, which is not always common practice. Many times when a student is beyond their senior year, they are cut off from academics.</p>
<p>High School Graduation Pathways</p>	<p>The committee was shown the previous Washington graduation pathways on slide 8 and how the pathways were changed in 2019. Previously, a student would need to pass a state test or an alternative test that was approved, earn 24 credits in required courses, have a high school and beyond plan, and any local district requirements, if applicable, to receive their diploma.</p> <p>The updated graduation pathways for the class of 2020-21 can be found on slide 12.</p>
<p>Closing and Questions</p>	<p>Towards the end of the meeting, Gallo asked for any questions or information that the committee may need. Below are the items that the committee asked for more information on during the presentation:</p> <ul style="list-style-type: none"> ● Access to the PowerPoint slides ● Sites to look at - Achieve the Core, Hadie site, and the 90% ● Center for Assistive Technology resource ● Universal Design for Learning ● Link to Center of Transition Services ● Model programs that should be reviewed <p>The next committee meeting will be Thursday, November 21st from 3:45 pm-5:45 pm.</p>