



Meeting Summary

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| Meeting Title: Special Education Task Force Community Forum #2 | |
| Date: December 5, 2019 | Time: 6:00 PM - 7:30 PM |
| Facilitator: Mike Hansen, Deputy Superintendent, Richland School District Dr. Sara Sorensen Petersen, Clinical Assistant Professor of Education, Washington State University (WSU) Tri-Cities | |
| Attendance: Amanda Fish, Special Education Teacher - ABSENT Annmarie Carlson, Middle School Parent April Gardner, Middle School Parent - ABSENT Brian Moore, Assistant Superintendent - ABSENT 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 Kiley Hodges, Special Education Administrator - ABSENT Kim Maldonado, General Education Teacher - ABSENT 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 Rena Yecha, Special Education Teacher Rick Donahoe, School Board Member - ABSENT Shana Borms, Principal Summer Zumini, Special Education Teacher Tamra Harrison, Alternate Middle School Parent Tim Praino, Principal - ABSENT Tonya Goche, High School Parent - ABSENT Tracy Blakenship, Special Education Administrator - ABSENT Zac Carpenter, Middle School Parent |
| Task | Notes |
| Welcome → Basic Assumptions → Review of Group Norms → Introductions | As community members and parents were arriving, Dr. Petersen asked each participant to think about the following terms/concepts individually: <ul style="list-style-type: none"> ● Inclusion ● Inclusive services ● Least Restrictive Environment (LRE) |

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| | <ul style="list-style-type: none"> ● Continuum of services <p>Once the community forum started, Dr. Petersen reviewed the basic assumptions with the community;</p> <ul style="list-style-type: none"> ● The system needs improvement. No one is to blame. ● Everyone is doing the best that they know how to do. ● Some things are out of our control. We will focus on what we can control. ● We may not agree with everyone and everything all of the time. ● Conversation and collaboration are key to understanding multiple perspectives. ● The more informed we are, the better our decisions and recommendations will be. ● We are not there YET - but we WILL get there! <p>Next, the group norms were reviewed:</p> <ul style="list-style-type: none"> ● Assume positive and noble intent ● Be open-minded ● Meeting space is a safe zone ● Give constructive feedback ● Use active listening ● Be prepared to participate ● Stay on topic ● Be solution-oriented <p>Finally, the committee and the community members went around to introduce themselves to the rest of the group.</p> |
| Puzzle Activity | <p>Everyone was given a random puzzle piece and asked to find others in the room that had pieces of the same puzzle. Once a puzzle was completed, that group was asked to introduce themselves to each other. After introductions, they were asked to discuss within that puzzle group the following question:</p> <ul style="list-style-type: none"> ● What are two strategies the Richland School District (RSD) Special Education program could do that would help improve communication and develop partnerships with families and the community? |

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| | <p>After each group had time to discuss the prompt, they each shared out their responses to the question. Below are a few of the strategies shared:</p> <ul style="list-style-type: none"> ● Have community forum nights for parents to come together and discuss information, questions, and concerns. ● Create a series of videos on Youtube called, “SPED Talks”, where information about what is happening within the district is discussed. ● Better communication for advertising events within the community. ● A newsletter that goes out to parents. |
| <p>Essential Questions for the Day and Agenda</p> | <p>The two essential questions provided for the day included;</p> <ol style="list-style-type: none"> 1. What is the vision and/or mission of the RSD Special Education program? 2. What are the priorities of the RSD special education program? 3. What do the following terms/concepts mean? <ol style="list-style-type: none"> a. Inclusion b. Inclusive services c. Least restrictive environment d. Continuum of services <p>The agenda was then provided, which included;</p> <ol style="list-style-type: none"> 1. Where are we in the Special Education Task Force (SETF) process? 2. <i>Draft</i> SETF Vision and Mission Statements 3. <i>Draft</i> RSD Special Education Priorities 4. Table Time (SETF members facilitate) 5. Questions and Answers |
| <p>Review</p> | <p>Before jumping into the agenda, Dr. Petersen reviewed previous items discussed at the past community forum. The SETF charge was read, which included the committees’ purpose;</p> <ol style="list-style-type: none"> 1. Examine the RSD’s current K-12 special education model and the findings from various sources. 2. Develop district priorities for special education 3. Make recommendations regarding steps to implement changes over a multi-year |

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| | <p>period, including professional development for both general and special education teachers.</p> <p>Next, the SETF Process was shown, as well as which steps are in progress and completed.</p> <p>Stage 1: Laying the Foundation</p> <ul style="list-style-type: none"> ● Team/trust-building activities - In Progress ● Develop group norms - Completed ● Best practices (utilizing High Leverage Practices) - In Progress ● Needs Analysis (Strengths, Needs, Opportunities, and Barriers) - In Progress ● Develop RSD Special Education vision/mission statement - In Progress <p>Stage 2: Develop District Priorities for Special Education</p> <ul style="list-style-type: none"> ● Develop district priorities for special education - In Progress <p>Stage 3: Develop Action Plans and Timelines</p> <ul style="list-style-type: none"> ● Create a timeline for each priority ● Communication plan and timeline ● Professional development plan and timeline ● Create a Master Timeline |
| <p>Vision and Mission Gallery Walk</p> | <p>Posters that were created at the last SETF committee meeting were placed around the room. These posters included draft mission and vision statements and draft program priorities.</p> <p>Everyone was asked to visit each poster. While visiting each poster, they were asked to do the following:</p> <ul style="list-style-type: none"> ● On the vision/mission statement posters <ul style="list-style-type: none"> ○ Circle, underline, or highlight words/phrases that they liked ○ Write comments/questions on the poster below the statements ● On the program priorities posters <ul style="list-style-type: none"> ○ Place a star by their top three priorities in each category |
| <p>Table Talk</p> | <p>For the next activity, each table was asked to discuss the following concepts;</p> <ul style="list-style-type: none"> ● Inclusion ● Inclusive Services ● Least Restrictive Environment |

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| | <ul style="list-style-type: none"> ● Continuum of Services <p>A committee member facilitated the discussion at each table. The groups were given twenty-five minutes to discuss. Afterward, each group was asked to share out. The following includes some of the discussions around each concept;</p> <ul style="list-style-type: none"> ● Inclusion <ul style="list-style-type: none"> ○ Different for every child ○ Acceptance ○ Diversity ○ Having a voice and being heard ● Inclusive Services <ul style="list-style-type: none"> ○ Individualized ○ Provided to students when needed ○ Universal Design for Learning (UDL) ○ Making things accessible to all students ● Least Restrictive Environment <ul style="list-style-type: none"> ○ Individualized designed instruction ○ An environment that allows children to forget their disability ● Continuum of Services <ul style="list-style-type: none"> ○ Pre-Kindergarten to High School, including transition services ○ Colleges accommodations ○ Blend of services ○ Same for all levels ○ Available in SpEd and GenEd classrooms |
| Closing | The next community forum will be held on January 30th from 6:00 pm-7:30 pm in the Marcus Whitman Commons. |