



# **Special Education Task Force**

**Richland School District**

Thursday, December 5

# Entry Task

As you take your seat, think about what the following terms/concepts mean to you:

- Inclusion
- Inclusive services
- Least restrictive environment
- Continuum of services

Be prepared to share later in the meeting.



*Please*

**SILENCE YOUR  
CELL PHONE**

*Thank You*

# Basic Assumptions



- 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!

# Review Our Group Norms



- Assume positive and noble intent
- Be openminded
- Meeting space is a safe zone
- Give constructive feedback
- Use active listening
- Be prepared to participate
- Stay on topic
- Be solution-oriented

# SETF Introductions



# Who's in the room?



1. Find others in the room with pieces of your puzzle.
2. When your puzzle is complete, introduce yourselves.
3. Discuss as a group the following question:

**What are two strategies the RSD Special Education program could do that would help improve communication and develop partnerships with families and the community?**

# Essential Questions

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?
  - Inclusion
  - Inclusive services
  - Least restrictive environment
  - Continuum of services



# AGENDA

1. Where are we in the SETF process?
2. *Draft* SETF Vision and Mission Statements
3. *Draft* RSD Special Education Priorities
4. Table Time (SETF members will facilitate)
5. Questions and Answers

Let's Review...



# SETF Charge

- Examine the RSD's current K-12 special education model and the findings from various sources.
- Develop district priorities for special education
- Make recommendations regarding steps to implement changes over a multi-year period including professional development for both general and special education teachers

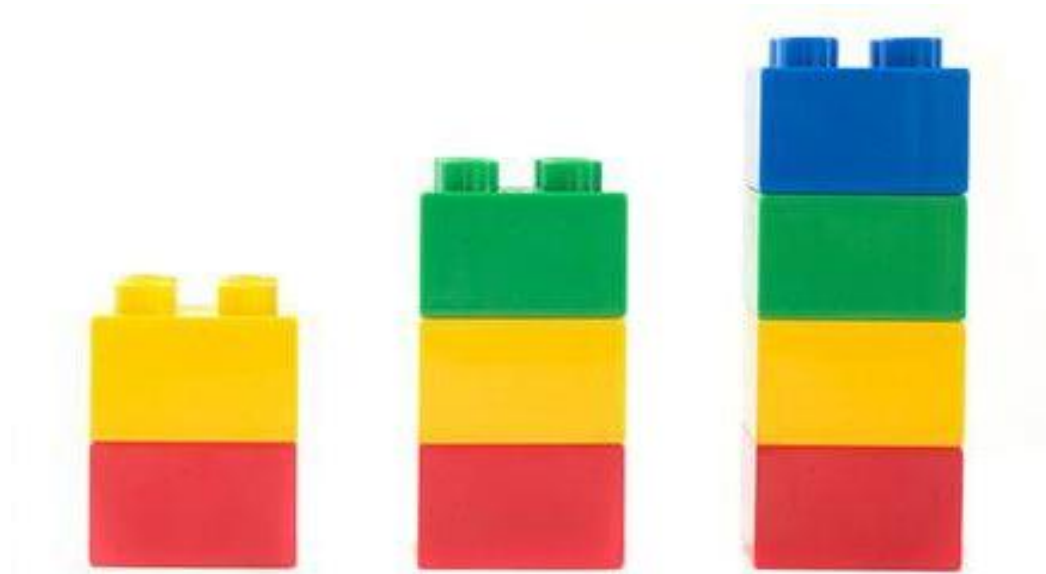


# SETF Process: Three Stages

Stage 1: Laying the Foundation

Stage 2: Develop District Priorities for Special Education

Stage 3: Develop Action Plans and Timelines




○ = in progress

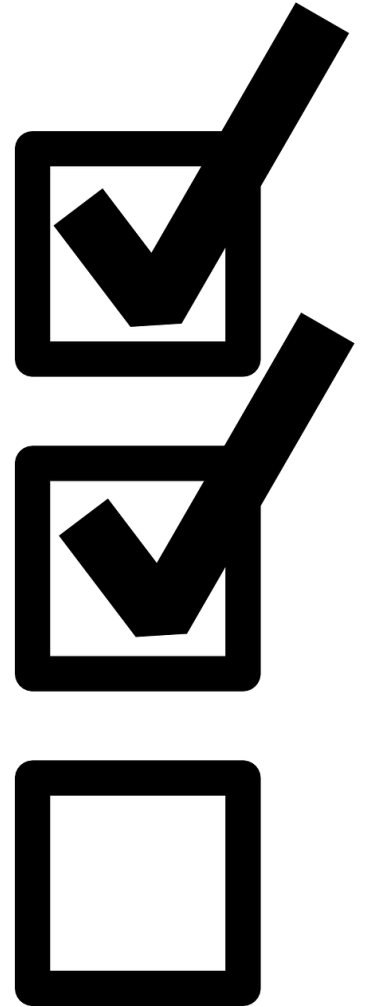
# Stage 1: Laying the Foundation

- Team/trust building activities ○
- Develop group norms ✓
- Best practices (utilizing High Leverage Practices) ○
- Needs analysis (Strengths – Needs – Opportunities – Barriers)
  - Citizen Complaint recommendations
  - Urban Collaborative Review recommendations
  - Survey data
- Develop RSD Special Education vision/mission statement ○



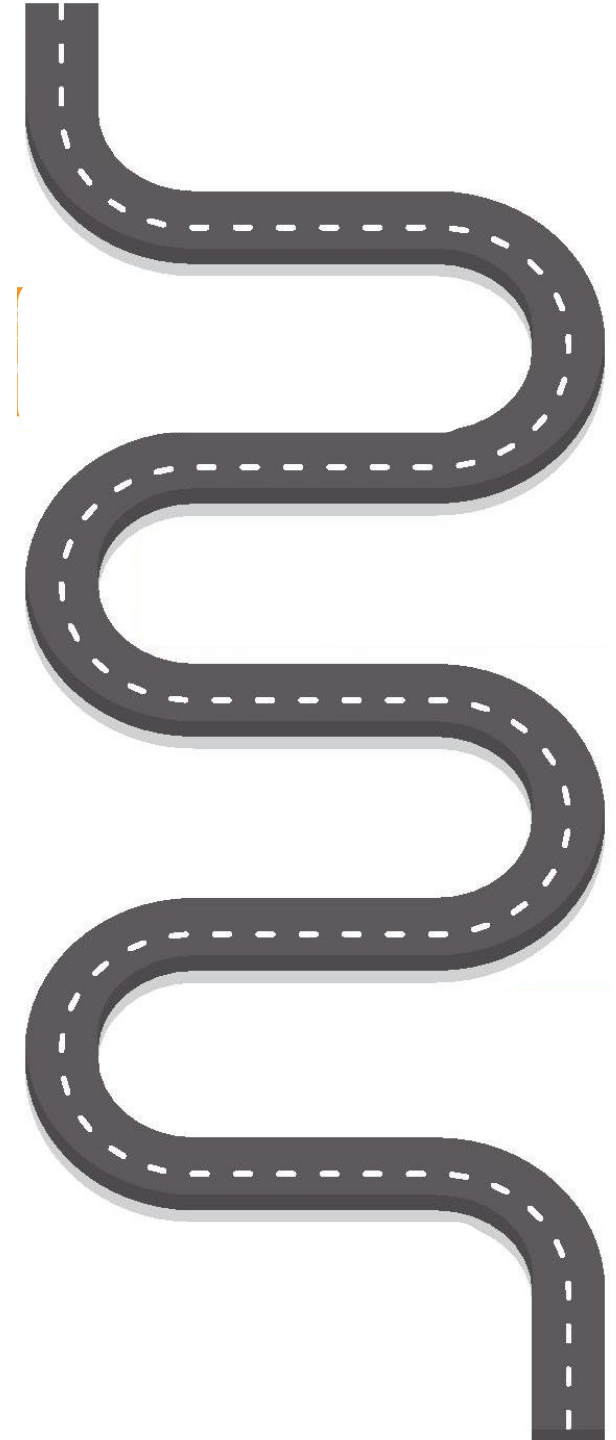
# Stage 2: Develop District Priorities for Special Education

- Develop district priorities for special education 
- Use variety of resources to inform our work
  - High Leverage Practices
  - Best Practices (based on HLPs)
  - Citizen Complaint recommendations
  - Urban Collaborative Review recommendations
  - OSPI Priorities
- What does each priority look like? Sound like?



# Stage 3: Develop Action Plans and Timelines

- Create a timeline for each priority
- Communication plan and timeline
- Professional development plan and timeline
- Create a Master Timeline



**Vision Statement:** describes what the organization wishes to ultimately achieve. It is inspirational and challenging. It shapes the *future* of the organization.

- Where do we want to be?
- If the district achieved its goals, what would it look like 10 years from now?

**Mission Statement:** describes the organization's purpose, objectives, and approach to meeting those objectives. The mission statement supports the vision and serves to communicate purpose and direction to stakeholders.

- What is our organization's purpose?
- Why does our organization exist?



*Draft*

# MISSION VISION

- Six groups
- Each group developed a statement (vision, mission, or both)

# ***Draft Program Priorities***

## Categories

- Relationships
- Instructional Practices
- Transitions
- Services
- Professional Development
- Outcomes
- Accountability



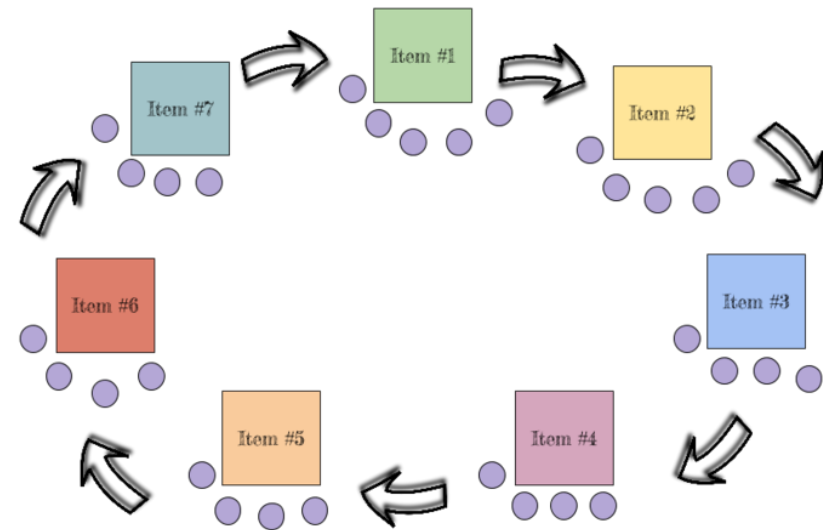
# Gallery Walk – *Visit each poster*

## Vision and Mission Statements

- Circle, underline, highlight words or phrases you like in each statement.
- Write comments or questions on the poster below the statements.

## Program Priorities

- Place a star by your top 3 priorities in each category





# Defining Key Concepts

At your table, discuss the following concepts:

- Inclusion
- Inclusive services
- Least restrictive environment
- Continuum of services



Questions to consider:

- What does it mean to you?
- What does it look like? Sound like?
- What does it feel like?



*Inclusion*

*Inclusive Services*

**Least Restrictive Environment**

*Continuum of Services*

# Next Community Meeting

Thursday, January 30, 2020, 6:00 – 7:30 pm

Marcus Whitman Gym

