Meeting Summary

Meeting Title: Special Education Task Force Committee	
Date: January 30, 2020	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 (WSI) Tri-Cities	

Attendance:

Amanda Fish, Special Education Teacher
Annamarie Carlson, Middle School Parent - **ABSENT**
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 - **ABSENT**
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 - **ABSENT**
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 - **ABSENT**
Tonya Goche, High School Parent
Tracy Blakenship, Special Education Administrator
Zac Carpenter, Middle School Parent

Task	Notes
Introduction	The committee started by reviewing 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! Next, the group norms were reviewed: ● 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
Message from Dr. Schulte	Next, Dr. Petersen introduced Dr. Schulte, Richland School Districts' Superintendent, to say a few words to the committee. Dr. Schulte started by explaining why he was at the meeting. The charge that was created for the committee asked that they report to him; therefore, it wouldn't be appropriate for him to have a spot on the committee. Nevertheless, the reason he came to this meeting was due to committee members expressing their concerns and struggles that the committee has had at progressing in a timely matter. Looking back at the charge, the reason that the committee was formed was because of compliance reports, outcomes that have not been as good as they should be, forces outside of the district telling us to make a change, and recommendations from the outside review of urban collaborative, which included eighteen recommendations. The committee should focus on the highest priorities. The committee charge implies the need for a system change, not one particular grade-level, school, or program. We must look at the system as a whole to see how those smaller pieces need to change for us to be successful. Our goal is to have a report before May 15, 2020. If the report is not

	done completely, the report may explain what has been done thus far. It is perfectly okay to have minority reports if we do not come to a unanimous agreement; however, we do need to have a consensus. It is not surprising that committee members may be feeling frustrated. This is hard work, emotional work, without an easy answer. We need your help to see which direction we should be going and what recommendations should be worked on, or not. After Dr. Schulte's message, he asked if anyone had any questions. No one had any questions.
Status Change of a member	Mike Hansen, Deputy Superintendent, introduced a change of status for one of the committee members. One of the committee members recently accepted a position within the Richland School District. This individual was put on the committee as a parent representative, and will still be representing parents. Hansen wanted to be transparent with the status of this committee member.
Debrief Committee Charge	The committee was asked to debrief about the committee charge. The question, "How are you feeling about the Special Education Task Force (SETF) charge right now?" was asked to the committee in an online poll. The top four words that were shared included; frustrated, slow, hopeful, and good.
Finalize District Vision and Mission Statement	Before the meeting, Dr. Petersen sent out an email with a poll asking for feedback on the vision and mission statements that she wordsmithed from the last committee meeting. The following shows the survey results: Vision statement - "Together, educating every student for lifelong success." ● Thirteen committee members expressed that the vision statement looked great. ● Six committee members expressed that the vision statement was fine, but not in total agreement. ● One committee member didn't support the vision statement. Mission Statement -

	- Eight committee members expressed that the vision statement looked great. - Nine committee members expressed that the vision statement was fine, but not in total agreement. - Two committee members didn't support the vision statement. Committee members gave Dr. Petersen feedback via email before the meeting for some input on the Mission statement. After, Dr. Petersen showed the committee the updated Mission statement after reviewing committee feedback. Once the committee had time to read the updated mission statement, they were asked to take a poll. The poll was anonymous and asked if they agreed with the mission statement or not. 95% of the responses agreed with the mission statement.
Essential Questions of the Day Define key concepts - UDL, MTSS, continuum of services, inclusive practices vs inclusion	The essential questions for the meeting included the following: - What do the following concepts mean? - MTSS - UDL - Continuum of services - Inclusive practices vs. inclusion - What do they look like in the Richland School District? Multi-Tiered Systems of Support (MTSS) - Framework for how school districts can build systems to ensure that each student receives a high-quality educational experience by - Proactively identifying and addressing the strengths and needs of all students - Optimizing data-driven decision-making, progress monitoring - Using evidence-based practices - Components - Team driven shared leadership - Data-based decision making

	○ Family/students/community engagement ○ Continuum supports ○ Evidence-based practices 3 Tiers of MTSS ● Tier 1: The Whole Class ○ Taught with methods that research has shown to be effective ○ Screened to see who is and isn't responding to these strategies ● Tier 2: Small Group Interventions ○ Receive targeted support in small groups (in addition to Tier 1 activities) ○ Groups are smaller than in Tier 2 ○ Sessions last longer and are more narrowly focused UDL Framework ● Reduces barriers in instruction, proactively provides appropriate accommodations and supports, and allows for high-achievement expectations for all students, regardless of their unique strengths and challenges ● Provides options and choices for students to personalize their learning ● Is based on research in cognitive neuroscience that guides the development of flexible learning environments that can accommodate learner variability Continuum of Practices ● Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services ● An array of services designed to provide specially designed instruction to meet an individual student's needs ● Flexible and fluid among varying levels of support ● Part of an MTSS

	Inclusive Practices
	- Support meaningful and accessible learning for all students - Give all students the opportunity to learn, be supported, and be challenged - Allow students to demonstrate knowledge and strengths - Part of an MTSS - Are based in research - Necessary for inclusion to be effective
Recommendations	The committee was asked to review two recommendations with their table. - Using the MTSS process embedded with the UDL framework, improve academic outcomes. (Recommendation 7) - Ensure that there is a full continuum of services throughout the district, with an emphasis on inclusive practices, and supports and services that provide access to both the general education curriculum and the specially designed instruction. (Recommendation 9)
Table Time - Long Range Visioning	Each table was asked to look at what each recommendation looked like and what Richland School District needs to do to get where we want to be in five years; including, professional development, resources, data, etc. Four charts titled, 'Professional Development', 'Resources', 'Data', and 'Other' were placed around the room for each table to place sticky notes with their thoughts on what the district needs to do to accomplish its goals.
Closing	The committee will receive another recommendation to look at for homework before our next meeting. The next meeting will be held on Thursday, February 13, at 3:45 pm-5:45 pm.