



## Meeting Summary

<b>Meeting Title:</b> Special Education Task Force Committee	
<b>Date:</b> February 13, 2020	<b>Time:</b> 3:45pm - 5:45pm
<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></p> <p>Amanda Fish, Special Education Teacher - <b>ABSENT</b></p> <p>Annamarie Carlson, Middle School Parent - <b>ABSENT</b></p> <p>April Gardner, Middle School Parent</p> <p>Brian Moore, Assistant Superintendent - <b>ABSENT</b></p> <p>Constance Morelock, Special Education Teacher</p> <p>Craig Smith, High School Parent</p> <p>Eugene Nemeth, High School Parent - <b>ABSENT</b></p> <p>Heather Castleberry, Alternate Elementary Parent</p> <p>Jill Ives, Special Education Teacher</p> <p>Kelly Roseberg, Elementary Parent</p> <p>Kiley Hodges, Special Education Administrator - <b>ABSENT</b></p> <p>Kim Maldonado, General Education Teacher - <b>ABSENT</b></p> <p>Laurie Price, Special Education Teacher</p> <p>Mandy Cathy, Special Education Administrator</p> <p>Meg Fallows, Community Agency - <b>ABSENT</b></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 &amp; Curriculum Administrator</p> <p>Nicki Sintay, PSE Representative</p> <p>Rachel Carter, Itinerant Staff Member</p> <p>Renae Yecha, Special Education Teacher - <b>ABSENT</b></p> <p>Rick Donahoe, School Board Member - <b>ABSENT</b></p> <p>Shana Borms, Principal</p> <p>Summer Zumini, Special Education Teacher - <b>ABSENT</b></p> <p>Tamra Harrison, Alternate Middle School Parent</p> <p>Tim Praino, Principal</p> <p>Tonya Goche, High School Parent - <b>ABSENT</b></p> <p>Tracy Blakenship, Special Education Administrator</p> <p>Zac Carpenter, Middle School Parent - <b>ABSENT</b></p>
<b>Task</b>	<b>Notes</b>
Introduction	<p>The committee started by reviewing basic assumptions:</p> <ul style="list-style-type: none"> <li>● The system needs improvement. No one is to blame.</li> </ul>

	<ul style="list-style-type: none"> <li>● Everyone is doing the best that they know how to do.</li> <li>● Some things are out of our control. We will focus on what we can control.</li> <li>● We may not agree with everyone and everything all of the time.</li> <li>● Conversation and collaboration are key to understanding multiple perspectives.</li> <li>● The more informed we are, the better our decisions and recommendations will be.</li> <li>● We are not there YET - but we WILL get there!</li> </ul> <p>Next, the group norms were reviewed:</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>Agenda</p> <ul style="list-style-type: none"> <li>● Continue what was started last week on Recommendation 7</li> <li>● Review model Multi-Tiered Systems of Support (MTSS) programs</li> <li>● Add to categories developed at the last SETF meeting <ul style="list-style-type: none"> <li>○ Data to be collected</li> <li>○ Resources needed</li> <li>○ Professional development</li> <li>○ Instructional supports</li> <li>○ Other</li> </ul> </li> <li>● Develop a 5-year implementation plan</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● What does RSD need to know and or do to implement recommendation 7?</li> <li>● How should recommendation 7 be implemented in year one through five?</li> </ul>
MTSS in Washington State	<p>There are two codes within Washington state -</p> <ul style="list-style-type: none"> <li>● <a href="#">RCW 28A.320.260</a></li> <li>● <a href="#">WAC 392-172A-03060</a></li> </ul>

	<p>The WAC 392-172A-03060 is a more detailed part of the legislation and gives a background of what and why we are using MTSS.</p>
<p>Model Programs within Washington State</p>	<p>The committee was asked to review model programs that are currently in Washington state. These programs have been identified by the state as top programs; Franklin Pierce School District, and Seattle Public Schools.</p> <p>Committee members were given links to these districts' websites and asked to look at what their MTSS system looks like, including what activities they are doing.</p>
<p>Table Charts</p>	<p>Each table was given a chart that the committee posted ideas to at the last meeting, documenting what needs to be done to get where we want to be in five years. These categories included:</p> <ul style="list-style-type: none"> <li>○ Data to be collected</li> <li>○ Resources needed</li> <li>○ Professional development</li> <li>○ Instructional supports</li> <li>○ Other</li> </ul> <p>Dr. Peterson added one additional category - Instructional Support.</p> <p>The tables were asked to review the ideas developed for each category and identify if any of the ideas should be moved to the new category - Instructional Support. If there are new ideas, they can write them on the appropriate poster.</p> <p>Next, each table was asked to review the poster assigned to their table and rearrange the ideas into themes; data to be collected (Universal screening, Progress monitoring, etc.).</p>
<p>5-Year Implementation Timeline</p>	<p>Five new poster charts were placed around the room, labeled - 1 Year, 2 Year, 3 Year, 4 Year, and 5 Year.</p> <p>The committee was asked to work together to write ideas on what the process may look like and what the district needs to do throughout the 5-year implementation for it to be a successful implementation.</p>

	<p>Before the next meeting, Dr. Petersen will send out a document with all the ideas typed up for each year.</p>
<p>Timeline Debrief</p>	<p>The committee lined up around the room in order of their birth month. Going around the room, split up in birth months, the committee discussed three prompts;</p> <ul style="list-style-type: none"> <li>● 3 new ideas not considered</li> <li>● 2 exciting ideas</li> <li>● 1 question to pose to the group</li> </ul> <p>After they were given time to discuss these prompts with each other, they went around the room and shared their thoughts on each prompt. Below are a few of the comments from the group share-out.</p> <ul style="list-style-type: none"> <li>● Will the assessment pieces be consistent over time, or will it change yearly? Consistency across buildings and grade levels?</li> <li>● Professional learning and instructional support are separated right now, but they need to be on the same page in year one through five.</li> <li>● How do we start awareness and building buy-in?</li> <li>● How can we ensure that as we move to MTSS, we make a culture shift to inclusionary practices?</li> </ul>
<p>Closing</p>	<p>The next meeting will be held on Thursday, February 27, 3:45 pm-5:45 pm.</p>