



Meeting Summary

Meeting Title: Special Education Task Force Committee	
Date: February 27, 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 (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 - ABSENT</p> <p>Constance Morelock, Special Education Teacher</p> <p>Craig Smith, High School Parent - ABSENT</p> <p>Eugene Nemeth, High School Parent - ABSENT</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 - ABSENT</p> <p>Kim Maldonado, General Education Teacher</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</p> <p>Nicki Sintay, PSE Representative</p> <p>Rachel Carter, Itinerant Staff Member - ABSENT</p> <p>Renae Yecha, Special Education Teacher</p> <p>Rick Donahoe, School Board Member - ABSENT</p> <p>Shana Borms, Principal - ABSENT</p> <p>Summer Zumini, Special Education Teacher</p> <p>Tamra Harrison, Alternate Middle School Parent</p> <p>Tim Praino, Principal - ABSENT</p> <p>Tonya Goche, High School Parent - ABSENT</p> <p>Tracy Blakenship, Special Education Administrator</p> <p>Zac Carpenter, Middle School Parent</p>
Task	Notes
Introduction	<p>The committee started by reviewing basic assumptions:</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!

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

Agenda

- Group work
 - Brainstorm supports and activities for implementing inclusive practices and supports through a full continuum of services (categories? Data to be Collected, Resources Needed, Professional Development, Instruction, Other)
 - Develop five-year implementation plan for Recommendation 9
- Prioritize recommendations for future discussions

Objectives

- Identify supports and activities RSD Special Education can do to implement inclusive practices and supports through a full continuum of services.
- Develop a five-year plan for implementing identified supports and activities into an effective inclusive education system.

Essential Questions:

	<ul style="list-style-type: none"> ● What does RSD need to know and or do to implement recommendation 9? ● How should recommendation 9 be implemented in year one through five?
<p>Discussing Key Concepts</p>	<p>Each tables was asked to discuss and define the following key concepts within their group:</p> <ul style="list-style-type: none"> ● Continuum of services ● Least restrictive environment ● Inclusive practices ● Inclusive supports and services ● Access ● General education curriculum ● Specially designed instruction <p>After each table discussed, they were asked to share out. Below are the definitions given by committee members for each key concept.</p> <ul style="list-style-type: none"> ● Continuum of services <ul style="list-style-type: none"> ○ A flexible service, not a program that looks at the overall student schedule to provide appropriate support. ○ Service(s) that follow a student around wherever they are - regardless of their placement. ○ It should be accessible in all buildings. ○ The structure of the day of instruction should be continuous from elementary to middle, and high school. ● Least restrictive environment <ul style="list-style-type: none"> ○ An environment where students can reach his/her highest academic potential. ○ All students should be general education students first, then layer services needed. ○ General education should be the starting point, then determine what resources are needed to allow them to succeed academically, emotionally, and socially. ● Inclusive practices

- Designed to meet the needs of all students in all settings.
- Design/utilize practices and strategies to meet those needs.
- To presume competence.
- Values equal members in a school.
- Co-teaching
- Universal design for learning - providing access points at different learning levels.
- Inclusive supports and services
 - Inclusion doesn't mean a student is by themselves, they need to be with peers and in groupings.
 - General education teachers and special education teachers meeting together to meet the needs of students.
- Access
 - Assistive technology
 - Different components within a classroom (flexible seating, sensory resources, etc.)
 - Universal design of learning - able to find access points and use the curriculum in a manner that works best for a particular student.
 - Actively engaged in the classroom.
- General education curriculum
 - Staff given skills to teach standards to different skill levels.
 - The curriculum taught with additional support to provide a universal design of learning.
- Specially designed instruction
 - Instructions designed by a special education teacher to meet the needs of students with individualized education plans (IEP's).
 - Using strategies to support teaching general education curriculum.
 - Focus on standards and how they can be taught in different methods (scaffolding, differentiation, etc.)

<p>Group Work - Recommendation 9</p>	<p><i>Recommendation 9</i> - 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.</p> <p>Each table group worked together to develop activities and strategies that the district could use to implement recommendation 9. Then, write down each idea on a sticky note and place it on the appropriate poster (Instruction, Data, Resources, Professional Learning, and Other).</p> <p>Next, each table was given a poster to review and rearrange into ideas/themes.</p> <ul style="list-style-type: none"> ● Table 1 - Data to be collected ● Table 2 - Resources needed ● Table 3 and Table 4 - Professional learning ● Table 5 - Instruction ● Table 6 - Other
<p>5 Year Implementation Timeline</p>	<p>Tables reviewed the themes identified on their assigned poster. They were then asked the following questions;</p> <ul style="list-style-type: none"> ● What should each idea, activity, theme, etc. look like at Year 1, 2, 3, 4, 5? ● How should the district implement the idea, activity, theme, etc. during each year? <p>Using sticky notes, tables broke down each idea, activity, theme, etc. into steps and posted on the appropriate year poster that it should be implemented.</p>
<p>Closing</p>	<p>Before leaving, everyone was given a list of priorities from Urban Collaborative. The committee has looked at recommendations 7, 8, and 9. Before our next meeting, the committee will individually score each of the 18 priorities from top to least in regards to what the committee should review first by filling out an online survey.</p> <p>The next meeting will be a community forum and be held at Marcus Whitman Elementary on Thursday, March 12th.</p>

