



# OSPI: Vision for the Future Students with Disabilities

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Office of Superintendent of Public Instruction

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## OSPI Vision:

All students prepared for post-secondary pathways, careers, and civic engagement.

## OSPI Mission:

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

## OSPI Values:

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child





## OSPI Equity Statement:

Each student, family, and community possesses strengths and cultural knowledge that benefit their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

## OSPI Special Education Services



The OSPI Special Education Services division is responsible for ensuring the provision of special education and related services on behalf of more than 145,000 eligible students in Washington. We:

- Provide technical assistance and professional development to support and facilitate improvement efforts by disseminating evidence-based and promising practices for the development of academic, health, and post-school outcomes.
- Engage stakeholders involved in, or affected by, special education services and outcomes for students with disabilities.
- Administer general supervision of the provision of special education services through an integrated monitoring system, dispute resolution options, and coordinated data management efforts.
- Allocate federal special education funding and manage the supplemental safety net program.

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## Today's Objectives

1.) Shared Purposes: The Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA)

2.) Reflections from Data on Washington Students with Disabilities: Building on Strengths, Opportunities for Improvement, Areas of Exploration, and Increasing Active Engagement

3.) Planning for 2019 and Beyond:

- OSPI Special Education Priorities
- Application of Input from Stakeholder Groups
- OSPI Decision Packages for Legislative Requests

4.) Summary and Questions



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"I have a relentless belief that education and the passion of young people will see us through to brighter days. Why? It always has! When we focus on the success of young people, we have a shared purpose. And we crystalize progress through greater equity in public education!"

– **Superintendent Chris Reykdal**

**Our  
Shared  
Purpose**



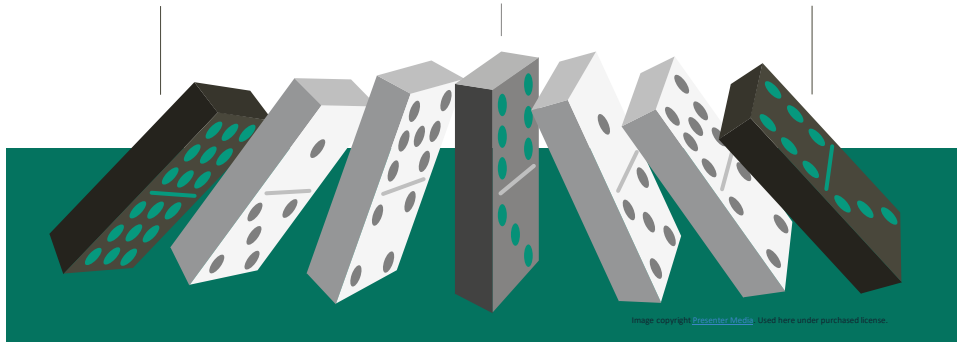
**IDEA**

FAPE that emphasizes special education and related services designed to meet their unique needs and prepare them for **further education, employment, and independent living**

**IEP Team and the Student**

**ESSA**

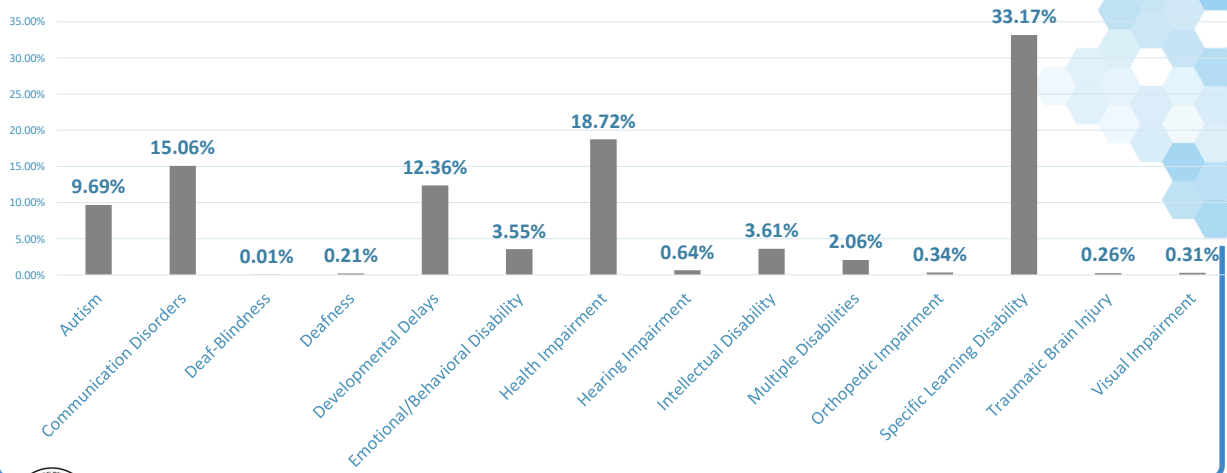
To ensure a significant opportunity to receive a fair, equitable, and high quality education, and **close achievement gaps**



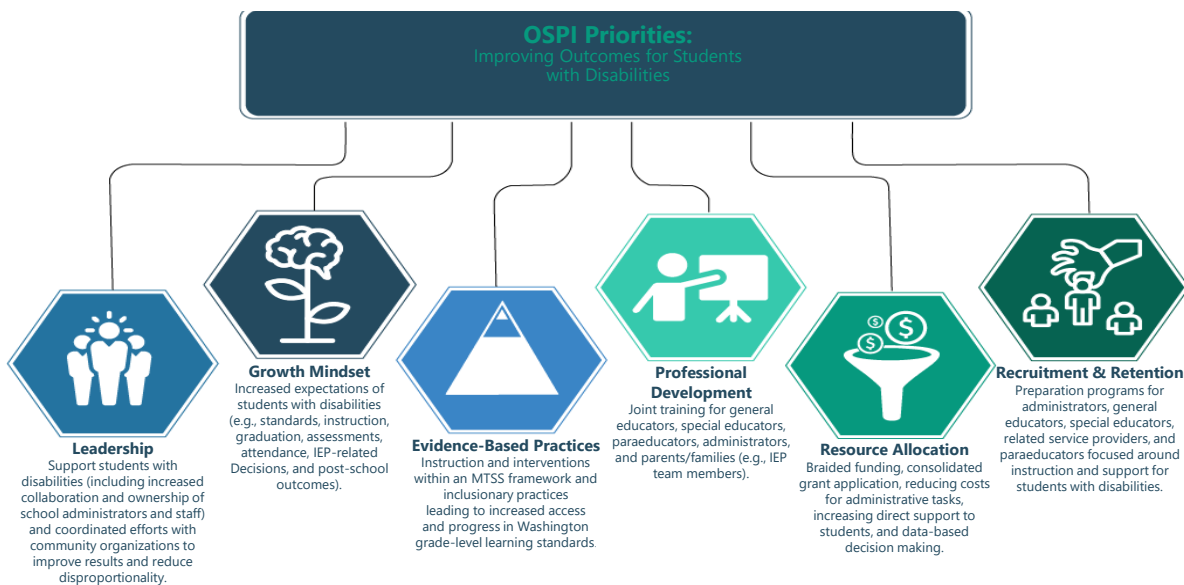
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# Eligibility Category Percentages

Students ages 3-21



<h3>Building on Strengths</h3> <ul style="list-style-type: none"> <li>• Dedicated and committed education staff and families (student success, professional learning, continuous improvement)</li> <li>• IDEA compliance through WISM/APR</li> <li>• Improving environments data (5A-C)</li> <li>• Timeliness (reports, responses)</li> </ul>	<h3>Opportunities for Improvement</h3> <ul style="list-style-type: none"> <li>• Graduation and drop out rates</li> <li>• Early dispute resolutions</li> <li>• Inclusionary practices and decisions</li> <li>• Access to grade-level learning standards and supportive IEP goals</li> <li>• Assessments and use of results to form instruction</li> </ul>
<h3>Areas of Exploration</h3> <ul style="list-style-type: none"> <li>• Data on IEP decisions</li> <li>• Pathways to diploma</li> <li>• Use of NPAs, discipline/restraint/isolation</li> <li>• Safety net processes</li> <li>• Professional learning and coaching</li> <li>• Braiding/repurpose funds</li> <li>• Use of, and alternatives to, off-grade level</li> </ul>	<h3>Increasing Active Engagement</h3> <ul style="list-style-type: none"> <li>• Proactive public relations activities</li> <li>• PTA and parent groups</li> <li>• Professional organizations (staff)</li> <li>• Advocacy organizations</li> <li>• Inter- and intra-district and state</li> <li>• Identify communication channels</li> <li>• Shared ownership</li> </ul> <p><small>Image copyright <a href="#">iStockphoto.com</a>. Used here under purchased license.</small></p>



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## Safety Net Legislative Workgroup

### Summary of main points of proposal:

- Remove IDEA funds and allocate to districts directly through formula
- Consider long and short term fiscal impact of the increased use of Non-Public Agencies (NPAs)
- Modify requirement for “properly formulated IEP”, sample, and address statewide concerns (WISM and dispute resolution)
- Transition to electronic application process and allow resubmission for some omissions and errors
- Consider a tiered multiplier (in place of .9609%)



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## State Special Education Advisory Council (SEAC)



### 2018-19 Recommendations:

- 1.) Increase special education funding
- 2.) ESSA implementation and technical assistance
- 3.) Building an inclusive school culture
- 4.) Family and community engagement
- 5.) Reducing use of restraint and isolation in schools
- 6.) Pre-service and in-service educator training

- [2017-18 Annual Report](#)
- [SEAC Brochure](#)
- Upcoming Meetings:
  - November 6, 2018 Meet and Greet 6:00-7:30 PM
  - November 7-8, 2018 Puget Sound ESD, Renton, WA
  - February 6-7, 2019 Olympia, WA (facility TBD)
  - May 8-9, 2019 Yakima, WA (facility TBD)



# OSPI Decision Packages

- [OSPI Decision Packages 2019-21](#)
  - [Safety Net Funding Maintenance Level and Safety Net Supplemental Level](#)
  - [Special Education Multiplier](#)
  - [Professional Learning Days](#)
  - [Comprehensive Supports for All](#)



## Safety Net Maintenance Level Request

Safety Net Projected Need				
	FY 2020	FY 2021	FY 2022	FY 2023
	2018-19	2019-20	2020-21	2021-22
	School	School	School	School
	Year	Year	Year	Year
Number of high-need applications	3,062	3,368	3,705	4,076
Cost per high-need application	\$22,740	\$23,877	\$25,071	\$26,325
Community Impact [funding for a local education authority (LEA) with identified and quantifiable factors beyond the control of the LEA, justifying disproportional and extraordinary cost]	\$3,500,000	\$3,500,000	\$3,500,000	\$3,500,000
Annual demand	\$73,129,880	\$83,917,736	\$96,388,055	\$110,800,700
State General Fund	\$35,952,000	\$35,952,000	\$35,952,000	\$35,952,000
Federal Individuals with Disabilities Education Act (IDEA) Funds	\$14,787,000	\$14,787,000	\$14,787,000	\$14,787,000
Total current funding	\$50,739,000	\$50,739,000	\$50,739,000	\$50,739,000
<b>Additional state funds needed</b>	<b>\$22,390,880</b>	<b>\$33,178,736</b>	<b>\$45,649,055</b>	<b>\$60,061,700</b>



## Safety Net Supplemental Request

State funding available	\$35,952,000
Federal funding available	\$17,589,283
Total available	\$53,541,283
Approved awards	\$57,957,230
Shortfall	-\$4,415,947



## Special Education Multiplier Model (Past and Current)

- The special education excess cost multiplier was set at 0.9309 in the 1995–96 school year.
- The multiplier remained unchanged until the passage of Senate Bill 6362 (2018), which increased the multiplier to 0.9609 beginning with the 2018–19 school year.
- This funding model delivers the same amount of funding for each student with disabilities in full-time equivalent (FTE) attendance, regardless of the intensity and types of services that are being provided. The funding does not reflect the cost to deliver services in different settings nor does it incentivize districts to promote inclusion in the general education classroom..





# Proposed Special Education Multiplier

This request proposes a tiered excess cost multiplier based on:

1. Direct hours of service to the student with disabilities,
2. Their instructional settings, and the
3. Intensity of services delivered.

In essence, the excess cost rates will increase incrementally over three biennia, which will reduce school district reliance on local levies to fill current funding gaps. Phasing in the new funding will allow for continued analysis to determine effectiveness of the new funding model as each phase is implemented.

FY2020 = \$32,920,265  
 FY2021 = \$53,710,352  
 FY2022 = \$83,566,731  
 FY2023 = \$98,429,337



Phase-In Values for Tiered Multiplier

Total Weekly Hours of Service	Setting	Intensity of Special Education Services by Frequency	2019-21		2021-23	
			School Year 2019-20 Tiered Multiplier	School Year 2020-21 Tiered Multiplier	School Year 2021-22 Tiered Multiplier	School Year 2022-23 Tiered Multiplier
1	Time in Gen Ed Setting 80%-100%	mild	0.5450	0.5250	0.5000	0.5000
2-4	Time in Gen Ed Setting 80%-100%	mild	1.1000	1.1000	1.1000	1.1000
5-9	Time in Gen Ed Setting 80%-100%	moderate	1.2500	1.2500	1.3000	1.3000
≥10	Time in Gen Ed Setting 80%-100%	moderate	1.3000	1.3000	1.4000	1.4000
7-12	Time in Gen Ed Setting 40%-79%	moderate	0.9609	0.9609	0.9609	0.9609
13-18	Time in Gen Ed Setting 40%-79%	intensive	0.9609	0.9609	0.9609	0.9609
19-24	Time in Gen Ed Setting less than 39%	intensive	1.0000	1.0000	1.1000	1.1000
24+	Public or private day school	intensive	1.5000	1.5000	1.7500	1.7500
24+	Residential facility	intensive	2.0000	2.0000	2.0000	2.0000
≤ 20	Home bound		0.5450	0.5250	0.5000	0.5000
21+	Home bound		0.7500	0.7500	0.7500	0.7500



## Professional Learning Days

- This request seeks to add three additional days of professional learning for both state-allocated Certified Instructional Staff as well as Classified staff personnel units, phased in over two biennia.
- The menu of topics include:
  - Equity, diversity, and race,
  - Inclusionary practices, and
  - Strengthening students' social-emotional learning.

FY2020= \$0

FY2021 = \$37,341,825

FY2022 = \$86,761,725

FY2023 = \$138,199,225



## Comprehensive Supports for All

- Many schools do not have the staffing capacity to implement a comprehensive system of support for students.
- This is especially true for nonacademic supports such as counseling, health services, and partnerships with families and community providers.
- The Superintendent requests funding to build district capacity to implement a system of comprehensive supports in each school by increasing essential staffing.
- This system will help ensure each student, no matter their personal circumstance, has the supports needed to succeed. This request will increase funding allocations for school counselors, nurses, and family and community engagement coordinators.



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# Questions?

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# Thank you!

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