




THE SPECIAL EDUCATION LANDSCAPE IN WASHINGTON

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LEVINAR
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Glenna Gallo answers unaddressed questions

How would you communicate the importance of reducing opportunity gaps as a priority for families and communities who do not have a student with a disability? For example, why should a parent of a student without a disability care about the priorities of OSPI when it comes to Special Education and/or come out to meet the SEAC?

All students receive some or all instruction around the Washington K-12 Learning Standards. To close opportunity gaps, that instruction, sometimes referred to as Tier I or Core Instruction, must be strengthened, so that all students receive effective instruction. Whether or not your child has a disability, by supporting the reduction of opportunity gaps, through the OSPI Priorities, you are supporting improved classroom instruction for your child.

As educators, we firmly support Article IX of our state's constitution: it is the paramount of the state to make ample provision for the education of **all** children residing within its borders. Our agency's mission and goal is that "all students are prepared for post-secondary pathways, careers, and civic engagement". To achieve our goal we must work to close opportunity gaps that exist for students who are of color, low-income, and special needs. To close opportunity gaps, using effective instruction, sometimes referred to as Tier I or Core Instruction, all students receive benefit. Whether or not a child has a disability, by supporting the reduction of opportunity gaps, through the OSPI Priorities, one is supporting improved classroom instruction for all children.

How do school psychologists fit into that last slide that was shown? Are they included in the group to increase access to mental health services?

School psychologists fit in across the OSPI Special Education priorities, as they bring unique skills and perspectives to the school community. Yes, they definitely support increased access to school-based mental health services, and they also aid efforts to implement a Multi-Tiered System of Supports (MTSS) in schools.

How would students served through a coteaching setting be funded?

Students with an Individualized Education Program (IEP) are currently funded with 1 full-time equivalent (FTE) of Basic Education funds, and a .9609 of state special education funds. Because both general education and special education funds are generated by each student, a combination of which can be used to support co-teaching. The proposed funding changes include a higher special education multiplier for students receiving special education services in the general education classroom, which would increase funds that may also be used for co-teaching. Other state and federal funds may be used, as well. See examples included in [Unlocking State and Federal Funds to Support Student Success](#) and Coordinated Early Intervening Services (CEIS).

Regarding the funding, I didn't see an option for 80-100% inclusion in gen ed plus intensive services. How will that encourage inclusion if there is no funding to be fully included with intensive supports?

The tiers have not been finalized at this time, and we are identifying additional tiers that should be added and/or removed. Thank you for the suggestion, and for identifying a potential perception.

Do you think that altering the multipliers will create funding amounts that can lessen the reliance on Safety Net Funding?

Yes, altering these multipliers could effectively remove the 13.5% cap on state special education funding, as well as the need for Safety Net Community Impact funds. It is unknown as to the impact on Safety Net High Needs Individual Awards at this time, as there will remain a need, and the impact of the salary changes taking place in this school year is not yet known.

For kids who are 80% + in the general ed classroom, is there consideration of the time for professional development for general ed teachers in how to best support that student?

This is potentially quantifiable in the supplemental aids and services section of the IEP. The multiplier alone will not generate funds for professional development; however, Superintendent Reykdal has a proposal for an additional 3 days of [professional learning](#) for school staff, provided that it addresses equity, inclusive practices, and/or social emotional learning. Please see the decision package located here: <http://www.k12.wa.us/LegisGov/2019documents/PL-Professional-Learning-Days.pdf>

Could you speak more to the tiered multiplier model; am I understanding correctly that it conflates and confuses the intensity of service needs with setting/ placement?

The tiers have not been finalized at this time, and we are identifying additional tiers that should be added and/or removed. Thank you for the suggestion, and for identifying a potential perception, so that we can adjust the model to address it.

How is the state holding districts accountable for implementing research based evidence based accommodations to students directly connected to their disabilities? It has felt as a parent that the district response is more of checking of a list of accommodations from a list which is not necessarily proven to assist the child in meeting their maximum potential. That is like giving a child who needs a wheel chair a stick to assist them to see and a blind child a wheel chair to assist them to get around.

The OSPI continues to work with ESDs and school districts to provide professional development and technical assistance around the need for evidence-based instruction and interventions for all students. This is also a component of school improvement plans, through ESSA and IDEA.

Multi-tiered funding model? This seems very complex and may reduce dollars to districts if they report differentiated services. They are already very short on funds because of recent legislative actions on budget and amount and use of levies. This seems to be bad timing for struggling districts.

OSPI submitted a [budget request](#) for an increased excess cost multiplier in 2018 (e.g., 1.09) which was not accepted by the legislature. The Safety Net Legislative Workgroup was requested by the Education Task Force to consider alternate multipliers, and after a review of models used by states across the nation, the multi-tiered model was proposed. It is intended to incentivize the provision of special education services within a general education classroom and eliminate the use of local levy funds for special education within the next three biennia.

There is an increase in early elementary students social/emotional/behavior not being successful and looking for immediate use of special education funding for para support... how will the priorities help with an MTSS.

I am not quite understanding the question. The priorities and collaborative efforts across OSPI support the use of an MTSS for academics, behavior, and social emotional learning. An example of this is the first ever statewide MTSS Conference this month, which will be replicated in Eastern Washington due to the success. We are looking at how to support MTSS through multiple sections at OSPI and using it as a framework to integrate efforts.

What is the threshold for safety net this year?

See Bulletin 101-18 at <http://www.k12.wa.us/BulletinsMemos/Bulletins2018/B101-18.pdf>. The 2018–19 application threshold is \$31,761.

On the new matrix for state funding, will that have to be reported monthly?

Yes.

Counselors and nurses were specifically mentioned on your slides. I'm wondering in what ways you see School Psychologists as being instrumental in moving our state forward on OSPI's goals.

School psychologists fit in across the OSPI Special Education priorities, as they bring unique skills and perspectives to the school community. They support increased access to school-based mental health services, and support efforts to increase MTSS in schools. School psychologists are generally very research and evidence-based in their practices, and can serve as thought partners for districts and schools in improvement planning.

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