

2022-23 Special Education Priorities & Strategic Planning

Dr. Tania May, Assistant Superintendent of Special Education

Lee Collyer, Director of School Health and Student Safety

Today's Discussion:

- State of the State of Special Education Data
- Centering Equity & Busting Myths about Inclusion
- Inclusionary Practices in Action: Ruby Bridges Elementary
- Special Education Legislative Priorities & Funding
- Ways to Get Involved
- Discussion & Questions

Greetings from Tania!



Dr. Tania May is focused on collaborating with schools, community partners, families, and students in support of improved outcomes for students with disabilities in Washington.

Tania has been with OSPI since 2014, and her experiences include elementary inclusive practices, high school co-teaching, multilingual supports for students with disabilities, and behavioral supports in non-public agencies.

She also has a deep, personal connection to special education as the parent of an autistic teenager.

OSPI Strategic Goals

OSPI supports and empowers students, educators, families, and communities through equitable access to high-quality curriculum, instruction, and supports. At the center of our work are our commitments to eliminating opportunity gaps and to supporting students furthest from educational justice. We are committed to undoing deficit narratives, policies, and practices; and building our knowledge and leadership for anti-racist policy and implementation.

Goal
1

Equitable Access to Strong Foundations

Increase student access to and participation in high-quality early learning and elementary by amplifying and building on inclusive, asset-based policies and practices.



Goal
2

Rigorous Learner Centered Options in Every Community

Provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that meet their unique interests.



Goal
3

A Diverse, Inclusive, and Highly Skilled Workforce

Prepare all students with educators who are reflective of our global society by increasing access to a workforce that is diverse, culturally responsive, and racially literate.

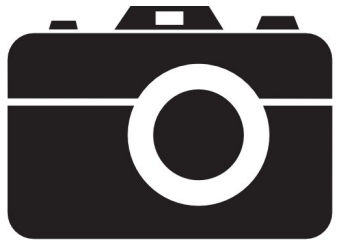


Goal
4

A Committed, Unified, and Customer-Focused OSPI

Support school districts through consistent, timely, and meaningful funding and supports that center the needs of students. Agency operations unified in facilitating services and resources.





Special Education Data Snapshot

- Washington serves 1.1M students, including 140K students with disabilities in over 2,500 public schools, across 295 school districts.
- 62% of all students with disabilities are included in general education for 80-100% of their school day. 32% of students with intellectual & developmental disabilities are included for 80-100% of their school day.
- Students with disabilities account for over 90% of all incidents of restraint and isolation.
- Over 30% of students with disabilities (and over 50% of students with intellectual & developmental disabilities!) are not engaged in any post-secondary activities one year after leaving school.



Inclusionary Practices Project (IPP) Impact

Least Restrictive Environment (LRE)	Data Group	2018 Baseline	2021 Data	% Change from 2018 Baseline
LRE 1 (80-100% in general education)	Statewide Placement Data	56.6%	62.4%	5.8%
	IPP Pilot Districts (n=100)	44.2%	59.2%	15.0%
LRE 2 (40-79% in general education)	Statewide Placement Data	29.2%	24.3%	- 4.9%
	IPP Pilot Districts (n=100)	46.2%	30.1%	- 16.1%
LRE 3 (0-39% in general education)	Statewide Placement Data	12.8%	11.7%	- 1.2%
	IPP Pilot Districts (n=100)	11.7%	9.4%	- 2.3%

Getting to Know Lee



Lee Collyer, MSW is deeply committed to removing barriers for students and working toward educational justice for all students. He has been at OSPI for almost 5 years in Special Education and Student Support and currently serves as Director, School Health and Student Safety.

At my core, I work from the firm belief that all students, means all students. Raised by a public school special education teacher in rural New England, with a 10-year pit stop in Oakland, CA, my entire career has been spent partnering with and advocating for historically marginalized students and families in public, private and institutional settings--I have extensive experience helping non-profit, district and building teams develop and sustain systems and strategies to effectively support all students across all three tiers of intervention.

Restraint and Isolation: Washington Laws

2013 ESSB 1688

- ✓ Defined restraint, isolation, and restraint device
- ✓ Reporting and procedures limited to IEP and 504

2015 SHB 1240

- ✓ Definitions amended to emphasize positive supports and provide clarity
- ✓ Procedures amended to apply to all students
- ✓ Limited use to behavior that poses an imminent likelihood of serious harm
- ✓ Districts required to report data to OSPI
- ✓ OSPI required to publish data
- ✓ OSPI authorized to investigate district efforts to reduce use



Who is being restrained and isolated?

Students with disabilities

2019-2020

85%



of incidences

2020-2021

93%



of incidences

Who is being restrained and isolated?

Elementary students (PK-5)

2019-2020

84%



of incidences

2020-2021

78%



of incidences

Who is being restrained and isolated?

Male students

2019-2020

84%



of incidences

2020-2021

85%



of incidences

Who is being restrained and isolated?

Low income students

2019-2020

70%



of incidences

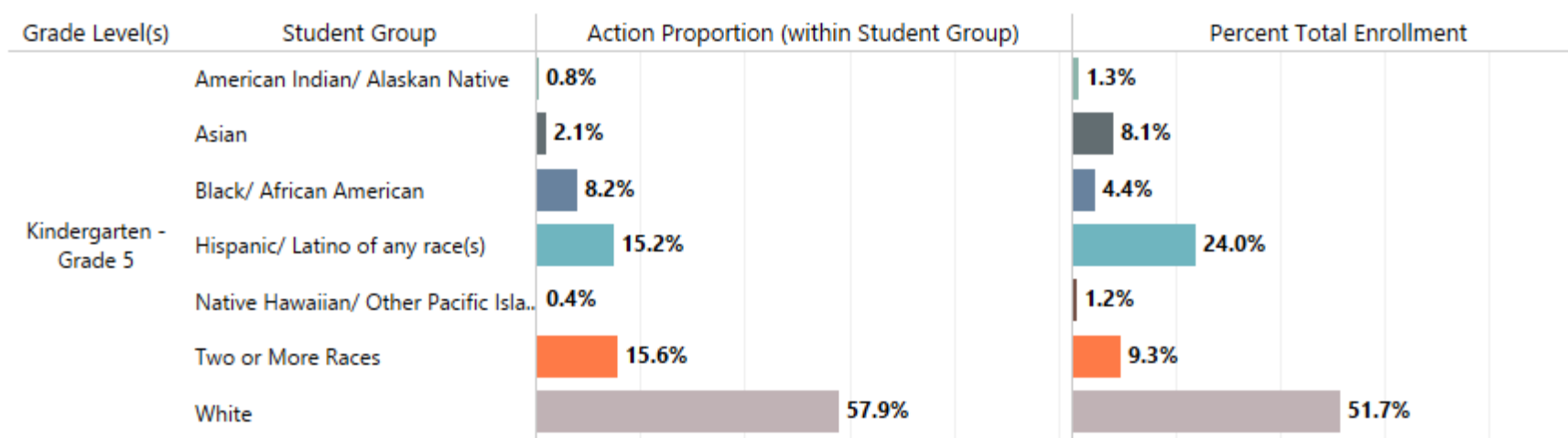
2020-2021

68%

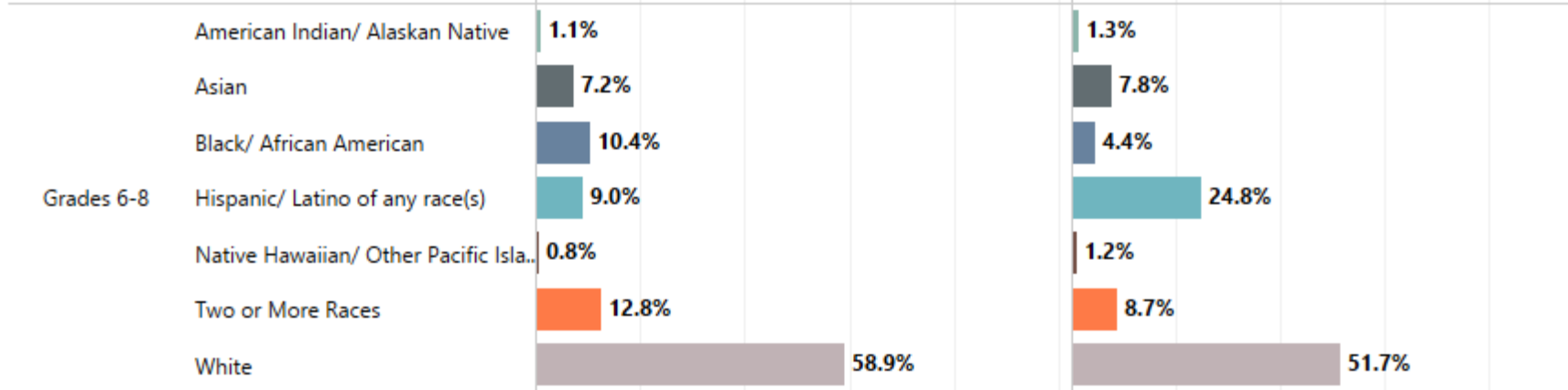


of incidences

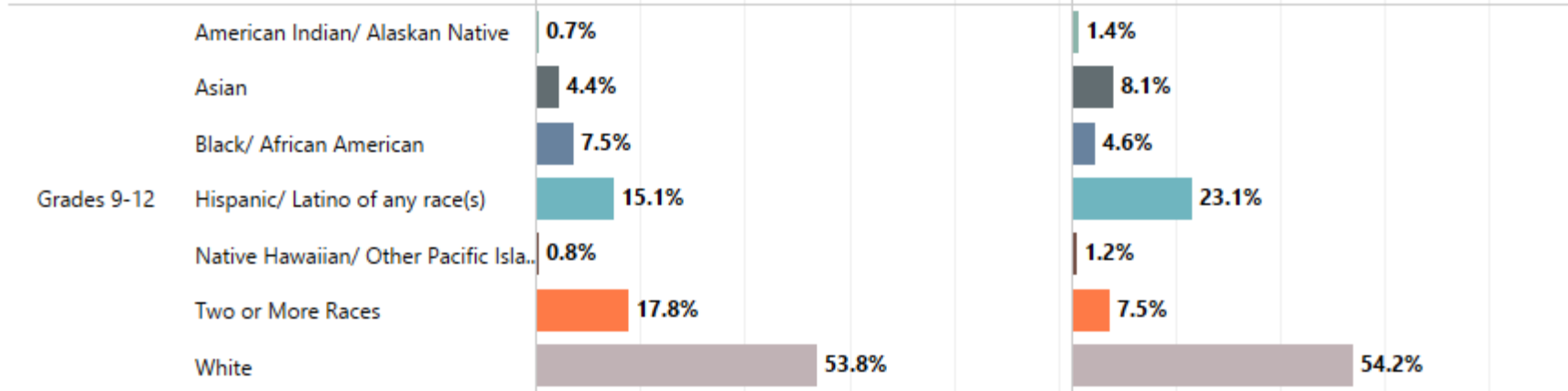
80%



10%



10%



Washington State totals, 2019-2020 School Year, Restraint and Isolation Data, Pulled 3/31/21.

The Equity Imperative

Barriers to equity for students with disabilities:

- Low expectations.
- Disproportionate identification & discipline.
- Lack of access and opportunity to core instruction from content experts.
- School schedules contribute to removals from core instruction in general education.
- Teacher and staff shortages.
- Training needs for school staff & educators who support them.
- Staffing models that encourage segregation.

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**How can we
remove or
reduce these
barriers?**



REFRAMING OUR MENTAL MODELS

Medical Model	Inclusive Model
Disability is a deficiency.	Differences are experienced by everyone.
Interventions focus on normalizing the individual and their skills.	Interventions help the individual interact with and access community.
Students with disabilities can be included when they can keep up with core content.	Learning environments adapt to all types of learners and abilities.
Interventions are determined by the experts and professionals.	Interventions are focused on and driven by the strengths of the individual.



Stepping Up: Busting the Most Common Myths

Special education has its fair share of myths and facts about inclusion for students with significant cognitive disabilities. This resource was developed to challenge those myths and highlight the facts of why inclusionary practices work for each and every student.



MYTH #1: COSTS OF INCLUSION

MYTH #2: WHO CAN PROVIDE SPECIALLY DESIGNED INSTRUCTION?

MYTH #3: READINESS FOR INCLUSION

MYTH #4: CURRICULUM & STANDARDS

MYTH #5: PARENTS & INCLUSION

MYTH #6: DISABILITY & PLACEMENT

MYTH #7: ASSESSMENT & ACADEMICS



MYTH #3:

Students with significant cognitive disabilities must show they are ready for the general education setting.

FACT:

Every student is a general education student. All students have the right to be educated in general education settings.

The Truth Is...

- Students should not be required to reach specified benchmarks (e.g., a 2nd grader at Kindergarten proficiency) before receiving instruction in general education.
- A student's needs, rather than disability, should determine placement. For example, a student with an intellectual disability should not automatically be placed into a segregated setting.
- Mission and vision statements that read "all means all" should include the experiences of students with significant support needs.
- Students with IEPs, including students with significant support needs, should not have to "earn their time" in general education or "prove" they will not engage in challenging behaviors before gaining access to general education environments.

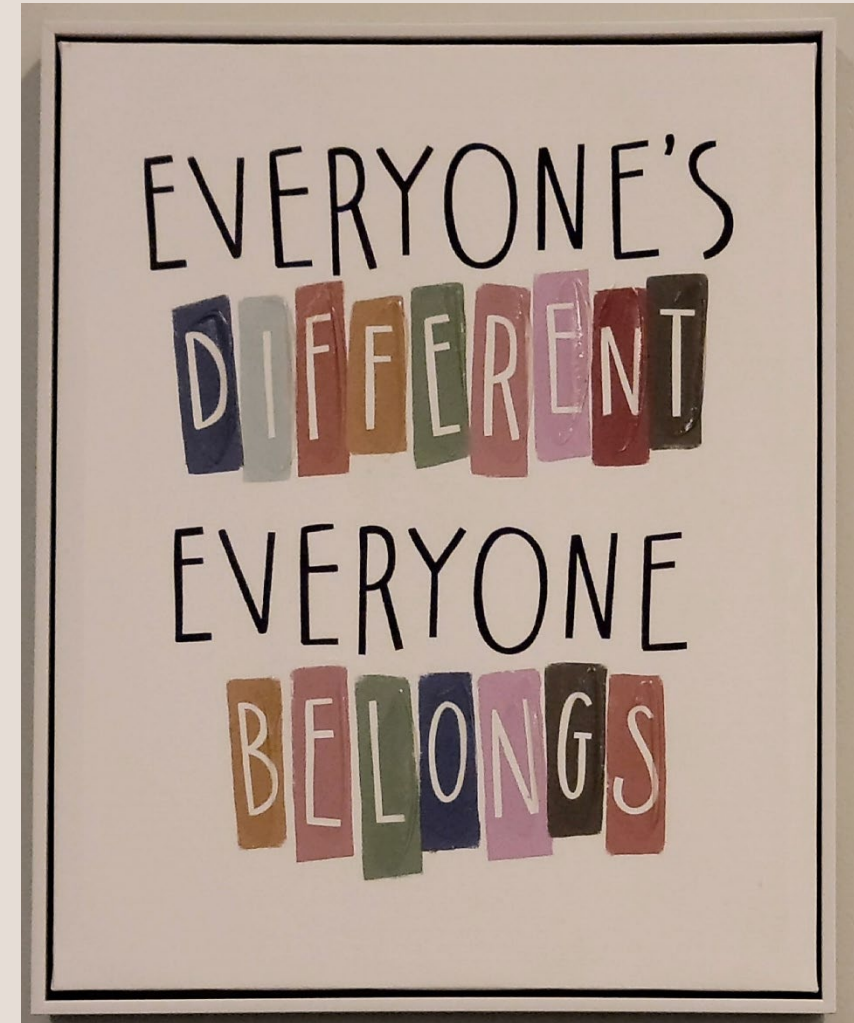
EVIDENCE TO SUPPORT THE FACTS:

- OSPI's [Inclusionary Practices Project \(IPP\)](#) defines inclusion as all means all: Inclusive instruction rebukes the problematic perspective that students receiving special education services need to 'fit in' or 'earn their way' into general education classes. The belief that general education instruction is not malleable and that students should be making adaptations to be included in the general education setting has contributed to the continuation of two parallel systems of education in which students receiving special education services are marginalized and devalued as a result of their environmental segregation.
- TIES Center Resource: [Taking the Alternative Assessment Does NOT Mean Education in a Separate Setting!](#)
- [Outcomes of Inclusive Versus Separate Placement: A Matched Pairs Comparison. Research and Practice for Persons with Severe Disabilities](#) - Gee, K. Gonzales, M., & Cooper, C. (2020)

STRATEGIES FOR DISPELLING THE MYTH:

- Provide [examples/frameworks that show how students with significant cognitive disabilities can engage in lessons/units](#) (e.g., lesson examples, share inclusive IEP process, and Inclusive Education at a Glance).
- Include core content data and stories about students with and without disabilities. [Identify environmental, attitudinal, and other barriers to general education curriculum and access.](#) Presume competence for all and meaningfully consider supports needed for instruction in general education settings.
- Implement Universal Design for Learning (UDL) into all lesson planning and ensure students with significant cognitive disabilities are included in all aspects of classroom- and school-wide [Multi-tiered Systems of Support \(MTSS\)](#) including academic, behavior and social-emotional.
- Assign every student to the roster of a general education teacher with a seat in a general education classroom. This means that there is no negotiation about whether a student belongs in general education. It also clearly conveys that special education services are supplementary to general education.

Inclusionary Case Study



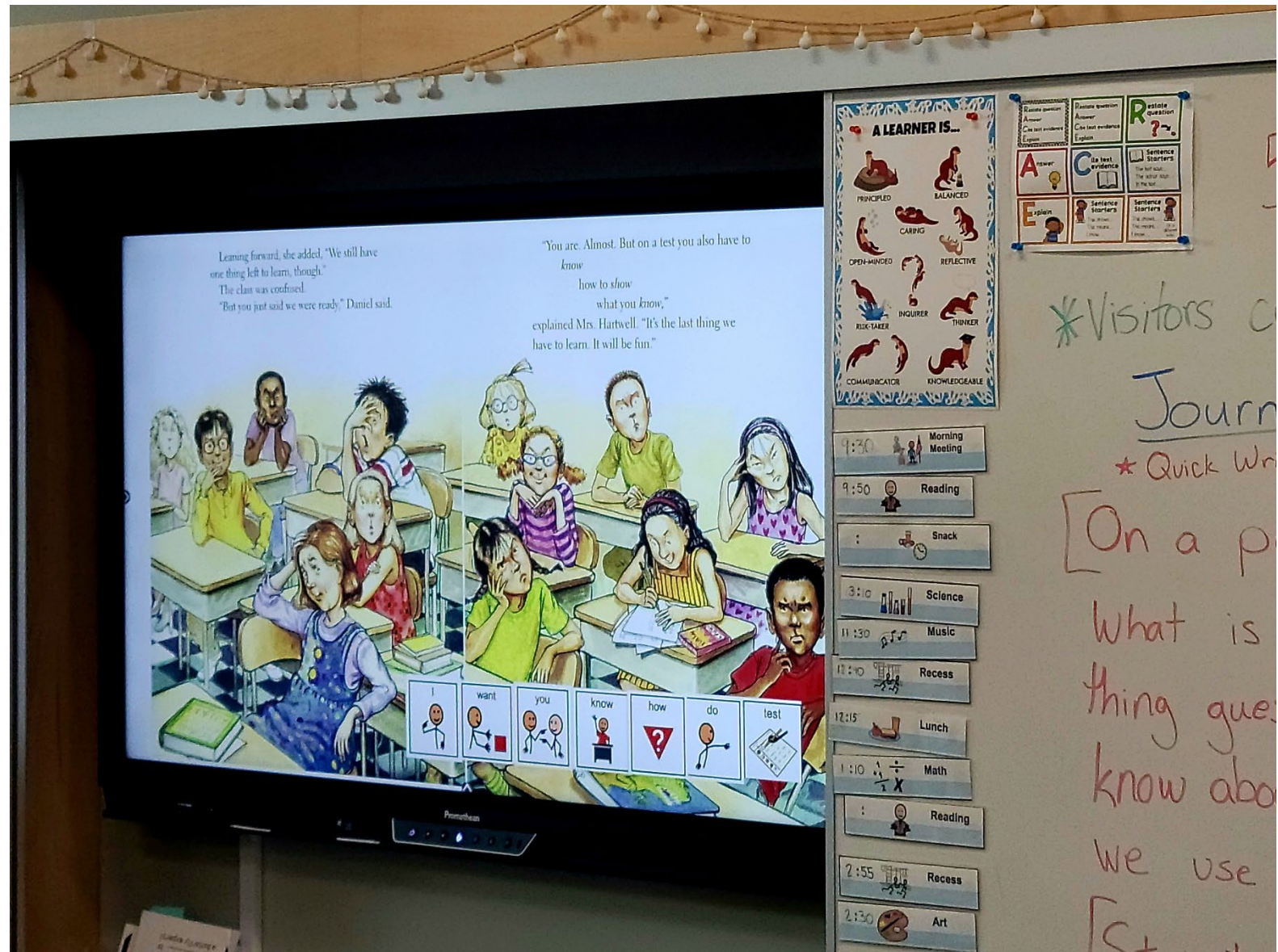
Mastering the Master Schedule



- Aligned Grade Level Blocks
- Staggered blocks across grades for interventionists to push in
- Enrichment and intervention blocks built in for reading and math
- Small group instruction occurs simultaneously across the grade level.
- Special services are designed prioritizing general education access

	KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE	3RD GRADE	4TH GRADE	5TH GRADE	SPECIALIST
9:10-9:30 AM	Outside Line Up/ Unload Cars & Buses							
9:30-9:35 AM	Morning Arrival, Announcements and Meeting	Morning Arrival, Announcements and Meeting	Morning Arrival, Announcements and Meeting	Morning Arrival, Announcements and Meeting	Morning Arrival, Announcements and Meeting	Morning Arrival, Announcements and Meeting	Morning Arrival, Attend./ Lunch Count, Specialist Transition	Complete Arrival Duties/ Set up
9:35-9:40 AM								
9:40-9:45 AM								
9:45-9:50 AM							Specialist (9:45-10:30)	5th Grade (9:45-10:30)
9:50-9:55 AM					Literacy Lesson Block	Math Lesson Block w/ Intervention and Acceleration Block		
9:55-10:00 AM	9:55 Writing Mini-lesson	Phonics/Reading Intervention and Acceleration Block	Math Lesson Block					
10:00-10:05 AM				Literacy Lesson Block				
10:05-10:10 AM								
10:10-10:15 AM								
10:15-10:20 AM								
10:20-10:25 AM	IRA READ ALOUD							
10:25-10:30 AM								
10:30-10:35 AM		Transition	Math Intervention and Acceleration Block				Transition	Break (Allows time for B/O out and gym set up T/F if needed)
10:35-10:40 AM	Phonics/Reading Intervention and Acceleration Block	Recess (15)			Transition		Connect/Class Meeting	4th Grade (10:40-11:25)
10:40-10:45 AM					Phonics/Reading Intervention and Acceleration Block	Specialist (10:40-11:25)		
10:45-10:50 AM				Transition				
10:50-10:55 AM		Transition		Phonics/Reading Intervention and Acceleration Block			ELA Lesson Block	
10:55-11:00 AM		Literacy Lesson Block						
11:00-11:05 AM								
11:05-11:10 AM	Transition		Transition					
11:10-11:15 AM	Lunch (30)		Recess (30)					
11:15-11:20 AM								
11:20-11:25 AM				Transition				
11:25-11:30 AM				Specialist (11:25-12:10)	Transition	Transition		Transition
11:30-11:35 AM					Specialist (11:30-12:15) (cont)	Intervention and Acceleration Block (cont)		3rd Grade (11:30-12:15)
11:35-11:40 AM								
11:40-11:45 AM	Recess (30)	Transition	Lunch (25)				Writing Lesson Block/ Writing in the Content Area	
11:45-11:50 AM		Lunch (25)						
11:50-11:55 AM						Transition		

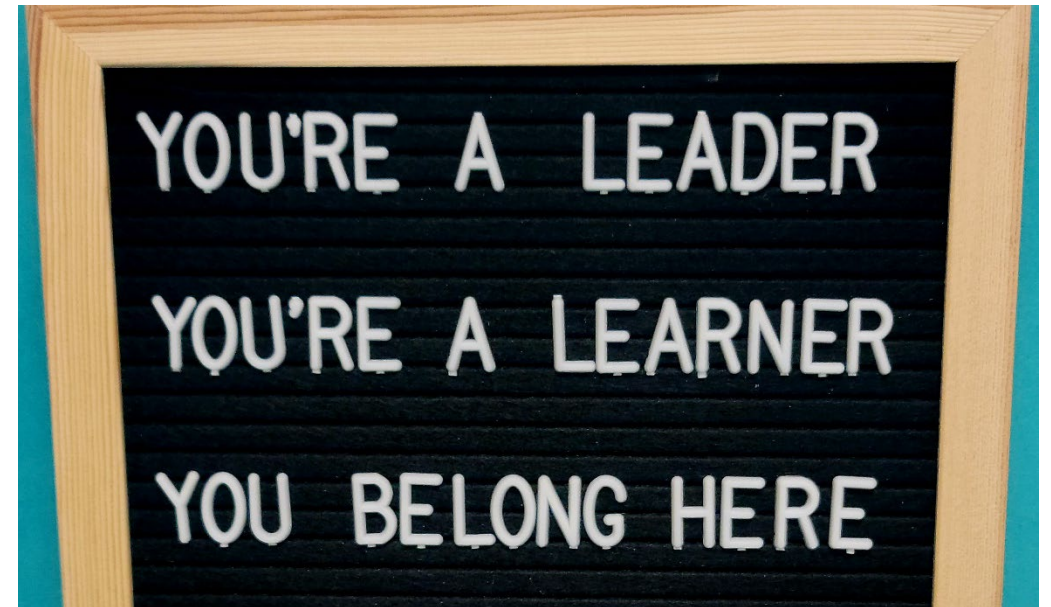
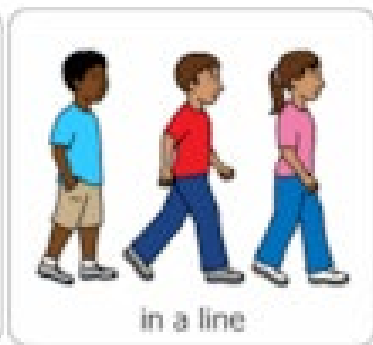
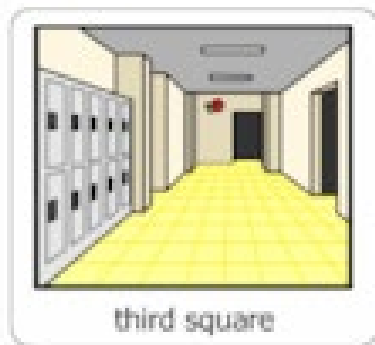
Inclusive (Accessible!) Instruction



(Inclusive) PBIS Expectations for All

The Ruby Bridges community took a deep dive into school-wide expectations to ensure ALL students could meet expectations...

From this... to this!



Redefining schoolwide access, inclusion, community & belonging



Student-Centered Behavior Supports

(Print your name) _____

WHO was involved? _____

WHEN did it happen? _____

WHERE did it happen?

Playground Lunchroom Classroom Hall Specialist Bus OTHER _____

WHAT happened?

(Use back of page if you need more space)

PRINCIPLED CARING BALANCED REFLECTIVE COMMUNICATOR

OPEN-MINDED RISK-TAKER INQUIRER THINKER KNOWLEDGEABLE

How was I a leader to try to solve the problem?

Inclusionary Practices Demo Sites




Home

[Click Here for a Website Tour](#)

What is the Goal of the Project?

- Over the course of the last three years, 16 inclusionary practices model [demonstration sites](#) across all 9 Education Service Regions across Washington State have been providing professional development to visiting schools.

CONTACT US

 uwdemosites@uw.edu





Special Education Priorities & Funding

OSPI Strategic Planning 2021-2024

Priority: Co-design and incentivize special education priorities to shape equitable outcomes for all students with disabilities by leveraging diverse, inclusive learning environments, and celebrating models of excellence.

Partnering for Equity

- Partner with students, families, CBOs, and PD providers.
- Anti-racist, accessible, culturally responsive, communications.
- Recruit, retain, and support staff of color & with disabilities.

Shaping Inclusionary Outcomes

- Resources & training to eliminate use of restraint and isolation.
- Support students served in district, in neighborhood schools.
- Inclusive early learning opportunities.

Leading with Intention

- Model alignment of fiscal, data, program, and dispute resolution.
- Data analysis for monitoring & dispute resolution trends.
- Fiscal guidance to support staffing & funding innovations.

Fostering Excellence

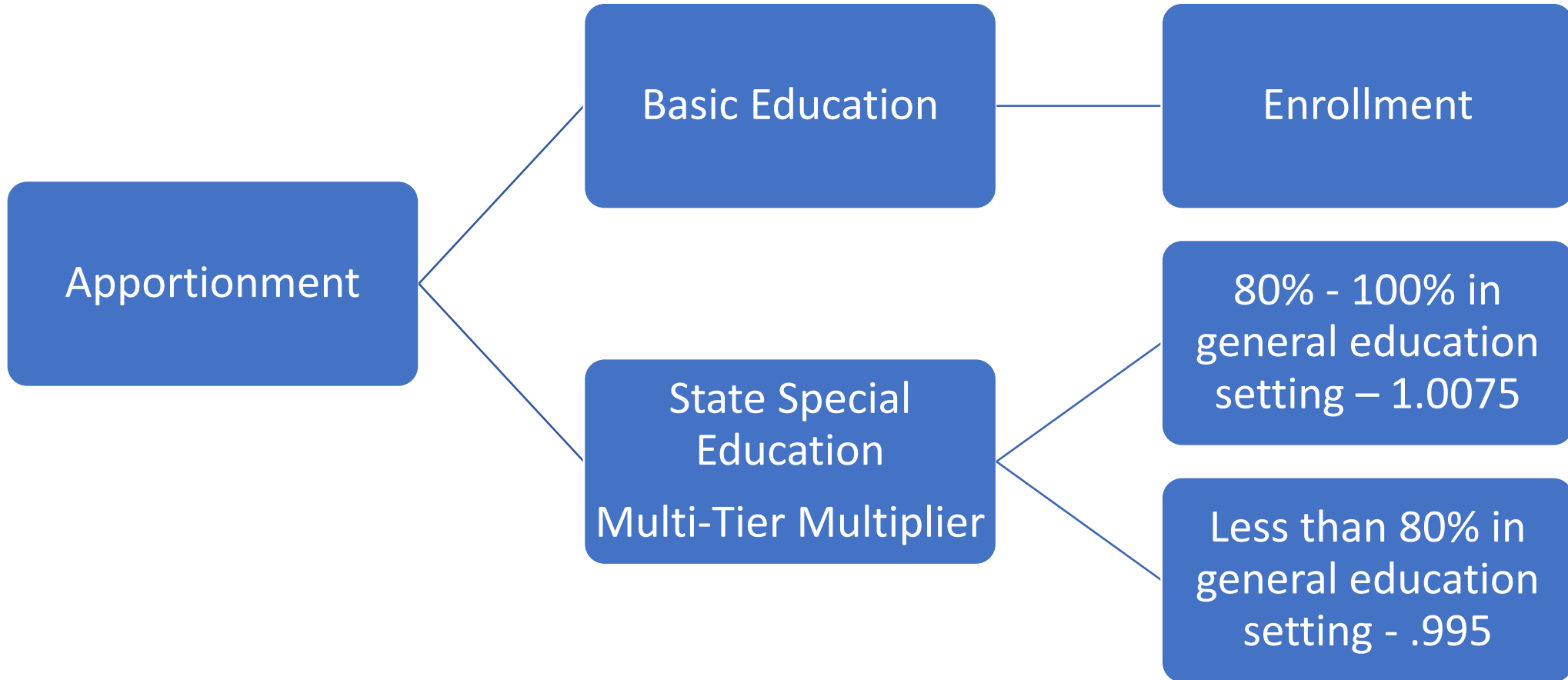
- Explore models of excellence in IPP & MTSS.
- Cross-collaboration, including ECSE and Tribal partners
- Explore diversity in local/regional "grow your own" routes.



2022-23 Legislative Priorities

- In 2020-21, federal IDEA funds accounted for 12% of the special education funds received by districts; state special education funds (including safety net) accounted for the other 88%.
- In 2020-21, school districts in Washington spent 18% more than they received in special education funding, a gap of over \$300M (covered through local funds).
- OSPI is working on a Decision Package to remove the 13.5% cap on state special education funds AND increase the special education multipliers, paired with ongoing IPP & MTSS supports.
- OSPI is partnering with the UW SMART Center to convene and facilitate a workgroup to identify resources and supports needed to reduce the use of restraint and eliminate the use of isolation.

State Special Education Funding



Calculations can be found on the LEA's **Apportionment** and **1735T** Reports (<https://www.k12.wa.us/policy-funding/school-apportionment/safs-report-api>).

American Rescue Plan (ARP) IDEA Funds

American Rescue Plan (ARP) funds are intended to Prevent, Prepare, and Respond to the pandemic. These supplemental special education funds follow the same requirements as IDEA funding. 2021-22 APR allocations for Washington included:

ARP Funds	Total Allocation	Spent as of July 1, 2022	Percent Spent
Ages 3 to 21 (Section 611)	\$53,703,790	\$16,342,515	30.4% of total allocation
Ages 3 to 5 (Section 619)	\$4,410,281	\$1,038,025	23.5% of total allocation

[Click here to download the 2022-23 FP 149 allocations for all LEAs.](#) In fall 2022, OSPI Special Education will start contacting districts that have not yet applied for or expended these funds, to explore options for reallocating unused funds.

Allowable Expenditures for ARP IDEA B Funds

- Materials, supplies, and supplemental curriculum to mitigate gaps/challenges related to the pandemic, including the provision of recovery services.
- Specialized equipment or devices to assist students with disabilities.
- Mental health services for students and related supports for access to mental health resources.
- Activities to support returning to school, such as supplies for cleaning and disinfecting classrooms.
- Professional development for special education and general education personnel who support students with disabilities.
- Special education staff and contracted providers. (Consider sustainability)

Funds to Support Transition Recovery Services for Students Age 21 and Older

Funds continue to be available during the 2022–23 school year to support transition recovery services for students who are age 21 at the start of the school year.

Transition Recovery Services are additional transition services for students with Individualized Education Programs (IEPs). These extra services can address lack of reasonable progress on IEP goals or the transition plan because of missed or limited special education and related services or for other reasons due to the COVID-19 pandemic.

These funds are available for use for any transition-related needs, including special education and related services; transition services including education and training, employment, and independent living skills; and placement.

For more information, see [Bulletin No. 046-22](#) (page 2) and [Transition Recovery Services Funding for Students with Disabilities who are 21 Questions & Answers](#)



Some Ideas for Getting Involved...

Feedback and Voice:

- Students, families, and education partners are invited to participate on focus groups examining a statewide IEP system, IEP minutes and educational benefit, and equity in special education. Email speced@k12.wa.us for more information.

Take Action:

- Visit the [IPP Demosite webpage](#) and organize a site visit with school/district partners.
- Ask your school/district leaders about American Rescue Plan (ARP) and transition recovery funding.
- Reach out to your legislator to tell them you support eliminating of the use of isolation in schools.





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