OSPI Special Education:
Systems Alignment, High Expectations, and Accountability

Office of Superintendent of Public Instruction
Chris Reykdal, State Superintendent
Vision:
All students prepared for post-secondary pathways, careers, and civic engagement.

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.

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.
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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 140,000 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.
Today’s Discussion:

- Welcome & Introductions
- Systems Alignment, Accountability & Continuous Improvement
- Special Education Finance
- Relationships to Resolve Disputes
### Managing Complex Change

| Vision + Motivation + Skills + Resources + Action Plan = Change |
|-----------------------------+-----------------------------+-----------------------------+-----------------------------+-----------------------------+-----------------------------+-----------------------------|
| Missing                     + Motivation + Skills + Resources + Action Plan = Confusion |
| Vision + Missing + Skills + Resources + Action Plan = Resistance   |
| Vision + Motivation + Missing + Resources + Action Plan = Anxiety    |
| Vision + Motivation + Skills + Missing + Action Plan = Frustration   |
| Vision + Motivation + Skills + Resources + Missing = False Starts   |

Vision

Equity  Collaboration  Priorities

OSPI Priorities:
Improving Outcomes for Students with Disabilities

- Leadership
- Growth Mindset
- Evidence-Based Practices
- Professional Development
- Resource Allocation
- Recruitment & Retention

Source: OSPI Priorities for Improving Outcomes for Students with Disabilities, Office of Superintendent of Public Instruction
Skills & Resources

A Box of Tools?  Or a Tool Box?
OSPI Priorities - Leadership

Support students with disabilities (including increased collaboration/ownership of school administrators & staff) and coordinated efforts with community organizations to improve results and reduce disproportionality.

- CEC High-leverage Practices (HLP) for School Leaders
- WestEd Special Education Program Self-Review
- NIUSI Inclusive School Improvement Survey
- OSPI Disproportionality Self-Study & May 2019 Webinar
- OSPI Special Education Updates & Annual Activities Calendar
OSPI Priorities – Growth Mindset

Increased expectations of students with disabilities (e.g., standards, instruction, graduation, assessments, attendance, IEP-related decisions, and post-school outcomes).

- HB 1599 Graduation Pathways webpage & June 2019 webinar
- Standards-aligned, Student-led IEPs webinar – October 2018
- Supporting ELs with Disabilities webinar – February 2019
- Building-level LRE/Placement Data Reports – Spring 2019
- HSBP/IEP Transition Planning Resource – Coming Soon!
OSPI Priorities – Evidence-based Practices

Instruction and interventions within an MTSS framework and inclusionary practices leading to increased access and progress in Washington grade-level learning standards.

- Multi-tiered System of Support (MTSS) Framework and Statewide PLC
- NCII Data-based Individualization & Intervention Rating Tool
- CEC High-leverage Practices Publication & Videos
- ECTA Local District Preschool Inclusion Self-Assessment
- DEC Early Childhood Recommended Practices
- WestEd Least Restrictive Environment (LRE) Self-assessment
OSPI Priorities – Professional Development

Joint training for general educators, special educators, paraeducators, administrators, and parents/families (e.g., IEP team members).

- OSPI Inclusionary Practices Professional Development Project
- Guidelines for Selecting Alternatives to Overreliance on Paraprofessionals
- Washington State Fellows’ Network (EL, ELA, Math & Science)
- OSPI Learning Pathways in Literacy & Numeracy
- WA State Full-Day Kindergarten Guide
- OSPI Special Education State Needs Projects
OSPI Priorities – Recruitment & Retention

Preparation programs for administrators, general educators, special educators, related service providers, and paraeducators focused around instruction & supports for students with disabilities.

• Staffing for Special Education webinar – April 2019
• OSPI Beginning Educator Support Team (Mentoring)
• PESB Paraeducator Program Implementation
• TPEP Correlations to HLP: CEL, Danielson & Marzano
OSPI Priorities – Resource Allocation

Braided funding, consolidated grant application, reducing costs for administrative tasks, increasing direct support to students, and data-based decision making.

- Special Education Funding Formulas
- Safety Net Funding
- Unlocking Federal & State Program Funds Resource
- Updated Fiscal Risk-Based Assessment – Coming Soon!
SPECIAL EDUCATION FUNDING

• FUNDING
• THE BASICS
• THINGS TO KNOW
FUNDING

TYPES OF IDEA PART B FUNDS

• 611 – eligible students 3-21
• 619 – eligible students 3-5

- **BASE** amount is allocated based on 75% of FY 1999’s federal grant
- 85% of remaining funds are allocated based on the previous year’s October Enrollment of Public and Private Schools on the basis of relative POPULATION of children aged 3-21
- 15% is allocated based on POVERTY in the previous year’s October Free and Reduced School Lunch rates
THE BASICS
IDENTIFY THE COST OF SPECIAL EDUCATION

• Approximately 143,000 eligible students receive special education and related services
• Use to account for excess cost for students with IEPs during the regular and/or extended school years
• Supplement state, local, and other federal funds
• Expenditures made in the previous year, using local funds, cannot be reduced using IDEA funds
• No fund balance or deficit
THINGS TO KNOW
ALLOWABLE COSTS

• Expenditures must benefit eligible students who are receiving special education services:
  ❖ Special Education teachers and administrators
  ❖ Related services providers (speech therapists, psychologists, etc.)
  ❖ Materials and supplies for use with children with disabilities
  ❖ Professional development for special education personnel
  ❖ Professional development of regular education teachers who teach children with disabilities
  ❖ Specialized equipment or devices to assist children with disabilities

Proposed expenditures must be described using Federal Project Budget Form

DISCLAIMER: The following slides outline eligible costs in broad categories. They are not a definitive list of eligible costs. Eligible costs are specified by state and federal laws and program documentation.
THINGS TO KNOW
ALLOWABLE COSTS

• Equipment/Furniture/Capital Expenditures
  - If cost is $5,000 or more, must obtain prior approval from OSPI
  - For more information contact:
    Tina Pablo-Long at Tina.Pablo-Long@k12.wa.us or 360-764-0537
    Cyndie Hargrave at Cynthia.Hargrave@k12.wa.us or 360-725-6075

• Does not apply to state funding

DISCLAIMER: The following slides outline eligible costs in broad categories. They are not a definitive list of eligible costs. Eligible costs are specified by state and federal laws and program documentation.
THINGS TO KNOW

PARTICIPANT SUPPORT COSTS

• Non-employee direct costs (2 CFR § 200.75) such as:
  - Stipends
  - Subsistence allowances
  - Travel allowances
  - Registration fees paid to or on behalf of participants or trainees in connection with conferences or training projects

Requires OSPI approval prior to incurring costs

(https://www.k12.wa.us/policy-funding/special-education-funding-and-finance/how-special-education-funded-washington-state)
THINGS TO KNOW

MAINTENANCE OF EFFORT (MOE) AND EXCESS COSTS

LEA MOE considers only local, or state and local, funds, not federal.

Excess cost considers all non-IDEA funds (including other federal funds, e.g., Federal Impact Aid) when calculating actual spending.

Federal funds may not be used to meet the LEA MOE requirement.

Include federal funds and all state and local funds expended for education-related purposes less Capital Outlay, Debt Services, State Programs 21, 52, 53, 55, 65, and Federal Programs 24, 51, 64, and 76.

THINGS TO KNOW
MAINTENANCE OF EFFORT (MOE) AND EXCESS COSTS

An LEA must budget and expend at least the same amount of either local, or state and local, funds for the education of children with disabilities from year to year and supplement (34 CFR §§ 300.202, 34 CFR §§ 300.203-300.205, Appendices D-E).

IDEA funds pay the excess costs of providing special education and related services for children with disabilities in a given school year (34 CFR §§ 300.16, 300.20(a)(2) and (b), Appendix A).

THINGS TO KNOW

MAINTENANCE OF EFFORT (MOE) AND EXCESS COSTS

LEA MOE calculation includes all grade levels.

Year-to-year comparison using a calculation inclusive of all grade levels. LEA costs are at least as much as the previous fiscal year.

Excess cost calculates elementary and secondary schools separately.

Not a year-to-year comparison, but a test whether a minimum average amount for children with disabilities was spent. The minimum average amount is calculated separately from children with disabilities.

THINGS TO KNOW

INDIRECT COSTS

Indirect costs may be generated by all expenditure objects. All totals will be verified after indirect rates are confirmed by OSPI.
FUNDING
STATE SPECIAL EDUCATION

• Generated by monthly reporting and based on the average head count
  ❖ Eligible students are counted on the fourth school day of September and on the first day of school each month
    ▪ Have a current evaluation
    ▪ A current IEP in effect
    ▪ Student received special education and related services on or before the count day, but within the prior month

• Basic education funds follow the student when the student receives services outside the basic education setting
THINGS TO KNOW
MULTIPLIER

- Senate Bill 5091
  - 2019-20 school year, 0.995
  - 2020-21 school year
    - 1.0075 – in general education setting for 80% or more of the school day
    - 0.995 – in general education setting less than 80% of the school day

Refer to your Report 1220 for calculations
THINGS TO KNOW
ALLOWABLE COSTS

• Funding is provided on an excess cost basis:
   Salaries and benefits
   Related service providers
   Professional development for general education teachers who teach students with disabilities
   Specialized assistive equipment or devices

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FUNDING
SAFETY NET

• Available to school districts with a demonstrated capacity for Special Education funding in excess of state and federal funding
  ❖ Combination of state and federal funding appropriated by the Legislature for districts with demonstrated capacity
  ❖ Based on analysis of actual expenditure data from current school year
  ❖ Two categories:
    ➢ Community Impact
    ➢ High Need Individual
FISCAL MONITORING
TECHNICAL ASSISTANCE

• Opportunity to provide technical assistance in fiscal areas
• Updated Fiscal Risk-Based Assessment – Coming Soon!

  ❖ Staff Turnover
  ❖ Last Fiscal Monitoring Visit
  ❖ Previous Monitoring Actions
  ❖ Claims Processing Timelines
  ❖ Data Reporting
  ❖ IDEA Funds and/or Carryover
  ❖ Financial Management System
  ❖ Written Policies

• Desk Reviews/On-Site Monitorings will be Risk Based (2 CFR Part 200; 34 CFR Parts 74, and 80; IDEA Title 34 CFR Part 300)
USING RELATIONSHIPS to RESOLVE DISPUTES
Dispute Resolution Options under the IDEA

• Mediation
• IEP Meeting Facilitation
• Special Education Citizen Complaint
• Due Process Hearing
### Dispute Resolution Data Summary

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Mediation Requests (all sources)</td>
<td>120</td>
<td>82</td>
<td>74</td>
</tr>
<tr>
<td>Mediations Held (all sources)</td>
<td>68</td>
<td>44</td>
<td>40</td>
</tr>
<tr>
<td>Mediation Agreements (all sources)</td>
<td>65</td>
<td>39</td>
<td>31</td>
</tr>
<tr>
<td>Special Education Citizen Complaints Filed</td>
<td>109</td>
<td>83</td>
<td>97</td>
</tr>
<tr>
<td>Special Education Citizen Complaint Decisions</td>
<td>80</td>
<td>68</td>
<td>84</td>
</tr>
<tr>
<td>Due Process Hearing Requests (including expedited)</td>
<td>119</td>
<td>112</td>
<td>119</td>
</tr>
<tr>
<td>Due Process Hearing Decisions (including expedited)</td>
<td>12</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>

“In great teams, conflict becomes productive. The free flow of conflicting ideas is critical for creative thinking, for discovering new solutions no one individual would have come to on [their] own.”


“Conflict flows from life. Rather than seeing conflict as a threat, we can understand it as providing opportunities to grow and to increase our understanding of ourselves, of others, of our social structures. Conflicts in relationships at all levels are the way life helps us to stop, assess, and take notice. One way to truly know our humanness is to recognize the gift of conflict in our lives.”

Managing Conflict as a Leader

- Explore belief systems that shape how others perceive conflict
- Focus on developing the skills and capacity necessary to engage and explore conflicts when they arise

Sound Options Group Learning Resource Center modules
# Beliefs Survey

How much do you agree with the following statements? Select one answer for each statement. Answer as honestly as you can... all responses will be anonymous.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All families have dreams for their children and want the best for them.</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>2. All families have the capacity to support their children’s learning.</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>3. Families and school/program staff should be equal partners.</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>4. The responsibility for sustaining and building partnerships between school, home, and community rests primarily with school/program staff, especially school/program leaders.</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

https://www.mentimeter.com/

Source: Ron Mirr, Scholastic, rmirr@scholastic.com, 319-430-4315
The Challenge for Special Education: Blending Involvement with Engagement

• Focus on what school personnel need to move beyond parent participation/involvement towards more meaningful and authentic engagement with families

“Even though many educators are aware of the value of family engagement, they may lack training in how to go about it, particularly when trying to involve families in the daily instructional or Individualized Education Program (IEP) process. [...] Strong home–school partnerships based on ongoing dialogue and engagement can help alleviate many of the concerns of both families of children with disabilities and educators.”

Family Engagement and Children with Disabilities: A Resource Guide for Educators and Parents,
Global Family Research Project (formerly with Harvard University - HFRP)
### The Challenge for Special Education: Blending Involvement with Engagement

<table>
<thead>
<tr>
<th>Involvement</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• An act of inclusion or participation</td>
<td>• An act of commitment or partnered interest</td>
</tr>
<tr>
<td>• Doing something to or for someone</td>
<td>• Doing something with someone</td>
</tr>
<tr>
<td>• Leading by talking/telling</td>
<td>• Leading by listening</td>
</tr>
<tr>
<td>• One-way communication</td>
<td>• Two-way conversation</td>
</tr>
</tbody>
</table>
Engagement Through the Lens of Equity

Family engagement cannot happen without first acknowledging and seeking to actively dismantle systems of oppression that disproportionately impact students and families of color

Kozleski, 2008
Cross-Cultural Analysis of Family Voice in Special Education

Chen, Ishimaru & Lott, 2015
Designing Equitable Parent-School Collaboration

Mapp & Kuttner, 2013
Engagement Through the Lens of Equity

Examine your practices and consider:

• Does your process tend toward doing to or doing with families?

• Does the staff do more talking or more listening?

• Is the emphasis on one-way communication or on two-way conversation?

• Is your vision for special education services confined to school grounds, or does this vision encompass equitable outcomes across the entire district and/or community?
When Conflict Occurs...

...Build and Use Your Network to Grow and Learn from It
If you ever start to feel overwhelmed, know that you are not alone…

Q3 What information do you need to feel most prepared to begin your new position?

RESPONSES

- Priorities to focus on within the first few months of the job

- Relationship building and developing a culture of change.

- Tricks of the trade ... relationships, communication, priorities ...

- It's easy to become overwhelmed with advice-fatigue. The most important things for me are around the must-dos and the who-to-contact when questions arise.
If you ever start to feel overwhelmed, know that you are not alone...

Q3 What information do you need to feel most prepared to begin your new position?

This is hard. I think the one thing I need to be most prepared is confidence. I'm not quite sure what to expect around finance especially so I have some anxiety there.

All of it

More information on leveraging finances for maximum effectiveness.

The network or "village" I have started to create...
Five Things to Remember About You as a New(er) Special Education Director

5. You Start This Journey at the Beginning of Wherever You Are Right Now

4. You Lead by Your Example

3. You Do Not Need to Know Everything

2. You Are Not Alone

1. You Got This … Trust Yourself
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