

OSPI Integrating Student Supports

WASA LEADERSHIP IN A TIME OF TRANSFORMATION
SPRING CONFERENCE
FOR SMALL SCHOOLS LEADERS



2024
MARCH 18-19
WENATCHEE
CONVENTION CENTER

SPRING CONFERENCE FOR SMALL SCHOOL LEADERS
Leadership in a Time of Transformation



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Presenters

- Dr. Tania May, Assistant Superintendent, Special Education Services



- Dr. Jon Ram Mishra, Assistant Superintendent, Elementary, Early Learning, & Federal Programs





Vision

Mission

Values

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

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.

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



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits 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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Superintendent's Vision & Priorities

- Equitable Access to Strong Foundations
- Rigorous Learner-Centered Options in Every Community
- A Diverse, Inclusive, and Highly Skilled Workforce
- A Committed, Unified, and Customer-Focused OSPI



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Tribal Land Acknowledgment

- We acknowledge that Wenatchee Public Schools resides on the traditional lands of the [p'squosa](#) (Wenatchi) people. The p'squosa have lived on and cared for this land and these waterways since time immemorial. We acknowledge the ancestral homelands of the p'squosa who received their name Wenatchi during the treaty days and have since been a part of the Colville Confederated Tribes. We make this acknowledgement to open a space of recognition, inclusion, and respect for our sovereign tribal partners and all Indigenous students, families, and staff in our community in the past, present and future.

Connections

Courageously and equitably stewards federal and state policy and resources;

Leverages financial, human resources, and student data for school district support and advocacy;

Drives high-quality professional learning and support, resource allocation, data, research, learning standards...

Makes decisions anchored in equity;

Intentionally focuses on interdepartmental collaboration and coordination

OSPI Theory of Action

When OSPI...

- Courageously and equitably stewards federal and state policy and resources;
- Leverages financial, human resources, and student data for school district support and advocacy;
- Drives high-quality professional learning and support, resource allocation, data, research, learning standards, and continuous improvement expectations with a culturally affirming lens;
- Makes decisions anchored in equity; and
- Intentionally focuses on interdepartmental collaboration and coordination...

Then districts will...

- Authentically engage their students, families, and communities in a culturally affirming manner for the academic, social, and emotional success of all students.
- Use data, research, and student need to drive decision-making, resulting in equitably managed financial and human resources; safe facilities; and high-quality instruction, materials, and professional learning.
- Have systems in place to ensure students, educators, and staff are provided differentiated academic, social, and emotional supports that cultivate belonging and identity.

Then all students will...

- Feel seen, safe, supported, challenged, and culturally affirmed.
- Be engaged in learning that is rigorous and aligned to their goals and interests, and have agency and voice in their learning.
- Understand the expectations and learning objectives, as well as their progress toward meeting them.

Theory of Action: Coherence



Elementary, Early Learning, & Federal Programs

The Elementary, Early Learning, and Federal Programs division is responsible for supporting educators, who support our students, through a variety of approaches to ensure equitable access to strong foundations that focus on rigorous learner-centered options in every community. The division employs a culturally responsive, anti-racist approach to ensure equal access and opportunity. We are committed to providing a unified exemplary customer-focus experience to each partner.

Elementary, Early Learning, and Federal Programs:

- Guides learning and instructional supports to provide rigorous learning standards, supporting educators to teach those standards effectively.
- Supports content and assessment in subject areas including English Language Arts, Math, Science, Social Studies, and Health/PE.
- Coordinates grant administration, federal and state funding, data, compliance to regulatory guidance, and federal guidance support for various Every Student Succeeds Act (ESSA)/Elementary Secondary Education Act (ESEA) federal and state programs, including, Title I, Part A, Learning Assistance, Highly Capable, Rural Education Achievement Program (REAP), and Rural and Low-Income Schools (RLIS).
- Provides leadership for 21st Century Community Learning Centers (CCLC), Program Review, Early Learning, Educational Technology, Environmental Education and Sustainability, Elementary School Counseling, Open Education Resources (OER), and School Library Media Programs.

- Small LEA Support Team (SLST)
- Program Review & Support
- Transition To Kindergarten
- EGMS
- Artificial Intelligence

SLST

Small LEA Support Team (SLST)

About half of the Local Education Agencies (LEAs) in Washington have a student attendance of 1000 students or less. OSPI values these communities and recognizes their unique challenges. Among the many challenges, small LEAs lack staff and resources. This may impact their ability to meet the many needs of students.

OSPI, in collaboration with statewide education partners, has created a team of OSPI staff dedicated to supporting these small LEAs of Washington. The Small LEA Support Team (SLST) serves LEAs and has convened a Small LEA Support Team Advisory Committee to guide this work.



Ellen Hopkins



Tony May

Concierge Service



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SLST Advisory Committee

- Brent Freeman, Wahkiakum/ESD 112
- Effie Dean, Nespalem/ESD 117
- Gerald Grubbs, Starbuck/ESD 123
- Jim Kowalkowski, Rural Education Center
- Jon Claymore, Taholah/ESD 113
- Kevin Jacka, The Rural Alliance
- Mark Pickel, Starbuck/ESD 123
- Bulmaro Ruiz, Roosevelt/ESD 112
- Scott Mauk, Chimacum/ESD 114
- Scotti Wiltse, Pateros/ESD 171

Program Review & Support

- Formerly Known As CPR (Consolidated Program Review)



Vector Stock



Jason Miller



Dr. Yesenia Rodriguez

Partnership Approach

- We are **guests** in their community
- Lead with **compassion** and understanding
- Assume **positive intent** of LEA staff
- **Not assuming** we have all the answers



Education Grant Management System (EGMS)

- EGMS Grant Office Hours Held On A Regular Basis
 - Technical assistance, troubleshooting, feedback



Alyssa Ibanez



Samantha Kaiser



Dallas Artz

Consolidated Grant Application (CGA) for Select REAP Eligible LEAs

Eligible LEAs were selected using the following criteria:

- Eligible LEAs that use REAP Alternative Fund Use Authority
- Small LEAs that do not receive allocations under any federal programs except Title I, Part A; Title II, Part A; and/or Title IV, Part A
- Small LEAs that will not use Transferability



Transition To Kindergarten

- Appreciate your advocacy and support for this amazing student-centered program!
- Permanent Rules Process
 - Thank you for the feedback during development
 - Upcoming opportunities for input
- Guidance and Support Document Forthcoming
- Our site visits to see work in action have been amazing!
- [WSIPP TK Report](#)



[Samantha Bowen](#)

Human-Centered AI Guidance for K-12 Public Schools

Artificial Intelligence (AI) is here to stay. As this new technology continues to evolve, educators must prepare students to understand and use these tools. In Washington state, educators are already integrating AI-assisted technologies in schools and empowering students to do the same. The state's responsibility is to provide students, educators, and school district administrators with the resources and tools they need to understand how to use these technologies effectively, ethically, and safely.

The rapid development of AI tools has created opportunities for educators to rethink the way they approach student learning. As our state embraces these changes, it is important to remember that human reflection and understanding are key to AI generation. This "Human-AI-Human" approach to AI puts our students and educators at the beginning and end of all interactions with AI.



Bre Urness-Straight

Principles and Values

The National Institute of Standards and Technology (NIST) [AI Risk Management Framework](#) (PDF) and the [TeachAI Toolkit](#) serve as foundations for OSPI's guiding principles on the use of AI in education.

Guidelines

- **Human-Centered Approach to AI:** A human-centered AI learning environment is one that prioritizes the needs, abilities, and experiences of students, teachers, and administrators.
- **Implementing AI in Student Learning:** Empower students to actively shape their learning experience with AI by allowing them control over how and to what extent AI is integrated into their education. Use this [example AI decision-making rubric \(XLSX\)](#) to co-create one with your students.
- **Sensitive or Confidential Data:** District policies must comply with student/personal privacy and data protection laws for the use of all AI tools and resources.

Inclusionary Practices Technical Assistance Network (IPTN)

Website: ospi.k12.wa.us/IPTN

Email: IPTN@k12.wa.us



Washington State's Journey Toward Inclusion



In 2018, Washington state ranked 44 out of 50 states for K-12 inclusive practices¹.

To support more inclusive schools, the State Legislature funded a multi-year, inclusionary practices initiative to support professional development for inclusionary practices.

Least Restrictive Environment (LRE): 80 to 100% in general education²

	2018 Baseline	2023 Data
Statewide	56.6%	65.1%
95 Pilot Districts	44.2%	64.0%



As of 2023, schools in Washington state have reported a **9-point** increase in inclusive practices (80-100% of the school day) statewide, with a **20-point increase** in 95 inclusionary practices pilot districts. This means that, since 2018, nearly **22,000** K-12 students with disabilities across Washington state have shifted into the highest tier of inclusion!

¹National Council on Disability. (2018). *The Segregation of Students with Disabilities*.

²OSPI. (2024). *DRAFT Least Restrictive Environment and Child Count Report*.

IPTN “Reach Data” for 2022-23



IPTN Participant Roles for 2022-23	Individual Interactions
School Board Members	18
Building Administrators	472
Community Members	34
District Administrators	529
Education Staff Associates	412
Student & Family Partners	21
General Education Teachers	4,918
Paraeducators	955
Special Education Teachers	1,240
Other roles	1,987
Total:	10,586

Our Partnership Network is Always Expanding!



Mapping IPTN Efforts

AIM Statement - IPTN

The IPTN will provide high-quality guidance, technical assistance, and professional development resources to districts to disrupt segregated systems of disproportionality and reduce exclusionary practices in WA schools.

Key Outcomes

This will result in improved student outcomes, with an additional focus on the outcomes and the inclusion of students currently in LRE 3 and for Black students with disabilities.



Data Monitoring & Analysis



Strategic Resource Use



**Technical Assistance:
Evidence-Based Practices
& Adaptive Leadership**



**Shared Ownership Across
the Entire System**



**Innovative Family &
Community Partnerships**

Community of Practice



Community of Practice



Community of Practice



Community of Practice



Community of Practice



PK-12 Least Restrictive Environment (LRE) Data Platform



Purpose of the Platform:

Provides building-level student demographic & placement data for special education.

Platform Features Include:

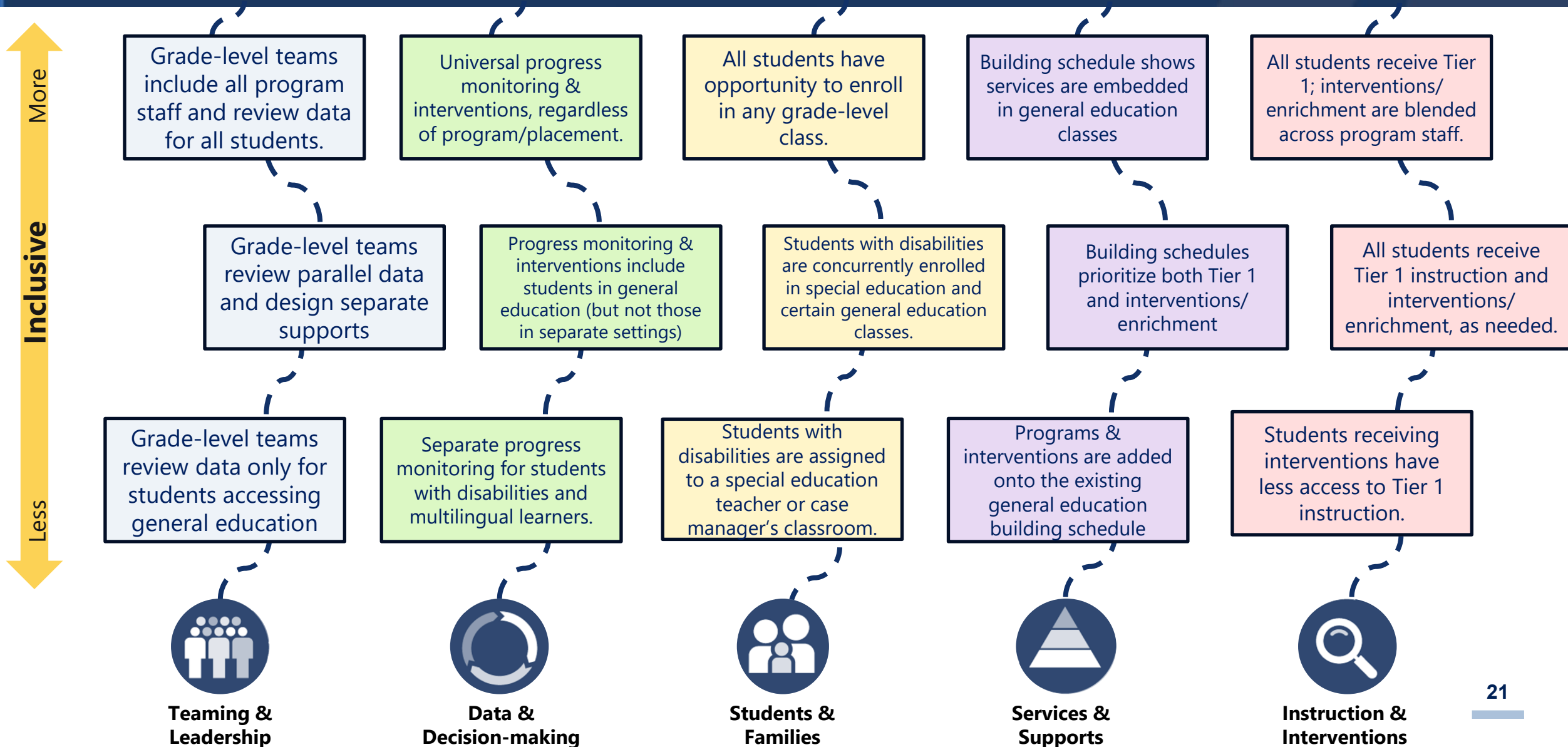
- Student Demographic, Placement & Outcome Data
- Pre-K & K-12 Data Displays
- K-12 Risk Ratio Calculations (disproportionality data)

How to Request Access:

School, district, and ESD staff can request access to the Data Platform by emailing specialddata@k12.wa.us (or by reaching out to their district Special Education Director).

Note: Although access to the LRE data platform is restricted to school and district staff, *anyone* can access [LRE Data Trends for Pre-K and K-12](#), disaggregated by school district and student group. We also created a [video walkthrough](#) to support partners with navigating the data file.

Remember: Inclusion is a Journey... Not a Destination!



Progress not Perfection...

What is the Next Right Step We're Ready to Take?



- ❖ Elevate and celebrate the strengths of your team and larger system for including and supporting students with disabilities.
- ❖ Stay curious: analyze your data, system, and support structures... are students with disabilities included across all areas, with all staff roles?
- ❖ Balance urgency with sustainability: it's not possible to 'fix' everything at once. What is the next step your team is ready to take?
- ❖ Embrace the messy middle: be open with your team, your students, and your families that change takes time; collect input along the way.

How Can I Get Support from IPTN Partners?



[Association of Washington School Principals \(AWSP\)](#)

[Center for Change in Transition Services \(CTS\) | Seattle University](#)

[Collaboration for Effective Educator Development, Accountability, and Reform \(CEEDAR\) Washington](#)

[eLearning for Educators | The Evergreen State College](#)

[Enhancing Capacity for Special Education Leadership \(ECSEL\) | University of Washington Bothell](#)

[Inclusionary Practices Family Engagement Collaborative \(FEC\)](#)

[Inclusionary Practices Demonstration Sites Project | University of Washington Haring Center](#)

[Special Education Technology Center \(SETC\)](#)

[The Center for Strengthening the Teaching Profession \(CSTP\)](#)

[TIES Center](#)

[Washington Association of Educational Service Districts \(AESD\)](#)

[Washington Association of School Administrators \(WASA\)](#)

[Washington Education Association \(WEA\)](#)

[Washington Sensory Disabilities Services \(WSDS\)](#)

Federal IDEA Funds – Annual Application & Budget for FFY 2024

	FFY 2024	FFY 2024 %	FFY 2023	FFY 2023 %	FFY 2022
Total Funds Available for Other State-Level Activities:	\$15,793,762		\$15,793,762		\$11,881,429
Required Activities:					
h. For monitoring, enforcement, and complaint investigation. (You must use at least \$1 for this purpose)	\$899,802	5.7%	\$1,614,565	10.2%	\$1,313,400
i. To establish and implement the mediation process required by 20 U.S.C. 1415(e), including providing for the cost of mediators and support personnel. (You must use at least \$1 for this purpose)	\$395,068	2.5%	\$385,068	2.4%	\$353,568
Optional Authorized Activities:					
j. For support and direct services, including technical assistance, personnel preparation, and professional development and training.	\$3,379,176	21.4%	\$3,735,712	23.7%	\$2,957,011
k. To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities.	\$2,080,863	13.2%	3.5%	\$373,000	
l. To assist local educational agencies in meeting personnel shortages.	\$1,590,000	10.1%	1.8%	\$328,536	
m. To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities.	\$2,664,445	16.9%	\$5,085,452	32.2%	\$3,430,693
n. To support paperwork reduction activities, including expanding the use of technology in the IEP process.	\$1,100,000	7.0%	\$1,298,326	8.2%	\$400,000
o. To improve the use of technology in the classroom by children with disabilities to enhance learning.	\$584,014	3.7%	\$383,070	2.4%	\$424,771
p. To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities.	\$390,000	2.5%	\$315,000	2.0%	\$310,000
q. Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities.	\$625,000	4.0%	7.3%	\$1,065,000	
r. Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in correctional facilities, children enrolled in State-operated or State-supported schools, and children with disabilities in charter schools.	\$1,335,863	8.5%	\$200,000	1.3%	\$100,000



Questions?



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