High Expectations!
Collaborative Supports for Secondary Students with Disabilities

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Director of Special Education

Office of Superintendent of Public Instruction
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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.
...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.
Today’s Discussion:

- **Starting with **Why:**
  - Research & Data

- **The** How: Policy & Priorities:
  - Managing Complex Change
  - Collaborating around Transition Planning

- **What** This Means for Practice:
  - Resource: Transition Checklists
  - Activity: Action Planning
Who’s Here in the Room Today?

What Did You Come Here To Learn?
Golden Circle Framework

- Why: Do you do what you do? What is the purpose?
  - BELIEFS

- How: Do you do what you do?
  - PROCESS

- What: do you do?
  - RESULTS


TED Talk: Simon Sinek
How great leaders inspire action
Starting with **why**...
Over 80 years of research has shown that placement in the general education setting positively impacts outcomes!

- **Carlberg & Kavale (1980)**
  50 research studies from 1932 – 1970

- **Wang & Baker (1985)**
  Meta-analysis from 1975 – 1984

- **Oh-Young & Filler (2015)**
  Research studies from 1980 – 2013

- **Theobald, et al. (2018)**
  WA Study on CTE & Outcomes
The overrepresentation of students of color in special education programs correlated with decreasing racial segregation after *Brown v Board of Ed.*

Artiles et al., 2010
Reviewed the history of disproportionality 1975-2008

Ford & Russo, 2016
Disproportionality in IDEA, 2005-2014

Annamma, Connor & Ferri, 2013
Dis/ability Critical Race Studies
2018 Percentage of WA Students with Disabilities, by Category

2018 Students with Disabilities, age 6-21: **130,488**

Source: Special Education Federal Child Count, Office of Superintendent of Public Instruction, 2017 and (Draft) 2018.
2018 Percentage of WA Students with Disabilities, by Eligibility

Source: Special Education Federal Child Count (Draft), Office of Superintendent of Public Instruction, November 1, 2018.
The State of the State of Inclusive Practices:

- Less than 4% of students are identified as having an intellectual disability.
- Upwards of 90% present with average to above-average intellectual functioning.
- Yet only 56.6% are placed in general education for 80-100% of the day. [For students of color, that falls to 49%]

### 2017-18 Disproportionality in Disciplinary Removals, by Federal Race/Ethnicity Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Disciplinary Removals</th>
<th>Out-of-School Suspensions, Greater than 10 Days</th>
<th>Out-of-School Suspensions, 10 Days or Less</th>
<th>In-School Suspensions, Greater than 10 Days</th>
<th>In-School Suspensions, 10 Days or Less</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1.26</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Asian</td>
<td>1.4</td>
<td></td>
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<tr>
<td>Black or African American</td>
<td>2.44</td>
<td>1.82</td>
<td>1.93</td>
<td>1.03</td>
<td>0.82</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1.52</td>
<td>1.93</td>
<td>1.03</td>
<td>1.03</td>
<td>0.82</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>1.4</td>
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<tr>
<td>White</td>
<td>1.26</td>
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<td></td>
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<tr>
<td>Two or More Races</td>
<td>1.23</td>
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</tbody>
</table>

2017-18 English Language Arts

- All Students: 55.5% (3rd), 58.9% (8th), 69.5% (10th)
- Students with Disabilities: 25.2% (3rd), 18.6% (8th), 9.6% (10th)
- English Learners: 14.0% (3rd), 21.0% (8th), 17.7% (10th)

2017-18 Mathematics

- All Students: 57.5% (3rd), 47.5% (8th), 27.8% (10th)
- Students with Disabilities: 27.9% (3rd), 27.8% (8th), 27.8% (10th)
- English Learners: 8.6% (3rd), 10.5% (8th), 8.5% (10th)

2017-18 Adjusted Cohort Graduation Rates

Sources: Washington State Report Card, OSPI, 2019; 2018 Graduation Rates, Legislative Appendices, OSPI
2016-17 Post-School Outcomes for Students with Disabilities

- Higher Education: 21.3%
- Competitive Employment: 34.8%
- Other Education/Training: 3.1%
- Other Employment: 13.1%
- No Engagement: 27.8%

Source: Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17, Center for Change in Transition Services, Seattle University, 2018
What are the stars, or points of light, in these data?
Where are some leverage points for change?
How do we disrupt these patterns?
Context Setting....

ALL students benefit from school-wide Tier I instruction and supports (such as teaching academic and behavioral expectations, career and technical competencies, and social emotional skills) to be prepared for career, college, and life.

SOME students can benefit from supplemental Tier II instruction and supports (such as a reading or math intervention or behavioral check-in). These students are identified as needing more intensive or accelerated academic, career, behavioral, and/or mental health interventions in addition to Tier I services.

A SMALL NUMBER of students can benefit from intensive Tier III instruction and supports (such as those provided through community partnerships and specialized programs to provide more intensive or accelerated academic, career, behavioral, and/or mental health supports). These students may need case management or accelerated instruction in addition to Tier II services.

A quality improvement process (plan, do, study, act) ensures the systems and interventions are effectively meeting the needs of students.
Context Setting....

[Image of a Venn diagram with overlapping circles labeled Career & College Readiness, School & Guidance Counseling, and Social Emotional Support, within the context of a state map.]
Context Setting....

www.hatchingresults.com
Stand up if you work in a school with....

- at least one school counselor
- at least one school nurse
- at least one school psychologist
- at least one school social worker
- at least one other support staff (SAP, CBO, BHR/SeaMar, etc.)
Integrated Services in a MTMDSS

- School Counselors
- School Psychologists (Case Managers, IEP Team)
- School Nurses
- School Social Workers
- Other Support Staff
# Integrated Services Breakdown

## Top Three Distinguishing Factors for ESA Behavioral Health Providers Specific to Social and Emotional Health and Wellness

<table>
<thead>
<tr>
<th>School Psychologists</th>
<th>School Counselors</th>
<th>School Social Workers</th>
<th>School Nurses</th>
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<tr>
<td>School psychologists specialize in <strong>analyzing complex student and school problems</strong> and selecting and implementing appropriate <strong>evidence-based interventions</strong> to improve outcomes at home and school</td>
<td>Deliver comprehensive <strong>Tier 1, 2</strong> and some <strong>Tier 3</strong> prevention, intervention and support services to students in the <em>academic, social/emotional and career &amp; college readiness</em> domains aligned with mindset and behavior standards*</td>
<td>The integral link between home, school, and community in <strong>providing Tier 1, Tier 2, and Tier 3 services</strong> to students, families, and school personnel which remove barriers and maximize academic and social success</td>
<td>Clinical assessment and analysis of common and complex student health needs. Writing, reviewing, and monitoring <strong>Individual Health Plans and Emergency Health Plans</strong> including students with mental health diagnosis</td>
</tr>
<tr>
<td><strong>Extensive knowledge</strong> of the brain, neurological development, and comprehensive child development and how these relate to emotional regulation, prosocial and pro-academic behavior, childhood disabilities, and other mental health needs, as well as <strong>evaluation methods</strong> grounded in research and special education law</td>
<td><strong>Liaison and link between students, staff, parents and community partners</strong> to coordinate services and programs that support each student’s growth and development <strong>primarily with Tier 1 and 2</strong>, and some Tier 3 students*</td>
<td><strong>Delivers evidence-based education, behavioral consultation, mental health support, and case management</strong> services comparable to wrap around services, to engage a student’s social emotional adjustment to school and society</td>
<td><strong>Early detection of emotional or mental health concerns</strong>—all students have access to school nurses via self-referral or referral by school staff which allows for nurses to evaluate students presenting with physical complaints for associated emotional/mental health concerns</td>
</tr>
<tr>
<td>School psychologists’ training in <strong>data collection and interpretation for mental health</strong> ensures that decisions made about students, the school system, and related programs and learning supports are based on appropriate evidence, such as in Multi-Tiered Systems of Support (MTSS) and in collaborative consultation</td>
<td><strong>Provide systemic leadership and delivery of comprehensive programming</strong> that is designed to provide all students with a safe and positive school culture and is aligned with the school’s mission, vision and strategic plan</td>
<td><strong>Provides innovative leadership, interdisciplinary collaboration, systems coordination (both within the school district and outside of the school district) and professional consultation, with specific focus on mental health and behavioral needs</strong></td>
<td><strong>Nursing services to address health barriers to Free and Appropriate Public Education (FAPE): medication administration clean intermittent catheterization gastrostomy tube feedings other procedures as needed</strong></td>
</tr>
</tbody>
</table>
Integrated Services in a MTMDSS

Dr. Trish Hatch developed the Multi-Tiered, Multi-Domained System of Support Framework that uses data to inform the use of a tiered system of Academic, Career/College, and Social/Emotional Supports for all students.
MS/HSBP for SWD

**Tier 3: Few Students**
- Intensive individualized interventions to instill **HOPE**

**Tier 2: Some Students**
- Additional strategic small group interventions for students lacking a plan or needing more guidance

**Tier 1: All Students**
- Early Warning Data System to track ABCs
- **Annual High School & Beyond Plan(ning)**
- Establish positive and respectful school climate
- Help students identify and solve challenges/barriers
- Strengthen pre/post-high school transitions
WA Integrated Student Services Protocol (WISSP)
http://www.k12.wa.us/CISL/ISS/

• An OSPI resource for implementing integrated services
• The framework includes:
  - Needs Assessments
  - Community Partnerships
  - Coordination of Supports
  - Integration w/in School
  - Data-Driven Approach
What role might you play in helping to implement an MTMDSS within an integrated system of student supports?
“EVERY SYSTEM IS PERFECTLY DESIGNED TO GET THE RESULTS IT GETS”

PAUL BATALDEN


Flipping the conversations
Facilitating Systems Change

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
Essential Elements of a High-Quality HSBP

HIGH SCHOOL & BEYOND

CAREER
- Career interest and skills inventory
- Identification of career goal(s)
- Resume/activity log
- Four-year high school course plan
- Work-based learning experience (e.g. job shadow, internship)
- Research on what it takes to achieve career goal(s)
- Job application(s)

COLLEGE
- Identification of educational goal(s)
- Identification of exams necessary for high school graduation and postsecondary
- Four-year high school course plan
- Identification of financial aid options, including the College Bound Scholarship
- Identification of dual credit options
- Postsecondary program experience (e.g. site visit, meeting)
- Postsecondary program admission applications
- Financial aid applications

LIFE
- “Who am I?”
- “What problems would I like to solve?”
- “What will I become?”
- “How will I get there?”
- Budget for life after high school
- Volunteer or community service experience
- Student presentation to parent/guardian and community

Source: High School and Beyond Plan, Washington State Board of Education, 2018
CCTS Transition Services Flow Chart

Conduct Age-Appropriate Transition Assessments
- Needs
- Strengths
- Preferences
- Interests

Write Measurable Postsecondary Goals
- Education/Training
- Employment
- Independent Living (as needed)

Identify Transition Services
- Specially Designed Instruction
- Related Services
- Community Experiences
- Employment & Living Skills

Write the Course of Study

Write the Annual IEP Goals

Coordinate Services with Adult Agencies

(Johnson, 2012)
**Side-by-Side: HSBP & Transition Plan**

**MS/HSBP**
- Plan for meeting graduation requirements and post-school plan;
- **Begin by 8th grade** (depending on district policy);
- Identifies student’s career & educational goals; must include information about dual credit programs and College Bound Scholarship.

**IEP Transition Plan**
- Activities to support student development toward transition to post-school life;
- Developed the year student turns 16 (or younger, per IEP team);
- Must include transition services, as well as education, employment, and (if appropriate) independent living skills goals.
So... **what** do we do next?
### Handout: Transition-Planning Checklist 9-10th Grades

#### ALL STUDENTS

- Match career interests/skills with Career and Technical Education (CTE) course work & community work experiences.
- Participate in work-based learning (job shadow, internship) to develop self-advocacy & other employability skills.
- Participate in postsecondary program experiences (e.g., site visit, virtual tour, meets with representative).
- Are informed of the importance of gathering employment-related documents (social security card, birth certificate).

#### STUDENTS WITH DISABILITIES

- All items listed under *All Students*.
- Identify community support services/programs (e.g., Division of Vocational Rehabilitation, county services, etc.).
- Explore legal status regarding decision-making prior to age of majority (wills, guardianship, special needs trusts, etc.).
- Determine the need for financial support (SSI, financial supplemental programs, Medicaid, Medicare, etc.).
1. Item you commit to exploring further.

2. Promising practices not yet implemented.

3. Practices currently in place in your school(s).
Expectations & Outcomes

- Graduation pathways accessible to all students, including students with disabilities, focused on education, employment, and civic engagement.

- Professional development on master scheduling, to allow access to both core instruction and needed interventions – for ALL students, regardless of identification or programming.

- Resource and guidance for aligning high school and beyond planning with IEP transition planning. (Exploring data sharing between OSPI & DSHS)

- Closer collaboration with Learning & Teaching, School Improvement, Institutions of Higher Education, and Employment Providers around increased access to inclusive settings.
Foster collaboration between general & special education and community partners!

Develop transition plans that support successful post-school outcomes:
- Side-by-side resource documents; Transition planning checklists
- Include goals, services, and expectations for independence and self-determination

Mindset matters!
- Strengths-based framing: focus on what students CAN do
- All students are capable of achieving with the right supports
- Addressing structural inequality must be part of the discussion
Connect with Me!

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Thank you!

https://pbs.twimg.com/media/CyBBuVCXAAAryfY.jpg
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