Special Education Monthly Webinar Series

October 2018

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

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.

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 130,000 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.

OSPI Priorities:
Improving Outcomes for Students with Disabilities

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

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

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.

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

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

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

Today's Agenda

➢ Welcome and Purpose/Objectives

➢ Fiscal:
  - Local Educational Agency Maintenance of Effort (MOE)

➢ Program Improvement:
  - Self Determination & Self Advocacy
  - Person-Centered Planning
  - Student-led IEPs

➢ Wrap-up and Questions

➢ Survey

https://www.ourtownewguilderland.com/wp-content/uploads/2018/02/checklist-1024x768-300x225.jpg

What is Maintenance of Effort (MOE)?

- MOE is a requirement placed on federally funded grant programs that the State Education Agency (OSPI) and the local education agency (districts) demonstrate that the level of state and local funding remain constant from year to year.

(*34 CFR §300.203*)

Why is MOE important?

- The intent is to help ensure districts expend at least a certain level of non-Federal funds necessary to provide for the education of students with disabilities.

- MOE is tested annually

- Connecting with your business manager as the 2017-18 fiscal records are being closed can be helpful.

How is MOE Calculated?

- There are 4 options to demonstrate districts have met the MOE requirement.

    - Total amount of local funds

    - Total amount of state and local funds

    - Per capita amount of local funds

    - Per capita amount of state and local funds

How is MOE Compared?

- Eligibility standard
  - The amount **budgeted** is compared to the amount spent in the most recent fiscal year for which information is available and the district met the requirement.

- Compliance standard
  - The amount **spent** in a given fiscal year is compared to the amount spent in the most recent fiscal year in which the district met the requirement.

- With both standards, the same option is used for comparing years.

Are there Exceptions?

A district may reduce its obligation for budgeting or expending by one of the following:

1. Voluntary or for-cause departure of special education staff
2. The decrease of enrollment of students eligible for special education
3. Termination of an excessively costly program for a specific student
4. Termination of a costly long-term purchase
5. Assumption of cost from OSPI's high-cost fund (*34 CFR §300.204*)

Are there any other Exceptions?

1. A district (meeting requirements – Determination Level 1) may reduce its obligation by up to 50% of any increase in its IDEA Part B Section 611 allocation if the district received more IDEA Section 611 funds than it did for the previous fiscal year. (*WAC 392-172A-06025(3))*

2. LEAs who **voluntarily** use up to 15% of IDEA Part B Sections 611 and 619 funds for coordinated early intervening services (*CEIS*). (The district must **not** have been identified as having significant disproportionality.)

Reporting obligations?

OSPI annually reports the information to the Dept. of Education (DOE):

- Districts who have reduced their MOE

- Districts that have met the standard

Resources

- *MOE Calculator*
- *Instructions*
- *CIFR*
  (Center for IDEA Fiscal Reporting)

Enter the requested information below	Information
LEA Name	
LEA ID	
Start of state fiscal year (month and day)	9/1
End of state fiscal year (month and day)	8/31
Are you able to separately account for the budgeting and expenditure of local funds and state funds from 2010-11 to the present year?	Yes
Would you like the spreadsheet to calculate Exception (b) (decrease in child count) for you?	Yes
Does your state have a high cost fund operated by the SEA under §300.704(c)?	Please select yes or no for each year.
2011-12	Yes
2012-13	Yes
2013-14	Yes
2014-15	Yes
2015-16	Yes
2016-17	Yes
2017-18	Yes
2018-19	Yes
2019-20	Yes
Version 1.2, February 1, 2017. Please ensure that you are using the most recent version of the Calculator by going to:	
http://cifr.wested.org/resources/lea-moe/calculator/.	

Resources

Projected Child Count					
Eligibility Standard - Fiscal Year 2018-2019 - LEA Effort - Budgeted Amounts					
			2018-2019 Budget		
Object Description	Code	Code 2	Local	State	State and Local
					$ -
					$ -
					$ -
					$ -
					$ -
					$ -
					$ -
					$ -
					$ -
					$ -
		Grand Totals			
		Per Capita Amounts			

Resources

Fiscal Year	Standard	Child Count	Local Total Amount	Select Local Total MOE Result	State and Local Total Amount	Select State and Local Total MOE Result	Local Per Capita Amount	Select Local Per Capita MOE Result	State and Local Per Capita Amount	Select State and Local Per Capita MOE Result
2010-2011	Compliance (Expenditures)	#N/A	$ -	Met as Baseline	$ -	Met as Baseline	#N/A	Met as Baseline	#N/A	Met as Baseline
2011-2012	Compliance (Expenditures)	#N/A	$ -	Met as Baseline	$ -	Met as Baseline	#N/A	Met as Baseline	#N/A	Met as Baseline
2012-2013	Compliance (Expenditures)	#N/A	$ -	Met as Baseline	$ -	Met as Baseline	#N/A	Met as Baseline	#N/A	Met as Baseline
2013-2014	Compliance (Expenditures)	#N/A	$ -	Met as Baseline	$ -	Met as Baseline	#N/A	Met as Baseline	#N/A	Met as Baseline
2014-2015	Compliance (Expenditures)	#N/A	$ -	Met as Baseline	$ -	Met as Baseline	#N/A	Met as Baseline	#N/A	Met as Baseline
2015-2016	Compliance (Expenditures)		#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2016-2017	Compliance (Expenditures)	#N/A	$ -	Met			#DIV/0!	#DIV/0!		
2017-2018	Eligibility (Budget)									
2018-2019	Eligibility (Budget)									

What happens if a district does not meet MOE standard?

- Districts who do not meet eligibility (budget) are not eligible to receive IDEA Part B funds until they have met standard.

- Districts who do not meet compliance (expend), must repay the DOE using non-Federal funds.

  - Repayment is based on the difference between what the district actually spent and what it should have spent to meet the MOE compliance standard.

Who do you call?

Mary Ellen Parrish

Cyndie Hargrave

360-725-6075

WAC 392-172A-06015

Program Improvement

Person-Centered Planning

Student-Led IEPs

Self Determination & Self Advocacy
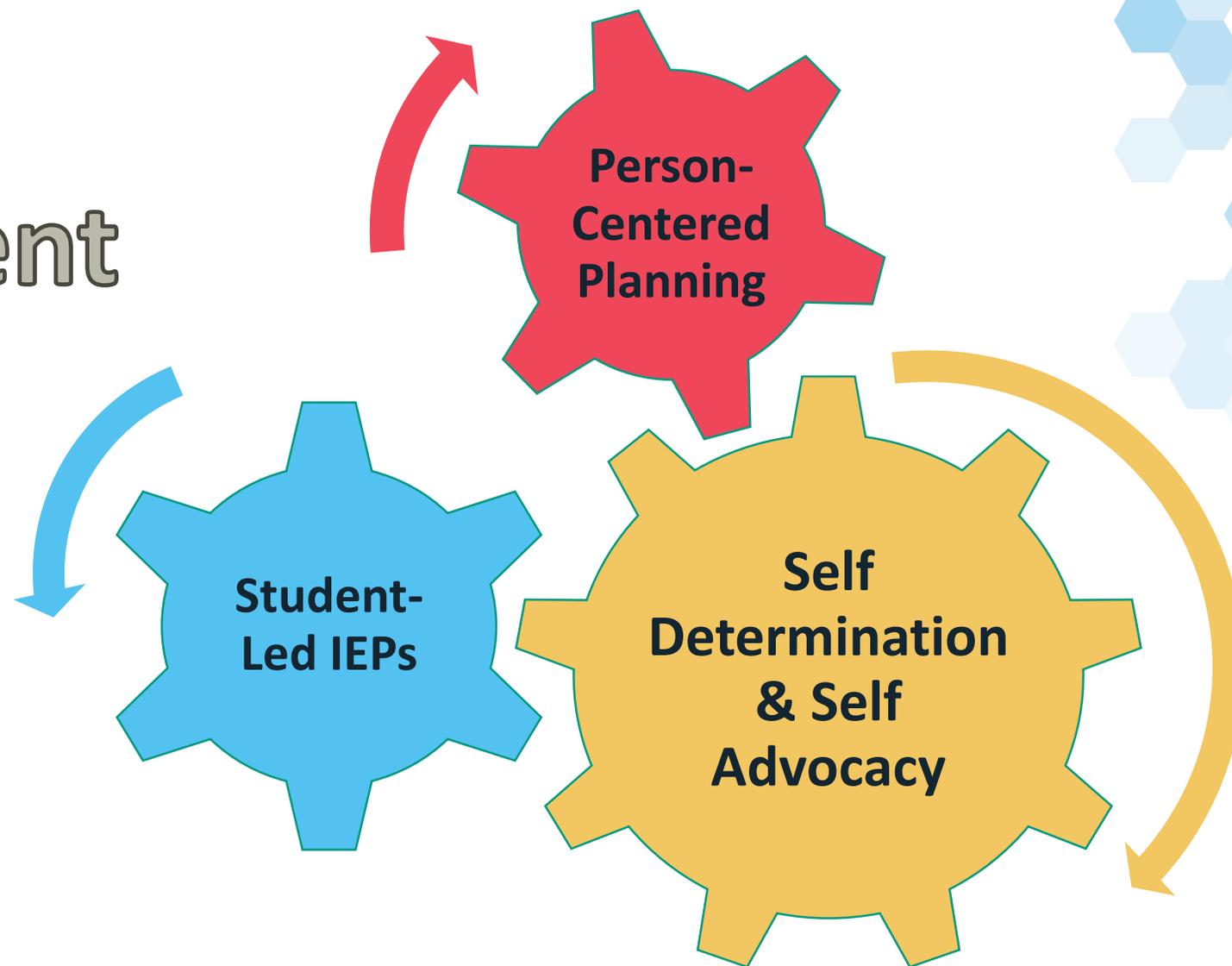
What does the Research say?

➡️ The Gradual Release of Responsibility (GRR) model is an instructional model that shifts the cognitive load to the learner.

➡️ GRR, first introduced by Pearson and Gallagher in 1983, shifts responsibility away from the teacher to "all the responsibility for performing a task to situations where students assume all of the responsibility" (Duke & Pearson, 2002, p. 211).

➡️ The gradual release of responsibility model of instruction has been documented as an effective approach for improving literacy achievement (Fisher & Frey, 2007), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).
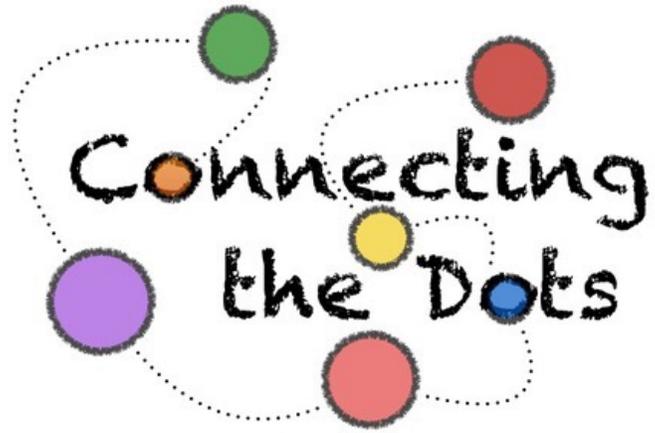
GRR & Self-Advocacy

Self Determination –"Choice making, decision making, problem solving, goal setting and attainment, planning, self-management, self advocacy, self-awareness, and self-knowledge, enable people with and without disabilities to act as causal agents progressing toward valued goals & outcomes"
(Raley, Shogren, and McDonald, 2018)

"Self Advocacy means speaking up for yourself. It requires knowledge of your personal strengths, preferences, interests, needs and rights as an individual. Self-advocacy involves acting in an assertive and appropriate manner to make your needs and desires known to others"
(Connecticut Parent Advocacy Center, Inc., 2013)

Self-Determined Learning Model of Instruction (SDLMI)
for Inclusive General Education Classrooms
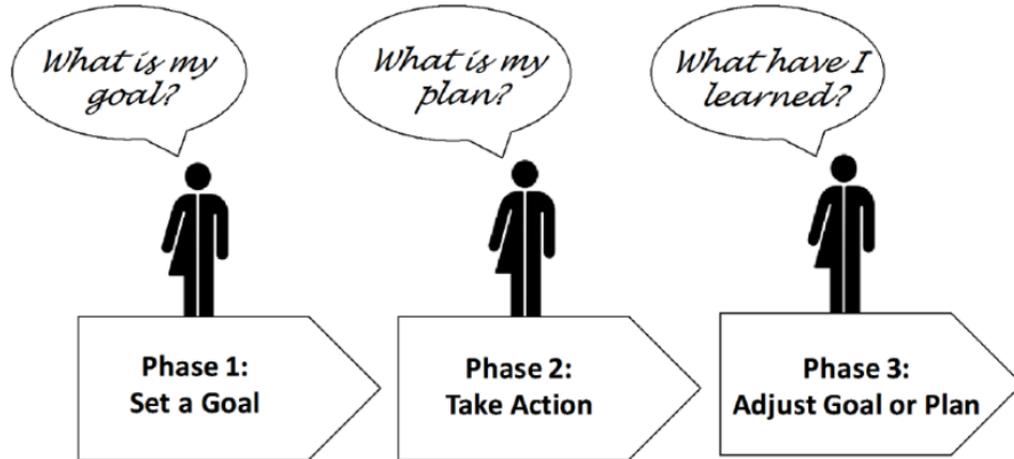
Enhances student involvement and progress in the general education curriculum by:

- Equipping all students in setting goals related to learning core content;
- Developing action plans; and
- Self-evaluating progress toward those goals

Raley, S.K., Shogren, K.A., McDonald, A. (2018). How to implement the self-determined learning model of instruction in inclusive general education classrooms. *Teaching Exceptional Children, 51*(1), 62-71.

T-folio: Transition Portfolio tool

WHAT'S YOUR STORY Student-Centered Introduction

Unit 2: Postsecondary Employment and Education Options

Unit 4: Workplace Readiness Training

Unit 1: Job Exploration Groundwork

Unit 3: Work-Based Learning Experiences

Unit 5: Self-Advocacy

http://www.cctstfolio.com

Self-Determination Films Series: Get Start Now – Talking about Disabilities

Additional *Resources* for Self-Advocacy

17 lessons/plans covering:

- Disability Awareness

- Learning to Self-Advocate

- Transition: Career Planning and Community Connections

- Participating in Planning and Placement Team Meetings

http://www.ct.gov/brs/lib/brs/pdfs/guidepostdocs/steppingforward_color_interactive_14.pdf

Stepping Forward:
A Self-Advocacy Guide for Middle and High School Students

How do *you* foster self-advocacy skills for students with disabilities?

School-centered planning	Person-centered planning
Led by professionals.	Facilitated by 1 to 2 person(s), centering student voice.
Goal-oriented process; information and data from formal assessments are valued.	Reflective process; information is varied & summarized; informal assessments valued.
Meetings typically held in schools, timing/location convenient for staff.	Timing/location determined jointly; comfort is key; seating in semicircle.
Perspective is often deficit-based, needs and availability within the institution considered first.	Perspective is strength-based; student and needs considered first, availability is secondary.
Professionals gather information and pre-draft IEP goals.	Members of student's circle of support share in developing IEP goals.

Adapted from Keyes, M. W., & Owens-Johnson, L. (2003). Developing Person-Centered IEPs. *Intervention in School and Clinic, 38*(3), 145-52.

My Life Plan

Washington State Developmental Disabilities Council

0-3	**4-6**	**6-13**	**14-21**	**21-62**	**62+**
INFANCY	EARLY CHILDHOOD	ELEMENTARY & MIDDLE SCHOOL	HIGH SCHOOL TRANSITION	ADULTHOOD	RETIREMENT
Age: 0 - 3	Age: 4 - 6	Age: 6 - 13	Age: 14 - 21	Age: 21 - 62	Age: 62 and over

"I want to grow up and have a future that makes the most of the things I like to do and have an interest in. I'll need some extra support when it comes to learning and developing, but there are people who can help with that."

"I need to be challenged and encouraged to be around other kids my own age and to be part of my community. There are ways to help support me when I need extra assistance to communicate, learn, be safe and grow."

"I am ready to take on responsibilities that will help me later in life, and that includes having choices and making decisions, even if it means I will make mistakes. Let's work together to plan a future that builds on my abilities and interests at school, in the community and at home. As I get older, please include me in answering the questions."

"It's important for me to have a say in where I live and work and what my life looks like. I need goals and people to help me get there. Please fill this plan out together with me."

"What does it take to live as independently as possible? Are you making decisions about where you want to live, work and have fun?"

"Just because you're getting older, doesn't mean you stop having goals. They just might look different than when you were younger. Instead of employment goals, you might have other things you'd like to do during the day, such as classes and hobbies. And you might need different people to support you."

[My Life Plan](#)

[Washington State Developmental Disabilities Council](#)

Person-centered planning strategies:

- Personal Futures Planning
- Making Action Plans (MAPS)
- Essential Lifestyle Planning
- Planning Alternatives Tomorrows with Hope
- Group Action Planning
- Culturally Sensitive Collaboration within PCP
- "True Directions" model – fostering family-professional collaboration

Wells, J., & Sheehey, P. (2012). Person-Centered Planning: Strategies to Encourage Participation and Facilitate Communication. *TEACHING Exceptional Children, 44*(3), 32-39.

Student-led IEP Meetings
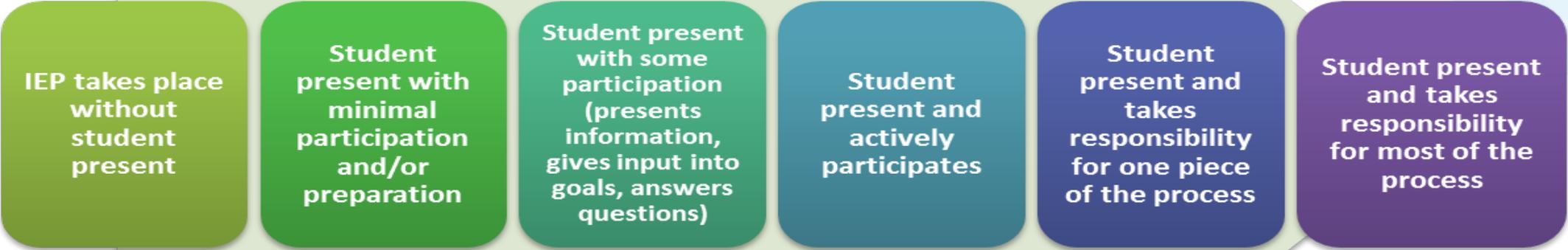
IEP Participation Continuum

| IEP takes place without student present | Student present with minimal participation and/or preparation | Student present with some participation (presents information, gives input into goals, answers questions) | Student present and actively participates | Student present and takes responsibility for one piece of the process | Student present and takes responsibility for most of the process |

Adapted from CCTS: https://www.seattleu.edu/ccts/training/in-person-training/student-led-ieps/

Self-Directed IEP Leadership Steps

- Introduce self
- Introduce team members
- State purpose of meeting
- Review past goals & progress
- Ask for feedback
- Ask clarifying questions

- Deal with differences of opinion
- State needed support
- Express interest
- Express skills and limits
- Express options and goals
- Close meeting

Martin, J., Van Dycke, J., Christensen, W., Greene, B., Gardner, J., & Lovett, D. (2006). Increasing student participation in IEP meetings: Establishing the self-directed IEP as an evidenced-based practice. *Exceptional Children, 72*(3), 299-316.

In your role, what is one change you will incorporate as a result of today's discussions of self-advocacy for students?

by topic

Self-Determination

Self-Determined Learning Model of Instruction

Self-Determination Films Series

CCTS Transition Portfolio (T-Folio)

Self-Advocacy

Stepping Forward (CT resource)

Person-Centered Planning

Developing Person-Centered IEPs

Person-Centered Planning

Student-Led IEP Meetings

CCTS Student-led IEPs

Self-directed IEPS

Questions?

Comments?

How Helpful was the September 2018 Webinar?

October Survey: https://www.surveygizmo.com/s3/4599676/Special-Education-Monthly-Webinar-Series-October-2018
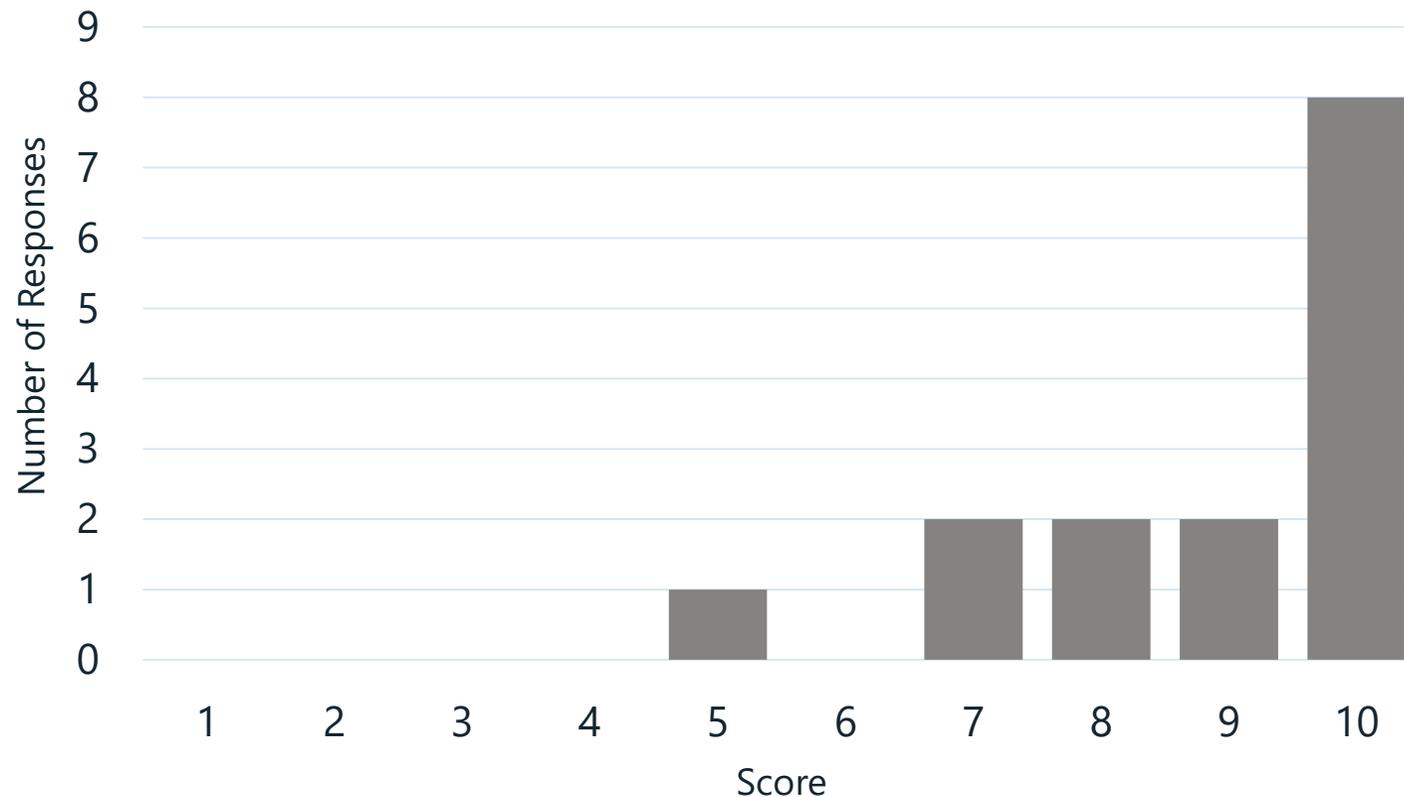
Special Education September 2018 Webinar: https://youtu.be/5fzN3AipNB4