



Inclusion Advisory Committee

Strategic Plan – Student Excellence
December 14, 2023

Agenda

- Welcome & Relationship Building
- Committee Orientation
- Building Shared Context



WELCOME COMMITTEE MEMBERS

Introduce yourself by sharing **Your Name and Role** as a representative on the committee?



Norms

- Ask and share preferences
- Use person-first and asset-based language
- Listen to others & invite others into conversation
- Accept others right to “pass” on sharing
- Provide and take agency for choice in engagement





Think – Pair - Share

- Pick one prompt to respond to
- Think about it on your own (in your head or in writing)
- Share your thoughts with a person near you

1. Share a time / place / lesson when you loved learning

2. What is a skill you have that would surprise people?

3. What interested you in joining this committee?

4. What do you hope our committee accomplishes together?



BINGO

Option A - Many	Option B - Pair	Option C - Solo
<ol style="list-style-type: none">1. Take a card2. Circulate around the room3. Greet people4. Give one, get one: share an acronym you know and receive an acronym your partner knows5. Thank and find someone new	<ol style="list-style-type: none">1. Take a card2. Find a partner3. Identify as many as you can4. Ask a staff member about those unfamiliar with	<ol style="list-style-type: none">1. Take a card2. Stay seated3. Identify as many as you can4. Ask a staff member about those unfamiliar with

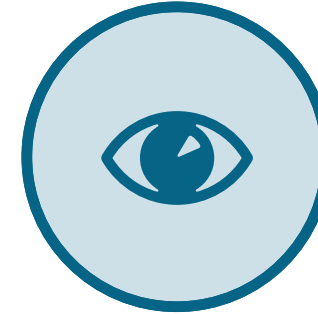


LWSD Mission and Vision: Results 1



Our mission

Each student will graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society.



Our vision

Every Student Future Ready:

- Prepared for College
- Prepared for the Global Workplace
- Prepared for Personal Success



Equipping every student for a successful future



Commitment to Equity

To ensure academic success for all students by closing opportunity gaps for students and providing equitable and inclusive working and learning environments for all students, families, staff, and communities.

Inclusion

- Students qualified for Special Education services historically served in learning centers attend their **neighborhood school**.
- Students participate in **general education** to the **greatest extent possible** for them – accessing core content and receiving Specially Designed Instruction (SDI) either in general education or during intervention blocks with special education staff.
- Some students may still need to receive SDI in a special education setting in accordance with their **IEP**.



BART

B

Boundary

- Specific amount of time or area of location

A

Authority

- Right to do the work

R

Role

- Function of the person

T

Task

- Primary work of the group

Committee Roles

What are the various roles for people on the committee?



Facilitator

Lead the committee through the steps, provide oversight of the process and to report back to the Superintendent and District Leadership Team



Committee

Learn, engage, be creative, be strategic with each task with a focus on closing gaps and improving conditions / outcomes for students.



Board Member

Observe the committee process, discussions and recommendation to inform the whole Board of the process and outcomes.



Superintendent

Receive feedback from the committees and lead the District Leadership Team to incorporate and implement that feedback

BART

B

Boundary

- Three meetings each school year

A

Authority

- Identify (think back to introduction)

R

Role

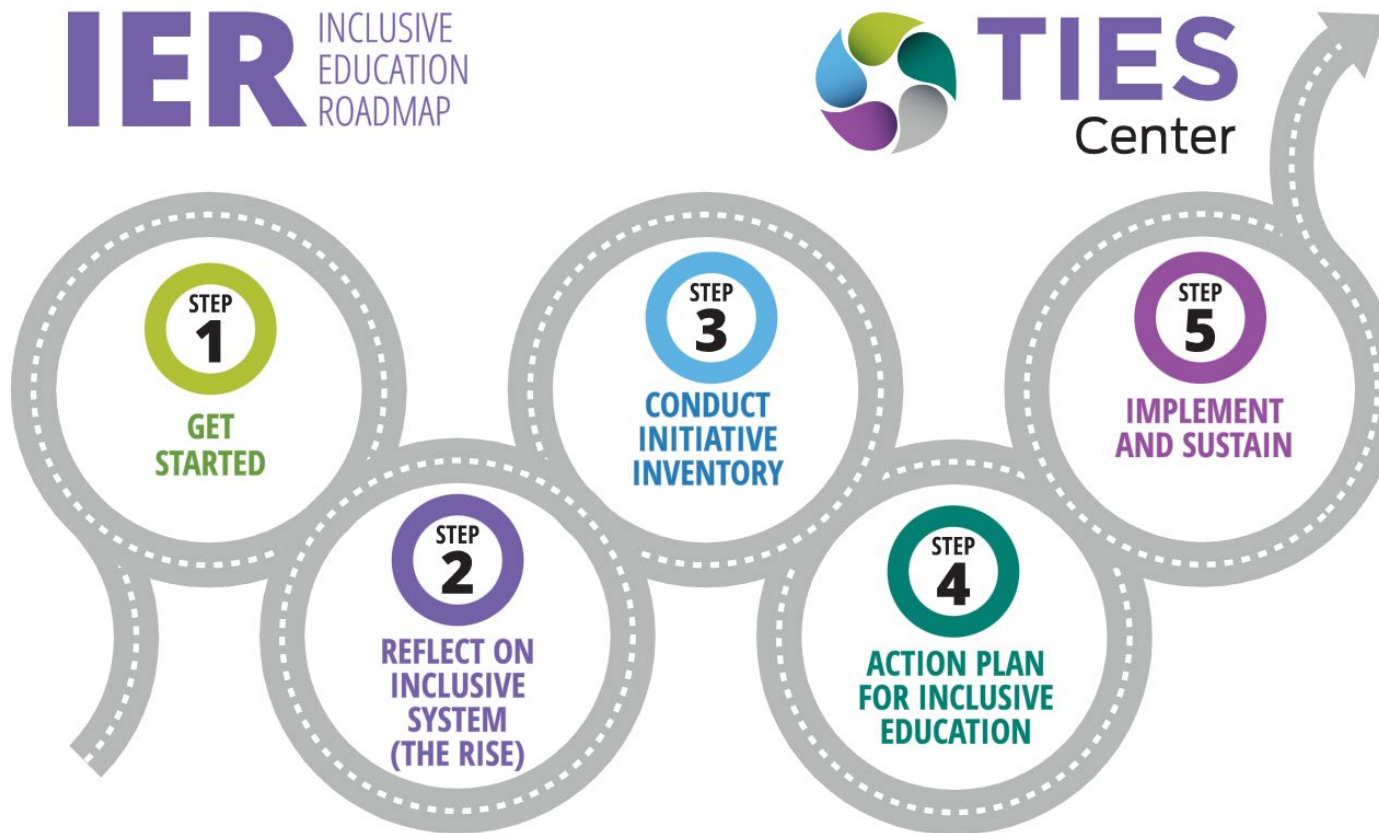
- Committee member (previous slide)

T

Task

- Make recommendations and considerations for ongoing improvement related to inclusionary practices.

Inclusive Education Roadmap



Committee Sequence

Meeting 1

- Building Relationships
- Building Context

Meeting 2

- Exploring Data
- Determining Focus

Meeting 3

- Considering Implementation

Context

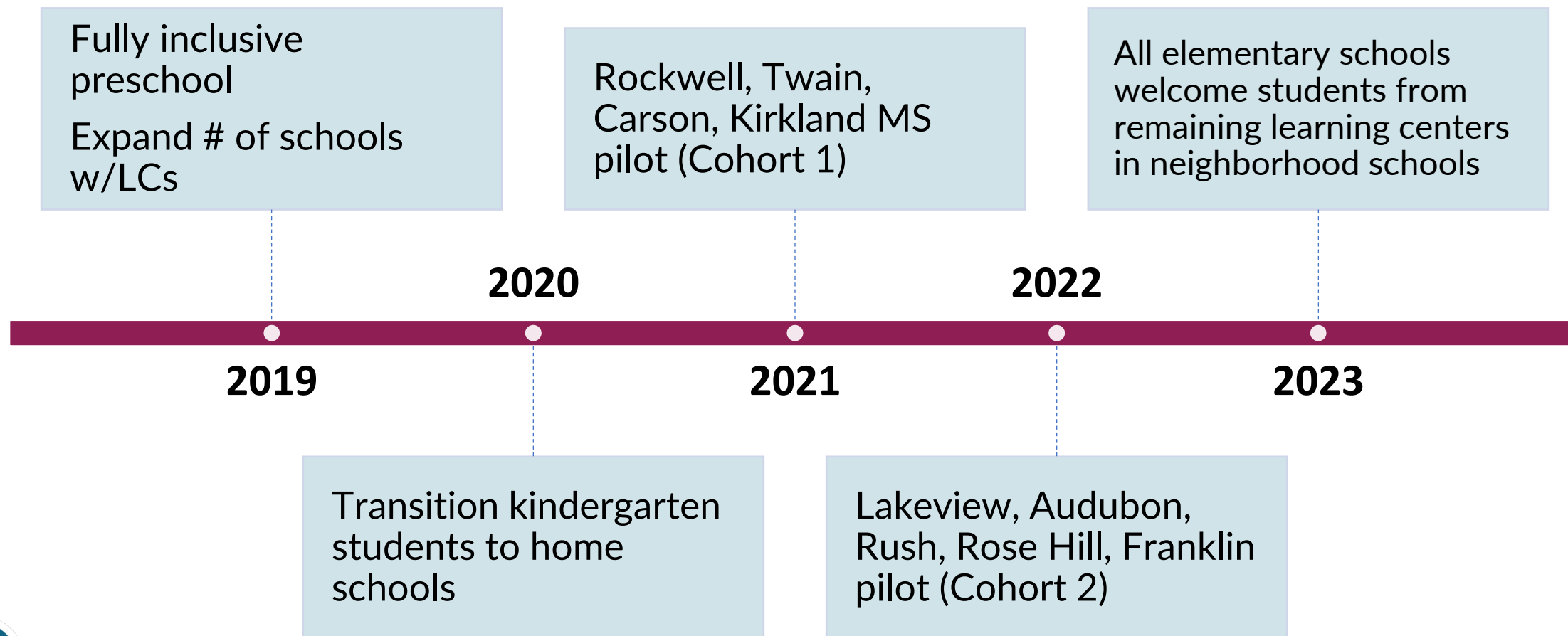


Engagement Options

Option A – Gallery Walk	Option B - Handout
<ol style="list-style-type: none">1. In groups of 3-42. Circulate around the room	<ol style="list-style-type: none">1. On own or with partner2. Review handout copies
	<ol style="list-style-type: none">1. Information2. Connections3. Assets4. Wonderings



A Brief History of Elementary Inclusion



Collective Bargaining Agreement: Elementary

- K-5 Special Education shall be staffed using a 1:15 teacher to IEP ratio.
- Elementary principals, in collaboration with special education teachers, will finalize a daily and weekly master schedule which includes intervention blocks, teacher planning, case management, and lunches.
- Elementary special education and general education teachers shall meet to understand and collaborate around supporting students with an IEP.
- Each building will develop and disseminate a paraeducator substitute coverage plan with tiered supports identified and responsibilities of special education staff and building administration.



Elementary 23-24

- Hired additional **8** FTE special education teachers this year due to new staffing ratios
- 22-23 School year = 80 students not in their neighborhood schools
- 23-24 = 7 students not in their neighborhood schools



Provide multiple means of
Engagement



Provide multiple means of
Representation



Provide multiple means of
Action & Expression



Access

Provide options for
Recruiting Interest

Provide options for
Perception

Provide options for
Physical Action

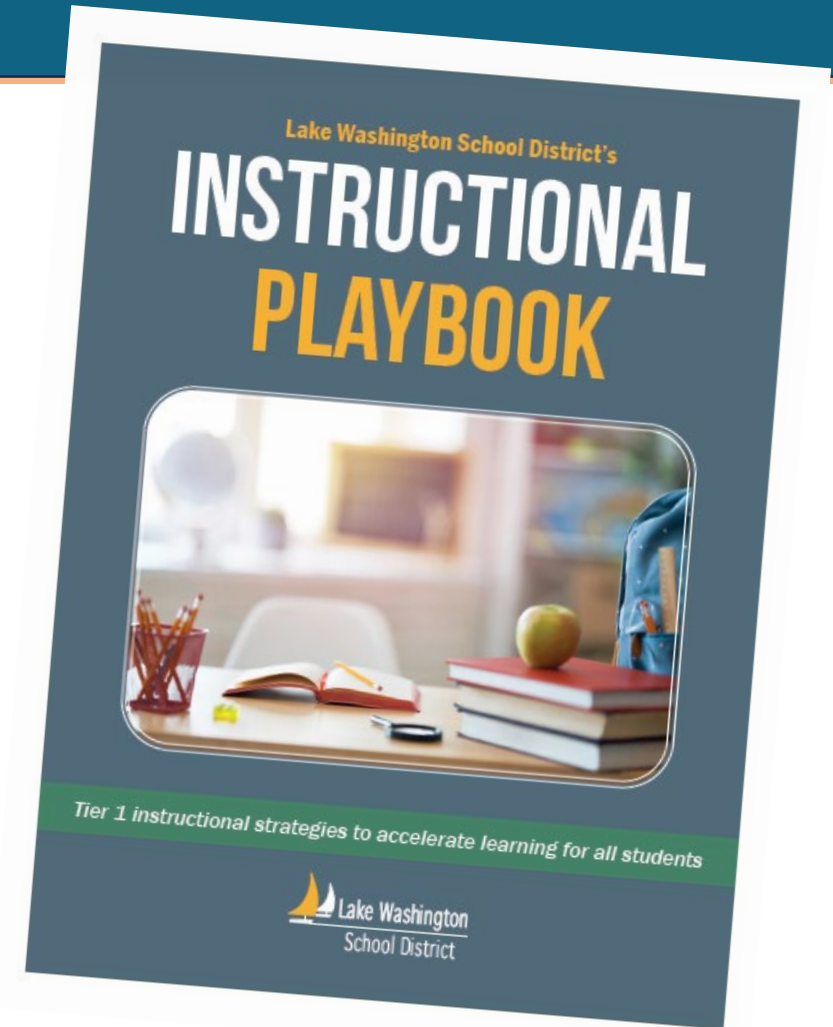
Tier 1: Instructional Practice

- Designing for all learners from the start;
- Foster the development of expert learning;
- Recognize there is learner variability in every context; and
- Establishing clear goals to developing flexible learning pathways.



Instructional Playbook

- A tool teachers can use to incorporate and/or diversify effective Tier 1 instruction in their classrooms
- Provides an overview of 10 instructional practices aligned with equity and inclusion



Instructional Playbook

Building
Background

Modeling

Accessing
Content

Meta-
cognition

Opportunities
to Respond

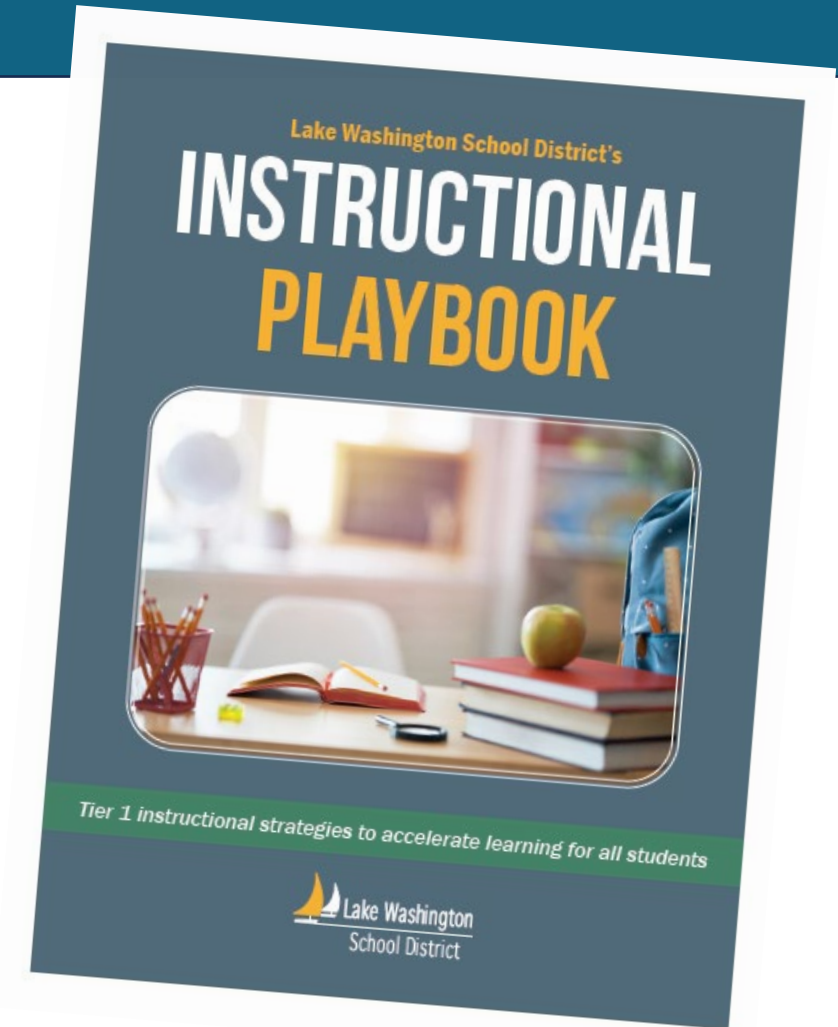
Expression of
Learning

Inclusive
Discussion

Student-led
Questioning

Inquiry

Feedback



Why MTSS Coaches?

(Multi-Tiered Systems of Support)

- Well-supported teachers have the greatest opportunity to create the conditions for student learning.
- Adults learn best when they can set goals for the students that are in front of them and have a partner to support them in achieving those goals.
- Coaching allows for agency, authentic practice, opportunities for ongoing reflection.
- Building individual teacher efficacy and collective efficacy has the highest impact on student learning.



Coaching to Create Exceptional Outcomes

The art of coaching is doing, thinking, and being: doing a set of actions, holding a set of beliefs, and being in a way that results in those actions leading to change.”

- Elena Aguilar



MTSS Intervention

Disrupt
disproportionality
Systematize tiered
supports

Coaching Cycles

Beliefs and
behaviors
Individual efficacy
High impact
instruction
Use of data

PLC

Promote cycle of
inquiry
Collective efficacy

Social Emotional Learning

- They **matter** to our community. We take pride in knowing each student's name, strengths, needs, and aspirations.
- They **belong** to our community. Our schools thrive when each student can contribute in a meaningful way.
- They are **safe** within our community. Staff and students take responsibility in nurturing both physical and psychological safety for others and themselves.



Social Emotional Learning

A Supportive Classroom Environment

- Community building
- Belonging and safety

Explicit SEL Instruction

- **Sequenced:** connected and coordinated
- **Active:** forms of learning that help students master new skills
- **Focused:** clearly emphasizing development of personal and social skills
- **Explicit:** targeting specific social emotional skills

Integration of SEL and Instruction

- Fostering academic mindsets
- Aligning SEL and academic objectives
- Using interactive pedagogy



LEAP: Elementary District Professional Learning

Integrated

★ Equity (CCDEI strand)

● Instructional Playbook

▲ Preview Updates to TPEP

■ Inclusion Focus

DATE	TOPIC	LEAD DEPT	CONNECTIONS
OCT 11	Mandatory Training	District	
OCT 20	Making Meaning of Student Data: Student Needs & Assets on Fastbridge	Elem T&L	★ ▲ ■
	Instructional Planning: Leveraging data & Instructional Playbook to design instruction	Prof Learn	● ■
DEC 6	Equitable Tier 1 Instruction Choice Sessions:		
	A) Equitable strategies to support complex learners	SpeServices	★ ● ▲ ■
	B) Equitable strategies to support multilingual learners	ML Services	★ ● ▲
	C) Equitable strategies to support learners furthest from justice	Equity	★ ● ▲
FEB 7	Making Meaning of Student Data: Student Needs & Assets on MOY Fastbridge	Elem T&L	★ ▲ ■
	Instructional Planning: Leveraging data & Instructional Playbook to design instruction	Prof Learn	★ ●
MAR 8	Equity Focus: Mindful inquiry, identity and understanding diverse perspectives	Equity	★ ▲
	PLC Choice Micro-Learning:		
	A) Inclusion and ableism in the classroom	SpcServices	★ ● ■
	B) LGBTQ+ awareness and inclusion	StuServices	★ ●
	C) Establishing conditions to support discussions of race into your classroom	StuServices	★ ●
MAR 21	Expression of Learning: Giving students options and autonomy	Elem T&L	★ ● ■
	Student Growth Goals Preview: Video introduction, walk and talk, debrief	Prof Learn	▲
MAY 8	Social Studies Integration: Incorporating Social Studies standards & inquiry	Elem T&L	●
	Student Growth Goals Voices: Videos and examples from LWSD pilot participants	Prof Learn	▲



Examine Data

Professional Learning Communities

Intervention Blocks

Push-in Services

Small Group Instruction

Tier 2: Interventions

Optimistic Closure: Offerings and Gifts

What is something you want to leave this committee for thinking/consideration?

What is something that you are taking away from tonight's meeting?



Future Meetings

Date	Time	Location
Thursday, February 1, 2024	5:00 – 7:00 pm	LWSD Resource Center Board Room
Thursday, April 4, 2024	5:00 – 7:00 pm	LWSD Resource Center Board Room

