



# Inclusion Advisory Committee

February 1, 2024

# Agenda

- Welcome & Relationship Building
- Engaging with the RISE
- Sharing Reflections



WELCOME COMMITTEE MEMBERS

(Re-)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, *unless someone self-identifies otherwise*
- Listen to others & invite others into conversation + *listen to learn*
- 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. What is something that you reflected on following the last meeting?

2. When you have lots of things to do, how do you decide what to do first?

3. What emotions tend to come up when your to-do list gets long?

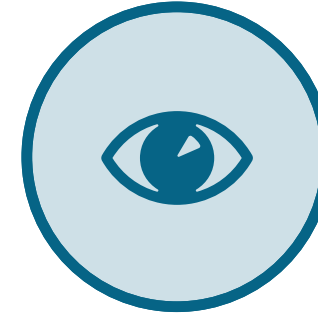
4. If you had a magic wand what would you use it on?

# 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**.





# Committee Sequence

Meeting 1

- Building Relationships
- Building Context

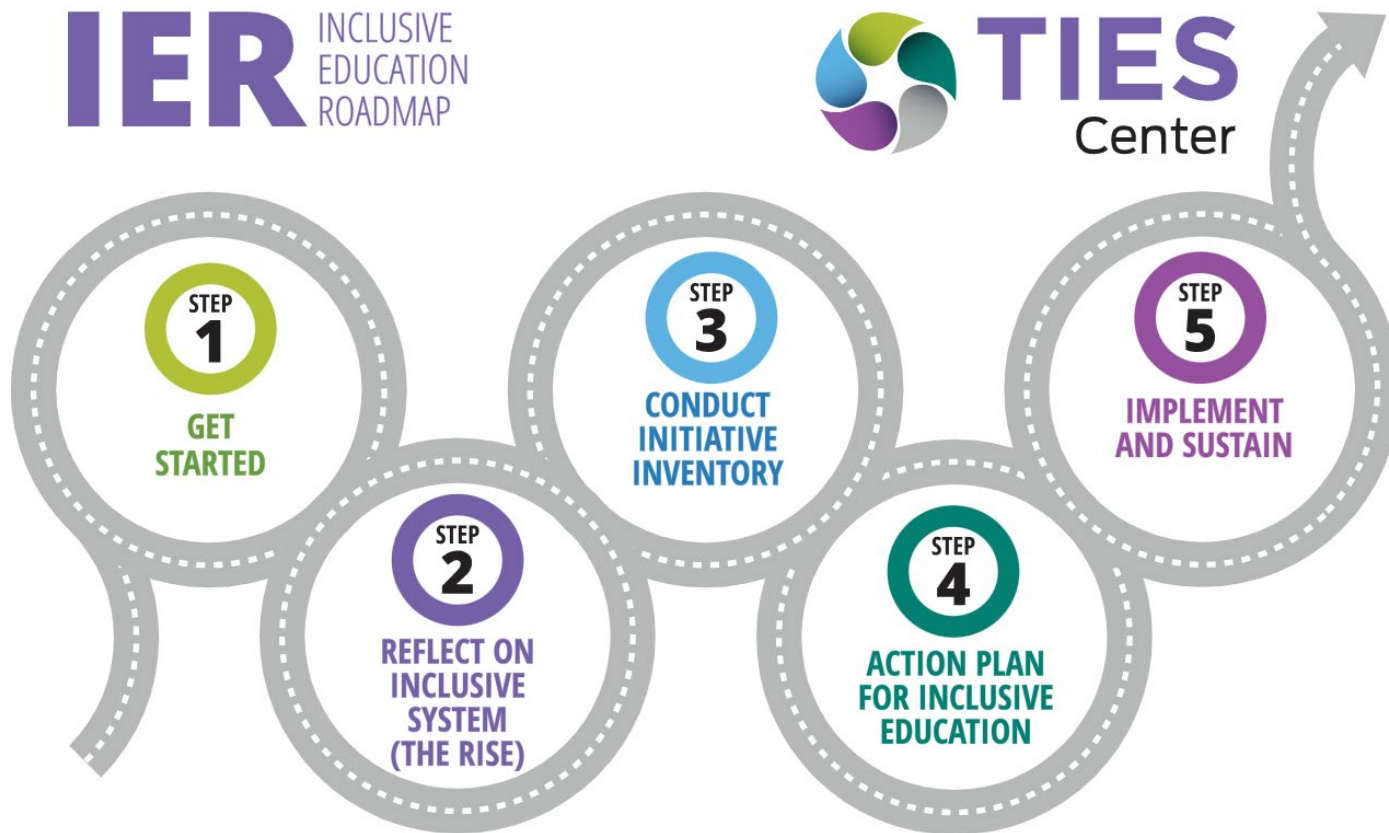
Meeting 2

- Exploring Data
- Determining Focus

Meeting 3

- Considering Implementation

# Inclusive Education Roadmap





## RISE Focus Areas

- Placement and Settings
  - General Education Curriculum Content and Access
  - Instructional Practices
  - Student and System Outcomes
- 
- Source: [TIES Inclusive Education Roadmap | Inclusive Education Roadmap \(IER\) | Institute on Community Integration Publications \(umn.edu\)](#)





# Placement and Settings

What percentage of our students with “intellectual disability” as the primary or secondary disability category identified on their IEP are included in general education for 80% or more of the school day?

Are we sure that our district and school personnel understand that taking an alternate assessment or using alternate learning standards does not, in and of itself, indicate the need for a self-contained classroom placement? How do we know?

Is our team aware of the research describing the unintended negative consequences of placement in separate classrooms for students with SCD?

What barriers might we come up against when working on this area and how could we address them?



# General Education Curriculum Content and Access

How do we ensure that our students who take the alternate assessment are accessing grade-level general education curriculum with adaptations as needed?

How many schools/classrooms do we think have embraced Universal Design for Learning (UDL)? Do we currently provide ongoing professional development with coaching on UDL?

Do we currently provide ongoing professional development with coaching on providing access to general education curriculum for students with significant cognitive disabilities?

What barriers might we come up against when working on this area and how could we address them?



# Instructional Strategies

Are we sure that our messaging about specially designed instruction (SDI) clearly states that students with significant cognitive disabilities can and should receive SDI in general education classes?

Do we currently provide professional development on the “how tos” of providing SDI to students with disabilities, including those with significant cognitive disabilities in general education settings?

Do we have data available that can tell us what percentage of teachers responsible for students with significant cognitive disabilities have the most appropriate teaching certificate offered by our state? If not, do we currently offer professional development on evidence-based instructional strategies for this student population?

What barriers might we come up against when working on this area and how could we address them?





# Education Systems

Are we planning on using or advocating for district use of interim assessments now or in the future? How will we ensure there is an alternate interim assessment available for students with significant cognitive disabilities?

Do we currently have a system in place to monitor access to alternative and augmentative communication systems for students in need of these systems?

What opportunities are currently available for cross-department collaboration?

Do we currently employ any individuals with identified disabilities?

How does our system live up to the ideal that “low incidence does not mean low priority” when serving students with low incidence disabilities?

# Engagement

## Group A – Placement (1)

1. Review the questions for your group
2. Discuss your experiences and perspectives
3. Notetaker will record key thoughts
4. Facilitator will share out

## Group B – General Education (2)

1. Review the questions for your group
2. Discuss your experiences and perspectives
3. Notetaker will record key thoughts
4. Facilitator will share out

## Group C – Instruction (3)

1. Review the questions for your group
2. Discuss your experiences and perspectives
3. Notetaker will record key thoughts
4. Facilitator will share out

## Group D – Systems (4)

1. Review the questions for your group
2. Discuss your experiences and perspectives
3. Notetaker will record key thoughts
4. Facilitator will share out



# Engagement

## Group A – Placement (1) and Systems (4)

1. Review the questions for your group
2. Discuss your experiences and perspectives
3. Notetaker will record key thoughts
4. Facilitator will share out

## Group B – General Education (2) and Instruction (3)

1. Review the questions for your group
2. Discuss your experiences and perspectives
3. Notetaker will record key thoughts
4. Facilitator will share out



# Optimistic Closure: Final Word

What is ONE word that describes how you are feeling as you leave tonight's meeting?



# Future Meetings

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

