Date: May 20, 2025

To: SLCSD Board of Education
                      Dr. Elizabeth Grant, Superintendent

From: Erin Anderson, Special Education Director
                      Dr. Tiffany Hall, Executive Director, Teaching and Learning

Subject: Inclusive Schools Resolution Annual Presentation

This annual presentation to the Board highlights the district's ongoing commitment to fostering inclusive, welcoming, and equitable learning environments for all students.

As outlined in the resolution, the presentation includes the following key areas of focus:

- Progress towards creating inclusive learning environments in all our schools;

- Additional supports, training, and/or resources necessary to achieve this goal;

- Any particular schools and/or employees who have made significant contributions to creasing an inclusive learning environment for their students.

The presentation reaffirms the district's dedication to continuous improvement in equity and inclusion.

Requested Board Action:

No action is requested for this presentation.

Report on the Inclusive Schools Resolution

May 20, 2025

Click here to read the full resolution

"…at the heart of the Board's mission is the strong belief that each child has the **right to learn** and reach their **highest academic potential**, and be **valued as a vital member** of their school community…"

-Inclusive Schools Resolution, Recital 1

The Board seeks to ensure that all students with disabilities are given the proper **supports and services** in order to **maximize their access** to inclusive educational environments alongside their age-appropriate general education peers.

-Inclusive Schools Resolution, Recital 8

Resolution

- Eliminate barriers to student success

- Provide training, supports, and resources to increase inclusive practices:
  - Academic inclusion
  - Social inclusion
  - Physical inclusion

- Become a model district for inclusive practices with appropriate policies and procedures

Report to the Board:

- Progress towards creating inclusive learning environments in all our schools;
- Additional supports, training, and/or resources necessary to achieve this goal;
- Any particular schools and/or employees who have made significant contributions to creasing an inclusive learning environment for their students.

Reflection Rubric: Aligning Beliefs and Behaviors

Criteria	Highly Effective	Effective	Developing	Beginning
Belief in Student Potential	Always shows belief that all students can achieve.	Mostly shows belief through actions.	Belief and actions are inconsistent.	Rarely shows belief that all students can achieve.
Aligned Practices	Policies and actions fully align with beliefs.	Mostly aligned, with some adjustments made	Some alignment, but misalignments remain.	Little to no alignment between beliefs and actions.
Commitment to Rigor	Always provides rigorous instruction and problem-solves.	Provides rigor and problem-solving in most cases.	Sometimes provides rigor, often rescues students.	Minimal rigor, focuses on barriers, not solutions.
Reflection & Improvement	Regularly reflects, challenges assumptions, and celebrates progress.	Reflects and adjusts with some celebration of progress.	Inconsistent reflection or action. Rarely celebrates progress.	Seldom reflects or takes action. No celebration of progress.

Belief in Student Potential

As inclusive educators, our goal is to be an asset-based believer and doer, empowering students with exceptionalities and those who teach them to enhance their strengths and grow in their challenges.

"Using an Asset-Based Language Approach," *The Learning Accelerator*
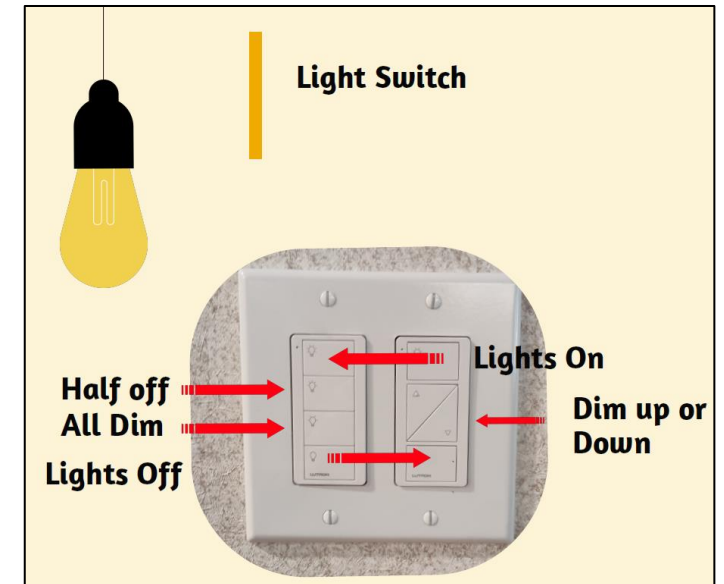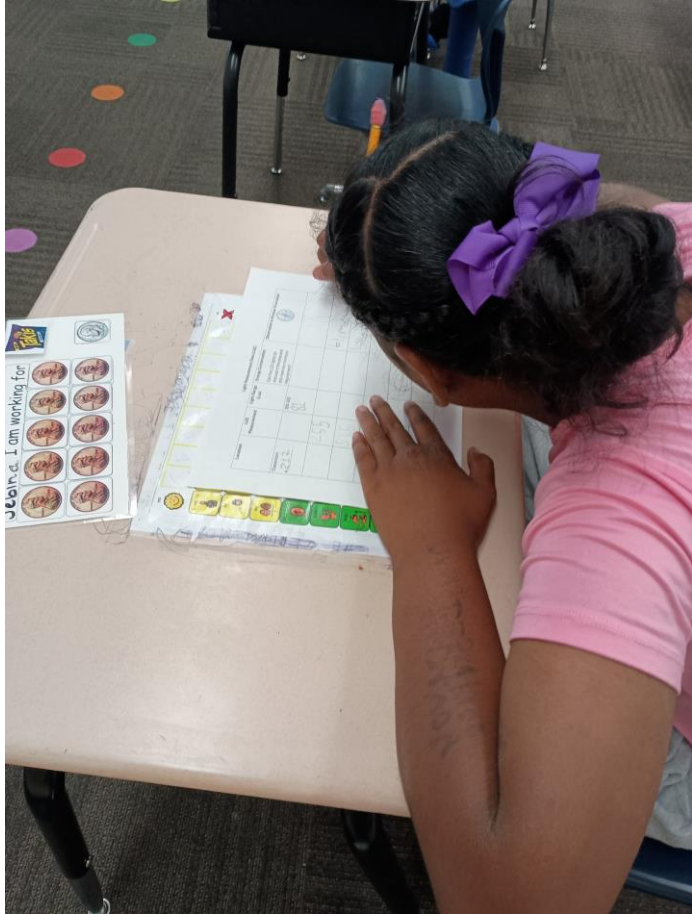
Moon Mission Symposium

Seal of Civic Readiness

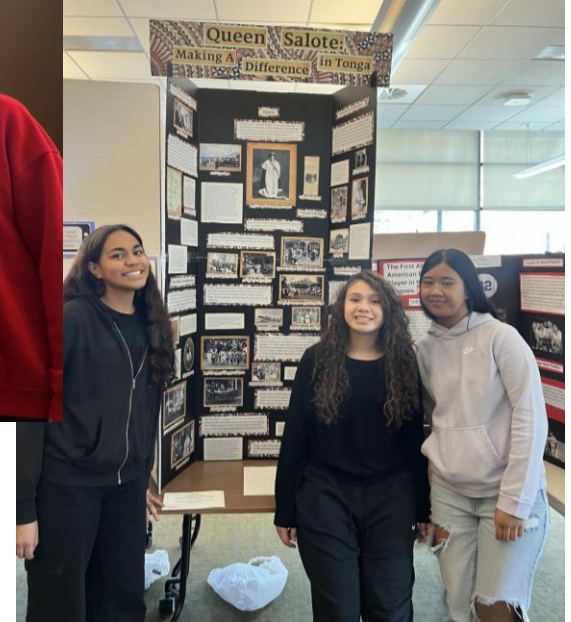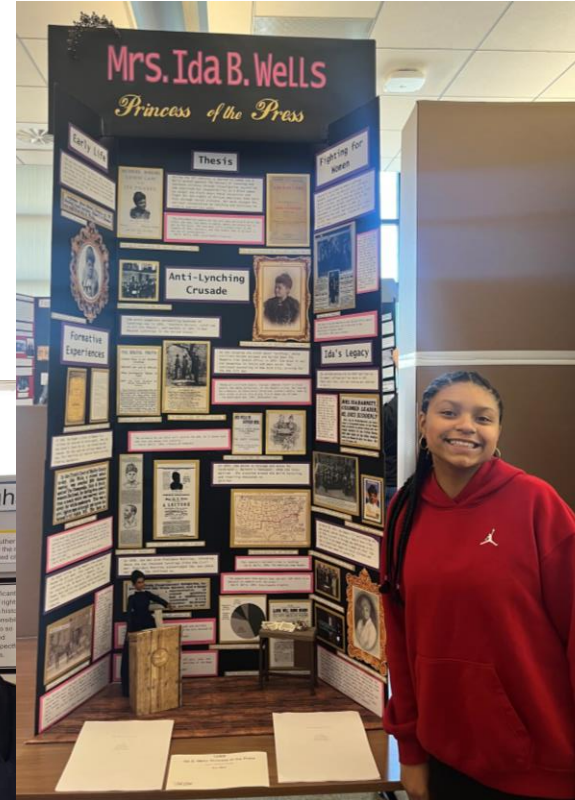# Advanced Academics Elementary Programs

Place-based Experiential Learning (PBEL)

Light Meter

Read Top Number

Cap

Lux

Light Switch

Lights On

Half off

All Dim

Dim up or Down

Lights Off

National History Day: Rights and Responsibilities in History
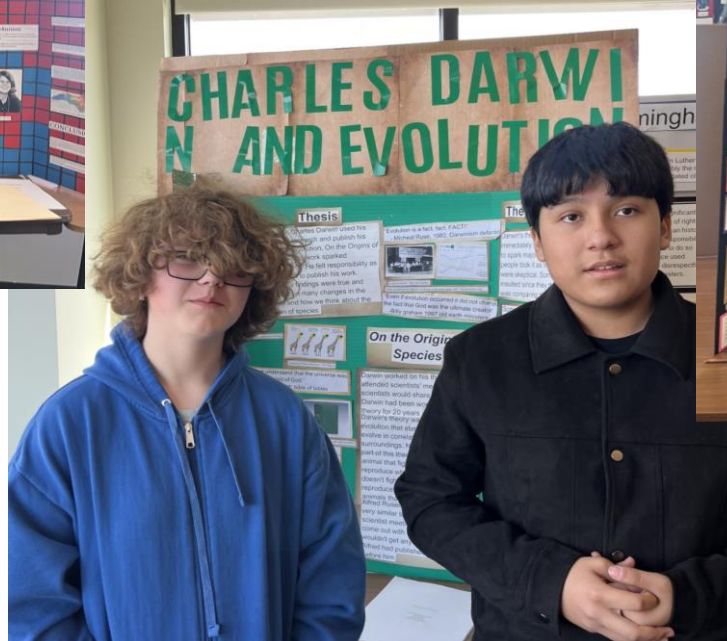
Spanish Dual Language Immersion

Three programs > open enrollment, no restriction

Mountain View Elementary > Glendale Middle > East High

Newman Elementary > Bryant Middle > West High
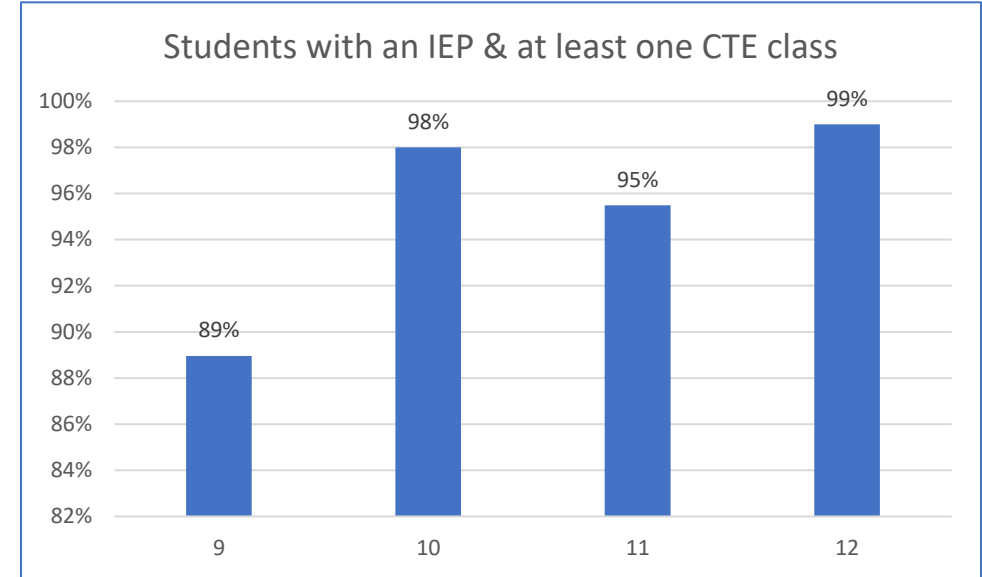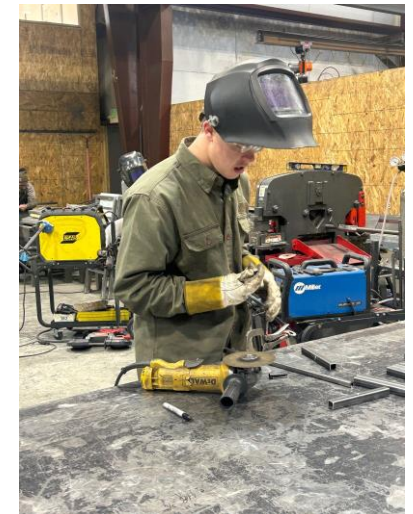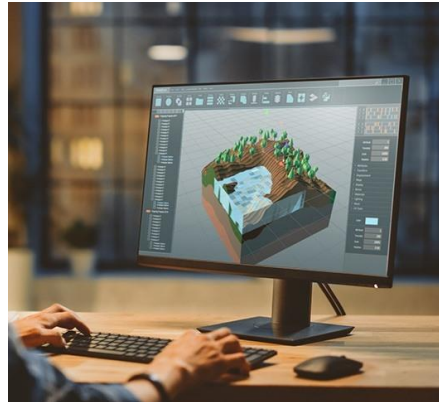
Nibley Park K-6 > *Clayton Middle > Highland High*

Belief in Student Potential

Students with an IEP & at least one CTE class

- CTE Classes (a sample)
  - Business Office Specialist
  - Web Development
  - Law Enforcement
  - Gaming Development
  - Food & Nutrition
  - Intro to Automotive
  - Medical Anatomy
  - Intro to Woods
  - Welding
- Apprenticeships

Aligned Practice: Professional Learning Communities (PLCs)

Developing a Culture of Shared Learning Expectations

- Focus all collaborative teamwork on answering the four PLC questions.

- Question our mindset constantly: do we, as a team, really believe that all means all?

❖ Increase opportunities to collaborate with SpEd team as members of all PLCs.

Commitment to Rigor: PreK Models

GenEd Classroom

Early Childhood Instructor

Early Childhood Paraprofessional

Preferred classroom ratio:
60% GenEd – 40% SpEd per class

Supported Classroom

Early Childhood Instructor

Early Childhood Education Specialist

Special Education Teacher

Special Education Paraprofessional

Collaborative Classroom

Early Childhood Instructor

Early Childhood Paraprofessional

Special Education Teacher

Special Education Paraprofessional

PreK 2025-2026 Class Options

PreK 3 AM M/T or W/TH or MTWTH	PreK 4 AM & PM M-Th	PreK 4 Full Day M-Th	Parents As Teachers PAT™
		Backman	
		Beacon Heights	
Dilworth AM	**Dilworth PM (Supported)**		
Edison AM (Supported)	**Edison PM (Supported)**	Edison	
	Escalante AM & PM (Collaborative)	Franklin	
		Indian Hills	
Liberty AM (Collaborative)	**Liberty PM (Collaborative)**	Liberty	
		Meadowlark	
	Mountain View AM & PM	Mountain View	Mountain View PAT
Newman AM (Supported)	**Newman PM (Supported)**		(Infant-Toddler-Two-P3)
		North Star	
Parkview AM (Collaborative)	**Parkview PM (Collaborative)**	Parkview	
	Washington AM & PM (Collaborative)	Washington	
	Whittier AM (Collaborative) & PM		
5 Class Options	13 Class Options	11 Class Options	4 PAT Class Options

Commitment to Rigor: Personalized Learning

1. Learner Profiles

      Each student has a profile that captures their strengths, needs, motivations, and goals.

2. Personalized Learning Paths

      Students engage in varied pathways that align with their academic and personal interests.

3. Competency-Based Progression

      Students demonstrate competency through assessments, performance tasks, or portfolios.

4. Flexible Learning Environments

      Time, space, and resources are adapted to support personalized learning.

5. Student Agency

      Students take ownership of their learning by setting goals, tracking their progress, and reflecting on outcomes. They have voice and choice in how they learn and show what they know.

6. Technology Integration

      Technology is used strategically to support content access, communication, and collaboration.

The Utah model is grounded in the belief that all students can succeed when they are engaged in learning that is relevant, rigorous, and responsive to who they are as individuals.
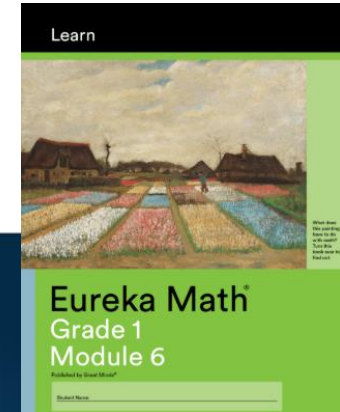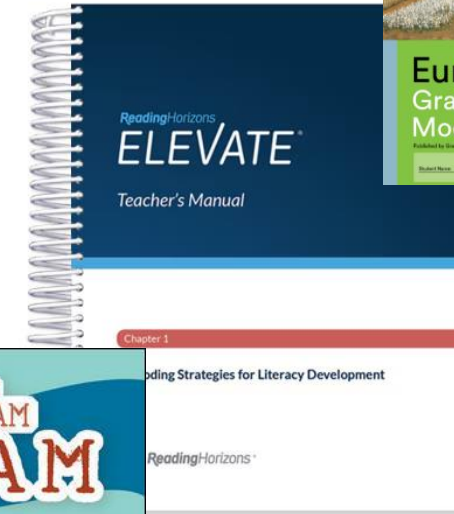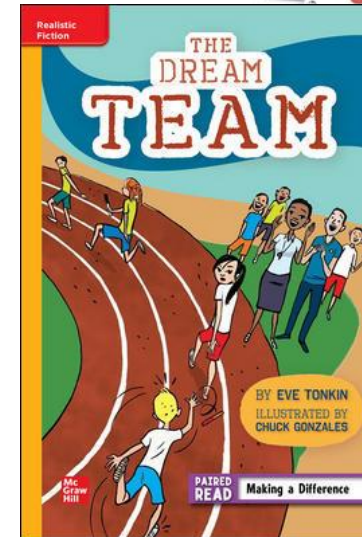
Reflection & Improvement: Unified Sports

- Coaches will be hired in fall 2025 for all three comprehensive high schools

- Students will earn PE credit for participation (0.25 credit per season, up to 1.0 credit for Lifetime Activities and Individualized Fitness)

Commitment to Rigor: Curriculum

- New secondary reading program,
  Reading Horizons Elevate
  - Reading Lab
  - Literacy Lab

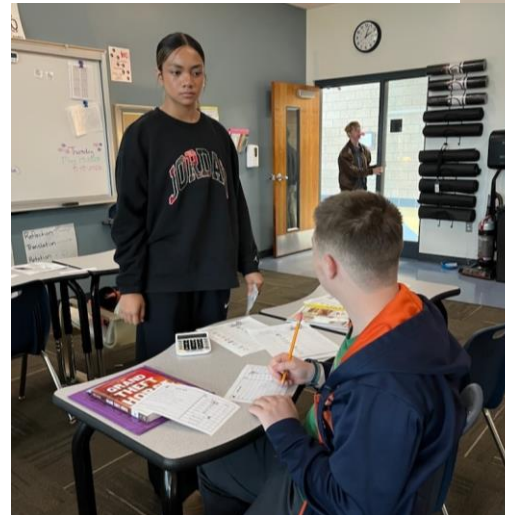- Integrated ELA programs, Wonders and WonderWorks

- Eureka Math
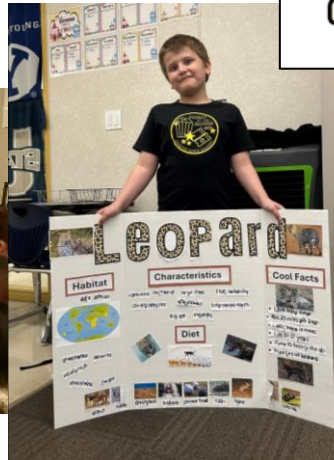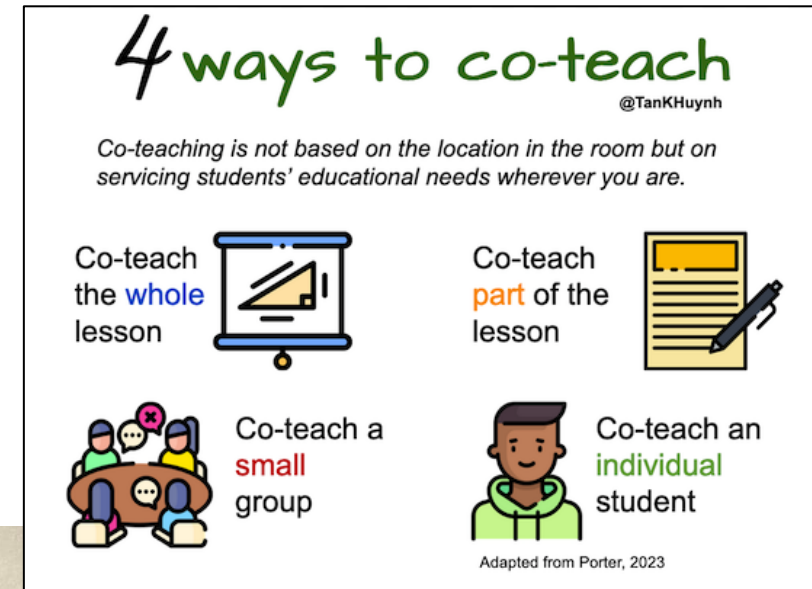
Reflection & Improvement: Peer Tutoring Programs

- Elementary schools

- Secondary schools

- ❖Training for teachers

Reflection & Improvement: Co-Teaching

- Elementary schools

- Secondary schools

❖ Training for teachers

❖ Support for administrators

4 ways to co-teach
@TanKHuynh

Co-teaching is not based on the location in the room but on servicing students' educational needs wherever you are.

Co-teach the whole lesson

Co-teach part of the lesson

Co-teach a small group

Co-teach an individual student

Adapted from Porter, 2023

Bright Lights

Backman Co-Teaching and the Science of Reading

First Grade Team:

- Elizabeth Holloway

- Debbie Palm

- Matthew Teitter, Principal

Hillside Middle School PE

Emerson Co-Teaching

The goal: if someone walks in, they won't be able to tell who is who.

Hillside Fine Arts

The secret in education lies in respecting the student.

— Ralph Waldo Emerson