

December 7, 2021



Special Education Visioning Committee

Rebecca Anderson, Executive Director of Student Services

&

Scott Irwin, Director of Secondary Student Services

Special Education Visioning Committee

Purpose of our work

On July 15th, 2019, the Shoreline School Board approved the Special Education Program Review committee recommendation to have a diverse group of stakeholders define a clearly articulated vision and develop guiding principles for the special education program. The outcome of this work is specifically intended to:

- Clearly define the Shoreline Special Education program vision and foundational guiding principles in order to provide a "guide" for decision making regarding instruction, supports, training, staffing, etc.
- Ensure the vision and principles are determined by stakeholders that are representative of our community and student population



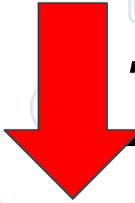
Norms



- Engage fully
- Ask questions
- Focus on interests, not people: focus on the message, not the delivery
- Assume positive intentions
- Be mindful of airtime
- Maintain confidentiality: What's said here stays here, what's learned here leaves here
- Respectfully seek to understand
- Listen with compassion
- A focus on equity stays present

Timeline

July 15 2019	Oct 17 2019	Oct 30 2019	Nov 14 2019	Dec 11 2019	Jan 18 2020	Jan 22 2020	Feb 13 2020
Board direction: Develop Vision & Guiding principles	IDEA, WAC, Shoreline policies	OSPI, consensus	High Leverage Practices, begin drafting	Demographics, more drafting	Terminology, more drafting!	Student voice data, drafting guiding principles	Vision approved, Guiding Principles draft discussion



Timeline

Oct 5 2021	Nov 2 2021	Dec 7 2021	Jan 4 2022	Feb 1 2022	Feb 15 2022
Intro to Inclusionary Practices Project; Review vision approved Feb 2020	Review of feedback; Inclusionary Practices Presentation; Review of Guiding Principles	Vote on Vision Statement; Continue work on Guiding Principles	?	Committee Approval	School Board Approval

Goal

By February 15, 2022, the school board will approve the vision and guiding principles for Shoreline special education.

In order to do this, we need to:

- ▶ Confirm or revise vision statement
- ▶ Complete the guiding principles (these were not finished prior to COVID)



Exactly what is the vision and how is that different than the other things?



VISION	A public declaration that describes the high-level goals for the future—what they hope to achieve if they successfully fulfill their purpose.
GUIDING PRINCIPLES	Provide a "guide" for decision making regarding programs, staffing, supports, training, staffing, etc. <ul style="list-style-type: none">• Gives focus and direction to reach the vision• Enduring over time
RECOMMENDATIONS	Specific recommendations for the program to move it forward to the vision.
GOALS/ACTION STEPS	Detailed steps of how the recommendations will be enacted.



Committee Feedback from 11/2

Committee Feedback Q & A:

- Big question about staffing and how we moved to a more inclusive district?
- Implementation is going to be huge. How will we address, and train and roll out including training for UDL?
- Did we get any sort of access to the roadmap that was discussed?
- Will teachers have opportunities to observe inclusive schools?
- How do we seamlessly move forward when the E. Pratt Center has already been implementing their full inclusion model? If we were to implement a slower roll out then some students would miss out if we delay too long.
- Has SSD "partnered" with the outside presenters contractually, or exploring potential partnership?
- What is our timeline for making elementary programs inclusive?
- How do we make sure inclusion is supportive to students and teachers?



Committee Feedback Q & A:

Committee Feedback from 11/2

- If we complete this vision and guiding principles this year, will we be begin inclusion for all in all schools next fall?
- What process should we use to make changes to our Mission Statement from 2019?
- How do we make sure that our vision statement is not just words, but actionable?
- As this is a long term project, how can the vision statement and guiding principles be crafted to include that long term commitment? Too many education initiatives have died an untimely death because there was no thought about renewal and reinforcement at the outset.
- Is this committee going to start doing the work that was described in the Haring Center presentation?



Committee Feedback Suggestions:

Committee Feedback from 11/2

- I think it is important to include the word "equity", "equitable", etc. in our vision statement.
- If I voted today on adopting the vision statement we crafted before Covid, I would vote to start over. I think we can do better, with language that is inspiring and speaks deeply to people, like some of the vision statements shared in the very first meeting of the SPED Visioning Committee.
- Keep the discussion going. I liked how we came back to work we had already done. It's good to see this through the lens of actually looking ahead to implementation, with a lot of ground work first.
- Move past the Vision Statement. We have already done significant work there and need to move into other areas. Cheers



The Shoreline School District vision of special education is to provide high quality, individualized, inclusive education to all students. All students will learn the academic and work-life skills to achieve student driven post-secondary success and independence.

Feb 13
committee
approved

Consensus on Decision Making



The group agreement is **88% consensus level** in order to forward our committee recommendations to Superintendent Reyes and the Board.

Vision Discussion and Vote

Protocol for Break-Out Room Discussion:

1. Establish **facilitator**, **timekeeper**, and **recorder** in your room
2. Each table member gets 1 minute to share their feedback on the **Vision** (no cross talk)
3. Once all have shared, 3 minutes total of clarifying questions and discussion
4. When breakout room closes be prepared to submit vote in the poll

Vision

The Shoreline School District vision of special education is to provide high quality, individualized, inclusive education to all students. All students will learn the academic and work-life skills to achieve student driven post-secondary success and independence.



***68% of the committee voted to approve. This did not meet the agreed consensus level of 88% for approval. Will be revised based upon committee feedback and brought to next meeting for consideration and approval.

A circular graphic with a white background and a green checkmark. The word "vote" is written in a bold, green, sans-serif font. The entire graphic is set against a light blue background with various icons like a pie chart, envelope, and clock.

vote

Guiding Principles

Revised by small group after February 2020 committee meeting

Breakout Room Discussions



Guiding principles

Inclusive Education

- All school cultures and environments prioritize the meaningful inclusion, access, support and participation of every student
- Differences are valued as assets that strengthen our learning community
- Every student has a sense of belonging and is a respected member of their learning community

Multi Tiered Systems of Support & Instruction

- Provide professional development in evidence based practices (i.e. universal design for learning) to all teachers and staff ensuring they are equipped to provide instruction to all students in the least restrictive environment
- Develop and implement a multi-tiered system of support that includes high quality core instruction and responsive and flexible models of intervention based on individual student need
- Define and implement a district wide special education service delivery model based on placement in the least restrictive environment.

Student Outcomes

- Instructional programs are student driven, build independence and prepare each graduate for a successful transition to post-secondary life, work and learning

Equity

- Prioritize eliminating racial disparity and disproportionality in all aspects of our special education system
- Prioritize eliminating ----- disparity and disproportionality in all aspects of our special education system
- Ableism - disability equity statement

Partnerships

- Students, families, and communities are valued and engaged in planning for student success

Small Group Discussions

Guiding Principles Feedback

Breakout Room Discussions with feedback forms listed in table

Synthesize - Discuss - Revise



Group #	1	2	3	4	5
Guiding Principle	<u>Inclusive Education #1</u>	<u>Multi Tiered Systems of Support & Instruction #2</u>	<u>Student Outcomes #3</u>	<u>Equity #4</u>	<u>Partnerships #5</u>
Guiding Principle	<u>Partnerships #5</u>	<u>Inclusive Education #1</u>	<u>Multi Tiered Systems of Support & Instruction #2</u>	<u>Student Outcomes #3</u>	<u>Equity #4</u>
Guiding Principle	<u>Equity #4</u>	<u>Partnerships #5</u>	<u>Inclusive Education #1</u>	<u>Multi Tiered Systems of Support & Instruction #2</u>	<u>Student Outcomes #3</u>
Guiding Principle	<u>Student Outcomes #3</u>	<u>Equity #4</u>	<u>Partnerships #5</u>	<u>Inclusive Education #1</u>	<u>Multi Tiered Systems of Support & Instruction #2</u>
Guiding Principle	<u>Multi Tiered Systems of Support & Instruction #2</u>	<u>Student Outcomes #3</u>	<u>Equity #4</u>	<u>Partnerships #5</u>	<u>Inclusive Education #1</u>

Sign In:

SPED Visioning Committee Attendance Sign-In



THANK YOU

Next Meeting:

Jan. 4th on Zoom

- ▶ *Please complete exit slip before you leave!*
<https://bit.ly/shorelinespedvision>