

February 1st, 2022



Special Education Visioning Committee

Rebecca Anderson, Executive Director of Student Services
&

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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, consens us	High Leverage Practices, begin drafting	Demo-graphics, more drafting	Termin-ology, 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	Vision Statement Committee Approval; Refine Guiding Principles and voting to determine further revisions	Vote on Revised Guiding Principles	School Board Presentation

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, Questions, and Suggestions:



Committee Feedback from 1/4

- There wasn't clarity for all about voting on the 2 different versions of the Vision
- Feeling positive about forward movement with approval for the Vision and Partnerships guiding principle
- Push/pull between big ideas/details
- Based upon your feedback, we've pulled some additional information about some of the big ideas/concepts for the committee to consider - this may result in an additional committee meeting
- Request to do some wordsmithing as a committee after the vote in order to move the work forward

**WE
DID
IT!!**



Vision 1

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



Guiding Principle: Partnerships

- Students, families and caregivers, staff, and communities are valued and engaged in planning for student success
- Culturally responsive communication is utilized to facilitate authentic collaboration
- Students are given intentional opportunities to be involved, provide input and/or lead their IEP meetings

Partnerships



Guiding Principles

Review of Committee Feedback



Guiding Principles: *Inclusive Education*

Inclusive Education (2020)

- 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

Inclusive Education (2021)

- All students, regardless of their designation to receive special education services, will be provided with targeted services, supports, and accommodations; allowing them to learn in the general education classroom, interact with peers, and engage the core curriculum
- All school cultures and environments prioritize the meaningful inclusion, access, support and participation of all students
- Differences are valued as assets that strengthen our learning community
- All students and families have a sense of belonging and are respected members of learning community

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- All students are provided the resources and experiences to develop an understanding of the broad range of post-secondary opportunities

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Guiding Principles

Review of Committee Feedback



Guiding Principles: *Equity*

Equity (2020)

- 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

Equity (2021)

- Eliminate racial disparity and disproportionality in all aspects of our special education system
- Regularly and systematically challenge ableism where it exists in our school communities
- Dismantle segregated special education classrooms to ensure a culture of belonging for all students
- Acknowledge implicit biases and eliminate attitudes and stereotypes associated with disabilities

Equity (2022)

- Eliminate racial disparity and disproportionality in all aspects of our special education system
- Regularly and systematically challenge ableism where it exists in our school communities
- Dismantle segregated special education classrooms to ensure a culture of belonging for all students in the least restrictive environment
- Acknowledge implicit biases and eliminate attitudes and stereotypes associated with disabilities
- Actively seek and incorporate student voice as it relates to the provision of special education services

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Review of Committee Feedback



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Equity (2022)

- The school community addresses and learns about how systemic racism and ableism impact student progress, engagement and belonging, and have steps in place to disrupt systems of racism and ableism
- Dismantle segregated special education classrooms to ensure a culture of belonging for all students in the least restrictive environment
- Acknowledge implicit biases and eliminate attitudes and stereotypes associated with disabilities
- Actively seek and incorporate student voice as it relates to special education services
- Student and families see themselves represented in the schools through materials, communications, and curriculum.
- School personnel and families understand and use the least dangerous assumption when making educational decisions.

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Guiding Principles

Review of Committee Feedback



Guiding Principles: *MTSS*

Multi Tiered Systems of Support (2020)

- 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.

Multi Tiered Systems of Support (2021)

- Develop and implement a multi-tiered systems of support that includes high-quality core instruction using evidence-based curriculum
- Ensure all instruction is individualized to be responsive, and flexible models of intervention are provided
- Define and implement a district wide instruction delivery model based on Universal Design for Learning
- Provide professional development and collaboration in research-based practices (i.e. Universal Design for Learning) to all educators ensuring they are equipped to provide instruction to all students regardless of disability, in the least restrictive environment

Multi-Tiered Systems of Support (2022)

- Develop and implement Multi-Tiered Systems of Support to consistently meet every student's needs and accelerate student academic, social, emotional, and behavioral learning
- Provide high-quality core instruction using evidence-based curriculum
- Ensure all instruction is individualized to be responsive, and flexible models of intervention are provided
- Provide professional development and collaboration in research-based practices (i.e. Universal Design for Learning, Positive Behavior Intervention and Support, etc.) to all educators ensuring they are equipped to provide instruction to all students regardless of disability, in the least restrictive environment

MTSS

Guiding Principle: MTSS

- Develop and implement Multi-Tiered Systems of Support to consistently meet every student's needs and accelerate student academic, social, emotional, and behavioral learning
- Provide high-quality core instruction using evidence-based curriculum
- Ensure all instruction is individualized to be responsive, and flexible models of intervention are provided
- Provide professional development and collaboration in research-based practices (i.e. Universal Design for Learning, Positive Behavior Intervention and Support, Specially Designed Instruction etc.) to all staff ensuring they are equipped to provide instruction to all students regardless of disability, in the least restrictive environment
- Opportunities have been identified to embed or target IEP goals within the context of general education



Guiding Principles

Review of Committee
Feedback



Guiding Principles *Student Outcomes*

Student Outcomes (2020)

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

Student Outcomes (2021)

- Instructional programs are student-centered, build autonomy and prepare each graduate for a successful transition to post-secondary life, work and learning
- Student belonging within an interdependent world is a valued lifelong student outcome

Student Outcomes (2022)

- Instructional programs are student-centered, build autonomy and prepare each graduate for a successful transition to post-secondary life, work and learning
- Students will build skills and confidence to navigate an interdependent world and develop a sense of belonging throughout educational settings and the larger community
- Students will successfully transition throughout the various levels of the education system (preschool, elementary, middle, and high school) and into post secondary pursuits including higher education, vocational schools, and employment

https://docs.google.com/document/d/1jRgi20V1-noT7dMJd41EPi9CGGZsa6oOrr7wLaPTf_U/edit?usp=sharing

Student Outcomes

Guiding Principle: Student Outcomes

- Instructional programs are student-centered, build autonomy and prepare each graduate for a successful transition to post-secondary life, work and learning
- Students will build skills and confidence to navigate an interdependent world and develop a sense of belonging throughout educational settings and the larger community
- Students will successfully transition throughout the various levels of the education system (preschool, elementary, middle, high school, and transition programs) and into post secondary pursuits including higher education, vocational schools, and employment



**WE
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Sign In:

SPED Visioning Committee Attendance Sign-In



THANK YOU

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