Inclusionary Practices

LWSD PTSA Lunch and Learn

March 21, 2024

Our Speakers Today

- Dr. Jen Rose, Associate Superintendent for Teaching and Learning
- Kelly Pease, Director of Elementary Teaching and Learning
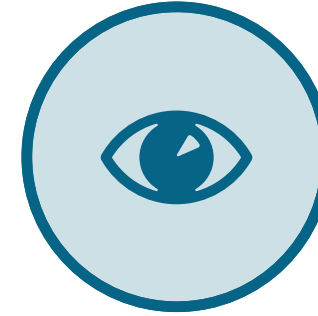- Julián Cortés, Director of Multilingual and Categorical Programs
- Dr. Shannon Hitch, Executive Director of Special Education

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

ALL MEANS ALL

Equipping every student for a successful future

LWSD Mission and Vision: Results 2

Each student will demonstrate mastery of content knowledge, skills, and competencies necessary to create, collaborate, think critically, and solve problems. Students will achieve reasonable progress as demonstrated through multiple measures, on state and district-required standards each year in literacy and language, mathematical reasoning and practices, and science

LWSD Mission and Vision: Results 3

The Board believes that for each student to graduate future ready they must develop the social and emotional skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. By taking a whole-child approach to learning we expect our graduates to be able to demonstrate an understanding of themselves and the world around them, and have the skills to increase their academic success, decrease their emotional distress, and engage in positive social behavior.

Each student will grow critical social, emotional, and behavioral skills such as expressing and managing emotions, setting goals, establishing relationships, and making responsible decisions that lead to a productive, rewarding, and responsible life as a contributing member of the community and greater society.

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.

Students and Classrooms of Today

Diverse groups of students

Richness of multiple perspectives

Building capacity for teachers

Shifting practice in systemic ways

Collaborative approach to inclusion

Complex work in a complex world

Inclusionary Practices and Equity

Core Value	Definition
Equal Value	Each and every student is valued and contributes to their school community and general education classroom.
Common Educational Experience	Each and every student deserves meaningful and sustained access to the academic and social environment of general education classrooms.
High Expectations for Instruction and Learning	Each and every student is a capable learner deserving of instruction that reflects high expectations and assures learning.
Ongoing Collaboration	Inclusive education requires the shared engagement and combined skills of many people.

Multi-Tiered System of Support (MTSS)

"MTSS aims to ensure every student benefits from a nurturing environment and equitable access to supports that are culturally and linguistically responsive, universally designed, and differentiated to match their needs."

(Washington's Multi-Tiered System of Supports Framework)
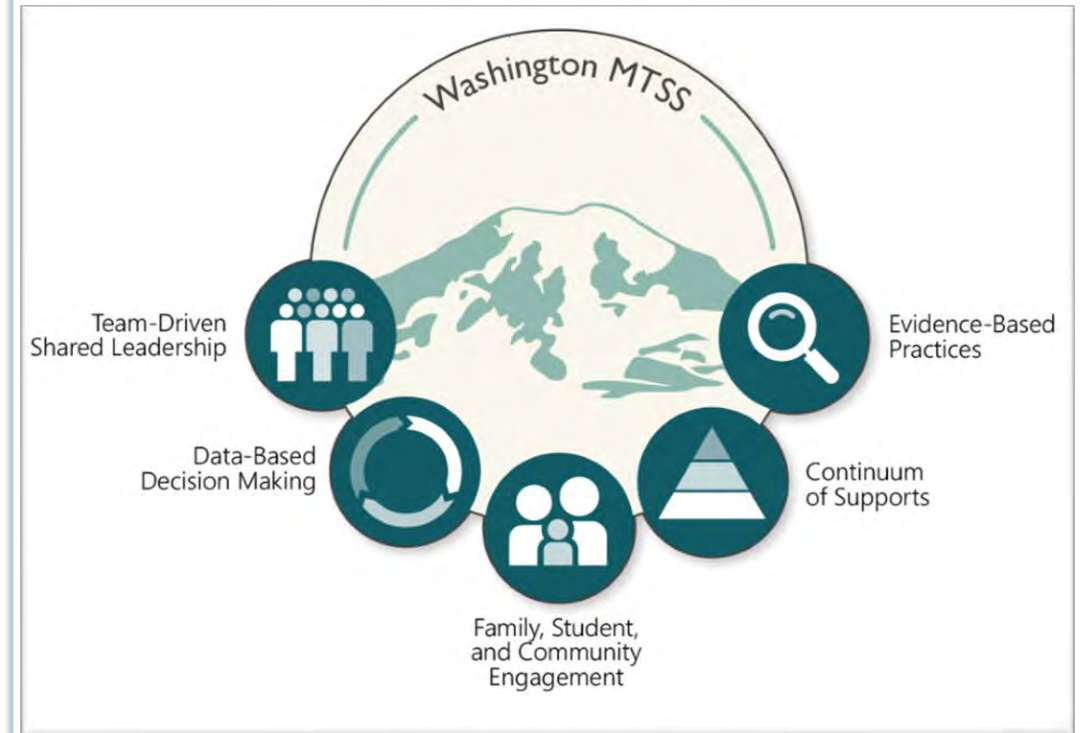
MTSS and Inclusionary Practices Vocabulary

- **MTSS** - A Multi-Tiered System of Supports is a framework that organizes the adults and their implementation of best practice within districts and schools. MTSS is about the services and instructional practices that can ensures _ALL_ students get what they need.

- **Tier 1** - _ALL_ students receive strong, student-centered, evidence-based, universally-designed core instruction

- **Tier 2** – _SOME_ students receive an additional layer of targeted, research-based support

- **Tier 3** – _FEW_ students receive an additional layer of individualized, intensive, evidence-based supports

MTSS and Inclusionary Practices Vocabulary

- **Inclusion:** Meaningful participation in a general education classroom. Includes student sense of belonging to their classroom community/grade level peers.

- **Inclusionary Practices:** The adult moves used to make general education instruction a first best teach for all learners

- **Universal Design for Learning:** Framework that provides a common language and approach to design that increases engagement and accessibility.

- **Intersection:** MTSS promotes an inclusive environment where ALL students regardless of labels, abilities or needs are provided universal designed instruction through a variety of inclusionary practices.

Focus in LWSD

Moving from...

Moving from...	Moving to...
Students are their tier - "Tier 2 student"	Students receive supports they need and move flexibly between tiers as needed
Focus is on student problem solving	Focus is on *instructional* problem solving
Students w/ disabilities are not included - SPED is separate	*ALL* students receive Tier 1 and those who need intervention receive it regardless of label or diagnosis
Deficit-based thinking about students	Prevention-based approach to catch students before problems develop
System is person-dependent	System is driven and supported by teams

Integrating Universal Design

Traditional Instruction

Teaching focuses on *what* is taught.

Accommodations are for specific students.

The teacher decides how the material is taught.

The classroom has a fixed setup.

There's one way for a student complete an assignment.

Grades are used to measure performance.

Universally Designed Instruction

Teaching focuses on both what is taught and how.

Accommodations are for all students.

The teacher works with the students to decide how the student will learn the material.

The classroom has a flexible setup.

There are multiple ways to complete an assignment

Grades are used to reinforce goals.

Inclusion

VS

Inclusive Practice

Inclusive Education = MTSS + IP + UDL
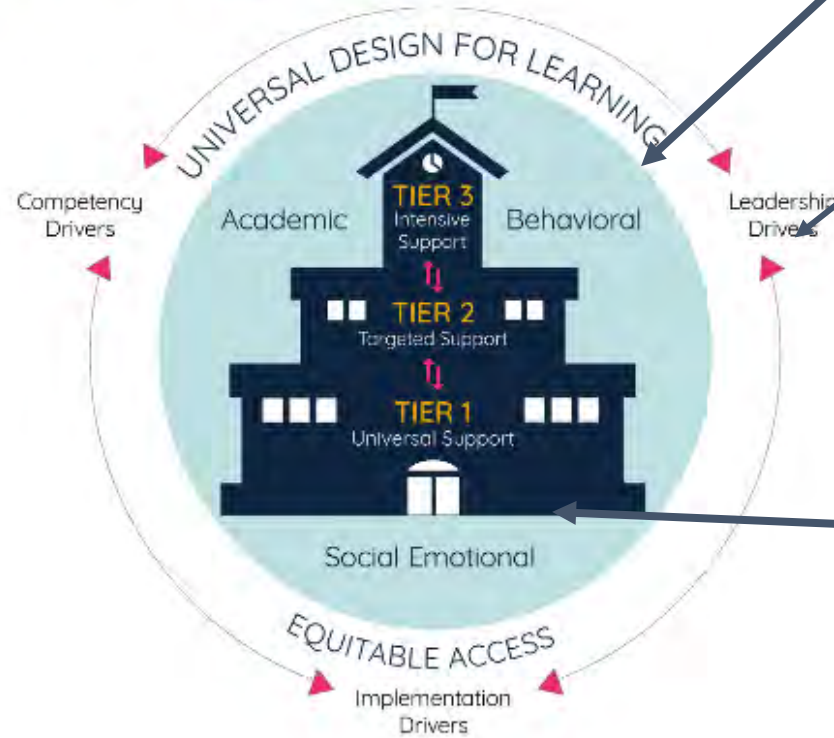
UDL provides a common language and approach to instructional design at each tier.

MTSS is the framework that organizes the adults and resources.

Inclusionary Practices allow more learners to get what they need in Tier 1 / general education

District Focus on Instruction and Our Students

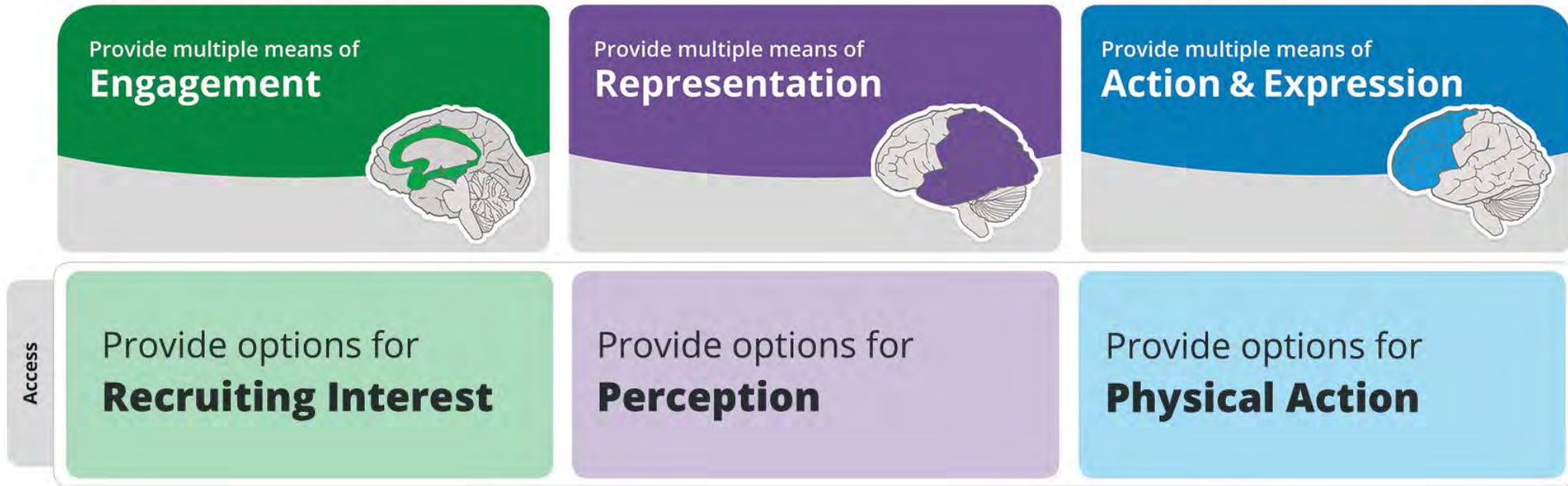CORE PROFESSIONAL LEARNING FOR TEACHERS

EXTENSIVE PROFESSIONAL LEARNING FOR CLASSIFIED STAFF

COLLABORATION BETWEEN DEPARTMENTS

The Universal Design for Learning Guidelines

CAST | Until learning has no limits®

Provide multiple means of **Engagement**	Provide multiple means of **Representation**	Provide multiple means of **Action & Expression**
Provide options for **Recruiting Interest**	Provide options for **Perception**	Provide options for **Physical Action**

Access

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.

MTSS Coach Professional Learning

SEPTEMBER – JANUARY	FEBRUARY - MARCH	APRIL - MAY	JUNE
COACHING • Moves • Cycles • Racism • Data	**COACHING** • Equity, • Transformational Coaching	**COACHING** • Problems of Practice • Ableism	**COACHING** • Program Review
TEACHING PRACTICES • SIOP • CORE Literacy • SEL Tier 2 • Standards Based IEPs • UDL, PLC, Extended Standards	**TEACHING PRACTICES** • UDL • SGG	**TEACHING PRACTICES** • PLC+	**TEACHING PRACTICES** • Danielson Frameworks

Lake Washington School District
ALL MEANS ALL

Inclusionary Practices: Multilingual Learners

- Alignment with WIDA standards and asset-based (can-do) philosophy

- Focus on collaboration K-12

- Secondary service delivery shift during 2023-2024 SY

- Continued service delivery shifts in Elementary since 2016 – aligned to OSPI's Statewide Strategic Plan

- Sheltered Instruction Observation Protocol (SIOP) for MTSS coaches/content teachers

- Co-teach and co-planning PD series
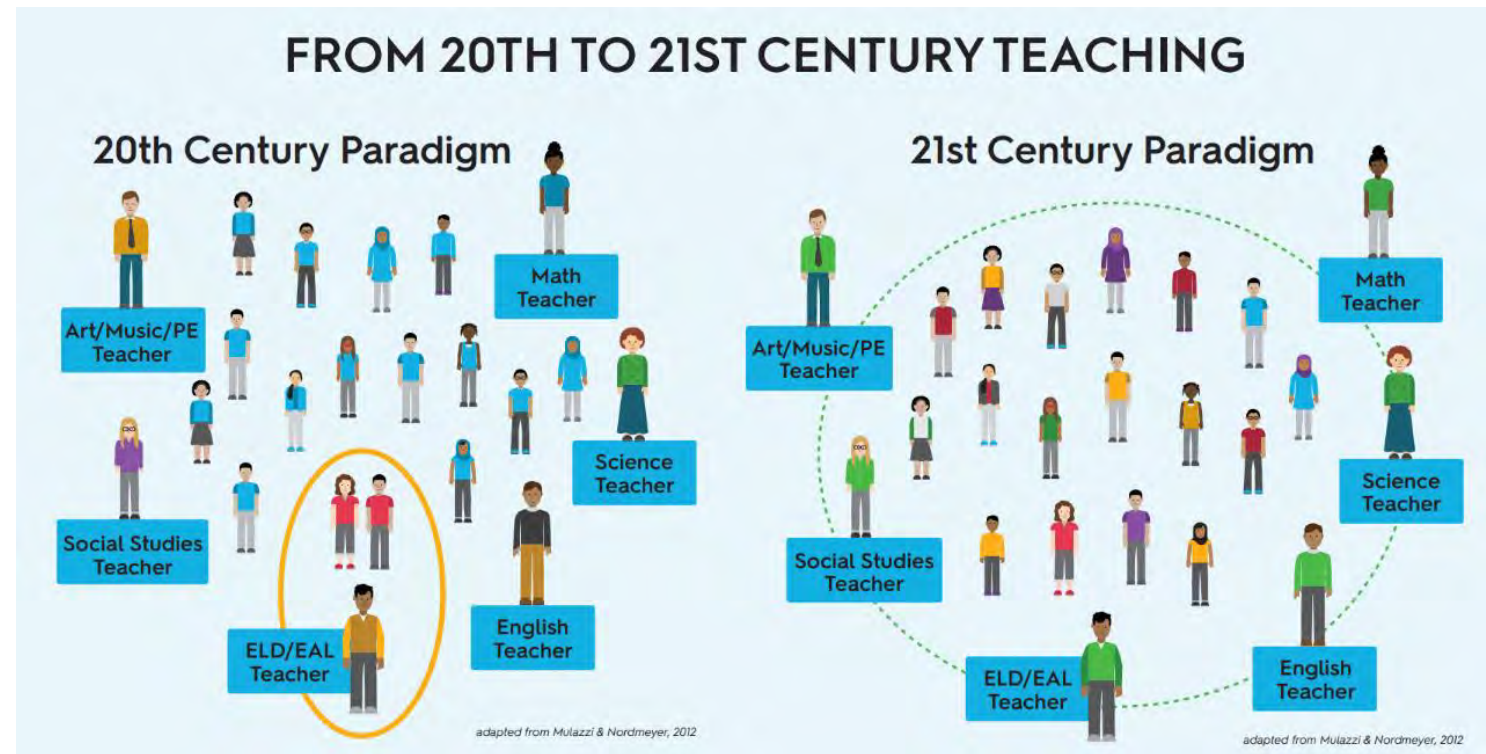
Adapted from WIDA Focus Bulletin, July 2020

Inclusionary Practices:
Partnership with Special Education

Development and Implementation

- Partnership with Haring Center, TIES and OSPI
- Tiered implementation with pilot schools
- All students in neighborhood schools with access to a continuum of services (approximately 70 students impacted by shift) with increase in special education staffing
- Professional Learning: 5-15-45 protocol, grading, access to standards, modification & accommodation, peer engagement, para-bytes, ableism
- Secondary Planning and Co-Teaching

Outcomes

- Reduction in isolation & restraint
- Increase in student achievement across pilot schools
- Increase in student friendships and engagement

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Thank you for being here today!