WASA
Inclusionary Practices
Statewide Support for District Change
While you’re settling in…

• Please add your district and position after your name, preferably under Rename; otherwise, in the chat box.
WELCOME!

Can we “circle back” to precededented times?
What stage of Barney Fife does 2020 currently have you in?
The WASA Project Team

- Helene Paroff, Project Director
- Jamie Chylinski, Project Coordinator
- Michael Nelson, Project Manager
- Joel Aune, Executive Director
- Angela Johnstone, Project Lead
- Carolyn Lint, Project Lead
- Dr. Mary Wilson, Project Lead
- Dr. Kathy Shoop, Project Evaluator
- Dr. Rick Eigenbrood, Project Evaluator
The Washington Association of School Administrators’ (WASA) project, with support from the Washington State School Directors’ Association (WSSDA), will provide professional learning and support to assist district leadership teams develop and implement plans as they move to more fully inclusive learning environments for students with disabilities.
Model for Managing Complex Change

- Vision: Skills: Incentives: Resources: Missing = False Starts
## Role of the District Team Facilitator

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<th>Disseminate</th>
<th>Bridge</th>
<th>Maintain</th>
<th>Provide</th>
<th>Solicit</th>
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| Disseminate project information as appropriate (surveys, assessments, other) to all team members and others as appropriate | Bridge the work between your District Leadership Team and the district | Maintain momentum between work sessions | Provide meeting minutes and feedback to the project staff throughout the project | Solicit support from the Primary District Contact to be “wingman”
  - Share role and responsibilities |
District Leadership Team Membership

If your District Leadership Team members have changed since the beginning of this project and you have not yet completed and submitted the team membership roster, please do so.

The form can be found at: http://www.123formbuilder.com/form-5589752/form.
Let’s Pause…

• What strategies have worked for you in your role as a facilitator?
• What is a successful strategy that your district is using to make connections with students and families – perhaps those who weren’t connected previously?
Remote Learning Guide for District Team Facilitators

- Can be found on the WASA IPP website (www.wasa-oly.org/Inclusion) under For Facilitators
- Can be used sequentially but does not need to be!
- Invaluable resource for facilitating this work as well as other collaborative work
Student Feedback Survey

- Feedback on school experience – not teachers!
- Will be administered in October 2020 and early June 2021
- Updated and detailed instructions will be provided before October
- Begin to consider administration:
  - Districts with fewer than 2000 FTE: administer to all students in Grades 3, 7, and 9
  - Districts with 2001 or more FTE: administered to at least 10% of a purposeful random sample of students in Grades 3, 7, and 9 (avoiding an overrepresentation of students in LRE 3)
- Discuss with teacher association and others
Ten-Pack Inclusive Virtual Training Modules

- Videos that can be used at faculty meetings, other professional learning offerings, self-reflection
- Includes a facilitation guide
- Can be found on the WASA IPP website (www.wasa-oly.org/Inclusion) under Professional Learning Schedule: Cohort 1
Books are provided for each District Leadership Team member

WASA will send the books to the District Team Facilitator

The Book Club Guide will be housed on the WASA IPP website (www.wasa-oly.org/Inclusion)
WASA IPP Meeting Minutes

➢ For project evaluation and clock hour purposes

➢ To include:
  ➢ Meeting date
  ➢ Number and role of participants
  ➢ Meeting purpose/objective/goal
  ➢ Meeting results/action(s) to be taken
  ➢ Response to Question 2: What questions have emerged about the UDL work as a result of the session?

➢ Submit as you go or in mid-September, mid-December, mid-March, and mid-June

➢ Can use fillable form on WASA IPP website (www.wasa-oly.org/Inclusion) under For Facilitators or your own form with those components
<table>
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<th>Resources</th>
<th>Action Plan</th>
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OSPI: Inclusionary Practices Competitive Grant Application

- The Inclusionary Practices 2020–21 Competitive Grant Application is now open!

- We are recruiting for additional partners for year two of the pilot, which provides direct funding to support professional development for inclusionary practices.

- Open to all local educational agencies (LEAs) in Washington, including school districts, charter schools, tribal compact schools, etc. This includes current pilot participants.

- School districts receive a $15,000 base allocation, plus a per-pupil allocation of $95 per student with a disability in the participating schools. Other types of LEAs receive a $5,000 base allocation, plus a per-pupil allocation of $95 per student with a disability in the participating school.

- Contact david.green@k12.wa.us for more information.
WASA Process for Applying for Funds
District Stipend

- $4000 stipend to support your efforts and participation
- Send invoice to Jamie Chylinski at WASA (jchylinski@wasa-oly.org) for full amount at your earliest convenience.
- No need to submit receipts!
- Track usage at your district level.
- Can complement other sources of Inclusionary Practices funding.
- Possible uses:
  - Books or other UDL/MTSS/Inclusionary Practices resources
  - Other professional learning
  - Travel
  - Stipends
  - Substitutes
WASA IPP Evaluation Questions

01
In what ways did your understanding of UDL change today?

02
What questions have emerged about the UDL work as a result of the session?

03
What challenges do you foresee for you and/or your team moving forward?