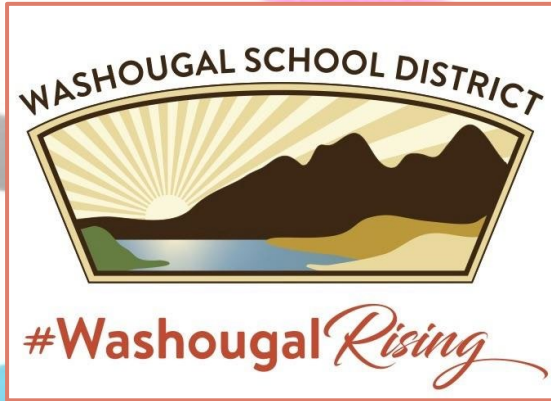


Inclusionary Practices: Realizing the Dream for All Learners

Mercer Island School District
Washougal School District

May 2, 2022



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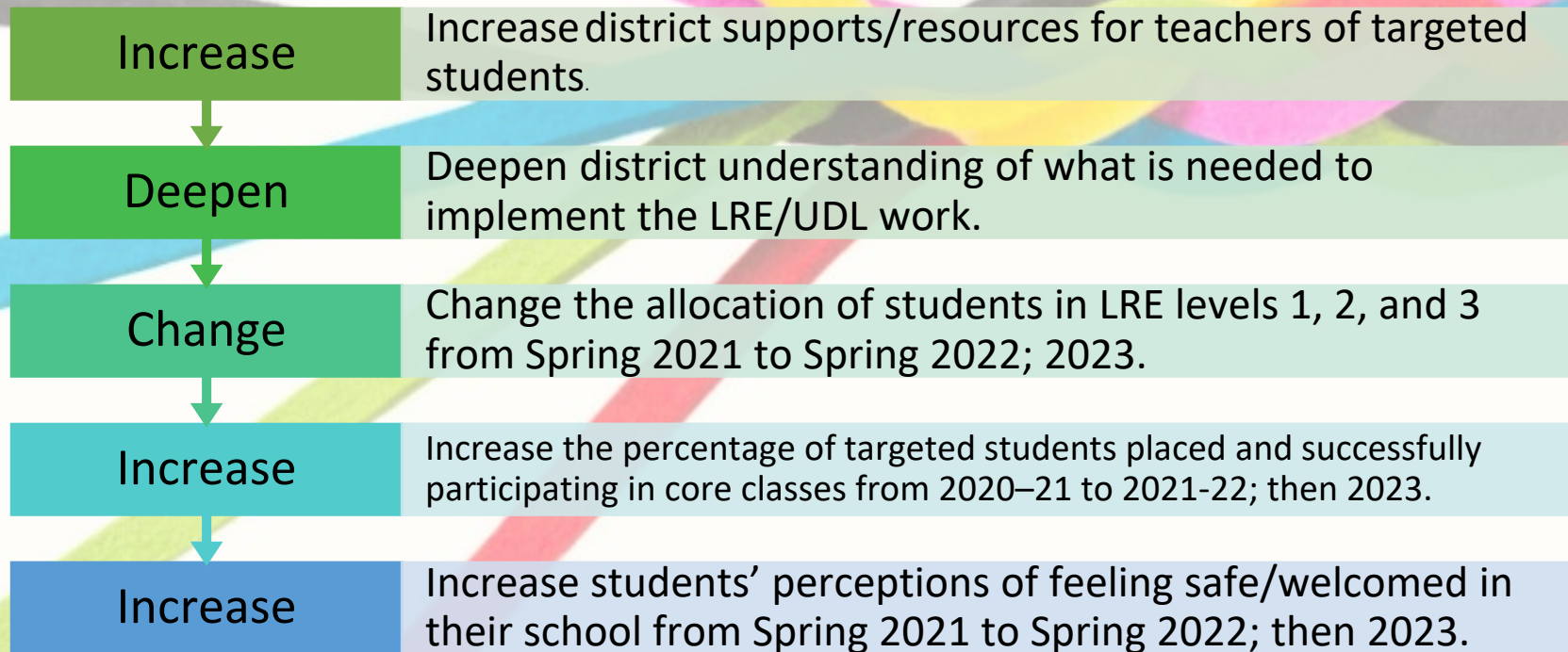
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WASA Inclusionary Practices Grant

- In 2018 Washington was one of the ten least inclusive states and to this day is in the bottom 50% of the national ranks
- Washington state invested \$25 million dollars in 2019-21 to support professional development to support inclusionary practices
- The belief that all students have the right to meaningfully participate in the general education setting, both academically and socially.
- Core District team was formed: instructional staff, administrators, school board member, superintendent
- Purpose
 - 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 districts as they develop and/or refine plans to move to more fully inclusive learning environments for students with disabilities.

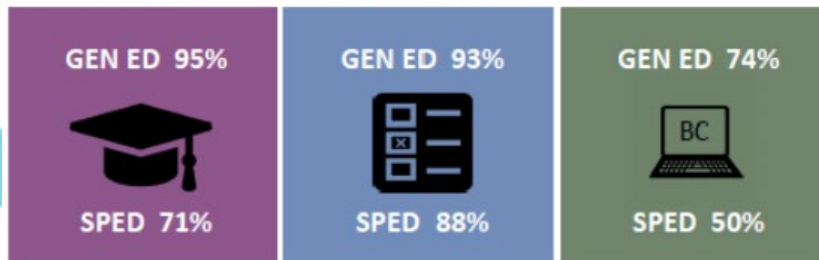
WASA Inclusionary Practices Project Goals



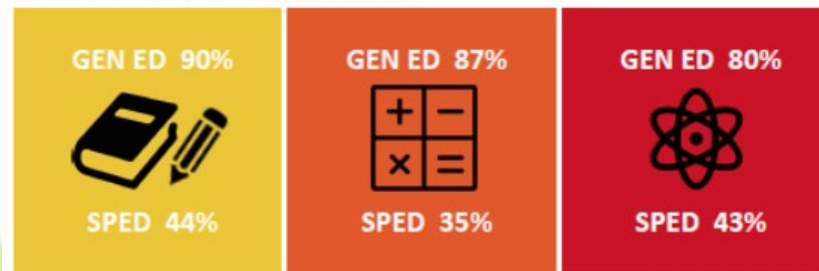
INCLUSIONARY PRACTICES



GRADUATION, ATTENDANCE, AND DUAL CREDIT



SMARTER BALANCED ASSESSMENT



Where MISD
Began with the
Inclusionary
Practices Project
Winter 2019



Intentional Realignment to our Vision, Values, and Mission



MISD Mission-Vision-Values

Mission: The District will foster learning by engaging students in thinking critically, solving problems creatively, and working collaboratively.

Vision: Inspiring our students to be lifelong learners as they create their futures.

Values: Students are the priority. We believe in:

- Supporting the whole child
- Creating inclusive and equitable learning settings
- Ensuring our school communities are safe and supportive
- Providing rigorous and challenging learning

“If students are the priority, then all staff work with all students all of the time.”

MISD Theory of Action

- As a system, Mercer Island School District will identify and systematically remove barriers that impede students' equitable access to learning, growth opportunities and meeting their potential.
- If students are the priority and we believe in supporting the whole child, creating inclusive and equitable learning settings, ensuring our school communities are safe and supportive, and providing rigorous and challenging learning, then it is incumbent upon the adults to remove barriers that disadvantage or limit students and keep them from reaching their full potential.

Action Items



Revise programming to provide services, not programs, and allow for equitable access to said services.



Leadership teams at all levels will work to identify barriers and begin dismantling them.



Use existing data- state and local- to examine proportionality as well as other indicators



Professional learning, PLCs, committee work, etc. will all be tied back to the removal of identified barriers. This will be a priority for all work and direction of the district.



Regular review of data will occur at a variety of levels, with a process in place for communication to address noticings and wonderings related to removal of barriers. Decisions should be data-driven.



Data accessibility, at all levels, will and should provide transparency about authenticity of progress.

Special Education Program/Services Model

- Distinct Programs Where Students Often Go/Went to Receive Services
 - Compass (EBD)
 - Personalized Learning Program (PLP)
 - Adult Transition Program (ATP)
 - Resource Room

Highly Capable Program/Services Model

- K-2 Services delivered in the general education classroom
- 3-5 Services provided in self-contained (identified classrooms)
- 6-8 Classes designated as HiCap in core content areas
- 9-12 Student self-selection based on interests, passions, challenge

What language tells us and the power of labels

	Assets	Deficits
Christopher Robin	Cheerful, Compassionate, Imaginative, Cleverness, diplomacy, sensitivity	Personality Disorder, Daydreamer
Pooh	Friendly, Thoughtful, Insightful, Cheery	Compulsive eating disorder, blissfully unaware
Piglet	Kind, Gentle, Shy, Agreeable	Fearful, Helpless, Timid, Anxiety Disorder
Eeyore	Loves sad stories, thistles and sugar cube; Reliable, Insightful	Glum, Sarcastic, Pessimistic, Unorganized, Depressed
Tigger	Extrovert, Full of Energy, Fun-Loving, Adventurous, Resilient, Fearless, Optimistic, Resourceful	Rambunctious, Short-sighted, ADHD,
OWL	Intelligent, Good at Public Speaking,	Know-it-all, Narcissistic, Dyslexic

Professional Development and Learning

Universal Design for Learning with Katie Novak (UDL)

- Mindset, approach, and framework
- Accommodate the needs and abilities of all learners and eliminates hurdles
- Flexible learning environment
- Information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning

UDL is not inclusion, it is an instructional approach and mindset that serves as a vehicle for including all learners

Successes and Celebrations

Special Services

- Students meeting IEP goals at a faster pace
- Ability awareness
- Wider systemic lens
- Cross-functional/discipline conversations
- Maximization of staff
- Caseload conversations changed
- Increase in the number of students in General Education 80% of their day

HiCap Services

- Students selecting to stay in their home elementary school
- Offer services in certain areas of talent
- Continue to offer self-contained for some
- Improved assessment process

Challenges

- Staffing projections and allocations
- Staff readiness- mentally and professionally
- Beliefs about students and where to provide services
- Communication with community
- Lack of common vocabulary
 - Equity
 - Equality
 - Inclusion
 - UDL
- Student needs during and following COVID

Essential Questions We Are Confronting

- Student perspective
 - Do students need to move schools to get what they need (equity)?
 - How can we bring services to students rather than sending students to services?
 - How can more students benefit from HiCap services and opportunities?
 - How can we reduce the all or nothing options for some services (qualification process)?
 - How has the impact of a global pandemic changed how we might think about inclusion?
- Community Perspective
 - If more services are being made available (HiCap) to more students, what is my student/child missing?
 - Will my child receive the same level of support and benefit by being included with “the other” students?
- Educator Perspective
 - Do I have the skills to meet the needs of all students in my classroom?
 - How will I be supported?
 - When will the tide turn again?



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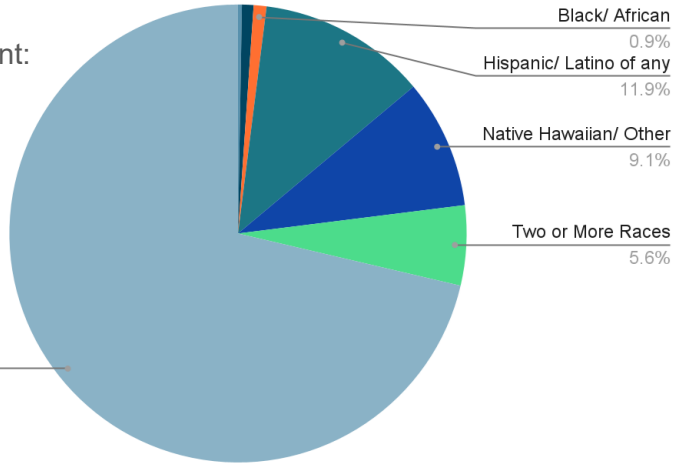


#Washougal *Rising*

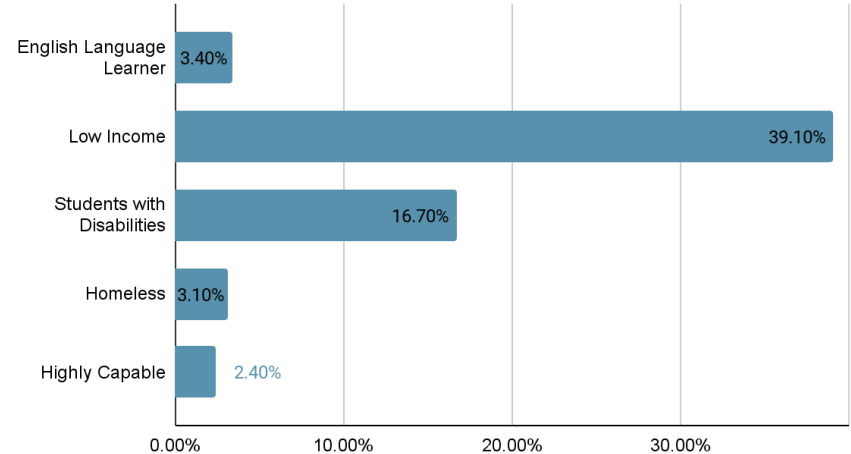
Washougal knows, nurtures and challenges all students to rise.

Demographics

Total Enrollment:
3000 Students



Program and Characteristic



VISION: Washougal knows, nurtures, and challenges all students to rise.

To be **KNOWN** is to be ... heard, acknowledged, valued, understood, accountable, seen, part of, and connected to

To be **NURTURED** is to know ... I matter, I am cared for, I can find help, I am included, people will support me, and people will meet me where I am

To be **CHALLENGED** is to be ... responsible for myself, pushed to grow, stretched to do more, encouraged to experience productive struggle, taught how to persevere, and encouraged to meet my full potential

To **RISE** is to ... create quantifiable change, see increasing performance, help students reach their fullest potential, guide students to find a purposeful path, and become one of the top performing districts in the state of Washington



EFFECTIVE INSTRUCTION

GOAL: We will invest in attracting, retaining and developing excellent teachers and staff. We will provide relevant, rigorous and supportive instruction with high expectations for all students.

KNOW

- Identify and seek effective supports for each child (Highly Capable, Special Needs, English Language Learners)
- Elevate student expectations and encourage higher community aspirations

NURTURE

- Develop and use multi-tiered systems of support
- Implement differentiation and scaffolding
- Model and encourage a growth mindset
- Develop and use Social-Emotional Learning curriculum

CHALLENGE

- Encourage students to enroll in AP coursework and provide supports to ensure they are successful
- Offer industry certifications
- Increase student engagement by using modern and innovative teaching methods



CAREER & COLLEGE READINESS

GOAL: We will prepare students to contribute to the community they live in, whether in skilled trades, higher education, or professional careers.

KNOW

- Develop an articulated High School and Beyond Plan for all students
- Create a personalized pathway for every student
- Provide opportunities for students to explore future interests

NURTURE

- Utilize community members with training and experience to provide mentorships and apprenticeships

CHALLENGE

- Utilize projects and assignments that allow students to communicate and demonstrate knowledge



EQUITY

GOAL: We will engage in intentional efforts to identify disparities that create opportunity gaps, and take action to eliminate the achievement gap. We will develop and strengthen students' agency, so they are prepared for careers, college and life.

KNOW

- Identify students from marginalized groups
- Learn the many assets and strengths of families, students, and their respective communities

NURTURE

- Develop culturally responsive practices
- Ensure inclusive environments that value contributions from all groups
- Utilize trauma-informed pedagogy
- Provide staff and students space to develop agency, and shift ownership of learning from teachers to students

CHALLENGE

- Disrupt systems that perpetuate institutional biases and oppressive practices
- Hire a diverse workforce that reflects the students we serve
- Create a process to ensure equity is at the center of all decision-making



EDUCATIONAL ENGAGEMENT

GOAL: We will ensure all students are involved in innovative, artistic, creative, vocational, and intellectual pursuits, so they develop confidence, understanding, and agency in the classroom and beyond.

KNOW

- Empower students to put forth the effort to find academic, social, and emotional success
- Capitalize on student strengths, interests, and experiences and celebrate different ways to apply learning
- Develop each student's understanding of their identity as a learner

NURTURE

- Recruit and encourage students to participate in a variety of opportunities
- Encourage students to participate in visual and performing arts starting at a young age
- Eliminate barriers to participate for students without financial or emotional supports

CHALLENGE

- Grow student interest and connect them with co-curricular and extra-curricular activities
- Assist staff and students in cultivating a growth mindset



PARTNERSHIPS TO SUPPORT STUDENTS

GOAL: We will partner to build culturally responsive schools, where all children are known, supported, and connected through positive relationships in a safe environment.

KNOW

- Identify student social-emotional needs and seek resources to support them
- Provide authentic, real-life and engaging mentorships and learn about our students
- Develop connections and relationships within Washougal so staff and students can contribute to the community

NURTURE

- Work with service organizations, businesses, social service providers, families, students, and staff
- Encourage students to develop perseverance, determination, and resiliency
- Partner with early learning providers
- Invest in birth to three programs
- Provide mental health supports for students
- Ensure a safe and welcoming learning environment

CHALLENGE

- Seek partnerships to provide engaging opportunities for students
- Reduce challenges and barriers to parental participation



STEWARDSHIP OF RESOURCES

GOAL: We will maximize resources to create opportunities for our students through a transparent budget process that aligns with our priorities for student achievement and operations of the district. Every dollar matters.

KNOW

- Realign budget codes to track expenditures by location and source fund
- Identify priorities and opportunities to best serve students

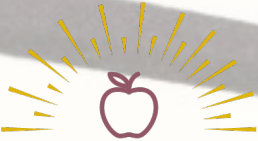

NURTURE



- Provide an inviting, safe, and well-maintained physical environment that inspires community pride
- Develop a realistic staffing model and four-year budget plan focused on improving student achievement
- Retain and invest in excellent staff

CHALLENGE

- Engage families and community in budget development
- Ensure that our funds are providing optimal access for student success
- Be transparent and accountable for all expenditures



Pillar	Goal	Connection to Inclusionary Practices Project
 <p data-bbox="48 416 376 448">Effective Instruction</p>	<p data-bbox="479 192 1045 454">We will invest in attracting, retaining and developing excellent teachers and staff. We will provide relevant, rigorous and supportive instruction with high expectations for all students.</p>	<ul style="list-style-type: none"><li data-bbox="1116 192 1773 230">● Professional Learning Communities<ul style="list-style-type: none"><li data-bbox="1213 246 1773 383">○ Build a guaranteed and viable curriculum: What do we want ALL students to learn?<li data-bbox="1213 399 1773 596">○ Plan instruction that meets the needs of all learners<ul style="list-style-type: none"><li data-bbox="1309 503 1711 596">■ Universal Design for Learning
 <p data-bbox="48 910 376 987">College and Career Readiness</p>	<p data-bbox="479 686 1025 905">We will prepare students to contribute to the community they live in, whether in skilled trades, higher education, or professional careers.</p>	<ul style="list-style-type: none"><li data-bbox="1116 686 1676 725">● High School and Beyond Plan<ul style="list-style-type: none"><li data-bbox="1213 741 1580 779">○ High Expectations<li data-bbox="1213 790 1657 828">○ High Levels of Support<li data-bbox="1116 845 1561 883">● Dual Credit Attainment

Pillar	Goal	Connection to Inclusionary Practices Project
 <p>Equity</p>	<p>We will engage in intentional efforts to identify disparities that create opportunity gaps, and take action to eliminate the achievement gap. We will develop and strengthen students' agency, so they are prepared for careers, college and life.</p>	<ul style="list-style-type: none"> • Teams use disaggregated data to create improvement plans focused on increasing opportunity and achievement for all learners • Addressing person-first language
 <p>Educational Engagement</p>	<p>We will ensure all students are involved in innovative, artistic, creative, vocational, and intellectual pursuits, so they develop confidence, understanding, and agency in the classroom and beyond.</p>	<ul style="list-style-type: none"> • Opportunities in athletics and activities <ul style="list-style-type: none"> ○ Unified sports teams ○ Club 8 • K-12 focus on educating the whole child



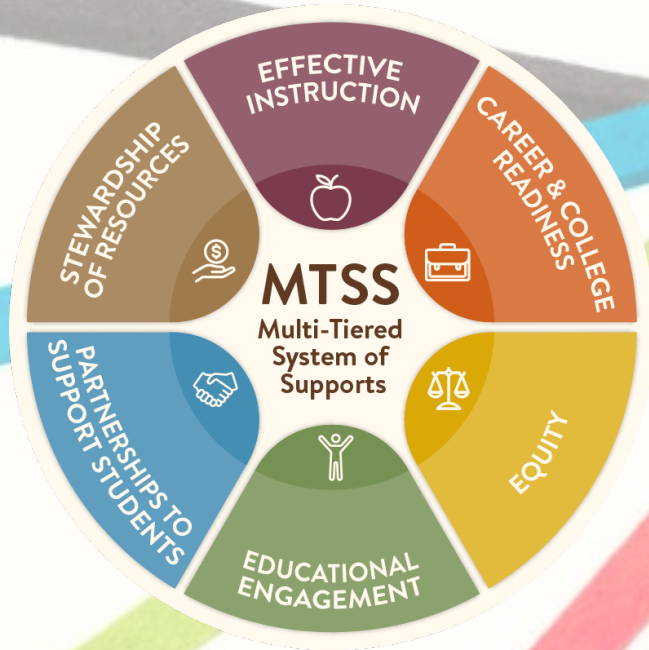
Pillar	Goal	Connection to Inclusionary Practices Project
 Partnerships to Support Students	We will partner to build culturally responsive schools, where all children are known, supported, and connected through positive relationships in a safe environment.	<ul style="list-style-type: none">• Culturally Responsive Classroom Management• ALL staff book study: Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom• Unite! Washougal Community Coalition
 Stewardship of Resources	We will maximize resources to create opportunities for our students through a transparent budget process that aligns with our priorities for student achievement and operations of the district. Every dollar matters.	<ul style="list-style-type: none">• Budget process to support district priorities• Unite! Washougal Community Coalition financial support:<ul style="list-style-type: none">○ Prevention Specialists○ Youth Engagement Coordinator

Inclusionary Practice Project Theory of Action

If we use collaborative structures to fully implement inclusive Multi-Tiered Systems of Support (MTSS) based on the principles of Universal Design for Learning and an equity lens;

Then all students will experience

- A sense of belonging
- Achievement of grade level essential standards
- Success in their personal pathway (high school and beyond plan)



Positive Behavior Interventions and Supports Implementation



- Systematic implementation of PBIS in all schools and transportation
 - Measured by the Tiered Fidelity Inventory and discipline data
- Partnered with Washington Education Association to provide 5 modules of Culturally Responsive Classroom Management
 - Two year commitment
 - Implementing morning meetings in all elementary schools

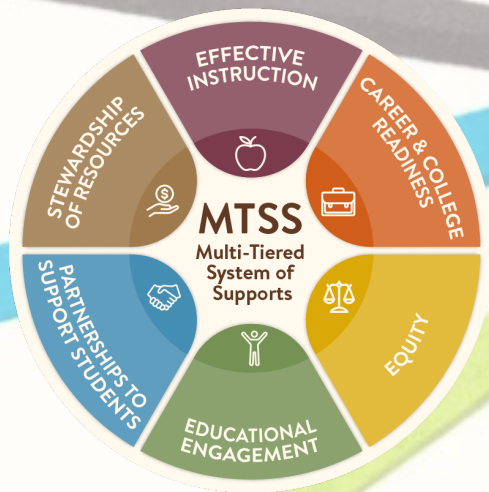
Professional Learning Communities

Why: Guarantee that ALL students learn at grade level or above

Three year commitment to rebooting PLC at Work to ensure a guaranteed and viable curriculum for ALL learners.

Washougal School District will:

- Identify essential standards that we guarantee ALL students will learn
- Focus on effective instructional strategies (UDL, AVID)
- Create common formative assessments
- Provide intervention and enrichment



Moving to Inclusion for Students Served through an IEP

- Focus on integrating students with IEPs into transitional kindergarten classrooms
- Training for special education staff regarding IEP goals for students
- Initial implementation of deans of students
- Professional development regarding behavioral supports
 - De-escalation training for teachers and paraprofessionals



Inclusionary Practices Project Priorities for 22-23

- 1 - Social-Emotional and Behavior Supports & Interventions
- 2 - Supporting Students with Disabilities
- 3 - Adult Learning Culture
- 4 - High Quality Professional Development - UDL (K-5)



Supporting Superintendents

- Bring district teams together to align the work
 - Team membership includes superintendent, board member, district and building staff
 - Create a district theory of action and implementation plan
- Network of support
 - Teams from across the state engage in the work collaboratively
 - Coaching support from WASA
 - High quality professional learning
- Systems approach focused on implementation science:
 - Organization drivers
 - Leadership drivers
 - Competency drivers

A colorful braid of six strands (pink, yellow, grey, blue, green, red) against a white background. The strands are thick and have a slightly textured appearance. They are braided together in a complex pattern, with some strands crossing over others. The braid starts from the left and extends towards the right, with the strands becoming more tightly woven as they move right.

Questions