

Standing Committee on Inclusionary Practices

September 2023

Location: District Office for Bellingham Public Schools, 1306 Dupont Street

Time: 4- 5:30p.m.

Presenters: Mike Copland, deputy superintendent, Jessica Wallace, teacher on special assignment, Andrea

Out of all the five expert groups came six priorities and they are:

1. Common, articulated vision and definition
 - This priority among every expert group
 - What is our vision?
 - What is the 5 year plan?
 - This is a work in progress....
 - The definition of inclusion was shared among school leadership and building staff.
 - What are the next steps?
2. Common language
3. Student conduct/SEL training for all
 - A team of staff members met and created a train the trainer with Allison Chryst, principal at Shuksan middle school. Common strategies training was provided over the 2023 summer to leadership and during buildings professional development in August.
4. Strong tier 1 instruction/high leverage instructional strategies
5. Collaboration
6. Professional development
 - Determine what this looks like as a system for all educators and classified staff that is consistent across the system

A committee met during the summer to review and create common professional development. Team members included Mike Copland, Andrea Quigley, Amy Carder, Marty Atkins, Nick Hayes, Jennifer Lawrence, Allison Chryst, Rachel Frye, Jessica Wallace, Shirley Prichard, Molly Lynch, Kirsten Jensen, Bruce Mansfield, Yana Mansfield, Bill Palmer, Janis Velasquez Farmer, Debora Haney, Meagan Dawson and Arionda Feeney.

Inclusion Definition Feedback and Firm Goals

Jessica Wallace provided two handouts for each table. Handout one titled "What Resonates with the Definition of Inclusion??" and handout two titled "2023-24 Systemwide Professional Learning Focus: Inclusionary Practices & Student Conduct". Members were asked to highlight using the five feedbacks what resonates with the definition of inclusion handout and how that connects to the 2023-goals. Members discussed these highlights amongst their table.

The five feedbacks from what resonates with the definition of inclusion were:

1. Increase dedicated time from student specific collaboration between teachers, specialists, therapists. This requires a shift to a workload model rather than a caseload model.
2. Increase ability for therapists and other supporters to have flexible schedules. 3:1 model?
3. Increase real time support in classrooms that leads to student's meaningful participation and engagement.
4. Inclusion needs to be more than just placing a child in a certain classroom with their peers but providing appropriate support for new learning and practice of skills.
5. We need to move from theory to practice around inclusion and feel supported appropriately in this shift.

Debbie Haney asked the committee members to think about what inclusionary practices they see happening

see

Andrea Quigley will capture the posters with the sticky notes and place them in the OneNote.

Defining Our Work for This Year:

Andrea Quigley discussed defining the group work for this school year which begins with making connections between hopes and firm goals, revisiting the priority list and then identifying three potential bodies of work for committee.

In table groups the committee worked on determining

1. The connections between hopes and firm goals
2. Revisited the priority list.
3. Identifying three potential bodies of work for the committee that is action orientated to support teachers and change practices.

Teams shared.

- Professional development for teaching inclusive practices.
- Developing firm goals Professional development across universal design and practice it for everyone in the room.
- Include priorities in choice course menu
- Appreciation for regulation strategies training and follow up and recognize SEL curriculum implemented It would be helpful to have a grade level side common approach drawn from different curriculum and regulation strategies.
- Work on the protocols for collaboration time How do you start and develop this structure time?
- Create a staff hub that houses all the artifacts and references so that we are across the system for our standards.
- Continue to work on how we disseminate communication.
- As a priority set at the start of the school year shared common language behaviors without judgment

dollars available to join these courses.

If a committee member is available or has ideas about the choice courses, then please reach out to Andrea Quigley, Mike Copland, or someone on the district office team. The course catalog will be published at least one week prior to Oct. 13 to help schools make good choices.

Closing:

The planned remaining 2023-24 committee meeting dates are October 18, November 15, January 17, February 21, March 20, April 17 and May 15, 2024.

Committee homework for the next meeting:

- Notice collaboration experiences
- Bring a picture or anecdotal example to share out

Next meeting: October 18, 2023 4-5:30 p.m., Bellingham Public Schools District Office