

Shoreline Special Needs PTSA General Membership Meeting

March 15, 2016

Attendance: See sign-in sheet

Location: Mount Rainier Room, Shoreline Center, Shoreline, WA

Meeting called to order at 7 p.m.

Welcoming remarks: President Amy Schley welcomed attendees and reviewed the evening's agenda. Minutes from the Jan. 13, 2016 meeting minutes were approved.

Treasurer's Report: Board member Kirsten Bannister provided the treasurer's report. This included an update that the chapter received its first fundraising payment from AmazonSmile, for the 4th quarter 2015 for \$135.83.

Members At Large Report:

At-large board member Stacey Auger provided these updates:

- She's been working with Lake Forest Park Elementary to offer a respite room during dances. Last year, four students used the room during the dance. This year, 42 students used the room, including general education students who self-identified and wanted some respite. She refined the model from last year and going forward, it will be called a recharge room. She's received an invitation from Brookside to share the details so they can start something similar.
- She is working on a community inclusion micro-grant application and a Shoreline School Foundation micro-grant to equip some schools with sensory kits.

Guest Presentation:

The remainder of the meeting was devoted to presentations and Q&A with district personnel: Hillery Clark, Scott Irwin and Amy Vujovich. The team covered these topics:

Inclusion Preschool: This is an emerging program where students with special needs attend with their typical peers. This is to help better serve about 12% of Head Start students who have IEPs. They also have a new class for 3-year-old students with language or motor needs. They're pleased to report that these kids are making good progress. The district wants to recruit more typical peers to be part of the program and is looking to expand inclusion opportunities. There are 16-20 kids in a class. The staff identify kids who might benefit and be a good match for a mixed environment to make recommendations to families.

District-Provided Autism Training for Elementary Teachers: This effort began after a general education teacher asked for more training. The district decided to tailor a training program, working together with Brooks Powers Group staff. Forty teachers attended the first training, which received great feedback and fully engaged participants for its 3-1/2 hour duration. It is the most well-received training offered by the department so far.

The class includes a lot of specific examples to help teachers understand what the world is like from the perspective of a kid with autism. They also cover what executive functioning is after learning they can't assume general education teachers understand this. Class participants had lots of questions about how to set up their classrooms better. There also were ah-hahs about how some kids need explicit teaching of skills.

The training is not being made mandatory for all teachers but they will make it very available. Each building had four slots for the first class, there is another class in May and some principals are planning to bring it to their buildings as an offering. Other staff such as PE teachers and librarians are included. And they are looking at involving para educators next year. The district can provide an outline of major topics if parents/guardians are interested.

Co-Teaching at the Secondary Level: This is being introduced as an inclusive option where a general education and special education teacher share responsibility for a diverse group of students. It involves a general education class that is structured to blend together students with different needs. Only a few classes are set up like this right now as they trial models.

The district, working with the University of Washington, has been learning about different approaches along with pros and cons to each. It started with digging into student struggles at Shorewood such as failure rates, along with the need to address tightening graduation criteria. They're doing research on outcomes now. This does include qualitative data about student and teacher experiences.

They are exploring implementation in elementary schools, too, but have to identify how to address complications due to elementary class structures.

PBIS (Positive Behavior Intervention System) Update: This is a general education initiative, not specific to special education. It is considered a priority for the district. It doesn't involve a "kit" of tools but rather a framework of expectations. It involves a lot of positive vs. corrective reinforcement, such as encouraging a 5:1 ratio of positive to negative. It also helps a school use a common language and have visible system prompts. It's really important to have the whole building using it together. Elementary counselors are the leaders in their buildings for PBIS. They are starting building-specific assessments in April; then there will be a training rollout.

Isolation and Restraint Policies Update: State law has been further clarified and the district is aligning policies and training now. Three key points:

- The law and district policies apply to every student, not just special education students.
- Restraint is only allowed when there is imminent likelihood of harm to self or others, including property damage that could cause harm, such as breaking glass.
- Documentation requirements have been clarified.

Physical restraint is defined as both holds and escorts. Education for staff includes acceptable techniques, such as guiding vs. grabbing. Isolation is defined as a student being in a room in

which they can't independently leave on their own. The Shoreline district does not support isolation.

If a student has a pattern that needs addressing due to the potential for restraint, they must have an Emergency Response Protocol (ERP) in the IEP to spell out how hands-on protocols will be addressed. Parents/guardians can ask the IEP team about the need for an ERP.

If restraint is used, it must be documented and this documentation will come home, in addition to being sent to the district team.

Even though schools no longer have isolation rooms, they can still give students a quiet calm-down space. And if a child is in a physically aggressive mode, mats can be used to create separation while staff work to help the child calm down.