

Advancing Inclusive Education



Issaquah School District Special Services Department

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Dr. Sharine Carver, Executive Director of Special Services



Issaquah School District – Special Services Department

Mission Statement:

The Issaquah School District Special Services Department exists to serve all students' diverse needs, using data and strengths-based approaches in collaboration with students, family, and community partners to ensure continuous progress with the expectation that all students **have the opportunity to achieve their identified post-secondary goals.**

Vision Statement:

The Issaquah School District Special Services Department will **narrow the opportunity and equity gap**, as measured by district and state assessments, district data, and community feedback through the provision of inclusive, innovative, and equitable learning opportunities.

Values Statement:

The Issaquah School District Special Services Department values strengths-based approaches, diversity, equity, inclusion, collaboration, and academic and procedural excellence in service of students and the ISD community.





Philosophical & Legal Foundation:

- Neurodiversity and disability are accepted and celebrated as forms of diversity
- Individuals with Disabilities Education Act (IDEA) mandates
- Fundamental Principle of Least Restrictive Environment (LRE)
- A full continuum of services and placements must be available to meet diverse student needs
- Every student is a first and foremost a general education student



Advancing Access & Opportunity:





Continuum of Inclusionary Special Education Services

Least Restrictive

- General Education with No Supplementary Aids
- General Education with Accommodations, Modifications and Supplementary Aids

- Special Education and Related Services within the General Education Classroom
- Co-Taught, Co-Labs, Push-In, Consultation & Collaboration
- With Accommodations, Modifications, and Supplementary Aids and Services

Most Restrictive

- Special Education Services Outside of General Education
- Resources, Labs, Pull-Out Services
- Self-Contained Classrooms
- NPA, Home-based, Residential



Educational Services Determination:

Participation in General Education:

First, IEP teams should plan for student to access general education instruction and settings first before considering services outside of general education and only when data indicates it's necessary.

Participation in Special Education Classes/Services Outside of General

Education: is determined by the IEP team when data indicates that the student can only meet identified IEP goals if removed from general education.

Ambitiously appropriate educational experience within the least restrictive environment.

**SPECIAL
EDUCATION
IS A SERVICE
NOT A PLACE.**





Best Practices & Educational Benefits:

- Academic Benefits
- Social Emotional Benefits
- Long-term Outcomes
- Benefits for all



Ongoing Work & System Development:

- Foundations of Inclusive Education
- Understanding of Diverse Learning Needs
- Parent Partnership & Advocacy



"Students learn and thrive when they are valued, visible members of their classroom and school communities."

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