

OUR VISION:

Every individual thrives in a learning-friendly environment where they feel safe, supported, and challenged.



Investing in
Student Potential



Investing in Student Potential Coalition

The Investing in Student Potential Coalition envisions a system where every individual thrives in a learning-friendly environment where they feel safe, supported, and challenged. In order to build this system, and ensure every learner gets what they need when they need it, the coalition established four goals for the work ahead.

1. Thriving School Communities

Every student attends a school where they are valued, believed in, and seen. Where they can form strong friendships and actively participate in activities. Where learning is joyful. Where their cultures are honored and celebrated. Where every member of the school community—including parents, educators, and students—build collaborative and respectful relationships in service of student success.

2. Environments Designed for Every Learner

Every student attends a school where the learning environment is designed to meet their needs, including physical, academic, social emotional, communication, and sensory needs. Where material is presented in multiple formats, students have multiple ways to engage with and show learning, and learning is relevant to students' goals. Where information is provided in the language and format that meets the needs of students and families and is culturally responsive; physical space is accessibly designed; and adaptive technology is integrated into the learning environment.

3. Equitable and Sufficient Resources

Every student attends a school where educators are supported, prepared, and receive training in inclusive practices and Universal Design for Learning. Where the right supports and resources are available in every classroom, so that every student gets what they need, when they need it. Where students have access to the supports, staff, services, and technology they need to be successful through adequate state funding for special and general education.

4. Successful and Meaningful Transitions

Every student attends a school where they can learn, grow, and eventually transition successfully to post-secondary education, work, and life. Where they are offered authentic choices and supported in setting goals, making decisions and creating meaningful pathways. Where employers, postsecondary institutions, K-12 schools, and community partners collaborate to prepare and support students.



2020 Legislative Priorities

In order to achieve our goals for every student in Washington state, at the legislative level we need to build systems that fund schools equitably; support students and families; support educators and school staff; and facilitate the creation of supportive and thriving school environments. The following legislative priorities will help build a system to:

Fund Schools Equitably

Every student with a disability should receive the resources and funding necessary to meet their individual learning needs and provide equitable access to Washington's program of basic education. In order to provide these resources, every local education agency (LEA) must have equitable access to sufficient state funding.

2020 Action Priorities:

- Remove the 13.5% cap on funded enrollment of students receiving special education services.
- Increase accessibility and flexibility in the Safety Net Program so every local education agency (LEA) gets reimbursed equitably, including for costs such as transportation.

Support Students and Families

Every student and every family is an asset to our schools and community. Students must be supported in their learning through appropriate identification of need, access to staff, supportive technology, inclusive environments, and access to the general education curriculum. Families must be supported in participating in their student's learning through meaningful access to evaluation and Individualized Education Program (IEP) processes, and inclusion in the school community.

2020 Action Priorities:

- Increase capacity in LEAs to better identify individualized support for all students with disabilities and ensure that evaluation practices are equitable, so that identification and assessment of student needs – and the subsequent delivery of services – are not biased against a student's race and cultural background, English language proficiency, or economic status.
- Provide the resources and develop accountability measures to ensure families have access to interpreters in their home language to enable meaningful family engagement and two-way communication with school staff.
- Increase funding to the Governor's Office of the Education Ombuds (OEO) by \$124,000 to build capacity and reach more families, students, and educators across communities in Washington

Create supportive and thriving school environments

Increasing outcomes for students with disabilities is reliant on removing barriers to learning, increasing inclusive practices, providing equitable access to the general education curriculum, and creating school environments where every learner is a valued member of the community. Educators and school staff are vital partners and champions for this work and must be supported and provided opportunities to grow their skills and be prepared to meet the predictable variability of learning needs that will be present in every school and classroom.

2020 Action Priority:

- Develop a robust program of technical assistance, coaching, and supports for districts and school staff in implementing multi-tiered systems of support, inclusive of Social Emotional Learning, Resiliency Building and Trauma-Informed Approaches, and Universal Design for Learning. Technical assistance should include evaluating accessibility of spaces, culturally responsive practices, teaching and communication methods, education materials, curriculum, and extracurricular activities.