



INCLUSIONARY PRACTICES PROFESSIONAL DEVELOPMENT DEMONSTRATION SITES:

Our journey to improve inclusionary practices and how this journey can impact schools across Washington state.

A How-To Manual or Guide

to support school's across WA state looking to improve and/or increase inclusionary practices.



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ABOUT THIS MANUAL

This manual will take you through the basic questions that schools need to answer when implementing inclusionary practices — regardless of their breadth and complexity. It will also share one school's journey to becoming a more inclusive school and will describe the high leverage moves they made to shift and change their behaviors, philosophies, systems, and instruction.

The questions our IPP Model Demonstration Sites will ask and answer includes:

What is our WHY? Why is it important for our school to provide more inclusionary practices in the first place?

- What was working well that we sought to expand?
- What was the problem we were trying to address?
- Why was it important for our school to address those problems?

Who will benefit from inclusionary practices in our school/district?

- Who are our changes for?
- What was the impact we were seeking to have?

What are the key components required and what purposes do we serve?

- What were the key components we agreed on and how did we identify those key components?
- Why were these key components important and/or what were the reasons for choosing specific key components early on?

Is what we are doing addressing the need we have to become more inclusive?

- How did we approach this need?
- How did the changes we made address this need?

Who needs to be included in our plans to create an inclusive school?

- Who was included in our plans?
- How was it determined who to include in the initial and continued planning?

What were the outcomes from making these changes?

- What did the data tell us and how did we shift or change what we did along the way in response to the data?
- What were we learning from our staff, students and families that reflected outcomes?
- How did we assess for outcomes (student data, staff survey, parent survey)?

What do we plan to continuously improve?

- What is the data telling us now, and what additional changes do we aim to make?
- What are our hopes and dreams and what are we doing to ensure inclusion is sustainable?
- How can we improve even more based on what we have learned?
- What are our innovations and next steps?

How do we share our story to build capacity and/or inspire change

- What is our big picture story we are trying to tell?
- Who are the people?
- What is the conflict, challenge? (Why we looked at our inclusionary practices in the first place)
- Signpost, what were our key turning points along the way? How are those points connected?
- Reflection, where do we go from here? (continuous growth)

Evergreen High School in Vancouver, WA has been an innovator in this work. Through the course of this manual, you will learn more about their inclusive school journey, their next steps and how they remain committed to the learning and membership of each and every student. Evergreen High School is a Washington State IPP Demonstration Site and is open to visitors who can come and learn from them by seeing their inclusionary practices in action.

Starting with a Story

Introducing Evergreen High School in Vancouver, WA

In our journey we've found that the best way to include kids is to simply include them. Of course that doesn't always mean things will go completely smoothly. Four years ago, a new freshman in our school, Jordan, who is an energetic, bright young man with autism, was in an English class, under a desk, screaming, and throwing papers.

In this situation, our natural tendency might be to excuse the behavior or remove the student from the classroom. This kid has an IEP right? Let's give him a break. Or to wait for the special ed staff to swoop in and take him out of the classroom. In this situation, Amy, one of our special education teachers, wanted to make sure Jordan saw his full potential and that all adults throughout his day had the right resources and strategies to teach him and knew how to empower him to engage in learning.

Jordan showed up to high school with very set ideas for what his support should look like based on previous education experiences. An adult needed to walk him from room to room. He needed help with every assignment from "his aide". And if he didn't like what was happening, he knew what behaviors could get him out of the room.

Our staff always view life after high school as the end goal. How will this student be part of their community? What will they do for work? Where will they live? What is our role as educators in all of this? And if a student is entirely dependent on adults, very well intentioned, kind adults who just want them to do their best, what kind of future will they have once we hand them a diploma and wave goodbye.

For Jordan, the school team realized we needed to make him the hero of his own story. He had to build the tools to own his learning. He had to challenge himself to grow. And he had to be held accountable. Part of that meant holding him to high expectations and presuming competence. If his classmates couldn't throw papers, Jordan couldn't either. The message was every student, whether they had a disability or not, could do hard things and grow. Amy developed clear routines and universal language to use with Jordan to help him manage his frustrations. But it wasn't just up to her to work with him. We trained paras, and we gave gen ed teachers the tools to communicate with him, and the permission to push him. Everyone in the building had to be ready to step up and provide just enough support,

and just enough challenge to help Jordan and other students with disabilities grow their independence. We wanted to challenge our educators to make inclusive classrooms where teachers owned all students and had the skills to educate a broad range of learners.

We also scheduled different educators to work with Jordan throughout the day, to help him get away from the idea of "my aide". Then we scheduled some times during the day when Jordan didn't have support from a paraprofessional, and he started walking in the halls on his own.

Along the way, Jordan was finding success, and discovering different areas of interest. He signed up for Child Psychology and had the opportunity to work in a preschool on campus. His energy and enthusiasm made him a natural, and the preschoolers adored him.

Jordan's parents were very involved and wanted him to do great things, but we were nervous about what that might look like. Working with the school team, we helped to develop the gradual release of support he needed to rely not only on an aide, but to benefit from all the educators and peers he was interacting with, to increase his independence.

At some point on this journey, there had to be a shift in our thinking as adults around inclusion. It couldn't just happen when convenient, or just be a nice symbol. It also couldn't just be the job of special education staff. We had to shift our thinking from "my students" to "our students". And it had to be about the students, and giving them tools to self-advocate, persevere, and feel successful. That meant developing some more specific routines as a school staff, like using learning profiles to communicate with teams and developing skills around specially designed instruction, but fundamentally, all adults had to accept the mission that we are responsible for playing an important role in the development of our next generation of adults.

Jordan earned his high school diploma last week. As a result of Covid, he didn't get the chance to walk across the stage. He does have the chance to go to college though. He wants to study Early Childhood Education at our local community college. Achieving and accessing his goals is a huge accomplishment for Jordan, and his team is celebrating his success, and looking forward to his future.

ABOUT THE IPP DEMONSTRATION SITES PROJECT

OVERARCHING OSPI STATE PROJECT

In the Fall of 2019, OSPI launched the inclusionary practices professional development project with the goal of changing the landscape of Washington State Schools to be more inclusive. The Haring Center for Inclusive Education at the University of Washington partnered with OSPI to coordinate and lead this part of the larger statewide project --creating model demonstration sites that highlight inclusionary practices across Washington State. The model demonstration sites engage in and provide transformational professional development by using storytelling and best practices in model demonstration site replication and dissemination to allow for the greatest impact while visiting schools leave with evidence-based practices and resources to aid in building inclusive communities in our own schools. The goal of the IPP UW Demonstration Sites Project is to create learning communities as sites for research, professional development, teacher preparation, and model demonstration sites replication for best practices in inclusive education. These schools serve as statewide exemplars, showcasing the benefits of inclusionary practices on student outcomes, teacher collaboration, and family engagement.

PROJECT GOALS

Over the course of two years, 16 model demonstration sites across all 9 Education Service Regions across Washington State are providing professional development to visiting schools. Our demonstration sites highlight the diversity in our state. In collaboration with Haring Center Inclusion Specialists, demonstration sites host visiting schools, through online technology, and in person visits, to showcase high-leverage inclusionary practices. By sharing these practices and opening their doors to teachers, administrators, families, and community members, it allows visitors to see best practices in action and apply them in their schools. At the same time, the demonstration sites themselves continue to grow their inclusive cultures and refine their practices that contribute to equitable learning for all students.

FOUNDING PRINCIPLES

The demonstration sites project was developed to provide educators from around the state with the opportunity to observe inclusionary practices in action, meet with school teams, collect artifacts that aid in systems-change, and learn about how to implement inclusionary practices in different school contexts. Our partnerships include urban schools, rural schools, and schools in some of our largest and smallest districts across Washington State. Below are our founding principles that drive our model demonstration sites work:

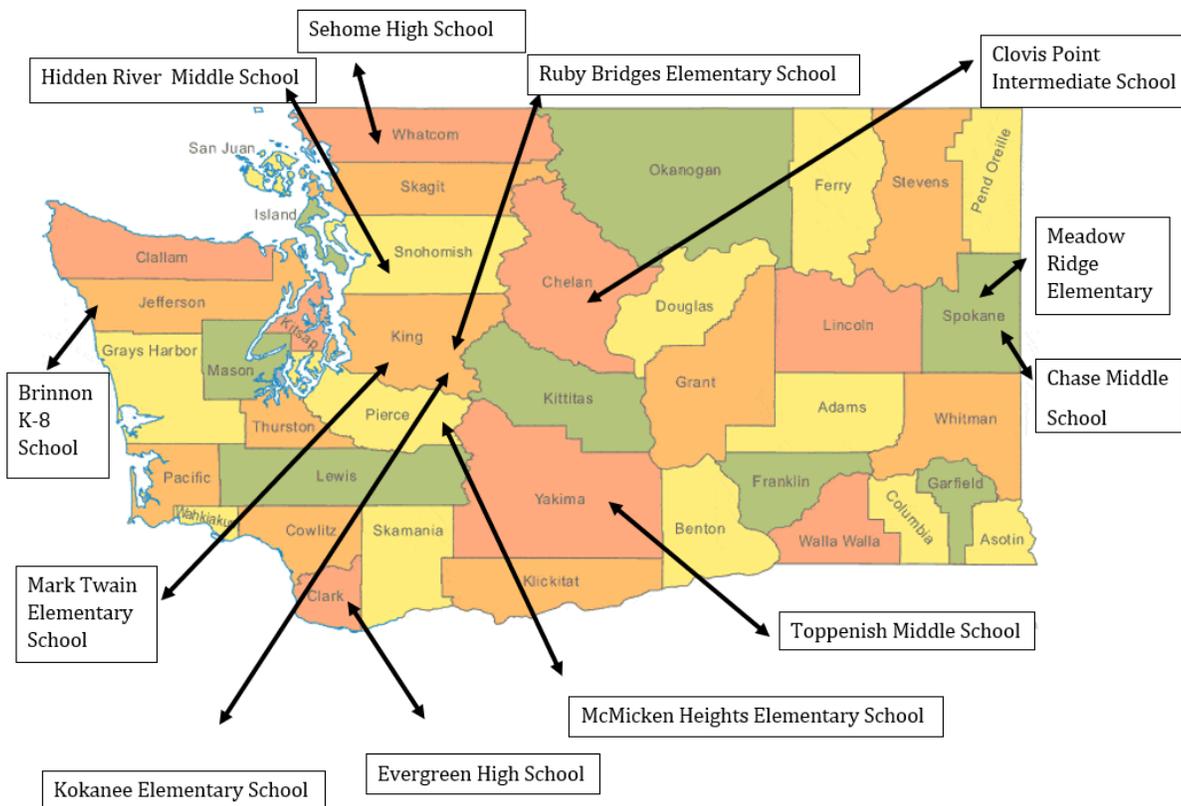
- 1. Take an asset based approach to school reform.** In every school there are things that are working well. We take an asset based approach with schools to leverage our strengths to become more inclusive.
- 2. Inclusion is a cultural shift.** Inclusion is not a special education initiative, but is a cultural shift in philosophy and practice. If we simply change the way we deliver special education services without considering the culture of the school or how all students engage in teaching and learning, we will never make the changes we need to truly impact student learning.
- 3. Continuous improvement.** We are all continuously improving. Whether our demonstration sites are in year 1 of our journey - or if we are 6 years in - we all have plans to continue to refine, build on, and improve our systems and practices.
- 4. Stakeholder engagement.** Stakeholder engagement is a critical component to making and sustaining changes. When stakeholders are involved, there is a higher likelihood that schools will adopt and implement inclusive practices.
- 5. Innovative Site Based Leadership.** Just as it is critical to have stakeholder engagement, the role of innovative site based leadership is a necessity to support a shift in school culture, systems, and practices.
- 6. Scale the Model:** School-based strengths and values differ from one school to another, but there are inclusive education principles, practices, and systems we can apply across schools that are effective and applicable when schools make it their own.

BUILDING PROFESSIONAL NETWORKS

One of our goals is to create peer learning communities between demonstration sites that build professional networks in our state. Through this project, we are not only impacting visiting schools but are working with demonstration sites to continue to evolve and change as we learn more about our students and best practices--or as our school culture grows and changes. By examining professional networks, it allows us to determine the reach of our IPP across WA State (e.g., schools that adopt and implement what we learn from our IPP Demonstration Sites in our own school contexts). We are additionally using

professional network analysis to understand, monitor, and evaluate the implementation processes of inclusionary practices in participating schools. Social network analysis is a well-validated methodology for investigating collaboration and intervention diffusion through graphical analysis. This methodology allows us to identify and connect demonstration sites within professional networks. For example, we are able to identify how schools are connected through school visits, shared materials, and communication.

WA STATE IPP DEMONSTRATION SITES



ABOUT EVERGREEN HIGH SCHOOL

Evergreen High School has essentially two different strategies we have used to increase inclusive learning opportunities at our school. The first is creating a master schedule that allows for something we call a Gateway to College Block. These block classes consist of 4 teachers (2 content, 1 academic support, 1 special education) and 60 students over 2 periods per block. Evergreen has about two thirds of our freshmen in these block classes and it is the typical track for all 9th graders. Gateway to College Block provides for nearly all students receiving special education services to be enrolled in the block classes and have the benefit of 4 teachers over two periods. Besides the content teachers, academic support teachers work specifically to help students complete our work and deepen our understanding and learning while the special education teacher works to improve students' executive functioning skills all within the context of general education English and Math courses. This approach benefits students with and without IEPs.

In addition to the Gateway to College Block, we have also implemented strong structures around co-planning and co-teaching. Coplanning and co-teaching has helped to shift the mindset of our staff. Our co-teaching models are fluid and change as the needs of our student body changes. Currently, our team teaching model is transitioning to provide more flexible services by continuing to co-teach in some classes, but also by changing the role of the special education teacher. Instead of having all special education teachers co-teach with a general education teacher, some special education teachers will act as instructional coaches to help provide our general education teachers with the skills in lesson modification and accommodations so that we are able to better instruct all students in our classrooms. By shifting these practices our teachers have been placed in situations where we're able to collaborate more specifically around individual students. These practices have either reduced the student to teacher ratio and/or built the capacity of classroom teachers allowing more focused contact within each class period. Teachers are planning together rather than in isolation where we focus on pedagogical strategies to ensure students meet standards as well as content.

LOCATION

Vancouver, WA

SCHOOL DEMOGRAPHICS

- Comprehensive High School
- 1600 students
~12% students with IEPs
- 200 staff members
- 58% f/r lunch rate
- 87% graduation rate

GRADES SERVED

9th Grade-12th Grade, Comprehensive High School

MISSION/VISION

Evergreen High School's mission and vision is all about making learning meaningful for students. If Evergreen High School is not meeting every student where we are and helping them with the why and the application of our learning, our students won't make connections and student growth will not exist. Our vision is for every staff member to work together to provide responsive and individualized services at an appropriate level of rigor for each and every student to prepare them for independence and engagement after high school.

HIGHLIGHTING THE FOLLOWING INCLUSIONARY PRACTICES

- Master scheduling to support inclusion
- Co-teaching and coplanning,
- Flexible service delivery model.

Master Schedule to support inclusion: The co-teaching partnerships really shape the master schedule. In order to build an inclusive master schedule, consider partnership first in addition to common prep time. These are relationships that require time, energy, and a true partnership, from planning, to instruction, to assessment. Special education services must not be added on to an already existing master schedule, we are an integral and driving force to making sure each and every student is on the path to realize the vision and the mission of the school.

Co-teaching and Coplanning: At Evergreen High School, co-teaching is a partnership where both teachers are equally invested. This includes making the time to plan, having styles that complement one and other and really establishing a team teaching relationship. Both teachers are responsible for teaching core content in addition to providing and coordinating specially designed instruction. As we started coteaching, our initial findings included higher engagement from students with IEPs and greater achievement on grade level content. We also established stronger relationships between Special Education and General Education teachers, which included team planning, which becomes more evident as you read about our coplanning structures.

Flexible service delivery model: At Evergreen High School, we have a clear vision that puts co-planning at the forefront of our inclusive school. Our vision is for every staff member to work together to provide responsive and individualized services at an appropriate level of rigor for each student to prepare them for independence and engagement after high school, which lends itself well to collaborative practices and structures. One educator cannot do this alone, therefore, our collaborative structures allow for constant communication between educators and other professionals supporting students in the school.

At Evergreen high school, Special Education Teachers are viewed as Strategy Specialists and the General Education Teachers are viewed as content specialists. In order to co-plan special education teachers, in partnership with general education teachers, most effectively navigate different “coaching stances” → consultative partner, co-learning partner, and/or a reflective partner. They have special training and knowledge about highly effective practices to help all learners achieve the learning goals and how to assess and adjust, which makes them essential co-planners who provide necessary skills to a variety of PLCs. This High Leverage Practice (HLP) drives Evergreen’s teams to think strategically. Special education teachers must be flexible problem solvers who not only have expertise in using highly effective practices, but also are proficient in monitoring the effectiveness of these practices with individual students and making decisions regarding changes in practice as needed.

As a consultative partners Special Education Teachers:

- Provide resources
- Offer a menu of options to consider
- Demonstrate or model lessons, and
- Highlight research

As a co-learning partner Special Education Teachers:

- Explore and brainstorm ideas and options
- Co-plan
- Co-teach lessons
- Participate in Lesson studies, and
- Jointly analyze student work and other data

As a reflective partner Special Education Teachers:

- Surface the partner’s perceptions, issues and concerns
- Expand the partner’s perceptions
- Support the partner’s analysis of instruction, learning and/or student work

Evergreen High School’s efforts to co-plan and build collaborative relationships between special education and general education, across a variety of personnel, has allowed them to scale up our efforts to provide comprehensive services for all students. These efforts have resulted in:

- 1. Increased use of data:** Evergreen has increased the capacity of all staff members to effectively gather, interpret, and determine action based on data.
- 2. The creation of a bridge team:** This is a team dedicated to facilitating Tier 1, Tier 2, and Tier 3 support for incoming students in our feeder schools.
- 3. Student support teams:** Student support teams hold bi-weekly meetings that focus on the same targeted group of students using data to monitor success.
- 4. Tier 2 Specialists:** Use behavior, attendance, and grade data to specifically target Tier 2 supports and create plans to increase success.
- 5. Freshman café:** Every 6 weeks, 9th grade students get a Plainsman Report with their Attendance, Behavior, and Grade data and discuss the data with a mentor.
- 6. Academic Coaches:** Para Educators offer tutoring and coaching for executive functioning skills in the Success Center, open to all students.

WHY EVERGREEN HIGH SCHOOL STARTED LOOKING AT INCLUSIONARY PRACTICES IN THE FIRST PLACE.

Before 2010, on time graduation rate was below 70% for all students in Evergreen Public Schools. After the district began working on our goal of 100% on time graduation, by 2013, the on time graduation rate soared to over 80%. Even with this significant change in supporting all students, data on state testing was showing that students with IEPs were performing much lower on average than students without IEPs. Students with IEPs were also not showing progress on state testing data in ways that students without IEPs in our grade level cohorts were. When co-teaching classes were established, the data showed growth for students with IEPs as a result of receiving instruction on core academic content. There was significant growth in the percentage of students who accessed general education setting 80-100% of the day. Before 2010, students with IEPs were accessing 80-100% as low as 40% in some years. After 2013, the number increased to 76%. The access to general education classrooms and content helped students with IEPs achieve similar growth to their grade level peers without IEPs on state assessments over the next 7 years. Another piece of data that was striking was that enrollment in special education continued to increase between 2007 and 2010 while district enrollment did not. Also, the majority of students who were getting expelled at the middle school and high school level were students with IEPs.

Students were sharing that they wanted to experience opportunities to have math and English classes with their grade level peers. Students in co-taught classes appreciated the opportunity to learn with their grade level peers. They reported frustration as a result of being segregated to receive our specially designed instruction. After co-teaching occurred for a few years, in 2013, students were asked if they successfully completed most class assignments and student reports indicated that 80.5% of the responses were most of the time or always. Students reported that they felt they were able to participate in class assignments most of the time or always at 86.9%. Students also reported that they were engaging in class discussions most of the time at 63%. Students in co-taught classes shared their thoughts. Some of the quotes from those discussions included:

“Being in general education makes me feel like I could go on to do more things.”

“Special Education classrooms made me feel as if I was an outsider and knew nothing.”

“I like how the inclusive class makes me feel smart and that I can do math.”

“I hated being pulled out...it was embarrassing and made me feel stupid.”

“All students deserve the same opportunities.”

“When we exclude someone’s perspective we lose an opportunity to gain knowledge.”

(Link to Prezi including student voice)

Moving away from silos and segregated programs in the schools, and seeing special education as a service, not a location, took time and effort. The staff who were already committed to inclusive practices that shared our enthusiasm and the growth of students in the general education setting helped structure and reframe delivery of instruction for the community. Of course, students, staff, and parents were nervous of the shift at first. As students developed relationships, shared our feelings about being included, and we saw success in student learning, the more stakeholders bought into the inclusive practices. Nothing was perfect, and it still isn't. There were lots of conversations and professional development needed to occur regarding equitable grading, accommodations and modifications, Universal Design for Learning, equitable learning targets, and more. Each of these important stages/steps/conversations led to growth as a larger community.

At first, staff had mixed feelings about losing classes that were once supplanted instruction in the special education setting. Learning with a colleague to support instruction in the general education setting wasn't isolating once we got into the work with a co-teacher. Staff received more job-embedded training by planning and working closely with another teacher. They also participated in professional learning communities that helped special educators see the scope and sequence for the core content. Being part of these crucial conversations was vital to support students with IEPs to access the core instruction more than in the past. Some teachers moved into positions in general education because we enjoyed teaching the subject. Other special educators have grown in our own practice through delivery of instruction and collaboration. Co-teaching evolved into being a part of collaborative instruction that embodied the collaborative culture of the school and was recognized as beneficial for students with and without IEPs.

By partnering with general education teachers, the partnerships with parents grew stronger. Students demonstrated growth in a variety of ways. For family members, seeing their children participate in school plays, sports, Unified activities, school dances, and more because their child had friends and peers they knew from their classes helped to build a more inclusive community. It took some time for some of the parents to understand that their child can grow by receiving our instruction in the general education setting. Seeing the benefits took time, since this was a new message they were receiving about their child's education. Special Educators were able to speak more to data and how the delivery of instruction supported student growth with use of accommodations and modifications. And because special educators and general educators believed it and saw the impact it was having on students with IEPs, it helped to provide a unified message to families about the

academic, social-emotional, and overarching benefits of educating students in general education. Having powerful conversations as a team, that included parents and families, has led to some amazing partnerships and innovations.

Evergreen's ways to address student needs are continually evolving. Teaching assignments evolve from co-teachers to learning advocates to providing collaborative instruction. Some general education teachers are now part of the service delivery team since we had 2-3 years of job-embedded professional development through co-teaching. Evergreen moved to providing academic resource centers to support student access. These centers include para support, student tutors, digital binders of resources for various general education classes, and more. These centers evolved due to technology changes and general educators understanding the need to share their materials/schedule/activities with others to support student access and before where they were seen as a special education service, they are now open to all students. Evergreen is seeing significant growth from students by way of these supports and by providing access to 21st Century Skills and infinite chances to demonstrate their learning and advocacy skills. These skills carry over to future years in high school; thus creating success larger than this class, this assignment, today.

LAYING THE GROUNDWORK

There were some components Evergreen agreed on early on as a school community. From those components we made a variety of high leverage moves to lay our groundwork with the goals of improving students outcomes and educational experiences by becoming a more inclusive school. Some of these initial changes included a new approach to the course catalog, gathering stakeholder input, engaging in strategic planning, getting to the essence of IDEA (rooted in collaboration and embracing diversity), professional development, standards based IEPs, and using special educators in a different way.

Co-teaching became the beginning of a journey from shifting the role of special education teacher in a special education setting providing instruction to only students with IEPs to the special educator being seen as a strategy specialist. If the general educator is a content specialist, then the special educator supports the strategies to increase access for students in the learning. Using a universal design for learning lens, special educators and general educators worked together to co-plan lessons that included interests, accommodations, modifications, and specially designed instruction for students within the plan to increase student demonstration of our learning for all. Having students provide voice in their learning increased general educators' abilities to differentiate instruction.

Co-Teaching allowed for specially designed instruction in core content areas for students with IEPs to receive instruction in their least restrictive environment more than they had before. With these opportunities, students were able to expand their options in the course of study toward graduation. Special educators who partnered with CTE teachers, saw an increase in student access to classes that closely aligned with the student's transition plan; thus, preparing students to reach their post-secondary goals. When career technical education (CTE) expanded their course offerings, then students were able to engage in courses that met their needs. Special educators developed general educators' understanding of differentiated instruction through professional development, which included consultation, coaching cycles, co-teaching, co-planning, and book studies.

As LRE percentages drastically changed from 40% of students with IEPs spending 80%-100% of our day in general education prior to 2011 to over 75% of students with IEPs spending 80-100% of our day in general education after 2011, other supports at the school were needed to address varying

needs for students and staff members. Freshman Cafe became a systematic way to have data talks with students and their team (i.e. family, community supports, school counselor, teachers, and service providers). These data talks were quick check-ins for students who needed a level of support beyond regular practices. School staff would meet and decipher the data based on student grades, behavior, and attendance in order to find students who needed data talks. A focus on the LatinX, African American, and Pacific Islander groups allowed for teams to eliminate predictable outcomes for those varying student populations.

The Academic Resource Center, which is now a Student Success Center, was built from a need that students demonstrated over the years. Prior to students having their own device for learning, information was not as accessible as it is today. Special educators partnered with general educators to collect calendars, activities, assignments, and more from their classes in order to provide support and access to students who missed school due to absences, struggled with access to grade level content, missed out on the learning due to other opportunities (i.e. sports, counseling appointments, etc.), and more. In having the information available through the Academic Resource Center, students were able to obtain additional academic and/or organizational support without interrupting the learning in the general education classroom. Removing this barrier increased attendance and on-time graduation rates at Evergreen High School because students had a team of staff at their disposal in pursuit of helping them learn. Here is a presentation from 2016 about the Academic Resource Center.

PROFESSIONAL DEVELOPMENT

Evergreen addressed several different areas in our Professional learning and made visible the relationships between all these learning. Professional development that drove our inclusive work included the following topics:

- **Standards-based IEPs and Measurable Annual Goals:** ongoing coaching involves IEP reviews for various reasons (i.e. program coordinator as a DR, Safety Net review, program placement, general compliance, new educator check ins, etc.). When we included Goalbook over four years ago in our practice, both Goalbook provided ongoing support and we were able to discuss use of Goalbook on IEPs based on the usage report from Goalbook.

- **Co-Teaching practices based on Marilyn Friend's research and Teaching in Tandem book study:** continued to point to Marilyn Friend's research in monthly updates from Special Services, professional development, and co-teaching visits. Her work became the basis as to what special educators were trying to support in general education and address as we worked closely with general educators. We also have hosted a co-teaching institute for co-teachers to work together around the various research strategies for an entire week during the summer. Any time co-teachers can get together with a framework to dive into our planning and preparation for working together, has yielded great results with student learning.
- **Collaborative Problem Solving based on Ross Greene's work:** a lot of investment across our day treatment program and our structured learning classrooms has been done to support ongoing work with CPS. Teachers and school psychs for these programs have attended CPS training from Ross Greene's company. Book studies continue to happen at the building leadership level as school teams look to work on trauma-informed and restorative practices in our discipline.
- **Universal Design for Learning based on work by CAST:** this has been a focus for quite a few years in professional development, school team meetings, new educator meetings, and more. Book studies have occurred. Goalbook infuses UDL in all of our work with us. Many of our monthly updates from Special Services continue to point out UDL connections to our work. For the 2021-22 school year, we will have a UDL instructional coach to support the work within our neighborhood schools. We will also be uploading resources to a UDL section of our website for teams to use when planning for student learning.
- **Applied Behavior Analysis:** specific teachers received training on ABA assessments (ABLLS and AFLS). BCBA's follow up with these teachers each year and work to build better tier 1 systems in our classrooms. Schools teams can follow a process to request BCBA support for specific students or programs. The district has expanded the number of BCBA's and Registered Behavior Techs across schools; mainly in elementary. There is yearly PD and ongoing job-embedded training.
- **Transition Planning and Transition Services:** all staff have received training on transition planning. Staff at the high school receive yearly PD on transition services. IEP reviews also target transition planning at the middle school and high school. Career guidance counselors work with staff on transition planning for students in connection to the high school and beyond plan requirements.
- **Personalizing Learning Profiles and Digital Binders:** are now an expectation for special educators as part of our collaboration and communication with general educators. In order to make this a common practice, staff had worked on these systems during professional development, attending training by specific teachers at district conferences, and these became an expectation during our Transition Day for special educators to discuss students transitioning to new IEP case managers the following year, whether the transition was natural (pre-k to kindergarten, 5th to 6th grade, 8th to 9th) or within our school building (2nd to 3rd grade, 7th to 8th grade).
- **Specially Designed Instruction and the SDI Framework:** professional development targeted the SDI framework for two years. School teams followed up discussion about how we are implementing SDI. There is still a lot more work to be done with this. A leadership team targeted reading and math instruction to provide specific training in relation to the SDI framework as a follow up to the PD. (Link of presentation regarding differentiation that was provided to general educators at a district conference)
- **Digital Resources with Goalbook, TeachTown, Unique Learning System:** these digital programs are still used and targeted yearly. An assistive technology instructional coach at Evergreen High School supports individual teachers and programs on use of these programs. Monthly updates also include updates and celebrate work being done to support student learning with these programs.
- **High Leverage Practices:** these are included in everything that comes from Special Services. Monthly updates, PD, new educator development, leadership team meetings, and more. Each special educator receives a copy of the HLP book. Even building administrators receive training on connections with staff evaluations and HLPs.
- **Critical Data Process based on work by Steven Gill:** starting with school psychs and speech and language pathologists, having team members at each school follow and lead the CDP is crucial for special education referrals and supporting all students with our English language development. Partnering with the ELL department to work with each school team on use of the CDP has helped reduce the number of students found eligible for special education services when the students are working on ELD. More ELD resources have been provided for schools; especially in elementary schools.

- **Crisis Prevention and Ukeru:** over the course of 8 years, having a Special Services administrator leading the crisis prevention training led to a significant reduction of isolation and restraint with students. This took years to have a clear, consistent message with follow up that was functional and relevant to individual school teams and staff members. Providing staff with other strategies to support students during crisis was important. Working with the Social/Emotional Learning department on break areas and chill corners was crucial for bridging the tier one classroom management strategies with the PD. Ukeru allowed staff members to take another step forward by addressing the trauma-informed care strategies with the crisis prevention strategies. Students are being allowed to use their coping strategies increasing their self determination.

These professional learnings stressed that special education is a service, not a location and that IEPs needed to align with grade level standards, knowing that the standards are the journey, not the destination. The professional development supported in these areas to reconceptualize the ways we support students rooted in helping to provide scaffolds and supports, but reinforcing that the classroom teachers were the primary vehicles for instruction. Evergreen made sure to explicitly address that students belong with their peers. All students are general education students and these students might receive special education services, but again, the location for this needs to be general education. In order to really make sure educators understood the impact, both showing the change in student data, but also how we can engage in data-informed decision making was empowering for Evergreen's teachers, which helped educators communicate about and show growth to parents and students.

Evergreen invests heavily in our staff members using the resources we have at our disposal to create and innovate. Some of the best ideas came from staff members making observations about barriers to the work we are doing and trying to think of creative ways to remove/reduce those barriers. When Evergreen shifted from silos, staff needed support in working with other adults through collaboration and consultation. Having an instructional coach who had been a co-teacher was helpful in presenting a model for collaboration between co-teachers. Special Services administrators also were co-teachers and program developers who could consult with individual teams or educators to coach them on taking the next steps with inclusive practices. Oftentimes the conversations involve identification of a barrier and brainstorming ways to remove/reduce barriers. Some of the materials needed to address the barriers included:

- Setting up a digital sign in system at the Academic Resource Center to collect data and make analyzing data easier

- Use of Personalized Learning Profiles to address each student's current needs and help others learn about the student
- Use of Digital Binders to communicate teacher schedules, activities, and assessments with all who needed that information
- Ongoing coaching for targeted teams on collaboration practices for planning instruction together
- Encouraging staff members to lead professional development at the building level on tier 1 accommodations (i.e. speech-to-text, text-to-speech, graphic organizers, etc.)
- Coaching teams to use Homeroom for analyzing data from assessments and discipline
- Use of different consultancy protocols to work with school teams through challenging conversations about supporting students helped schools find new ways to address student needs
- Celebrating good practices around the district and highlighting evidence-based practices in the monthly updates, website, and PD were great ways to continue the communication from Special Services about expectations

Meeting as a Building Assessment Team or a department to discuss a new resource or updated process was helpful. Following up on these conversations in monthly updates and job alike meetings helped staff apply and evaluate the work we were doing to support all of our work with students. Monthly updates gave Special Services a way to keep the conversation going than the five times a year the department gets together for professional development. Special Services also put together a website with great resources and tools for staff; including a handbook.

To assess progress, we started our focus on on-time graduation. Who was graduating and why were some students not graduating? From there we were able to target some different measures to better support students. Our noticings included:

- Attendance
- Classes failed
- Assessment data
- Discipline records
- Certain subjects that had higher rates of failure
- Pockets of the community that had higher BAG (behavior, attendance, grades) data
- At risk factors in middle school and elementary
- Disproportionality data
- Engagement data from post-secondary surveys

Evergreen used Homeroom time to engage in data analysis. Staff and admin were trained in using Homeroom. Staff were also trained in iReady for our ongoing assessments of student learning. Students were put into tiers at the high school level based on their credits (i.e. red for severely credit deficient, yellow for 0.5-2 credits deficient, and green for no credit deficiency). Plans were implemented to target students who were in the yellow and red tiers. Restorative practices and trauma-informed care was implemented to support attendance, discipline, and grade data. In some cases, schools partnered with apartment complexes where students with higher BAG data lived in order to bridge the school to community connection for these families. Free after school tutoring was offered at certain times of the year to support student learning. School teams worked with district office administrators to address disproportionality. Book study and a consultancy protocol was utilized to address disproportionality at a few buildings. Career and college readiness planning shifted to using one program across all schools to support student forecasting, high school and beyond planning, and more. This program, and analyzing data from CTE classes, led to co-teaching in CTE classes. Expansion of the transition services at the high school was a result of the post-secondary engagement data. More worksite learning opportunities, class offerings to prepare students for engagement beyond high school, and stronger connections to community organizations/agencies/colleges increased the engagement rate in following years.

Some of Evergreen's most compelling data came from having conversations with students; especially those who lived in the apartment complexes where students had higher BAG data than other pockets of the community. Getting to know the students and having champions for them has been helpful. Ensuring that all students are connected to the school as a community is crucial to longer success for both the individual and the community. Champions for each student can show up in so many ways. Natural champions came from the activities the students were already engaged with (i.e. theater, sports, special education services, afterschool programs, etc.). Other champions needed to be structured. Evergreen High School created a mentor program that connected willing staff members to students who were in the yellow and red tiers and needed someone from the school who was a positive influence. The mentors were asked to make meaningful contact with the students at least once a week, even if it was a 2 minute conversation in the hallway. Students shared that having someone looking out for our best interests was helpful for being seen as part of the community.

To address the district's BHAG about 100% on time graduation, each school crafted a school improvement plan and an action plan for the special education strategic plan. Some buildings crafted our action plan for each specialized program and some buildings crafted one for all programs. Each building needed to figure out co-teaching assignments. Co-planning didn't happen naturally. In later years, this became a priority for scheduling each school year. Twenty hours of release or extra time for co-teachers was included in the CBA to support co-teachers who did not have the same prep time.

Special Education Program Coordinators met with each building monthly at department meetings, and with building admin each month to discuss the action plan and what work was being done with the school improvement plan to include students with disabilities.

District professional development for the specialized programs was occurring monthly in 2010 in Job Alike Meetings. With the strategic plan, the job-alike meetings were reduced to four times each school year so that special educators could participate in the building level professional development, PLCs, and staff meetings.

Professional development from special education focused on unpacking standards for IEP goals, measurable annual goals, co-teaching, paraeducator support, Universal Design for Learning, digital binders, and personalized learning plans. Book studies and co-teaching visits supported the learning of co-teachers.

Addressing support materials to increase student access to core curriculum came in the way of digital learning tools and programs. Speech-to-text, text-to-speech software, online reading programs, visual learning tools, and IEP writing software were different tools that supported special educators with helping students access the core curriculum.

Partnerships with different departments also broke down silos around the district. Special Services partnered with Social/Emotional Learning, ELL, CTE, Federal Programs, Teaching and Learning, and IT departments in order to support access for all students.

Enhancing Transition Services in the high schools increased student engagement in post-secondary goals (i.e. employment, training/education, and independent living). Improving communication connections with employment organizations, agencies who support adults with disabilities, colleges, and employers led to increased access for students to our community.

EVERGREEN HIGH SCHOOL'S JOURNEY

YEAR 1

Year one was a focus on adjusting the classes so there were fewer specialized classes, shifting our focus to students receiving special education services in general education classrooms. In order to build a collaborative culture between special education and general education, we started creating co-taught classes. This wasn't constructed overnight. One school piloted the experience of co-teaching for a year. Videos of teacher and student feedback were collected. From those videos came a vision and purpose of needing to shift special education services to the general education classrooms. Affinity groups with various stakeholders led to over 5,000 pieces of input for district administration to piece together and craft a strategic plan to outline necessary actions that would support inclusive practices. Removing supplanted classes from high school course catalogs forced services for students with IEPs to be held in the general education classroom. Using the videos from the co-teaching pilot in professional development supported the shift for each school to move toward co-teaching. Scheduling of students in the general education classes where the co-teaching was happening aligned the vision with practice.

Barriers we faced included having teachers work within subjects that were new to them. For instance, if a teacher was used to teaching pre Algebra skills in preparation for a student to enter Algebra, and the teacher was assigned either 11th grade English (not a math class), or Geometry (higher level math class than we had previously taught) then the teacher would need time to engage with the content in order to plan lessons, assess student learning, and collaborate with a co-teacher. We learned that teachers needed permission to take a year to learn a new subject, build a relationship with our co-teacher, be present in the classroom in our own ways, find their voice in the classroom, and not be discouraged if they weren't leading the teaching the majority of the time.

Another barrier was the co-teaching relationships. Some worked, and some definitely did not work. Reasons for working or not working involved teachers who could be vulnerable in exposing their teaching beliefs around grading, classroom management, behavior expectations, lesson planning, assessment design, and more. We found out later that it takes 2-3 years for teachers to get beyond the

general flow of the classroom and dive deeper into teaching beliefs, understanding each other's lesson design/classroom management/grading practices/behavior expectations/assessment design, and pacing for working with each other in the classroom. Good relationships led to student success because we had a shared vision, and offered each other different perspectives and experiences. For those relationships that didn't work, teams chose to move off of that general education teacher, switch out the special education teacher with that general education teacher, or adjust which subjects were co-taught. No one school has all the answers. So many factors go into a co-teaching relationship that positively affects student learning. Being responsive to student needs is the way to prioritize teaching assignments. That means looking at data to make teaching adjustments each year is important.

When special education teachers co-taught a subject that they were passionate about, sometimes that shifted their identity from special education teacher (provider of SDI and IEP case manager) to (fill in the subject) teacher. In these cases, teachers who were once special education teachers sought out positions as general education teachers. Often the response as to why led to "less paperwork". The reality does include less ownership of "paperwork" aspects of a special education teacher's responsibilities. A passion for what they were teaching and a shift in their identity as an educator was also a valid reason. With these shifts, the idea of expanding on the assets across a school building for those educators who could differentiate instruction, provide specially designed instruction, and work with students who had a variety of needs became a focus. Co-teaching relationships paired with the responsive data of student needs allowed for school teams to target specific teachers and subjects to build capacity by seeing the co-teaching experience as job-embedded professional development. Over time, general education teachers who accepted the professional development provided by the special education teacher, would develop their own skills to work with a diverse population. When the special education teacher would be assigned to another teacher and/or subject area, then the previous teacher would most likely still have a number of students with IEPs in their own classroom to work with. These teachers are valuable assets and part of the larger network of service providers for students with IEPs because of their abilities to meet the needs of our individual education plans.

YEAR 2

As services for students with IEPs were being delivered in the general education classroom, one observation that occurred over and over again was the scheduling of support for students in those classes. Even though the class structures of math and English were getting stronger through co-teaching partnerships, the use of paraeducators and other support providers were still siloed. A general education teacher could have multiple adults in their classroom on any given day and class period. The adults could be paraeducators assigned to the class because 1-5 students on an IEP case manager's caseload was scheduled in that classroom. Each of those paraeducators might ask the general education teacher the same questions. What are we working on today? When is the next test? Can I have a copy of the notes/test/assignment?

For general education teachers to respond to multiple people with the same information, and have to manage having another adult(s) in their classroom created larger systemic issues. A vision shared by special education teachers and building administration led to creation of an Academic Resource Center at Evergreen High School. This center centralized all resources related to supporting students with IEPs and 504s to one location. From that location, each staff member would be assigned their daily assignment. We might even be assigned a general education teacher, or two, to connect with in order to get information on that teacher's schedule of activities. Each paraeducator, co-teacher, and other providers were tasked to bring the information from the general education teacher(s) back to the center to share with all IEP case managers.

The Academic Resource Center was based on college tutoring centers. Not only would the center centralize resources for providing services to students on IEPs and accommodations for students on 504s, it would also be a location where students could get information and support with classes and classwork. Starting with 11th grade, students from any class would be able to ask to go to the Academic Resource Center to get support when students and the teacher in the class were not available to do so. Students who were absent could go to the center to get copies of missed assignments, retake tests, get copies of notes, and more.

Students with IEPs who needed direct instruction in addition to the instruction and services we were receiving in class, could be assigned to the center for a class period to focus on study skills and additional front loading and review of materials from other classes.

One barrier that was noticed immediately was a need for support with advanced math classes. Finding students who were strong in those subjects, and willing to be a peer tutor, was helpful to have assigned tutors in the center to respond to student needs when staff members couldn't.

Having paraeducators in the general education classes meant we needed training on classroom expectations, responsibilities to all students in the classrooms, responsibilities for providing special education services, and data collection expectations. Through the center, paras were able to receive this training regularly from special education teachers, assistive technology coaches, instructional coaches, and administrators. Building the capacity of the paraeducators showed investment in these staff members. With Evergreen High School storing tests and assignments online that had modifications in the academic resource center, teachers were able to access them when certain activities came up in their classes. Further, paraeducators who had the skills to create modified materials were provided with time in their schedules to make those modifications. The binders of information from the general education teachers paired with the modified materials extended our benefit from just supporting 11th grade to supporting all grade levels and students.

The Academic Resource Center tracked which students came to the center, and for what reasons through a digital system. Data from the sign in system allowed for expansion beyond 11th grade in future years. A second center was created at Evergreen to meet the needs of students on separate ends of the school. The physical binders of information from the classes moved to being digital through Google Drive. When this shift occurred, paraeducators were provided computers to put in notes regarding classroom activities in the digital binders. Having instant access to notes and materials from general education classes allowed students to be supported when they needed it.

As schools shifted to 1:1 devices in future years, the digital binder met student needs without having students leave the classroom to go to a center. This led to the dismantling of the Academic Resource Center. Instead, Evergreen moved to a Student Success Academy. In the academy, classified staff members (one for each grade level) were able to respond to students who needed support by connecting to the digital binders. The center and academy positively impacted all students, whether we had an IEP, 504, or not.

Staff members who now floated between assignments and student needs daily, needed a way to know the students they were assigned to work with, check in with, or keep track of. Personalized Learning Profiles became the tool that allowed for staff members to know about the students without interrupting student learning. IEP case managers, general education teachers, counselors, paraeducators, and other staff members were provided access to student PLPs to read what the student's interests, post-secondary aspirations were, classes, accommodations, services, and tips for working with them. They could also include our own information about the student on the PLPs. Each student's PLP had a running notes section for staff members to input important information about the student's engagement, interests, and behavior into the document for others to see. This allowed for cross collaboration and communication without having to physically meet as a student success team. Team members could intervene with a student who was struggling faster than before. Members could also give the student leeway/support when he/she needed a break because of information a staff member learned earlier in the day or week.

As the center became a success with Evergreen, other high schools in the district began to visit, learn about our systems, and work on building their own systems to support students. Each of the high schools created their own versions of the centers in different ways so we could respond to student needs within our own schools.

Building and district leadership shared our findings from the center at state and national conferences, leading to several visits from schools in the state of Washington and out of the state. Schools consulted with Evergreen on our practices for supporting students. Some schools shared their creations with Evergreen, often seeing similar success. In fact, at least one of the schools in the IPP demo sites with UW Haring Center implemented practices learned from Evergreen to increase student success and inclusive practices within our building. Evergreen's work increased capacity within the school and expanded to informing sustainable practices in the district and other Washington state schools.

When the academic resource center was dismantled, and the academy was implemented at Evergreen, the shift from supporting students and staff with access to information from classes within the building moved to a focus on 9th grade success. Using behavior, attendance, and grade data, students who entered 9th grade with a need to have infinite chances at learning how to be a high schooler paired with limited transitions in our school day, led to having block classes. At first, the block classes involved having cohorts of students travel together for half of their school day to three classes. In these classes, a special education teacher and an interventionist would be included to assist students in accessing the classes and teaching students 21st Century Skills. Students who demonstrated proficiency in the 21st Century Skills received additional credit to the credit they earned in the three block classes on their schedule. Evergreen's focus was on assuming that all students needed to learn self-determination skills in order to be a successful high schooler in later years. The effort is paying off. Even with half to two-thirds of the 9th grade class needing the block classes, students who were able to pass 5-6 of our classes in 9th grade year, were able to continue to demonstrate the 21st Century Skills and self-determination skills in the later years in high school. This is resulting in fewer students failing classes. Now Evergreen is working with the Center for High School Success to focus on impacting Latino/a/x students, Pacific Islanders, and other student populations that are increasing at Evergreen. Block classes don't include a special education teacher anymore. Students who need additional support are paired with the other resources in the school.

SHARING OUR JOURNEY THROUGH STORYTELLING

Evergreen High School was already hosting visitors from around the state and the US. We had been asked to present at the Urban Collaborative and were becoming more accustomed to hosting presentations and visits from schools who were looking to improve their inclusionary practices (Urban Collaborative Presentation from 2017).

A previous superintendent shared a vision for the district through a BHAG (Big, Hairy Audacious Goal). The goal was to have ZERO drop outs. In building and maintaining a coalition toward this goal in the district, the Special Services department received feedback from over 5,000 stakeholders on what was important for special education in addressing the district's vision. Special Services created a strategic plan about ACCESS:

All students receiving special education services improve their learning and achievement.

Core Beliefs guide our decision-making.

Clear and consistent communication exists between all stakeholders.

Effective and efficient use of resources is prioritized and focused on student achievement.

Special and general education staff provide collaborative instruction to students in our least restrictive environment.

School specific, annual plans address the comprehensive needs of all students and the staff who serve them.

CORE BELIEFS

Evergreen High School educators share responsibility to provide every student access to the core curriculum with high quality, rigorous, individualized instruction.

All students receiving special education services are general education students who are provided service in compliance with the intent of IDEA 2004:

- Students receive collaborative instruction in the least restrictive environment.
- Students have opportunities for specific specially designed instruction to close the achievement gap for each student as part of each school's annual plan.
- Teams receive collaborative professional development in order to deliver high quality, rigorous, individualized instruction.
- Teams develop and demonstrate practices that embrace the diversity brought to the classroom by each student.

Each building in the district was asked how they would address the Special Education Strategic Plan. From there, Evergreen High School staff created a way to centralize all special education resources to ensure the vision was supported through practice. The Academic Resource Center was established to remove silos that existed within the building and foster a collaborative system. All students in the building, both students who received special education services and those who did not, could get a pass at any time to go to the Academic Resource Center to work on missing assignments or get support on current assignments. The Center would have access to materials from as many classes as possible to support student needs. This responsive approach to supporting students involved:

- Having all paraeducators assigned throughout the building from one location.
- Assigning paraeducators to support classrooms based on our individual strengths and student needs.
- Training paraeducators on student plans.
- Meeting with paraeducators weekly to discuss evidence-based practices and analyze data.
- Provide some paraeducators time to modify assignments and activities for classrooms.
- Utilizing students as tutors for other students who needed support in classes that paraeducators and/or special education teachers couldn't already provide.
- Assigning paraeducators to teachers in a manner that reduced the amount of contact needed for a general educator to provide a schedule of classroom assignments/assessments/activities, and materials associated with the class.
- Gathering information from all general educators and making accessible for students and staff to support the work in the general education classrooms.

As data showed that students from all grade levels sought out support from the Academic Resource Center, and more students began passing classes at a higher rate than in previous years, the Center became a hub for providing professional development to other buildings within the district.

What began as a way to support professional development within our district by having other high schools build a similar model of an academic resource center from Evergreen High School, spread to more districts in the state, area, and other states due to sharing the journey at WASDA Special Education Conference and the Urban Collaborative Conference.

Three main points drove interest from the other districts who visited Evergreen: 1. Increase in inclusive practices for all students; especially students with disabilities 2. Increase collaboration between special educators and general educators to support student learning 3. Braided funding to support access for all students (some years, the special education teacher who was leading the Academic Resource Center had a partial FTE connected to Basic Education since we were supporting students without IEPs. At some schools, a General Education Teacher was hired to work in the Academic Resource Center.)

Districts who visited left with ideas and ways to adjust and enhance our plans for creating access for all students. Even smaller districts, such as Toppenish and White Salmon, utilized different practices from Evergreen's approach to better support their learners.

In sharing the journey, there was a need to analyze data and outcomes as a result of this work. To collect data to share with others, the Academic Resource Center shifted to a digital sign-in process to collect information on which students from which classes were coming to the center for which reasons. That allowed the center to adapt to student needs. Shifts included:

- Expanding digital folders from different teachers and/or different subject areas
- Expanding modifications for certain classes and assignments/assessments
- Increasing student tutors to support subjects of high need
- Training paras on specific student needs in order to prevent students from needing to go to the Academic Resource Center for information or support
- Shifting from the Academic Resource Center to Block Classes at 9th grade with 21st
- 21st Century Skills embedded with the curriculum to support student executive functioning skills and self-determination skills

- Shifting from the Academic Resource Center to a Student Success Center to support students who were identified through behavior, grade, and attendance data
- Shifting from digital binders to Google Classroom supports and access for collaboration between special educators and general educators

Celebrations of the innovative work in Evergreen came in several forms:

- **Presentations at conferences** (WASDA, CEC, Urban Collaborative, Inclusionary Practices Project with Haring Center and CCTS, etc.). [Link to CEC Presentation](#)
- **Blog articles** on various inclusive practices
- **Podcast interviews** with various educators sharing our journey and experiences with inclusive practices
- **Monthly Update newsletters** to spotlight and highlight amazing work around the district

By celebrating the great practices in the district, the special education administrators have realized the importance of connecting evidence-based practices in all communication from and for the department. Through the Special Services website, new educator meetings, professional development, job alike meetings, monthly newsletters, and more, the special education department has focused on high leverage practices for the past few years. This alignment has begun to build a foundation on having all special educators become strategy specialists. Having each special educator trained in a number of high leverage practices and evidence-based practices that the district has identified (i.e. transition planning, ABA, Orton-Gillingham, SEL, Ukeru, co-teaching, and more), is part of a larger vision of having all schools in Evergreen Public Schools become neighborhood schools. Preparing our educators to work with any student will support work in having all students attend our neighborhood school from kindergarten through 12th grade. This will be a shift for the district, and having a strong belief around what we do for students is crucial for moving forward.

EVERGREEN HIGH SCHOOL'S IMPACT

STUDENT ENGAGEMENT

Over the years, there was a significant increase in students with IEPs attending Career and Technical Education classes. One barrier that needed to be addressed was the compiling of students with IEPs in specific CTE classes (i.e. Financial Literacy, Floral Design, Foods & Nutrition, etc.). Working with schools to analyze student transition plans and address age appropriate transition assessments in meaningful ways that included the student in the planning was helpful for expanding student access in CTE. This increased student LRE for general education access. After getting students in CTE classes relevant to our transition plans, the next step was to address supporting their access when and where needed. Providing job-embedded professional development to CTE teachers on accommodations and modifications for students was helpful with supporting student learning in those classes. Partnering with CTE administrators to address inclusive thinking in all aspects of the CTE courses was helpful. As a result, more students with IEPs participated in dual credit classes, took and passed certification exams, and participated in internships within these courses. Attendance data at the high schools has been pretty consistent year-to-year since 2013.

EDUCATOR'S PROFESSIONAL SKILL DEVELOPMENT/QUALITY OF INSTRUCTION

A big focus on co-teaching led to some teachers seeing themselves as general education teachers (i.e. a math teacher, a science teacher, etc.). Special Education teachers applied for and often changed to general education teachers since we had amazing experiences working in the general education classroom. Some teachers saw themselves as a math teacher more than a special education teacher because of the work we were doing. At Special Services, we partnered with the teachers to make this shift. Having a special educator as a general education teacher was helpful with increasing assets of staff members who can differentiate instruction and support delivery of specially designed instruction in the least restrictive environment.

EDUCATOR COLLABORATION

In 2010, special education teachers were not in PLCs with general education teachers. When each building held department meetings, special education staff went to the special education department meeting. Over the following years, special educators were included in PLCs based on grade level or subject that we were co-teaching in, or supporting. Being part of PLCs and connecting with general educators on planning for student instruction supported the shift of identifying the special educator as a resource to the building and a strategies specialist. Once special educators are seen as resources because our ideas work in planning for instruction in the general education classroom, then we are involved in more conversations with general educators. Students succeed with the universal design approach to lesson delivery.

FAMILY ENGAGEMENT

During initial conversations to create the strategic plan, parents were part of the stakeholder groups that contributed to the vision and beliefs. Partnering with parents became a theme and practice during our work with inclusive practices. This has led to fewer due process disputes and better student outcomes. Staff were trained on how to make data visible and clear for the parents and students. Encouraging teams to have the students present the data has gone a long way at the high school. There is more work to be done at the elementary level and middle school. For Evergreen High School, comprehensive team approaches are helpful for students who are struggling. Crafting actionable plans together supported the work to be done by all team members, including parents. Communication of student progress, strengths, and transition planning was helpful for connecting families to the student's plan for engagement beyond high school. Some families prefer more consistent communication than others. Understanding the preferable mode of communication for each family is also important to making those contacts. Being proactive by inviting families to the school for various events has been helpful for ensuring all families are included in the community. Meeting families where we are at is also important. EHS hosted a luau for families because we heard from students that this was a way to get some of the parents who school staff struggled to get in contact with. The luaus were well attended and some families were able to make a positive connection to the school.

PROFESSIONAL NETWORKING

Special Services administration took the opportunity to present at the WASA/OSPI Special Education Conference. This opened doors for connecting with other schools in the state of Washington who were working on inclusive practices. Hosting several visits from other schools at Evergreen High School's Academic Resource Center was helpful in establishing strong relationships with other districts, and for the EHS team to listen to feedback from the other districts about our practices. When presenting at Urban Collaborative, EHS was able to expand beyond Washington for these connections to other districts. Presentations and resources from these conferences led to use of various digital tools, some systems thinking, and research about the same work. It is fascinating and rewarding to see other districts find success with strategies used at Evergreen High School and to see the reach of EHS beyond its doors. The Executive Director continued to connect with leaders at the state level and participated in a mini Urban Collaborative within the state of Washington. Various district leaders would meet a few times a year to discuss a challenge occurring in one of our districts. The team would brainstorm ways to work through those challenges in our various districts and report back to each other.

CONTINUOUS PLANS FOR IMPROVEMENT: NEXT STEPS

The biggest shift in Evergreen School Districts Journey has just begun. In the 2020-21 school year, several resources were focused on moving our elementary schools to neighborhood schools. For years Evergreen School District has placed students with disabilities who need specialized programming in schools with that area of focus. Thus, removing students from our neighborhood school and community for learning. This level of segregation needed to come to an end. Since 2010, our high schools have been neighborhood schools. We have seen the success of having our high schools be part of our community and include students from our community. Now it is time to bring the rest of the schools along. In previous years, the support structure for Special Services has included:

- Executive Director
- Director
- Secondary Program Coordinator
- Elementary Program Coordinator
- Transition Program Coordinator
- Early Childhood Program Coordinator
- Co-Teaching Instructional Coach
- Assistive Technology Instructional Coach
- Behavior Coach
- 3 BCBA's

To funnel resources into the elementary schools for this shift toward neighborhood schools, the support structure has also changed:

- Senior Director
- Director
- High School and Transition Program Coordinator
- 2 Elementary Program Coordinators
- Middle School Program Coordinator
- Early Childhood Program Coordinator
- Co-Teaching Instructional Coach
- Assistive Technology Instructional Coach
- Universal Design for Learning Instructional Coach
- 3 BCBA's

Professional development for staff has shifted from strategies associated with specialized programs. Now all special educators will become Strategies Specialists. Each special educator will obtain specific training in high leverage and evidence-based practices that will help them work with any student. The name of a special education teacher will change from ALC Teacher (Academic Learning Classroom is an example of one of our specialized programs) to Special Education Teacher. Our focus on strategies to work with any student will support the work of moving toward neighborhood schools.

The work with neighborhood schools is connected to the following four components in which district office and building administrators will partner to address the five principles of neighborhood schools over the next 3-5 years.

INCLUSIVE PRACTICES IN EPS ELEMENTARY SCHOOLS

COMPONENTS	STRATEGIES
1. Neighborhood Schools	<p>Principal Planning Group Establish vision/focus Communication Plan</p> <ul style="list-style-type: none"> • Special Education Staff (3/10/21) • Building Leadership Teams <ul style="list-style-type: none"> – General Staff • Parents/Students <p>Form Job Alike for Special Education staff at NB schools (Established based on feedback from special education staff on 3/10/21)</p> <p>Paraeducator Training</p> <p>Principal planning for next steps toward inclusive schools in alignment with district Equity and Inclusion work.</p>
2. Establishing a foundation for Inclusion of students with disabilities within general education.	<p>General Education teacher directing instruction for all students</p> <p>Building Specific Plans</p> <p>Classroom belonging</p>
3. Instructional Practices	<p>Collaborative Instruction</p> <p>Universal Design for Learning</p> <p>Teaming</p> <p>Inclusive learning communities</p>
4. Support Structures	<p>Inclusive Practices Support Team Specialists to support schools</p> <p>Advisory team Expand to include general education teachers and parent members</p>



Building Foundation and implementing Plan:

www.kotterinc.com/research-and-insights/transformation-in-education/

Principle #1 Building (creating) Capacity

FOCUS AREA	NEEDS
<p>SIP focus — As a staff, understanding where you are.</p> <p>Start with why — connect with equity work. Treating kids as individuals. Figuring out what each kid needs. Focus on belonging — Leadership team, this is coming, what supports, what fears. Practice the listening sessions</p> <p>Tell the stories of what inclusive practices can look</p> <p>Leadership team reading Leading for All</p> <p>Build capacity to facilitate collaborative sessions with teachers and specialists on UDL</p>	

Principle #2 Mindset

FOCUS AREA	NEEDS
<p>Helping teachers see the ‘capacity’ of being able to do this. Student strengths focus</p> <p>NBS model emphasizes lasting ownership over cases/ students (eases this truth. Student first language</p> <p>We can all learn together and grow the expertise to meet the needs of all students.</p> <p>Asking staff- What do you need to make this happen?— PD, other supports</p>	

Principle #3 Communication

FOCUS AREA	NEEDS
<p>Making the statement that we are enrolling all neighborhood students and will offer a continuum of services in our school</p> <p>A system-wide roll out to sped staff and all staff</p> <p>What’s ‘tight’ and what’s ‘loose’.</p> <p>Leadership teams have voice...teams and then school will support what we help create-create an opportunity for them be part of the work</p> <p>Consistent and frequent communication to staff, so we know the work is continuing and won’t be another pendulum shift</p> <p>Be transparent in communication</p>	

Principle #4 Start and get Better

FOCUS AREA	NEEDS
<p>Consistent and frequent communication to staff, focusing on success.</p> <p>Ongoing Professional Learning- Every Gen Ed teacher and Special Education teacher UDL. Special Education teachers collaborative group support monthly.</p> <p>Level of need rubric outline within the CBA</p> <p>Special education staff advisory -problem solving on inclusionary practices</p>	

Principle #5 Teaming

FOCUS AREA	NEEDS
<p>SIT/BAT team roles? Teacher and Para Specialists</p> <p>Examine caseload shift from segregated programs.</p> <p>Determine needs and support required to implement services within general education and special education.</p> <p>Identify how classroom space will be used. How students access all support systems (IEP, LAP, Title I, Language, general education)</p> <p>Review the continuum of supports: <u>District</u> / <u>Public</u></p>	

Each building will develop our own action plan that addresses the five principles. These plans will be the focus of district office and building administrators to ensure staff members get what we need from professional development and time to work and plan together in order to implement actionable steps towards inclusive neighborhood schools.

IN SUMMARY: OUR TAKEAWAYS

Working toward inclusive practices is an ever evolving process. The following factors are necessary to drive forward the work of the team:

1. What does the student data tell us about student needs and growth?
2. How are we using resources available to attend to the needs of our students?
3. How are we leveraging the strengths of staff members to enhance student learning?
4. What professional development or staff development needs support the work?
5. What have we learned about these decisions to help us grow and move forward?

Evergreen's journey is still happening. There are some years where we pause on certain parts of the plan in order to focus on improving other parts. Those pauses are crucial to the long-term success of our systems and sustainability of our practices.

To learn more about Evergreen High School's journey, to view one of their webinars, or learn more about the IPP Demonstration Sites Project, visit ippdemosites.org.

ARTIFACTS AND RESOURCES

[Access in Action Episode 1: What is Access?](#)

[Access in Action Episode 2: Building Equitable Learning Targets](#)

[Access in Action Episode 3: Universal Design and Differentiation](#)

[Access for All Podcast: Tawny Malone, Math Specialist](#)

[Spotlight is On: Hope and Karen, Special Education Teacher from York Elementary](#)

[Access for All Podcast: Nicole, Special Education Teacher from Shahala Middle School](#)

[Access for All Podcast: Goalbook Interviews with Staff](#)

[Spotlight is On: Heritage High School Unified Dance Team](#)

[Access for All Podcast: Silver Star Elementary Team Collaboration](#)

[Physical Education Adapting to Students](#)

[Access for All Podcast: Alyssa, Speech and Language Pathologist from Mill Plain Elementary](#)

[Access for All Podcast: Eric and Joel, Special Education Teachers from Heritage High School](#)

[Access for All Podcast: Kate, Special Education Teacher from Sifton Elementary](#)

[Access for All Podcast: Katie, Special Education Teacher from Covington Middle School](#)

[Access for All Podcast: Mary and Zach, Silver Star Elementary Administrators](#)

[Access for All Podcast: Maria, Special Education Teacher from Frontier Middle School](#)

[Spotlight is On: Michelle, Occupational Therapist from Burton Elementary](#)

[Spotlight is On: Kelsey and Cassandra, School Psychologists](#)

[Access for All Podcast: Denise, Debbie, and Michelle, BCBA's with Evergreen Public Schools](#)

[Access for All Podcast: Darcy, Principal of Emerald Elementary](#)

[Access for All Podcast: Jill and Julie, Hearthwood Elementary](#)

[Presentation from WASA/OSPI Special Education Conference in 2016](#)

[History of Evidence-Based Practices for Evergreen High School](#)

[Presentation from Urban Collaborative Conference 2017](#)

[Academic Resource Center at Evergreen High School](#)

[Blog Article about Inclusive Practices at Crestline Elementary](#)

[Blog Article about Data Practices at Fisher's Landing Elementary](#)

[Blog Article about Digital Systems of Communication at Mill Plain Elementary](#)

[Evergreen HS Introductory Webinar, IPP Demonstration Sites Project](#)

[Evergreen HS Deep Dive Webinar, Coplanning, IPP Demonstration Sites Project](#)

[Personal Learning Profiles Example](#)

[Evergreen HS, Coplanning short video clip](#)

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