

Demonstration Sites Project

Virtual Site Visit

Clovis Point Intermediate School



UNIVERSITY *of* WASHINGTON

HARING CENTER
FOR INCLUSIVE EDUCATION





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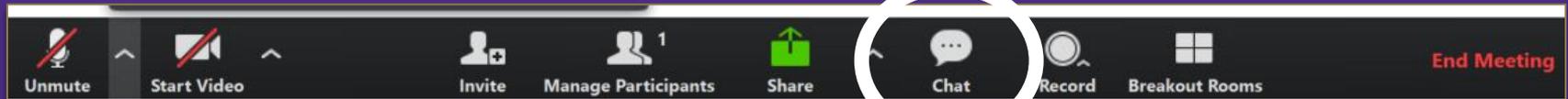
Jessica Flaherty, BCBA
Inclusion Specialist



Monique Worthy, MEd
Inclusion Specialist

Practice the Chat

- > What are you hoping to hear about today? Please put in the chat what impact you hope today's webinar will have on your schools inclusionary practices.

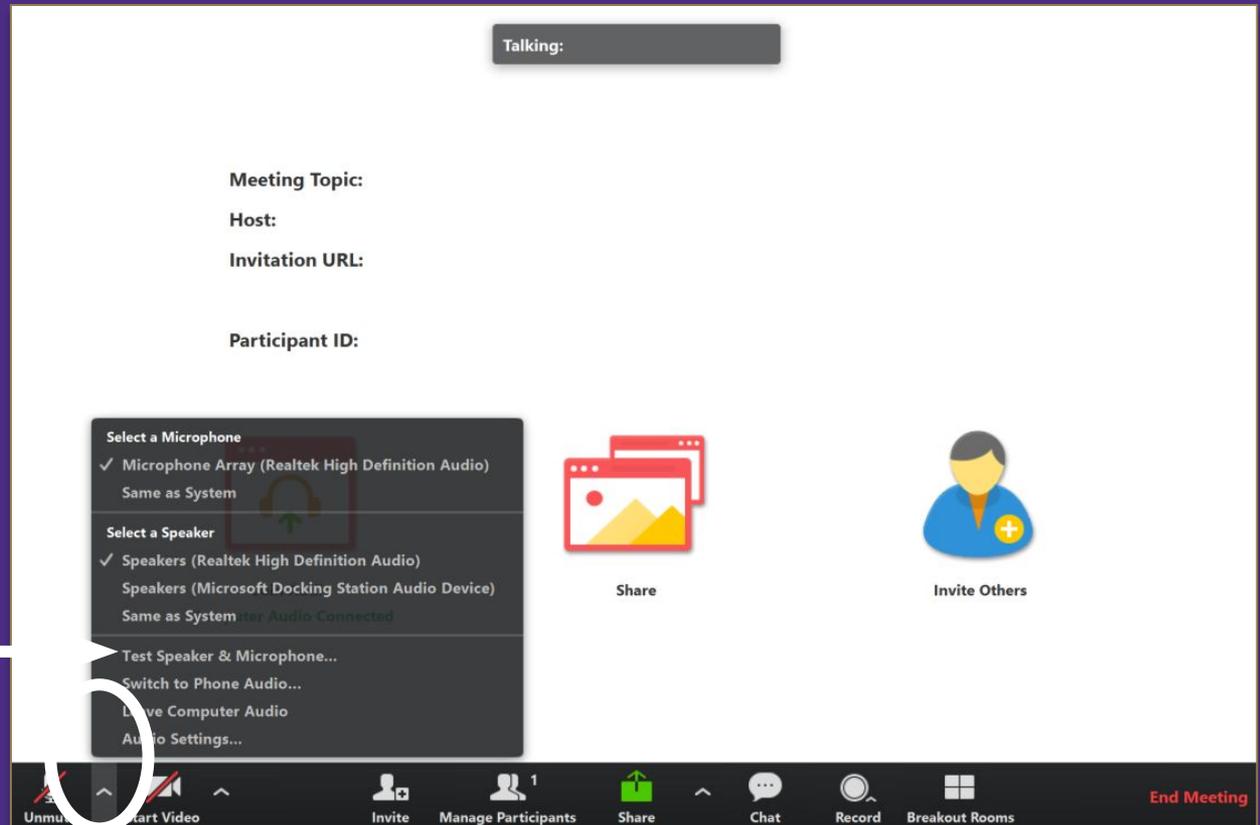


Sound Check

We're going to get started in a few minutes.

Let us know you can hear us in the chat!

Test Audio

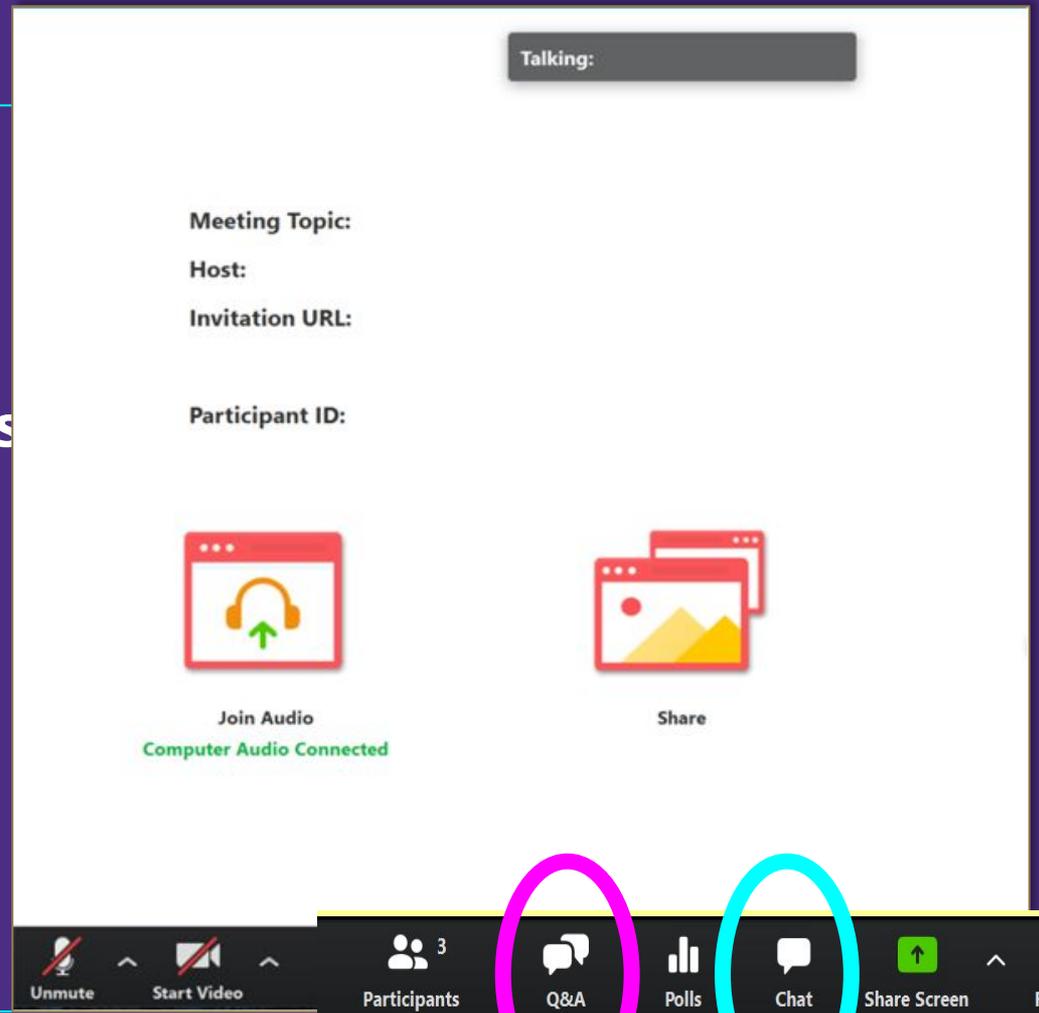


Getting Started

- Connection to Audio
- Sound Check
- Ready to participate
- Webinar Etiquette

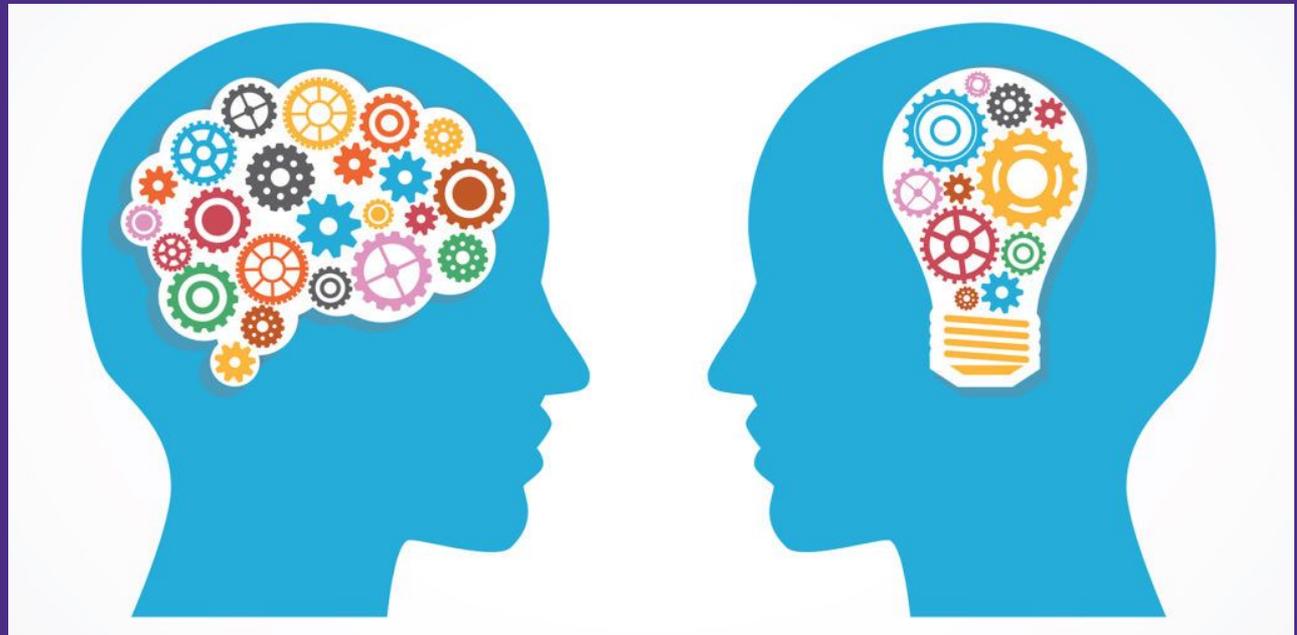
How to participate

- > Share comments and ideas in the Chat panel (send to "All")
- > Ask presenters questions in the Q&A panel
- > Recording will be available at the end of the month.



Webinar Etiquette

- Keep an open mind.
- Be an active participant.





1 Center for Strengthening the Teaching Profession (CSTP)
Inclusionary Practices Project Lead

Statewide Professional Development

2

District Leaders:	School Leaders:	Local School Boards:	Educators:	Education Support Personnel:	Families & Students:	Preservice Leaders:	Preservice Educators:
WASA, AESD	AWSP, AESD, CCTS	WASA	AWSP, AESD, CCTS	WEA, CCTS	OSPI	AWSP	OSPI

3 UW Haring Center
Inclusion Facilitation

Inclusionary Demonstration Sites

Inclusion of Students with Significant Cognitive Disabilities (TIES Center)

4 Inclusionary Practices Pilot Sites

180 Schools in 90 Districts, serving over 15,000 students with disabilities!

5 University of Kansas

Research & Supports for Online/Virtual Specially Designed Instruction

Demonstration Sites Project Overview

- > 16 demonstration sites across the state of WA will be selected over the course of the next two years.



- > Demonstration sites will:
 - Serve as model sites for best practices in inclusive education.
 - Showcase implementation of high leverage practices.
 - Invite and host members of the community to see practices in action.
 - Continue to build inclusive culture by refining practices.
 - Increase equitable learning for all students.

Founding Principles

Inclusive education requires a cultural shift in philosophy and practice.

- > The ways we tell our stories can provide a transformational learning experience for other schools, increasing impact and the likelihood that they will implement what they learn.
- > Every school is engaged in effective inclusive practices and supports that can be shared with others.
- > All schools are on a path of continuous improvement.
- > Strong sustainability is promoted through strong partnerships with key stakeholders.
- > Innovative site-based leadership leads to increased effectiveness.



Questions and Polling 1

Who's here?

- Administrator
- Counselor
- Teacher
- Parent
- ESD
- District
- Specialist
- Community Based Organization
- Paraprofessional
- Other



END UW INTRO



Who is presenting today?



Amy Dorey
Principal



Kari Stewart
Special Educator



Rebecca Bush
Teacher



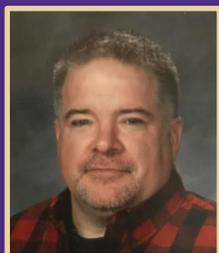
Runelle Davis
Teacher



Matt Davis
School Psychologist



Amy Johnson
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Dustin Johnson
Special Educator



Kessley Grode
Teacher

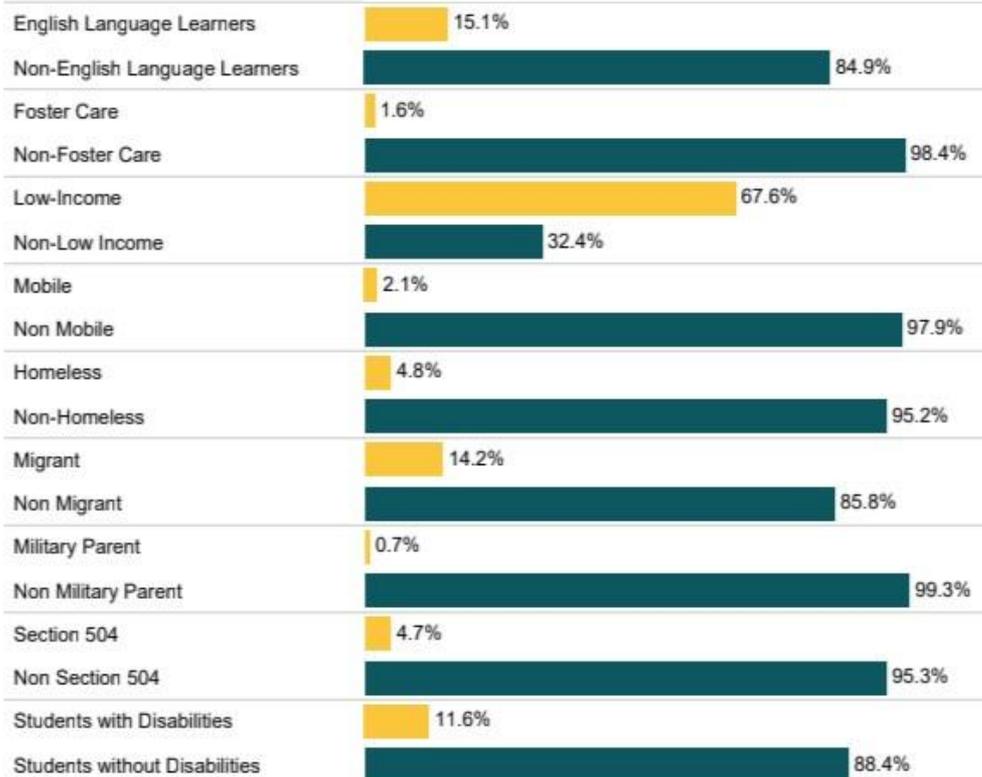


Kristy Barnes
Teacher



Brandi White
Special Educator

Introducing Clovis Point Intermediate East Wenatchee



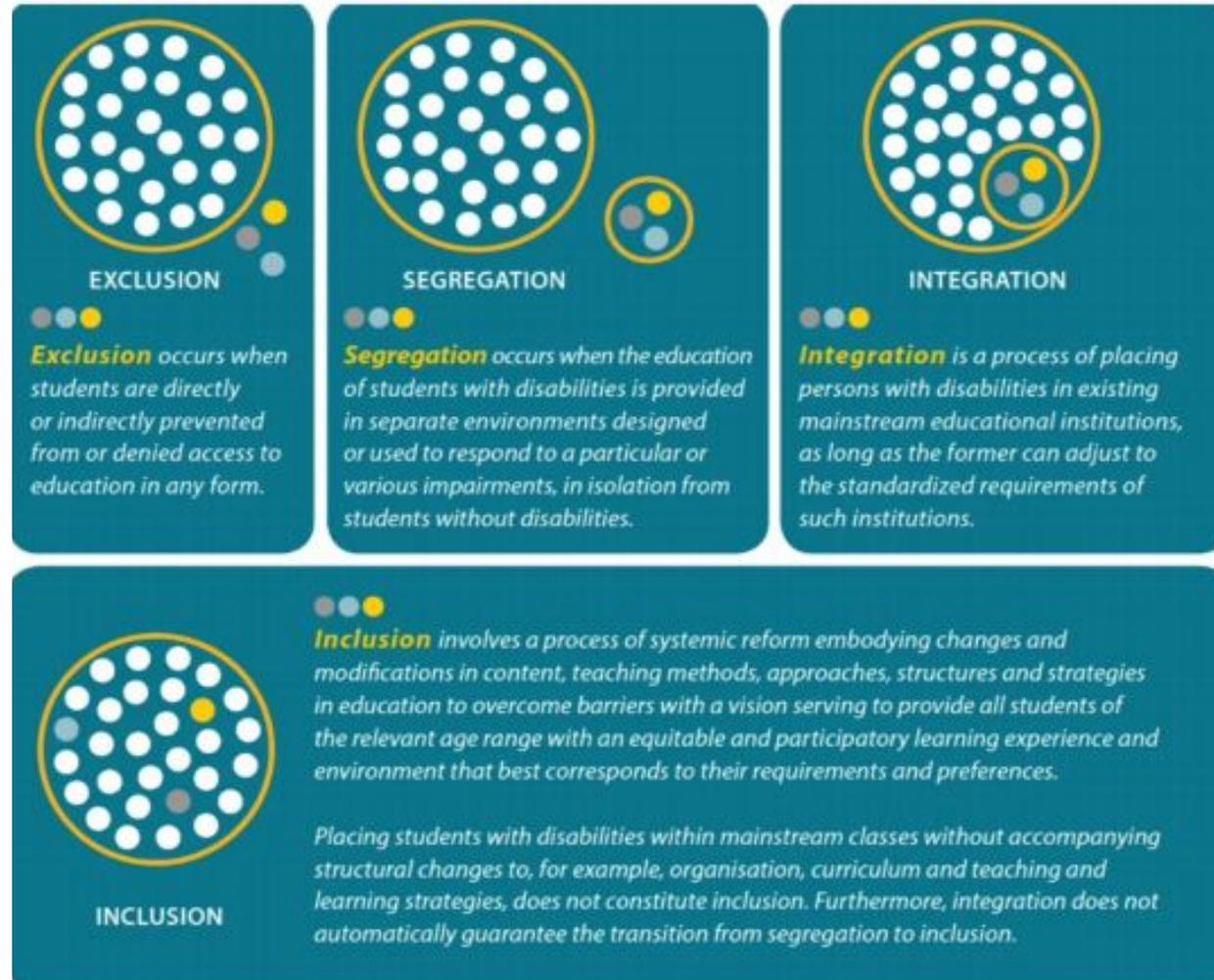
We are Clovis Point



This graphic shows our journey at Clovis Point

This graphic is from the OPSI inclusionary practices handbook draft.

<https://www.k12.wa.us/sites/default/files/public/specialized/inclusion/Inclusionary-Practices-Handbook-DRAFT.pdf>



Our Journey

Before journey: Resource room pull-out

Year 1: One homogeneous co-taught math class of students with and without IEPs. Started using grading rubrics.

Year 2: Six integrated classes co-taught by a general education and special education teacher. Refined grading rubrics and integrated more adaptive technology, including stationary bikes.

Year 3: All students with IEPs are integrated into gen ed classes and assistive technology is being used across the board with all students.



Why we started looking at our inclusionary practices?

- *Need for grade recognition*
- *Need for assistive technology*
- *Need for equal access to education and content*
- *Impacted self-perception of students with IEPs*
- *Needed to do better at meeting the legal requirements of least restrictive environment.*

Highlighting the following Inclusionary Practices

- *Inclusion specialists (was co-teaching/co-planning)*
- *Modified grading*
- *Assistive technology*



Our inclusionary practices:

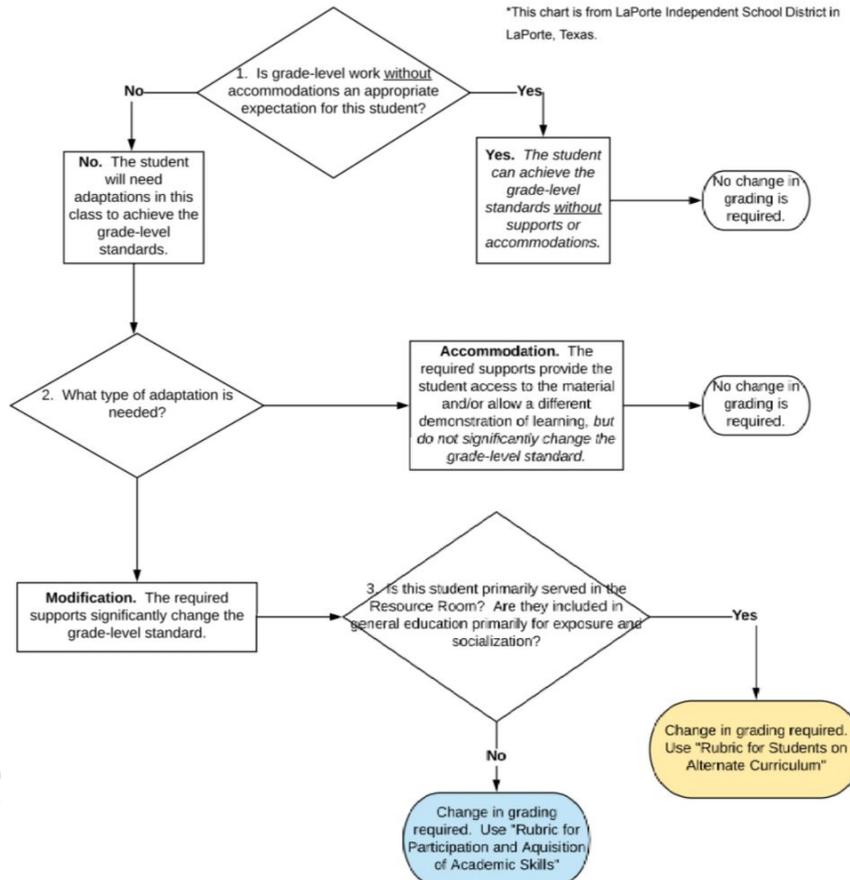
- Grade recognition



Guiding Question: Does this student require modified grading in their general education classes?

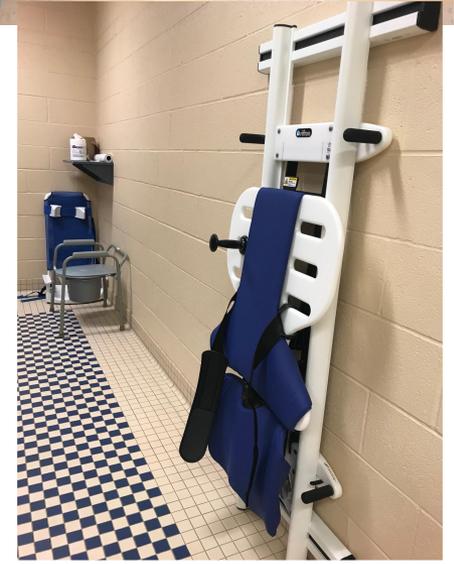
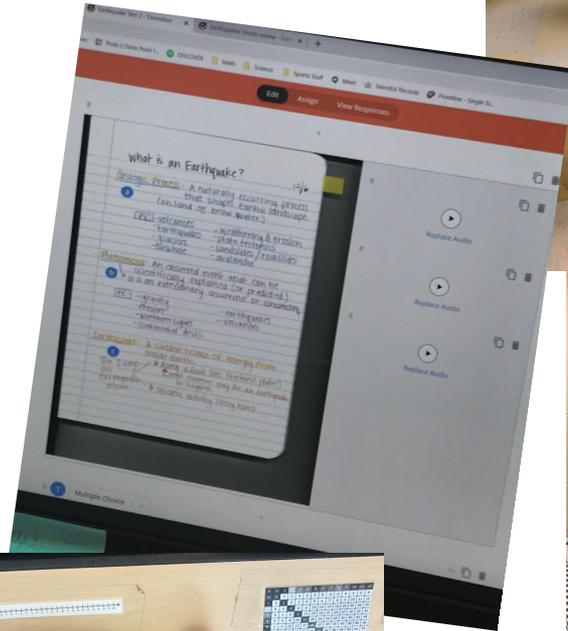
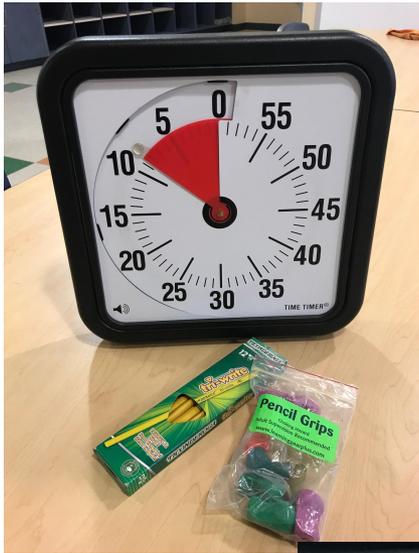
*This chart is from LaPorte Independent School District in LaPorte, Texas.

A+



Our inclusionary practices:

Assistive technology



Our inclusionary practices:

Student services based on student need.



Our inclusionary practices:

Self-perception of students with IEPs



different, “less than”

vs.

struggling...just like
everybody else, part of
the group, a “real kid”



What did we find?

- Expectations and self-perception improved and changed the students' outlook.
- We are talking as a whole staff about what all students need (regardless if they qualify for special education services).
- Assistive technology is helpful to meeting the needs of all students, not just ones with an IEP.



What did we find out about using the rubrics for grading?

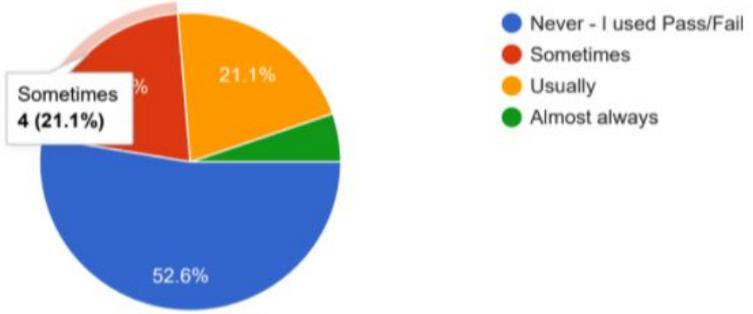
	Criterion	4	3	2	1	0
What are we assessing?		When accommodations and / or modifications have been made, the student . . .				
What level of learning can the student demonstrate?	Content - Learning Concepts / Big Ideas	Demonstrates learning without significant conceptual errors.	Demonstrates learning, but may have minor conceptual errors.	With cues/prompts, demonstrates learning. May have minor conceptual errors.	With help, demonstrates partial understanding. May have significant conceptual errors.	Even with significant help, prompts and cues, student is not able to demonstrate even partial understanding of concept, or refuses to demonstrate learning even in a 1-1 setting.
To what degree is the student completing the tasks given to them?	Content - Task Completion	Completes ALL of individualized task	Completes MOST of individualized task.	Completes LESS THAN HALF of individualized task.	With help, completes less than half of individualized task.	Even with significant prompts and help, student refuses to complete task - either passively or actively.
To what degree is the student producing work that truly represents their best effort? To what degree is the student turning their work in?	Content - Task Quality	Produces best quality classwork <i>and turns work in independently.</i>	Produces high quality classwork. <i>May need minor cues to turn in.</i>	Produces average quality work. Needs multiple cues/prompts to turn in work	With help, produces low quality work. Significant support is needed for student to turn work in (ex: walking student to turn-in bin)	Even with significant help, work is not legible. Throws work away or refuses to turn it in.
To what degree is the student using tools (including assistive technology) that will help them access content or demonstrate learning?	Self-Advocacy	<i>Without adult prompting, student takes initiative and responsibility to use supportive tools independently (Multiplication device, headphones, fidget, etc)</i>	Student <i>consistently and willingly</i> retrieves and uses supportive tools independently. <i>May need minor cues.</i>	With multiple adult prompts/help, student uses supportive tools.	With help, student will <i>reluctantly</i> use supportive tools, but requires significant prompting and support to do so. <i>May argue or complain about using tools.</i>	Despite a private location and multiple opportunities, student <i>refuses</i> to use supportive tools.
To what degree is the student taking responsibility for their own learning?	Independence	<i>Without adult prompting, student begins and perseveres in all given tasks. Asks peers and teachers questions when help is needed. Fully engages in group task.</i>	With <i>minor</i> adult prompting, student begins and perseveres in all given tasks. Asks peers and teachers when help is needed. Engages with group task.	Student <i>waits for adult prompting</i> to begin task. Limited engagement in group task	Student needs significant prompting to begin and continue task. Does not ask for help unless questioned directly. Observes, but doesn't engage with group task.	Even with multiple prompts and 1-1 support, student does not begin or persevere on tasks, or may refuse help when offered. May refuse to engage with group task.



Staff use of the rubrics was tracked

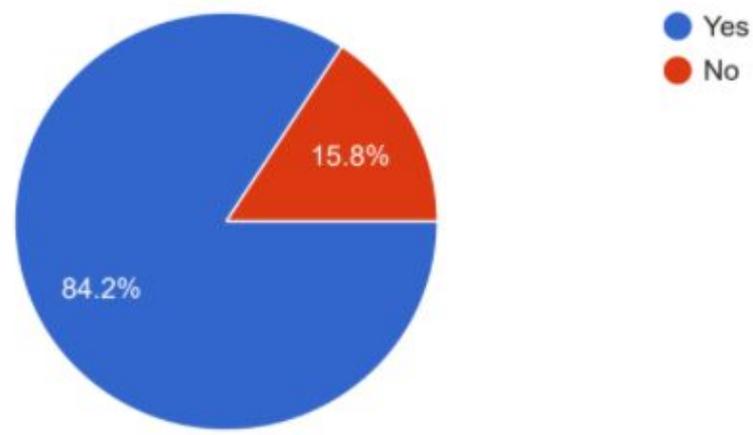
LAST YEAR, how often did you use a common grading tool - like the modified rubrics - to provide letter grades for your special education students?

19 responses



THIS YEAR, I have used one of the modified grading rubrics with at least one of my students.

19 responses



Developing our multiyear vision and plan

- We will be moving next year to K-6 so the focus will be to welcome new staff and build a unified culture within one building.
- Create an inclusive environment with a spectrum of services (not siloed programs).
- All students are not just physically placed in gen ed classes, but truly belong and feel a part of the classroom community.
- Gather student and teacher feedback by observing and surveying.

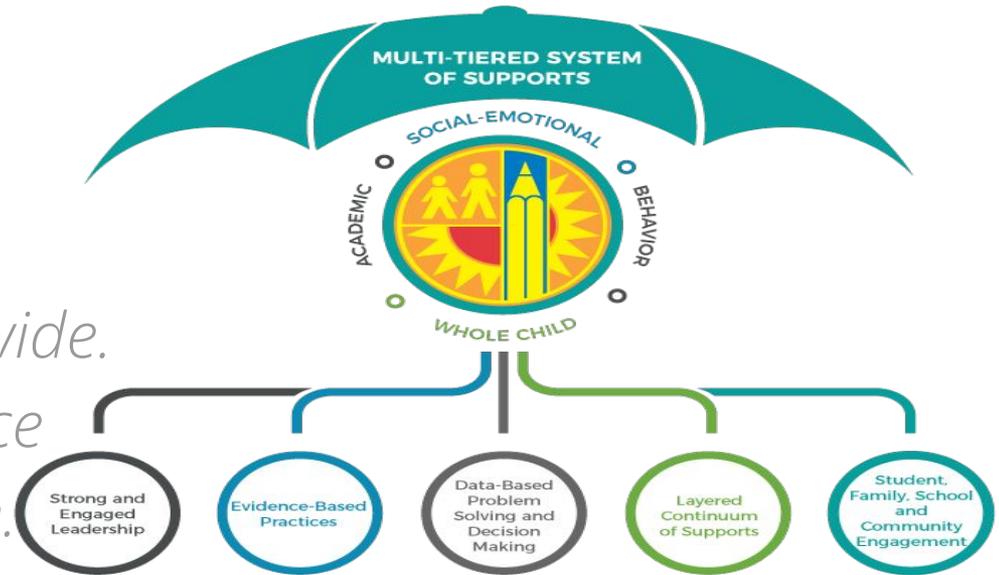


Laying the groundwork

- *PBIS was adopted district wide. Systems were solidly in place in our building on year one.*

(included Coyote cash, check-in/check out, and SWIS behavior tracking data collected)

- *RTI was a part of the schedule 4 days a week starting at the beginning of our journey.*
- *SEL was being taught in small groups one day a week using district wide adopted curriculum starting in year one.*
- *Parent and community involvement (coyote closet, parent square, bilingual night)*
- *District has adopted the MTSS model that we fully implement at Clovis Point.*



Our high leverage moves

- Moved to a co-teacher model that is still evolving.
- Added a SPED teacher to staff.
- Provided the rubrics to teachers as a tool to create equity in grading.
- Purchased adaptive technology
- Provided all teachers access to professional development on UDL.



Building capacity

- PLCs (essential standards)
- Common planning time
- SPED teacher schedule that supports inclusion.
- Adequate number of staff members

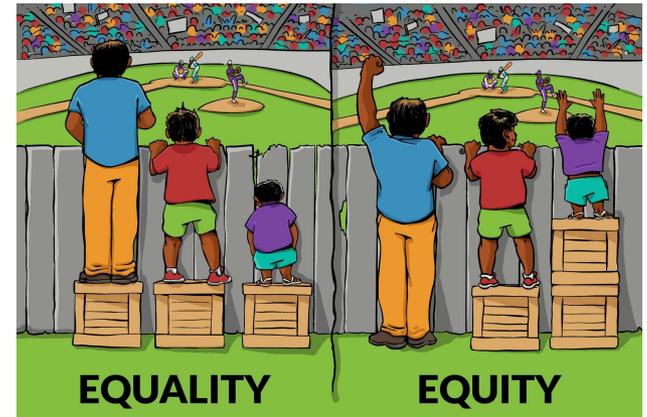


What we learned along the way

When teachers were given the tools they

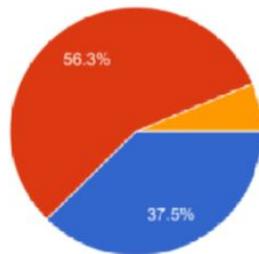
needed 2 things happened:

1. They appreciated having them.
2. Students had increased equity.



I appreciated having the SpEd modified grading rubric as a guide to help me assign meaningful grades to students on IEPs.

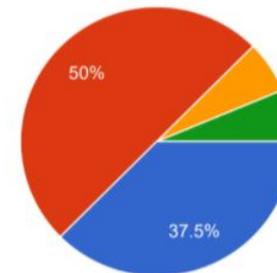
16 responses



● Strongly Agree
● Agree
● Disagree
● Strongly Disagree

The SpEd modified grading rubric helped me provide grading equity (not equality) to my students on IEPs.

16 responses



● Strongly Agree
● Agree
● Disagree
● Strongly Disagree

Takeaways

- *Our model has evolved, and continues to evolve, to become more and more inclusive. Understanding and seeing the perspective of education through the comments of our students has been very eye opening and reflective of our practice. There isn't a "right way" to be inclusive, rather there should be a continuum of services so that we can be responsive to each individual situation.*

Maslow's Hierarchy of School Needs



Kristy's Experience and the Lasting Impact

Curious, kind, energetic,
helpful, people pleaser

Single parent home with
two siblings

Low income

IEP





Feeling different
Alone
Just wanting to belong and fit in



Feeling angry
Lacking attention
“Why am I different?”



Feelings of Hopelessness and despair
Negative self-image
Believing it will never change



Continuous Path of Improvement

- *Professional development*
- *Collaboration*
- *Use feedback from surveys*
- *Use student performance data both in academics and SEL to improve and fine tune what supports students will need to be successful.*
- *Continue to build a MTSS referral process.*



Resources/Artifacts

Modified Grading Flowchart and Rubrics

https://drive.google.com/drive/folders/1Zv8z4RBmVQ4_kDaynk2nFBFkbn00J4R4

https://drive.google.com/drive/folders/1Zv8z4RBmVQ4_kDaynk2nFBFkbn00J4R4

<https://drive.google.com/drive/folders/1ATSZCGLeQEtIERCCHzVU7r90ghsFs8Eu>

PBIS resources

Schoolwide PBIS plan: Coyote Code

PBIS common classroom planning tool



BEGIN UW WRAP UP



Questions: *Please share your answers in the CHAT box.*

- 1. What are the systems, culture, and/or leadership practices you heard about today that support inclusive schools?**
- 2. From what you learned today, what are some initial steps you can take and apply in your building?**



Who is presenting today?



Amy Dorey
Principal



Kari Stewart
Special Educator



Rebecca Bush
Teacher



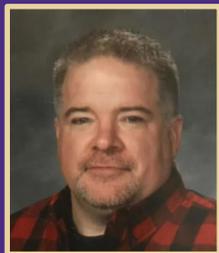
Runelle Davis
Teacher



Matt Davis
School Psychologist



Amy Johnson
Teacher



Dustin Johnson
Special Educator



Kessley Grode
Teacher



Kristy Barnes
Teacher



Brandi White
Special Educator

To learn more about the Demonstration Sites Project

> Please visit:

ippdemosites.org

<https://www.k12.wa.us/policy-funding/special-education-funding-and-finance/inclusionary-practices-professional-development-project>

> Or email, uwdemosites@uw.edu



W In ONE word, what are the systems, culture, and/or leadership practices you heard about today that support inclusive schools?

inspirational
commitment
innovative
unity
support
dedication
dignity
positive
supportive
brave
collaboration
vulnerability
awesome

Evaluation and Clock Hours

Google Form

<https://docs.google.com/forms/d/e/1FAIpQLSesVxE0vW2HiMjW63w1dHnEkOmHa7g3wLfPPf-Ywmw1y8m40Q/viewform>

A link to this evaluation form has been emailed to all participants.

Clock Hour Forms have been emailed to all participants.



Thanks to our partners



OSPI

