

# Demonstration Sites Project

## Virtual Site Visit

*Edwin Pratt Early Learning Center*

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UNIVERSITY *of* WASHINGTON

HARING CENTER  
FOR INCLUSIVE EDUCATION





Cassie Martin, PhD  
UW Haring Center  
Inclusion Specialist  
LEAD Demo Sites Project



Ilene Schwartz, PhD,  
BCBA-D  
Director UW Haring  
Center



Katy Bateman, PhD,  
BCBA-D  
UW Haring Center  
Inclusion Specialist



RinaMarie Leon-Guerrero,  
PhD, BCBA-D  
UW Haring Center  
Inclusion Specialist



Jill Locke, PhD  
UW Research  
Assistant Professor  
Implementation Scientist  
Speech & Hearing



Molly Lyman  
UW Haring Center  
Program Coordinator



Naomi Fair, MEd  
Inclusion Specialist



Christina Nowak, MEd  
Inclusion Specialist



Jessica Flaherty, BCBA  
Inclusion Specialist



Monique Worthy, MEd  
Inclusion Specialist

# Getting Started

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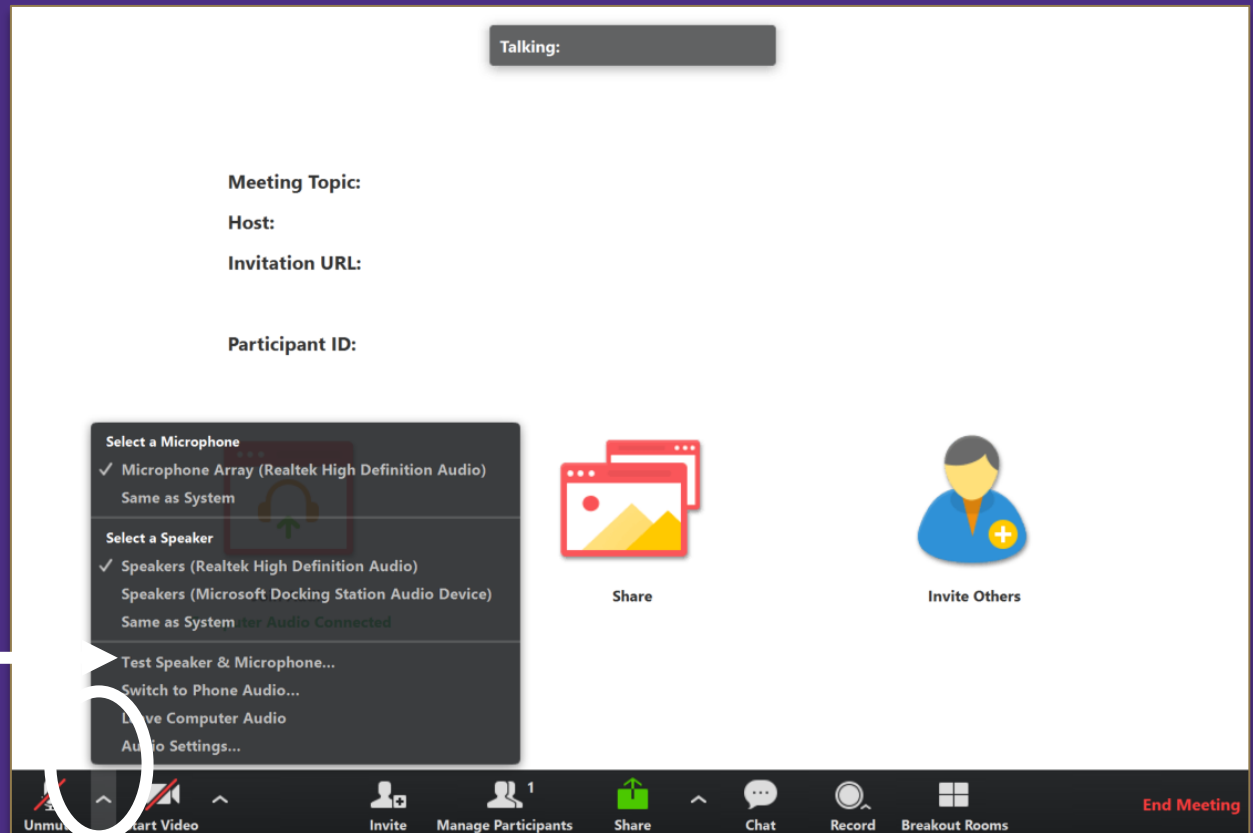
- **Connection to Audio**
- **Sound Check**
- **Ready to participate**
- **Webinar Etiquette**

# Sound Check

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

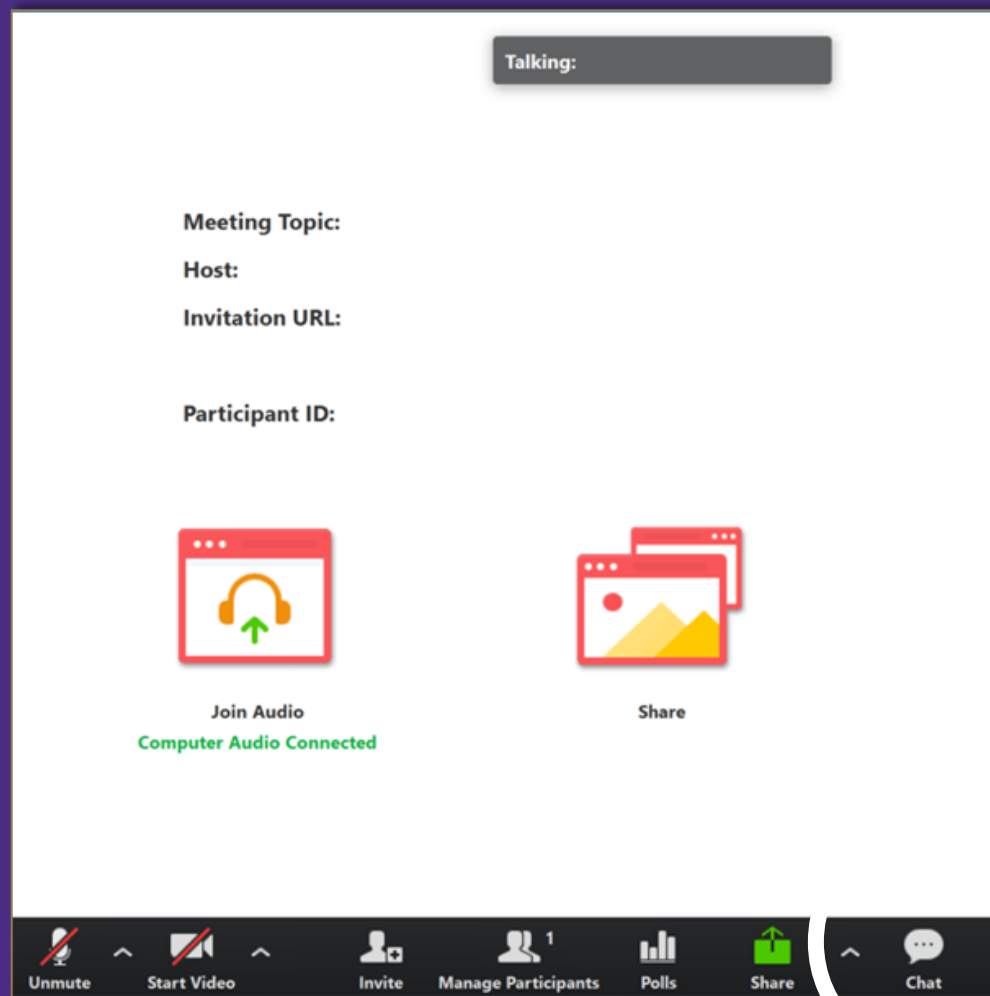
Let us know  
you can  
hear us in  
the chat!

Test Audio



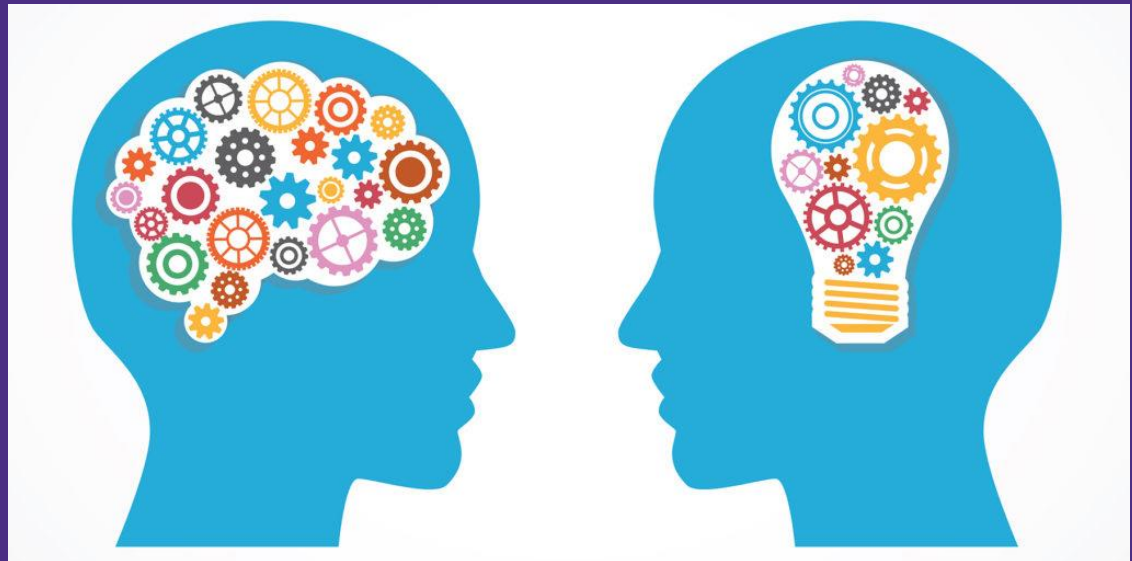
# How to participate

- > 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.



# Practice the Chat

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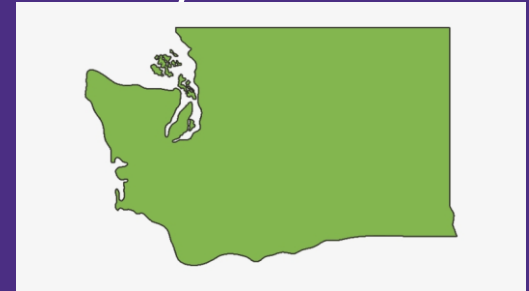
- > **What are you hoping to hear about today? Please put in the chat what impact you hope today's webinar will have on your schools inclusionary practices.**



# Demonstration Sites Project Overview

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- > 4 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

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- > **Inclusion is a cultural initiative.**
- > In every school, there are effective practices and supports that can work for all students.
- > All schools are on a path of continuous improvement.
- > Outcomes of implementation of best practices transfers to planning and development in our own learning environments.
- > Strong sustainability is promoted through strong partnerships with key stakeholders.
- > Innovative site-based leadership leads to increased effectiveness.

# Questions and Polling 1

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## Who's here?

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

# Introducing

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# Who is presenting today?

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**Hillery Clark**  
Director of Early  
Learning



**Stephanie  
Gregorich**  
Early Learning  
Coordinator



**Courtney Ryan**  
Preschool Coach and  
Special Education  
Teacher



**Reagan Day**  
Parent and now  
Preschool Lead  
Teacher



**Jolene Robinson**  
Preschool Lead  
Teacher



# Edwin Pratt Early Learning Center

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The Edwin Pratt Early Learning Center is an inclusive, equitable community, where every child belongs!

We are located in the Shoreline School District and this past year, we served over 500 students from 3 Different Programs:

- 111 students with IEPs
- 284 tuition students
- 119 Head Start Students

The students from these 3 programs, are not just housed in the same building - we are a fully inclusive school. All of our students are blended and learning together in classrooms for the entirety of their time on campus.





# Edwin Pratt Early Learning Community

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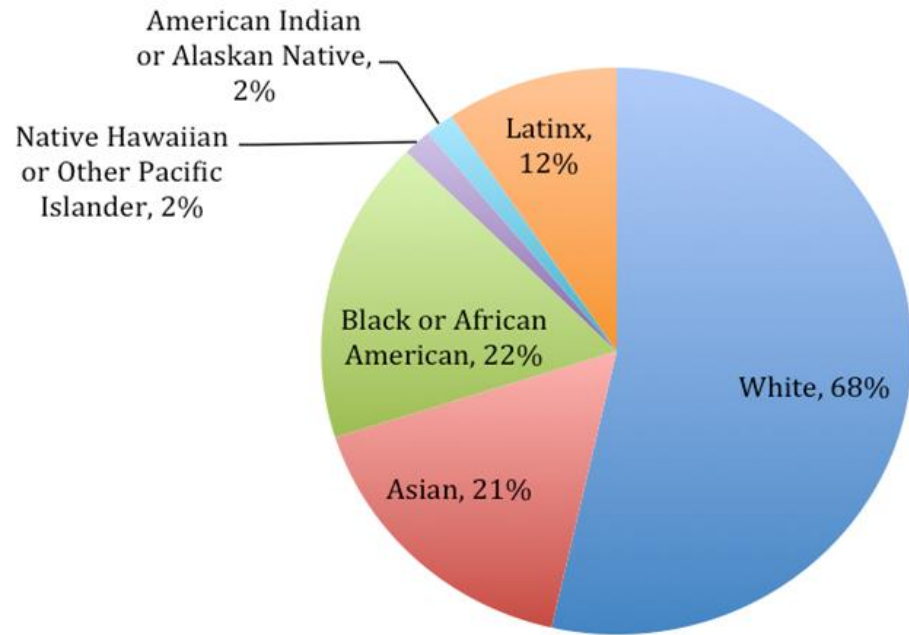
# Edwin Pratt Student Demographics

## Student Demographics:

55% Male, 45% Female

24%, Bilingual Students

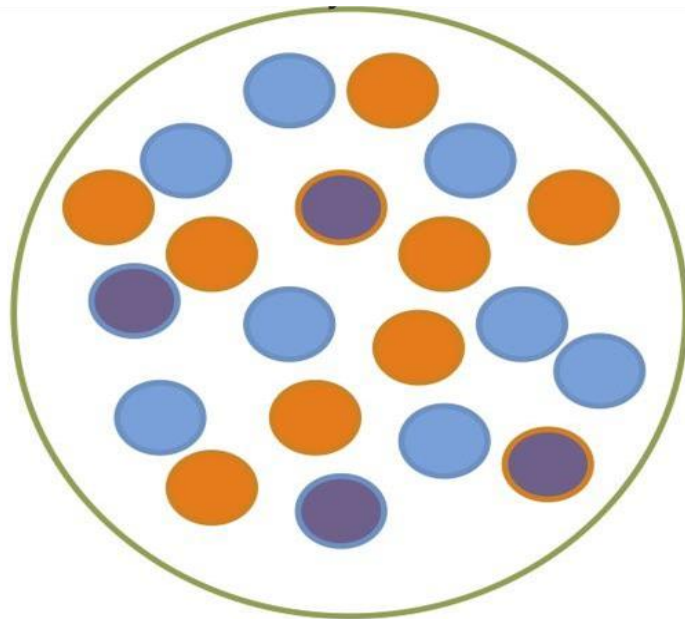
22% Students with IEPs



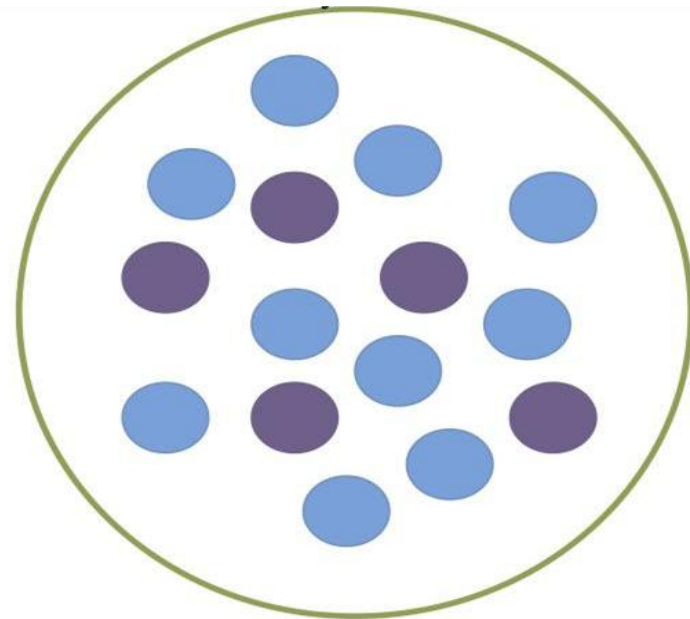




# Current Classroom Models



Full Day Preschool  
8-12 Tuition Students  
8-12 Head Start Students  
3-5 Special Education



½ Day Preschool  
10-12 Tuition Students  
3-5 Special Education Students



Head Start Students



Tuition Students



Special Education Students

# Current Staffing Models

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## **Full-Day:**

Lead Preschool Teacher  
Assistant Preschool Teacher  
Preschool Aide (shared)  
Therapy Services, as needed  
1:1 Para, as needed

## **Half-Day:**

Lead Preschool Teacher  
Special Ed Para  
Special Ed Teacher (shared)  
Therapy Services, as needed  
1:1 Para, as needed







# Our Journey: Foundational Years (Prior to 2015 and Years 1 & 2)

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**Prior to 2014 all three district run preschool programs working independently in different buildings**

- No alignment across classroom staffing models, professional development, leadership, curriculum, health/safety practices, job descriptions and requirements, family engagement practices, kindergarten transition processes
- 1 to 3 typically developing peers in self-contained preschool classes
- Special education teachers visited classrooms in neighboring districts

**Buddy Classes with Head Start (HS moved to ECE building) and First Co-Taught Inclusion Class at the Children's Center: 2014-15**



# Our Journey: Gaining Momentum, Years 3 & 4 (Fall 2015 - Spring 2017)

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**District Instructional Program Planning Committee and District Facilities Planning Committee** - IPPC recommended all preschool programs be co-located on one campus. Facilities Planning Committee recommended building an early learning center for this purpose: 2016

**Bond passed** to construct four schools in Shoreline School District, including a new Early Learning Center: February 2017

**Pineapple Visits** introduced to build community and learn from each other: Spring 2017



# Our Journey: Almost there!

## Year 5 (Fall 2017 - Spring 2018)

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**All Preschool Programs moved to North City School** (Transition Site) still separate, except for one HS/ECE blended pilot: 2017-18

**District Early Learning Committee** to create a response to a charge given by Superintendent focusing on preschool programming in new building. Recommendations, including [Mission and Vision](#), from this committee were approved by the School Board that center on equity and inclusion: Fall/Winter 2017-18



# Shoreline Early Learning

## Vision

Our vision is to eliminate the opportunity gap by optimizing the foundational early learning years in an inclusive, equitable community where every child belongs and is supported in developing friendships and becoming a lifelong learner.

## Mission

Our mission is to provide high quality early learning experiences to all Shoreline and Lake Forest Park preschool aged children. Our mission prioritizes:

- Underserved populations
  - Inclusive learning
- Culturally responsive teaching
- Working together with all families

### Equity and Inclusion

- Tuition Assistance
- Meeting National/State Standards and Licensing
- Universal Design for Learning
- Blended/Inclusive Environments
- Advocacy for Sustained Funding
- Growing ECEAP and Head Start Capacity
- Trauma Informed Practices
- Braided Funding/Shared Resources
- Diverse Hiring Practices

### Teaching and Learning

- Professional Development (high quality, time, aligned across programs, coaching)
- Collaboration and Planning (across and between programs)
- Evidence-Based Curriculum and Assessment
- Emphasis on Social-Emotional Development
- Strengths-Based Approach

### Family Engagement and Outreach

- Single, Streamlined Application
- Natural Leaders
- Family Education and Engagement
- Responsive to Linguistic and Cultural Diversity
- Family Advocates
- Collaborate with Community Providers





# Our Journey: Culmination of Efforts Year 6

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**Blending/Inclusion Working Group for leads in all programs to determine blending model: Winter 2018**

**All preschool programs blended (at Central Office transition site): September 2018**

**Moved into Edwin Pratt Early Learning Center as an Inclusive School: January 2019**





# Highlighting our Inclusionary Practices

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With our **Mission and Vision** in place, we have now begun implementing supports through the **Pyramid Model** and **MTSS** so every child receives the level of support they need.



# Our high leverage moves

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## Creating a Culture of Learning



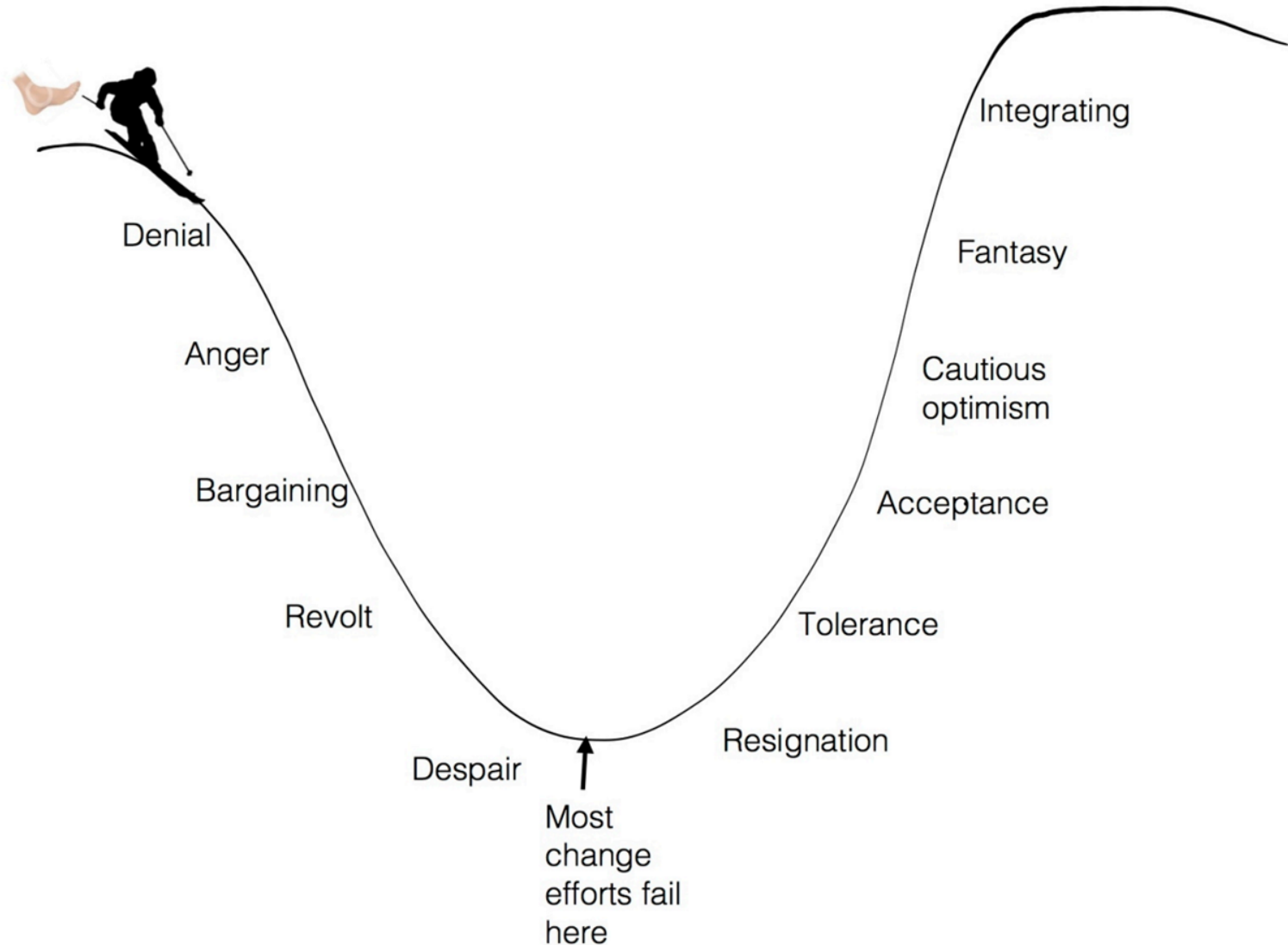


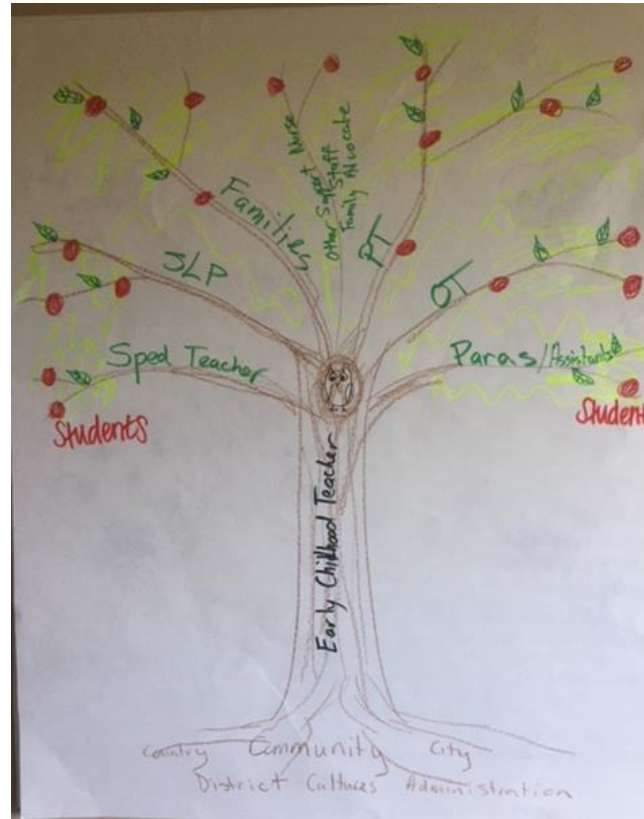
## Opportunities for stakeholders to come together

# The CHANGE – U

## A Mental Ski Hill

Based on work of Elizabeth Kubler Ross with ideas from Barbara Grant and Yarrow Durbin





# Our high leverage moves

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Developing and communicating our philosophy and practices

District and Community Support

Once inclusion decided, was implemented in ALL classrooms





# Building Capacity

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## Expanding capacity for more students

- Increased Head Start slots through ESD partnership
- Grew tuition based slots
- In process of becoming a licensed center
- Scholarships through Shoreline Public Schools Foundation



# Building Capacity

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## Educating the community on the positive changes

- Shared an article and an infograph with all families about importance of inclusion
- Sharing work with greater community
- Created and shared newly created family orientation with all families of students enrolled



EVERYONE BELONGS AT  
EDWIN PRATT  
EARLY LEARNING CENTER!  
WE ARE SO GLAD YOU AND  
YOUR FAMILY ARE HERE!

[Click here for family orientation presentation](#)



# Complicated Logistics

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- Preschool schedules for staff and students
- Staff from three different bargaining units
- Braided funding
- Costs do not increase!
- Food service



# Common Fears/Myths

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- General education teachers won't be able to support or be comfortable with highly impacted students
- Students with IEPs will be too overwhelmed in a larger class with many typical peers
- Students with IEPs need a special sensory/calm down room or a pull out room
- Inclusion can't work for students with significant support needs







# What did we find?



- Staff pride
- Excitement from families
- Students learning from each other
- Incredible student growth and progress
- Positive classroom cultures

## What did we find?

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Full inclusion at preschool is not only DOABLE, but SUCCESSFUL! The journey has been well worth the time, energy, sweat and tears.





# Continuous Path of Improvement

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## **Continuing to review practices for improvement:**

Deep dives with equity

UDL

Partnering with families

Using AAC in inclusive environments



# Continuous Path of Improvement

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- Awarded OSPI grant to support preschool inclusion (March 2019)
- Awarded Pyramid grant (September 2020)
- Working towards implementing Pyramid to fidelity, continuing to refine MTSS process



# Resources/Artifacts

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- Blending Basics
- Family Orientation
- Mission/Vision
- Map of Change
- Pineapple Visiting Instructions
- Benefits of Inclusion Infographic
- Policy Statement on Early Childhood Inclusion: US Dept of Education



# Takeaways

- Small steps towards full inclusion are great, but it's also important not to wait until everything is perfect!
- Keep long-term vision at the forefront
- Involve stakeholders
- If inclusion is a priority, you will find a way to make it happen. If not, you'll find an excuse.
- Inclusion is what is best for kids and it can be done!



# Contacts

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**Hillery Clark**

Director of Early  
Learning

hillery.clark@  
shorelineschools.org



**Stephanie Gregorich**

Early Learning  
Coordinator

stephanie.gregorich@  
shorelineschools.org



**Courtney Ryan**

Preschool Coach and  
Special Education  
Teacher

courtney.ryan@  
shorelineschools.org



**Reagan Day**

Parent and Preschool  
Lead Teacher

reagan.day@  
shorelineschools.org



**Jolene Robinson**

Preschool Lead  
Teacher

jo.robinson@  
shorelineschools.org



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





# Evaluation and Clock Hours

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## Google Form

<https://forms.gle/QVvu7NRsV2s9vMsM7>



# To learn more about the Demonstration Sites Project

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Please visit:

- > <https://www.shorelineschools.org/earlylearningcenter>
- > [lppdemosites.org](http://lppdemosites.org)
- > Or email, [uwdemosites@uw.edu](mailto:uwdemosites@uw.edu)

# Thanks to our partners

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**OSPI**

Edwin Pratt Early  
Learning

WHERE EVERY CHILD BELONGS

