

Evergreen High School Inclusive Practices

November 19, 2019

Evergreen High School Inclusive Practices

EHS SPED Vision

Every staff member at EHS works 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.

EHS SPED Focus

Special Education Staff at EHS implement high quality Individualized Education Plans to guide student services throughout the building and support all staff in providing specially designed instruction.

History of Meeting Student Needs

Initial Changes to Support Access to Core Instruction:

- Academic Resource Center

- Peer Tutoring Services

- Para Training & digitally collecting class resources

- Personalized Learning Profiles

- Co-Teaching

Slideshow

History of Evidence-Based Practices



Evergreen High School
2009-Present

Where we are now

Class Offerings

- Block classes in 9th grade
- Co-Teaching 10-12th grades
- Integrated Support, Decision Making, Social Communication

School-wide Initiatives

- Digital curriculum and access to devices
- Academic Center shifting to “Success Center” - LAP funding, gen ed/sped staffing

Gradual Release of Reliance for students moving from 9th to 10th and so on

Where we are now

The Role of the Special Education Teacher:

- Strategy Specialists; providing consultation and professional development to other staff.
- Providing and coordinating Specially Designed Instruction
 - In Special Education settings
 - Collaborate with General Education Teachers during planning time or in PLCs
 - Coach paraeducators on implementing instruction

Tools to support access

Empower students and increase self-advocacy

- Focus in Integrated Support shifting to academic instruction and Executive Functioning Skills instruction
- Explicitly teach use of technology tools (Speech to text, voice typing, audiobooks)

Share resources as a team

- Paraeducators collect class notes in [digital class binder](#)
- Create modified assignments and tests in collaboration with teachers; re-use in future years

Best Buddies and Unified Sports

Best Buddies

- Promotes 1:1 meaningful friendships
- Weekly contact with semester “outings”
- 1 of 6 HS programs in state of WA

Unified Sports

- Soccer, Basketball, Dance
- Athletes and partners represent their school in athletics
- 1 of 108 HS programs in WA

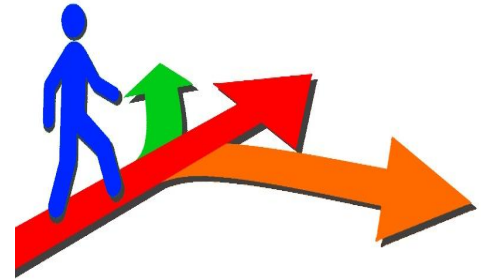


EHS Support Services

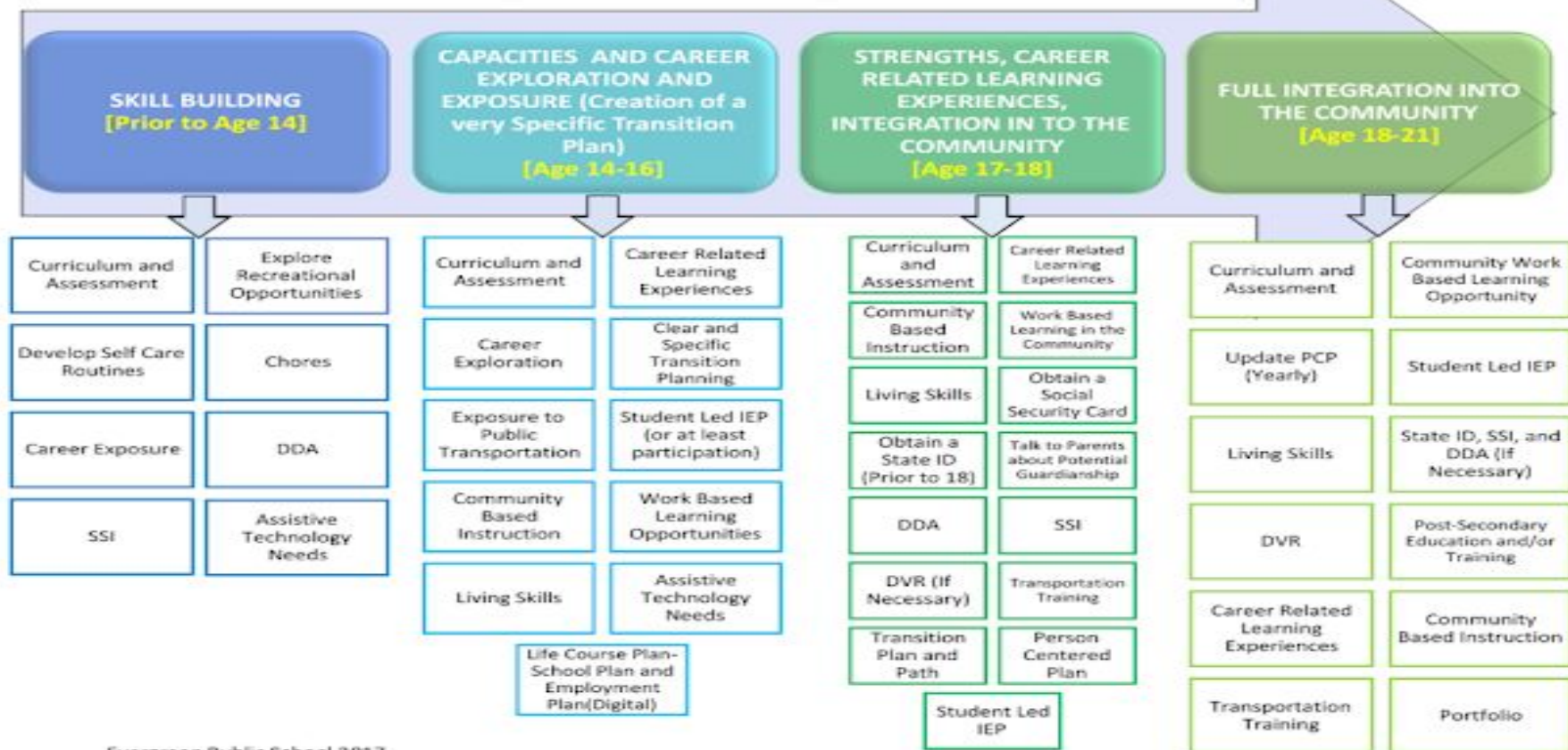
- Tier 2 Support
 - Academic support paraeducators
 - Early red flag identification
- Tier 3 Support
 - Student Support Teams at all grade levels
- Specific Identified Support
 - Freshmen Cafe
 - Bridge Team

Transition Planning

“A truly successful transition process is the result of **comprehensive team planning** that is **driven by students**. A transition plan provides the basic structure for preparing an individual to live and work in the community, as fully and independently as possible.”

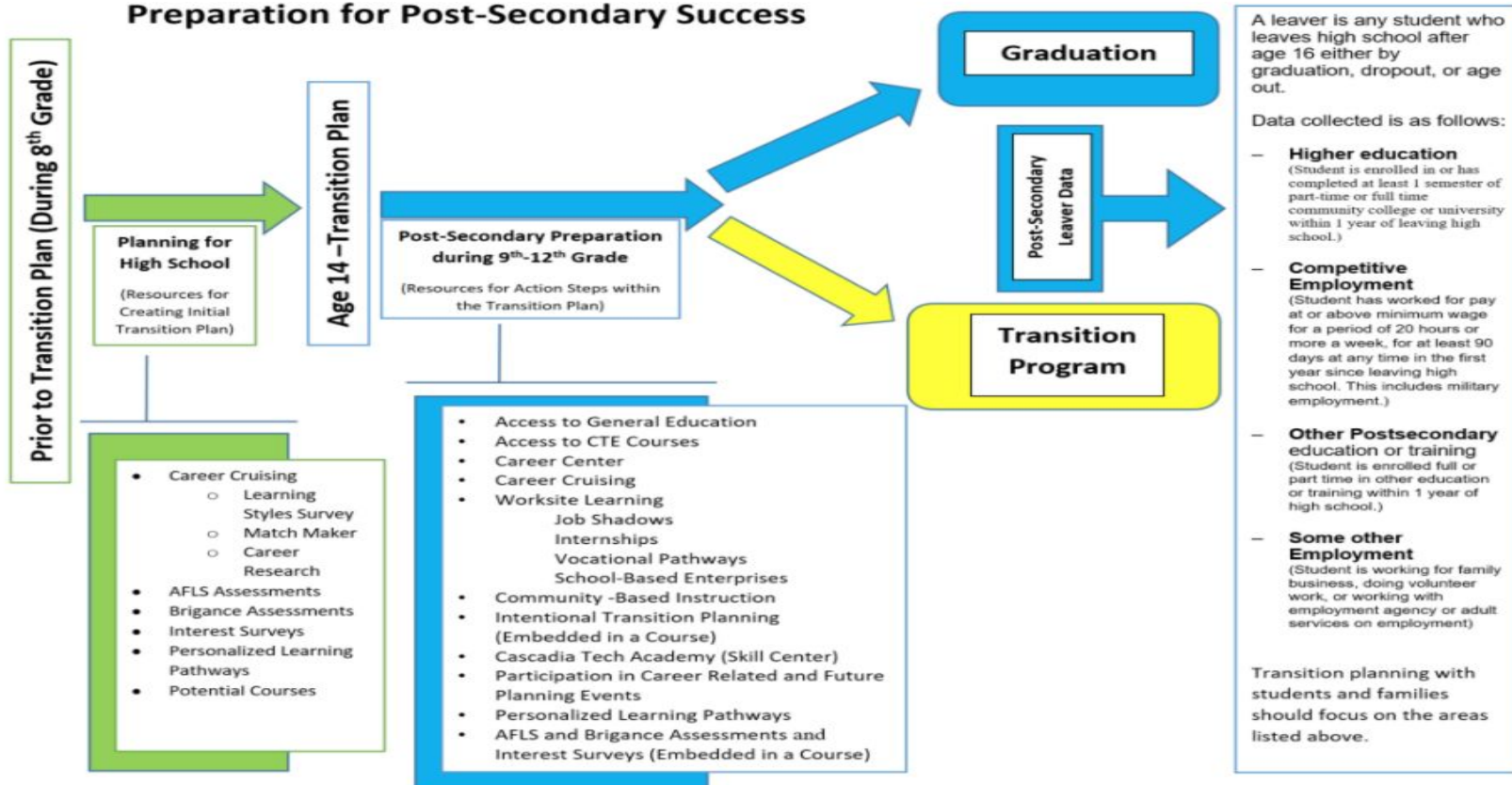


TRANSITION SERVICES



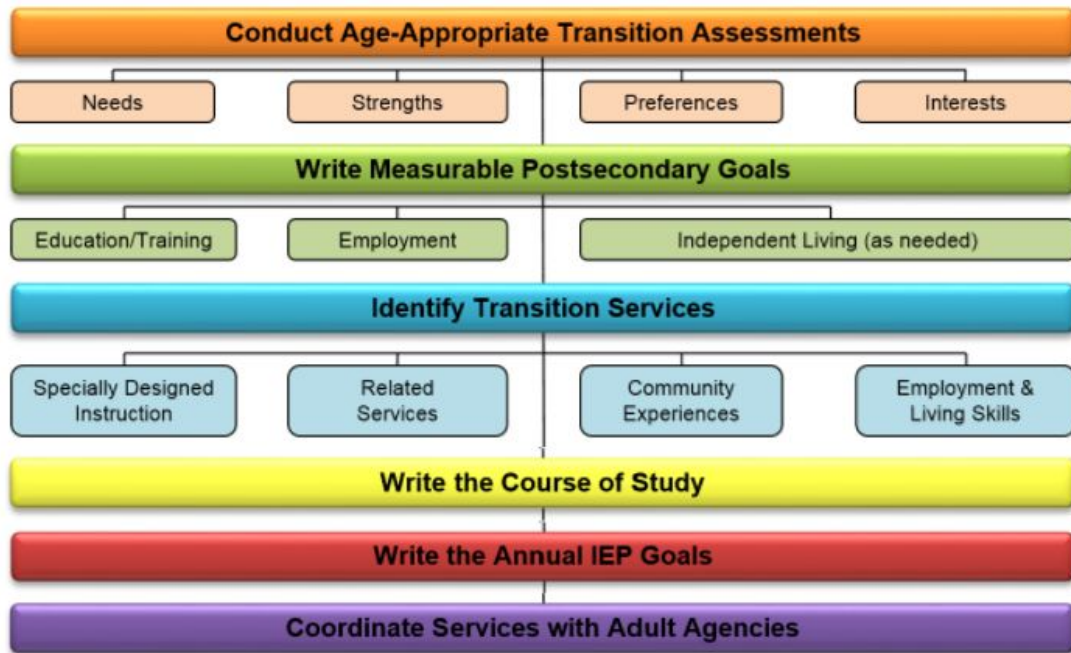
Preparation and Planning

Preparation for Post-Secondary Success



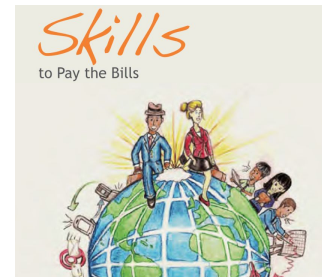
Intentional Transition Planning and New Curriculum and Tools

Center for Change in Transition Services



Curriculum Resources:

- Brigance
- Goalbook
- TeachTown
- Skills to Pay the Bills
- ULS



Professional Development

Direct to Teachers

- Coaching Cycles
- BEST Mentoring
- Consulting with teams
- Inclusive practice at all levels of support

Building Level

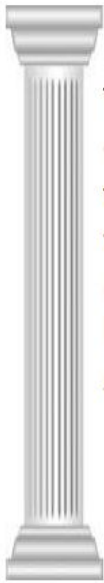
- Inservice support
- Faculty meetings
- Consulting with building administrators and special education coordinators

District Level

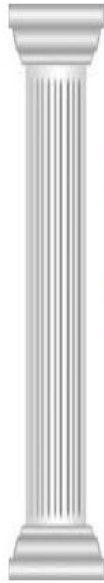
- Book Study
- Job Alike trainings
- Building capacity with building instructional coaches
- District inservices
- Para support

Professional Development

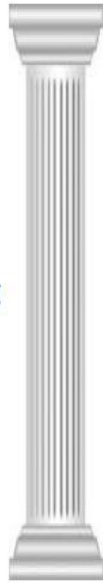
Four Pillars of Co-Teaching in Evergreen Schools



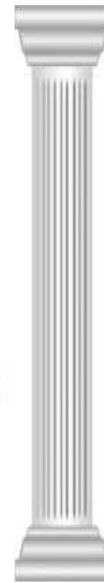
Two certificated teachers with expertise to bear and share.



Shared responsibility for planning, assessing, instructing and communicating for ALL kids.



Planning and reflection must happen regularly and frequently. Ideally, co-teachers have consistent and common planning time.



Students are intentionally placed in the classroom for academic support, rigorous expectations, and engaging lessons that are differentiated and scaffolded for their personalized learning.

Professional Development



Co-Teaching Coaching Cycle Options

Prepared by Monica J Stonier, Instructional Coach, Special Services

Coaching cycles outlined below have been designed based on what teachers and building leadership teams have requested to support co-teachers in Evergreen Public Schools. Consideration has been given to the other professional development options they might have, needed support for co-teaching, availability with teaching partners, and access to CBA paid hours/release time for co-teacher planning. New options can be designed and offered. Clock hours are available.

Intended Outcomes of Coaching Cycles
<ul style="list-style-type: none">• Discuss the law, best practice, district implications for WHY inclusion• Review HOW inclusive practices look across the district, in building, in classroom• Define UDL and SDI in professional and classroom practice• Develop personal belief statement of co-teaching as an inclusive practice• Self-assess co-teaching practice and Design a personalized learning plan for growth• Improve and reflect on practice in a coaching cycle

Option A:

- Half Day Launch- Release time from CBA hours for training and planning.
- Coach supported planning 1-2 times a week for three weeks.
- Coach feedback in classroom and debrief 1-2 times a week for three weeks.
- Summary of goals and learning prepared with teachers at end of cycle.
- 15 Clock Hours

Option B:

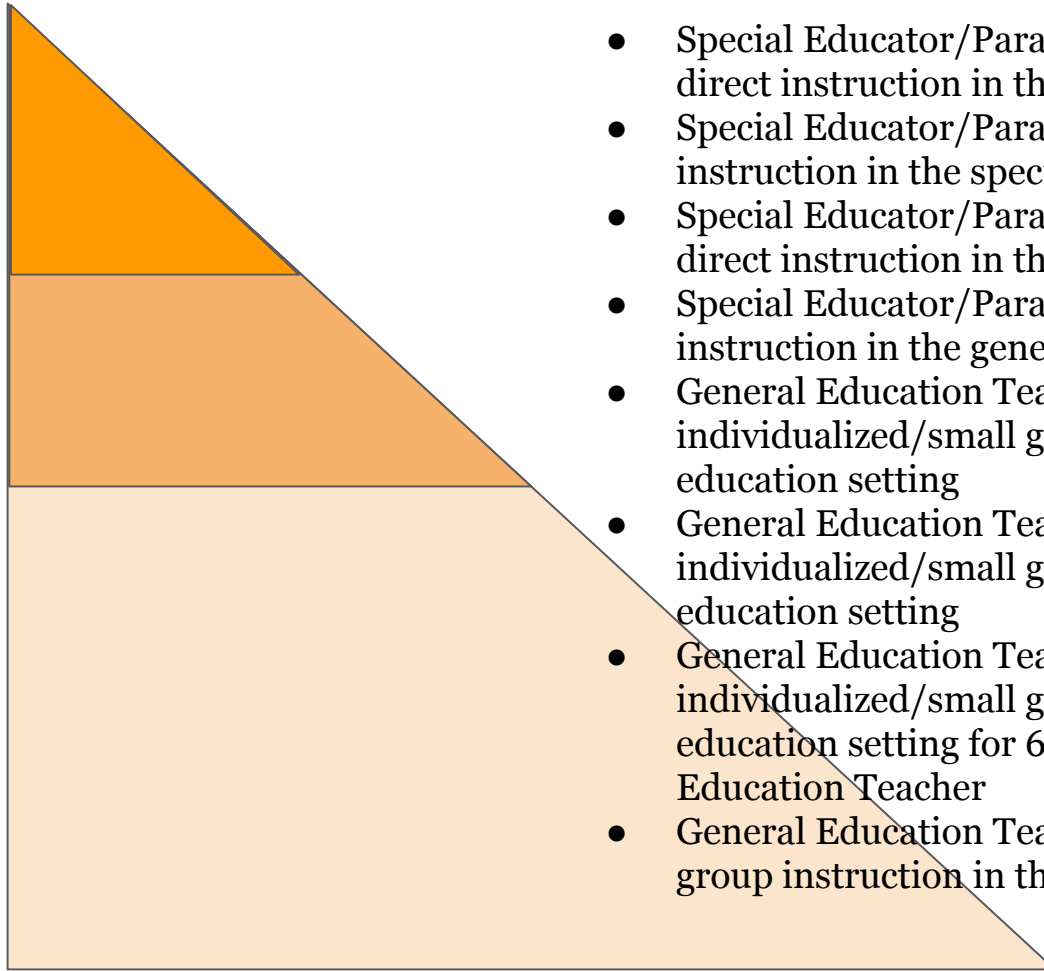
- Half Day Launch- Release time from CBA hours for training and planning.
- Coach supported planning 2 times a month for three months.
- Coach feedback in classroom and debrief 2-3 times a month for three months.
- Summary of goals and learning prepared with teachers at end of cycle.
- 20 Clock Hours

Option C:

- Full Day Launch/Unit Planning- Release time from CBA hours
- 3-4 Follow up planning/classroom visits/debrief
- Summary of goals and learning prepared with teachers at end of cycle.
- 15 Clock Hours

- Job-embedded options for Co-teachers
- 20 contract hours
- Collaboration with administrators

COLLABORATIVE INSTRUCTION CONTINUUM



- Special Educator/Paraeducator provides individualized, direct instruction in the special education setting
- Special Educator/Paraeducator provides small group instruction in the special education setting
- Special Educator/Paraeducator provides individualized, direct instruction in the general education setting
- Special Educator/Paraeducator provides small group instruction in the general education setting
- General Education Teacher and Paraeducator provide individualized/small group instruction in the general education setting
- General Education Teacher and Special Educator provide individualized/small group instruction in the general education setting
- General Education Teacher and Special Educator provide individualized/small group instruction in the general education setting for 6-8 weeks, and then release to General Education Teacher
- General Education Teacher provides individualized/small group instruction in the general education setting

Behavioral Supports

- 3 Board Certified Behavior Analysts (BCBA)
 - Trained in the principles of applied behavior analysis
 - Supervise RBTs
- 17 Registered Behavior Technicians (RBT)
 - A paraprofessional who provides the direct implementation of behavior analytic services under the direction of a BCBA
 - Rotating support in the district, building support, classroom support, individual student support

District Support

- Provide trainings to staff and paraeducators on the theory of Applied Behavior Analysis
 - Training on ABLLS/AFLS-assessment tools based on verbal behavior
- Provide behavior support at a Tier 1 level (preventative strategies to decrease behavior at the tier 2 and 3 levels)
- Collaborate and work directly with all school teams to support students and programs
- Problem solve with school teams

School Based Plans

- 2 models:
 - BCBA's and RBT's conduct observations and provide suggestions based on observations
 - Work directly with students to probe interventions
- Provide training and modeling to staff members to implement behavior plans
- Provide training and coaching on the implementation of ABA strategies
- Provide consultations to teachers based on observations and/or direct support with students
- Follow up on support with student ensure success continues
- Work collaboratively with IEP teams to write functional behavior assessments and behavior intervention plans
- Participate in IEP meetings

Control to Comfort

- Ukeru - “receive”
 - A safe, comforting, and restraint free approach to crisis management
- A trauma informed approach
 - Treating all students as if they have experience trauma - “Universal Precautions”
- Understanding how the brain is impacted by trauma and the importance of building relationships
- Creating environments for students to use their coping skills
- Meeting students where they are at



Other Resources

- Upward Bound
- Free After School Tutoring
- WSUV Partnership
- FCRC
- Community Partnerships

Classroom Visit

What are we about to see?

- Block classes:
 - Math Teacher + English Teacher + Special Ed Teacher + Gen Ed Intervention Teacher
 - Integrate **Specially Designed Instruction** and **Social/Emotional Skills** and **Executive Functioning Skills** into general education instruction
- Family and Community Resource Center

Reducing barriers for students through building capacity of all staff members