

# Demonstration Sites Project

## Virtual Site Visit

### *Evergreen High School*

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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

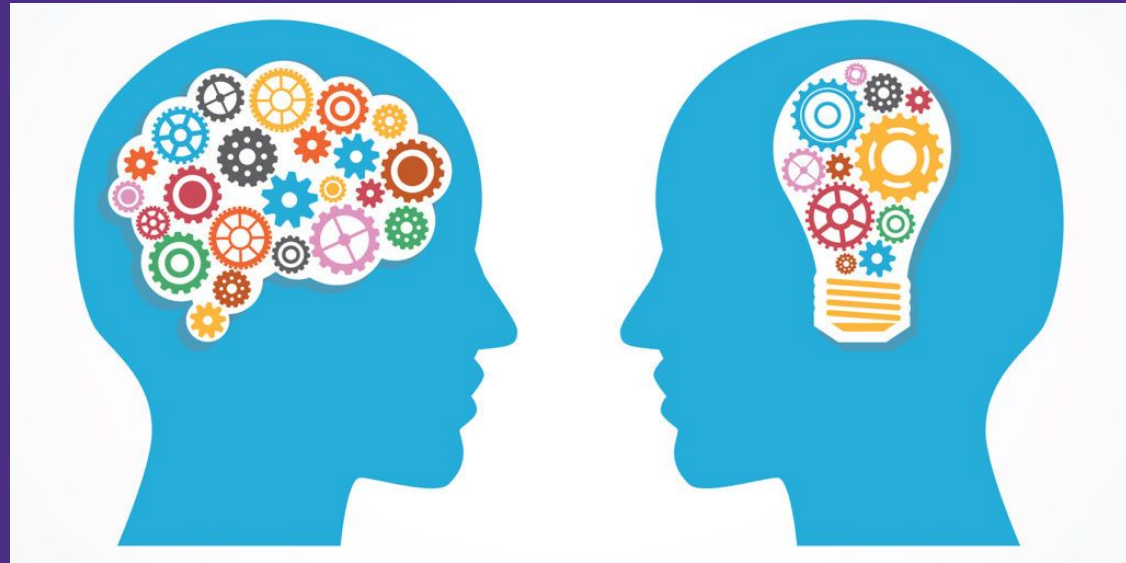


Molly Lyman  
UW Haring Center  
Program Coordinator

# Webinar Etiquette

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



# Please have your impact form ready

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## > You should have answered the following questions:

1. What are your schools inclusionary practices/needs that you hope to have addressed during the webinar today?  
Consider the needs of—students, teachers, community, professional learning.
2. What is the impact you hope to have by bringing back what you learn to your school community?  
Connect this to the needs you are looking to address.
3. What are the questions you want to explore today?  
Think about personal experiences from your building.

# Here is your impact form



## OBSERVATION/IMPACT FORM

NAME

DEMONSTRATION HOST SITE

SCHOOL/ROLE

DATE

*I found this visit valuable*

1 2 3 4 5 6

NOT AT ALL

SOMEWHAT

VERY

### PRE-OBSERVATION PLANNING:

1. What are your schools inclusionary practices needs that you hope to have addressed during your webinar today?

(consider the needs of—students, teachers, community, professional learning)

2. What is the impact you hope to have today by bringing back what you learn to your school community?

(connect this to the needs you are looking to address)

3. What are the questions you want to explore today? (think about personal experiences from your building)



# Page 2 - Your Takeaways

## WHAT ARE YOU LEARNING ABOUT INCLUSIONARY PRACTICES?

4. What do you hear students doing?

5. What do you hear teachers doing?

6. What instructional methods/materials are being used?

7. What are the systems, culture or leadership practices you see to support inclusive education?

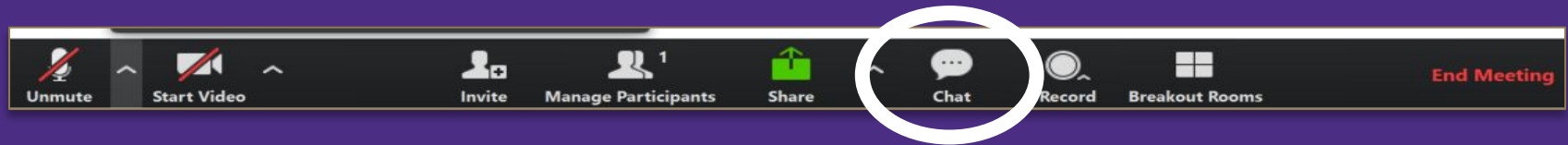
8. What are the initial steps you can take from what you learned to support inclusionary practices in your school?



# Practice the Chat

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- > From your impact form, please share, an answer about what impact you hope today's webinar will have on your schools inclusionary practices.





1

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

2

## Statewide Professional Development

**District Leaders:**

WASA,  
AESD

**School Leaders:**

AWSP, AESD,  
CCTS

**Local School Boards:**

WASA

**Educators:**

AWSP, AESD,  
CCTS

**Education Support Personnel:**

WEA, CCTS

**Families & Students:**

OSPI

**Preservice Leaders:**

AWSP

**Preservice Educators:**

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

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> 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

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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.



# Demonstration Site Goals

1. Provide an action-oriented and **transformational learning** experience for visitors .
2. Allow schools to **tell their stories** about best practices, systems, and processes that drive student success.
3. Create professional **peer-learning communities** where educators support educators, contributing to a culture of teacher-leaders.
4. **Support schools** so they can continue to strengthen practices, outcomes, and an inclusive culture.
5. Contribute to **system-wide efforts** that achieve equitable outcomes for all students.



# Demonstration Site Goals, cont.

6. Influence a **culture of collaboration** across schools in the state of Washington.
7. Use an **asset-minded approach** to interrupt existing biases that have historically created barriers for student success.
8. Provide **key takeaways** for school leaders looking to replicate inclusive practices and make them their own.
9. Improve social and academic **outcomes for students** with and without disabilities.
10. Determine the information, tools, and supports schools need to build, implement, and **sustain an inclusive model**.

# Questions and Polling 1

## Who's here?

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



# Who is presenting today?

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Danny Orrantia  
Principal



Andrea Wooster  
Associate  
Principal



Anna Capacci  
EHS SpEd  
Department  
Coordinator



Amanda Ollila  
Learning  
Support



Todd Karnofski  
Special Education  
Program Coordinator



# EVERGREEN HIGH SCHOOL

Vancouver, WA

## EHS SCHOOL INFO

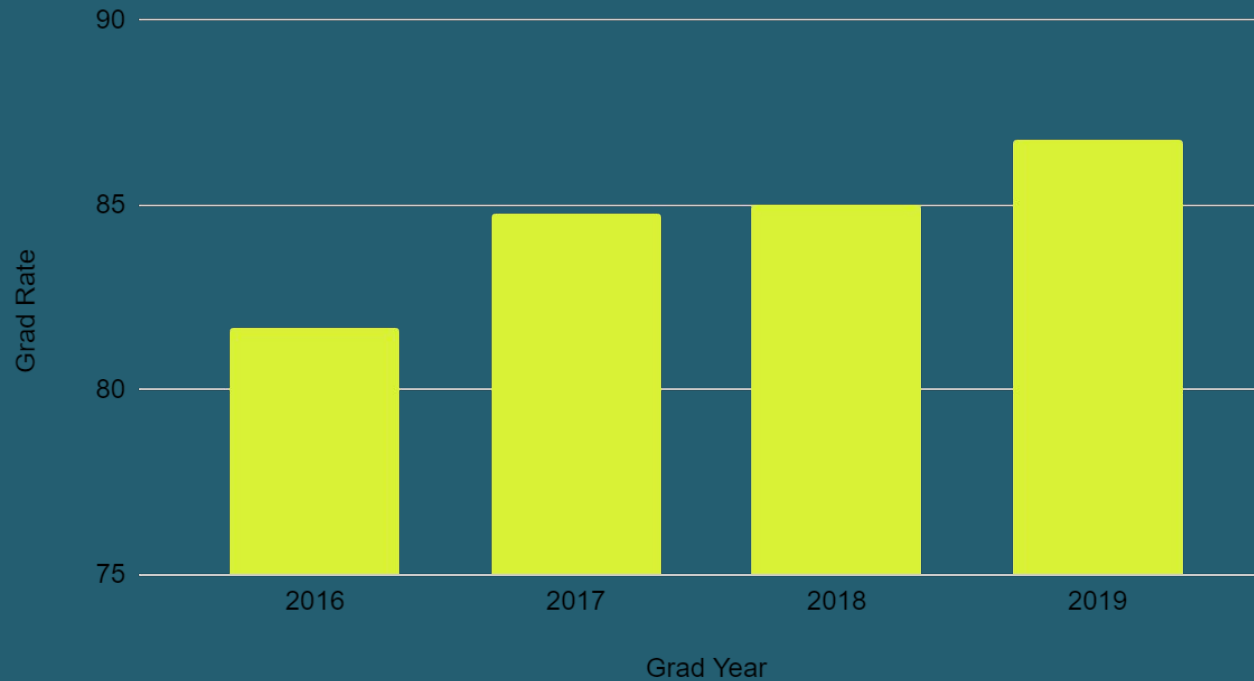
- Comprehensive High School
- 1600 students
  - ~12% students with IEPs
- 200 staff members
- 58% f/r lunch rate
- 87% graduation rate

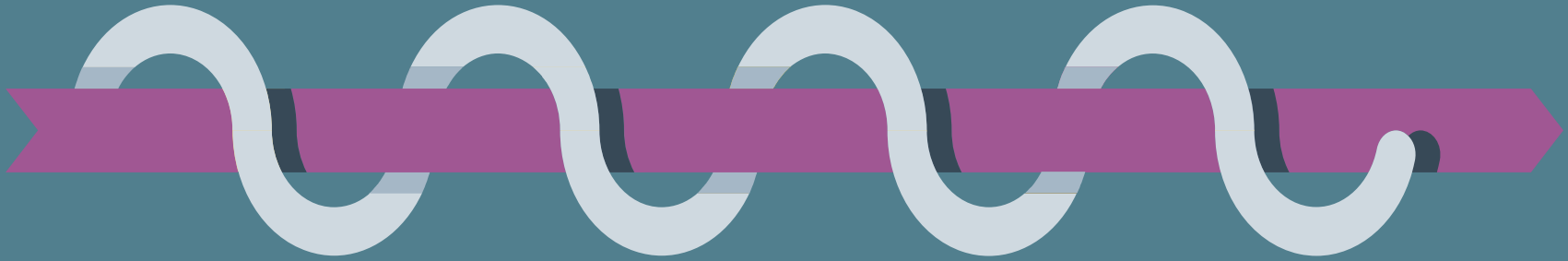




# OUR GRADUATION RATE

## EHS Graduation Rate





01

## OUR JOURNEY

A brief history of where we have been

02

## FLEXIBLE TEACHING MODELS

The master schedule, co-teaching, and the Gateway Block

03

## SPED TEACHER ROLE

Strategy specialist, data collection, and paraeducator training

04

## CULTURE OF SHARED OWNERSHIP

Student ownership of IEPs, Integrated Support, and Personal Learning Profiles

BHAG

100%  
Graduation  
Rate

PASSION

The right  
people on  
the bus in  
the right  
spots.

ACCESS

Support  
access to  
core  
instruction



Equity and  
Access with  
graduation rate  
as an indicator

## Laying the groundwork

# History of Evidence-Based Practices

...

Evergreen High School  
2009-Present

## OUR JOURNEY



### INITIAL CHANGES

Co-Teaching  
Adjusting class offerings  
Fewer specialized SPED classes  
More inclusion in Gen. Ed



### ACADEMIC RESOURCE CENTER

Peer tutoring services  
Para educator training  
Digitally collecting class resources  
Personalized Learning Profiles



### SCHOOL-WIDE INITIATIVES

Access to 1:1 devices  
Digital curriculum  
Success Center



### CLASS OFFERINGS

Block classes in 9th grade  
Co-Teaching 10-12 grades  
  
Specialized classed based on  
student need to support core  
instruction



## 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.



## 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.



Majority of students with IEPs included in General Ed classes 80% of school day

- Co-Teaching (SPED/Gen Educators)
- Paras embedded in multiple classrooms
- Digital binders with modified assignments from each teachers
- Freshmen Cafe
- Unified sport teams
- Gateway to College Block Classes

2019 - 2020  
SCHOOL YEAR

# OUR FINDINGS SO FAR



## SUCCESSSES

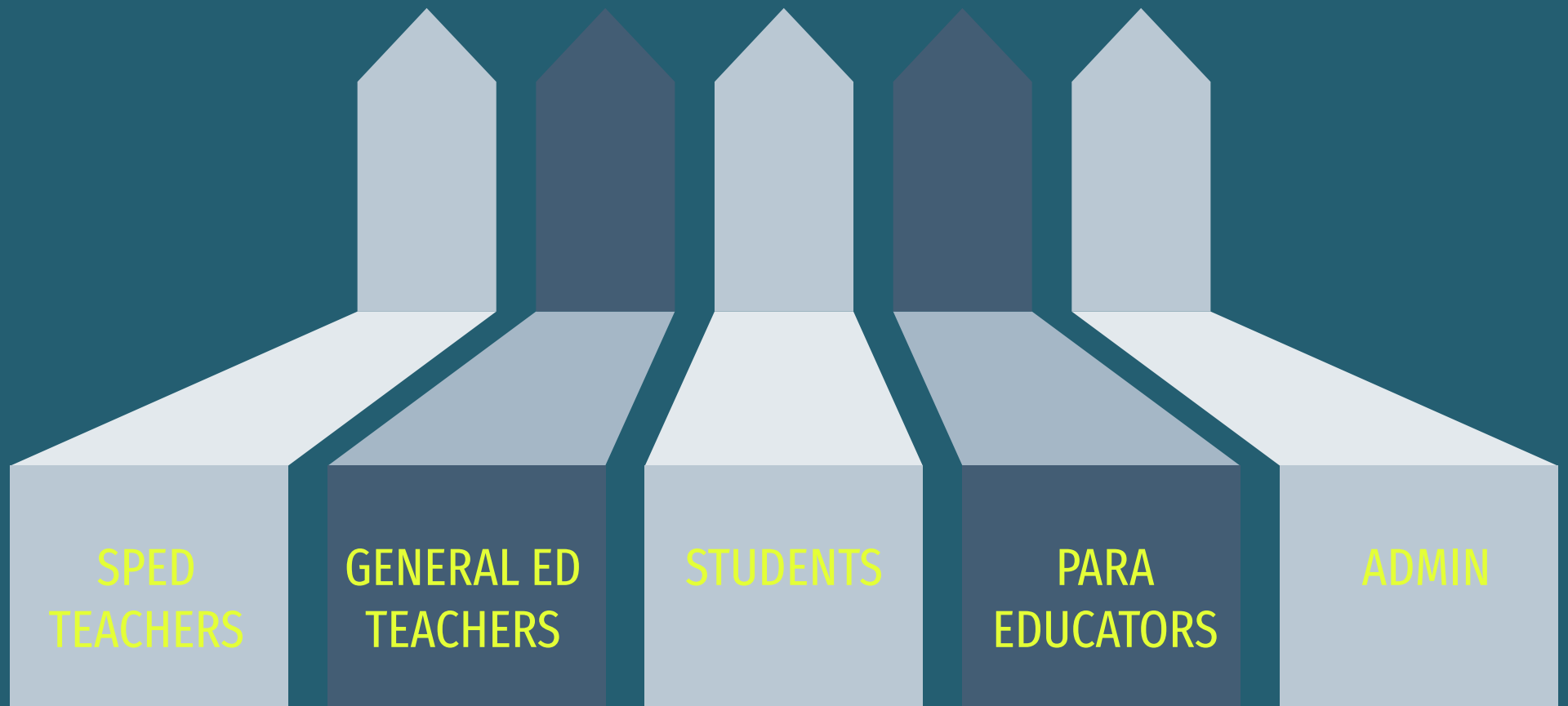
- Co-teaching: equally invested, time to plan, styles complement
- Higher engagement from students on IEPs & achievement on grade level content
- Stronger relationships between SPED and Gen Ed teachers- team planning



## CHALLENGES

- Not all co-teaching pairings work
- In non co-taught classes students do not get the same SDI and support
- SPED teachers manage multiple duties
- Slow to build gen ed engagement





SPED  
TEACHERS

GENERAL ED  
TEACHERS

STUDENTS

PARA  
EDUCATORS

ADMIN

**BUILDING CAPACITY**



## FLEXIBLE TEACHING MODELS

CO-TEACHING

GATEWAY BLOCK

MASTER SCHEDULING

## CO-TEACHING

Equal partner with  
general education  
teacher

Provide and  
coordinate Specially  
Designed Instruction



# MASTER SCHEDULE

## Teacher Strengths

## Marriage

## Common Prep Key

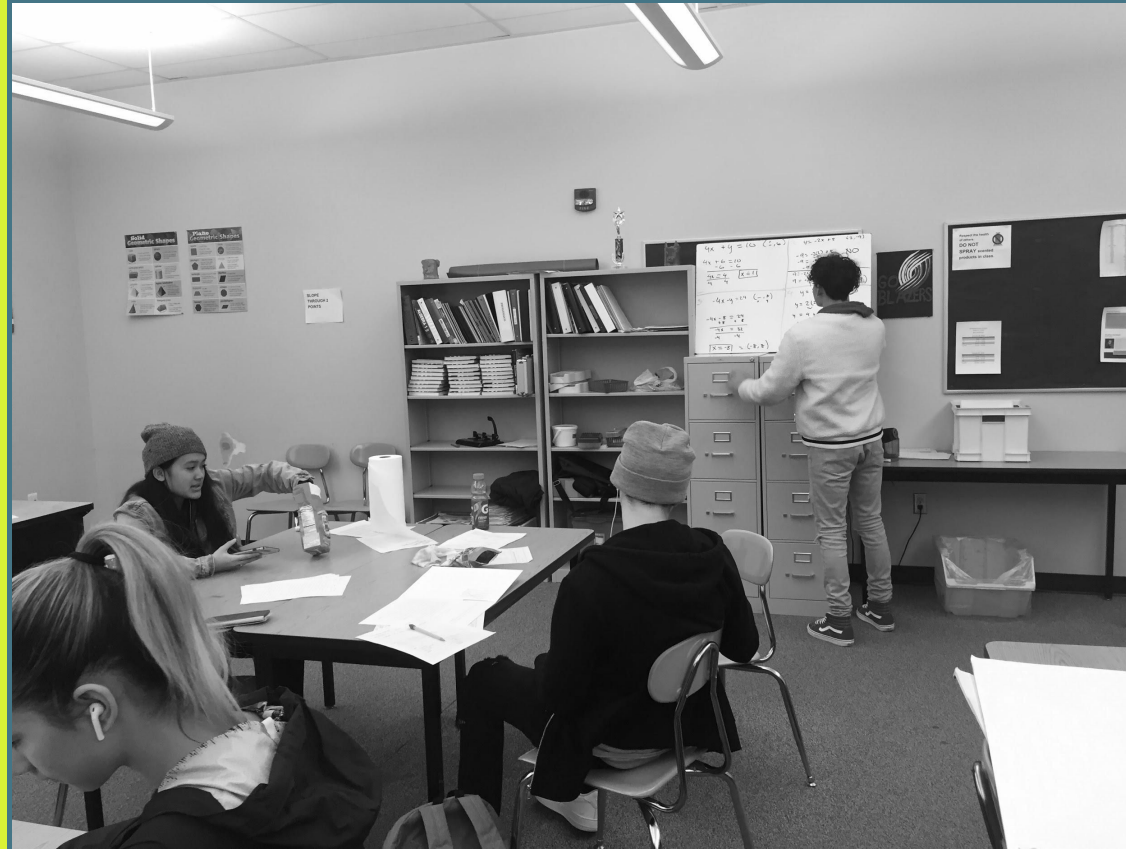
2019-2020 Semester 2 Master Schedule Grid

TEACHER	L	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
<i>Updated 1/7/2020</i>		8:40-9:35	9:40-10:35	10:40-11:40	A L1 12:15-1:10 B L2 11:45-12:40	1:15-2:10	2:15-3:10
ARNOLD BOBBI	N	CAREER OPTIONS/CC	CAREER OPTIONS/CC	CAREER OPTIONS/CC	CAREER OPTIONS/CC	CAREER OPTIONS/CC	CAREER OPTIONS/CC
BECKMAN JAY	2	BEG WGT LIFT/WR	ADV WGT LIFT/WR	BEG WGT LIFT/WR	ADV WGT LIFT/WR	PREP	MENS SPORTS D/WR
BENSON DARREN	1	FIN LIT/834	CWI INT'L/834	PREP	BANK/FIN/CU/834	FIN LIT/834	FIN LIT/834
BHANGU AMY	2	SCIP/450	SCIP/450	PREP	LUNCH SUPERVISION	SCIP/450	SCIP/450
BIRT JARED	2	WELDING 1-2-3-4/257	WELDING 1-2-3-4/257	WELDING 1-2-3-4/257	SM ENG TECH 2/253	PREP	OFF CAMPUS
BOWERSOX MICHAEL	1	PREP	9 GATEWAY 2/602	9 GATEWAY 2/602	9 GATEWAY 2/602	9 GATEWAY 2/602	INTG SUPP/606
BRANNEN MEGAN	1	ACTIVE FIT/GYM	ACTIVE FIT/GYM	PREP	ACTIVE FIT/GYM	ACTIVE FIT/GYM	ACTIVE FIT/GYM
BRICK JEFF	1	CWI 2/U869	AP EUROPE/U869	PREP	AP EUROPE/U869	AP US GOV/U869	CWI 2/U869
BURDICK ZACH	2	GEOMETRY B/193	GIC/957	GIC/957	PREP	GIC/957	GIC/957
BURRIS KEENAN	1	PHYSICS 2/624	PHYSICS 2/624	PREP	PHYSICS 2/624	PHYSICS 2/624	PHYSICS 2/624
CHELSKY ANNA	1	HNRS 9 ENG/613	PREP	CREATIVE WRIT/613	9 ENGLISH 2/613	CREATIVE WRIT/613	CREATIVE WRIT/613
CHRISTIE ANNIE	2	CWI 2/507	CWI 2/507	CWI 2/507	CWI 2/507	CWI 2/507	PREP
COSS-WARRE APRIL	N	MEDICAL SCI/260	MEDICAL SCI/260	PREP	OFF CAMPUS	OFF CAMPUS	OFF CAMPUS
CRAWFORD MIKE	2	DEC MAKING/258	DEC MAKING/258	DEC MAKING/258	PREP	LIT DEVELOP/258	MATH DEVELOP/258
CREWS JESSE	1	GRAD SUPPORT/608	GW BLOCK/430-434	GRAD SUPPORT/608	PREP	GRAD SUPPORT/608	GW BLOCK/430-434
CRUZ BECKY	2	MYTHOLOGV/441	MYTHOLOGV/441	MYTHOLOGV/441	LEADERSHIP/441	PREP	INTR ASB/LD/441
CULVER BILL	2	CARPENTRY 1/255	GIC/957	GIC/957	PREP	GIC/957	GIC/957
CZECH JOE	1	10 ENGLISH/611	10 ENGLISH/611	11 ENGLISH/611	PREP	10 ENGLISH/611	10 ENGLISH/611
D'ARCY-PATTERSON LORI	2	MAT SCI/205	MAT SCI/205	PREP	CHEMISTRY/205	CHEMISTRY/205	CHEMISTRY/205
DONAHUE JESS	2	3D ART DES 1/509	3D ART 2-3-AP/509	2D ART DES 1/501	2D ART DES 1/501	2D ART DES 2-3/501	2D ART DES 2-3/501
DYACHENKO LYUDMILA	1	ELL INTG SUPP/U864	ELL 12 ENGLISH/U864	ELL INTG SUPP/U864	PREP	ELL INTG SUPP/U864	ELL 12 ENGLISH/U864
EDMIASTON KRISTEN	1	FIT 4 LIFE/GYM	FIT 4 LIFE/GYM	FIT 4 LIFE/GYM	PREP	DANCE AEROB/U866	FIT 4 LIFE/GYM
ELLENZ DONNA	1	MATH FOUND/308	VOC PW/308	VOC PW/308	COMM LIV/308	LIT FOUND/308	PREP

# GATEWAY BLOCK

## 9th grade support system

- Collaborative teacher team
  - People first, then content
- Cohort of students blocked together
  - Relationships matter
- Supplemental curriculum on executive functioning skills
- 3 credits for 2 "Periods"
- Infinity chances for grading
  - Personalized plans
- Dynamic use of time
- Student data tracking

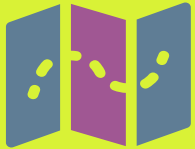


# TAKEAWAYS



# THE SPECIAL EDUCATION TEACHER

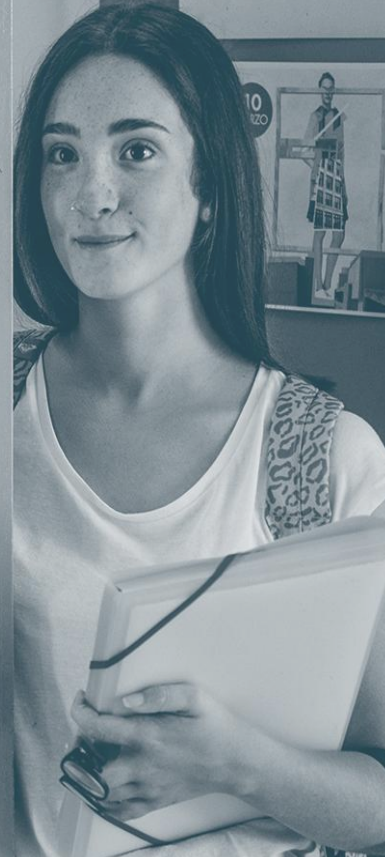
STRATEGY SPECIALIST



DATA COLLECTION &  
STAFF COMMUNICATION



PARA TRAINING



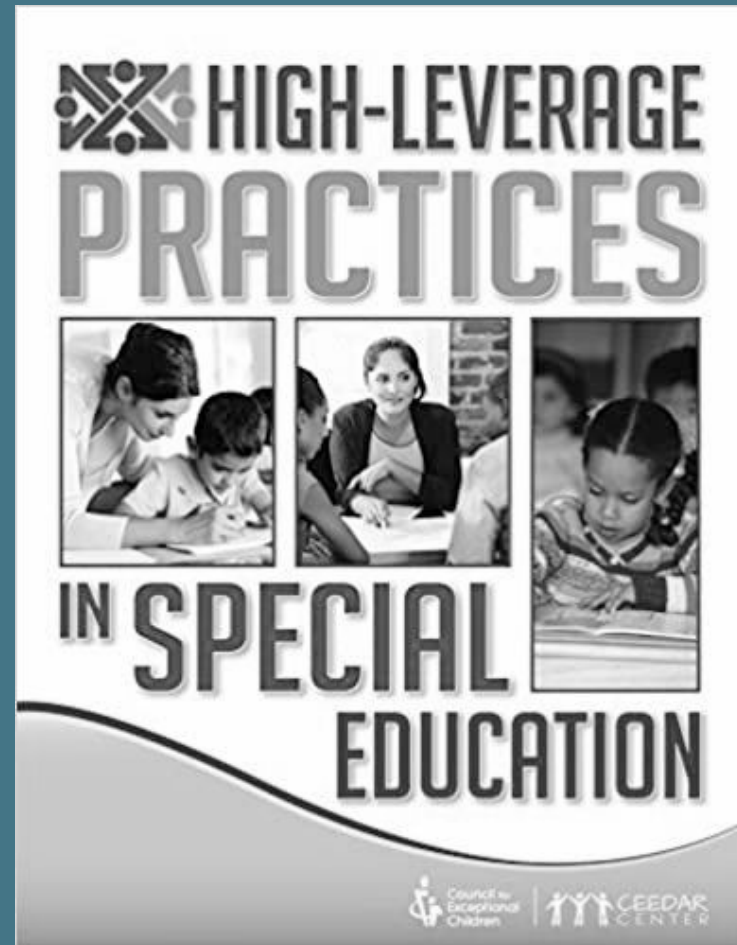
# STRATEGY SPECIALIST

Providing consultation and professional development to other staff.

Collaborate with General Education Teachers during planning time

Differentiation experts that coach teachers on planning for all learners.

- Not all kids learn the same
- Different assessments can show the growth





# COMMUNICATION WITH ALL STAFF

Digital Learning profiles created by special education teachers to communicate with general ed teachers and paraeducators:

- Student preferences/interests
- Academic Support strategies

Working document on  
Google Drive

## Confidential Student Profile

### Student: Sammy Student



**Case Manager:** Anna Capacci

**Graduation Year:** 2022

**Service Areas:** Writing :

- Write clear paragraphs with evidence
- Self edit writing for grammar, spelling, and punctuation
- Math
- Solve two step algebraic equations

#### **Special Considerations:**

Currently, Sammy does not have internet at home, which makes doing homework at home difficult. He has support class 2nd period and can complete work at school. Encourage him to stay after school for tutoring in the Success Center.

#### **Student Strengths:**

- Humanities and creative writing are a strength.
- He likes art and cosplay (create and dress up in costumes)
- Sammy is a big LGBTQ+ supporter
- Used to play the clarinet in band, and trying to get back into it here at EHS.

#### **Post Secondary Goals:**

- He is interested in becoming a medical technician
- He wants to go to community college and live on his own

**Area of Concern**

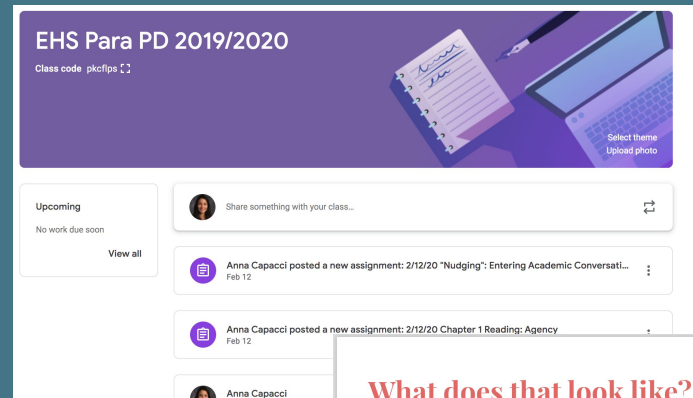
**Support Strategies**

# PARAEDUCATOR TRAINING

Weekly meetings to problem solve and discuss strategies for working with specific kids

Beginning of year all day training

Job-embedded training with SPED teachers

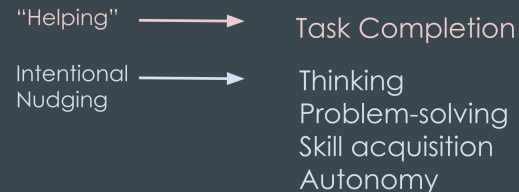


## What does that look like? Shared responsibility

Paraeducators should:

- Follow support plans created by special education teachers.
  - Read learning profiles, behavior plans
  - Ask for clarification from SPED teachers
- Work as a team to communicate about student progress
  - Make notes on student behavior & work progress in student profile daily tracking log (positive and negative)
  - Complete grade checks regularly for classes you support
  - Record daily class notes into Drive
  - Collect data on student behavior as requested by SPED teachers

### Helping vs. Nudging



Results of an effective conference/intentional nudge:

- You are a capable learner
- I am here to support you, but not take away your struggle
- I care about you as a thinker and communicator



STUDENT OWNERSHIP OF IEPs



INTEGRATED SUPPORT



UNIFIED SPORTS

PERSONAL LEARNING PROFILES

**CULTURE OF SHARED OWNERSHIP**

# STUDENT OWNERSHIP OF IEPs

Student-Parent-Teacher planning meetings:

- ALL teachers and counselor invited
- Teachers bring a plan to problem solve student success
- Parent is involved and agrees to process
- Student has a voice (what THEY need and what THEY see happening)

~~XXXXXXXXXX~~ 1/13/80

Wood Tech: 41% <i>Final 2m</i>	<ul style="list-style-type: none"> <li>• Pass 4 handbook tests</li> <li>• Finish review guide by 1/14 end of class</li> <li>• Pass final</li> </ul> <p>Will receive a P if all is completed</p>
Health- 59% <i>Final date: 23rd</i>	
Physics: A	Passing
Digital Photo-C+	Passing
Gateway to College- A	Passing
English- D <i>Paper Wed 15m</i>	<ul style="list-style-type: none"> <li>• Turn in Critical Analysis Paper</li> <li>• Finish and turn in Book Club book</li> </ul> <p>Currently passing but will not receive above an D if paper is not turned in</p>
Math: 53% <i>23rd</i>	<i>Missing assign:</i>

## INTEGRATED SUPPORT

Elective class that focuses on building independent skills that go beyond academics, executive functioning, and future planning.



# STUDENT CREATED PERSONAL LEARNING PROFILES

Created in Integrated Support;  
students share with teachers

- Student voice
- Understanding needs and accommodations

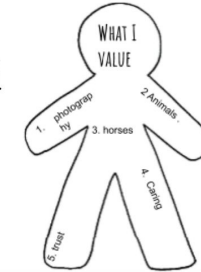
## Susie's Personal Learning Profile

### ABOUT ME

MY HOBBIES, INTERESTS, AND ACTIVITIES

Photography , equestrian, art,

MY FAMILY, MY CULTURE, AND MY  
IMPORTANT PEOPLE:  
MY MOM AND MY BOYFRIEND



### MY POST-SECONDARY GOALS

EDUCATION: I am interested in college, but not quite sure about where or what I want to do

EMPLOYMENT: I AM INTERESTED IN POSSIBLY PHOTOGRAPHY OR ART SCHOOL, OR EQUINE TRAINING AND SERVICE

### WHO I AM AS A LEARNER

WHAT I'M ALREADY GOOD AT	WHAT I WANT TO GET BETTER AT
<ul style="list-style-type: none"> <li>• I'm often "on task" and usually work until the end of class. Sometimes I ask question or for help.</li> <li>• I'm able to shift from one activity to another without much anxiety or feeling overwhelmed. I'm mostly able to adjust to changes in schedules, plans, or due dates, but I can get irritated.</li> <li>• I can start work on my own most days. I can choose the most important assignments to work on that day.</li> <li>• I can usually stay focused on what's going on in</li> </ul>	<p>➤ I can manage my emotions OK during a normal day but I get easily upset/angry when things go wrong. Once I'm upset, it's hard to calm down and move on. Anxiety and negative emotions are a distraction to me during <u>classtime</u>.</p>

# INCREASED STUDENT INVOLVEMENT

## Best Buddies

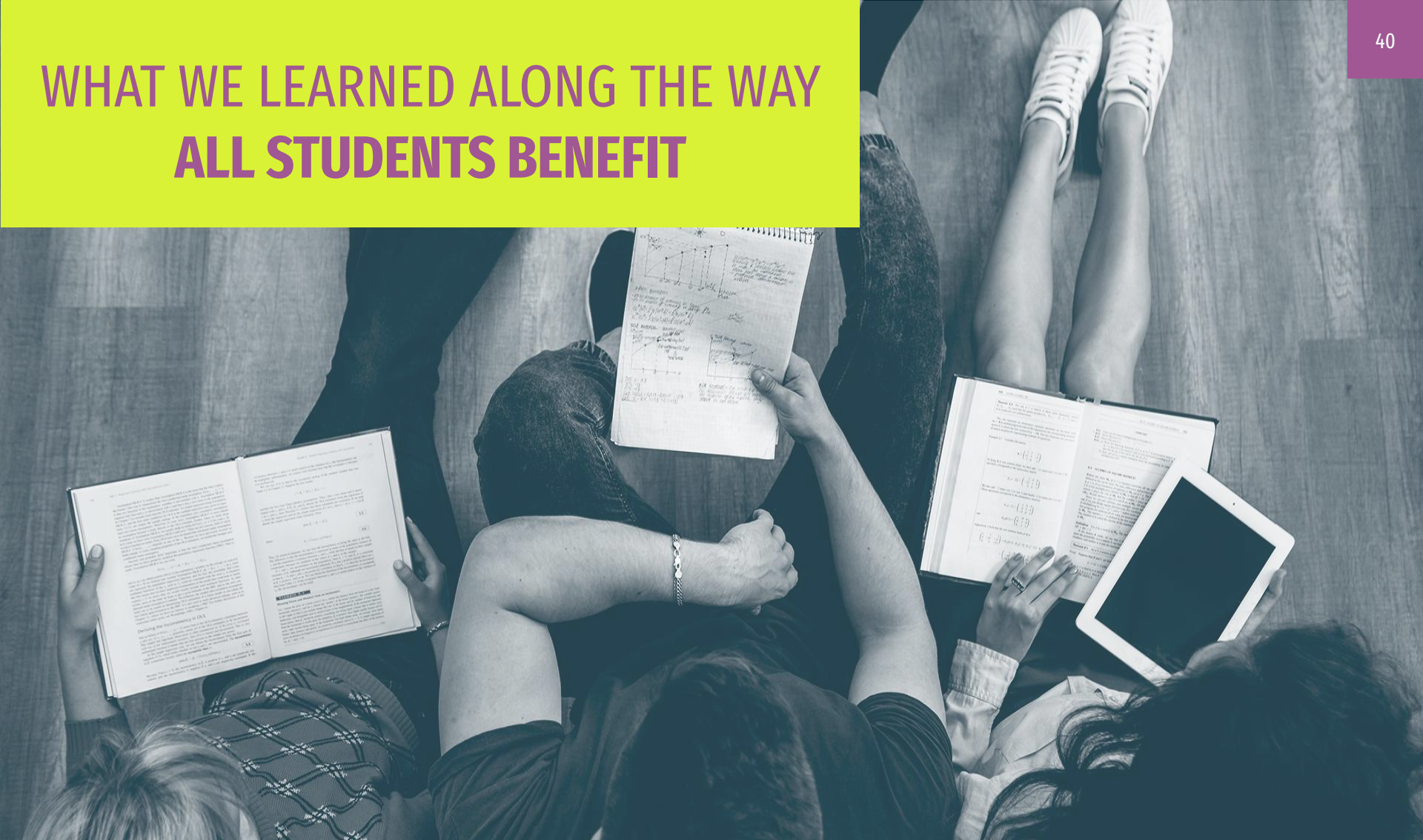
- Promotes 1:1 meaningful friendships
- Weekly contact with semester “outings”
- 1 of 6 HS programs in state of WA

## Unified Sports

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

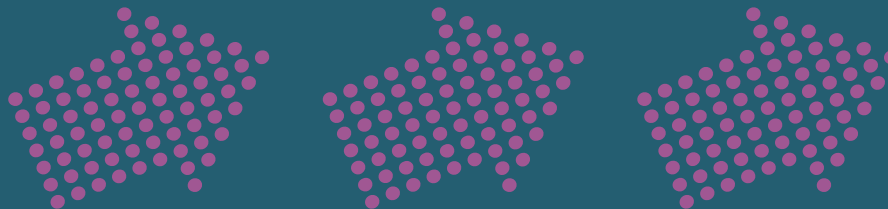


# WHAT WE LEARNED ALONG THE WAY ALL STUDENTS BENEFIT





# SCALING UP



## INCREASED USE OF DATA

Increasing the capacity of all staff members to effectively gather, interpret, and determine action based on data

## BRIDGE TEAM

A team dedicated to facilitating Tier 1, Tier 2, Tier 3 supports for incoming students in our feeder schools.

## STUDENT SUPPORT TEAMS

Bi-Weekly meetings that focus on the same targeted group of students using data to monitor success.

## TIER 2 SPECIALISTS

Use behavior, attendance, and grade data to specifically target Tier 2 students and create plans with them to increase success.

## FRESHMEN CAFE

Every 6 weeks, 9th grade students get a Plainsman Report with their Attendance, Behavior, and Grade data and discuss the data with a mentor

## ACADEMIC COACHES

Para Educators who offer tutoring and coaching for executive functioning skills in the Success Center.

**BLOCK REFINEMENT**

Investing in an extra prep period for PD and Collaboration

Student Data Talks

Integrated Units

3 Content Teachers, SPED Teacher, Tier 2 Specialist

**EHS INCLUSION TEAM**

Guide the next phase of growth for inclusive practices in our school

Continue building capacity in our staff

**DEDICATED SDI COACHES**

Increased flexibility so we can specifically target where the need is most

**NEXT STEPS FOR EHS**



# FINAL TAKEAWAY

- INVEST IN YOUR PEOPLE
- BUILD THEIR CAPACITIES
- UTILIZE THEIR STRENGTHS

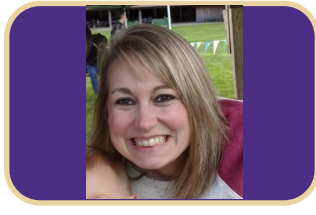
# Contacts

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**Danny Orrantia**  
Principal

[danny.orrantia@evergreenps.org](mailto:danny.orrantia@evergreenps.org)



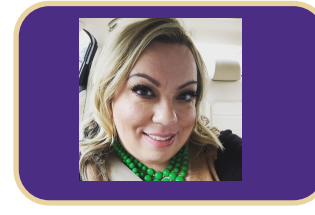
**Andrea Wooster**  
Associate  
Principal

[andrea.wooster@evergreenps.org](mailto:andrea.wooster@evergreenps.org)



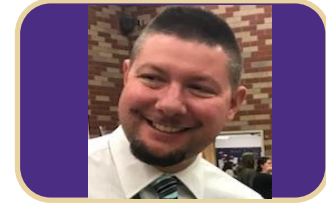
**Anna Capacci**  
EHS SpEd Department  
Coordinator

[anna.capacci@evergreenps.org](mailto:anna.capacci@evergreenps.org)



**Amanda Ollila**  
Learning  
Support

[amanda.ollila@evergreenps.org](mailto:amanda.ollila@evergreenps.org)



**Todd Karnofski**  
Special Education  
Program Coordinator

[todd.karnofski@evergreenps.org](mailto:todd.karnofski@evergreenps.org)

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

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- 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?**

# To learn more about the Demonstration Sites Project

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> Please visit:

<https://haringcenter.org/pdu-demo-sites/>

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

> Or email, [uwdemosites@uw.edu](mailto:uwdemosites@uw.edu)

Respond at [PollEv.com/uwharingcenter](https://www.poll-ev.com/uwharingcenter)

Text **UWHARINGCENTER** to **22333** once to join, then text your message

W

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



Total Results: 36



# Evaluation and Clock Hours

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## Google Form

<https://forms.gle/QVvu7NRsV2s9vMsM7>





# Thanks to our partners

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OSPI

