

# Demonstration Sites

at the University of Washington Haring Center for Inclusive Education

Central Valley Early Learning Center  
Central Valley SD



**CENTRAL VALLEY**  
EARLY LEARNING CENTER

UNIVERSITY *of* WASHINGTON  
**HARING CENTER**  
**FOR INCLUSIVE EDUCATION**



# Demonstration Sites at UW Haring Center for Inclusive Education

Fall 2024 - 16 districts; 21 Demo Sites

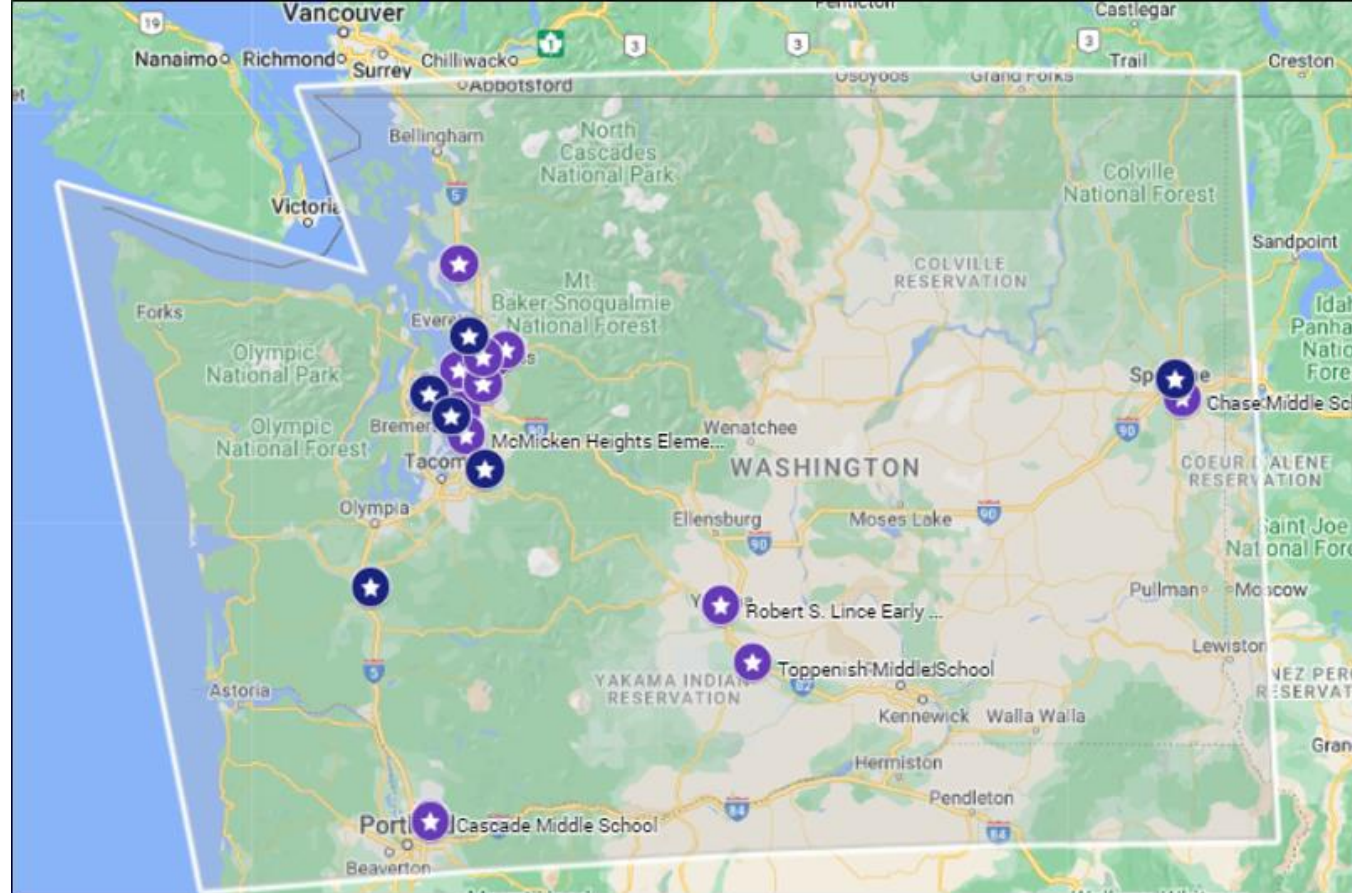


Inclusionary Practices (IP) Demo Sites  
○ 10 Districts, 11 Sites



Reducing Restraint and Eliminating Isolation (RREI) Demo Sites  
○ 6 Districts, 10 Sites

- Auburn SD
- Bainbridge Island SD
- Centralia SD
- Mukilteo SD
- Seattle PS
- Spokane PS



# Inclusionary Practices Technical Assistance Network: Connection, Collaboration and Support



**Inclusionary Practices**  
Technical Assistance Network



# Demonstration Sites Journey

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Each site is on their own inclusive journey.

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High leverage moves align to individual school cultures and priorities.

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Increasing district scale and sustainability are critical for lasting impacts.

# Central Valley Early Learning Program Central Valley School District



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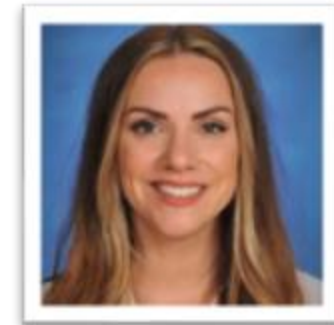
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Welcome to the Central Valley  
Early Learning Center

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[CV ELC Website](#)

## CV ELC by the Numbers

- 590 funded student spots
- 150 Staff Members
- 22 Classrooms at the ELC
- 9 Satellite Classrooms
- 11.9 Million Dollar Yearly Budget
- 14 Social Workers (40 family caseload)
- ALL Inclusive model: 18 students  
(12 typical peers - 6 students with IEP's)
- Push in SLP, OT, and PT Services



# 9 Satellite Classrooms

- 3 Classrooms at Liberty Creek Elementary
- 2 Classrooms at Progress Elementary
- 2 Classrooms at South Pines Elementary
- 2 Classrooms at University Elementary







# The Why behind- CVSD inclusion journey

- The needs of all students: CVSD realized now was the time to give all students access to a high-quality early learning environment with interventions and supports throughout the entire environment.
  - Parents concerns of students being in different programming based on student need
  - Data supporting student success who had a greater amount of time with typical peers outside of just large motor or a shared circle time

# The When behind – CVSD inclusion journey

- The process took 2 years of designing and planning prior to moving to a full inclusionary model.
  - Tours of other high-quality inclusive programs
  - Work around changing our culture – the past practice of my students, your students
  - Union contract negotiations and re-design of overall program design
- The design continues to adjust based on lessons learned.
  - Class size
  - Student needs
  - Program design



# The Prompt behind the change – CVSD inclusion journey

It was brought to our attention one school year when a parent had a set of twins in our early learning programming. One student was in our regular preschool classroom and the other was on an IEP in a separate classroom for students with high needs. Other than time spent together during large motor the students were kept completely separate. After the first parent/teacher conference the parents attended each students conference separately. Shortly after the conferences the parents arrived at the principal's door with a list of concerns. The concerns started simply with **WHY?**

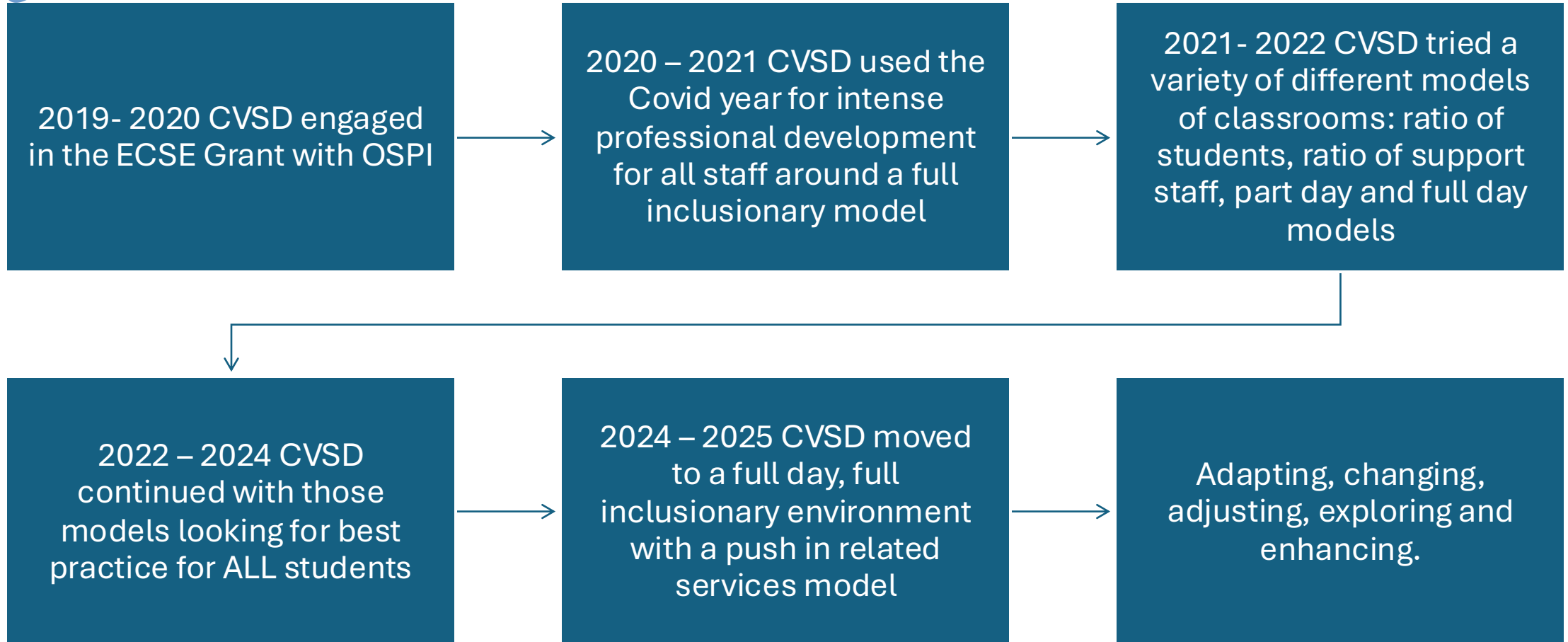


# WHY?

- WHY - Does my child that is typically developing have a classroom full of rich learning?
- WHY – Does my child with special needs not have access to friends that they can learn from, just like at home with their sibling?
- WHY – Does my typical child's teacher have a rich set of data and observations that show me everything they can do, and my child with special needs we reviewed where they were on their goals in only their identified areas of concerns?
- WHY – Does my typical child have a list of requirements to ensure that they are getting the highest best practice model with standard expectations, and my child with special needs has programming that has no standard expectation other than meeting individual's needs.
- **Which started the steps to THE WHY!**



## So, The Journey Began, Because a Parent Asked the Simple Question of WHY?







# Steps to make Inclusion Successful! Universal Supports and Interventions

- Ensure all learning environments have the same universal resources, supports and interventions.
- Rich professional development for all staff to continue to strengthen overall learning environments.
- Interdisciplinary teams that support collaboration around students' success.
- Allow staff to wrestle with concerns, issues and questions in a supportive and productive process.
- Aligned our District MTSS system to make Early Childhood Special Education (ECSE) Inclusion Champions Grant, a smooth transition of processes, procedures and data.
- Example of our SST form process below

Student Name		DOB		Date	
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# SST Process

## First SST Meeting:

- Student's general education teacher & SST facilitator complete a Student Study Team Referral Form
- SST meeting called to discuss the student's educational progress
- SST facilitator sends out meeting invitation to SST members:
  - General education teacher  Counselor  ELD Specialist (if student is an ELL)
  - Teachers who work with student  Student (when appropriate)  Title I &/or LAP (if academic concern)
  - Other general education colleagues  Nurse (if issue is medical)
  - Administrator  Parent/Guardian (parent/guardian unable to attend, document contact attempts):

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 (Date/time/method) (Date/time/method)

- Student Study Team Minutes taken during meeting
- The team:
  - Brainstorms accommodation and interventions related to the area(s) of concern
  - Determines the intervention(s) to use for the next 6 weeks (minimum)
  - Determines person(s) responsible for implementation
  - Determines tracking method and person(s) responsible for tracking data
  - Sets follow-up date to discuss outcomes:
    - Date/time for next team meeting: \_\_\_\_/\_\_\_\_/\_\_\_\_/
    - (If interventions are effective, the team may decide to cancel/reschedule meeting)*
- Student Study Team Minutes distributed to all teachers/specialists who work with the student
- Intervention data will be collected and summarized/graphed for next meeting

## Second SST Meeting:

- SST meeting called to discuss student's educational progress & response to interventions
- Summarized/graphed data (minimum of 6 weeks of progress monitoring) distributed to team prior to meeting
- SST facilitator sends meeting invitation to SST members:
  - General education teacher  Counselor  ELD Specialist (if student is an ELL)
  - Teachers who work with student  Student (when appropriate)  Title I &/or LAP (if academic concern)
  - Other general education colleagues  Nurse (if issue is medical)
  - Administrator  Parent/Guardian (parent/guardian unable to attend, document contact attempts):

2/4/25 / 3:00 / in-person \_\_\_\_/\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 (Date/time/method) (Date/time/method)

- Student Study Team Minutes taken during meeting
- Based on intervention data & team input (written input from absent team members), team determines to:
  - Alter interventions by adjusting frequency/intensity/duration
    - Track data for the next 3 weeks (minimum)
    - Determine person(s) responsible for implementation
    - Determines tracking method & person(s) responsible for tracking data
    - Set follow-up date to discuss outcomes
      - Date/time for next team meeting: \_\_\_\_/\_\_\_\_/\_\_\_\_/
      - (If interventions are effective, the team may decide to cancel/reschedule meeting)*
  - Intervention data will be collected and summarized/graphed for next meeting
- Choose alternative intervention
  - Brainstorm accommodations/interventions related to area(s) of concern
  - Track data for the next 6 weeks (minimum) for new interventions
  - Determines person(s) responsible for implementation
  - Determines tracking method & person(s) responsible for tracking data
  - Set follow-up date to discuss outcomes
    - Date/time for next team meeting: \_\_\_\_/\_\_\_\_/\_\_\_\_/
    - (If interventions are effective, the team may decide to cancel/reschedule meeting)*
  - Intervention data will be collected and summarized/graphed for next meeting
- Student Study Team Minutes distributed to all teachers/specialists who work with the student

## Third SST Meeting:

- SST meeting called to discuss student's educational progress & response to interventions
  - SST facilitator sends meeting invitation to SST members:
    - General education teacher  Counselor  ELD Specialist (if student is an ELL)
    - Teachers who work with student  Student (when appropriate)  Title I &/or LAP (if academic concern)
    - Other general education colleagues  Nurse (if issue is medical)  SLP/OT/PT (if therapy related concerns)
    - Administrator  Parent/Guardian (parent/guardian unable to attend, document contact attempts):
      - School Psychologist \_\_\_\_/\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/
- (Attendance required if SpEd Referral is anticipated)** (Date/time/method) (Date/time/method)

- Based on intervention data & team input (written input from absent team members), team determines to:
  - Alter interventions by adjusting frequency/intensity/duration
    - Track data for the next 3 weeks (minimum)
    - Determine person(s) responsible for implementation
  - Determines tracking method and person(s) responsible for tracking data
    - Set follow-up date to discuss outcomes
      - Date/time for next team meeting: \_\_\_\_/\_\_\_\_/\_\_\_\_/
      - (If interventions are effective, the team may decide to cancel/reschedule meeting)*
- Intervention data will be collected and summarized (graphed) for the next meeting

- Choose alternative intervention
- Brainstorms accommodation and interventions related to the area(s) of concern
  - Track data for the next 6 weeks (minimum) for new interventions
    - Determines person(s) responsible for implementation
  - Determines tracking method and person(s) responsible for tracking data
    - Set follow-up to discuss outcomes
      - Date/time for next team meeting: \_\_\_\_/\_\_\_\_/\_\_\_\_/
      - (If interventions are effective, the team may decide to cancel/reschedule meeting)*
- Intervention data will be collected and summarized/graphed for next meeting

- Consider referral for a Section 504 determination meeting due to suspected:
  - Physical or mental impairment that substantially affects a major life activity and a need for an accommodation plan
  - Request Special Education Referral due to suspected:
    - Identified disability
    - Adverse educational impact due to the disability
    - Need for specially designed instruction

- Student Study Team Minutes distributed to all teachers/specialists who work with student (indicating team decision and next steps as appropriate):
  - Additional SST date indicated above
- SST meeting minutes & SST Referral Form given to building Section 504 contact person to set determination meeting
- SST meeting minutes & SST Referral Form given to School Psychologist for special education referral



# Curricula

Our foundation is built on Creative Curriculum  
We as a program align with the school district curriculum

- Bridges Math
  - Heggerty Phonics
- In addition we implement
- Second Step SEL
  - Handwriting Without Tears , Literacy

# The Pyramid Model is a framework of evidence-based practices for promoting young children's healthy social and emotional development

Coaching classroom staff and providing Supports and strategies for teachers, students, and families.

Students needing intensive interventions for challenging behaviors are supported using "Prevent – Teach – Reinforce for Young Children



The TPOT Observation Tool – helps “triage” a classroom with the most effective intervention first.

Coaches use the practiced based coaching cycle to continue to support teachers and students in the classroom.



# 14 Family Support Specialists

ECEAP family support services use Mobiliy Mentoring® which is a 2Gen approach based on the principle that children thrive when their parents do and vice versa. Using a coaching model, family support staff provide families with resources and guidance from someone who wants to offer a listening ear. These services intend to empower families in decreasing stress and increasing interconnectedness with others.



Mobility Mentoring® uses a metaphor of a bridge to achieve economic stability. The bridge provides a strong foundation that helps families navigate their way as they move toward and strengthen their economic stability. This strengths-based approach is intended to meet families where they are, follow their lead, use culturally competent approaches, and work collaboratively with each family as they journey across their pathway to self-reliance. As a result, each journey is individualized with goals that are reflective of the family versus striving to be at the top of each pillar.

### Examples of supports that are tailored and individualized for every family:

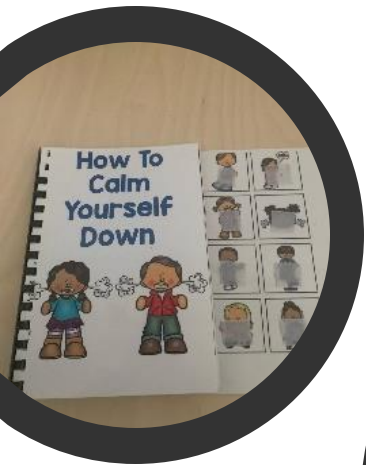
- Learning behavior management skills (used in a PreK-classroom setting) for parents to use at home.
- Tools, support, and information families need to keep children's school readiness progressing.
- Emergent employment and unemployment resources.
- Resources for housing, parent education, budgeting, and continuing education.
- Additional support in the social and emotional well-being of the child and family.

Stability		Connection to Self and Others		Money Management		Education and Training Planning		Employment and Career Management	
HOUSING	FAMILY WELL-BEING	PARENTING	WELL-BEING	SENSE OF BELONGING	PERSONAL AND PROFESSIONAL SUPPORTS	EXPENSES	PLANNING	LEARNING	EARNINGS LEVELS
I have safe, affordable, stable housing that meets my family's needs.	My family's needs are met in ways that allow me to focus on my goals.	I am aware of and responsive to my child's developing needs. I access resources as needed.	I can participate fully in life because I feel healthy.	I am included in and contributing to my diverse community.	I have personal connections that are supportive and help me achieve my goals.	I have the resources I need to confidently manage my debt.	I can meet my family's financial needs now and in the future.	I have enough skills, education and training so I can choose the career I want.	I earn a living wage in a job that meets my career and future goals.



Instead of how fit is the student for the classroom, how fit is your classroom for the student?

Large daily visual schedules at the eye level make the day predictable and prevent anxiety and behavior.



Visuals make abstract concepts more concrete





Classrooms teach social-emotional skills using visuals for teaching students how to ask a friend to play, sharing, managing feelings and problem solving.

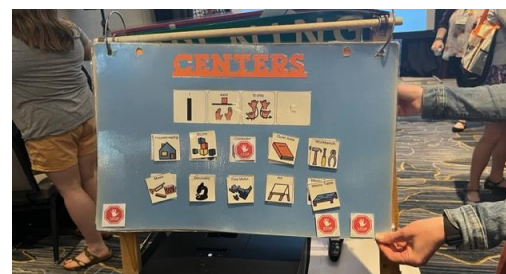
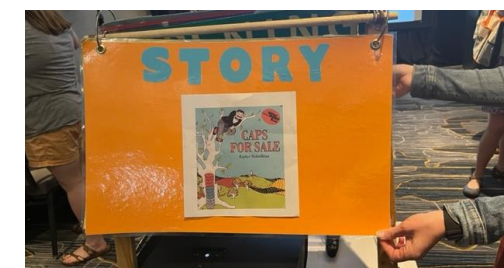


**Building Social and Emotional Resilience**  
**The backbone of Inclusion**



# Schedules Within Schedules

Schedule within a schedules help students understand the beginning, middle and end of the activity. This helps them to determine what comes next and when they are done.



# Inclusion success: 2023-2024 TSG Data

## 4 year olds falling below standards:

	Fall	Spring	Total Increase:
SEL	60.5%	28.6%	31.9%
Math	67.2%	25.6%	41.6%
LIT	56.9%	18.7%	38.2%

## 3 year olds falling below standards:

	Fall	Spring	Total Increase:
SEL	47.0%	21.4%	25.6%
Math	50.9%	22.8%	28.1%
LIT	61.6%	29.3%	32.3%



## Lessons Learned:



Creating inclusive environments requires trust and collaboration between early intervention, early childhood special education providers and the general early childhood workforce.

Inclusion is only hard work for the adults.



# Continued Growth and Next Steps



What are successes to celebrate?

- Student advocacy and voice
- Family/community engagement

What is school site continuous growth and next steps?

- We are making forward progress aligning our staffing, calendar, curriculum and programming to our district's Kindergarten.
- We currently don't have TK. We continue to consider what TK might look like in our district. We are anticipating how we can grow and meet TK standards.

What does district scale and building capacity look like?

- We are near capacity in our ELC building. We work closely with our administration to determine when and where we open new classes in our existing elementary schools.





Thank you for visiting us



# Thank you Central Valley Early Learning Center

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# Resources and Artifacts

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## Central Valley Early Learning Center

### > Inclusionary Practices Resources

<https://ippdemosites.org/demonstration-sites/preschool/central-valley-early-learning-center/>



# Demonstration Sites at UW Haring Center for Inclusive Education

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For more information and resources:  
<https://ippdemosites.org/>

- School recordings
- School artifacts
- Inclusive resources
- Tip sheets

