

# PATHWAY TO INCLUSION: AN EVERGREEN PUBLIC SCHOOLS & EVERGREEN EARLY LEARNING STORY

## BACKGROUND

The Evergreen Early Learning services and Evergreen Public Schools joined as an IPTN Demonstration Site district in 2024. Their work focuses on schoolwide inclusion, highlighting **co-teaching and blended early learning environments, family and community partnerships, and high-quality early childhood instructional practices** as core strategies all aimed at ensuring every student has access, support, and a sense of belonging. Evergreen Public Schools serves roughly 22,000 students, with diverse demographics and a large early learning footprint that includes ECSE classrooms, Transition to Kindergarten (TK), Inclusive ECSE Programs, and community partner programs such as Head Start and ECEAP.



## MISSION & VISION

The district's mission centers on the belief that every child—regardless of ability, background, or early learning experience—deserves to belong and thrive in environments that reflect high expectations, developmental appropriateness, and cultural and linguistic responsiveness. Evergreen's early learning vision is grounded in the understanding that inclusive education in the earliest years shapes long-term attitudes toward diversity, equity, and belonging. The district strives to ensure that students are not segregated due to outdated service delivery models but instead supported within general education contexts through strong collaboration, intentional instructional design, and equitable access.

## TIMELINE AND INTENTIONAL MOVES

The journey toward inclusion in Evergreen's early learning programs began with the desire to create smoother transitions and equitable access for all young learners. Initial efforts highlighted several challenges, including limited inclusive classroom options, inconsistent service models, staff training needs, and disruption due to leadership transitions and the pandemic. These realities strengthened the district's commitment to building an inclusive birth-to-K pipeline. Over time, Evergreen took intentional steps: establishing districtwide training in Pyramid Model practices, aligning calendars and staffing schedules with community partners, embedding collaboration time into early childhood programs, and formalizing co-teaching partnerships across blended classrooms. Additional moves included implementing Creative Curriculum across sites, deepening coaching supports, strengthening data-informed student placement, and increasing communication with families and partnering agencies.

# **INCLUSIVE PRACTICE: BLENDED AND CO-TAUGHT EARLY LEARNING CLASSROOMS**

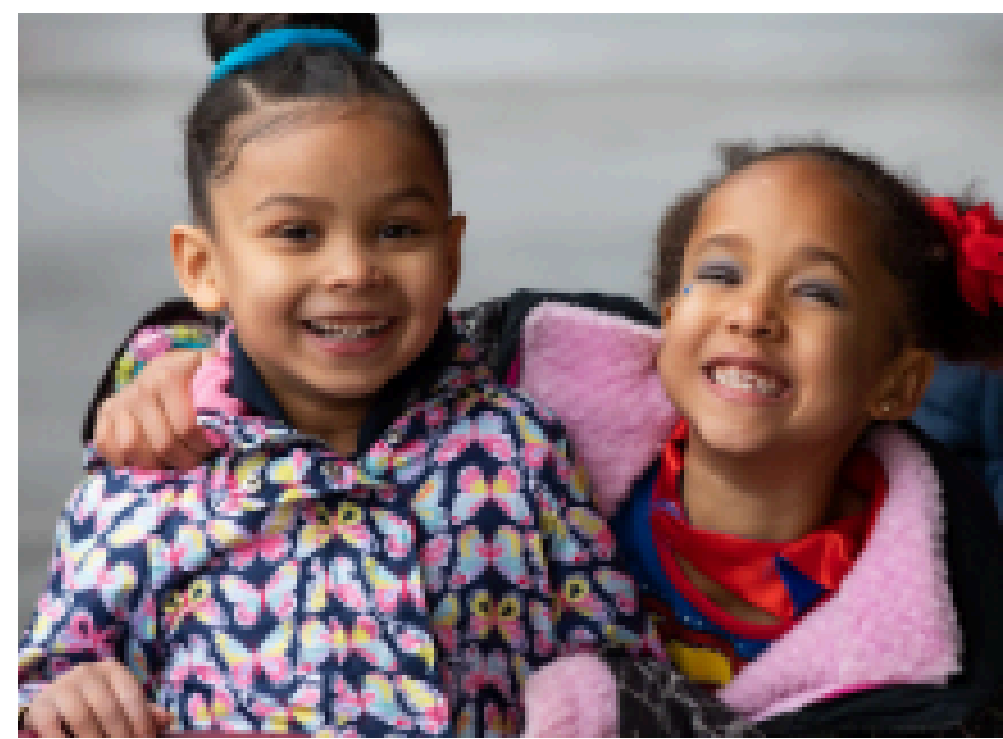
The district created inclusive classrooms that combine ECSE students with Head Start, ECEAP, and other early learning peers. These settings include both an ECSE teacher and a community early learning teacher, supported by paraeducators, allowing students with disabilities to access general education curriculum and routines with embedded individualized supports. Classrooms feature universal design strategies, intentional small-group instruction, shared behavior expectations, and consistent use of Pyramid Model practices to promote social-emotional learning.

## **INCLUSIVE PRACTICE: COLLABORATION, COACHING, AND PROFESSIONAL LEARNING STRUCTURES**

Evergreen invested in districtwide and communitywide professional learning, ensuring staff across ECSE, Head Start, ECEAP, and TK share aligned practices. Teams engage in ongoing coaching cycles, monthly PLCs, individualized classroom support, and structured reflection time. The district intentionally embeds collaboration into staff schedules, allowing co-teachers and paraprofessionals to co-plan, analyze data, coordinate interventions, and refine inclusive routines. These structures strengthen shared ownership of all students and improve instructional consistency.

## **NEXT STEPS**

Evergreen plans to continue expanding inclusive early childhood options, strengthening its continuum of services, and increasing the number of high-quality blended classrooms. Next steps include refining collaborative partnerships with community early learning agencies, enhancing staff capacity for implementing inclusive instructional frameworks, and continuing to align district and community calendars, staffing, and resources. The district also aims to respond to challenges such as limited staff availability for community-based inclusion and to navigate the ongoing shifts required as programs grow and evolve. Through these efforts, Evergreen remains committed to ensuring every young learner experiences belonging, access, and meaningful participation in their earliest years.



## **INCLUSIVE PRACTICE: PLAY- BASED LEARNING AND EMBEDDED INTERVENTION**

Creative Curriculum and play-based instructional design serve as the foundation for high-quality learning experiences. Educators integrate embedded interventions, small-group instruction, and targeted support into natural routines rather than pull-out or separate models. TK classrooms, like Sifton's KinderBridge program, provide robust learning environments for students with diverse needs, including multilingual learners and students with IEPs. Instruction is aligned with developmentally appropriate practices, SEL routines, and ongoing data-informed adjustments.

*To learn more about  
Evergreen Public Schools  
click below:*

