



We are so glad you are here!

We are waiting for participants to get connected,
and we'll get started in just a few minutes.



Land Acknowledgement



We acknowledge the pain and trauma resulting from these past months and over 400 years of racism in the United States.

We stand with our communities of color, especially those who identify as and/or are categorized as African-American. We are committed to centering our work to dismantle structural racism.



AESD/OSPI Webinar Series:

INCLUSIVE IEPs FOR OUR NEW WORLD

Inclusionary Practices Across Reopening Models

October 8, 2020



AESD/OSPI Monthly Webinar Series:

INCLUSIVE IEPS FOR OUR NEW WORLD

**Oct 8, 3pm:
Inclusionary
Practices Across
Reopening Models**

**Nov 12, 3pm:
Progress
Monitoring &
Collaboration**

**Dec 10, 3pm:
Family &
Community
Partnerships**

[Registration Link](#)

[Registration Link](#)

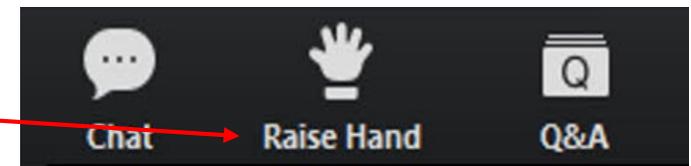
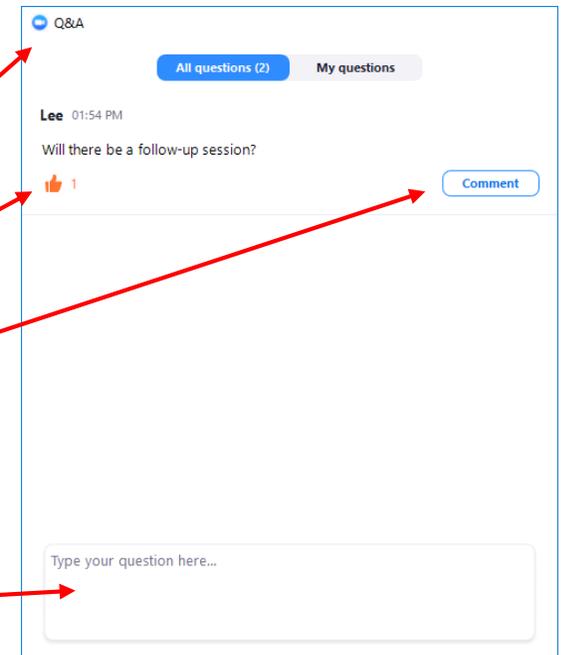
Webinar Series Learning Objectives:

- Foster collaboration among special educators, general education partners, and system leaders to support inclusionary practices.
- Highlight effective strategies for providing inclusive instruction across school reopening models.
- Share strategies, innovations, and resources.



Webinar Engagement Options

- Webinar sessions will be recorded
- Recordings & Presentations will be added to the [OSPI Website HERE](#)
- Links will be dropped in chat periodically
- Use the Q & A Screen for the following actions:
 - Thumbs up (Yes, I have same question)
 - Comment on existing question
 - Ask a question
 - Raise your hand



Today's Presenters



Tania May
Director of Special Education
Office of Superintendent of
Public Instruction (OSPI)



Cassie Martin, PhD
Inclusion Specialist
UW Haring Center for
Inclusive Education
Demonstration Sites Project LEAD



Brenda Edwards
Inclusion Specialist
Toppenish Middle School



Amy Campbell
Special Education teacher
Integrated Communication
Program, Camas, WA
2020 WA State Teacher of the
Year

Today's Discussion:

- Cassie- Overview of IPP Demonstration Sites
inclusionary practices WA school innovations
- Brenda- Toppenish, connections/tech, tools &
resources for access to gradelevel content
- Amy - facilitating inclusion across reopening models; what we
learned from spring; prioritizing relationships and connections;
family partnerships; general education collaboration
- Q&A throughout



Demonstration Sites Project Overview

- > 16 demonstration sites across the state of WA will be selected over the course of the 2019-2021 school 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.



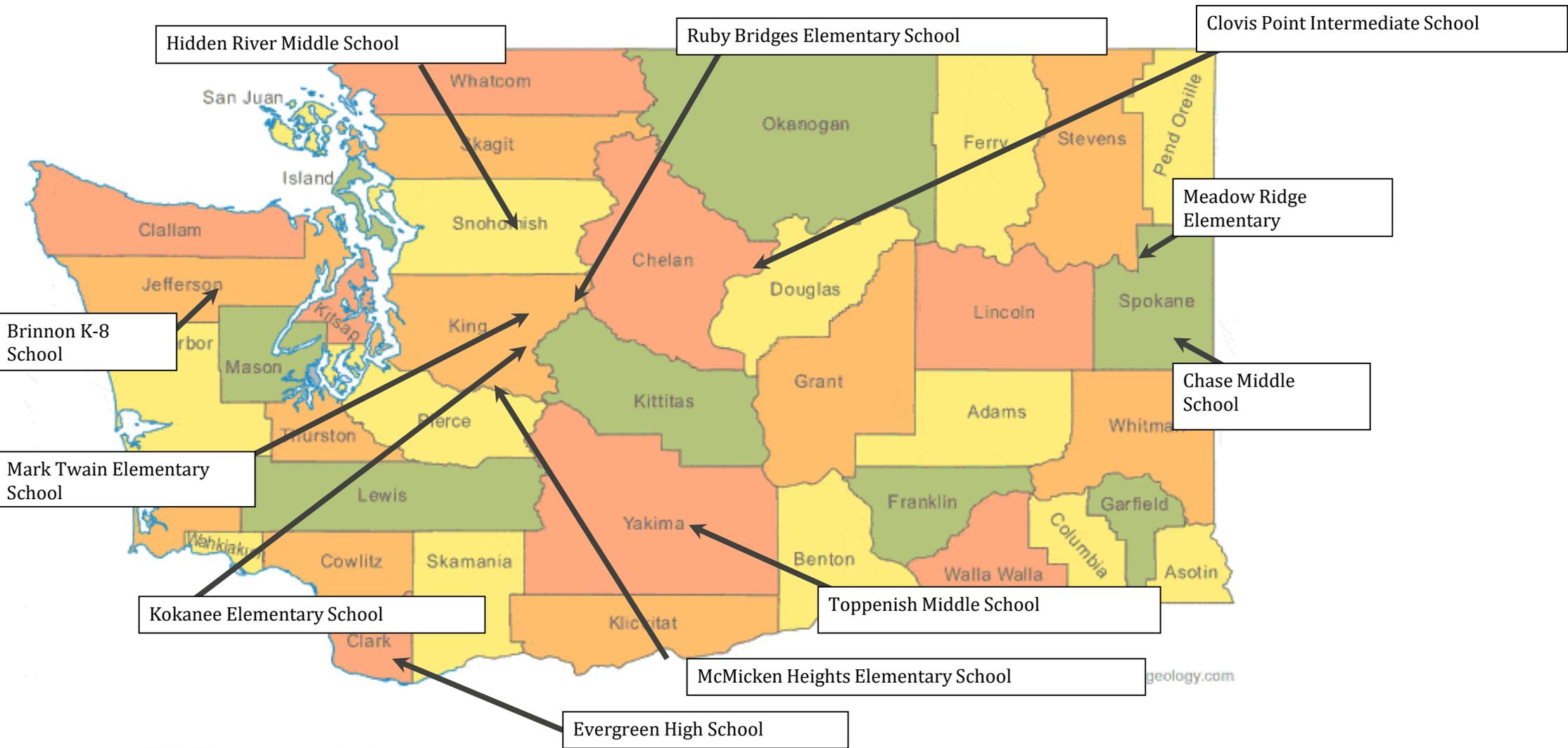
Founding Principles

Inclusive education requires a cultural shift in philosophy and practice.

- > The ways we tell our stories can provide a transformational learning experience for other schools, increasing impact and the likelihood that they will implement what they learn.
- > Every school is engaged in effective inclusive practices and supports that can be shared with others.
- > All schools are on a path of continuous improvement.
- > Strong sustainability is promoted through strong partnerships with key stakeholders.
- > Innovative site -based leadership leads to increased effectiveness.



Where are our Demonstration Sites?



Demonstration Sites Impact

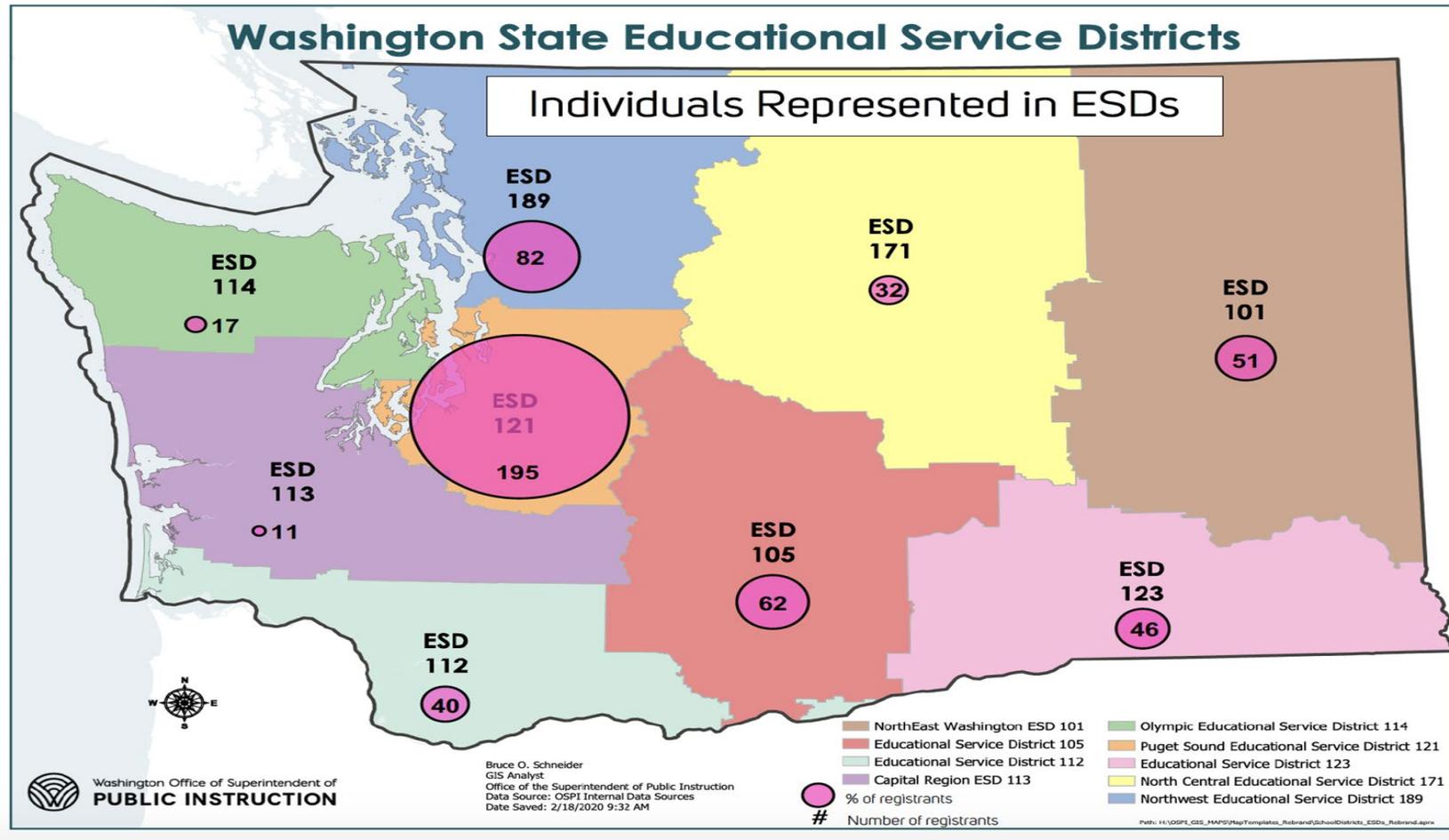
- Storytelling
- By the numbers
- Professional Networking
- Continuous Path of Improvement



Storytelling

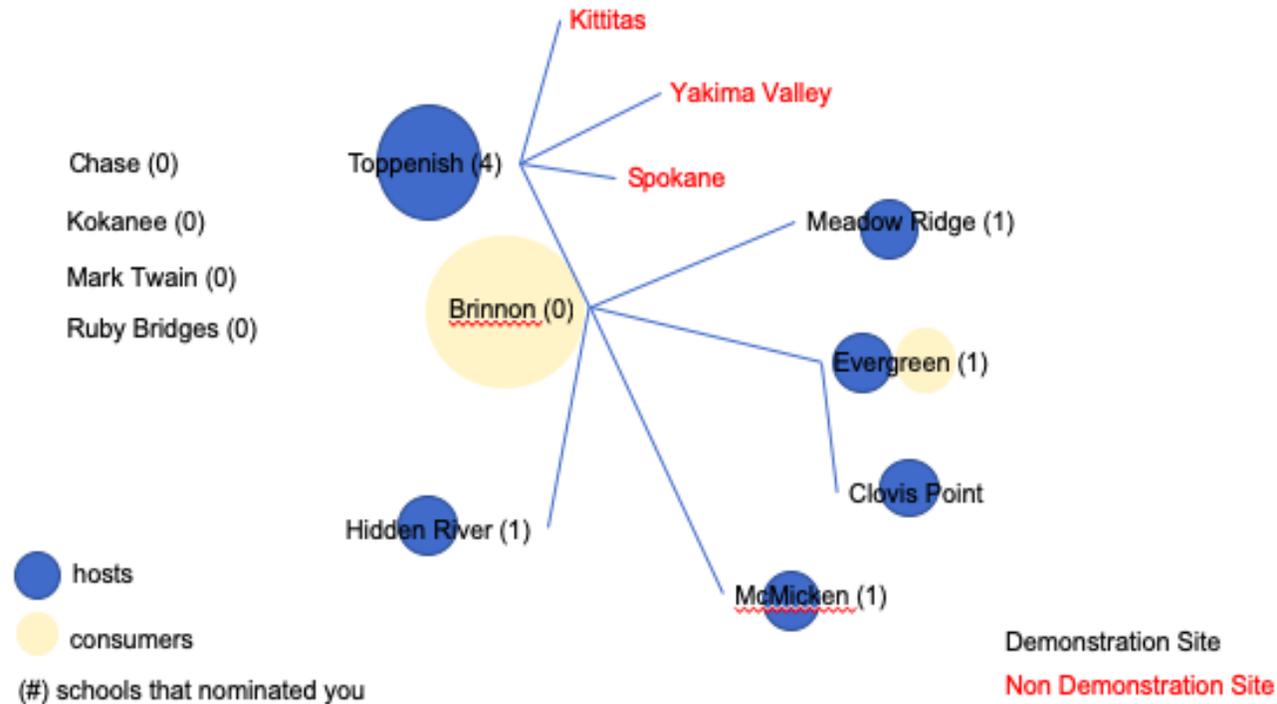


By the numbers

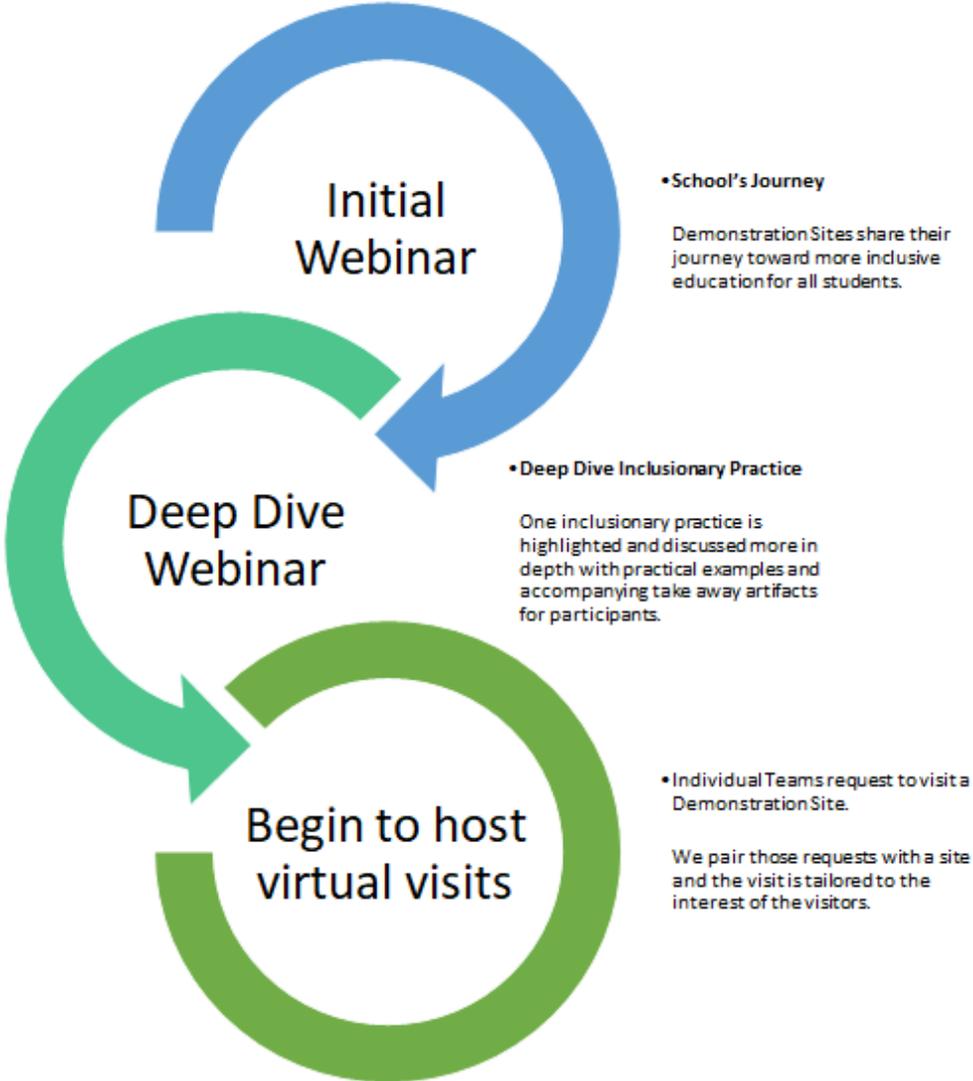


Professional Networking

What school sites have visited you as part of the demonstration study?



Webinars and Virtual Visits (Cohorts 1 and 2)



Inclusion outside of the brick and mortar

- > Opportunity to re -imagine what it looks like to be inclusive
- > This is a great time to put structures in place to innovate now and try back in in-person school later
- > Keep in mind distance instruction will look different than in class instruction
- > Take this opportunity to focus on learning standards instead of activities and implement the principles of Universal Design for Instruction
- > The necessity of collegiality and community.



Innovating in a Time of Distance Learning

- **Building a Collaborative Culture**
- **Providing Flexible Services**
- **Engaging with Families and Cultivating Community Partnerships**
- **Adhering to an Inclusive Mission and Vision**



Voices from the Field: Toppenish Middle School

Brenda Edwards



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Technology Access: TSD

- Chromebook check outs (spring, August)
- buses: hot spots
- individual hot spots/ Google Form request

School Access: TSD

- periods 1-5 (versus 7), with RTI in afternoon
- HS: RTI in morning so siblings can help each other
- advisory class (20 minutes) each day:
 - logging in
 - assignment reviews/help
 - classes/schedules
 - social/emotional
 - parent contacts
 - learning/lessons (Just Say Hello/ See
Something, Say Something)

Attendance Focus: TSD

- Daily attendance form (Google Form)
- advisory parent/student contacts
- home visits: miss 2 days in a row
- paraprofessionals assist as co-teachers in classrooms to maintain student relationships (break out rooms, PBIS/PRIDE points, private messages...)

Curriculum Access: TSD

- UDL focus: engagement, representations, action/expression
- Engagement: interactivity, feedback, effects
- Representations: visual, auditory
- Action/ Expression: flipgrids, sentence frames, m/ c

Examples of Access: Google Forms, Slides, Screencastify, and Edpuzzle

- [7th grade math modifications example: Google Slides](#)
- [8th grade math modifications example: Google Forms with embedded Images and Videos \(using Screen Castify\)](#) (most of video)
- [Increasing Student Accuracy with Edpuzzle](#) (part of video)
- Resource: for ELA: [More Examples of Modified Tests Using Google Forms and its Features](#)

More Examples of Access: Vocabulary Practice

- [Vocabulary Practice with Quizlet](#) (part of video)

resource: [Vocabulary Practice with Google Slides](#)

What about Writing? Short Answer



From *All the Light we Cannot See* by Anthony Doerr
“Leaflets”

At dusk they pour from the sky. They blow across the ramparts, turn cartwheels over rooftops, flutter into the ravines between houses. Entire streets swirl with them, flashing white against the cobbles. Urgent message to the inhabitants of this town, they say. Depart immediately to

open country.

The tide climbs. The moon hangs small and yellow and gibbous. On the rooftops of beachfront hotels to the east, and in the gardens behind them, a half-dozen American artillery units drop incendiary rounds into the mouths of mortars.

1. Examples of figurative language in paragraph one are highlighted blue.

Why are these examples figurative language?

_____ is/area example(s) of figurative language because _____

Tiered:

Sentence
Frames to help
with expressive
language

(students need
help to
correctly use
their academic
language)

What about Writing? Short Answer

Directions: Read the following passage and answer the questions that follow.

Passage



From *All the Light we Cannot See* by Anthony Doerr
"Leaflets"

At dusk they pour from the sky. They blow across the ramparts, turn cartwheels over rooftops, flutter into the ravines between houses. Entire streets swirl with them, flashing white against the cobbles. Urgent message to the inhabitants of this town, they say. Depart immediately to

open country.

The tide climbs. The moon hangs small and yellow and gibbous. On the rooftops of beachfront hotels to the east, and in the gardens behind them, a half-dozen American artillery units drop incendiary rounds into the mouths of mortars.

1. Examples of figurative language in paragraph one are highlighted blue.

Why are these examples figurative language? Select an answer below:

- Lights in real life can do cartwheels, so it is a denotation.
- Lights cannot do cartwheels or flutter or speak, so it is personification.

Modified:

multiple choice/
matching

*allows students
to demonstrate
**receptive
understanding of
content**

What about Writing? Essays

Form A: Embedded Assessment 1.1

Write a narrative about a time you tried something new or have dealt with major change. How did it affect you? How did it cause you to change? (Ex: hobby, sport, appearance, responsibility, school, etc.)

This is the
regular
prompt

What about Writing? Essays Tiered

Form B: Embedded Assessment

1.1

Write a narrative about a time you tried something new or have dealt with major change. How did it affect you? How did it cause you to change? (Ex: hobby, sport, appearance, responsibility, school, etc.)

1. Have you ever _____
When I _____, _____

2. One day, I _____
" _____ .!"
" _____ .!"

3. Then, I _____
" _____ .!"
" _____ .!"

4. Next, _____
" _____ .!"
" _____ .!"

It was as difficult/fun/easy as _____

5. Finally, _____

I felt as happy/mad/sad as a _____.

Overall, I learned that _____.

What about Writing? Essays Modified

Form C: Embedded Assessment 1.1

Write a narrative about a time you tried something new or have dealt with major change. How did it affect you? How did it cause you to change? (Ex: hobby, sport, appearance, responsibility, school, etc.)

Have you ever _____?

When I was _____.

To begin one day, I _____.

I shared/asked/shouted/thought. "

_____ replied/cried/stated. "

Then, I _____.

I shared/asked/shouted/thought. "

_____ replied/cried/stated. "

Next

Still can't
access?
(with voice
typing, etc.)

Add m/c
options

What about Writing?

Resources:

- [Short Answer: Tiered \(sentence frames for expressive language\) versus Modified \(m/c for receptive understanding\)](#)
- [Essays: Tiered versus Modified](#)
- [Matching Modified](#) (access for students reading/ writing around K level)

More Resources

[Book Creator for M-F lessons with embedded links, Modified Books, etc.](#)
(how to video)

[Math Online Manipulatives/Learning Resources](#)

[Nearpod \(for increasing student engagement during lessons\)](#)

[Screencastify](#) for videos

[Book Creator](#) (link: videos, assignments, etc all in one place)

[Edpuzzle Video Lessons](#)

[Quizlet](#) Interactive vocabulary

[Web Paint to “write” on the desktop](#)

More Resources: Systemic Set Up

[Being Added as Coteacher on Google Classroom](#)

[Grading Tips: Use Comment Codes](#)

[Shared Folders on Google Drive](#)

[Starring a Folder to Find Later](#)

[How Does Toppenish Do It?](#)

Voices from the Field: Helen Baller Elementary School in Camas School District

Amy Campbell



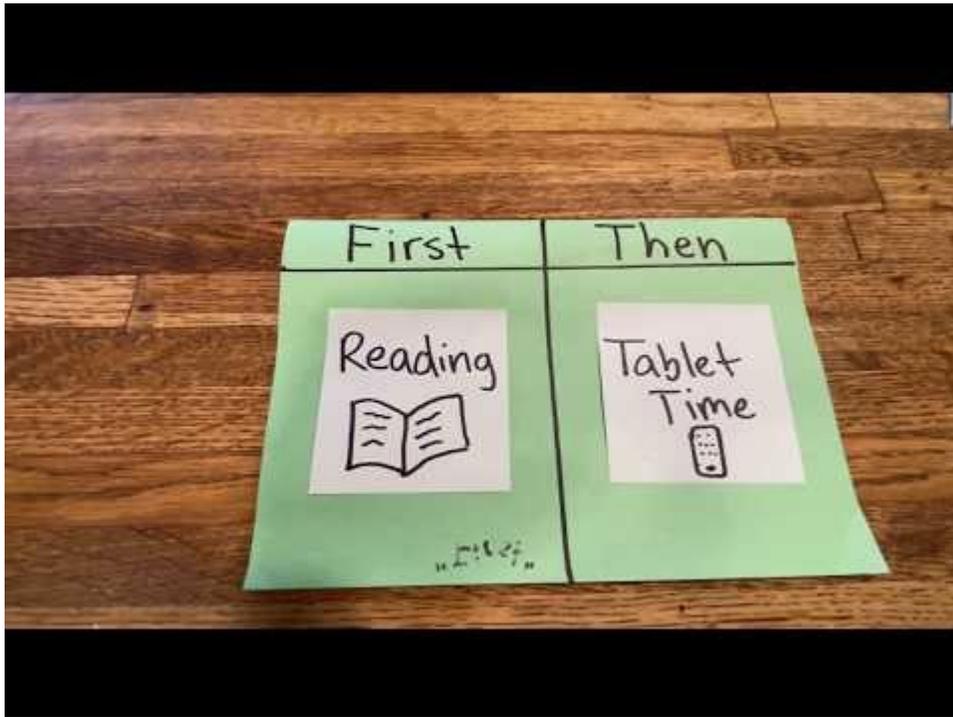
Washington Office of Superintendent of
PUBLIC INSTRUCTION

Spring closure

- Prioritized getting kids connected
- Built stamina for online instruction
- Get strategies to families- videos, materials, equipment
- build understanding of IEPs
- build relationships with families



Supporting Understanding of IEPs



Video on Right: YouTube video for understanding learning support

Graphic below: is a piece of a IEP goal table for parents to support functional home instruction.

<p>Math Goal:</p> <p>Story Problems: - will extract relevant information and use a calculator to solve improving ability to apply math computation skills to real world and functional problems from independently solving 0/3 simple addition and subtraction story problems using a calculator</p>	<p>Money math: If I buy a cheeseburger for \$1 and fries for \$3. How many dollars did I spend?</p>	<p>You help Mommy set the table, if you need 5 dinner plates and 5 salad plates, how many plates do you need to get?</p>	<p>- can gather items around the house and make up math problems for other people! Maybe he can make a math video! 2 toys plus two more toys, equals 4 toys!</p>
---	---	--	--



First day preparation

- debrief teachers on strategies
 - snacks, movement, visuals, wait time
- share communication needs of students
- streamlined communication with families
- Shared Learning Management Systems
- Recorded lessons (pace and place)
- Accommodations/Modifications training as a staff



General education collaboration

- Beginning of the year meeting (15 minutes)
- Knowing the schedule/Week at a glance
- Ensure Social Emotional Learning participation
- Equity of voice- virtual jobs/flexible norms
- Model in live meetings (how to engage, include, modify, accommodate and communicate) The new 1:1
- Disability awareness month OCTOBER
 - books, videos (<https://youtu.be/sQuM5e0QGLg>)



Peer relationships

- SEL Activities (all about me, zones, sharing)
- Break out rooms!
- Looking for good fit moments (read aloud, specials, etc)
- model access so kids can support access



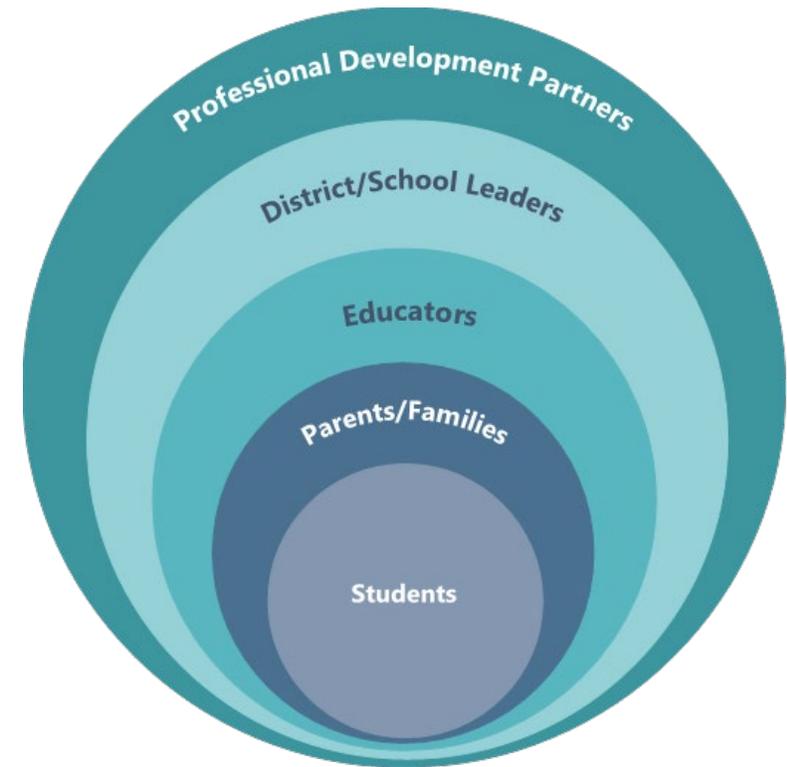
Family/Caregiver Partners

- Communication (streamlined, accessible, 2way)
- Collective Efficacy (build on each person's strengths)
- PBIS for parents (celebrate success)
- Resources easy and available



Inclusionary Practice Theory of Action

This theory of action identifies the **system inputs needed to support inclusive activities**, focused on positive outputs and outcomes—across settings, content areas, and stakeholder partnerships—for sustainable systems change





AESD/OSPI Monthly Webinar Series:

INCLUSIVE IEPS FOR OUR NEW WORLD

Nov 12, 3pm:
Progress
Monitoring &
Collaboration

[Registration Link](#)

Dec 10, 3pm:
Family &
Community
Partnerships

[Registration Link](#)

Thank You!





Except where otherwise noted, this work by the [Office of Superintendent of Public Instruction](#) is licensed under a [Creative Commons Attribution License](#).

This presentation may contain or reference links to websites operated by third parties. These links are provided for your convenience only and do not constitute or imply any affiliation, endorsement, sponsorship, approval, verification, or monitoring by OSPI of any product, service or content offered on the third party websites. In no event will OSPI be responsible for the information or content in linked third party websites or for your use or inability to use such websites. Please confirm the license status of any third party resources and understand their terms of use before reusing them.

