



# END OF YEAR REPORT 2021

INCLUSIONARY PRACTICES PROJECT

In alignment with the Inclusionary Practices Project, Collaborative Learning Solutions (CLS) believes that:

**If we** provide statewide support to target audiences that is consistent in the areas of:

- Coaching/mentoring
- Building state and local capacity to demonstrate positive peer relationships
- Developing state and local capacity to utilize the expertise of Washington public education faculty, staff, and leaders
- Strengthen and align existing professional development and support activities
- Engaging parents and families
- Building student independence

**Educators will** be able to increase access to grade level core instruction through the inclusion of students eligible for special education services in general education classrooms,

**Resulting in** improved LRE data, graduation rates, English Language Arts (ELA) and math proficiency growth, and schools quality or student success indicators for students statewide.

## SETTING THE STAGE

Our project was approved into the Inclusionary Practices Project in the summer of 2020, while schools were shut down due to Covid. As a new IPP partner, CLS was trying to navigate its path amid the uncertainty. While schools were figuring out staffing and service delivery modules due to health restrictions, response to our outreach for training was slow. Some of the applications initially submitted were withdrawn as the year progressed, with ongoing changes to hybrid learning schedules. Others that did wish to proceed found it necessary to make consistent requests for changes in training dates throughout the year, due to changing schedules around student instruction models and a considerable amount of stress on the part of teachers and administrators. Through it all, we were careful to demonstrate empathy and flexibility with administration as they navigated the “new normal.” We also knew that this past year presented **an opportunity** to reset how we provide services to students and families. At CLS, we are relentless in our mission to reach students in the margins, by equipping educators with the tools and resources necessary to accommodate for student needs and provide increased access to grade level core instruction through the inclusion of students in the general education classrooms.

We found that to be responsive to educators, it was occasionally best to propose our training in a different format, which would allow us to meet the needs of districts as they have time in their schedule for professional learning. As an example, we developed E-learning modules on Trauma Informed Care, Equity, the most critical elements of Restorative Practices and Relationships, that will be available for sites to use in future years and for educators and parents to access independently. We also developed a 6-part webinar series to address the trauma students may be experiencing and the supports necessary for returning to school safely. Each webinar contains a plethora of resources for educators and parents, and was recorded for future viewing.



We learned that there was little demand for training in the area of Responsive Discipline Guidelines, as OSPI has an abundance of information in this area. We had one district apply for this training and our approach was to provide coaching/mentoring to build the capacity of district personnel to utilize the expertise and resources of OSPI. A four part professional development series was built and tailored for this district to engage their stakeholders.

Coaching/mentoring, capacity building of educators, alignment of professional development, engaging parents/families, and building student independence remain priorities for CLS. Our focus with schools is to ensure that school communities are welcoming and equitable, focusing on intervention and repairing harm, (as opposed to punitive measures that result in students being excluded from first best instruction in the general education setting), thereby fostering true inclusion. Therefore, we have proposed support in the next year's budget to ensure sustainability for the sites that began training late in this year due to Covid/hybrid learning, and were unable to complete all implementation components.

## ANNUAL REFLECTION

It was with the intersectionality of the activities within a district and the impact on stakeholders in various roles that we saw the most significant impact during this past year of implementation.

Being able to impact educators in the topics of equity and inclusivity for all (at all levels of the system: classified staff at the site level, office staff, instructional aides, teachers, site level administrators, district level administrators, and ESD directors) allowed us to support student success as staff and families began speaking the same language.

The educators that participated in multiple training opportunities developed a well rounded perspective regarding the impact of equity and inclusion in their school culture.

## CLS HAS COMPLETED TRAINING WITH:

### Community of Equitable and Inclusive Practices (CEIP)

- ESD 105
- Fernwood Elementary School, Northshore School District
- Ford Middle School, Franklin Pierce School District
- Mountain View Elementary School, Shelton School District
- Pateros School District

### Restorative Practices (RP)

- Alki Middle School, Vancouver School District
- Discovery Middle School, Vancouver School District
- Ford Middle School, Franklin Pierce School District
- Gaiser Middle School, Vancouver School District
- Hough Elementary School, Vancouver School District
- Jason Lee Middle School, Vancouver School District
- Jefferson Elementary School, Pullman School District
- Lydia Hawk Elementary School, North Thurston Public Schools
- McLoughlin Middle School, Vancouver School District
- Nisqually Middle School, North Thurston Public Schools
- Olympic View Elementary School, North Thurston Public Schools
- Roosevelt Elementary School, Vancouver School District
- River Ridge High School, North Thurston Public Schools
- Thomas Jefferson Middle School, Vancouver School District
- Washington High School, Franklin Pierce School District

### Restorative Justice Center (RJC)

- Ford Middle School, Franklin Pierce School District
- Washington High School, Franklin Pierce School District

### Responsive Discipline Guidelines (RDG)

- Franklin Pierce School District

17

Schools

2

School Districts

1

ESD



Educators



Students



Parents



## COMMUNITIES OF EQUITABLE AND INCLUSIVE PRACTICES (CEIP)

The CEIP organizes members around purposeful action towards equity and inclusion and brings voice to staff, students, families, and communities (all from diverse racial and ethnic backgrounds) empowering communication with administration through a data-driven approach. CLS has provided training, coaching, and consultation in the areas of equity and inclusivity with teams from the ESD through the site and family levels to build local capacity and expertise for increased positive relationships.

### CEIP testimonials:

- "Wonderful presentation, enlightening and engaging."  
*Lori Gylling; Special Services Director, Naches Valley SD, ESD 105*
- The most valuable aspect of this training was..."Having the platform to be open and vulnerable with others in this cohort. It's been a challenge this year, but being able to find similarities and discuss openly with others about equity and inclusion was the most useful. It gave me a sense of comfort stepping into these conversations with others in the future. This is the piece that we've been trying to incorporate in our schools this year with all the inequities we've had to work through in regards to including everyone in the same lesson wherever they're at. This training helped facilitate those difficult conversations and gain constructive ways to talk about these inequities with others in our district."  
*Ryan Hastings, Special Education Director; Kittitas, ESD 105*
- "Well planned learning experience, educated trainers."  
*Stephanie Schuffenhauer, Parent, Mountain View Elementary, Shelton SD*
- "Some of the material may hit sensitive nerves. I am more prepared for that now. Thank you for everything you have put into this training! You are appreciated."  
*Maria Littlesun, Parent, Mountain View Elementary, Shelton SD*
- "This training was helpful in broadening my understanding of options I have to use my voice for change in my Daughter's school."  
*Amy Roswall, Parent, Mountain View Elementary, Shelton SD*
- "This training provided an opportunity in a safe environment to engage in some challenging questions and work. I can't wait to continue this work with all of you this Fall!! "  
*Mary K Johnson, Principal, Mountain View Elementary, Shelton SD*
- "These training sessions were highly valuable for our school. We were able to collaborate and talk about the hard stuff. We talked about the things we weren't proud of that need improvement. We now have an action plan and can't wait to get started! I wish we didn't have a two month gap between the training sessions. I am ready to put our new knowledge to work!"  
*Karli DeWall, 3rd Grade Teacher, Mountain View Elementary, Shelton SD*
- "These first few sessions are well timed in our current world. Presenters were engaging and encouraged deep thinking and reflection. I look forward to continuing our work in this area and working with compassionate and committed individuals."  
*Allison Nelson, Teacher, Mountain View Elementary, Shelton SD*

- “Collaborative Learning Solutions came in at the last minute to help us get started on our journey of inclusive practices. We are looking forward to continuing our work with CLS into the future. With their guidance, we are hopeful and excited to work with our schools and our communities to increase access for ALL students.”

*Cat Kelly, EL Teacher/Principal Intern, Mountain View Elementary School, Shelton SD*

### CEIP by the numbers:



One ESD, one school district, three elementary and one middle school have engaged in our Community of Equitable and Inclusive Practices training. Of the participating schools, one conducted a staff group, one conducted a parent group, and one convened separate groups for parents and staff. (One high school had applied and was unable to schedule this training in addition to their RP and RJC training).



32.97% of the attendees responded to our survey



100% of the respondents rated the training as valuable or highly valuable



96.67% reported that their understanding of topics covered in the training increased



93.33% reported having the skill to proficiently implement the practice presented following the training



## RESTORATIVE PRACTICES (RP)

Coaching and mentoring was provided to site administration and designees to plan and customize the RP training at each site to support their staff and meet the needs of students, which was highly successful. All of the training components involved in Restorative Practices (training, training of trainers (TOT), coaching, and consultation) are designed to build local capacity and will empower teachers to build a community of belonging in their classrooms, restoring and strengthening peer relationships. Two (3-day) TOTs were provided during the past year to develop local capacity to utilize the expertise of Washington public education staff and leaders to be able to replicate the (2-day) RP Experience training with educators. All materials created by CLS for the RP Experience have been provided to participants in the training for future use in an effort to create sustainability and build capacity, and is available to OSPI upon request. Districts and schools now have language and strategies to become proactive, preventative, and prosocial. Teachers are less apt to ask that students be removed from the general education classroom for disruptive behavior or if they do not “fit the mold,” enabling students to be educated within the least restrictive environment and fostering student independence.

### RP testimonials:

- “I have had the privilege of getting to not only participate in the Restorative Practices training but to coordinate it for my building and work collaboratively with the Collaborative Solutions group. I received the training for my building through a grant and I was so impressed with the level of customer service I received. All individuals involved in this process were so responsive and willing to go above and beyond to support my building in being able to successfully implement Restorative Practices at Ford. I have been able to access and move forward with all 3 programs (student RJC, all staff RP training, & community of equitable practices). Without this grant opportunity I would have not delved into this important work at this level. I believe the work this grant is centered around is incredibly impactful for student and staff emotional safety and will lead to lasting changes here at Ford Middle School.”

*Audra Goodman, Assistant Principal, Ford Middle School, Franklin Pierce SD*

- “This is it. This is the work that needs to be done. We need to realize it isn't problems we are handling, it's relational trauma. We are building a culture and climate of safety, it must have student and community voice.”

*Adam Inman, Assistant Principal, Ford Middle School, Franklin Pierce SD*

- “This was one of the most effective professional development seminars I have attended.”

*Anthony Allen, Teacher with 11-20 years exp, Ford Middle School, Franklin Pierce SD*

- “Tremendous learning experience that will have a positive impact on our students and staff.”

*Jim Bruce, Building Principal, Jefferson Elementary School, Pullman SD*

- “This training was well-organized and highly interactive while also packing a ton of information in! I am looking forward to implementing what I have learned over the past few sessions with my students. Many thanks to you for conducting this with us!”

*Lisa Hanauer-Sutton, School Counselor, Nisqually Middle School, North Thurston PS*



- “Very useful background information and practical training to open up faculty to new and better ways of taking care of students' and coworkers' social emotional needs in a school setting.”  
*M. Gilman, Teacher, River Ridge High School, North Thurston PS*
- “Learning and implementing these Restorative Practices will help victims, and prevent out-of-school suspensions.”  
*Deborah Pattin, librarian, River Ridge High School, North Thurston PS*
- “I learned how to approach difficulties in communicating with students and reach more successful outcomes.”  
*Chad Carignan, Certified Teacher, Nisqually Middle School, North Thurston PS*
- “Good experience, great leaders with appropriate examples and situations for us to work though as teams.”  
*Cameron Bock, Title 1 Paraprofessional, Jefferson Elementary School, Pullman SD*
- “I enjoyed it and learned a lot.”  
*David Parsons, Paraeducator SPED Resource (20+ yrs exp.), Nisqually Middle School, North Thurston PS*
- “The presentation and presenters were vibrant and passionate about the topic. They took the time to make sure we all were learning and answered questions when we were stuck. 10/10!”  
*Kimberly Barham, Special Education Teacher, Ford Middle School, Franklin Pierce SD*
- “Great training! I will not only use this training with my students, I will use it with my own kids going forward and with future situations.”  
*Heather Evans, ParaEducator in Support Center, Ford Middle School, Franklin Pierce SD*
- “I was very thankful to join these sessions as I am only a student teacher right now. I would like to say I learned a lot and that I work in the summer at a camp with 7-10 year old's where there is a lot of conflict. I hope to introduce and use restorative practices to benefit the time at camp and relationships between campers and counselors. My colleagues and peers will be highly interested in this. Thank you.”  
*Hannah Wolff, Student Teacher, Jefferson Elementary School, Pullman SD*
- “This program is a great way to develop relationships with students and help solve problems.”  
*Nari Kuhnau, 7-8 Science Teacher, Nisqually Middle School, North Thurston PS*
- “I really enjoyed restorative practices and got really awesome takeaways!”  
*Erika Young, Teacher, Nisqually Middle School, North Thurston PS*
- “Very engaging and highly relevant work.”  
*Jennifer Gilmore, Teacher, Ford Middle School, Franklin Pierce SD*
- “This was an informative and great training.”  
*Kamarie Howerton, Teacher, Nisqually Middle School, North Thurston PS*

## RP TOT testimonials:

- "Teresse Lewis and Victoria Forrester are the very BEST trainers I have experienced, I left this training feeling confident that I can train others even with the small amount of experience I have with RP."

*Lynnette Rodriguez, First Grade Teacher, Lydia Hawk Elementary School, North Thurston PS*

- "I appreciated Teresse and Victoria. I have had several RP trainings over the years; these trainers made all the difference in my ability to absorb the information, and have the courage to actually train on it."

*JJ Pritchett, Counselor, Olympic View Elementary School, North Thurston PS*

## RP by the numbers:



Schools Trained



Staff Trained



Staff TOT Trained

The commitment of sites ranged from 3 staff members to 89 staff members each. We have held 2 TOTs and have scheduled co-facilitated training support for these participants.



60.36% of the attendees responded to our survey



86.86% of the respondents rated the training as valuable or highly valuable



86.92% reported that their understanding of topics covered in the training increased



75.54% reported having the skill to proficiently implement the practice presented following the training



## RESTORATIVE JUSTICE CENTER (RJC)

This is about systems. Coaching and mentoring with site and district leadership was critical when establishing systems and structures for the Restorative Justice Center to keep student needs at the forefront of their decisions. School level capacity was built to implement a Restorative Justice Center to foster accountability and empathy while focusing on restoring relationships and repairing harm to the community as opposed to suspension, expulsion, or placement in separate programs which limits access to the general education curriculum. The RJC work brings Restorative Practices to a new level, with real student voice and opportunities for self-advocacy. Students from diverse racial and ethnic backgrounds are selected to receive training and are empowered to facilitate the RJC process themselves and local capacity is built! Coaching sessions for the Implementation Team provide them with the leadership skills critical for a successful Restorative Justice Center implementation. Students learn to facilitate community building circles, serve as peer mentors, provide academic peer coaching, and provide support for teaching and learning, which creates student independence. This is true equity in action.

### RJC testimonials:

- "My experience was good I felt like they helped me understand empathy on a differed level and I would like to know more to help make a good change in our school community. I believe this is important to help make peace at the school with students and teacher's to overcome misunderstandings."  
*Erandy, Student, Washington High School, Franklin Pierce SD*
- "This is a great program that I am excited to participate in this coming school year. Being able to help my peers resolve conflict in a controlled and safe environment will make our campus more welcoming and less hostile place for staff and students alike."  
*Beno, Student, Washington High School, Franklin Pierce SD*
- "It was very healing/teaching."  
*Samuel, Student, Ford Middle School, Franklin Pierce SD*
- "It was very informational training and made a lot of sense. I learned a lot."  
*Maria, Student, Ford Middle School, Franklin Pierce SD*
- "Its amazing and after every class I'm left smiling and soon make others feel safe."  
*Barbara, Student, Ford Middle School, Franklin Pierce SD*

### RJC by the numbers:

Two schools (middle and high school) have engaged in Restorative Justice Center training, with educators and students. The third school was not able to schedule training sessions this year.



Staff Trained



Students Trained



25.42% of the attendees responded to our survey



93.33% of the respondents rated the training as valuable or highly valuable



93.33% reported that their understanding of topics covered in the training increased



86.67% reported having the skill to proficiently implement the practice presented following the training

## RESPONSIVE DISCIPLINE GUIDELINES (RDG)

There was not a significant need statewide in this area, which is believed to be due to the plethora of resources available through OSPI, therefore regional training was not provided as anticipated. Local capacity was developed in Franklin Pierce School District, as they were taught to utilize the resources and expertise of OSPI. Coaching and mentoring sessions were provided to develop an individualized four-part district level professional development series in the area of Responsive Discipline Guidelines, which will be delivered by the Equity Coordinator of this district. This PD series is specifically aimed at site and district personnel with a focus on prevention and intervention, thereby maintaining student access to grade level core curriculum through inclusion as opposed to suspension, expulsion, or more restrictive placements whenever possible.

### RDG testimonials:

- “Our district participated in multiple programs through CLS. The consultants that led us through the work were amazing—accessible, deep systemic knowledge, and the ability to work with folks that are entering Restorative Practices and Discipline Guidelines at very different places. Particularly at this moment, the flexibility in scheduling and tailoring programs to our needs was a tremendous experience. Through our year of work, I am grateful for the capacity building and clear vision moving forward in the service of our students.”

*Julien Pollard, Equity Coordinator, Franklin Pierce SD*

### RDG by the numbers:



District



Coaching Sessions



PD Sessions Developed

## STUDENT OUTCOME INDICATORS

Student Outcome Indicators were also collected from participants who went through the RP training. The directions were stated as: "Due to the unique circumstances we find ourselves in (largely due to the national pandemic and distance learning), it may be difficult to track data in the traditional manner during the 2020-2021 school year. Therefore with a delayed start and virtual training that is being delayed over several months, we are suggesting that "data" is collected through teacher rating, pre and post program work. Think of 3 students with whom you currently work; 1 high functioning, 1 medium functioning, 1 low functioning. The definition of "functioning" (academically, behaviorally, socially) is totally up to your discretion, but must be consistent for all three. You are asked to complete a pre and post rating for these 3 students; before and after program training and coaching."

In all transparency, the rate of return compared to all 391 educators that received the RP training is low. However, we did our best to distribute the tools and follow up with attendees on multiple occasions and then extract meaningful data from the tools available to us.

Based on the data collected from the Student Outcome Indicator Tool, the educator input suggests that greater measurable change was noted with students who were within the "Medium" and "Low" functioning categories pre/post rating, than with "High" functioning students, where roughly 75% were said to experience "no change." It should be noted however that there were "high" functioning students that reportedly made gains in the areas of improved attendance and academics, one student had decreased discipline and one experienced an increase in inclusion time spent in the general education program.

The largest number of students in the "Medium" functioning category reportedly experienced gains in academic areas (one student was noted to go from "below" to "exceeds" and about half experienced increased attendance, four students were reported to have decreased discipline referrals and 2 students experienced an increase in time spent in general education (one student significantly so, from 50% to 100%).

The greatest growth noted in the "Low" functioning category, was reported in the area of academics and there was a close correlation with attendance (with some significant gains; up 55%, from 25% to 80%, and from 50% to 98%). There were significant increases reported in inclusion for 3 students within the "Low" functioning category as well (from 50% to 70%, from 0% to 30%, and from home schooled to 49% on campus).



## WEBINARS

CLS held a series of 6 webinars to support educators and families as students return to school. Each webinar recording was provided to OSPI for future reference along with the resources that were made available. 100% of the participants rated the training as valuable or highly valuable. The overwhelming majority of respondents agreed that the content was well organized, teaching strategies and time were appropriate, and that the presenter demonstrated expertise and was responsive to participants.

### 1. Building Communities of Belonging after a Pandemic

[Recording](#) | [Resources](#)

### 2. 6 Critical Components to a Successful Return to School Part 1 of 2

[Recording](#) | [Resources](#)

### 3. 6 Critical Components to a Successful Return to School Part 2 of 2

[Recording](#) | [Resources](#)

### 4. Authentic Relationships with Ourselves and Others

[Recording](#) | [Resources](#)

### 5. Equity: Understanding Implicit Bias

[Recording](#) | [Resources](#)

### 6. Restorative Practices and MTSS Integration Panel Discussion – Voices from the Field

[Recording](#)

## ONLINE LEARNING MODULES

E-Learning modules were created on 12 different topics to strengthen and align existing professional development and support activities that will allow educators and parents to access remote learning and will be available through OSPI for future access. The modules can be accessed [here](#).

### **Restorative Practices:**

- Creating Community Within Your Classroom
- Restorative Practices: Empathy and Accountability
- Understanding the Social Discipline Window and How It Connects You with Students

### **Trauma:**

- Understanding Trauma
- Trauma and Stress
- Responding to Trauma

### **Equity:**

- The Impact of Implicit Bias on Student Outcomes
- Mindset-Equity and Inclusion
- Repairing Harm

### **Relationships:**

- Self Development and Care
- Connecting with Others
- Navigating Intense Relationships and Healthy Boundaries

## SOCIAL MEDIA

Collaborative Learning Solutions has used social media channels ([Twitter](#), [Facebook](#), and [Instagram](#)) to promote the IPP project and make our programs known to Washington educators.



Posts\*



Followers



Engagements\*\*

\* Aggregate posts from Twitter, Facebook, and Instagram

\*\* The total number of interactions (reactions, comments, likes, retweets, replies, and shares)



## WEBPAGE

Our [IPP project dedicated webpage](#) includes a detailed description of our project and objectives, as well as the necessary registration forms. The webpage brought a good amount of traffic where people spent on average about two and half minutes engaging with the content. Thus, increasing interest and awareness of these important topics.



Pageviews



Unique Pageviews



Avg. Time on Page\*

\* Average time on page in minutes

# CONCLUSION

Collaborative Learning Solutions was honored to collaborate with OSPI and CSTP on the Inclusionary Practices Project during the 2020-2021 school year! We eagerly anticipate the 2021-2022 school year with many lessons learned and collaborative partnerships established with OSPI, IPP cadre members, ESDs, districts, schools, and individuals.

It is important for us to build capacity and ensure sustainability through the provision of support to educators that received training late this school year due to Covid/hybrid learning and were unable to complete all implementation components. As students return to school and educators resume a "normal" routine, we have also received several requests for additional training and support in the areas of Restorative Practices, Communities of Equity and Inclusive Practices, and Restorative Justice Centers.

We are eager to consider these training requests through the lens of coaching/mentoring, capacity building of educators, alignment of professional development, engaging parents/families, and building student independence. The goal of our work in Washington will continue to focus on the inclusion of all students as a means of increasing student access to grade level core instruction. When school communities are welcoming and equitable (focusing on intervention and repairing harm) as opposed to enforcing punitive measures that result in students being excluded from first best instruction in the general education setting, true inclusion is fostered and will be evident in both quantitative and qualitative measures.

## YOUTUBE & WEBSITE

Collaborative Learning Solutions also maintains a Youtube channel and a website with materials that are publicly available and aligned with training objectives:

[YouTube Channel](#) | [Website](#)



[CLSTeam.net](#) | **Stewards of Student Success**

In partnership with:

