

Inclusive Practices Advisory Board  
December 1, 2022  
Location: Del Norte High School  
Minutes

**Attendance:**

Anna Marie Klin, Greg Mizel, Tiffany King, Megan Gross, Christina Abosamra, Laura Snow, Nancy Brundrett, DNHS Team: Bryan Schultz, Mike Giamie, Ty Eveleth, Jennie Ganesan

DNHS Principal, Bryan Schultz facilitated a [presentation](#) about Inclusive Practices at DNHS. Highlights of the presentation included:

- Creation of a Vocational focused Learning Strategies course to address the needs some students with IEPs have for learning employment and life skills for postsecondary life. Students in this course facilitate the school's D'Nero student store, which is connected to schoolwide PBIS.
- DNHS is meeting the state metric for LRE of  $\geq 80\%$  of instruction in general education with 62% of students with IEPs in general education for 80% or more of their instructional day.
- In the 22-23 school year, DNHS is offering a total of 61 sections of Co Taught, Collab, or layered courses. DNHS offers layered courses for all social studies courses, except Econ this year, along with physics.

Classroom Visits: Our team had the opportunity to observe in 3 CoTaught, 1 Collab, and 1 Layered course. CoTaught courses included 12th grade Expos, Integrated Math 2A (Yearlong), and U.S. History. Collab courses was Biology. Layered course was U.S. History.

Panel Debrief: Melissa South (Special Education Department Chair), Nicole Crepeau (Ed Specialist), Kenneth Simmons (General Education U.S. History), Melissa Cosgrove (Ed Specialist) and Yali Huang (General Education Math) joined the conversation to share their experiences with co-teaching or teaching in the layered model. Highlights of the conversation include:

- Teachers shared the scaffolded materials created and how they are able to consult or collaborate with their partner teachers.
- Teachers noted that co-teaching is successful when there is consistency (same co-teaching pairs) and common prep time.
- IAs are a member of the team. They participate in lunch check-ins with Ed Specialists, are scheduled into courses based on interest (yearly survey), and they have an informal mentoring relationship between veteran and new IAs.

Team made recommendations for moving forward:

- Continue to build on momentum for co-teaching and inclusive practices.
- Intentional professional learning (site-based) around co-teaching models. How could teachers begin to implement station rotation, parallel teaching, or alternative models of

co teaching? Site shared they feel this is their work. Inclusive Practices team offered to share resources if the site would like any (beyond what is shared at High School CoTeaching Cohort).

- Use data to identify specific needs in terms of site identified challenges with students being able to complete A-G pathway. Site has identified Integrated Math 3 as a limiting factor for students. Discussed possibility of collaborating with other high schools to identify what is and isn't working across the district in this course.
- Explore how to provide more opportunities for students with significant disabilities to be included in courses beyond PE and Electives.