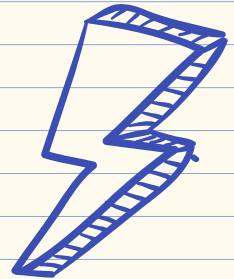
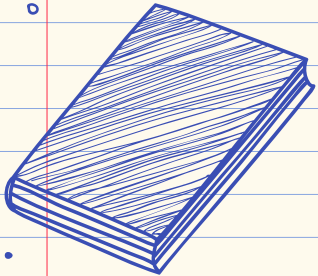




Modifications & Grading Practices for Students in Center-based Programs in General Education Classrooms

Emily Beach & Rosie Britt

Manual High School
Denver Public Schools



January 24, 2026

Introductions

Emily Beach

Multi-Intensive Autism Teacher



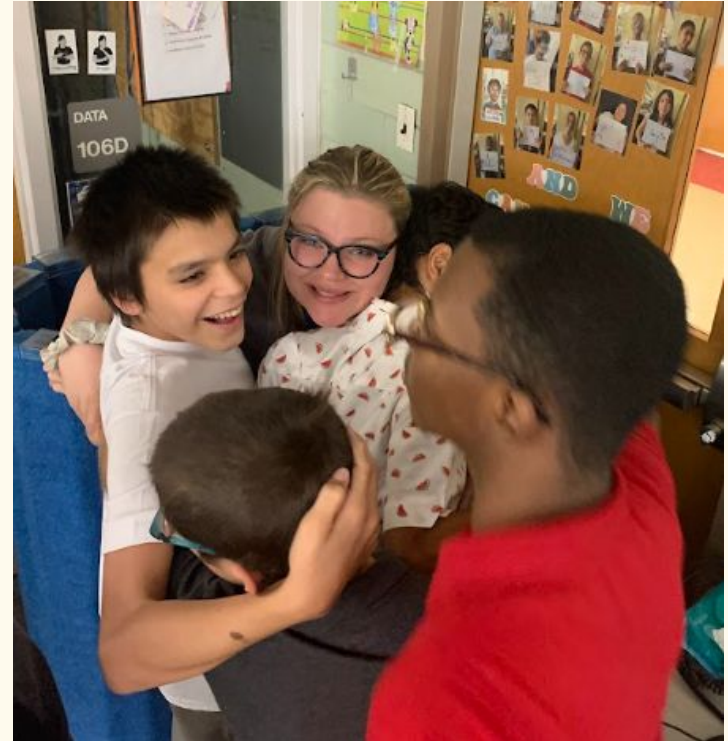
Rosie Britt

Special Education Senior Team Lead



Turn & Talk + Share-Out

What are some things that our school does to be inclusive of your most impacted students?



At Manual High School...

- Every center-based student has at least one general education course (either electives, core classes, or both)
- Every general education teacher completes some sort of training on how to work with center-based students
- Every student knows about the students in the center-based classes and often holds some sort of friendship with one

How do we make true inclusion possible?



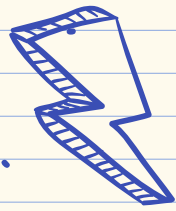
**Admin
Philosophy &
Support**

**Built-in School
Systems &
Structures**

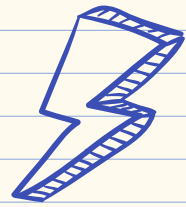
**General Ed
Teacher PL &
Collaboration**

**Paraprofessional
Support &
Training**

**Inclusive student
Body activities**



Admin Philosophy



Defined as: how the Principals, Assistant Principals, Deans, and other administrators support and uplift center-based students



- All kids are all “our kids”
- Planning with the most impacted kids in mind first
- Inclusion is not optional - we don't remove the kid from the class, we find the thing that will support them to be successful in their own goals
- Principals, deans, etc. = first responders!



Manual's Priorities

"Schools are social mirrors. Those who have the least get the least and those with the most get the most. Every policy should start first with those who have the least. What is the policy that makes the most sense for the children in our community who are the most vulnerable and the most wounded because history will judge you based on how you treated the most vulnerable ones. Policies should be scaled from the most vulnerable up and not the most powerful down."

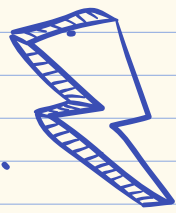
~ Duncan-Andrade

Manual's Priorities

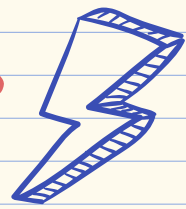
Instructional Priorities for a long time...

1. Access to grade level content through a daily lesson lens.
2. Increased student to student interaction through structured routines.
3. Effective Co-Teaching to support Diverse Learners.
4. Data teams to determine the extent to which priorities are growing kids.





School Structures



Defined as: the intentional systems and structures that have become drivers of inclusive practices school wide

- Scheduling- Our AP starts by creating what class credits center-based students might need on master schedule
- Students are placed in classes based on their identified transition pathway- Community-Based programming, Transition Programming, Career, or Post-secondary Education
- Center-based teachers fill in the gaps

At Manual High School...

Problem of Practice #1

We are in need of a center-based vertical articulation based on meaningful post-secondary transition goals and inclusionary practices at Manual.

The Why

At Manual, we believe that all students should graduate with a diploma.

Based on a student's post-secondary transition goals, we should have a plan for their course of study, whether they are with us for 4 years or 7 years, that will support them to meet their goals.

Course of Study Organizer

	Student 1	Student 2
	Name: <u>Christian</u>	Name: <u>Gabi Alcon</u>
Current Grade	<u>12</u>	<u>12</u>
Option(s) After High School (Based on need and parent convos)	<u>18-21</u> <u>Workforce</u> <u>Community Program</u>	<u>Internship @ Denver</u> <u>health</u>
How long will they be at Manual? (Based on need and parent convos)	<u>7 years</u>	<u>4 years</u>
Post-Secondary Transition Goals	Ind. Living <u>RTD</u> Career <u>unknown → retail/stock</u> Continuing Ed <u>community programs</u>	Ind. Living <u>RTD, personal finance</u> Career <u>medical field</u> <u>live independently</u> Continuing Ed <u>CNA cert.</u>
Course needs based on PSTGs	<ul style="list-style-type: none"> • Independent Skills <ul style="list-style-type: none"> • RTD • Cooking • WBL - job skills • center-based cores • Choice electives • Capstone 	<ul style="list-style-type: none"> • Independent skills • Financial Algebra • Science (gen. ed) • CTE health courses • health C.E. • Career • Capstone

Pathways Determined

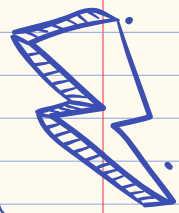
**18-21 Transitions
Program**

Post-Secondary

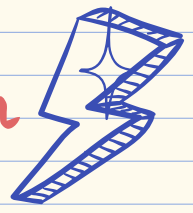
Workforce

**Community
Programming**

	1st Blue	1st Red	2nd Blue	2nd Red	Lunch	3rd Blue	3rd Red	4th Blue	4th Red	Bus Duty		
8:00-8:30	8:30-10:10	8:30-10:10	10:15-11:45	10:15-11:45	11:50 - 12:35	12:40-2:10	12:40 - 2:10	2:15 - 3:15	2:15 - 3:15	3:15-3:30		
AM Duties	Career (Beach)	Independent Skills (Beach)	Essential Lit (Beach)	Essential Math (Beach)	Lunch	Swimming (Fisher)	Choir (Douglas)	Physics (Kim)		PM Duties		
Bus Pickup	Izayus, Ni'Eam, Tyree , Gary, Chase, Christopher, JJ	Izayus, Ni'Eam, Tyree , Gary, Chase, Christopher, JJ	Izayus, Ni'Eam, Tyree, Gary, Jaylen, Chase, Zi, Uriel, Christopher, JJ	Izayus, Ni'Eam, Tyree, Gary, Jaylen, Chase, Zi, Uriel, Christopher, JJ		Tyree , Chase, Chris, JJ	Ni'Eam, Tyree , JJ	Zi		Hop Skip Drive Coordination.		
AM Duties 7:30AM	WBL	WBL	Essential Lit (Beach)	Essential Math (Beach)	Lunch	2D Design (Goe)	Intro to PE (Woods and Fisher)	Essential Science (Beach)	Essential Social Studies (Beach)	PM Duties 3:00PM		
Bus Pickup	Jaylen, Uriel	Jaylen, Uriel	Izayus, Ni'Eam, Tyree , Gary, Jaylen, Chase, Zi, Uriel, Christopher, JJ	Izayus, Ni'Eam, Tyree , Gary, Jaylen, Chase, Zi, Uriel, Christopher, JJ		Izayus , Ni'Eam, Gary, Uriel	Izayus , Gary, Zi, Uriel, Christopher	Izayus, Ni'Eam, Tyree , Gary, Chase, Uriel, Christopher, JJ	Ni'Eam, Tyree , Gary, Chase, Uriel, Christopher			
AM Duties	Career (Beach)	Independent Skills (Beach)	Essential Lit (Beach)	Essential Math (Beach)	Lunch	2D Design (Goe)	Comprehensive Health (Gasperetti)	Essential Science (Beach)	Essential Social Studies (Beach)	PM Duties		
Bus Pickup	Izayus, Ni'Eam, Tyree, Gary, Chase, Christopher, JJ	Izayus, Ni'Eam, Tyree, Gary, Chase, Christopher, JJ	Izayus, Ni'Eam, Tyree, Gary, Jaylen, Chase, Zi, Uriel, Christopher, JJ	Izayus, Ni'Eam, Tyree, Gary, Jaylen, Chase, Zi, Uriel, Christopher, JJ		Izayus, Ni'Eam , Gary, Uriel	Jaylen, Chase	Izayus, Ni'Eam , Tyree, Gary, Chase, Uriel, Christopher, JJ	Ni'Eam , Tyree, Gary, Chase, Uriel, Christopher	Classroom Cleanup		
AM Duties	Career (Beach)	Independent Skills (Beach)	Essential Lit (Beach)	Lunch	Essential Math (Beach)	Lunch	Lunch Duty	Swimming (Fisher)	Choir (Douglas)	Essential Science (Beach)	Unified Sports (Smith)	PM Duties
Breakfast	Izayus, Ni'Eam , Tyree, Gary, Chase, Christopher, JJ	Izayus, Ni'Eam , Tyree, Gary, Chase, Christopher, JJ	Izayus, Ni'Eam , Tyree, Gary, Jaylen, Chase, Zi, Uriel, Christopher, JJ	11:00-11:45	Izayus, Ni'Eam , Tyree, Gary, Jaylen, Chase, Zi, Uriel, Christopher, JJ	11:00-11:45		Tyree, Chase, Chris, JJ	Ni'Eam , Tyree, JJ	Izayus , Ni'Eam, Tyree, Gary, Chase, Uriel, Christopher, JJ	Izayus , Jaylen, JJ	Bus Duty
AM Duties	WBL	Senior Seminar	Essential Lit (Beach)	Essential Math (Beach)	Lunch	English 1	Choir (Douglas)	Ceramics (Leonard)	Unified Sports (Smith)	PM Duties		
Breakfast	Zi	Zi	Izayus, Ni'Eam, Tyree, Gary, Jaylen, Chase, Zi, Uriel, Christopher, JJ	Izayus, Ni'Eam, Tyree, Gary, Jaylen, Chase, Zi, Uriel, Christopher, JJ		Jaylen	Ni'Eam, Tyree, JJ	Jaylen	Izayus, Jaylen, JJ	Bus Duty		
AM Duties	Career (Beach)	Independent Skills (Beach)	Essential Lit (Beach)	Lunch	Essential Math (Beach)	Lunch	Lunch Duty	Swimming (Fisher)	Intro to PE (Woods and Fisher)	Essential Science (Beach)	Unified Sports (Smith)	PM Duties
Breakfast	Izayus , Ni'Eam, Tyree, Gary, Chase, Christopher, JJ	Izayus , Ni'Eam, Tyree, Gary, Chase, Christopher, JJ	Izayus , Ni'Eam, Tyree, Gary, Jaylen, Chase, Zi, Uriel, Christopher, JJ	11:00-11:45	Izayus , Ni'Eam, Tyree, Gary, Jaylen, Chase, Zi, Uriel, Christopher, JJ	11:00-11:45		Tyree, Chase, Chris, JJ	Izayus, Gary, Zi, Uriel, Christopher	Izayus, Ni'Eam, Tyree, Gary, Chase, Uriel, Christopher, JJ	Izayus, Jaylen, JJ	Classroom Cleanup



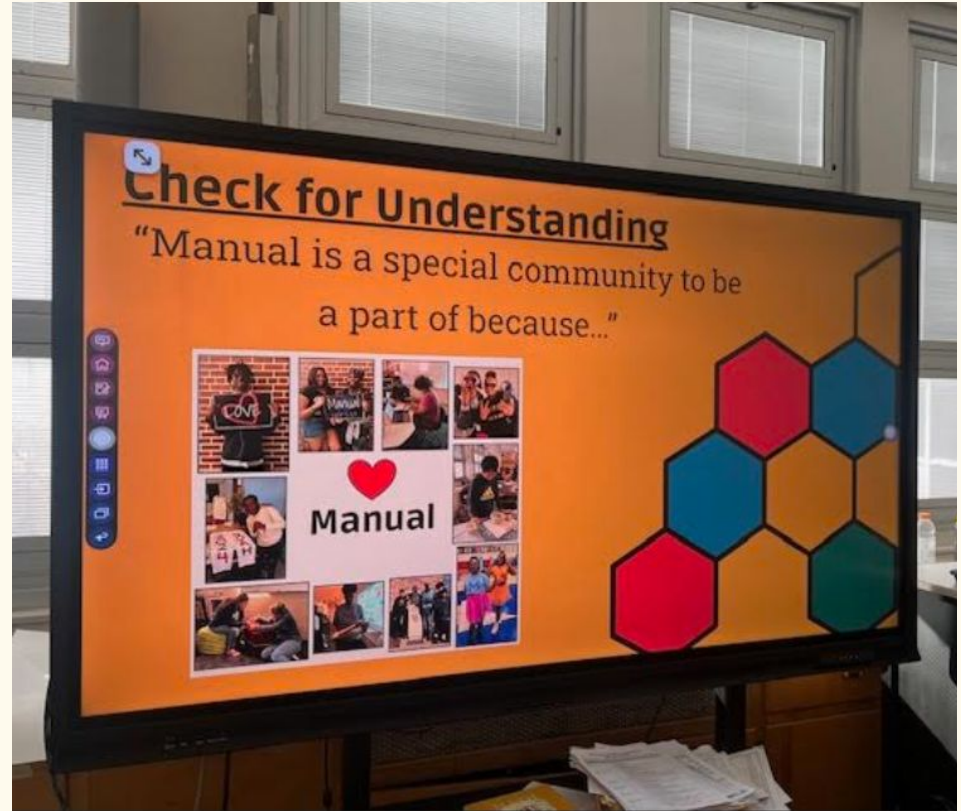
Gen. Ed. Teacher Collaboration



Defined as: the ongoing general education teacher professional learning, training, and collaboration to ensure center-based student success

- Late start Wednesdays - training, collaboration, etc. on student needs and IEPs
- PDU Course
- Grading Policy and EEO information
- "Permission-giving"

Teacher Professional Learning Opportunities



PDU class for credit

Date/Time/Location	Topic/Objectives	Activities/Method of Inquiry	Assignments/Artifacts (student or participant)	Hours
September	Introduction to Disabilities featured in Center-Based Classrooms	Case Study of students in classes - Autism, ID, SED, and how it shows up Beginning of Likert Scale introductions	Due: -Review of Syllabus prior to class	2.5 in-person .5 hours independently
October	Social Support and Belongingness	AAC Accommodations - communication support Scenario-based Support Roleplay scenarios Group discussion	Due: -Reading- The Reason I Jump -Discussion Post and 2 Classmate responses on The Reason I Jump -Beginning Survey data	2.5 in-person 2.5 hours independently
November	Whole Classroom Supports	Group discussion on Student Work Samples Visual Schedules with Checklists Rewards Role Play	Due: -Reading - The Reason I Jump -Discussion Post and 2 Classmate responses on The Reason I Jump -Reflection of an Inclusive Conversation -Bring first student work samples	2.5 in-person 2 hours independently
December	Modifying Whole Group Instruction	Extended Evidence Outcomes activity Strategies for Whole Group Instruction	Due: -Reading - The Reason I Jump -Discussion Post and 2 Classmate Responses on The Reason I Jump -Evidence of a Whole Class Support (exemplars modified, picture of visual schedule, etc.) and Reflection	2.5 in-person 2 hours independently
January	Modifying Assessments	Case Study on Access Points for Group Assessments Supports for Shortening Already Existing Assignments Word Banks/Highlights/	Due: -Mid-year Survey data and Reflection assignment -Discussion Post on Extended Evidence Outcomes and how it was utilized -Evidence of a Modified Whole	2.5 in-person 2.5 hours independently

State Standards with Extended Evidence Outcomes

Qualify if:

- they have a significant cognitive impairment
- not for kids who are behind
- will not be every center student
- need alternative state testing



Your role as Gen Ed when work avoidance occurs...



- avoid any sort of back and forth that easily turns into a power struggle (ODD)
- offer choices
- walk away
- check in
- offer short, directive statements
- offer no opportunities for reinforcement until complete
- offer immediate reinforcement when expectation is met

Grading Rubric for all Content

A	Student is making consistent progress towards identified individualized State Standards at development level and State Standards with Extended Evidence Outcomes, Student always utilizes identified Individualized Education Program supports to increase success in grade level classes, Student consistently shows developmentally appropriate growth in social participation in class
B	Student is making some progress towards identified individualized State Standards at development level and State Standards with Extended Evidence Outcomes, Student sometimes utilizes identified Individualized Education Program supports to increase success in grade level classes, Student sometimes shows developmentally appropriate growth in social participation in class
C	Student is making inconsistent progress towards identified individualized State Standards at development level and State Standards with Extended Evidence Outcomes, Student rarely utilizes identified Individualized Education Program supports to increase success in grade level classes, Student inconsistently shows developmentally appropriate growth in social participation in class
D	See best practices
F	See best practices

Manual's Grading Practices for Center-Based students in General Education Classes

Best Practices:



- Center-based teacher will provide general education teacher with specific Extended Evidence Outcomes (EEO - [Link: What is an EEO?](#)) for students on their caseloads
- Recognizing that there is not a linear line of "what is success" that would apply to every student, and that like their IEP, their grading should be individualized
- Meeting a State Standard expectation in the context of the student does not necessarily mean mastery of the standard- "working towards" these standards and making consistent progress in the context of the student is what is being graded
- Students in center-based classrooms are provided the support through their IEP to not receive D or F



Para Support and Training



Defined as: the ongoing para professional learning, training, and feedback to best support

- Paraprofessional Learning sessions & opportunities
 - BOLT Rubrics
 - Para observation tool
 - Para accountability practices
- 
- 



Welcome to Manual High
School, home of the

Thunderbolts!

Our paraprofessionals are the foundation of a strong special education department, and an integral part of our school community. We couldn't do this work without you all.

Agenda

9:00 - 9:30 - Welcome

- ☐ Welcome activities (9:00)
- ☐ Agenda overview (9:25)

9:30 - 10:15 - Logistics

- ☐ Calendar overview
- ☐ Personal/Sick Time & TruePay
- ☐ Para Handbook

** BREAK **

10:30 - 11:00 - Classified Eval

- ☐ Job Description
- ☐ Roles & Responsibilities
- ☐ Eval & Feedback

11:00 - 12:00 Full staff Lunch

12:00 - 1:45 - Team Time

- ☐ Student support plans
 - ☐ in center-based teams
- ☐ IEPs, BIPs

** BREAK **

2:00 - 3:00 - Class Systems & Structures

- ☐ in center-based teams
- ☐ Student IEP Snapshot Overview

3:05 - 3:30 - Para Running Task List

- ☐ Prepare for work day tomorrow

Para Professional Learning

- Nov 19, 8:30-10:00 (IEP & BIP Work Session. Please ensure attendees come with copies of a student's IEP and BIP, if applicable. It'd be wonderful to have the special education teachers at this session as well.)
- Dec 3, 8:30-10:00 (Behavior Basics 1)
- Jan 14, 8:30-10:00 (Behavior Basics 2)
- Jan 28, 8:30-10:00 (Small Group Instruction)

Para expectations

Student Support	Professionalism
<ul style="list-style-type: none">● We sit with with students we are supporting and/or circulate as appropriate based on class or student need.● We listen to direct instruction to ensure we know what the task is and how to support students.● We ensure students have materials, supports, and resources in place to be successful (technology, graphic organizers, fidgets, visuals, etc).● We encourage students to be independent (with supports in place) without doing the task for them.● We advocate for and/or provide specific student accommodations in class.	<ul style="list-style-type: none">● We have personal items and technology (for personal use) away (quick phone checks for Manual communication is appropriate).● We follow our schedule and stay in class with our students.● We ask clarifying questions and/or communicate with the classroom teacher to clarify support needed.● We follow the Manual professional expectations and TBOLT way.

Student Support

Not meeting

Meeting

We sit with with students we are supporting and/or circulate as appropriate based on class or student need.

☐
☐

We actively listen to direct instruction to ensure we know what the task is and how to support students.

☐
☐

We ensure students have materials, supports, and resources in place to be successful (technology, graphic organizers, fidgets, visuals, etc).

☐
☐

We encourage students to be independent (with supports in place) without doing the task for them.

☐
☐

We advocate for and/or provide specific student accommodations in class.

☐
☐

Para Obs Feedback

Professionalism

Not meeting

Meeting

We have personal items and technology (for personal use) away (quick phone checks for Manual communication is appropriate).

☐
☐

We follow our schedule and stay in class with our students.

☐
☐

We ask clarifying questions and/or communicate with the classroom teacher to clarify support needed.




☐
☐

We follow the Manual professional expectations and TBOLT way.

☐
☐

Fatima's Criteria for Success : Freshman Seminar

Week: _____

GOALS		B beginning (70% C)	O on the way (80% B)	L learned (90% A)	T Taking it Beyond (100% A+)
Manual Community "how to show up in class" class Participation, class expectations, routines	<ul style="list-style-type: none">Fatima will follow classroom routines with minimal adult support				
Self- Advocacy Social-emotional or self-determination IEP Goals based on advocating for needs.	<ul style="list-style-type: none">Fatima will advocate for what she needs in order to engage and utilize an appropriate coping strategy when not getting preferred adult attention.				
Content Academic Goals Content related goals or EEO that supports course	<ul style="list-style-type: none">Fatima will correctly copy vocabulary with proper letter spacing while copying the sentence				
		Overall Weekly Grade: _____			

Whole Student Body Activities

Defined as: how we bring neurodiverse and neurotypical kids together in camaraderie and education about dis/abilities

- Unified Sports
- Inclusion Day
- Sports Teams
- Whole School Field Trips
- Overnight Trip
- Awareness/Education (peer leaders)

School wide Activities.Pics



Q & A

What questions are lingering?

