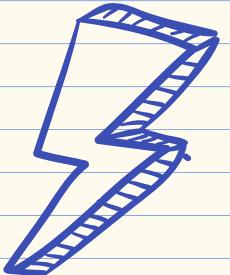
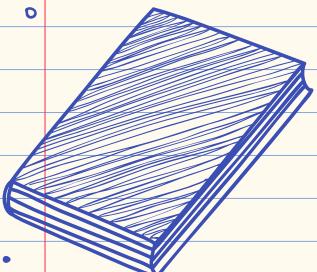




Modifications & Grading Practices for Students in Center-based Programs in General Education Classrooms

Emily Beach & Rosie Britt

Manual High School
Denver Public Schools



January 24, 2026

Introductions

Emily Beach
Multi-Intensive Autism Teacher

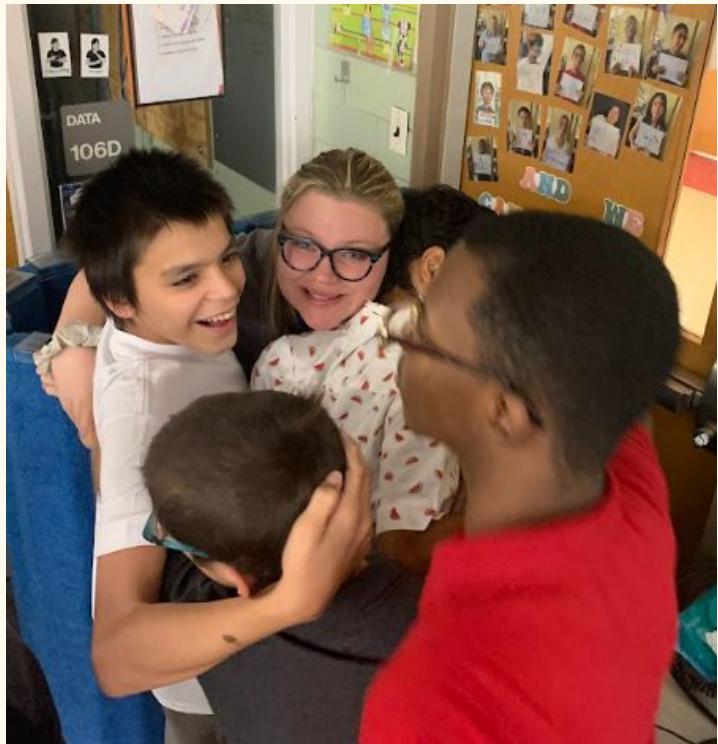


Rosie Britt
Special Education Senior Team Lead



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?

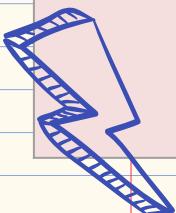
Admin
Philosophy &
Support

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.



Leading an Inclusive School

Designed and Presented by:
The DPS Inclusive Education Team



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: Christian | Name: Gabi Alcon |
| Current Grade | 12 | 12 |
| Option(s) After High School (Based on need and parent convos) | 18-21 Workforce Community Program | Internship @ Denver Health |
| How long will they be at Manual? (Based on need and parent convos) | 7 years | 4 years |
| Post-Secondary Transition Goals | Ind. Living RTD Career Unknown → retail/stock Continuing Ed Community programs | Ind. Living RTD, personal finance Career medical field live independently Continuing Ed CNA cert. |
| 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

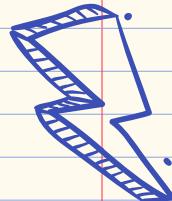
**18-21 Transitions
Program**

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, Joylen, Chase, Zi, Uriel, Christopher, JJ | Izayus, Ni'Eam, Tyree, Gary, Joylen, Chase, Zi, Uriel, Christopher, JJ | Lunch | 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, Joylen, Chase, Zi, Uriel, Christopher, JJ | Izayus, Ni'Eam, Tyree , Gary, Joylen, Chase, Zi, Uriel, Christopher, JJ | Lunch | Izayus, Ni'Eam, Gary, Uriel, Christopher | Izayus, Ni'Eam, Tyree, Gary, Chase, Uriel, Christopher, JJ | Ni'Eam, Tyree , Gary, Chase, Uriel, Christopher | 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, Joylen, Chase, Zi, Uriel, Christopher, JJ | Izayus, Ni'Eam, Tyree, Gary, Joylen, Chase, Zi, Uriel, Christopher, JJ | Lunch | 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 | Swimming (Fisher) | Choir (Douglas) | Essential Science (Beach) | Unified Sports (Smith) |
| Breakfast | Izayus, Ni'Eam, Tyree, Gary, Chase, Christopher, JJ | Izayus, Ni'Eam, Tyree, Gary, Chase, Christopher, JJ | Izayus, Ni'Eam, Tyree, Gary, Joylen, Chase, Zi, Uriel, Christopher, JJ | 11:00-11:45 | Izayus, Ni'Eam, Tyree, Gary, Joylen, Chase, Zi, Uriel, Christopher, JJ | 11:00-11:45 | Lunch Duty | Tyree, Chase, Chris, JJ | Ni'Eam, Tyree, JJ | Izayus, Jaylen, JJ |
| 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, Joylen, Chase, Zi, Uriel, Christopher, JJ | Izayus, Ni'Eam, Tyree, Gary, Joylen, Chase, Zi, Uriel, Christopher, JJ | Lunch | 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 | Swimming (Fisher) | Intro to PE (Woods and Fisher) | Essential Science (Beach) | Unified Sports (Smith) |
| Breakfast | Izayus, Ni'Eam, Tyree, Gary, Chase, Christopher, JJ | Izayus, Ni'Eam, Tyree, Gary, Chase, Christopher, JJ | Izayus, Ni'Eam, Tyree, Gary, Joylen, Chase, Zi, Uriel, Christopher, JJ | 11:00-11:45 | Izayus, Ni'Eam, Tyree, Gary, Joylen, Chase, Zi, Uriel, Christopher, JJ | 11:00-11:45 | Lunch Duty | Tyree, Chase, Chris, JJ | Izayus, Gary, Zi, Uriel, Christopher | Izayus, Jaylen, JJ |
| | | | | | | | | | Izayus, Ni'Eam, Tyree, Gary, Chase, Uriel, Christopher, JJ | Classroom Cleanup |



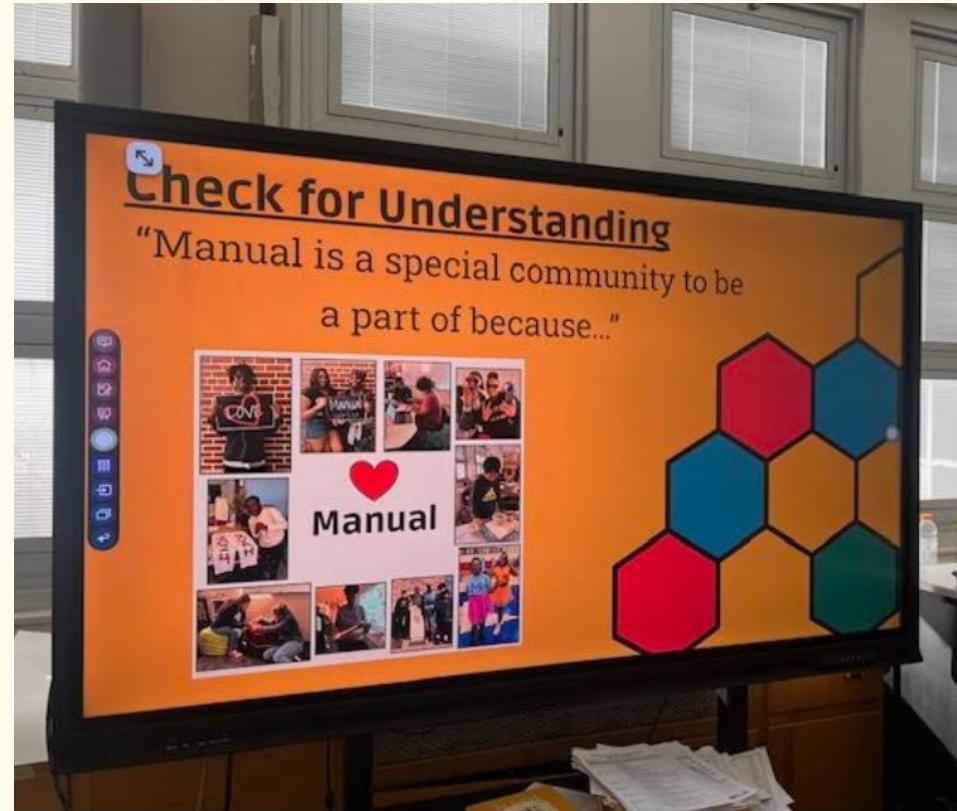
Gen. Ed. Teacher Collaboration



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/ <u>Method of Inquiry</u> | Assignments/ <u>Artifacts</u> (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...

*We have to talk
about Liberating
MINDS
Liberating
Society*

- 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

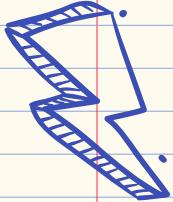
| | |
|----------|---|
| A | Student is making consistent progress towards identified individualized State Standards at development level and State Standards with Extended Evidence Outcomes, Student always utilizes identified Individualized Education Program supports to increase success in grade level 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 |



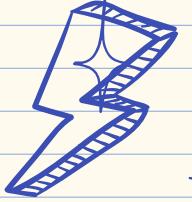
Manual's Grading Practices for Center-Based students in General Education Classes

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

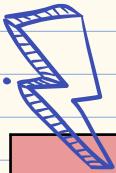
* BREAK *

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

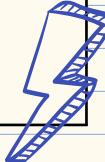
- Nov 19, 8:30-10:00 (IEP & BIP Work Session. Please ensure attendees come with copies of a student's IEP and BIP, if applicable. It'd be wonderful to have the special education teachers at this session as well.)
- Dec 3, 8:30-10:00 (Behavior Basics 1)
- Jan 14, 8:30-10:00 (Behavior Basics 2)
- Jan 28,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



Para Obs Feedback

Student Support

| | Not meeting | Meeting |
|---|--------------------------|--------------------------|
| We sit with with students we are supporting and/or circulate as appropriate based on class or student need. | <input type="checkbox"/> | <input type="checkbox"/> |
| We actively listen to direct instruction to ensure we know what the task is and how to support students. | <input type="checkbox"/> | <input type="checkbox"/> |
| We ensure students have materials, supports, and resources in place to be successful (technology, graphic organizers, fidgets, visuals, etc). | <input type="checkbox"/> | <input type="checkbox"/> |
| We encourage students to be independent (with supports in place) without doing the task for them. | <input type="checkbox"/> | <input type="checkbox"/> |
| We advocate for and/or provide specific student accommodations in class. | <input type="checkbox"/> | <input type="checkbox"/> |

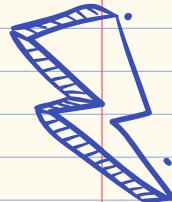
Professionalism

| | Not meeting | Meeting |
|---|--------------------------|--------------------------|
| We have personal items and technology (for personal use) away (quick phone checks for Manual communication is appropriate). | <input type="checkbox"/> | <input type="checkbox"/> |
| We follow our schedule and stay in class with our students. | <input type="checkbox"/> | <input type="checkbox"/> |
| We ask clarifying questions and/or communicate with the classroom teacher to clarify support needed. | <input type="checkbox"/> | <input type="checkbox"/> |
| We follow the Manual professional expectations and TBOLT way. | <input type="checkbox"/> | <input type="checkbox"/> |

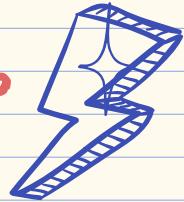
Fatima's Criteria for Success : Freshman Seminar

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?

