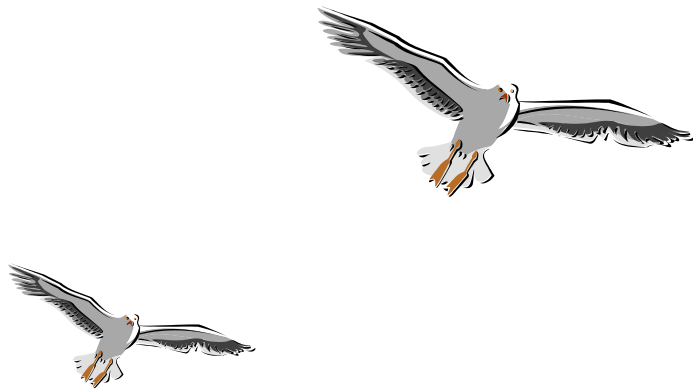


WASHINGTON CENTER
Special Education K-12
Principal: Mrs. Teshia Hair



GREENVILLE COUNTY SCHOOL DISTRICT
Superintendent: W. Burke Royster

Scope of School Action Plan:

2018-19 through 2022-23

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: *Washington Center*

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 (one year)

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 et seq. (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 et seq. (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster	<i>W Burke Royster</i>	April 13, 2021
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

<i>Teshia Han</i>	<i>Teshia Han</i>	3-9-21
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells	<i>Lynda Leventis-Wells</i>	April 13, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

<i>Narcia Lloyd</i>	<i>Narcia Lloyd</i>	3-9-2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

<i>Linda R. Thigpen</i>	<i>Linda R. Thigpen</i>	3-9-21
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: *2 Betty Spencer Drive, Greenville, SC 29607*

SCHOOL TELEPHONE: (864) *355-0250*

PRINCIPAL E-MAIL ADDRESS: *thair@greenville.k12.sc.us*

Stakeholder Involvement for School Renewal

<u>Position</u>	<u>Name</u>
1. Principal	Teshia Hair
2. Teacher – School Portfolio Committee Lead Teachers	Jennifer Ensley Marisa Glass Erin Sosebee
3. Parent/Guardian	Susie Robison
4. Community Member	Robin Blackwood
5. Paraprofessional	Janice Fant
6. School Improvement Council Member	Nardia Lloyd
7. Read to Succeed Reading Coach	Linda Thigpen
8. School Read To Succeed Literacy Leadership Team Lead	Linda Thigpen
9. School Read To Succeed Literacy Leadership Team Member	Linda Thigpen

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

Early Childhood Development and Academic Assistance Act (Act 135)

Assurances

[S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)]

Academic Assistance, Pre K–3

The district makes special efforts to assist children in Pre K–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

Academic Assistance, Grades 4–12

The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

Parent Involvement

The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

Staff Development

The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

✓ **Technology**

The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

✓ **Innovation**

The district funds innovative activities to improve student learning and accelerate the performance of all students.

✓ **Collaboration**

The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

✓ **Developmental Screening**

The district ensures that students receive all services necessary for growth and development.

Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

✓ **Half-Day Child Development**

The district provides half-day (and sometimes full-day) child development programs for four year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

✓ **Developmentally Appropriate Curriculum for Pre K–3**

The district ensures that the scope and sequence of the curriculum for Pre K–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

___ ✓ ___ Parenting and Family Literacy

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

___ ✓ ___ Recruitment

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

___ ✓ ___ Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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INTRODUCTION

Washington Center's Strategic Plan is a self-study reflecting the mission, vision and instructional practices that guide the school program. The contents of this document validate maintenance of accreditation requirements and serve as a school renewal plan. It documents changes and continuous growth, while providing a vehicle for self-assessment, communication, and accountability.

The current school portfolio has been updated based on input from parents, community members, faculty, staff, therapists and administrators. For this project, teachers were divided into three committees, and each was assigned a chairperson, who was a teacher in her formal evaluation year. This individual met with the instructional coach for assignments and guidance, and then with assigned groups to give each individual a designated task within October through March timelines. Groups met on a regular basis to complete sections of the document, and committee members communicated regularly via both emails and scheduled meetings. Content includes information from PTA, SIC, Leadership Committee, therapists, administration, and Health and Food Services. Completed assignments were forwarded to administrators for review and editing, and content information was shared, reviewed and revised during committee, faculty, PTA and SIC meetings. The final document was then submitted to the Central Office, posted on the school website, and maintained at the school as a hard copy for public view.

EXECUTIVE SUMMARY

Needs Assessment or Findings for Student Achievement

Student Achievement for Washington Center students is a complex concept because of the varied and controversial measures. Our curriculum, which is based on communication, functional skills, mobility, and motor skills, adapted academics and socialization, is best measured by the student-specific IEPs. The 2018-2023 objective for IEP goal achievement is for at least 80% of all students to achieve 100% mastery of their IEP goals. In total, 87.52% of Washington Center students achieved 100% IEP mastery for the 2019-20 school year, which exceeded meet our goal of 80% of students mastering all IEP goals; however, mastery levels decreased 6.48 % from the previous year.

Disaggregated results analyzed student achievement according to the classroom teacher, therapies and disability. Areas of concern that have a substantial and noticeable drop in mastery percentages are in the areas of multiple disabilities, as well as in Physical Therapy. A revised disability category for 2019-20, Multiple Disabilities students 24/30 (80%) achieved 100% mastery on IEP goals. Physical Therapy mastery percentage decreased 10.43% from 2018-2019 to the 2019-2020 school year; during the 2018-19 school year, percentage of mastery was 89%. In the 2019-20 school year, that percentage dropped to 78.57%. The drop in mastery percentage may be due to a number of factors: COVID-19 restrictions, absences and inability to maintain services in a face-to-face model.

Alternate Assessments were granted a waiver for 2020 testing due to COVID closures; therefore, all School Portfolio reported academic test scores remain at the 2019 reporting levels. At Washington Center, Alternate Assessments are used to comply with federal guidelines, which require that student progress be monitored using standards-based assessments. With the advent of online testing using grade-level standards-based materials, complex and advanced material presented in the SC-Alt is challenging for students with severe disabilities. Baselines were established for the 2018-2023 Renewal Action Plan goal for SC-Alt scores with an anticipated 3-point yearly school-wide

increase in average scale scores per tested subject. Our instructional team has initiated a variety of strategies to address the challenges of the Alternate Assessment for our students. Strategies include technology, teacher training, curriculum resources, and representation in state Alternate Assessment committees. More information about Washington Center's Student Achievement can be found through the 2019-20 State School Report Card results:

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDIwJnQ9TSZaWQ9MjMwMTkwMg>

Needs Assessment/Findings for Teacher and Administrator Quality

Washington Center faculty and staff members participate in ongoing professional development. Each year the areas in which training is needed are explored with faculty, staff, and district personnel via Leadership Committee, surveys, teacher recommendations, district information shared at principals' meetings, SCDE guidelines, and information provided by Special Education Services. Based upon findings, in addition to input from administration, a fluid professional development calendar is developed allowing for additions through the year, based on need, interests, and availability of funds. Traditionally, there are a few district-sponsored workshops that relate directly to work with students exhibiting low incidence disabilities; however, the annual technology conference and Special Education Services' trainings are valuable, and participation is encouraged in addition to onsite workshops. With the advent of Virtual and eLearning requirements, Washington Center staff have participated in numerous virtual trainings to promote the use of web-based instruction.

In-school workshops and Professional Learning Community (PLC's) that are more specific to Washington Center students are developed internally, and in recent years have targeted the following: Implementation of the Unique Learning Systems and Attainment curriculum, lesson planning, literacy, communication, new teacher mentor support, student medical needs/emergency procedures, lifting and positioning training, Alternative Assessment administration, Due Process/IEP development, Crisis Prevention Training (CPI), technology integration, safety training, SLO implementation, Alternate Assessment, IEP guidelines and virtual instruction. Maintaining high standards of teacher

professionalism in utilizing new instructional strategies is critical for insuring student progress and teacher/administrator quality.

Needs Assessment/Findings for School Climate

COVID-19 has presented many challenges for the 2020-21 school year. Current DHEC guidelines during the COVID-19 pandemic are required by Greenville County schools, as detailed in the South Carolina DHEC website: <https://scdhec.gov/covid19/resources-community-covid-19/schools-childcare-centers-covid-19> All staff must have a temperature check when entering the building, social distance at all times, wear a mask at all times, and a face shield when within 6 feet of a student.

Due to COVID-19 pandemic challenges, staff created alternative activities that align to current COVID policies. In traditional years, Washington Center staff members have demonstrated a commitment to providing community experiences, much like the ones enjoyed by typical peers. Off campus trips such as Challenge Day and Community Based Instruction and typical peer volunteer activities did not take place during the 2020-21 school year due to current safety guidelines. Instead, school events such as Boo in the School, the Christmas Program, Valentine's Day Pageant/Dance, Run Walk and Roll were broadcast virtually. Alternate student activities such as the Seagull Coffee Cart have given students practice in social and economic skills. Virtual trips and online interactive speakers served as community experiences.

Washington Center maintains the commitment to support families and our community. PTA, SIC along with IEP and Faculty meetings were conducted virtually. The annual Family Night activity was substituted with lists of supportive agency contacts. Student teachers from local colleges continue their practicums for classroom and therapy experiences on campus. For the 2020-21 school year, there are three Virtual and three Homebound teachers who took instruction into the student homes virtually through Google Classroom, creating a greater connection with families.

Traditionally improving school climate and maintaining a positive environment at Washington Center are ongoing priorities, being accomplished in part, by ensuring that

representatives of staff, parents, and the community are given opportunities for input and school decision-making. Monthly PTA, SIC, and Leadership Committee meetings facilitate school, home, and community communication and involvement. Members of both SIC and Leadership Committees serve in advisory roles, while PTA helps provide funding for materials and activities that enrich the curriculum, maintain community-based training, and support teachers and staff.

Within the five-year plan, the district and school focus on ensuring safety during the school day will be a priority goal. Strictly following DHEC criteria has resulted in few in-house COVID cases. Although the 2020 School Report Card Surveys were not distributed due to shutdowns, the most recent 2019 surveys indicate a 100% agreement regarding a safe environment at Washington Center.

Significant Challenges

- Because multiple teachers and therapists serve students, regular and efficient communication regarding student progress and goal attainment is a necessity.
- Changes to an online format for standardized alternate assessments have made it difficult for student accessibility; and, test content is all too frequently inappropriately challenging for this population. Committee involvement and communications with the SCDE Department of Assessment representatives are used by staff to provide advice and input for test improvement.
- Identifying appropriate curriculum for students with low incidence disabilities was a challenge for many years; however, the Unique Learning System, with standards-based lessons, has been used effectively in Washington Center classes. Additionally, teachers also have access to the Attainment curriculum, a research-based program developed for statewide Special Education classes. PLCs prepared teachers for presenting appropriate instruction using these curriculum resources.
- Teachers and staff members work to improve and maintain communication with parents and caregivers through the use of updated websites, newsletters, and daily logs. Also, included on the school's website are documents of PTA meetings and

links to Facebook and Twitter accounts. A school yearbook is published during alternate years.

- Student absences are an ongoing challenge for our population due to their medical conditions/hospitalizations. There are currently six nurses on staff at Washington Center. We also use extra vigilance to sanitize classrooms and practice hygiene precautions.
- Because familiarity with student needs is important, staff are encouraged to attend regularly and be on time to provide consistent supervision.
- Maintaining up-to-date technology is necessary. The school has updated to iPad Air 7 devices in each classroom and purchased updated student desktop computers equipped with touchscreens. Teacher laptops were “refreshed”, using district allocations, during the 2018-2019 school year.
- The provision of appropriate, safe, and cost-effective off-campus experiences is a priority for Washington Center. District, school, and classroom funds are used for both off-campus and virtual trips during non-COVID years. These trips give students exposure to the local community and locations around the world while also providing opportunities for them to generalize skills and information taught at school.
- The oversight and general safety of students is always a concern, including transition times when students board/unload from buses. Many students have medical needs that require nurse-to-nurse contact, and they must be closely supervised and their medications checked upon arrival and before leaving each day.
- Increasing community involvement in the school and encouraging staff input into decision-making are goals being addressed through SIC, Leadership Team, and an open invitation to make suggestions. Washington Center also hosts frequent visits by high school groups and serves as a training site for nursing students and prospective teachers.
- A continued initiative for the school is the creation of age-appropriate and safe outdoor recreational and instructional venues. During the 2018-2019 school year,

the Washington Center Nature Trail opened. The Nature Trail includes ADA compliant walkways, plantings, and meeting areas. However, Washington Center's courtyard/playground has dated equipment and limited shade, which minimizes its usefulness for a group of Washington Center's students. We have initiated funding through various grants to update equipment and place sunshades over the swings.

- A new Individualized Education Program software system (Enrich) began utilization by Greenville County during the 2019-2020 school year. Several PLCs prepared teachers for using this software efficiently.
- During the 2019-2020 school year, there has been an influx of preschool-aged students, requiring the purchase of more mobility equipment to meet their needs.
- The COVID-19 pandemic required a school shutdown in March of 2020. Teachers quickly shifted into a virtual platform which presented many challenges. Many students did not have access to technology (computers or Wi-Fi) at home and were unable to participate virtually. Teachers prepared learning packets for parents to pick up at school and use during the shutdown. IEP meetings were held virtually via Zoom or Google Meet. Teachers participated in many trainings to quickly learn virtual teaching platforms and developed contingency plans for each student on their caseload.
- The 2020-2021 school year looks drastically different due to COVID-19 restrictions. All staff must wear medical face mask as well as face shields while attempting to maintain a safe distance of six feet between students. Many other modifications have also been made; hallways are now one-way, temperature screenings before entry for all staff, limited seating in cafeteria, no in-person school assemblies, no outside visitors, and no field trips or Community Based Instruction (CBI) trips.

Significant Awards, Results, and Accomplishments

- The Adaptive Environmental Science Department has received several awards and grants during the 2018-2019 school year, including the "Champion of the

Environment” designation, 4-H Club initiative, and a Gower Garden Club donation.

- Donors Choose grants have enhanced classroom and school-wide projects during both the 2018-2019 and 2019-2020 school years.
- A grant from the Knights of Columbus was awarded to fund physical therapy equipment in both the 2018-2019 and 2019-2020 school years.
- Washington Center participated in the “Playmaker” basketball initiative for the Women’s SEC tournament in 2018-2019 and 2019-2020 school years.
- Students and staff continue to enjoy the ADA compliant Nature Trail completed in 2019 that provides shaded walkways, plantings and meeting areas for students and staff.
- Washington Center parent and PTA treasurer, Valerie Allen, was recognized for the Greenville County Schools Volunteer Spotlight during the 2018-2019 school year.
- During the 2019-2020 school year, a Bitty & Beau’s Coffee Cart was purchased for Washington Center students to practice vocational skills by making and selling coffee to staff. Despite COVID-19 restrictions, the coffee cart has been able to operate in a social distanced manner.
- Mr. Robert Poole, paraprofessional, was inducted into Travelers Rest High School Hall of Fame in January 2020 for his accomplishments in basketball as well as being the first African-American to start for the varsity basketball team.
- The Giving Tree Committee arranged for 113 students to receive holiday gifts through donations from community members in December 2019 and 103 students in December of 2020.
- Chrome books were offered to each student in order to participate in virtual or e-learning from home in the event of a school closure.
- In August 2020, Washington Center opened for in-person learning 4 days a week (with e-learning on Friday) when other schools in the district were providing in-

person learning one-to-two days a week. Teachers and staff implemented numerous social distancing and health measures to abide by CDC guidelines in order to open safely. In October 2020, Washington Center opened for 5 days a week.

WASHINGTON CENTER SCHOOL PROFILE

Overview

Washington Center, located in Greenville, South Carolina, is a public school serving approximately 128 students who require specialized instruction as a result of severe intellectual disabilities. Many students also have other disabilities. Recommendations for placement and instruction at a separate center are based on Individualized Education Programs (IEPs) developed specifically for each student by teams that include: parents, administrators, classroom teachers, therapists, psychologists, and others with relevant knowledge of individual students.

Washington Center has 27 certified teachers (14 classroom, 3 homebound, 4 virtual, and 6 related arts), 8 part or full-time therapists, 38 paraprofessionals, 6 health coordinators, which include health coordinators, which includes 5 nurses and one orderly. Related arts teachers, including music, art, and PE, also teach one day a week at Welcome Elementary School. Occupational, speech and physical therapists have work schedules that include time on other campuses, too. Qualifying students receive itinerant vision and hearing services on-site provided by district personnel.

Washington Center History

In 1970, Greenville County Schools began serving students with intellectual disabilities. Subsequently, in 1971, a high school program for students with mild intellectual disabilities and a class for students with moderate intellectual disabilities opened. During the 1972-73 year, the school became known as Washington Center. By 1976-77, there were seventeen classes at Washington Center, and that number grew to 26 for the 1979-80 school year. During the 1990s, many students with moderate disabilities were staffed to less restrictive placements in self-contained classes in traditional schools; and, in recent years, enrollment at Washington Center has been limited to those who require extensive support due to cognitive and sometimes physical or behavioral disabilities.

Washington Center's campus was designed with input from parents, staff members, and architectural professionals and was completed in 2005. A wing of Hollis Academy provided classrooms for younger students from January 2014 until August of 2018 when it once again became possible to serve all students at the Betty Spencer Drive campus. The current facility has 18 classrooms, multiple kitchens, a laundry room, a greenhouse, a gym, and a media center. There are also therapy rooms, nurses' stations, administrative offices, multisensory suites, and an adapted playground. An ADA compliant nature trail, which Washington Center shares with Sara Collins Elementary School next door, was completed in September of 2018.

School Leadership

District Special Education Support

Dr. W. Burke Royster- Superintendent of Greenville County Schools

Mrs. Traci Hogan – Assistant Superintendent for Special Education Services

Special Education Services of Greenville County Schools provides a free, appropriate education for students with disabilities ages 3-21 in accordance with the Individuals with Disabilities Education Act. Qualifying students are served across the district by a faculty and staff of over 800 teachers, therapists, and other specialists, who are trained to provide specialized instruction designed to meet individual needs.

Washington Center Administration

Mrs. Teshia Hair is the principal of Washington Center. Mrs. Hair has served in the field of education for 29 years. She spent fifteen years as a classroom teacher. Mrs. Hair has taught preschool students, as well as students with disabilities including intellectual disabilities, multiple disabilities, and orthopedic disabilities. For the past thirteen years, Mrs. Hair has served in Special Education Administration positions that include Coordinator for Special Services in Spartanburg School District 2 and Principal at McCarthy Teszler in Spartanburg School District 7. Mrs. Hair has a BS degree in Special Education from the College of Charleston. She has an MA in Early Childhood Education

and an Education Specialist Degree in Educational Administration, both from Converse College. Mrs. Hair became the Washington Center principal beginning the 2019-2020 school year.

Mrs. Emily Cook, Program Facilitator for Washington Center, is charged with the supervision of due process compliance. Mrs. Cook has fourteen years of professional experience in special education, with eleven years as a classroom teacher. During her years at McCarthy Tetzler School, she operated the Summer Enrichment Program for students with special needs, ages three to twenty-one. Following her years as a classroom teacher, she served as an Autism Specialist for Spartanburg County Schools and she is currently in her first year at Washington Center. Mrs. Cook was chosen as Teacher of the Year for her school and served on the district forum for numerous years. Additionally, she has held various leadership roles at the school, district, and state levels. She is also a trained PAS-T and SAFE T evaluator. Beyond working in schools and for districts, Mrs. Cook has spent several years working in a partnership with Family Connection and Miracle League.

Mrs. Linda Thigpen moved from classroom teacher to an administrative position in 2003. She is a former Washington Center teacher with more than 30 years of district special education experience, during which time she taught students with a range of special education classifications. As Washington Center's instructional coach, Mrs. Thigpen assists the principal with administrative duties, fulfills due process obligations, and provides support for teachers related to curriculum, instruction and assessment. She also serves as a school and district ADEPT/PAS-T evaluator and mentor. Mrs. Thigpen is a member of the State Alternate Assessment Advisory Committee and participates on multiple committees for the State Department of Education. For the 2005-06 school year, Mrs. Thigpen received the Greenville County Administrator of the Year Award, and she has been recognized as Teacher of the Year at three different schools. She was a WYFF Golden Apple Award recipient in 2017.

Leadership Committee

Washington Center's Leadership Committee is composed of representatives from all staff groups (administrators, teachers, nurses, related arts personnel, paraprofessionals, custodians, therapists, and office staff). The role of the committee is to advise and provide input to the administration regarding a variety of school matters. During the 2020-21 school year, Teacher of the Year Kim Poole served as the chairperson of the committee. Leadership Committee meetings are held quarterly during the school year.

Facilities and Services

Occupational Therapy (OT) is provided by two registered and licensed occupational therapists (OTR) and one registered occupational therapy assistant. Qualifying students receive specialized instruction in self-help, fine motor, and sensory processing; and, therapists monitor and assist with the development of appropriate orthotic devices. 84 Washington Center students qualify for occupational therapy services. 48 Washington Center students receive direct services, and 36 receive indirect or supplemental services.

The **Physical Therapy (PT)** department is staffed with two registered physical therapists and a registered physical therapist assistant. Intervention related to gross motor functioning is provided both through direct services and by means of consultation with teachers and parents. Therapists currently serve 79 students. 32 Washington Center students receive direct services, 12 receive indirect services, and 35 receive supplemental services.

Speech/Language Therapy is offered to our 128 qualifying students by two speech pathologists. Sixty-four students receive direct services, 17 indirect services and 47 receive supplemental services. Service delivery, for the most part, follows an integrated model; however, direct instruction is available related to the use of augmentative communication devices, or as needed. Therapists work closely with teachers and paraprofessionals and with high and low tech materials and devices to create functional communication systems. The goal is to facilitate the use of tactile symbol communication cards and objects, voice output devices, laptops, iPads, and other systems that support

communication in a variety of settings. Additionally, the Washington Center Speech Department provides tours, practicum placements, and in-service presentations for colleagues and for speech pathology students from area colleges and universities. Speech therapists began a school-wide language development core vocabulary program in 2017 that involves focusing on one functional word for two weeks and teaching multiple strategies for utilizing the word in a variety of settings. Speech has updated the program for the 2020-2021 school year to include more video resources and activities for additional reinforcement.

Daily Living skills are taught to all students during weekly 40-minute periods in an adapted classroom/kitchen setting. Paraprofessionals attend classes with students to provide support for functional skills such as cooking, cleaning, laundry, personal hygiene, and community instruction.

The **Adaptive Environmental Science (AES) Program** is offered to all Washington Center students. Instruction in AES has a focus on earth and life science standards, as well as gardening and pet care activities. Each student-scientist completes a science notebook activity during each class period. The students extend this learning during 4-H Club activities twice a month. The students are working toward their Pet Care Achievement certificate through 4-H's pet care curriculum and then caring for our rabbit, tortoises, cockatiels, guinea pig, and bearded dragon. The students also participate in the Seagull Sustainability Market activities by growing flowers, fruits, and vegetables in the greenhouse and outside gardens, and then selling them during public sales. The students practice sustainability by recycling and upcycling "trash" into new items to sell in our market. Select groups of older students attend an extra session each week to practice vocational skills. The goal of AES is for students to gain life skills such as pet care, work skills, and social skills.

The **Multi-Sensory Room**, designed by the OT staff, provides both relaxing and stimulating sensory experiences for students. Equipment/features available there include: a platform swing, tactile walls, dark room, switch activated toys, calming LED lighted bubble tubes, fiber optic mats, light wheels, light boxes, a cascading light-up waterfall,

and a massage chair. In 2018, a group of volunteers from GE chose to assist Washington Center with refurbishing the multisensory room. They worked with a committee of teachers and therapists to discuss and develop ideas and to choose appropriate sensory materials to incorporate into the new panels.

The **Weight Room** at Washington Center has been designed to actively involve students in learning and practicing motor skills under the supervision of trained adults. A treadmill, as well as elliptical and weight machines, stationary bikes, free weights, a weighted hula-hoop, and mats are available. Physical and occupational therapists also use weight room equipment for instruction.

Instructional Kitchens are available for students to practice daily living skills. Older students prepare and sell meals to the staff (Seagull Grill) twice a month. However, due to safety concerns related to COVID-19, all Seagull Grill activities have been postponed. In previous years, adapted equipment, voice output devices, and symbols are used by students to facilitate reading and preparing recipes. Kitchens are equipped with small appliances (blenders, mixers, a food processor, toaster, dishes, utensils, pots, and pans) in addition to ovens, dishwashers, refrigerators, washers, and dryers. Teachers also provide instruction related to dishwashing, laundering, wiping counters, and storing items in cabinets.

The **Adapted Playground** at Washington Center has handicapped accessible equipment, which includes swings, slides, sandboxes, and climbing structures. Students are able to work on mastery of physical therapy and motor skill goals, while also enjoying leisure activities. Current plans are to fund updates to the playground equipment and landscaping through grants.

The **Nature Trail**, built in the wooded section behind the school, was completed in the fall of 2018 and is shared with Sara Collins Elementary. Many community members contributed to fundraising for the project, and primary among them was Eastside High School, which raised and donated over \$100,000 as a result of their 2016 “Spirit Week” efforts. Additionally, individuals, foundations, and businesses have donated money and

time. The trail has both instructional areas and sensory-stimulating plants. Classes have used the trail for activities such as nature scavenger hunts, P.E. activities, and the annual *Run, Walk, & Roll*. In addition to being available to Washington Center and Sara Collins Elementary students, it is open to community members during non-school hours. The trail officially opened to the public in the spring of 2019. In addition, Mrs. Taber, the Environmental Science Teacher, has been in contact with Russell Smoak, a Landscape Architect. The tentative plans are for a Carolina fence garden on the nature trail. Mrs. Hair, the principal, has applied for grants for these projects.

Parental and Community Involvement

Washington Center PTA

Washington Center's PTA (Parent-Teacher Association) plans programs and activities that provide support for teachers, classrooms, and parents. Meetings are held on the first Thursday of each month, and the executive board includes President, Vice-President, Secretary, Treasurer, and Membership Chair. PTA's major fundraiser, the *Run, Walk, & Roll*, is held annually in the spring. Since 2016, with the addition of a 5k race, the event has realized an increased potential for fundraising and for developing community awareness of individuals with low-incidence disabilities. The event slogan is "Some kids need a hand...others need a push."

PTA sponsored events/activities/ awards planned for the 2020-2021 year are:

- Parent volunteer pool
- Leases paid for teacher workroom copier and office copier
- Appreciation luncheons for staff
- Lunch sales for staff: third week of each month
- PTA meetings: first Thursday of each month
- Family Night: cancelled due to safety concerns related to COVID-19
- Cherrydale Farms Fundraiser
- Annual holiday campus decorating in December and Staff Luncheon
- *Run, Walk, & Roll (Ball Roll)*: held virtually on September 19, 2020

- Alumni/Craft Day: TBD
- Teacher Appreciation: Week of May 3-7, 2021
- Support for Nature Trail
- Help with Office Supplies
- Funding for Nature Trail construction through the engraved brick sale

PTA Family Night

Washington Center's PTA-sponsored Family Night, scheduled to be held in the fall of 2020, was cancelled due to concerns related to COVID-19. However, the family night committee compiled a list of service providers with contact information and sent copies to the families of each student. Traditionally on Family Night, Washington Center families enjoy a free dinner provided by the PTA and served by volunteers from the Klaver Klub. They are then able to walk through the halls to see student artwork, purchase items at the book fair, visit with community service providers, and visit with Santa. Contact information for the following eighteen agencies was sent home with each student: ABLE South Carolina, Greenville Active Day, SC Assistive Tech Program, Autism Society, Bright Start Case Management, Camp Spearhead, Camp Sunshine, Capital Health Services, Center for Developmental Services, Charles Lea Center, Family Connections, Prisma Health-Upstate Children's Hospital, Pediatric Supportive Care, Greenville CAN, Mauldin Miracle League, Protection and Advocacy, Shriners Hospital, THRIVE Upstate, and Whitten Center.

SIC Committee (School Improvement Committee)

Washington Center's School Improvement Council (SIC) provides input, feedback, recommendations, and support to the principal and the school. The SIC is involved in the development and support of the school's Five-Year Improvement Plan and supports the plan's progress by approving annual goals, issuing an annual "Report to the Parents", providing input to the school portfolio, and reviewing a narrative for the annual SC School Report Card. The SIC is made up of parents, teachers, and community members, as well as Washington Center's principal and others on the administrative staff.

Washington Center's SIC meets once a month, and meeting dates and notes can be found on the school's website.

Present Role of Parent Community

At Washington Center, parent input is highly valued. Since students are functionally nonverbal, communication with families is considered to be essential. School and PTA jointly sponsor parent participation activities throughout the year, and a plan for communicating with families is required of each teacher. Parents serve on the School Improvement Committee (SIC) and assist with a variety of volunteer and fundraising efforts; however, Covid-19 regulations currently restrict visitors and parent in-person visits on campus.

Parent survey comments, elicited each year, are valued and used to guide planning. Parents are also encouraged to be involved in the Washington Center program through participation in special events. In addition to “Meet the Teacher” in August, the PTA sponsors a Family Night informational meeting and dinner, *Lunch and Learn* family training sessions, and the *Run, Walk, & Roll* community-wide fundraiser. Traditionally, families are invited to seasonal activities such as fall and spring book fairs, Boo in the School, Thanksgiving lunch, Challenge Day, the Valentine Dance, Special Olympics, *Run, Walk, & Roll*, Community Day, Craft Day (spring), and the Awards/Graduation ceremonies. Working parents, who are not available during the school day, participate in school activities by selling Cherrydale Farms items, sending candy for Halloween, decorating for holidays, contributing items for Craft Day sales, and furnishing desserts for Teacher Appreciation Week. Due to safety concerns related to COVID-19, parents have been encouraged to participate in non-traditional ways during the 2020-2021 school year. For example, “Meet the Teacher” was held virtually over several different sessions to allow all parents the opportunity to participate according to their work schedules. Resources for Family Night were sent home with students, and the Run, Walk, and Roll fundraiser was held virtually. Although on-campus events have been cancelled for the fall, parents and teachers have worked closely with each other through eLearning

opportunities and regular communication. Plans for spring activities will be evaluated on a case-by-case basis, and all safety precautions will be observed.

Partnerships

Funds and services provided through donations, fundraisers, and other sources are used to enhance student-learning experiences. During the 2019-2020 school year, approximately \$8,643 was donated to Washington Center by various individuals, organizations, and business partners. The PTA also made significant contributions totaling \$6,675 to be used to support the school's academic environment.

Washington Center volunteers come from business and civic organizations, families, and the community at large. During the 2018-2019 school year, 11,833 volunteer hours were documented. Volunteer hours for 2019-2020 were not tabulated because of the shift to e-learning in March 2020. Due to the restrictions implemented during COVID-19, no volunteers have been admitted during the 2020-2021 school year.

In an effort to communicate effectively with all stakeholders, faculty members and therapists create and maintain personal pages for Washington Center's website, and teachers communicate with parents using email, telephone, written notes, and a monthly newsletter. Each week a selected teacher contributes photos and articles to the local media and front page of the school web page, highlighting special achievements and activities. The school website features links to photos, handbooks, and weekly menus; and, both the school's monthly newsletter, *The Seagull Express* (now available in both English and Spanish), and the School Messenger system, provide pertinent information to staff and student families. The school Headliner Representative sends school news to media contacts, including *City People*, *The Greenville Journal*, *The Spartanburg Herald*, *The Taylors Greer School News*, *The Journal*, *The Travelers Rest Monitor*, *The Tribune Times*, and *Upstate Parent*, and *The Greenville Magazine*. In addition, the school district's Facebook page and district media have featured Washington Center's programs and students. Social media continues to be an integral component of the school's communication system, and the Washington Center utilizes both Facebook and websites.

The school has a Twitter account where information about concerts, field trips, programs, school activities, and instructional information can be found. Additionally, a continuous Google calendar has been added to the Washington Center's homepage, and the school has been featured on the district's Facebook and Twitter sites.

Recent partnerships:

- Local Knights of Columbus groups: donations for instructional materials, equipment, student activities, and professional development
- Knights of Columbus Hope Foundation: support for the purchase of physical therapy equipment (M.O.V.E.)
- Carolina First Bank and Chick-fil-A: Special Olympics/Challenge Day T-Shirts and donations
- Klaver Klub (middle school girls' service organization): Donations to *Run, Walk & Roll*, Giving Tree gifts for students, assistance during Family Night and *Run, Walk & Roll*
- Christ Church School: Reading Buddies and volunteers for various school activities
- Furman Heller Service Corps: Christmas gifts and volunteers
- Greenville Tech: Nursing/ OT/ PT Student Interns
- United Way
- Family Connections
- University Center: Nursing Student Interns
- Greenville Hospital System
- *Run, Walk, & Roll* individual and corporate donors
- High school escorts for the Valentine Pageant
- Daughters of Penelope: Providing snacks and gifts for the annual Santa visit
- High School Teacher Cadets
- Trees Greenville
- Eagle Scout--Nature Trail work
- Hands-on Greenville

- Gower Gardeners
- Tom Green--Santa
- Community and Staff Giving Tree gifts
- Bob Jones University
- Creamer Landscaping and Grading, Inc.
- Eastside High School
- Furman University
- GE Volunteers
- Greenville City Recreation Department
- Greenville Health System
- Greenville Symphony's EdReach Program
- Greenville Tech
- 4-H Organization
- Lee H. Skolnick Architecture
- McLeod Landscape Architects
- Riverside High School
- Sara Collins Elementary School
- Shannon Forest Christian
- School South Carolina Children's Theater
- South Carolina Governor's School for the Arts
- St. Joseph's High School
- St. Mary's Catholic School
- Other contributions from Washington Center student families, staff members, local churches, and friends

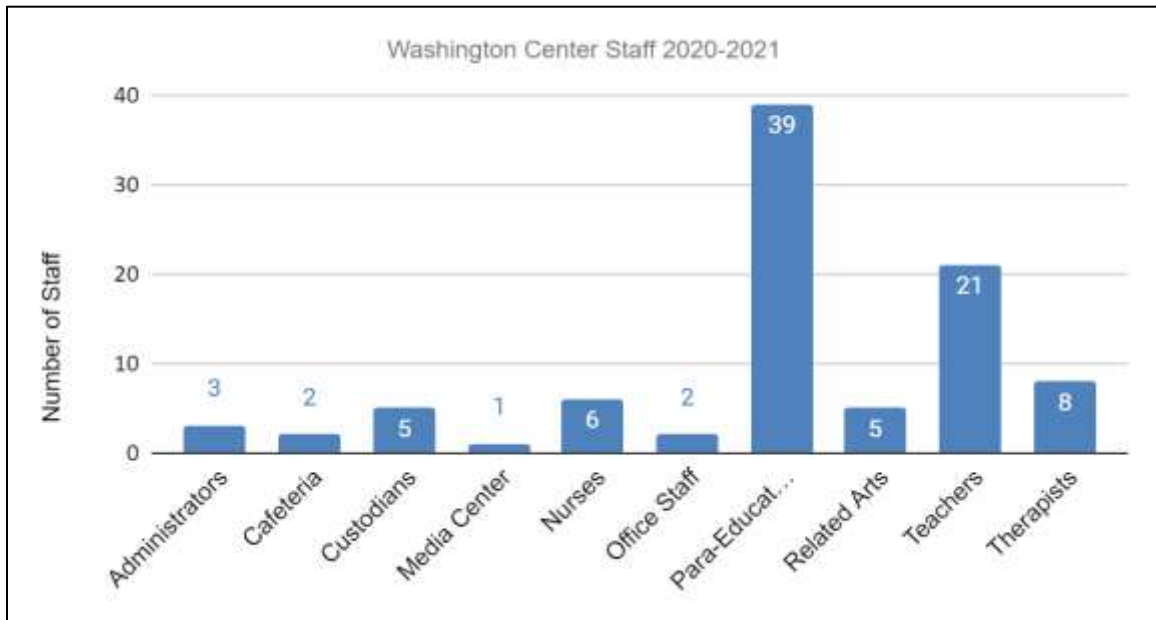
Student Support Services

An outstanding staff supports students at Washington Center. Administrators, nurses, therapists, and classroom teachers work closely with Greenville County agencies to facilitate the provision of services for students with disabilities and their families. In addition, Washington Center invites Greenville County service agencies and

organizations to support families. See the PTA Family Night section for a list of these support groups and safety precautions taken due to COVID-19.

School Personnel

The following graph represents staff positions at Washington Center. The largest group of staff members is composed of paraprofessionals, while other personnel include principal, program facilitator, instructional coach, secretary, attendance clerk/receptionist, custodians, nursing staff, cafeteria staff, therapists, media specialist, and related arts teachers.

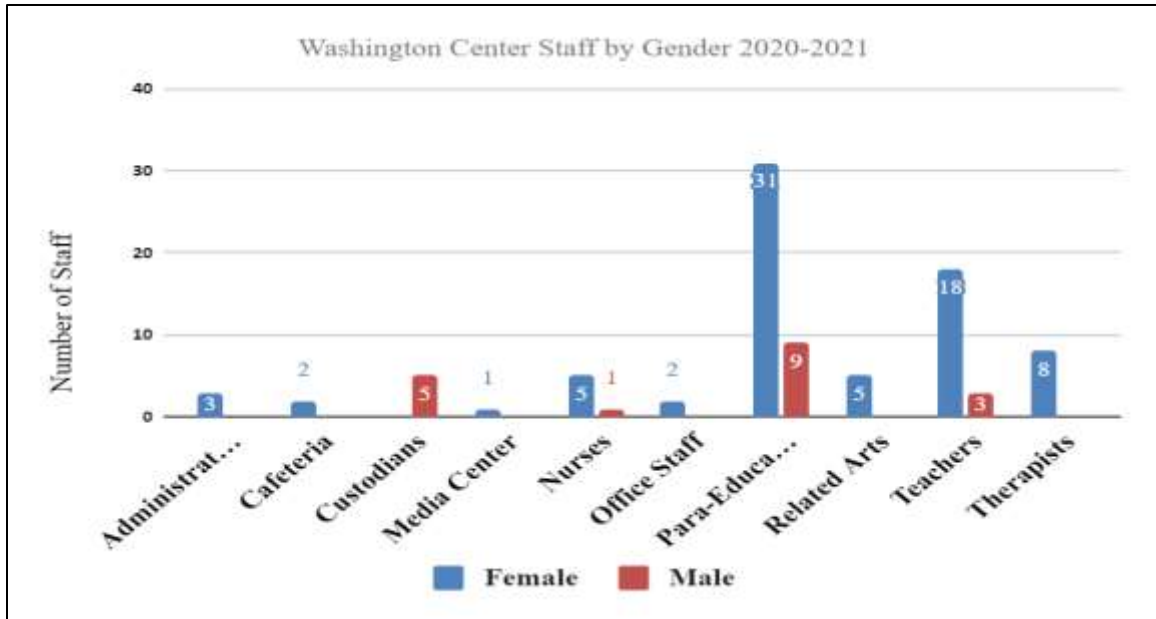


Washington Center offers instruction in a nurturing environment with a favorable staff to student ratio (currently at approximately three adults to seven students). More than half of teachers have experience in excess of ten years (as indicated on the following table). The Administrative team includes a Principal, Program Facilitator and an Instructional Coach. During the 2020-2021 school year, three new teachers were added to the staff.

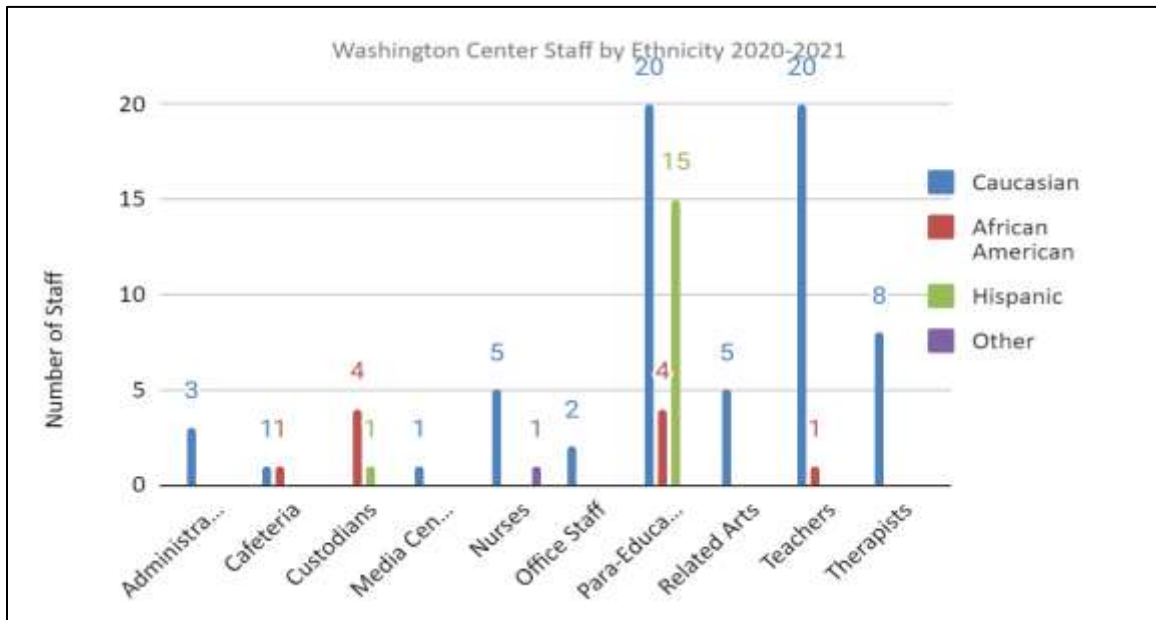


Speech/ language pathologists, occupational therapists, physical therapists, and assistants provide related services. Additionally, all students have regularly scheduled music, art and adapted physical education instruction, as well as classes provided by the school's media specialist. Environmental science and daily living skills programs provide specialized instruction related to transition and prevocational activities.

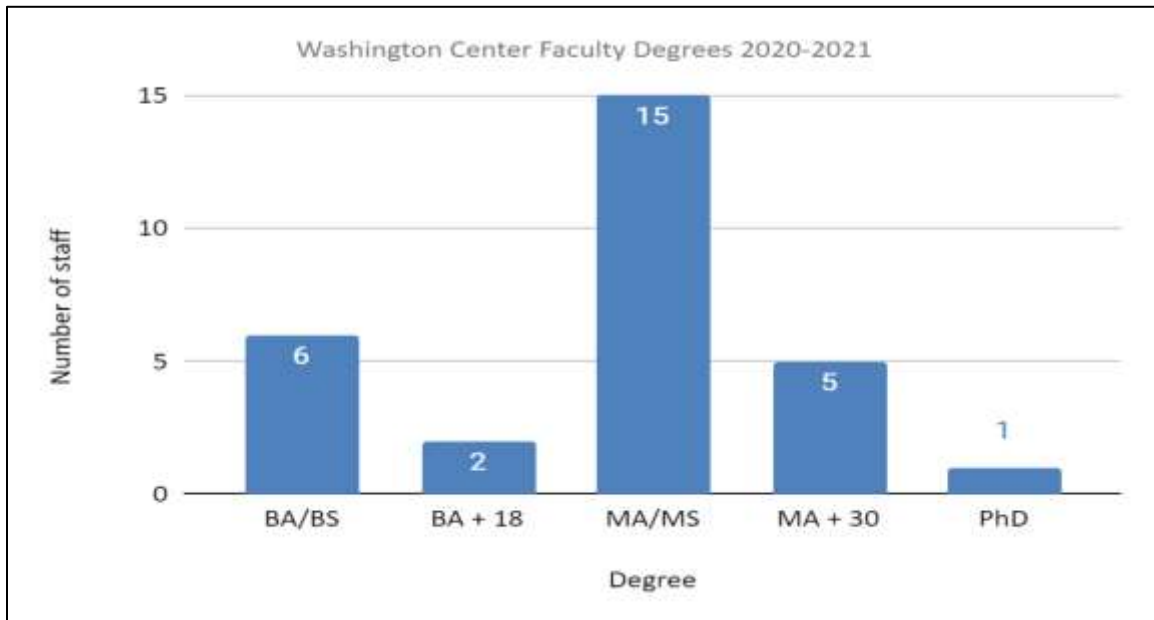
Itinerant vision and O & M (Orientation and Mobility) services are available from district vision specialists. Nurses supervise and administer tube feedings, medications, suctioning, catheterizations, breathing treatments, and seizure interventions; and an orderly assists with lifting non-ambulatory students and providing classroom assistance as needed. Washington Center's cafeteria staff manager and dietitian prepare meals that meet the specialized dietary and eating requirements of Washington Center students, such as ones related to ensuring appropriate food consistency, avoiding allergens, and facilitating self-feeding.



The above graph represents staff positions by gender at Washington Center. There are more females than males in all staff positions except for the custodial staff.



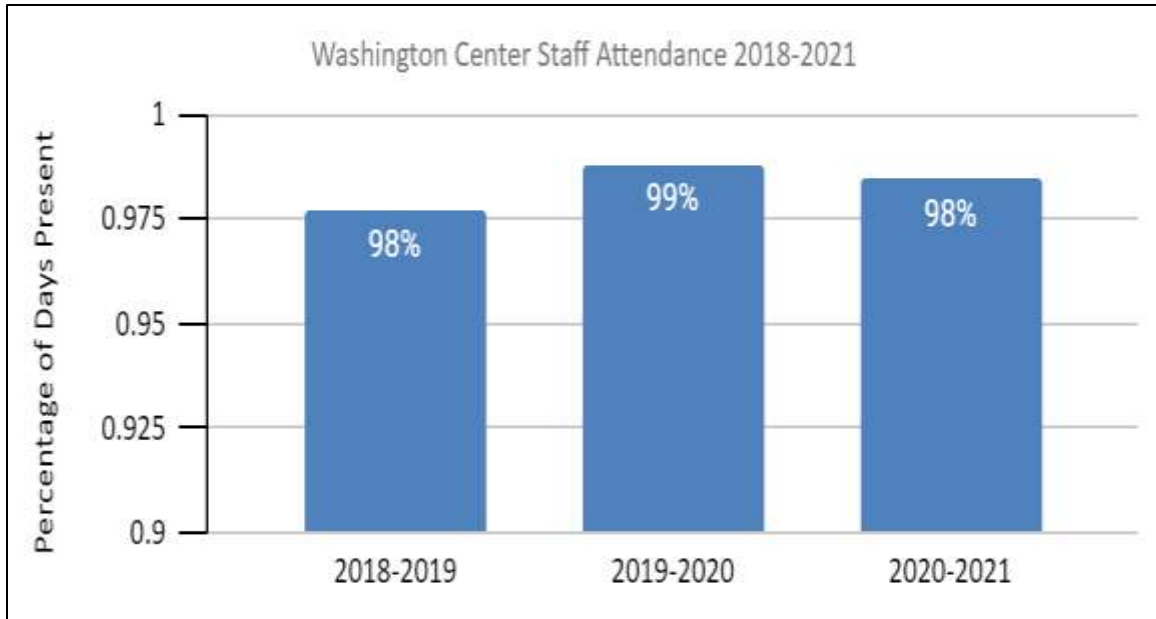
The graph above represents the ethnic makeup of the Washington Center staff. Staff members from Spanish speaking backgrounds have been particularly helpful in terms of providing translation services.



The chart above reflects educational levels for the certified staff. Certified staff members are encouraged to pursue advanced degrees.

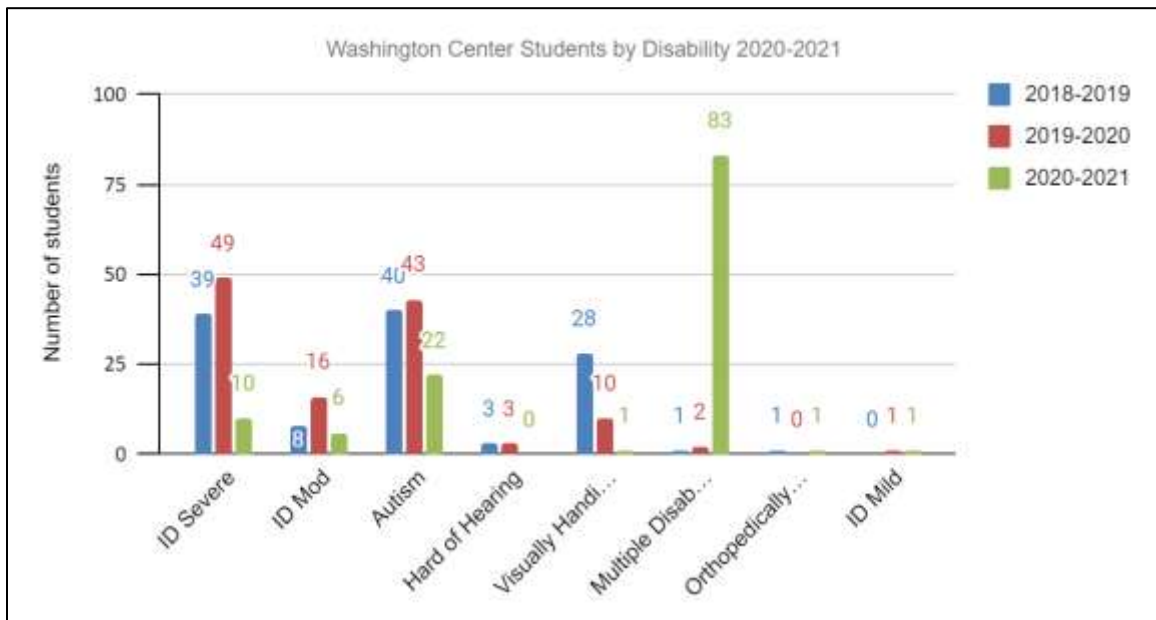
A trained emergency team has been developed to assist with behavioral crises and the school has thoroughly outlined safety procedures to be used during emergencies. School emergency/safety plans are included in notebooks; and electronic safety procedure manuals are available to all staff.

Paraprofessionals are all highly qualified, meaning that they either have completed at least two years of study culminating in an associate's degree or more or have passed the Work Keys Test, which includes a classroom observation. This district requires new paraprofessionals working with students with disabilities to attend an all-day in-service training for additional job preparation.

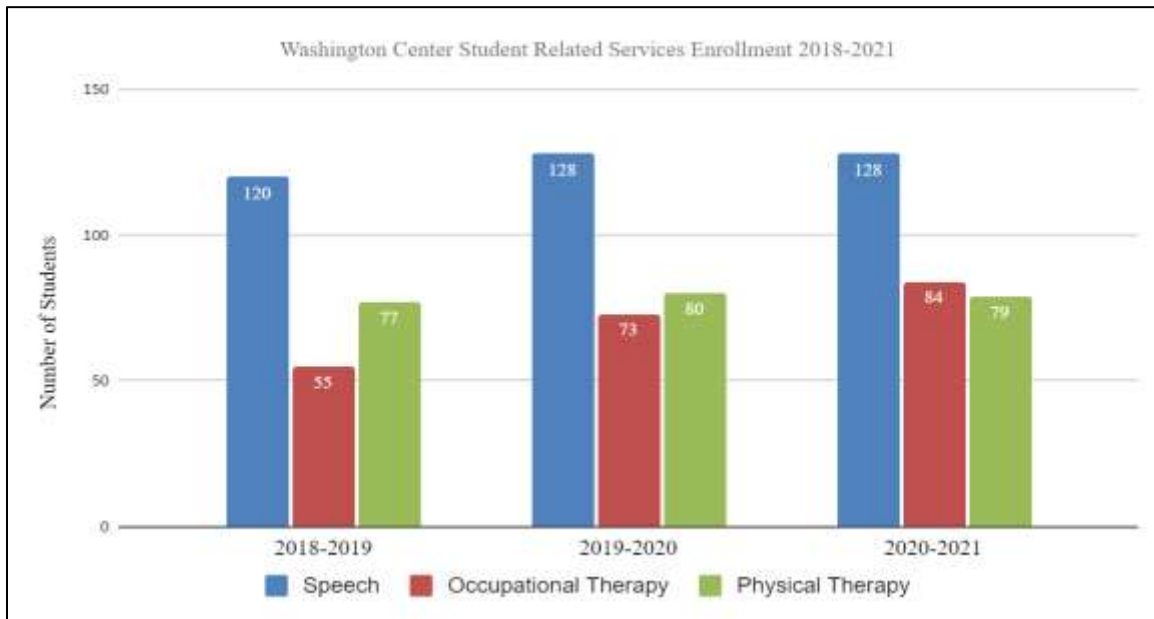


Washington Center staff has achieved 98.8 % attendance thus far for the 2020-2021 academic year. This percentage reflects a school-wide commitment to consistent attendance.

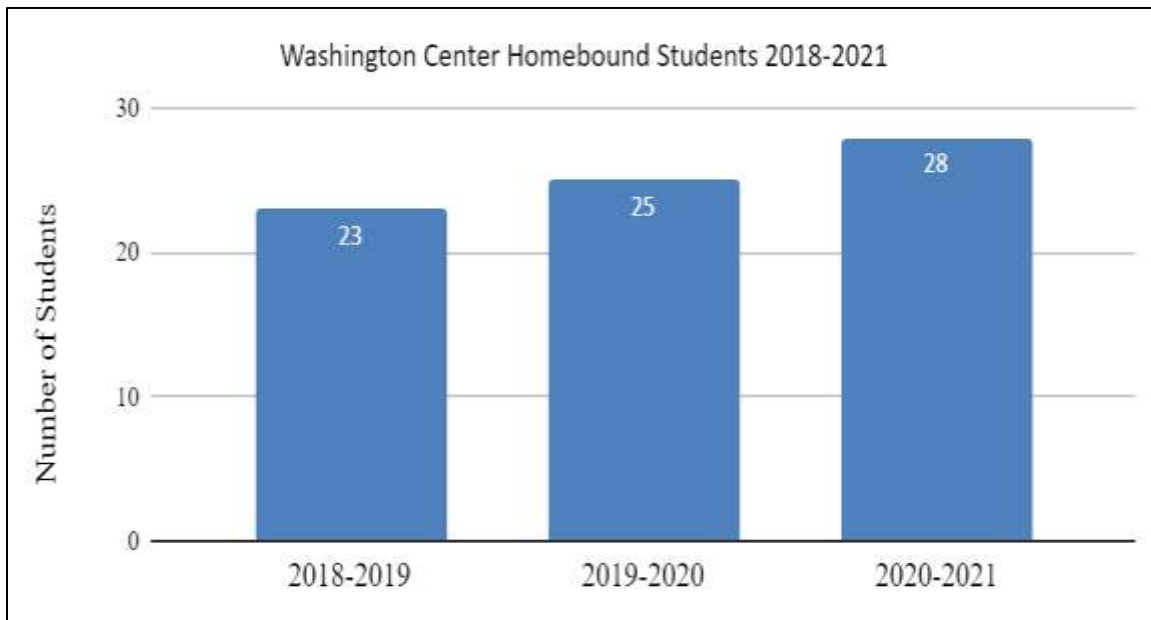
Washington Center Students



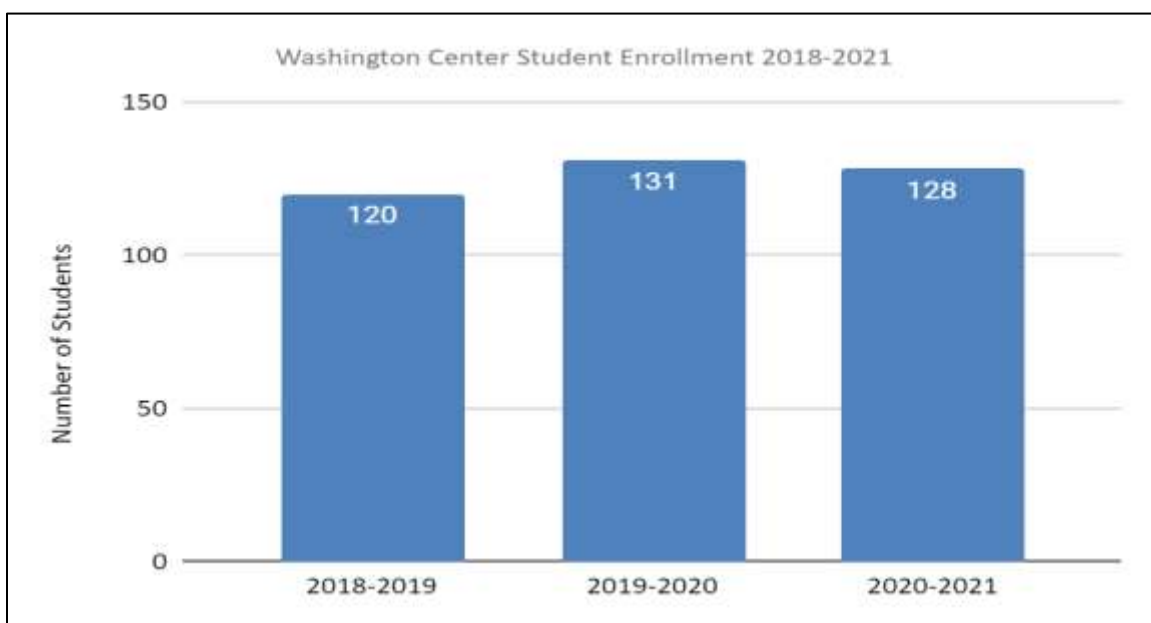
The disaggregation of student data by disability categories is shown in the graph above. Both classifications and numbers of students in each category were taken from GCSOURCE for 2020-2021. The majority of Washington Center students are classified as having Multiple Disabilities, which includes Developmentally Delays, Intellectual Disabilities, Speech for the 2020-2021 school year. Total number of students may vary due to fluctuations in enrollment.



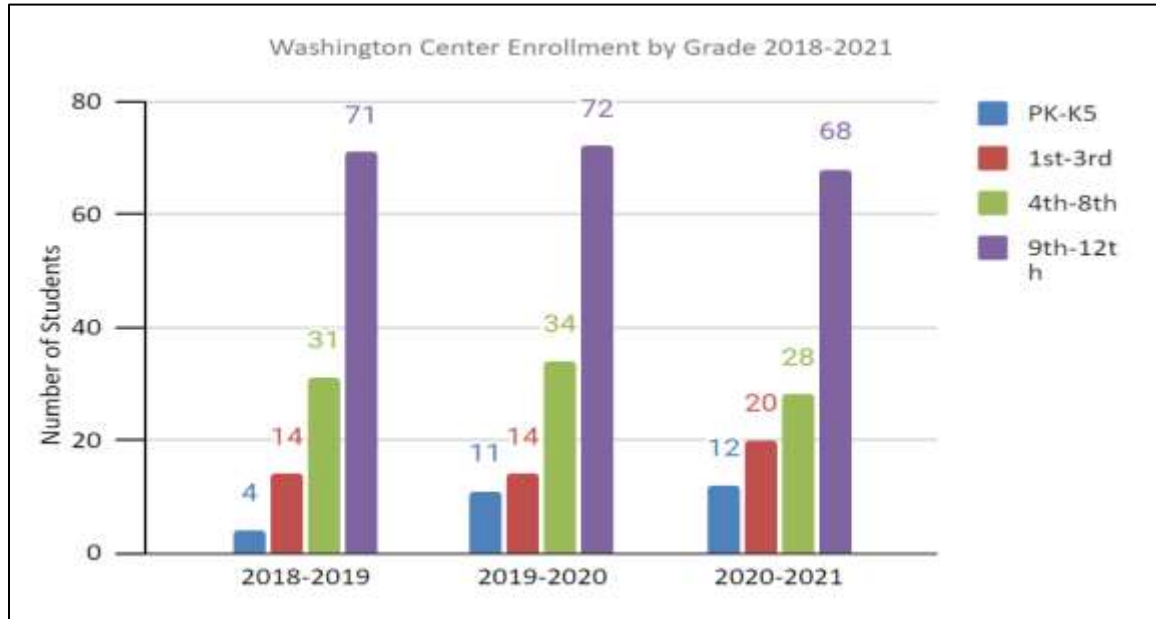
The preceding graph indicates the number of students receiving related services for the 2020-2021 school year. The number of students served by related services has increased from the 2019-2020 school year due to an increase in the number of students served at Washington Center. Currently, 79 students receive PT services. Out of these 79 students, 32 receive direct services, 12 receive indirect services, and 35 receive supplemental services. Furthermore, 84 students are currently receiving OT services. Out of these 84 students, 48 receive direct services and 36 receive services on an indirect/supplemental basis. Finally, 127 students currently receive Speech services. Sixty-four students receive direct services, 17 indirect services, and 47 receive supplemental services. There has been an increase in students receiving all related services for the 2020-2021 school year, and especially in students receiving OT services, approximately a 15% increase.



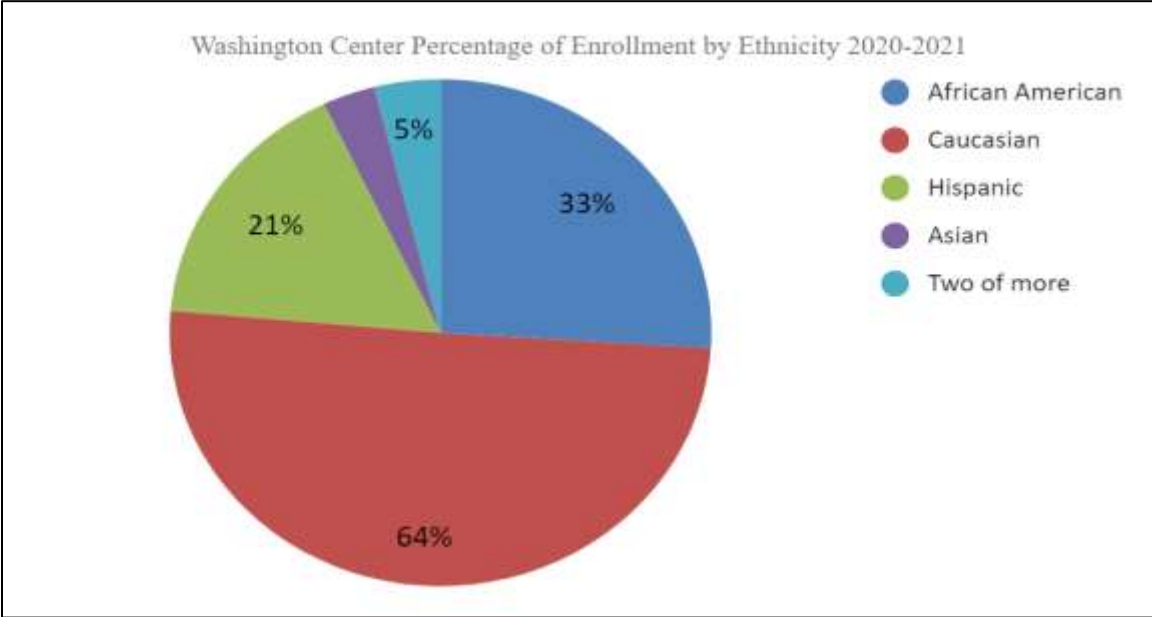
The previous graph illustrates the number of students receiving Homebound and Home-based services for the 2020-2021 school year. The Medical Homebound classification requires a doctor's statement indicating the student's need prior to initiation of services. Our Home-based students received a placement through an IEP team decision. There has been an increase in homebound services due to the COVID-19 pandemic. Three homebound teachers currently serve our twenty-eight students.



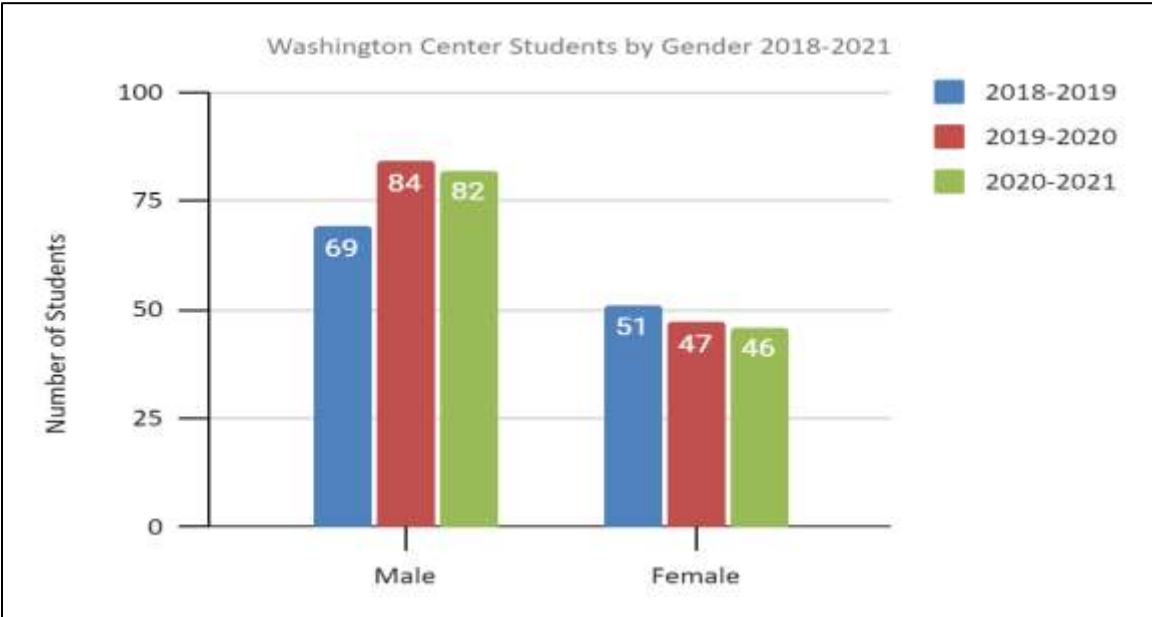
Currently, 128 students are enrolled at Washington Center for 2020-2021. There is a 2.29% decrease from the 2019-2020 school year in total enrollment. Currently, there are 18 Washington Center students being served virtually.



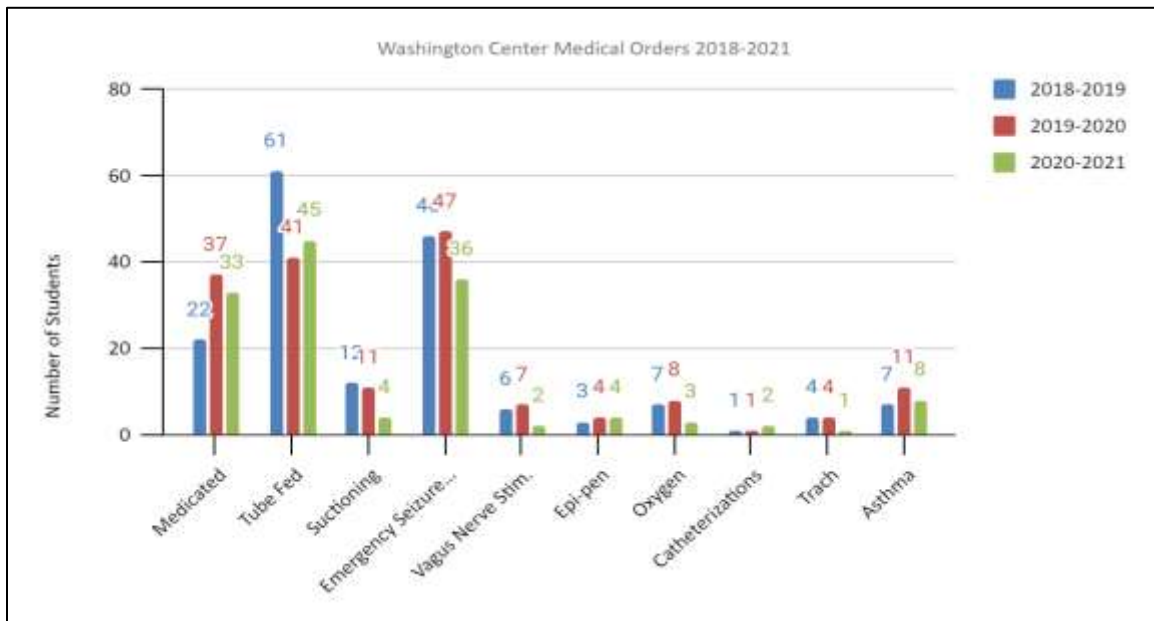
Students are eligible for services until age 21 and are grouped for instruction on the basis of age and ability levels. The number of students reported as eleventh graders becomes somewhat inflated, however, because they are considered to be eleventh graders from age 16 until their last year of school at age 21 when the classification changes to 12th grade. While enrollment for 1st through 12th grades has remained steady from the 2018-2019 school year until the present, the number of preschool and kindergarten (PK-K5) students during the 2020 -2021 school year has tripled since 2018-2019, increasing from 4 students to 12 students.



The previous graph depicts student enrollment by ethnicity for the 2018-2019, 2019-2020, and the 2020-2021 school years. Washington Center records indicate that Caucasian students continue to outnumber other ethnic groups.

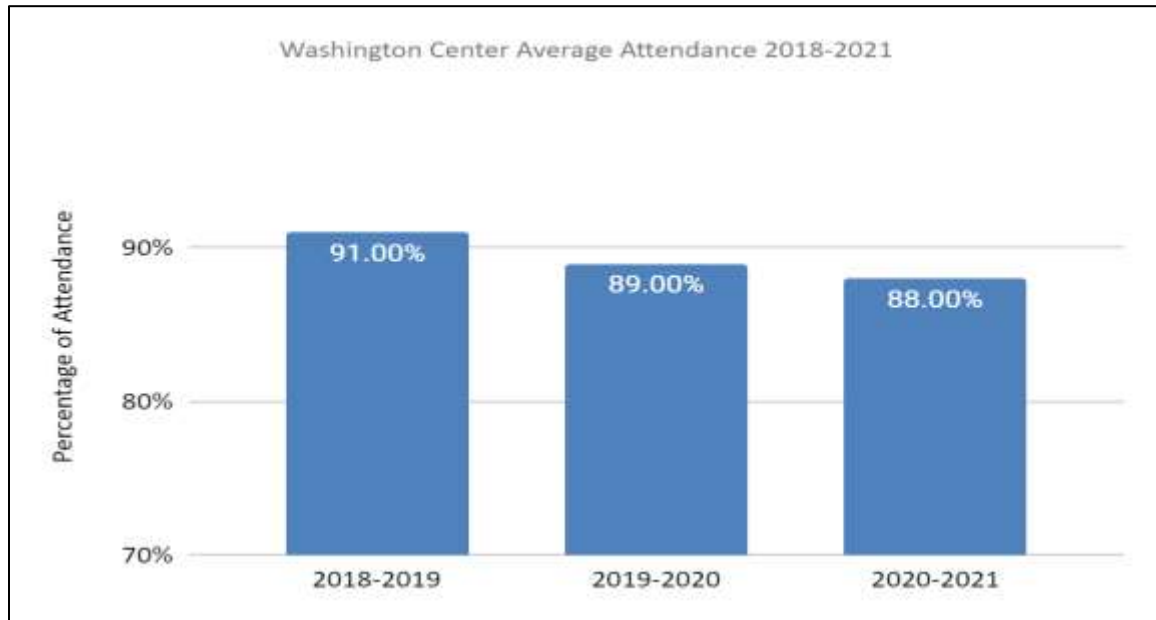


The preceding graph shows student gender for the 2018-2019, 2019-2020, and the 2020-2021 school years. Washington Center currently serves fewer females than males, a finding that is consistent with research that indicates that males outnumber females in intellectual and developmental disabilities (MyChildWithoutLimits.org 2016).



Due to the extreme and complex health issues of Washington Center students, on-site nursing services are required. A nursing staff consisting of a Lead Nurse, two LPN's, three Satellite Nurses, and an Orderly work together to provide medical care for students. The graph above shows the number of students receiving specific medical procedures during the 2018-2019, 2019-2020, and 2020-2021 school years. All medical procedures require specific training and a physician's order.

Attendance and Mobility



The complex medical needs of Washington Center students negatively impact their overall attendance due to a high number of health-related absences. The previous graph shows our current attendance percentages for the 2020-2021 school year. They are approximately 88% down one percentage points from the 2019-2020 school year.

Lunch Status

Currently, all students at Washington Center and throughout GCSD receive free lunches and breakfasts through the 2020-2021 school year due to the USDA waiver implemented because of the COVID-19 pandemic. Students are not categorized at this time due to the USDA waiver. No students are being charged for any meals during the 2020-2021 school year.

Retention/Graduation Rates

Washington Center students do not receive a South Carolina diploma upon graduation because they do not earn Carnegie units. Instead, students are awarded a Certificate of

Attendance when they exit, typically at age 21. As a result, retention and graduation rates do not apply.

School's Major Academic and Behavioral Support Features

Washington Center students receive both academic and behavioral support. All instructional staff members have been trained in the Unique Learning Systems and Attainment curriculum and have in turn trained support staff. Both are aligned with state standards and allow flexibility for teachers in terms of instructional styles and methods. Speech-language therapists primarily implement an integrative service delivery model in order to facilitate communication in all the environments. Behavioral intervention training is ongoing for staff.

The Unique Learning Systems (ULS) curriculum, provided for special education classes by the South Carolina Department of Education, is utilized in all classes. Teachers download thematic units designed to be appropriate both in terms of student age and developmental status. Instructional targets within each unit are aligned with subject standards and have a data collection center for monitoring and recording student progress throughout the school year.

News-2-You is a weekly online newspaper within the ULS program that connects classrooms to news stories from around the world. The newspaper is formatted with symbols to support access to the material for students with disabilities. Each week students can listen to a current events article and participate in activities such as cooking, completing puzzles, discussing jokes, and more. The newspaper is published with four levels to differentiate instruction and the topics are aligned with content standards.

Prioritized Standards Support Guides are a great curriculum resource that is available on the state department website. The prioritized standards support guides provide an introduction to each standard and also break down each standard and indicator. They can be used to create a standards-based curriculum or as a resource to a curriculum.

Attainment is a statewide curriculum for students with disabilities that was adopted by the State Department beginning in the 2017-2018. It provides a continuum of curricula for core content areas of English Language Arts, Math, Science, and Social Studies for all grade levels, preschool to high school. Attainment is research-based and aligned with state standards.

Read It Once Again is a researched-based curriculum for young students with disabilities that builds foundational skills using repetition, rhythm, and rhyme using popular children's books. Read It Once Again includes instruction across several domains including cognitive, speech and language, daily living, and socialization.

Word of the Week Core Vocabulary Instruction is designed by speech therapists to provide systematic instruction related to core vocabulary words. Every two weeks a new word is introduced to students using a video that models the word in sign language, as a tactile symbol, and as a picture symbol. Therapists have developed a list of activities and books to accompany the word so the teachers can provide classroom instruction and offer multiple opportunities to use these core words. Communication through our Core Vocabulary has been designated as our annual SLO goal for the 2020-2021 school year.

Team Instruction is an approach used throughout the Washington Center. Teachers either rotate students or co-teach using a variety of instructional techniques. Lessons are aligned with standards and incorporate the use of technology when appropriate.

Community Integration and Experiences play a role that is integral to instruction at Washington Center. Older students (13 and up) are given many opportunities for community-based training, funded by Special Education Services. Classes visit grocery stores, malls, bowling alleys, parks, and many other locations. It is important for students to interact with people in the community and learn life skills they will use after graduation. Younger students also enjoy trips to swimming pools, horse farms, craft stores, bowling alleys, and restaurants. Virtual field trips, which do not require travel, are available and are particularly appropriate for all students, especially the students who are more medically fragile. Teachers use virtual trips to allow students to visit places outside

of the community including zoos and aquariums in other states, the American Museum of History, Plymouth Rock, and others. Community experiences are considered essential for social and academic development. Based on DHEC, CDC, and District guidelines, all outside visitors and community based experiences are suspended due to COVID 19 during the 2020-2021 school year.

Assistive Technology: Washington Center is committed to the use of assistive technology and augmentative communication. In recent years, interactive instructional boards (Promethean Boards) have been installed in every classroom, as well as iPads, and with a connecting Doceri app. Promethean Board, iPad, Doceri app, and Grid Player app (which is an app that turns an iPad into a voice output device) training have been provided for all teachers and, in some instances, for paraprofessionals. The staff is dedicated to achieving and maintaining 100% technology proficiency and this is accomplished by having teachers participate in Intel training and five-year renewals.

CPI: Student discipline is the responsibility of all Washington Center staff members. Within this unique student population, behavior issues can be challenging. Students with severe behavioral difficulties undergo functional behavior assessments (FBA) and based on findings generated, a behavior intervention plan (BIP) is developed as part of the student's IEP. The BIP serves as a blueprint for supporting students whenever behavior issues arise. Currently, 12 Washington Center students have BIPs included in their instructional programs. Staff members are trained and certified in Crisis Prevention Intervention (CPI) techniques, designed to deescalate hostile behavior situations and to minimize injury if a crisis arises.

Core Team: Washington Center also has a 12 member response team. The Core Team made up of paraprofessionals who have received additional training beyond CPI. This group is called when regular attempted interventions with a student have been unsuccessful and when individuals are in imminent danger or in a potentially dangerous situation beyond the control of classroom personnel.

Supporting Positive Behavior: A Washington Center goal is to provide a positive climate for learning in order to facilitate student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, the program offers many opportunities for student participation and recognition. Students are encouraged to exhibit and are expected to maintain appropriate behavior at all times. Classroom rules that can be understood by Washington Center students are posted, often in picture/symbol form, and are discussed frequently.

The 2019-2020 State School Report Card data provides additional information about Washington Center:

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDIwJnQ9TSZzaWQ9MjMwMTkwM>

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MISSION, VISION, AND BELIEFS

Washington Center staff members share a unique vision that relates specifically to the needs of students with disabilities. Families collaborate with staff and community members to provide services that are of excellent quality and that focus on functional skill development. The professionals who serve Washington Center students are highly qualified and committed to meeting students' emotional, social, physical, and instructional needs in a nurturing environment.

Values and Beliefs

Washington Center's motto is "Those you think cannot...can!" reflecting the belief that all students can learn and grow and that small increments of improvement deserve recognition and celebration. These beliefs, articulated by staff members many years ago, continue to be relevant.

We believe students will . . .

- Participate in the communication of basic wants and needs;
- Participate in modified academic instruction;
- Perform the basic activities of daily living;
- Demonstrate socially acceptable behaviors;
- Demonstrate skills needed to participate in family and community activities; and,
- Utilize instructional technology.

Purpose

Washington Center was established to provide a unique, non-traditional setting for educating students with intellectual disabilities, often accompanied by medical, sensory, behavioral, and/or orthopedic challenges. The goal is to teach skills that will enable

students to live as independently as possible and to enjoy learning and participating in family and community activities.

Mission

The mission of Washington Center is to address students' individual needs through appropriately adapted learning experiences. Standards-based instruction is provided daily; and, through home, school, and community collaboration, an educational environment has been created that conveys respect and recognition of each student's potential for success. Rather than focusing on student limitations, staff members strive to provide levels of support required for optimal student growth.

Shared Vision

Washington Center stakeholders share a commitment to the school's vision. Each year staff members and others are surveyed regarding a variety of matters, and the input received is used to guide future decisions.

School-Wide Expectations

- Each student will receive individualized instruction as prescribed by the IEP.
- Students will engage in a variety of community experiences and will have access to multi-sensory environments.
- Functional and daily living skills will be taught, so students can become as independent as possible.
- Appropriate real-life and age-appropriate experiences will be provided.
- Students will be taught leisure time skills and appropriate social behaviors needed for individuals with disabilities to be accepted in public situations.
- Adapted academic instruction will be aligned with educational standards.
- Technology will be incorporated into instruction daily

Quality Personnel

- Staff will be trained in the use of assistive technology.

- Staff will develop behavior intervention skills and will have annual CPI reviews.
- Staff will utilize augmentative communication devices to encourage and enhance student communication skills.
- Staff will prepare students to meet district and state expectations regarding academic achievement.
- Staff will continue to access training and to share resources related to appropriate instructional strategies and utilization of the Unique Learning System, Attainment Curriculum, and Read It Once Again Curriculum.

Assessment

- Staff will develop and use reliable assessment methods.
- Staff will analyze SC-Alt score results to analyze the effectiveness of standards-based instruction.
- Staff will monitor progress on goals and objectives through data collection and analysis for reporting to parents.

Environment

- Staff will encourage parent involvement in each student's education.
- Staff will integrate community activities with school-based instruction to promote each student's ability to function in public situations.
- Staff will provide age-appropriate and engaging curriculum to motivate and encourage student participation.
- Related service providers and classroom teachers will collaborate with parents to develop effective instructional practices.
- Staff will offer a safe environment where there is ongoing supervision of students.
- Staff will engage in productive teamwork.
- Staff will encourage community involvement through volunteerism.

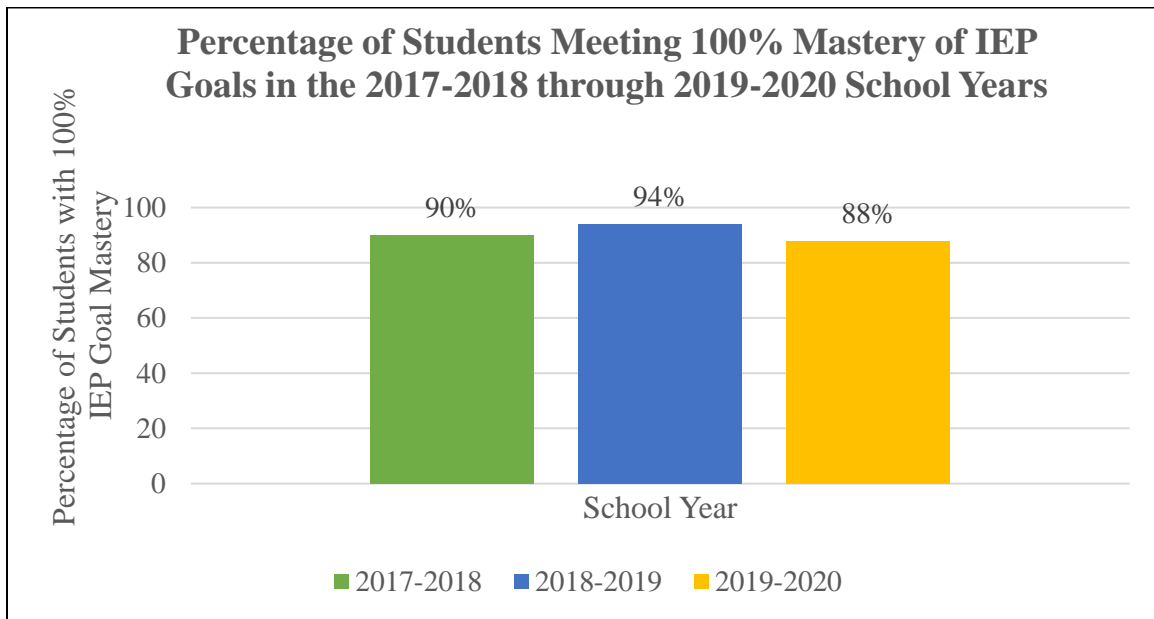
DATA ANALYSIS AND NEEDS ASSESSMENT

STUDENT ACHIEVEMENT RESULTS:

INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

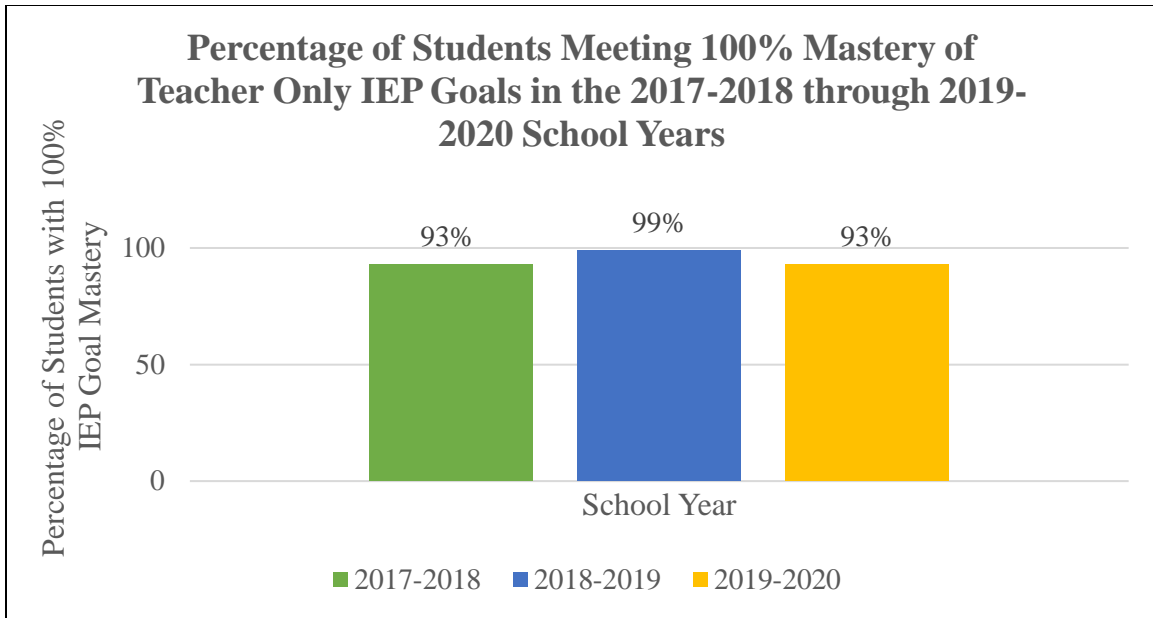
Each Washington Center student has an Individualized Education Program (IEP) which is reviewed every four and a half weeks. Progress is measured in small increments and/or by a maintenance goal. In addition to academic goals, IEPs include goals related to communication, self-help, motor skills, and/or adaptive behaviors.

For all Washington Center students, estimates of progress are based on mastery of IEP goals which have been developed by a multidisciplinary team made up of parents, teachers, therapists, administration and others who have knowledge of the student. Progress reports based on IEP goal progress are reported quarterly. Annual Review meetings update IEP goals yearly with Re-Evaluation Meetings held every three years. Teachers take data based on IEP goals progress daily.

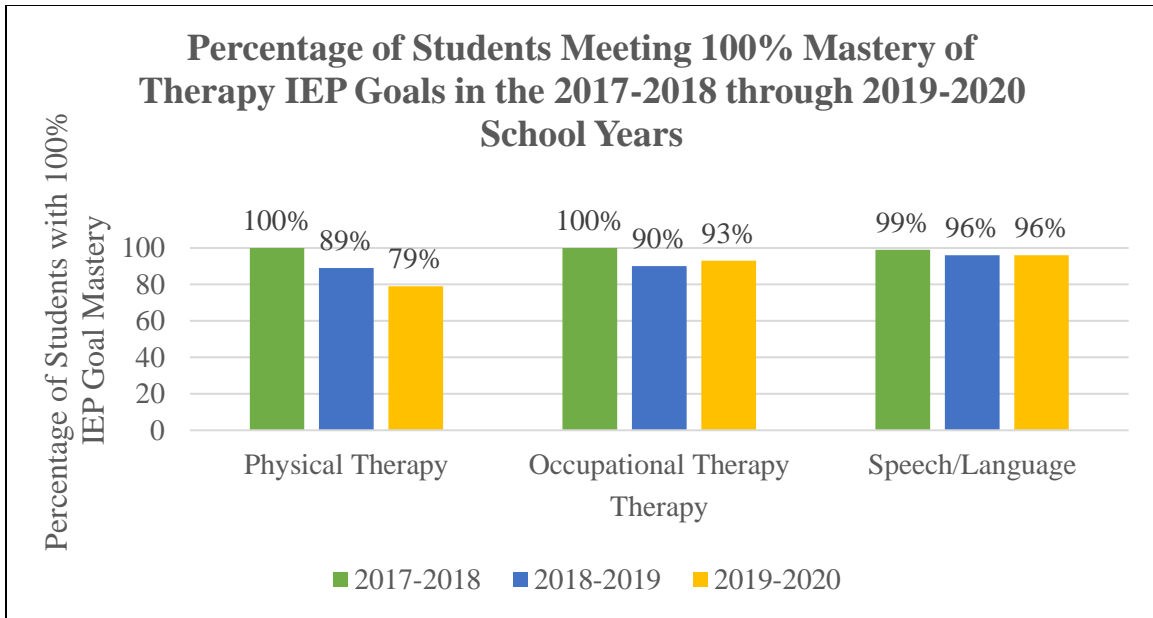


	# Students Met 100% Mastery	# Students Did Not Meet Mastery
2017-2018	110	12
2018-2019	110	7
2019-2020	110	14

Washington Center has a school-wide goal of having 80% or more of students with a mastery level of 100% on their IEP goals. IEP mastery is measured at the time of the annual review; therefore, the information in the graphs reflects data from the IEP ending within the listed school year. During the 2017-18 school year, 90.2% of students mastered at least 100% of their IEP goals surpassing our goal of 80% of students achieving 100% mastery. Further acceleration of mastery achievement was evidenced during the 2018-19 school year, with 94% of the students reaching the mastery criteria. During the 2019-20 school year, 87.52% of students mastered at least 100% of their IEP goals, still surpassing the anticipated goal of 80% of students achieving 100% mastery. Of concern is that total number of students achieving 100% mastery decreased by 6.48% during the 2019-20 school year from the two previous years. In order to analyze IEP data, student results have been disaggregated by classroom, therapies received, and disability classification. (See the following graphs). A discussion of the score averages with findings is included at the end of this section.



Data indicates that IEP goals for which only classroom teachers were responsible, 92.6% of students achieved 100% mastery during the 2017-18 school year. During the 2018 -19 school year, 99.14% of IEP goals for which only classroom teachers were responsible were met with 100% mastery, indicating an increase of 6.54% from the previous year. During the 2019-20 school year, 93.14% of IEP goals for which only classroom teachers were responsible were met with 100% mastery, indicating a decrease of 5.86% mastery from the previous school year.



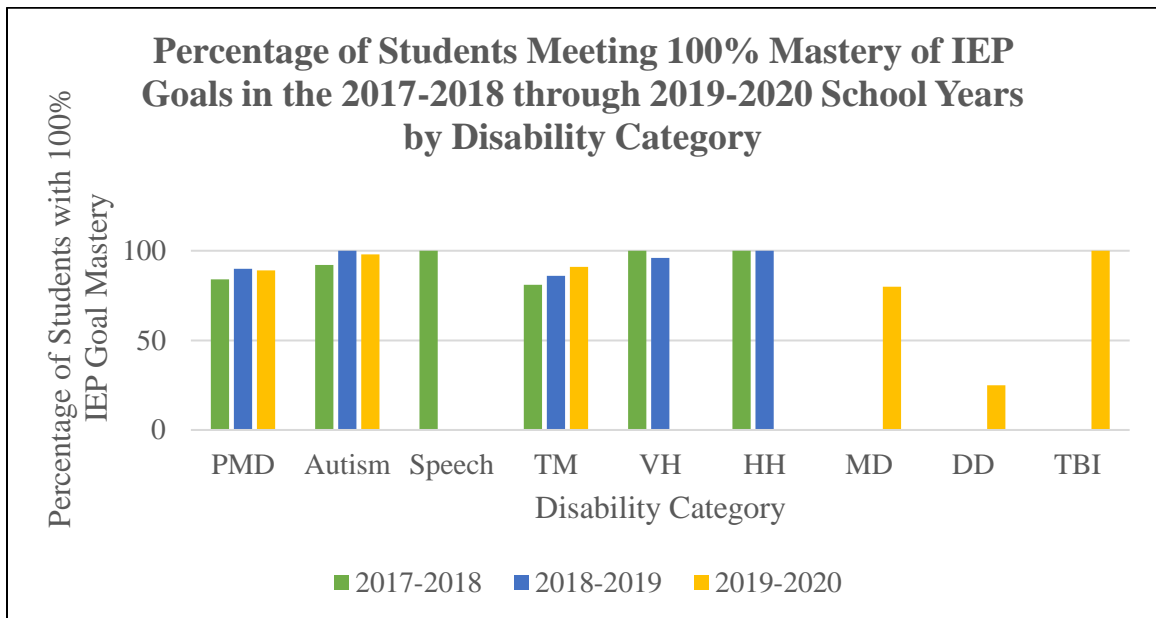
	Number of Students Meeting 100% IEP Mastery by Therapies				
	PT	OT	Speech	OM	VI
2017-2018	39 of 39 100%	38 of 38 100%	65 of 66 98.4%	0 of 0 NA	0 of 0 NA
2018-2019	33 of 37 89.1%	28 of 31 90.3%	55 of 58 94.8%	0 of 0 NA	0 of 0 NA
2019-2020	33 of 42 78.5%	27 of 29 93.1%	53 of 55 96.3%	0 of 0 NA	0 of 0 NA

The graphs and charts above show classroom IEP goal mastery compared with that of therapy goals for the 2017-18, 2018-19 and the 2019- 20 school years. During the 2017-18 school year, all 39 students receiving physical therapy (PT), met 100% of their PT IEP goals; however, during the 2018-19 school year, this mastery dropped to 33 of 37 (89.2%) of students meeting 100% of their PT IEP goals. During the 2019-20 school year, 33/42 (78.57%) students that receive physical therapy services (PT), met 100% of their PT IEP goals. The total number of students receiving PT services increased but the percentage of students that mastered 100% of their PT goals decreased by 10.43% from the previous school year. The steady mastery drop in PT is of concern and will be

discussed in the following Student Achievement Challenge and Related Goal section and in the Action Plan.

All 38 students receiving occupational therapy (OT) met 100% of their OT IEP goals in 2017-18, but this number dropped to 28 of 31 (90.3%) during the 2018-19 school year. The number of students that mastered their OT IEP goals during the 2019-20 school year was 27 of 29 students, 93%; a 3% increase from the 2018-19 school year.

In the area of speech/language, 65 students met 100% of their IEP goals and one student did not meet 100% of his/her speech/language goals; however, this number dropped to 55 of 58 (94.8%) during the 2018-19 school year. During the 2019-20 school year, the number of students that mastered 100% of their Speech IEP goals was 53/55 students, or 96.36%, indicating a 1.36% increase from the 2018-19 school year. Overall, therapy goal mastery demonstrated impressive results in 2017-18, declined during the 2018-19 school year and rose slightly during the 2019-20 school year. No students were served through Orientation and Mobility (OM) or Vision services (VI) during the targeted 2017-2020 school years.



	Number of Students Meeting 100% IEP Mastery by Disability									
	PMD	Autism	Speech	TM	VH	HH	OHI	MD	DD	TBI
2017-2018	37 of 44 84%	35 of 38 92.1%	20 of 20 100%	13 of 16 81.2%	3 of 3 100%	1 of 1 100%	0 of 0 NA	0 of 0 NA	0 of 0 NA	0 of 0 NA
2018-2019	38 of 42 90.4%	39 of 39 100%	0 of 0 NA	6 of 7 85.7%	25 of 26 96.1%	3 of 3 100%	0 of 0 NA	0 of 0 NA	0 of 0 NA	0 of 0 NA
2019-2020	34 of 38 89.4%	39 of 40 97.5%	0 of 0 NA	10 of 11 90.9%	0 of 0 NA	0 of 0 NA	0 of 0 NA	24 of 30 80%	1 of 4 25%	1 of 1 100%

Goal achievement data was also disaggregated by Education for All (EFA) codes to determine the percent of goal mastery based on student disability classification. It should be noted that despite primary disability designations, all students enrolled at Washington Center meet criteria for classification as intellectually disabled. Many of the EFA disability codes were altered, deleted or combined for the 2019-20 school year; however, to analyze the impact of disabilities on IEP achievement, the discussion below summarizes the data.

Students classified with profound mental disabilities (PMD) increased from 37 of 44 (84.1%) in 2017-18 to 38 of 42 (90.4%) students mastering 100% of their IEP goals in 2018-19 from the previous school year. During the 2019-2020 school year, 34 out of 38 students classified with a primary disability of Profound Mental Disability (PMD) achieved 100% IEP mastery, 89.47%, and four students achieved less than 80% IEP mastery; IEP mastery percentage of students classified with PMT decreased by 1% from 2018-2019 to 2019-2020 school year.

Comparing the 2017-18 and the 2018-19 school years, students classified with Autism increased from 35 of 38 (92.1%) to 39 of 39 (100%) of students mastering 100% of their

IEP goals. During the 2019-20 school year 39 out of 40 students classified with the primary disability of Autism (AU) achieved 100% IEP mastery, 97.5%; one student achieved less than 80% IEP mastery. There was a 2.5% decrease in IEP mastery for students classified with Autism from the 2018-2019 school year to the 2019-2020 school year. The Autism category received the highest percentage of mastery for 2019-20 among the disabilities involving more than one student within the category.

The Multiple Disability (MD) category replaced several former classifications. Students served in a Medically Homebound setting were classified as having a Speech/Language Disability during the 2017- 19 school years, and achieved 100% IEP mastery during this period. For the 2019-20 school year, Medically Homebound students were re-categorized with Multiple Disabilities classifications, replacing Speech as a disability, resulting in the inability to compare mastery rates for the Medically Homebound students. Multiple Disability numbers also included the former preschool VH categories for the 2019-20 school year. During the 2019-20 school year, 24 students classified with a primary disability of Multiple Disabilities achieved 100% IEP mastery (80%), 4 students achieved 80-99% IEP mastery and 2 students achieved less than 80% IEP mastery. The MD category received the lowest percentage of mastery for 2019-20 among the disabilities involving more than one student within the category.

Comparing the 2017-18 and 2018-19 school years, students classified with a trainable mental disability (TM) increased from 13 of 16 (81.3%) to six of seven (85.7%) for 100% of IEP goal mastery. During the 2019-20 school year, 10 out of 11 students classified with the primary disability TM/Moderate achieved 100% IEP mastery (90.9%). and one student achieved 80-99% IEP mastery. There was an increase of 5.2% of IEP mastery with students that are classified with TM from the 2018-2019 to the 2019-2020 school year.

During the 2019-20 school year, no students classified as Hearing Handicapped (HH) or Other Health Impaired (OHI) were served at Washington Center.

During the 2019-2020 school year the disability category of Developmental Delay (DD) was added for the youngest students served, K-3. Within this category, 1 out of 4 students classified with the primary disability of Developmental Delay achieved 100% IEP mastery (25%), three students achieved less than 80% IEP mastery.

During the 2019-2020 school year, one student classified with the primary disability of TBI (Traumatic Brain Injury) achieved 100% IEP mastery.

STUDENT ACHIEVEMENT RESULTS:

SOUTH CAROLINA ALTERNATE ASSESSMENTS

The South Carolina Alternate Assessment (SC-Alt) is administered to students in grades 3 -11. English Language Arts (ELA), Math, Science and Social Studies 3-8 (as assigned per grade). English, Algebra, Biology and US History are assigned to high school students in designated grades. During the COVID 2019-20 school closures, all state testing was waived, including Alternate Assessments. The information below reflects the most recent test score analysis, the 2019 annual assessment.

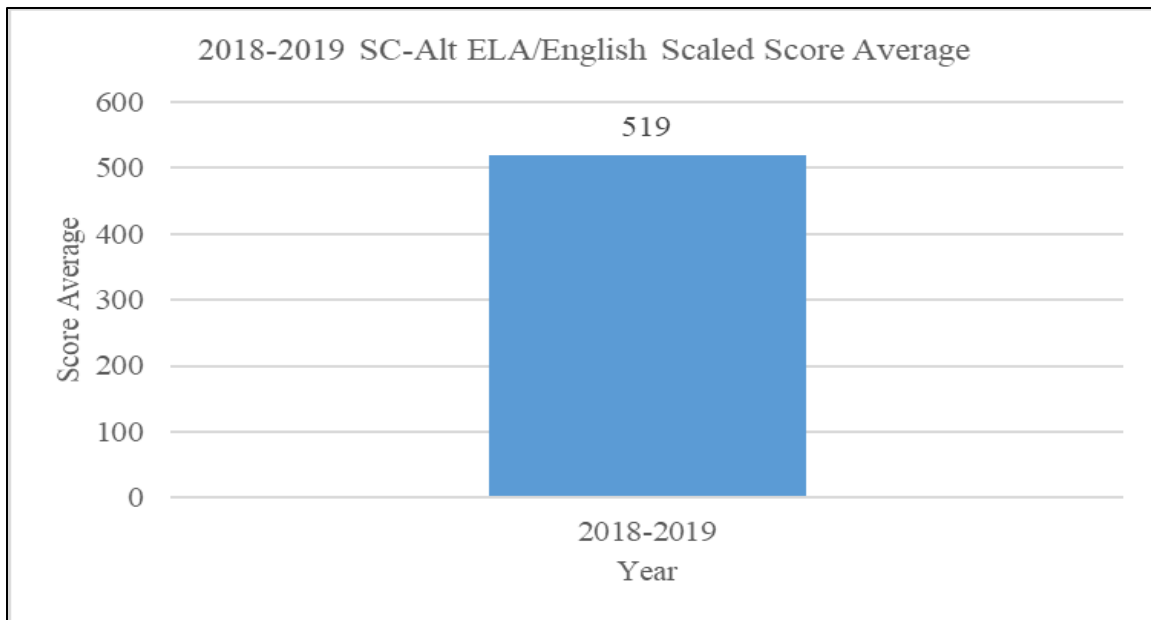
For the 2020 portfolio, new baselines and school-wide targets were developed for Washington Center, projecting an annual increase of 3 points yearly increase in scale score averages in each general subject area. Some students have “No Observable Mode of Communication” which requires the use of the “Early Stopping Rule and Flowchart” (found at <https://sc-alt.portal.airast.org/core/fileparse.php/3982/urlt/Early-Stopping-Rule-Flowchart-and-Checklist.pdf>). If the criteria is met for early stopping when using the flowchart, the test is closed and results in a Level 1 score. In 2019, five students qualified as “No Observable Mode of Communication” and their scores were omitted from all averages as they did not participate in testing. Students who receive instruction via homebound services did not participate in testing and do not have scores reflected. For more information, see the SCDE Alternate Assessment website: <https://ed.sc.gov/tests/assessment-information/testing-swd/>

The Washington Center SC School Report Card results for meeting and exceeding general education proficiency levels in ELA and Math assessments can be accessed through the link:

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDE5JnQ9TSZzaWQ9MjMwMTkwMg>

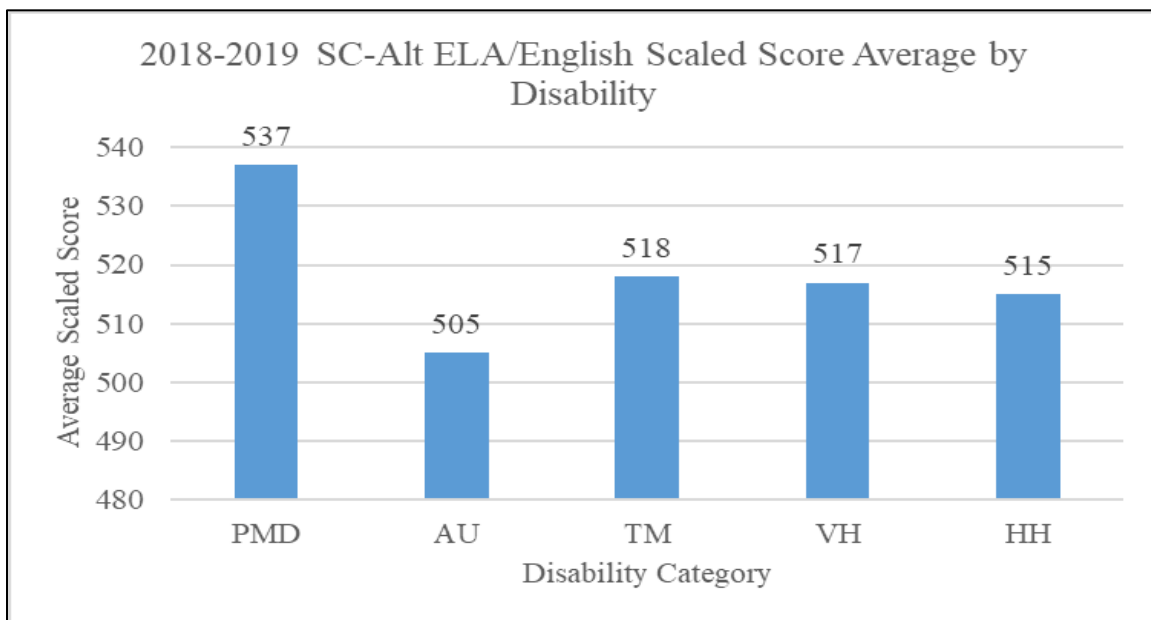
During the 2019 school year, all subjects were administered using the online format with paper response cards supplied for students requiring them, while 2018 was the final year for paper/manipulative testing for Social Studies. Ranges in test scaled scores vary among tests. The 2018 ELA and Math scores were assessed on the NCSC Performance Level Scale. These assessments scores range from 1200-1290 for grades 3-8th. In 2018, all other general subject areas were assessed on the SC-Alt Performance Level Achievement Standard Scale. English (grade 11) had a scaled score range of 290-600. Algebra (grade 11) ranged from 249-593. A scaled score range of 209-604 was assessed for Science (grades 4, 6, 8). Biology ranged from 247-584. Students in grades 5th and 7th were assessed in Social Studies on a scaled score range of 307-560, US History (grade 11) scaled scores ranged from 231-586.

Statewide Scaled Scores for ELA (grades 3-8) range from 1200 to 1290 on the NCSC Performance Level Scale. Statewide Scaled Scores for English (grade 11) range from 290 – 600 on the SC-Alt Performance Level Achievement Standard Scale. Washington Center students' combined Scaled Scores for ELA and English averaged 868 for the 2018 SC-Alt Assessment. The 2019 SC-Alt assessment format was changed from NCSC to the SC-Alt format; therefore, scaled scores were not comparable between the two test versions. A new Action Plan baseline for ELA was established for the 2019 school year. A graph of the 2019 SC-Alt ELA/English scores according to the new scaled scores is below.



In 2019, the statewide Scaled Scores for the ELA/English SC-Alt assessment ranged from 519-591 across grade levels. In 2019, Washington Center students scored a combined average scaled score of 519 on the ELA/English SC-Alt assessment.

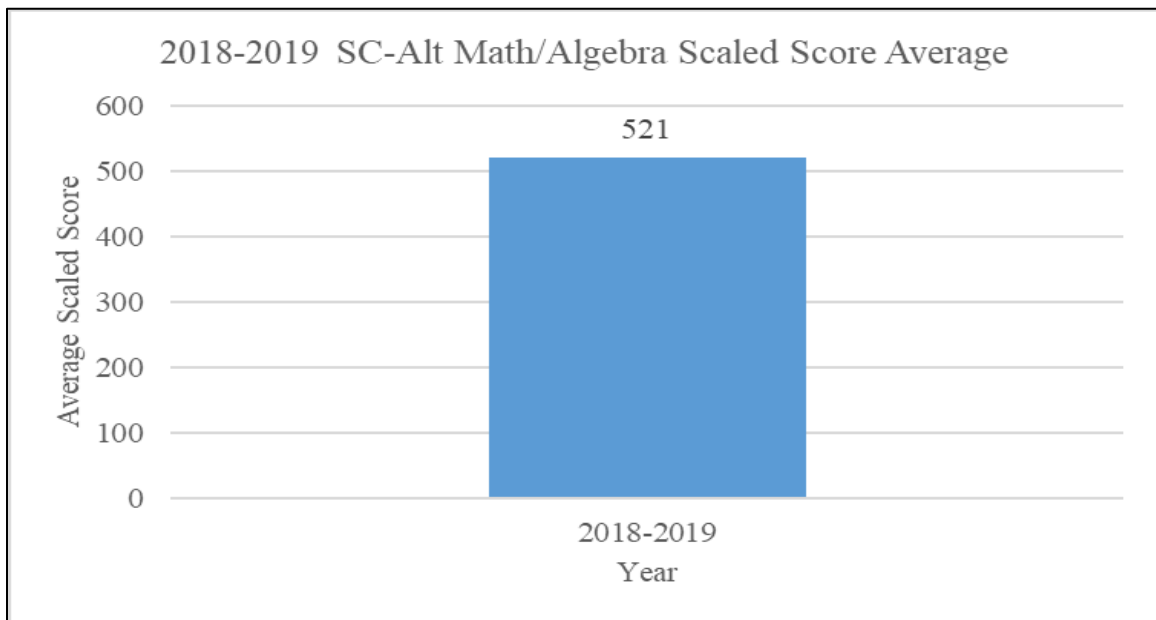
To analyze strengths and weaknesses in ELA, scores were disaggregated by disability, ethnicity, and gender.



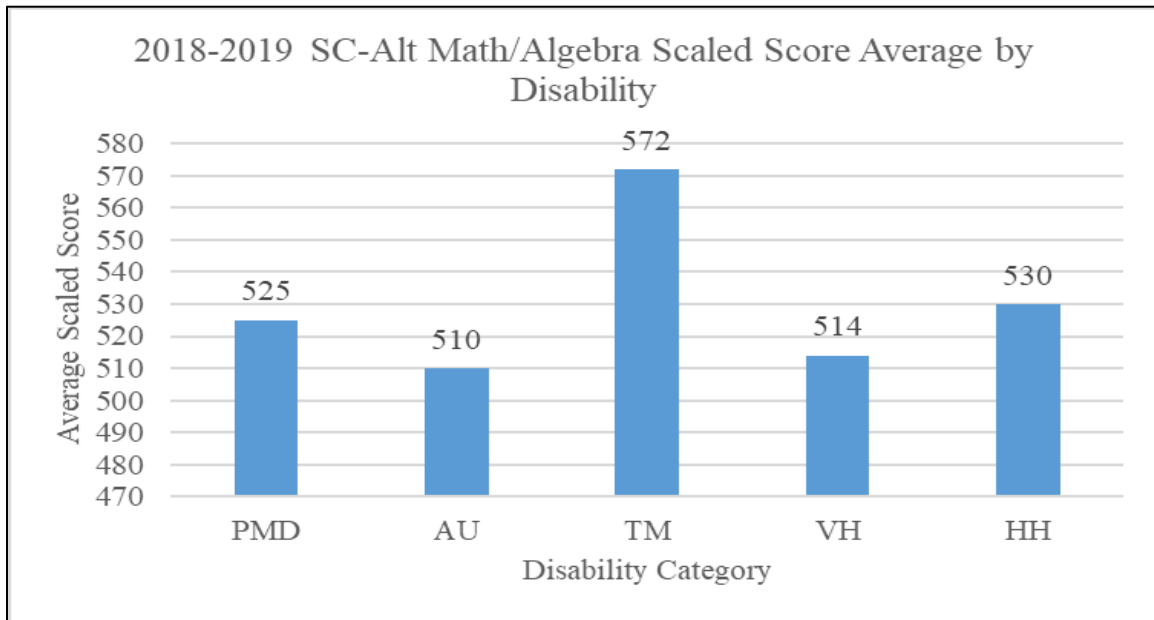
	Number of Students in Each Disability Category				
Year	PMD	AU	TM	VH	HH
2019	13	15	3	6	2

During the 2018-2019 school year, a total of 39 students participated in the ELA/English SC-Alt assessment with 13 students with PMD scoring an average of 537, 15 students with AU scoring an average of 505, three students with TM averaging a score of 518, six students with VH averaging 517, and two students with HH averaging 515. It is interesting to note that the students with PMD had the highest average score, although all scores were in a similar range.

In 2019, the statewide Scaled Scores for the Math/Algebra SC-Alt assessment ranged from 527-599 across grade levels. In 2019, Washington Center students scored a combined average scaled score of 521 on the Math/Algebra SC-Alt assessment.



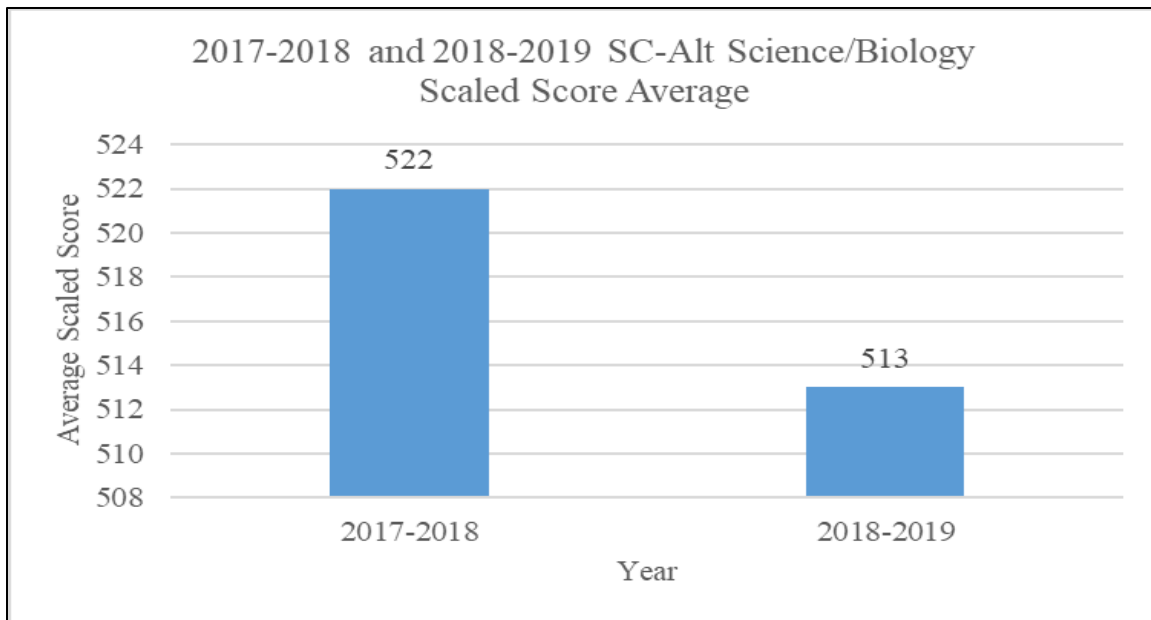
Looking at strengths and weaknesses in each general subject area, scores were analyzed by disability, ethnicity, and gender.



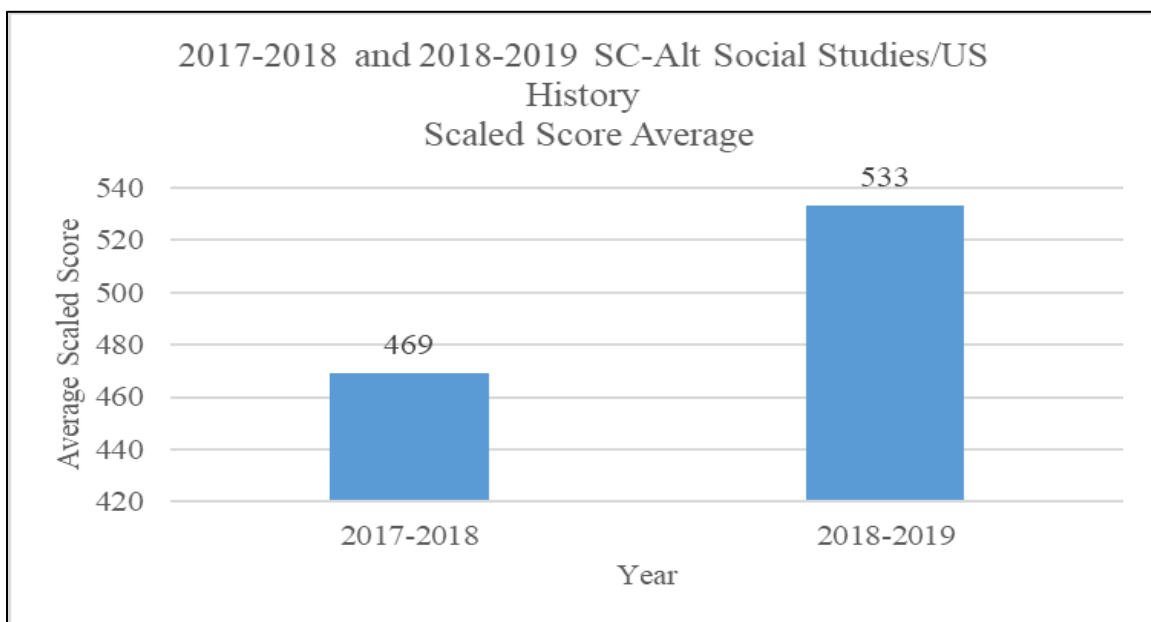
Year	Number of Students in Each Disability Category				
	PMD	AU	TM	VH	HH
2019	13	15	3	6	2

During the 2018-2019 school year, 39 students participated in the Math/Algebra SC-Alt assessment with 13 students with PMD scoring an average of 525, 15 students with AU scoring an average of 510, three students with TM scoring average 572, six students with VH scoring an average of 514, and two students with HH scoring an average of 530. As anticipated, the students with TM scored the highest.

The following graphs show the Washington Center’s average scaled scores for the SC-Alt assessment in Science/Biology and Social Studies/US History for two consecutive years.



Statewide scale scores ranged from 514-599 across grade levels in 2019. Washington Center students' combined scaled scores for Science/Biology averaged 522 for the 2018 SC-Alt Assessment. The combined scores for Science/Biology averaged 513 for the 2019 SC-Alt Assessment, demonstrating a decrease of eight total points.



Statewide-scaled scores ranged from 522-586 for US History in 2019. Washington Center's combined student scaled scores for combined Social Studies/US History averaged 469 for the 2018 SC-Alt Assessment. The combined student scaled scores for Social Studies/US History averaged 533 for the 2019 SC-Alt Assessment, demonstrating a 64-point increase across school years.

Student Achievement Challenges and Related Goals (Needs Assessment)

Due to the extent of the intellectual disabilities of students at Washington Center, academic and functional skill growth does not follow a typical developmental trajectory. As a result, alternate strategies must be used to measure progress to meet federal assessment guidelines.

The 2018-2023 objective for IEP goal achievement is for at least 80% of students to achieve 100% mastery on all IEP goals. This goal applies to therapies as well as classroom IEP objectives and requires a joint effort among professionals with regular mutual planning and updates. For the 2017-18 school year, 90% of Washington Center students achieved 100% IEP mastery, which exceeded the goal of 80% of students mastering all IEP goals. During the 2018-19 school year, 94% of students achieved 100% IEP mastery which exceeded the goal of 80% of students mastering IEP goals and increased by 4% from the previous year. For the 2019-20 school year, 87.52% of students achieved 100% IEP mastery which exceeded the goal of 80% of students mastering all IEP goals; however, this mastery score is a 6.48% decrease from the previous 2018-19 school year. In order to help determine the most recent mastery decrease, the factors related to IEPs were disaggregated and analyzed.

The IEP goals that only classroom teachers were responsible for decreased by 5.86% with eight students not achieving 100% mastery during the 2019-2020 school year. Polled teachers suggested that the March 2020 COVID-19 closures and resulting online instruction, which was novel to both students and parents, were possible causes for the mastery deficits. 2020-21 IEP mastery scores for students receiving on campus

instruction vs mastery scores for virtual students will be analyzed in the next School Portfolio document.

IEP mastery results were analyzed for comparisons within disability categories. Results show that students with Autism achieved the highest mastery results. Students included in the new disability categories of Multiple Disabilities and Developmentally Delayed achieved the lowest IEP mastery. These groups include our youngest students who arrive with IEPs written before our teachers have sufficient time to analyze student needs. These IEPs should be monitored closely and regularly for appropriateness and progress with the option to revise and amend throughout the school year.

Another concern surrounded the drop in mastery rates for Physical Therapy. While other therapies (OT and Speech) increased and maintained high percentages for IEP goal mastery (93% and 96% respectively), Physical Therapy (PT) mastery rates fell steadily from the 100% high in 2017-18 to 89% (2018-19) to 79% (2019-20). Physical Therapists attribute the goal mastery decrease due to student attendance decline, student illness, and COVID-19 restrictions. Possible strategies for improvement include increased parent and teacher involvement and enhanced communication as addressed in the School Action Plan.

A revision of school-wide yearly teacher SLO goals was introduced for the 2019-20 school year. Teachers are using CORE vocabulary words for initial, mid-year and end of the year benchmark testing. The goal is to familiarize and teach students the meaning and use of 12 CORE vocabulary words. Progress is measured through an increase in benchmark scores as students demonstrate identification and use of the 12 target words. CORE vocabulary provides commonly used communication words within a functional format and used throughout the day. Our Speech Department has presented multiple CORE vocabulary professional development trainings for staff and provided materials for instruction.

With the 2020 testing waiver due to COVID closures, we are retaining the 2019 alternate assessment results as our most recent student achievement test score review. We measured our student achievement data for the SC-Alt using scaled scores in order to better demonstrate small increments of growth in content areas. The 2018-2023 Renewal Action Plan Goal for SC-Alt scores projects a 3-point school-wide increase in average scale scores in each tested subject, including ELA, Math, Social Studies and Science. A comparison of scores from 2018 and 2019 testing periods are not available for ELA/English and Math/Algebra due to the change in testing format from NCSC to SC-Alt.

Our analysis of student achievement included the disaggregation of subgroup scores to reflect strengths and weaknesses. In 2017-2018, at 81.3% IEP mastery, students classified with Trainable Mental Disabilities (TM), demonstrated the lowest results of disability comparisons. Conversely, the TM population scored the highest in Alternate Assessment averages for disability categories for every subject. Hispanic students scored the lowest (88.2%) of ethnicities in IEP mastery. In 2018-2019, the overall mastery of IEP goals increased or remained the same except for physical therapy, occupational therapy, speech, and students with visual handicaps.

Based on 2019 results for the SC-Alt assessment, the Profound Mental Disabilities (PMD) subgroup scored the highest on the ELA/English assessment, which was surprising given the severity of their intellectual disabilities. On the other hand, students in the TM subgroup scored the highest on the Math/Algebra assessment as expected. There were no significant differences on the ELA/English or Math/Algebra assessments in regards to gender or disability demonstrating that the students' disabilities are not influenced by these factors. While not a significant difference, it should be noted that the students in the Autism subgroup had the highest number of participants and lowest overall scores in both ELA/English and Math/Algebra. In the area of Science/Biology, the combined scale score averages dropped nine points from 2018 to 2019. It should be noted that five more students were administered the Biology assessment in 2019 (15 students) than in 2018 (10 students). According to classroom teachers, the Biology

section of the SC-Alt has been deemed difficult for our students with severe to profound intellectual disabilities. To address this concern and enhance Science instruction, teachers have received materials and training for Attainment Biology and Attainment Early Science curriculums. Additionally, the addition of the 4-H Club, Seagull Sustainability Market, and computerized vocabulary modules (for challenging topics such as photosynthesis) have been added to the Environmental Science class. Notably, Social Studies/US History increased by 64 points. Teachers attribute this increase to the use of the Attainment and Unique curriculums.

With the advent of online testing using standards-based material that is aligned with grade-level standards, the complexity of the assessment for students with severe intellectual disabilities has increased. In an effort to better prepare students for testing; multiple curriculums have been made available to teachers. The Unique Learning System has a format that is similar to online test questions, thus giving students an opportunity to become familiar with the process. The Attainment Curriculum covers all subject areas; and, the SC-Alt Support Guides provide standards-based instructional support.

Our instructional team has initiated a variety of strategies to address the challenges of the Alternate Assessment for our students. As measures of teacher effectiveness and to support our School Renewal Goals, SLO student academic goals previously included 100% IEP mastery, and currently CORE vocabulary instruction, expectations and a three-point yearly increase in measures of standards-based academic achievement.

Representatives from the State Department of Education Office of Testing have observed Washington Center students during testing and have noted challenges related to reliable assessment. During the 2019-20 school year, Washington Center teachers participated in the SCDE Cognitive Labs project to give SCDE feedback regarding student test responses and challenges. Additionally, Washington Center staff members serve on state committees where they continue to advocate for more appropriate assessment instruments. Washington Center teachers consistently adapt instructional strategies and rely upon the Unique System, Attainment Curriculum, and/or SC-Alt Support Guides for teaching standards-based content. Monthly Professional Development PLC workshops

and ongoing training have been presented providing instructional strategies in each of the curriculum areas. Students practice using technology for indicating response choices, and students have access to iPads, Promethean Boards, touch screen computers, and various types of assistive technology, all of which are designed to allow students to respond more competently and reliably to updated online assessments. The addition of online virtual instruction through Google Classroom and issuing Chrome Books to all students provided an additional layer of technology use.

Teacher and Administrator Quality

Washington Center faculty and staff members participate in ongoing professional development. Each year the areas in which training is needed are explored with faculty, staff, and district personnel via the Leadership Committee, surveys, teacher recommendations, district information shared at principals' meetings, SCDE guidelines, and information provided by Special Education Services. Based upon findings, in addition to input from administration, a fluid professional development calendar is developed that allows for additions through the year, based on need, emerging educational trends and availability of funds. Currently, there are a few district-sponsored workshops that relate directly to work with students with low incidence disabilities; however, virtual technology training, the annual technology conference, Summer Academy and Special Education Service trainings provide consistent professional development opportunities.

Washington Center's Leadership Team is composed of representatives from various staff groups (teachers, nurses, related arts personnel, Para-educators, and therapists). The role of the committee is to advise and provide input to administration regarding a variety of school matters. Leadership Team meetings are held monthly during the school year.

In-school workshops and Professional Learning Community (PLC's) that are more specific to Washington Center students is developed internally, and in recent years has targeted the following: Core Vocabulary (SLO target goal), Spanish Communication,

CVI (Vision), pre-vocational tasks, Implementation of the Unique Learning Systems and Attainment curriculum, data collection methods, lesson planning, new teacher mentor support, student medical needs and emergency procedures, lifting and positioning training, Alternative Assessment administration, due process/IEP development, Crisis Prevention Training (CPI), CORE Team, characteristics and methods for teaching students with Autism, Google Website Training, ACES training, technology integration (e-learning technology training), safety training, recognizing child abuse, SLO goals, instructional strategies, professionalism goals, Attainment, Virtual Field Trips, Twitter, and Donors Choose.

Unique Learning Systems Curriculum: In response to an identified need for a consistent curriculum for the Special Education population, the Unique Learning Systems curriculum is funded and provided by the South Carolina Department of Education. This program addresses state standards, communication, and social/emotional development objectives, as well as coping and transition skills. Additionally, assessment tools designed to help with monitoring student progress are included and utilized as PAS-T student achievement benchmarks. The Unique Learning System curriculum provides each teacher with a set of monthly plans, which can be adapted for varying ages and ability levels. Lessons include suggested arts and crafts projects, snacks to prepare, songs, fine and gross motor activities, and News2You current events and videos. Teacher committees have held PLC workshops sharing instructional tips and strategies.

Attainment Curriculum: The Attainment Curriculum is also funded by the South Carolina State Department. It focuses on providing instruction in English Language Arts, Social Studies, Science, Math, and Transition skill training for students with significant intellectual disabilities. The program includes the use of concrete materials, early learning symbols, and abstract concepts so teachers may adapt instruction for the needs of their students. Teachers have attended in-house PLCs and workshop training on advanced application of the curriculum, with a special focus on reading strategies.

Speech Word of the Week Core Vocabulary Initiative: The goal of the Core Vocabulary Word of the Week program is to provide a comprehensive school-wide

program that improves functional language use and to improve communication and quality of life for Washington Center Students. We expect to see an increase in comprehension and use of core vocabulary throughout the day by improving student and staff familiarity with core words in picture, tactile symbol, and sign language forms. The “It’s Bebo Time” puppet show is designed to provide an engaging and entertaining instructional technique to introduce and reinforce 20 functional core words. A new word is introduced every other week via a “Bebo” instructional video, implementation “Quick Tips” and a corresponding book that emphasizes the target word. Teachers, support staff, administrators and therapists have joined to make improving communication a school priority. The 2020-21 school-wide Student Learning Objectives (SLO) goal targeted student mastery of 12 CORE vocabulary words.

Lesson Planning: Washington Center teachers use the OnCourse Lesson Planner system to allow teachers to develop consistent and easily monitored lesson plans. Teachers have been trained to follow a prescribed format that allows flexibility within the required components. This program is linked to standards, archives plans and facilitates sharing, and includes an administrator feedback option. Teachers have benefited from using OnCourse with the addition of Core Connector Standards and the specificity of requirements and ease with which administrators can comment and make suggestions. Plans are unified and organized, including a comprehensive system for writing, sharing, and reviewing activities and instruction planned for students.

New Teacher Mentor Support: New teachers at Washington Center are assigned a mentor who provides support, information, and encouragement during that first year at Washington Center. Mentors, trained by the district during a three-day summer workshop and an additional Mentor Upgrade Training, meet monthly with new teachers for questions/answer sessions and to engage in collaborative problem solving. Also, mentoring teachers are required to observe assigned mentees twice during the first school year; once in the fall and once in the spring. The school’s instructional coach oversees the mentor program by scheduling meetings, regular in-class observations, and by initiating

conferences with mentors and mentees. There were three new Washington Center teachers for the 2020-2021 school year.

Medical and Safety Training: All staff members, including bus drivers, participate in annual trainings related to relevant medical practices and procedures. Individual plans are developed for students who require specific medical interventions, and nurses train all staff members in emergency response procedures, tube feeding, and management of students during and after seizures. Additionally, classroom staff members are given instruction related to medical orders that are specific to students for whom they provide care (e.g. special feeding, Emergency trach care, Diastat and Vagus Nerve Stimulator (VNS), suctioning techniques and Epi-pen and asthma inhalers). Also, by means of both classroom instruction and actual drills, a team of ten emergency responders recertify every two years for Applied Physical Training, AED, Cardiopulmonary Resuscitation (CPR) and First Aid. All employees view the mandatory safety training videos which are provided on the Greenville County portal. These include: Greenville Energy Conservation, Medication Administration: Diastat, Special Education: Safety in the Classroom, Religion and Public Schools, Special Education: Lifts and Transfers, Greenville County Schools Mandated Reporter, FERPA: Confidentiality of Records, Sexual Misconduct Staff to Student, Bloodborne Pathogen Exposure Prevention, Assisting with Medication for School Personnel, Hazard Communication: Right to Understand, Safe School Climate Act, Greenville County Schools Safety Training, Health Emergencies: Overview, Sexual Harassment: Staff to Staff, Greenville County Schools Code of Ethics and Social Media, Health Emergencies: Seizures, Medication Administration: Epinephrine Auto-Injectors, and Greenville County School Active Shooter Training.

OT/PT Training: At the beginning of each school year, occupational therapy (OT) providers conduct orientation related to the use of adaptive equipment, and sensory integration techniques (including use of the multi-sensory room). Additionally, the school's physical therapist (PT) and physical therapist assistant conduct a lifting and transferring in-service during which they review proper techniques for moving students

in and out of adaptive equipment. Both OT and PT trainings are required for new staff and may be required as a refresher for other employees.

Alternate Assessment: Because the state assessments designed for typically developing students are not appropriate for ones attending Washington Center, an alternate assessment for students with severe disabilities is administered based on prioritized state standards. Eligibility for alternate assessment is determined by student IEP teams, based on criteria outlined by the state, and beginning with the 2018/2019 school year, all tests are delivered online. Our Instructional Coach shares updates on procedures, guidelines for testing procedures, and directions regarding the distribution and return of materials. Training for all test administrators will be done through a series of modules and quizzes online through the SC-Alt Portal; additionally, school-based professional development is provided related to instructional strategies designed to enhance achievement. The 2020 assessment test received a SCDE waiver due to COVID shutdowns.

Due Process/IEP Development: Prior to receiving special education services, students must be evaluated to determine if they meet eligibility under the Individuals with Disabilities Education Act (IDEA). Following initial placement, eligibility determination reviews are conducted at three-year intervals to consider the appropriateness of a student's placement and classification as well as any possible need for additional assessment or accommodations related to instruction or testing. Data is gathered from staff members, parents, and service providers who know individual students well. Annual reviews are held, and new IEPs are developed each year with goals targeting academic and functional domains, determined by baseline data. Additionally, transition plans are generated for students 13 years of age and older. In the 2020-21 school year, Greenville County continues to implement the Enrich program for IEP development.

Supporting Positive Behavior: One of Washington Center's goals is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behaviors. To reach this goal, the program offers numerous opportunities for student participation and recognition both at school and in the community. Students are taught appropriate behaviors in varied settings in order to avoid

disruptions that can interfere with learning and limit community interactions. Parent handbooks and other information regarding school and classroom expectations are distributed and discussed on a regular basis; and, rules, often in a picture/symbol format, are posted in each class. Families are encouraged to participate in school committees, to practice skills designated in the Individualized Education Program (IEP), and to encourage and honor the successes of their children. Student discipline is the responsibility of all Washington Center staff members, and it is a responsibility that is shared with families. Students identified with serious behavioral difficulties are referred for a Functional Behavior Assessment (FBA) from which a Behavior Intervention Plan (BIP) is generated and included in the IEP. These are described in the Washington Center Profile. Student restraints should be documented each time they are used, and only staff who has been properly CPI certified are allowed to engage in restraint, which is a last resort. Following any incident in which restraint is used, staff members involved are required to complete incident reports that are sent home to the parent/caregiver within 24 hours of the incident. Select Washington Center Staff members are chosen to be part of the CORE team, a small group of first responders who are called to assist in times of crisis. The CORE team receives an extra day of nonviolent crisis intervention training that is specific on how to properly assist, using restraints only as a last resort. ACES (Adverse Childhood Experiences) training was presented to staff in 2020 to identify and provide support for persons experiencing trauma from early negative experiences.

Technology: Due to the COVID pandemic, the educational focus has centered on eLearning by presenting lessons through virtual technology. Teachers have learned strategies in Google Classroom use presenting recorded and live lessons to students who could not safely attend face-to-face instruction. Teachers have supported families in learning to navigate virtual platforms and Chromebook use.

Washington Center programs incorporate assistive technology and augmentative communication into daily instruction. Through grants and PTA donations, Washington Center has acquired a variety of voice output devices and other types of electronic tools. Tactile symbols, appropriate for students with visual impairments as well as those who

are at a pre-symbolic stage of development, have been created and are in use throughout the buildings. The speech department provides yearly trainings for teachers related to strategies for integrating augmentative communication into instruction.

Washington Center classrooms have Promethean Boards and training in their use is provided. In the past, grants, as well as Special Education and General Education funds, have been used to purchase iPads with appropriate instructional applications. Each iPad has the Doceri App and Grid-Player 2, which connects the teacher's Promethean Board to the iPad, facilitating more efficient student access. During the 2018-2019 school year, a district Technology Refresh provided new computers, printers, and iPads. Faculty members have been trained in programs for virtual field trips, Skype, Twitter, and for designing classroom newsletters. All staff has participated in Google training for virtual platforms and communication.

Washington Center's Technology Coordinator, Speech Department, and Administration monitors changes/updates in technology and makes recommendations regarding devices that could be beneficial for students. The staff is committed to achieving and maintaining 100% technology proficiency by completing Initial Technology Certification and renewing certification every five years with thirty hours of technology credit.

PAS-T Training: The Performance Assessment for Teachers (PAS-T) is Greenville County Schools' evaluation tool used to monitor and support teacher performance. Teachers rotate through a five-year cycle and are evaluated formally when they are in Cycle Five; however, teacher evaluation is required in some form every year. PAS-T domains are knowledge of curriculum, instructional planning, instructional delivery, assessment, learning environment, communication, professionalism, and student achievement for learning objectives. School-wide goals are shared by faculty and staff to maintain a cohesive professional environment. These goals are included on a Student Learning Objective (SLO) form completed by teachers each year. Also as a part of the form, SLO target has been changed for the 2020-21 school year, to a school-wide goal with Core Vocabulary- communication for Literacy.

Washington Center Professional Development Calendar 2020-2021

August	September	October	November	December	January	February	March	April	May
3: School Opening overview with all staff	2: Google Calendar Training	7: Core Vocabulary workshop	4: CVI Sensory Training	2: Spanish Communication PD	7: Alternate Assessment Online Training opens	School Portfolio Committee Meetings	3: Student Placement 21-22 PD	New teacher updates	4: Sensory Training Webinar
4: New Teacher Luncheon and school overview	15: Safety Training Videos Deadline	23: ACEs workshop	School Portfolio Committees	School Portfolio Committees	School Portfolio committee meetings	CVI Sensory Training	5: School Portfolio Committee Deadline	SC-Alt test support sessions	SLO EOY requirements overview
3-6: Induction & 2 nd year teacher training	16: SLO review & training	School Portfolio Organizational meetings with chairs	New Teacher updates	New Teacher updates	Mid-year SLO overview and conferences	Black History lesson planning	SC-Alt test support sessions		
10: Staff Expectations & Handbook overview		Re-evaluation training with teams	Community Resource Providers-information	Core Voc Small group meeting	6: Autism Professional Development	SC-Alt Review Training for new teachers			
10: IEP eLearning document Contingency form		Week of 10/12: SLO Conferences	Small Group IEP updates		New Teacher updates	5: Meeting with Virtual teachers for SC-Alt testing procedures			

10-21: CPI Refresher		Small Group IEP Instruction			12-14: SC-Alt Common Planning Group Meetings				
12: eLearning Platforms PD					Common Planning group meeting with principal				
13: Speech Make & Take									
14: Brigance & ESTR-T training									
15: Lifting/Positioning Equipment									
New Teacher Google Sites Training									

SCHOOL CLIMATE NEEDS ASSESSMENT

School Environment Supportive of Learning Involving the Community

Note that this section reflects the school activities, initiatives and policies prior to COVID restrictions. COVID guidelines prohibited volunteers, parent activities, visitors and off campus trips. Events such as the Run, Walk, Roll, Halloween and the Valentine Dance were held virtually.

Traditionally, Washington Center families, staff, and community members work together to share responsibility for student success. Volunteers are essential to the program. In addition to the services they provide, their interactions with students result in learning experiences for the volunteers themselves as well as for the young people they seek to serve. It is also important for students to have opportunities to participate in and give back to the community. Community-based experiences enable students to learn real-world information and to practice skills that are rarely transferred from “in school” instructional settings without opportunities for direct application. More information about our school-community connections can be found on our district School Profile page: <https://www.greenville.k12.sc.us/Schools/profile.asp?schoolid=washctr>

Washington Center volunteers come from local high schools and colleges, business and civic organizations, families, and the community. Service group volunteers include students from Sara Collins Elementary School, Christ Church Episcopal Middle and High Schools, Riverside High School, Klaver Klubs, Furman University, high school teacher cadet programs, Greenville Hospital residents, and Greenville Technical College. These agencies’ volunteers give students individual attention and provide exposure to typical peers. We also provide the opportunity for these volunteers to learn about our student population. In past years, between 10,000 and 12,000 volunteer hours are accrued annually.

Annual events made possible by volunteer assistance are Special Olympics; Challenge Day; Valentine’s Day Pageant; Boo in the School; Craft Day; Run, Walk, & Roll 5K; and the Christmas Program. Washington Center students participate in Bob Jones University’s Challenge Day in the fall. Approximately 200 student volunteers from BJU, in addition to Greenville Recreation District and Washington Center personnel, plan and organize a Special Olympics event exclusively for Washington Center students. In addition, each spring many Washington Center students travel to Furman University for the countywide Special Olympics. Prior to the Furman event, approximately 200 students from Riverside High School visit Washington Center to meet and get to know their assigned athletes. The Riverside students then accompany Washington Center students throughout the day at Furman. Due to COVID restrictions during the 2020-2021 school year, events have been modified for student

and staff safety or postponed until a later date. The following descriptions entail a typical year without COVID restrictions.

The Washington Center PTA volunteers begin each school year by hosting a “Meet Your Teacher” afternoon; and in the fall, they work with Washington Center staff to organize a Family Night. At each of these events, families are given school and community information and are introduced to services that may be of benefit to them. The December 2019 Family Night hosted fifteen groups or agencies including ABLE South Carolina, Assistive Technology Project, Autism Society, Bright Start, Camp Spearhead, Camp Sunshine, Capital Health Services, Center for Developmental Services, Charles Lea Center, Elite Home Care & Day Center, Family Connections, GHS Supportive Care Team, Greenville CAN, Hands of Hope, Mauldin Miracle League, Protection and Advocacy, Shriners Hospital, THRIVE Upstate, and Whitten Center. In 2020 instead of holding an on-campus event, an agency contact list was sent home to families.

Our PTA sponsors informational sessions for Washington Center families through a Lunch and Learn series. Guest speakers have provided information about support agencies for children and adults with special needs, legal requirements related to individuals with disabilities, summer camp opportunities, and dealing with stress and loss. Additionally, each year the PTA volunteers decorate the school for Christmas and raise money for various school projects. Their primary fundraiser, held in the spring, is the 5K Run, Walk & Roll. Through this event, our PTA volunteers work to raise community awareness regarding the students and the work at Washington Center, as well as to generate revenue for school needs.

Each year Washington Center provides practicum and student-teaching experiences for students from Greenville Tech and Furman and Anderson Universities. During their time at Washington Center, participants learn job-specific skills while observing and interacting with students and staff. These placements have continued during the COVID restriction year, with five college students supervised by Washington Center teachers.

Christ Church Episcopal School 8th grade students, as part of a service-learning project, serve as Reading Buddies for students at Washington Center. The Reading Buddies come weekly from November through April to read with students and use augmentative communication devices to read books and facilitate communication. These 8th graders also serve as peer helpers during Washington Center’s Boo in the School, Santa Visit, Craft Day event, and assist during various special school events.

The Klaver Klub community service groups from Beck and Hughes Middle schools, also support Washington Center. They also help with the PTA sponsored 5K Run, Walk, & Roll and assist with other PTA events, such as Family Night.

The Daughters of Penelope, a women's group from the Greek Orthodox congregation, attend and provide refreshments for the school Christmas party. Holiday gifts are also donated annually to Washington Center students by the Furman Heller Service Corps and various community members through our Christmas Giving Tree.

Washington Center parents often help with classroom needs by creating bulletin board displays, laminating, serving on the PTA Board and chaperoning community trips. Many parents attend school-wide events such as the Bob Jones Challenge Day and Furman Special Olympics. Parents also support the school by sending in treats for Teacher Appreciation Week and Boo in the School, by raising money for special projects, by joining PTA, by buying/selling Cherrydale Farms items, by sponsoring and recruiting donors for the 5K Run, Walk, & Roll, and by attending special events such Family Night, Thanksgiving Lunch and the Valentine Dance. Virtual PTA meetings were held during the 2020-21 school year.

Washington Center provides the opportunity for students to participate in the "Arts. Selected" program and students participate in the Ed Reach Program through the Greenville Symphony Orchestra, and the Michelin Children's Concerts. Guest performers who have come to Washington Center have included The Greenville Theatre on Tour acting groups, Synergy Twin – Stephen Neil, DRUM Percussion Studio, Artists in Residence, St. Mary's Catholic School Show Choir, Band and Orchestra, and the Woodmont Middle School Band.

Throughout the year, Washington Center students participate in a variety of community outreach activities as a part of their Community-Based Instruction. Students have made cards in Art Class to honor local Veterans and to be delivered to our Greenville County Veterans' office, and they frequently make "thank you" cards for services that have been provided. During Washington Center's annual Spirit Week, money is raised or needed items collected for a chosen community charity.

Community-Based Instruction (CBI) supports transition planning and involves a series of small group activities where students with disabilities apply independent living skills from the classroom to the school environment, and later into the community. Classes practice skills in community locations such as grocery stores, recreational

facilities, shopping malls, and restaurants. COVID guidelines prohibited off campus trips. Online virtual trips and speakers provided a source for community learning during the 2020-21 restrictions.

The program goals of “Community Based Instruction” are to lead students toward independence and enable students to:

- Apply educational goals and objectives in the community,
- Coordinate functional, academic, social, communication, and mobility skills,
- Effectively and safely transition into adult community living,
- Demonstrate appropriate social and behavioral skills in the community

In addition to community-based experiences, students have also been able to participate in virtual field trips. Some Washington Center students have medical challenges that make off-campus trips difficult, so virtual field trips are a method to allow students to experience learning activities online. Virtual field trips are accessible for all students and are supported by our state standards and curriculum and provide an opportunity to experience off campus environments during COVID restrictions.

Educators from other districts and from the state offices often visit Washington Center, as do Leadership Greenville and Leadership South Carolina groups. Also, numerous Teacher Cadet Programs from throughout the district tour the Washington Center facility.

Washington Center staff members maintain personal websites and each week a designated teacher contributes photos and articles, which appear on the school web page and are shared with local media. Additionally, teachers create monthly newsletters, which they post on their websites, send home with students, and/or email to parents. Additionally, they communicate with parents using email, phone calls, in-person conversations, and communication notebooks. The school publishes a monthly newsletter, *The Seagull Express*, which is printed in both English and Spanish. The principal routinely updates staff each weekend through emails and sends a Messenger alert to parents for notifications. “Parent Backpack” is a district initiative to provide direct school contact with parents/guardians and provides PowerSchool linked information for teachers. This allows parents to view grades, lunch balances, change contact information, or any other updates. The Backpack program can deliver important alerts directly to the parents’ phone or email. During the COVID school closures, google classroom lessons provided a source for instruction as well as virtual face-to-face contact with families.

Washington Center's Facebook and Twitter sites provide further communication resources for the community. The Morning News is broadcast to each classroom via Zoom and has provided a student involved visual start to each day. A social worker assigned to the Washington Center provides support for families through home visits, referrals to local agencies, and ongoing communication with school personnel.

Related Arts

Washington Center's instructional program is enhanced by specialty classes to provide arts education and functional skills. These classes offer adapted, modified curriculum and instruction to meet students' cognitive and physical challenges. Related Arts teachers collaborate with each other for various lessons such as Veteran's Day and foreign countries. Related Arts teachers post weekly lessons for students served virtually. After beginning the 2020-21 school year traveling to classrooms to provide instructions, currently COVID guidelines are followed in order to present instruction in the respective Related Art classrooms. Descriptions of the Related Arts programs follow:

As a part of the **Adapted Environmental Science (AES) Program:** Students participate in life and Earth science lessons based on grade-level state standards, interact with a variety of classroom pets and raise plants in the greenhouse. While in AES, the students are active, card-carrying 4-H members and work on agricultural and animal care skills via the 4-H curriculum. The students also manage the Seagull Market in which they grow microgreens, vegetables, fruits, and other plants that are sold in the class farmers' market. Finally, the students work on the Seagull Sustainability Shop projects, which is a joint effort with art and daily living classes. This project involves the reuse of everyday items to create artwork, composted soil, etc. to help preserve our environment.

Daily Living Skills classes encourage the development of transition and functional life skills that are applicable at home or in other settings and will continue to be important throughout students' lives. Student ability levels necessitate support which ranges from independent with supervision to maximum prompting and assistance. As a result, a variety of instructional strategies and adaptations to state and common core standards are a part of all classroom activities. Among these are modified equipment; use of Board-Maker symbols; small group to individual instruction; and, utilization of voice output devices. Tasks addressed in Daily Living classes are ones such as: participating on an assembly line, cooking, handling money, performing basic household and/or office jobs and engaging in appropriate social interaction.

The **Multi-Sensory Environment** can create either a stimulating or a calming atmosphere in lighted and darkened rooms. Benefits of the multi-sensory environment include improved mood, fear and anxiety reduction, and increased communication and engagement. Students can choose activities and use switches to activate the equipment in the room which provides visual, auditory, tactile, and kinesthetic stimulation. Interactive activity walls, mirrors, light ropes, bubble tubes, music, and massage chairs are available. Due to adhering to DEHC guidelines for social distancing and cleaning between use, this area was closed for the 2020-21 school year.

In **Adaptive Physical Education** classes, students ride adapted bikes and scooter boards; compete in adapted bowling, tennis, and volleyball; and, prepare for Special Olympics. The physical education teacher provides modified activities so each student may participate.

The **Media Center Program** is planned to encourage literacy and a love of books and other media materials and standards-based activities. Student learning and engagement are enhanced using a Promethean Board, Big Mac switches, tactile symbols, iPads, and an ActivTable. Additionally, the physical setting of the media center can be arranged to meet student needs by moving tables and chairs to accommodate wheelchairs and walkers. Increasing levels of prompts (verbal, tactile, visual and hand-over-hand) are incorporated into all instruction.

The Washington Center **Music** program provides many opportunities for experiential learning for students with disabilities during weekly music classes, school programs, and events involving community members. Each week students participate in an adapted music class that facilitates learning through a multi-sensory approach involving visual, auditory, and tactile stimulation. Students participate in standards-based activities that utilize singing (or responding to teacher-led singing), purposeful moving, playing instruments, and active listening. All students receive hand-over-hand assistance and/or prompting when needed. The goal is to help them participate as independently as possible and feel successful. Special adaptations are provided for visually impaired students that include positioning of tactile objects and pictures, using contrasting backgrounds for visuals, providing computer visuals on both the Promethean Board and on the iPad with the Doceri app, and utilizing tactile speech symbols and voice output devices. All students benefit from sequential, standards-based instruction utilizing the Quaver Music Curriculum and the N2Y Learning System. School programs also incorporate music throughout the year. Some of these include the Monster Bash Dance in October, Holiday Sing-Along in December, Valentine's Dance in February, and the Let's Make Music exhibit during Craft Day in the spring. Individuals and community groups also share their musical expertise with students during programs at the school and in the community. These may vary from year to year, but two regular groups include the Greenville Theater and the Greenville Symphony Orchestra (EdReach program and Michelin Children's Concert).

Actively engaging students in each lesson is a primary goal in **Art** class. By using the state curriculum standards for visual arts, paired with the core subject standards, the students recognize how the visual arts are connected to other aspects of their lives. Students are encouraged to participate in activities by using a variety of instructional methods that are individualized for each student. Among the many adaptations and modifications in place are: specialized tool handles, visual and tactile symbols, switch activated controls, varied prompts and assistance levels, assistive technology, clear instructions, developmentally appropriate activities, positive reinforcement, teacher-modeling, adjusted pace of instruction, and review. Additional adaptations made for students with visual impairments include large pictures or models, black backgrounds, boundary guides, and objects with significant tactile components. Active involvement in the art-making process enhances hand-eye coordination, gross, and fine motor control. In recent years, student artwork has been exchanged on loan with local elementary school through the Art Swap program and work generated by students in other schools has been displayed at Washington Center. In collaboration with several schools, murals have been painted and are currently are on display throughout the school.

School Safety and Security

The safety of students and staff is enhanced via daily walkthroughs by law enforcement personnel. Student safety is also provided through the installation of scan locks on main exterior doors and the installation of emergency buzzers in additional rooms. Classroom activities can be viewed at any time using classroom cameras. There are fifty-seven interior cameras and sixteen exterior cameras used to monitor activities inside and outside the school. Monthly fire drills are practiced by our staff and students. Earthquake drills and lockdown procedures are also practiced regularly. School safety is a priority for our campus.

COVID-19 has presented many challenges for the 2020-21 school year and there are several guidelines that must be followed. All staff must have a temperature check when entering the building, social distance at all times, wear a mask at all times, and a face shield when within 6 feet of a student. Students should be socially distanced at all times while in the school building. Classes should be arranged to accommodate this guideline and related arts schedules have been altered to have a limited number of students in the hallway. Students are also spaced out 6 feet in the cafeteria during lunch and dismissal is from the classrooms. Current DHEC guidelines during the COVID-19 pandemic can be found here: <https://scdhec.gov/covid19/resources-community-covid-19/schools-childcare-centers-covid-19>

State Report Card Survey Results

During the 2020-21 school year, the State Report Card was not administered due to the COVID shutdown.

Results of the most recent 2019-20 State Report Card are discussed below:

Of the three parents who responded to the State Report Card Survey, 100% strongly agreed that “My child feels safe at school”. Twenty-two teacher responses were received for analysis. The teacher response to “I feel safe at my school before and after-hours” had 100% agreement by teachers and the question “I feel safe during the school day” had 86% agreement with 4.5% of teachers marking that question as not applicable. Results of the 2019-20 SC School Report Card results concerning Student Safety can be accessed through the link:

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDE5JnQ9TSZzaWQ9MjMwMTkwMg>

Nature Trail Project

Washington Center’s nature trail was completed in the early fall of 2018. The trail was the culmination of the work of many individuals, school organizations, grants, and the school district. The trail is ADA compliant and provides a walking and wheelchair accessible outdoor venue for the students of Washington Center, Sara Collins Elementary, and the surrounding Greenville community.

The Trail has paved wheelchair-accessible walkways that open up to sunny and shaded areas for students to explore and learn about different aspects of gardens, woods, and natural environments. The nature trail also allows students to increase interactions with the outside environment and provides both instructional and recreational value.

During the 2018-19 school term, several other individuals provided additions to the venue. Eagle Scout projects created an exploratory learning center for students and birdhouses for the trail. Volunteers from Fluor helped in planting trees provided by Trees Greenville. Greenville Recreation helped in providing ADA approved railings and Greenville County School District provided all-new six-foot-high fencing around the complex for added safety and protection. Other organizations, volunteers, and individuals have come forward to provide assistance for future additions to the Trail. Overall, the addition of the nature trail will provide years of experiences, enjoyment, and learning for students of Washington Center, Sara Collins Elementary and all of the Greenville community.

Playground and Courtyard Improvement

Currently, Washington Center is applying for grants to assist with refreshing the outside courtyard and improving the playground equipment for our students. Administration is seeking funds from community organizations and local high schools. These funds will be used to replace some of the playground equipment that is outdated, as well as purchase new items that are more appropriate for our student's specific needs.

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

PERFORMANCE GOAL: 1

During the 2018-19 through 2022-23 school years, students in grades 3-9 will increase 3 points yearly on their school-wide average scaled scores for English Language Arts & English as measured by the SC Alternate Assessment (SC-Alt)

INTERIM PERFORMANCE GOAL: Annually meet or exceed a 3 point yearly increase in scaled score average in ELA and English as measured by the SC Alt based on the previous year's school-wide average.

	AVERAGE BASELINE Revised 2019		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE: SC-Alt Scaled Scores for ELA and English	Baseline revised due to 2019 SCDE Scaled Score Reconfiguration:	School Projected	Baseline Revised	522	522		
	519						
		School Actual	519	(2020 testing waived due to COVID)			

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

PERFORMANCE GOAL: 2

During the 2018-19 through 2022-23 school years, students in grades 3-9 and 11 will increase 3 points yearly on school-wide average scaled scores for Math and Algebra as measured by the SC Alternate Assessment (SC Alt)

INTERIM PERFORMANCE GOAL: Annually meet or exceed a 3 point yearly increase in scaled score average in Mathematics as measured by the SC Alt based on the previous year's school-wide average.

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE: SC Alt Scaled Scores for Math and Algebra	Baseline revised due to 2019 SCDE Scaled Score Reconfiguration:	School Projected	Revised Baseline	524	524		
	521						
		School Actual	521	(2020 testing waived due to COVID)			

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

PERFORMANCE GOAL: 3

During the 2018-19 through 2022-23 school years, students in grades 4, 6, 8 and 10 will increase 3 points yearly on the school-wide scaled score average for Science and Biology as measured by the SC Alternate Assessment (SC-Alt)

INTERIM PERFORMANCE GOAL: Annually meet or exceed a 3 point yearly increase in the scaled score average in Science and Biology as measured by SC-Alt based on the previous year's school-wide average.

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE: SC-Alt Scaled Scores for Science and Biology	(2017-18 Science and Biology Scaled Score Average) 522	School Projected	525	516	516		
		School Actual	513	(2020 testing waived due to COVID)			

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

PERFORMANCE GOAL: 4

During the 2018-19 through 2022-23 school years, students in designated tested grades will increase 3 point yearly on the school-wide scaled score average for Social Studies and US History as measured by the SC Alternate Assessment (SC-Alt)

INTERIM PERFORMANCE GOAL: Annually meet or exceed a 3 point yearly increase in scaled score average in Social Studies and US History as measured by the SC-Alt based on the previous year's school-wide average.

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE: SC-Alt Scaled Scores for Social Studies and US History	(2017-18 Social Studies and US History Scaled Score Average) 469	School Projected	472	536	536		
		School Actual	533	(2020 testing waived due to COVID)			

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

PERFORMANCE GOAL: 5

During the 2018-19 through 2022-23 school years, at least 80% of students will master at least 100% of IEP goals as measured at the conclusion of each IEP.

INTERIM PERFORMANCE GOAL: 80% or more of students will annually master 100% of IEP goals as measured at the conclusion of the IEP.

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE: End of IEP Goal Mastery	(2017-18 IEP Goal Mastery Average) 94.3%	School Projected	80%	80%	80%		
		School Actual	94%	81.52%			

ACTION PLAN FOR STRATEGY #1: Achieve a 3 point yearly increase in ELA and English SC-Alt scaled scores.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use of standards-based instruction in ELA at least one day per week (18-19 school year) per daily (19-20 school year).	Weekly: 8/18-6/21 Daily: 8/19-6/21	Classroom Teacher	\$1300.00 for Oncourse Planner with Standards links (one time cost 2018)	School funds	SLO documentation Lesson Plan listings Observation summaries
2. Teachers will plan collaboratively through their PLC meetings and training to enhance ELA instructional skills.	8/29/18-6/21	Administration	NA	NA	Agenda and Portal registration for PLCs/training Implementation noted in Lesson Plans & Observations

3. Training and instruction in Core Vocabulary daily	8/18-6/21	Speech Therapists Administration	NA	NA	Training roster Lesson plans Speech Therapy documentation Observation summaries
4. Provide curriculum resources and workshops: Literacy, Unique, Attainment, Prioritized Support Guides	9/19-6/21	Administration	NA for school	SCDE	Agenda and Portal registration for PLC trainings Implementation noted in Lesson Plans & Observations

ACTION PLAN FOR STRATEGY #2: Achieve a 3 point yearly increase in Math and Algebra SC-Alt scaled scores.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use of standards-based instruction in Math at least one day per week	8/18 - 6/21	Classroom Teachers	\$1300.00 for OnCourse Planner with Standards links (one time cost, 2018)	School Funds	SLO documentation Lesson Plan listings Observation summaries
2. Teachers will plan collaboratively through their PLC meetings and observations to enhance Math instructional skills.	8/29/18- 6/21	Administration	NA	NA	Agenda and Portal registration for PLCs Implementation noted in Lesson Plans & Observations
3. Provide technology to enhance math instruction	9/18 - 6/21	Principal/ Technology Specialist	NA to school	GCS Donors Choose	List of devices and apps Technology workshop

ACTION PLAN FOR STRATEGY #3: Achieve a 3 point yearly increase in Science and Biology SC-Alt scaled scores.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use of standards-based instruction in Science	8/18–6/21	Teachers	\$1300.00 for Oncourse Planner with Standards links (one time cost 8/18)	School funds	SLO documentation Lesson Plan listings Observation summaries
2. Teachers will plan collaboratively through observations and PLC meetings to enhance Science instructional skills.	8/29/18- 6/21	Principal Instructional Coach	NA	NA	Agenda and Portal registration for PLCs Implementation noted in Lesson Plans & Observations
3. Create Science manipulative object bank	8/18–6/21	Instructional Coach & Science Teacher	\$690.11 \$545.00 (2019-20) \$187.74 (2020-21)	Donors Choose District Funds	Cataloguing and use of materials
4. Establish Science Resource folder in Washington Center Google Drive	9/18–6/21	Instructional Coach, Classroom teachers, Science Teacher	NA	NA	Science Resource folder contributions
5. Creation of 4H Club	1/19-3/20	Science Teacher	\$10 per student per year	Donor's Choose AES Classroom Funds	4H Summary Form Implementation noted in Lesson Plans & Observation News Stories

6. Creation of Seagull Sustainability Market	9/18-2/20	Science Teacher	Varies by Project	Donor's Choose AES Classroom Funds	Implementation noted in Lesson Plans & Observations News Stories and Social Media Page
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ACTION PLAN FOR STRATEGY #4: Achieve a 3 point yearly increase in Social Studies and US History SC-Alt scaled scores.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use of standards-based instruction in Social Studies	8/18 – 6/21	Teachers	\$1300.00 for OnCourse Planner with Standards links (one time cost, 8/18)	School funds	SLO documentation Lesson Plan listings Observation summaries
2. Teachers will plan collaboratively through observations and PLC meetings to enhance Social Studies instructional skills.	8/29/18- 6/21	Instructional Coach	NA	NA	Agenda and Portal registration for PLCs Implementation noted in Lesson Plans & Observations
3. Create Resources folder on Washington Center Google Drive to share Social Studies eLearning lessons, recommended CBI destinations, Virtual Field trips, Community Resources	8/18 – 6/21	Instructional Coach	NA	NA	Resource folder contributions Virtual Field Trip use reflected in lesson plans CBI objectives

ACTION PLAN FOR STRATEGY #5: Achieve 100% mastery of IEP goals as measured by end of IEP combined data averages by 80% of students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Monitor IEP goal progress on a daily basis.	8/20/18-6/21	IEP Case Manager	NA	NA	SLO updates Progress/Interim Reports IEP Daily Documentation
2. Meet quarterly- teachers & therapists- to analyze goal progress	10/18 – 6/21	IEP Case Manager	NA	NA	Progress Reports Log of Quarterly Meetings
4. Amend non-achievable goals	10/18-6/21	IEP Case Manager	NA	NA	Record of Meetings
5. Conduct PLC to develop achievable IEP goals	10/10/18	Program Facilitator/ IC	NA	NA	Agenda and follow-up activities
6. Monitor early education IEP progress and appropriateness monthly	1/19/21- 6/21	Program Facilitator/ IEP Case Manager	NA	NA	Monthly data collection Log of amendments/ revisions
7. Increase student vocabulary skills through CORE vocabulary SLO requirements	8/24/20-6/4/21	SLP Admin	NA	NA	Rosters of Professional Development scheduling and attendance SLO data collection and teacher summary forms

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 1

During the 2018-19 through 2022-23 school years, Washington Center will support Teacher/ Administrator quality through 100% achievement of the following:

- Maintaining high standards of teacher professionalism

INTERIM PERFORMANCE GOAL:

- **Annually 100% of teachers will score Proficient (Level 3) or above (75%-89% of students demonstrated progress) according to SLO goal achievement data.**

	AVERAGE BASELINE		2018-19 (criteria revised)	2019-20 (new criteria)	2020-21	2021-22	2022-23
DATA SOURCE(s): Teacher SLO Summaries	2019-20 Revised Baseline based on updated district SLO criteria	School Projected	100%	100%	100%		
	2020-21 Revised target for SLO: CORE vocabulary instruction	School Actual	94.27%	(SLO suspended due to COVID Closure)			

ACTION PLAN FOR STRATEGY: Maintain high standards of teacher professionalism through 100% of teachers scoring Proficient (Level 3) or above according to SLO goals.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Professional Development					
1. Presentation & participation in PLC training and implementation of SLO Instructional strategies (i.e. Core Vocabulary instruction)	9/18-6/21	Administration Speech Therapists	NA	NA	Agendas, Follow-up discussions, Common Planning & on-line training, Implementation through lesson plans and observations
2. Achievement of SLO Professionalism Teacher Goal	8/18-6/20	Teachers/ Principal	NA	NA	SLO Goal Form and mid-year and end of year updates
3. Yearly participation in a minimum of 24 hours of Professional Development	6/18-5/21	Teachers	NA	NA	SLO documentation
4. Maintain professional communication with parents and staff.	8/18-ongoing	Classroom Teachers	NA	NA	Log of monthly communications with parents and weekly communication meetings with classroom staff. Teachers share paraprofessional expectations at the beginning of the year and as needed.

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

PERFORMANCE GOAL: 1

During the 2018-19 through 2022-23 school years, Washington Center will achieve and maintain a rate of at least 90% of parents and teachers who agree or strongly agree that they feel safe during the school day according to results from the South Carolina Department of Education Survey.

Alterations to School Climate Criteria (Alternative Goals are listed based on school needs):

- Because of functionality levels, Washington Center students are cognitively unable to participate in the SDE School Report Card Student Survey
- 2017-18 SDE School Report Card Parent Survey participation (8) was deemed less than adequate to report findings
- There was one Washington Center student expulsion during the 2017-21 school years

INTERIM PERFORMANCE GOAL: Annually Washington Center average responses for the SDE School Report Card Survey will meet annual at or above 90% favorable survey responses related to school safety

	AVERAGE BASELINE (2017-18)		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE: SDE School Report Card Survey	100% of responses	School Projected Teachers	≥90	≥90	≥90	≥90	≥90
		School Actual Teachers	90.9% (N=22)	(Survey not distributed due to COVID shutdown)			
	100% of responses	School Projected Parents	≥90	≥90	≥90	≥90	≥90
		School Actual Parents	100% (N=3)	(Survey not distributed due to COVID shutdown)			

ACTION PLAN FOR STRATEGY #1: Establish and carry out plans for internal security for On-Campus Safety.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use of cameras to record activities in instructional areas	8/20/18-ongoing	Principal, Plant Engineer, GCS	No cost to school	GCS	Recordings
2. Alarms to alert door opening	8/20/18- ongoing	Principal, Plant Engineer, GCS	District funded	GSC	Record of installations & student incidents
3. Safety Training PowerPoint and Active Shooter Training for staff	8/13/18-ongoing	Principal, Safety Administrator	No cost to school	(NA)	Agenda
4. On-campus safety rule review, PowerPoint discussion, with staff	8/13/18, 8/13/19, 8/20 Staff meeting updates	Nurses, OT, PT, Safety administrator	No cost to school	(NA)	Agenda

ACTION PLAN FOR STRATEGY #2: Establish and carry out a plan for Staff Safety					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Training from Nurses, PT & OT for student needs at school orientation & ongoing throughout the school year, as needed	8/18-6/21	Principal	No cost	(NA)	Checklist of skills completed
2. Staff CPR certification	2018-ongoing	School Nurses/ GCS	No cost	(NA)	Certificates of completion
3. Staff CPI training and Refresher	8/14/18, 8/14/19, Virtual 8/20	GCS	No cost	(NA)	Roster of completion
4. Safe School Training (including 6 additional school required courses)	9/14/18, 9/16/19, 9/15/20	Safety Administrator	No cost	(NA)	Roster of completion
5. Kevlar sleeves for arm injury protection due to student bites, scratches	8/18-6/21	Principal and Safety Administrator	\$50.00 and district funds	Student Funds and GCS	List of disbursement to classes
6. Availability of back braces for staff	8/18-6/21	Safety Administrator	No current cost to school. Back braces were previously purchased.	NA	Sign-Out Sheet
7. Proper Lifting Techniques and Equipment Safety Training	8/19, 8/21	Physical Therapists	No Cost	No Cost	Roster of completion
8. COVID Guidelines	8/20- ongoing,	Administration and Health Services	Provided by Federal and State funds, CARES Act	Provided by Federal and State funds	Distribution and use of PPE, CDC guideline updates to staff

ACTION PLAN FOR STRATEGY #3: Carry out a plan for Student Safety.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Community Day – Onsite instruction for students & staff in community & emergency services	5/19	Community Day Committee	\$20.44	Local Funds	Community Day schedule
2. CBI procedures including parent notification /signatures for trips, nursing supervision/ medication.	9/18-5/20	Classroom teacher	NA	NA	Roster & Calendar completion with required signatures
3. Communication between teachers/ nurses/ administration/ parents regarding injury, illness	8/18-6/21	Nurses, teachers	NA	NA	Record of communication
4. Medication checklists to verify daily receipt & sending home of Diastat/ Epipen and Bus Diastat Protocol	8/18-6/21	Classroom teacher, Nurse Staff Bus Staff	NA	NA	Medication checklist records Daily signatures on Diastat Bus Protocol Forms
5. Fire, Tornado, Lockout/ Lockdown drills as required by district	8/18-6/21	Principal	NA	NA	Log of times/dates drills conducted
6. Kevlar sleeves for staff to protect students from blood exposure	8/18-6/20	Principal and Safety Administrator	\$50.00 and district funds	Student Funds and GCS	List of disbursement to classes
7. Availability of back braces for staff	8/18-6/20	Safety Administrator	No current cost to school. Back braces were previously purchased.	NA	Sign-Out Sheet
9. Proper Lifting Techniques and Equipment Safety Training	8/19, 8/20	Physical Therapists	No Cost	No Cost	Roster of completion

10. First Responders Team Training and Mock-Drills	8/18-6/20	Health and Sp Ed Services	No Cost	No Cost	Roster of completion
11. CPI's Nonviolent Crisis Intervention Training for All Staff	8/19, 8/20	Principal, Instructional Coach	No Cost	No Cost	Roster of completion
12. COVID Guidelines	8/20- ongoing	Administration and Health Services	Provided by Federal and State funds, CARES Act	Provided by Federal and State funds	Distribution and use of PPE, CDC guideline updates to staff