Being Collaborative

Sarah and Candice provided an adult learning experience about augmentative and alternative communication (AAC) to teachers and instructional assistants who support students in our Community Based Training (CBT) programs. Including instructional assistants was a critical step in the right direction towards inclusive practices, and inclusive supports, for our students. Everyone shared space to collaborate on using picture symbols in the classroom. They discussed why it is important to keep these out and accessible at all times to increase students’ communication skills! As a result, we have seen greater use of AAC across the classrooms with students more engaged in teaching and learning!
Adrian goes above and beyond for students. She interacts with all students, forming positive relationships with them all. Students look forward to getting on the bus just to see and interact with her. Adrian is always stepping up her game. If a bus breaks down, she takes extra students on her bus even if she does not know the address. She helps other drivers with their lifts, assisting with students who are wheelchair users in getting on and off the bus safely. Even when she shouldn’t, she drives her students without an aide to make sure they get to school on time, and home safely on time, taking time care and attention with each and every student to accommodate their individual needs. “Adrian is always going so far out of her way to take care of our kids. Like waaaaaaaay above and beyond.”
Marissa Lawrence, BIS
Bioscience/PCA/Wilson/Franklin/Metro Tech

Being Creative

Marissa has been an amazing resource and addition to our specialty schools, facilitating student support groups and servicing students with behavioral needs and/or support with executive functioning skills. Marissa had a daunting task of starting groups from scratch and creating relationships with some of our most unique students who were going through struggles. As a result of her creativity and positive rapport, she helped them learn and apply coping strategies. Marissa has stepped up to help with some students in crisis, serving on the TRT and attending weekly support meetings to figure out creative avenues to offer help and support. Marissa is proactive. “She has reached out to help me as a small schools principal who does not have any other administrators to help me with student issues. She is an excellent addition to our program of services that we offer and enables us to accept a wider range of students with greater needs.”
Harvey Hart, Teacher in CBT
Alhambra High School

Being Conscious

Harvey is conscious in his approach to each conversation. He always has an open mind and a willingness to learn. Harvey has a unique point to share with the team, offering questions for further conversation or suggestions for implementation. His students receive a variety of services so he has a lot of team members to work with, share with, and hear from with regards to student supports and student progress. Harvey effectively and gracefully carries over recommendations into his classroom.

“We are SO unbelievably lucky to have Mr. Hart on our team!”
Ann Miller, Teacher of Students with Visual Impairments
Trevor Browne High School

Being Courageous

Ann advocates for her students, even when not in the majority, to be supported in the least restrictive environment. Ann looks closely at data, at student potential, and engages in the necessary courageous conversations to ensure students are exposed to and access rigorous curriculum, non-disabled peers, and prepare for career, college and life. Last year it was OK for students to be in Practical. This year, Ann has used data to advocate otherwise when students demonstrate academic skills equivalent to non-disabled peers. While being in Algebra class is maybe not her personal forte, Ann works closely with the general education teacher to talk about math tiles, manipulatives, and the materials that are necessary for students with sensory impairments to be fully included in the teaching and learning process. “As we walked into Algebra class, the teacher was handing out to each student a small piece of paper which had either an equation or a graph on it. After teacher instruction, they were to match their graph or equation with a peer that had the match. The teacher came to me and asked my thoughts if this could be something she could do. Of course I said YES!!! The teacher gave her an equation, I had her quickly braille it so she knew what it said. The teacher explained the activity and I reviewed the important information. Her classmates were very supportive. Together they asked the important questions and she found her match. It was checked off by the teacher and it was correct.”
Breauna exemplifies the meaning of committed. From the moment she arrived at the campus, she was “all in” working with the ESS Team at North. “She doesn’t just stay in her office doing paperwork. She is out as much as she can be – interacting with students; with adults; serving as a fierce advocate for students we serve.” Breauna in her first year of joining North started student support groups to help students. She offered recommendations and strategies to improve our ESS procedures and practices and worked to build a solid team with a common goal of providing the best and most equitable education for students. “Breauna shows up every day ready to help students and help the ESS Team. I am proud to be able to work with her as we continue to build opportunities for ALL students.”