

# Creating a Community of Belonging through Inclusive Mission and Vision and TIER 1 Foundations

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UNIVERSITY *of* WASHINGTON  
**HARING CENTER**  
**FOR INCLUSIVE EDUCATION**



**Ruby  
Bridges  
Elementary**  
Home of the River Otters

# Presenters

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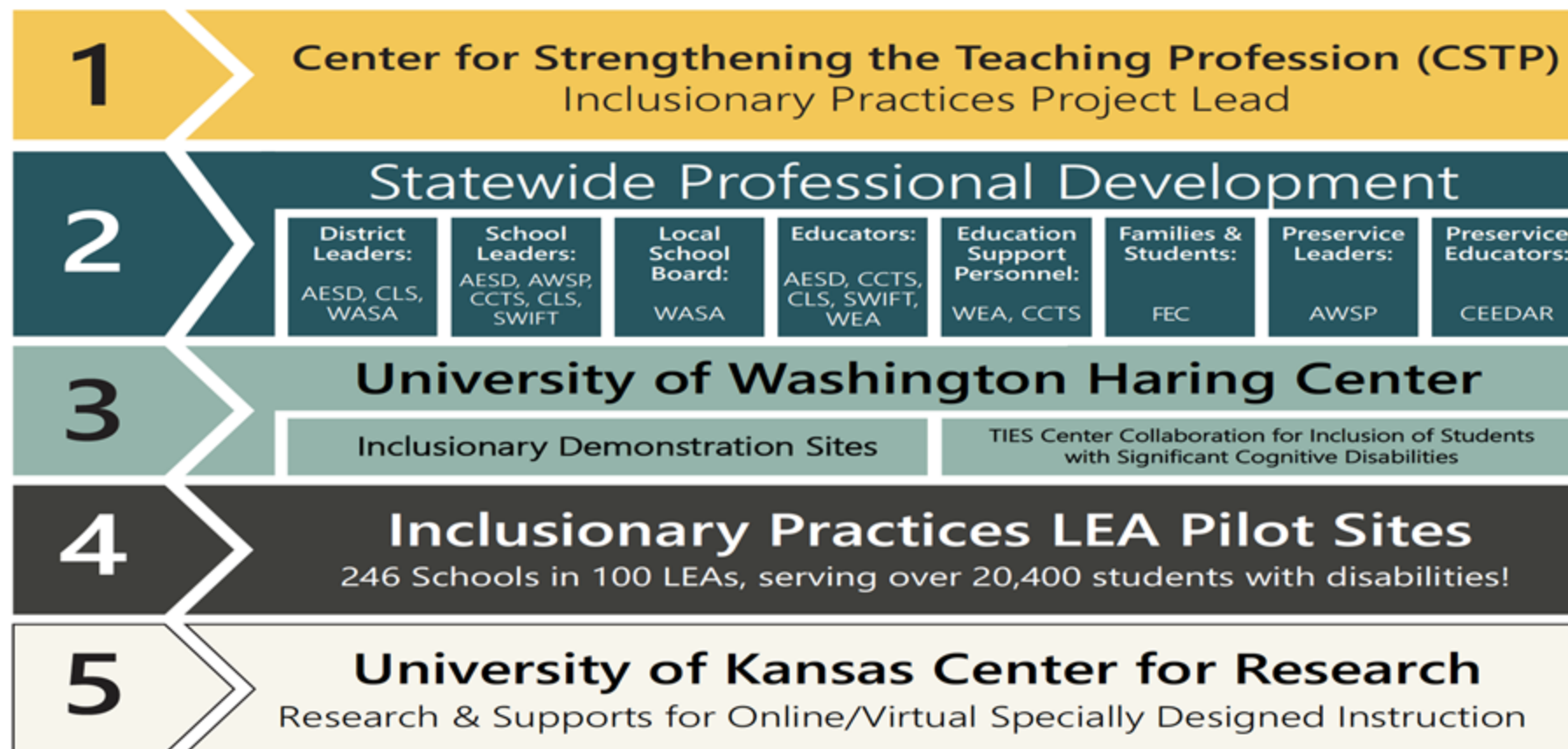


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# About the Inclusionary Practices Professional Development Project (IPP)



IPP Demo Sites



OSPI IPP Project



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

**W** HARING CENTER  
FOR INCLUSIVE EDUCATION



Ruby  
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# Demonstration Sites Project Overview

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- 16 demonstration sites across the state of WA were selected over the course of two years.
- Demonstration sites:
  - Serve as model inclusion sites
  - Showcase implementation of high leverage practices
  - Invite and host members of the community to see practices in action
  - Continue to build inclusive culture by refining practices
  - Increase equitable learning for all students



16 IPP Demonstration Sites (4 preschool, 1 K-8, 6 elementary, 3 middle school & 2 high school)

# Founding Principles

***Inclusive Education is not special education initiative, rather a cultural shift in philosophy and practice.***

***We all have a role to play in dismantling barriers towards creating inclusive schools.***

- **We prioritize:**
  - Transforming how we engage in teaching and learning to ensure every student is a valued member
  - Approaches to support systems change
  - Sharing stories about inclusive education to provide transformational learning experiences
  - Cycles of continuous improvement
  - Collaboration and diverse contributions to strengthen outcomes for all
  - Innovative leadership across our system

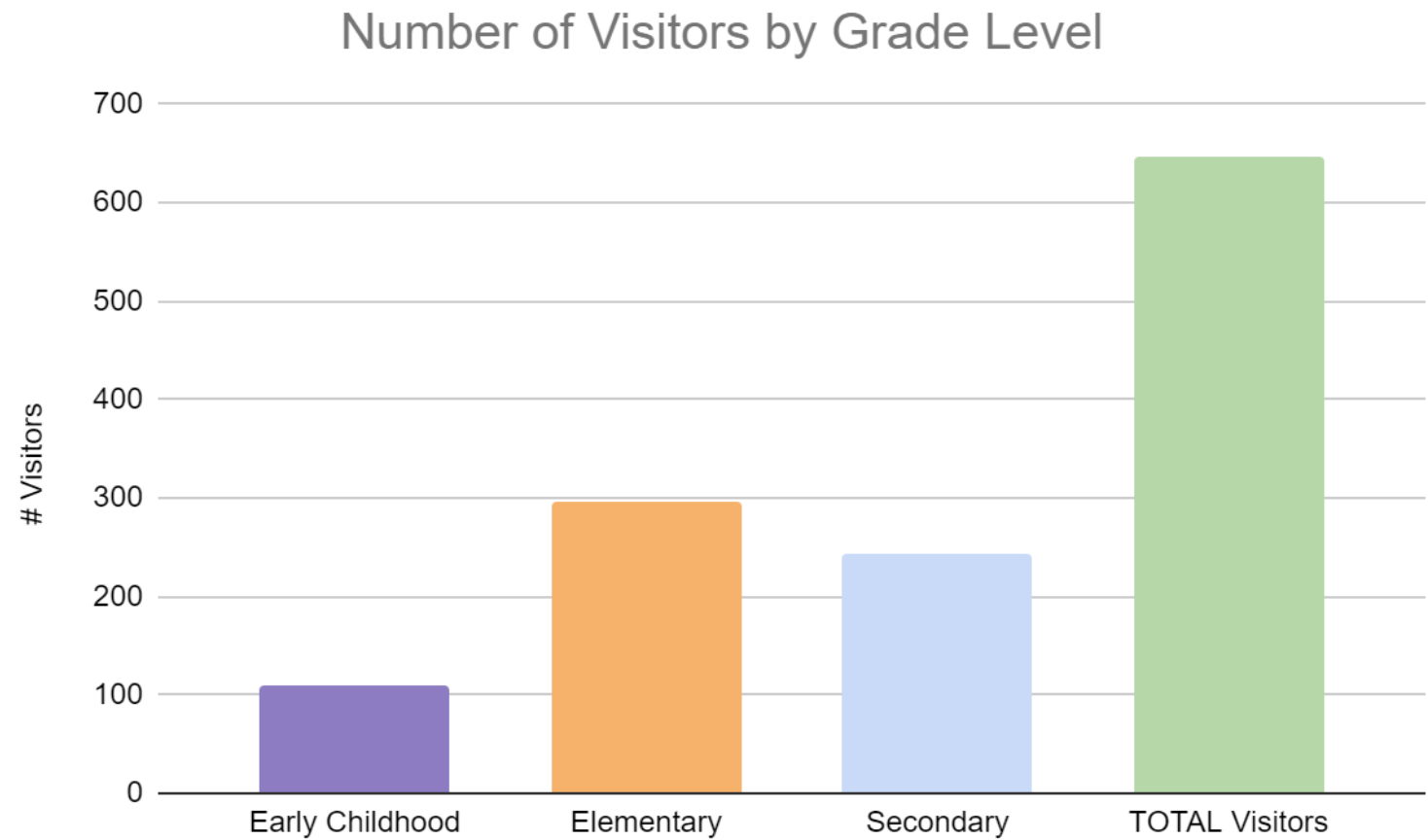


# Impact in Washington State

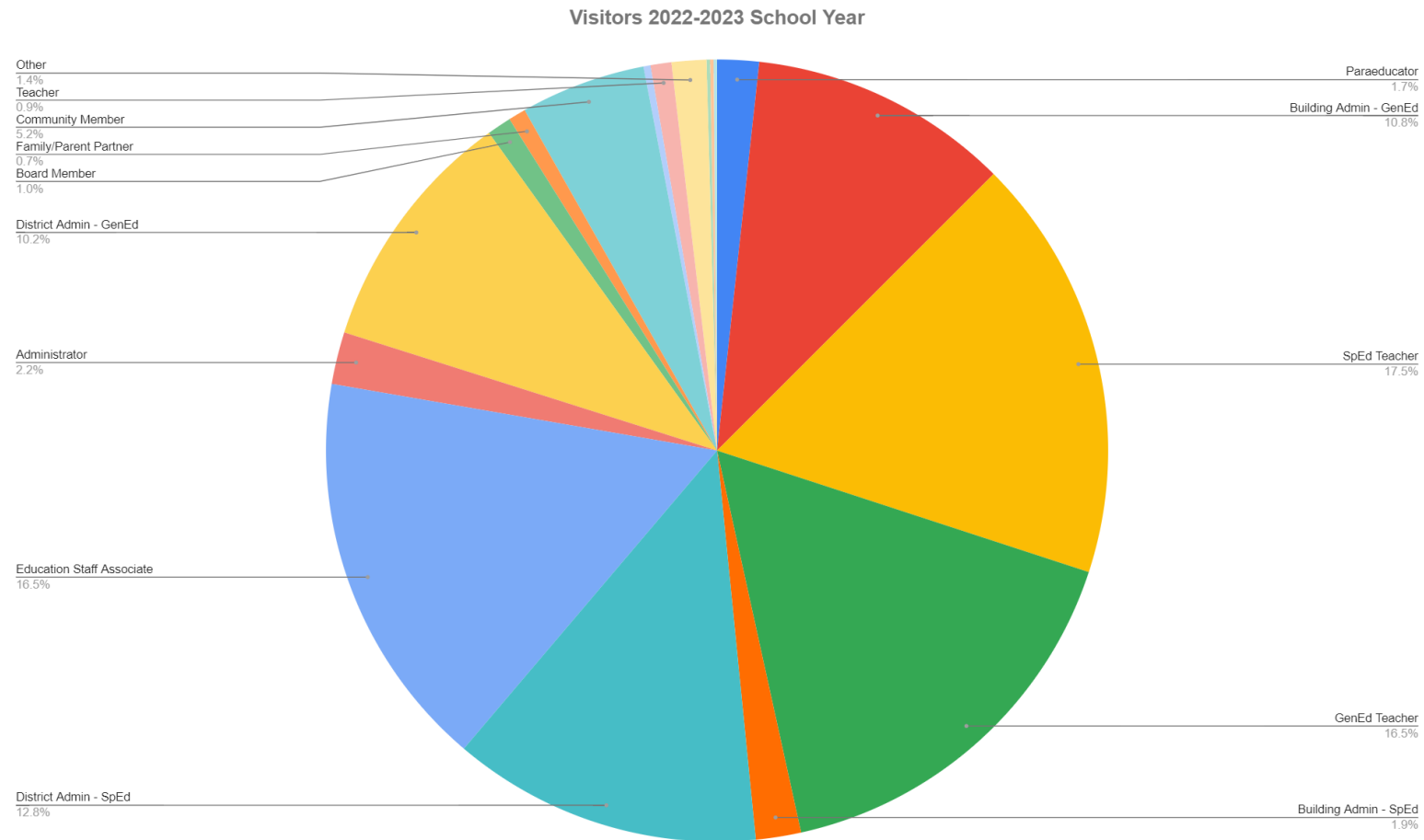
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- **Demonstration sites engage in continuous improvement by:**
  - Building professional networks
  - Sharing inclusive school journeys and next steps
  - Engaging in ongoing reflection and action
- **Districts learn from Demonstration Sites by:**
  - Understanding the ways barriers were recognized and removed across a demonstration site's journey
  - Apply lessons to create systemic change throughout the district
  - Connect with districts across the state to share lessons and engage in ongoing growth and transformation state-wide

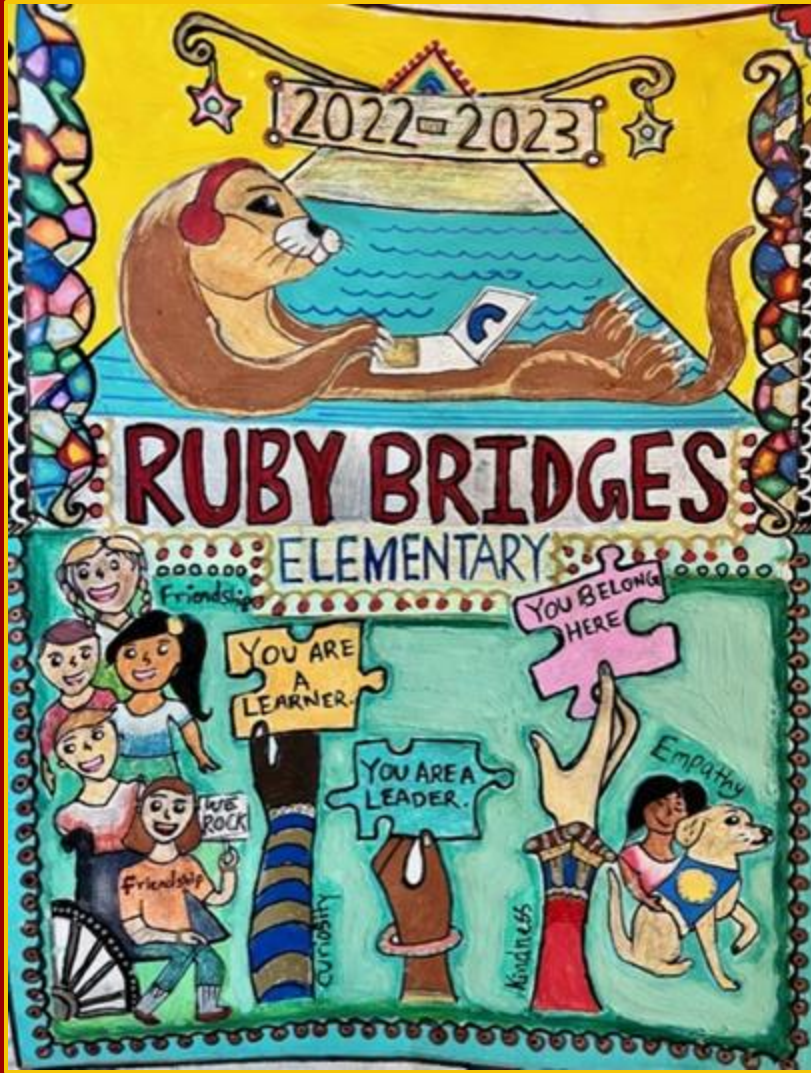
# Numbers of Visitors Hosted 22-23 School Year



# Hosted Visitor Roles







## Principles and Practices for Inclusive Learning:

- Inclusive Mission and Vision
- Inclusive Master Scheduling
- Flexible Service Delivery
- Universal Design for Learning
- Co-Planning, Collaboration & Co-Teaching

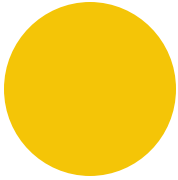


“If education is the key to liberation, then we must visualize and operationalize what that could be. What does a schooling experience look like where students are seen as fully capable to chase their dreams?”

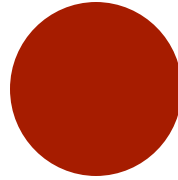
*-Jamila Dugan (EL Magazine, October 2022)-*



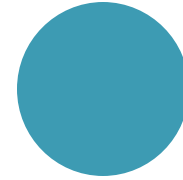
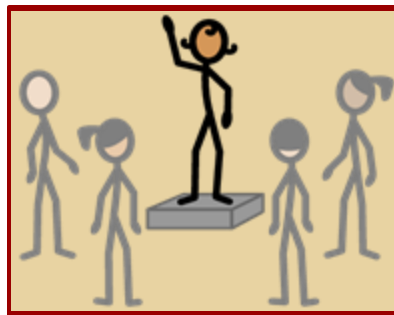
# Our Ruby Bridges Vision



You are a **learner**.



You are a **leader**.



You **belong** here.



It is a heartbeat, not a tagline.

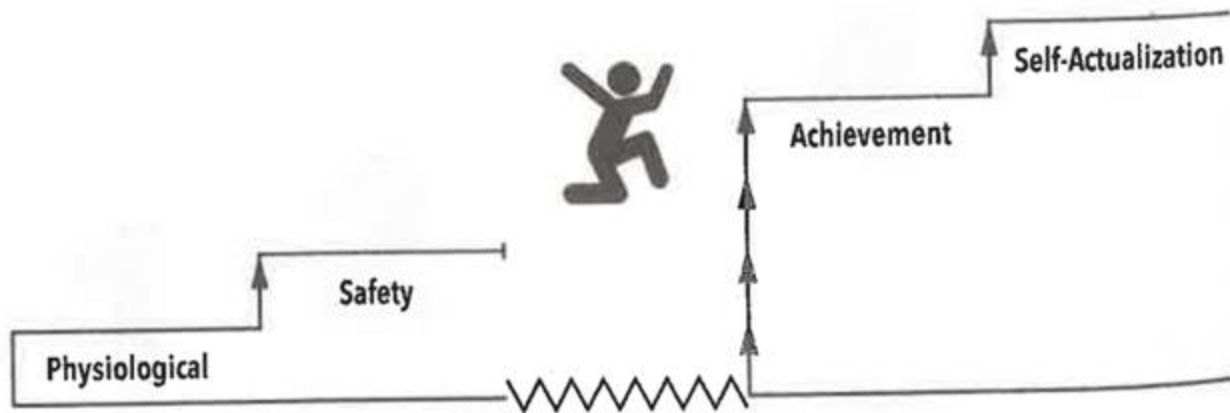




Figure 3.1 Stairs to Fulfilling Potential



Figure 3.3 Belonging Gap

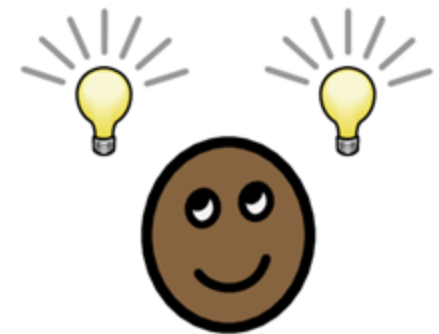


**A focus on belonging as  
a prerequisite for  
achievement and self-  
actualization.**

**“For every student who remains educationally segregated there are other students with similar attributes, abilities, and needs who are successfully included.**

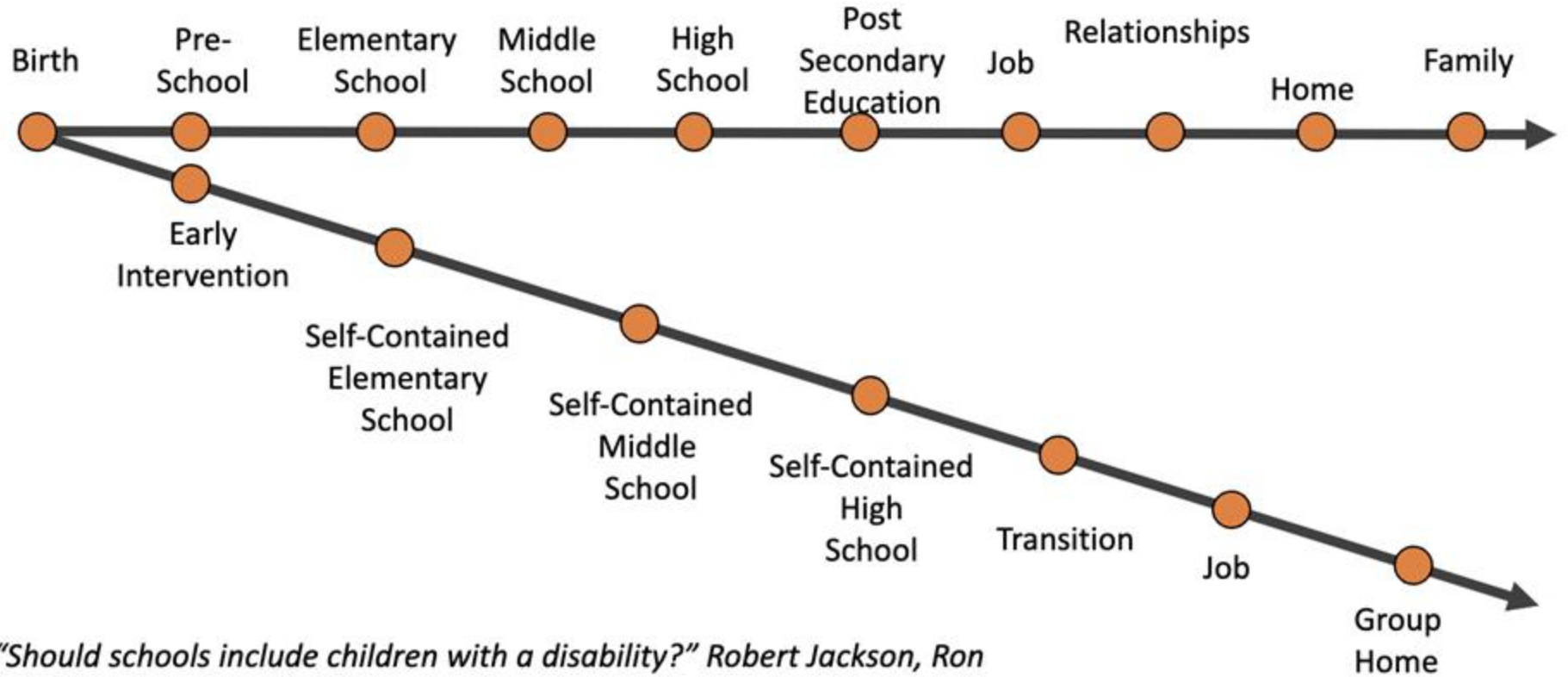
**This simple fact suggests that whether a student with a disability is meaningfully included may have less to do with his or her characteristics and more to do with the attitudes, skills, structures and practices of the adults responsible for providing education.”**

**~Michael Giangreco, University of Vermont**



# Thinking about Inclusion

**What is our leadership obligation in considering this data and our subsequent actions?**



*"Should schools include children with a disability?" Robert Jackson, Ron Chalmers and Darrell Wills, Interaction 2004.*

The least dangerous assumption holds that in the absence of conclusive data, educational decisions ought to be based on assumptions that, if incorrect, will have the least dangerous effect on the student outcomes and learning.



**Belonging, or being fully human, means *more* than having access. Belonging entails being respected at a basic level that includes the right to both co-create and make demands on society.”**

*~Floyd Cobb & John Krownapple, **Belonging Through a Culture of Dignity***



<https://publications.ici.umn.edu/ties/peer-engagement/belonging/introduction>

“**Inclusion** is engagement within a community where the equal worth and inherent dignity of each person is honored. An inclusive community **promotes** and **sustains** a sense of belonging; it **affirms** the talents, beliefs, backgrounds, and ways of living of its members.”



“Belonging Through a Culture of Dignity,”  
by Floyd Cobb and John Krownapple

# Inclusive Core Values

**Presume  
Competence of  
students (&  
grown-ups)!**

**Make the Least  
Dangerous  
Assumption for  
Access &  
Opportunity.**

**Learner Variability  
is the Constant...  
Plan for it & Lean  
into it purposefully.**

# Unpacking our Commitments:

- WE WILL BEGIN.
- Unbox and unlabel (people and spaces).
- Everybody is IN--no exceptions.
- We will get classrooms ready for kids, we will not force kids to “get ready for” classrooms.
- The collective is more than the individual; we belong to each other and we belong together.
- Everything is figureoutable.
- What is the best that can happen?



# Ruby Bridges Inclusive School Journey

(Year 0→ Year 2)

## Visioning/Design Process/ Community Engagement

- Hopes, Dreams and Fears
- Focus: Barrier Free Learning
- Agreements:  
Instruction/Staffing/Services/  
Mindsets
- Family Engagement

## Beginning: Culture Building/Vision to Action

- Professional Learning: Inclusive School Principles, Educational Justice and its Intersection with Inclusive Community, Belonging as a Way of Being
  - Inclusive Master Schedule Design
  - All students are general education students
  - Implementing Flexible Service Delivery
- \*\*Wait! We are opening a whole school on Zoom!?!**



**Year Zero**  
**(19-20)**



**Year One**  
**(20-21)**



**Year Two**  
**(21-22)**

**“We thought  
of you when  
we made this  
place.”**

## In Person Opening: Action→Growth

- Professional Learning: Dismantling Ableism, Universal Design, Braiding Services, Supports and Staff in Tier 1, Building Capacity around Learner Variability
- Inclusive Master Schedule, Flexible Service Delivery and Staff Collaboration/Co-Planning *in Practice*

# Ruby Bridges Inclusive School Journey

(Year 3: Present)

Technical/Transactional → Transformational and Sustained Vision/Practice

- Relationships/What is your WHY/ We Move Together
- Technical/Transactional Lifts
- Universally Designed Classrooms/ Instruction
- Capacity Building on: Collaboration, Planning and UDL

- Integrating Learning with Practice: UDL, Related Services in Tier 1, Heterogeneous Intervention and Acceleration Groups
- Capacity Building: Humanizing Data and Radical Dreaming
- Student-Centered Supports and Practices



**Year Three  
(Fall 22-23)**



**Year Three  
(Winter 22-23)**



**Year Three  
(Spring 22-23)**

“There are no  
neutral  
actions.”

Path of Continuous Improvement...

- Sustaining inclusive practices in the classroom and through intervention/acceleration blocks
- Refining instruction and resource mapping capacity
- Staff and student leadership and voice: Belonging as a Heartbeat
- Family and Community Engagement: Inclusive IEPs/ Family Partnership Events/ Advocacy
- System Change/ System Leadership/ Advocacy and Action



# Inclusive Journey Reflections...

If you were giving advice to a school on the journey to becoming inclusive what would you say?

- It's going to be hard but always remembering why we are doing this will help keep you in the light & moving forward!!
- Get I-Pads or devices so all can communicate
- Be flexible & Patient
- Patience
- There will be ups & downs but keep learning & persevering. It is so worth it.
- Don't wait!
- Talk with your team collaborate as much as possible. Multiple brains are powerful.
- Be open minded!
- Assume competency! 😊
- Behavior is Communication! 😊
- Give yourself grace it will be a learning process & that's ok 😊

Discovering what you didn't know you didn't know is okay. Get curious. Instead of other feelings.

mindset

You are constantly learning & relearning. Be open minded to change & new perspectives.

Keep going!

It is not perfect, even a little messy at first but worth it.

Go for it!!

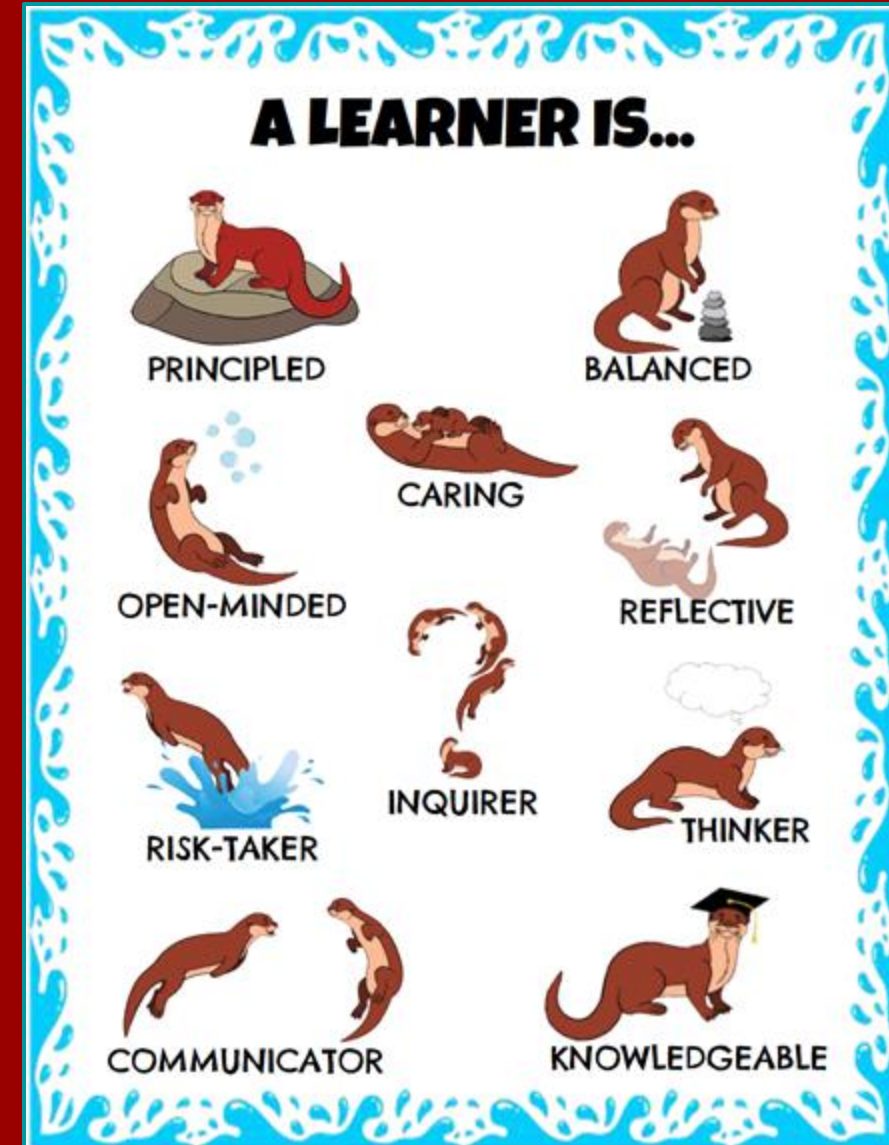
It's like a student teacher. You are taking all you know and learning new things but you get paid. 😊

What are some of your biggest learnings or "AHA moments" of working in an inclusive school?

- I have been living and working in Segregated settings
- Students meeting communication goals at a RAPID pace!
- Each and every student shines in their own way! Build off of these strengths and recognize their abilities to help peers and feel valued in the classroom.
- Connection over compliance
- Your neighborhood school should be the 'correct placement' for your child.
- Every student is looking for a way to communicate

# Learner Variability and Diversity as Strength

- Specifically designed to move away from a compliance based, often unjust system of Tier 1 behavior expectations and supports
- Learner Attributes focused PBIS program
  - Strengths-based
  - Inclusive of all learners
  - Whole staff commitment
  - School-wide Implementation
  - Recognition based on diverse learner traits
- Learner attributes lessons embedded in all classrooms with pre/re-teaching and co-creation of systems/structures





**S**tay to the  
**RIGHT** side



**W**alk or roll  
safely



**I**nside voices  
or whispers



**M**ake others  
feel welcome



Accessible, inclusive  
school-wide  
expectations for  
moving about the  
building

Relationships  
OVER  
Everything



Problem Solving Sheet

NAME: \_\_\_\_\_ (Print your name) GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_

WHO was involved? \_\_\_\_\_

WHEN did it happen? \_\_\_\_\_

WHERE did it happen? Playground Lunchroom Classroom Hall Specialist Bus OTHER \_\_\_\_\_

WHAT happened?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Use back of page if you need more space)

PRINCIPLED CARING BALANCED REFLECTIVE COMMUNICATOR  
OPEN-MINDED RISK-TAKER INQUIRER THINKER KNOWLEDGEABLE

How was I a leader to try to solve the problem?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I want help to solve this problem I wanted to let you know about this problem

Reframed student support for problem  
solving to be attributes & strengths-focused

# We Move Together.

2		24	25	26	27
13	12:00-12:55	ELA Module : (2.13)	ELA Module : (.)	11:50-12:35 ELA	ELA Module : (.)
14		Foundational Skills	Foundational Skills	Writing/Grammar: 1.1.5 (p.w200) Text:	Foundational Skills
15	12:00-12:20	<p> I can read and write short u sound. I can make words with the consonants w,j,y,v. (link to Sam's Foundational Skills slides)</p>	<p> I can read and write short u sound. I can make words with the consonants w,j,y,v. (link to Sam's Foundational Skills slides)</p>	<p> I can identify and write complete sentences.</p> <p>Sentence Patterning Chart (communities..)</p> <p>Table Groups in charge of different parts (color coded adj, noun, verbs). Brainstrom ideas for sentence patterning chart. Write a sentence together. Students Illustrate.</p>	<p> I can read and write short u sound. I can make words with the consonants w,j,y,v. (link to Sam's Foundational Skills slides)</p>
16	12:20-12:50	ELA Intervention & Acceleration Centers	ELA Intervention & Acceleration Centers	12:35-12:45 Snack/Reset	ELA Intervention & Acceleration Centers
18		<p><b>Vocabulary:</b> <u>against, churn, stock, heal, drive</u></p> <p><b>Reading:</b> <u>Who Put The Cookies in the Cookie Jar?</u></p>	<p><b>Vocabulary:</b> <u>Words about Actions and Directions</u></p> <p><b>Reading:</b> <u>Curious about Jobs (video)</u>- tie that into the fact that we have been watching Scholastic New Videos</p>	12:45-12:50 Transition	<p><b>Writing:</b> <u>Editing for Punctuation</u></p> <p><b>Read Aloud:</b> <u>The Day Punctuation Came to Town</u></p>
19	12:50-1:25	<p> I can identify senses in informational text</p>	<p> I can understand that I can learn information from videos</p>	12:50-1:35 Specialists <b>1st Grade Planning Meeting</b>	<p> I can use ending punctuation.</p>





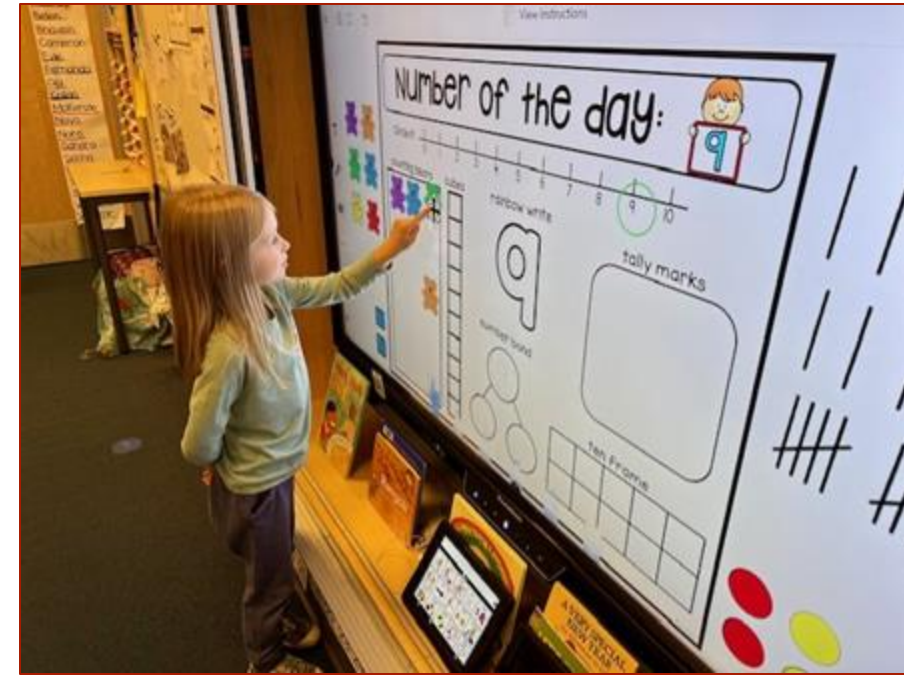


## Master Scheduling Considerations:

- Hearts and minds work matters; but inaction cannot be an “option.”
  - BEGIN.
  - Input is not the same as decision authority.
    - What do we hope for?
    - What do we fear?
    - What elements of the current schedule are ideal or not ideal?
- What stands in the way becomes the way.
  - Structures either support or create barriers.
  - Centering on students changes the process.
- Each element of a building schedule *should* **speak to the theory of action** to support access, opportunities and outcomes for students furthest from educational justice.
  - Why→ HOW
  - There are no neutral actions.
- Acknowledging harm and moving forward feels hard. It is not avoidable--but should not be the reason why change does not happen.

# Agency and Belonging in Action:

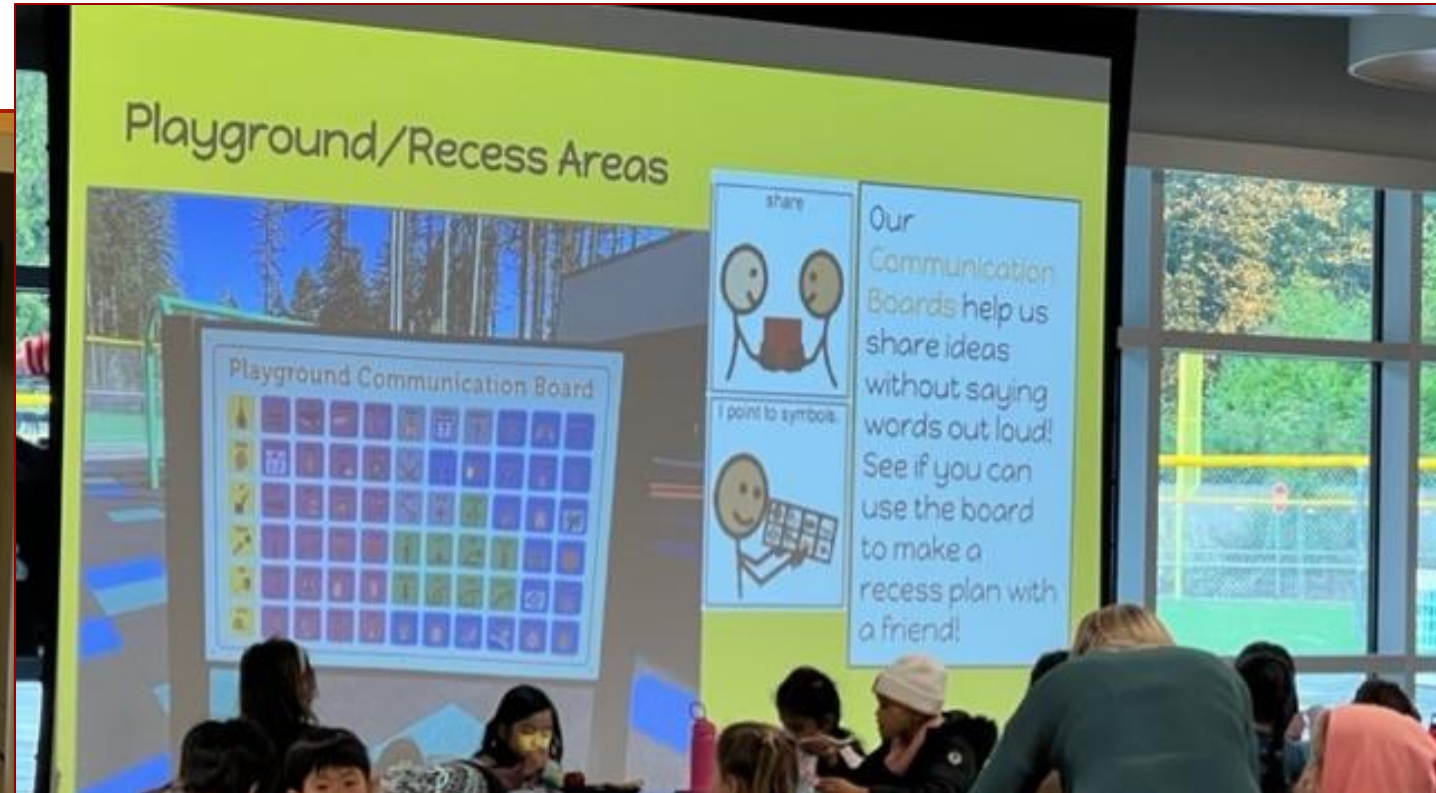
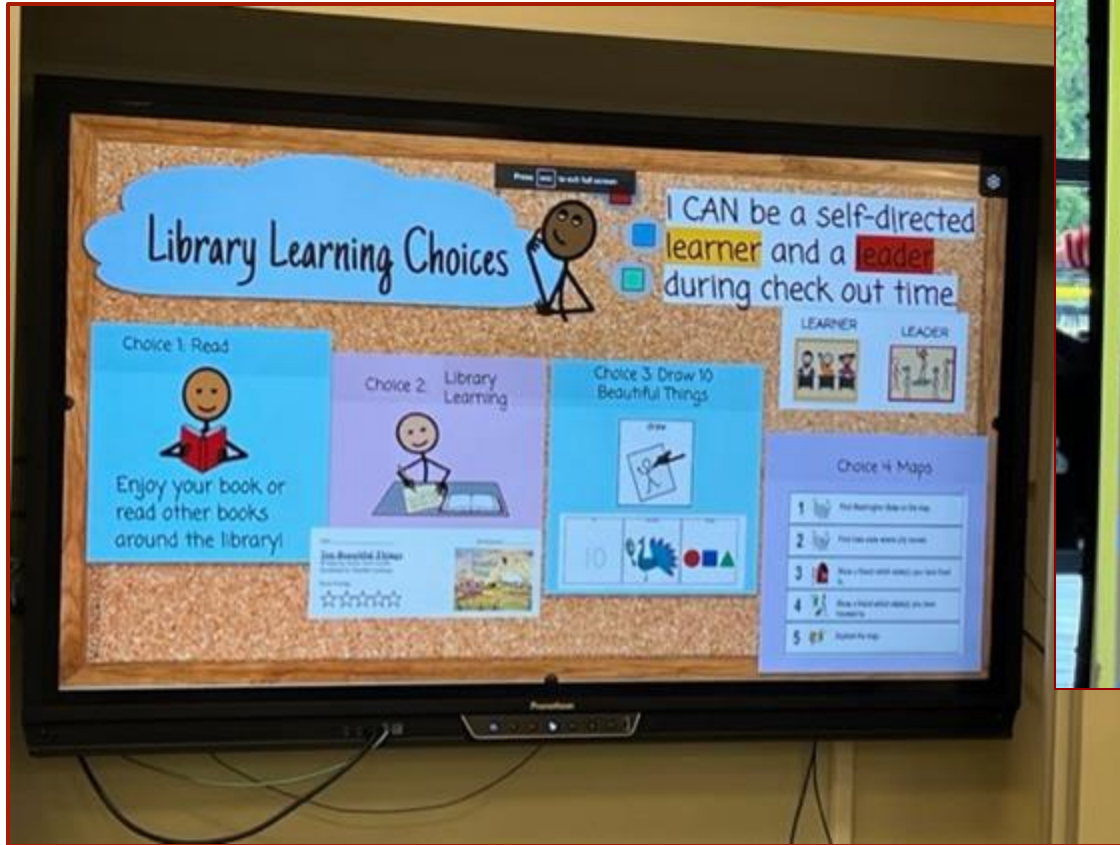
## Inclusive, Universally Designed Learning Experiences





# Agency and Belonging in Action:

## Inclusive, Universally Designed Learning Experiences



# Staff Community Building Collective Efficacy:

Inclusive, Universally  
Designed Learning  
Experiences






# Staff Community Building Collective Efficacy:

Inclusive, Universally  
Designed Learning  
Experiences



# Belonging Reflection Tools:

- Reflection tool is a component of the [TIES Center Belonging Guide](#) and resources
- Tool supports team reflection on how belonging is experienced by students with disabilities but translates to all parts of a community/population
- Invite diverse perspectives to share unique insights and recommendations
- Questions invite celebration, action and improvement (*What's good here and what could change to make it better?*)
- Good reflection should culminate in observable action (*Forest & Pearpoint, 1997*)

	<b>Belonging Reflection Tool</b>	
		
	Although individuals can use this reflection tool, it is designed for collaborative reflection. To the greatest extent possible, talk with and listen to others at your school (e.g., teachers, related service providers, school counselors, administrators, paraprofessionals, families, students with and without disabilities). For each of the ten dimensions of belonging, reflect on what you are doing well and what could be done better or differently. To ensure this reflection leads to observable action, agree on taking at least three actionable steps that will make a noticeable difference in promoting inclusion and belonging at your school.	
<b>Dimensions of belonging</b>	<b>What are we doing really well right now in this area?</b>	<b>What could we be doing better or differently in this area?</b>
<b>Present</b> Are students involved in all of the same spaces and activities as their peers?		
<b>Invited</b> Is the presence and participation of students actively sought out and encouraged by others at their school?		
<b>Welcomed</b> Are students received by others at the school with warmth, friendliness, and authentic delight?		
<b>Known</b> Are students viewed as unique individuals, recognized by their strengths, and appreciated for who they are?		

<https://ici-s.umn.edu/files/tJ3RxCHKXX/belonging-reflection-tool?preferredLocale=en-US>

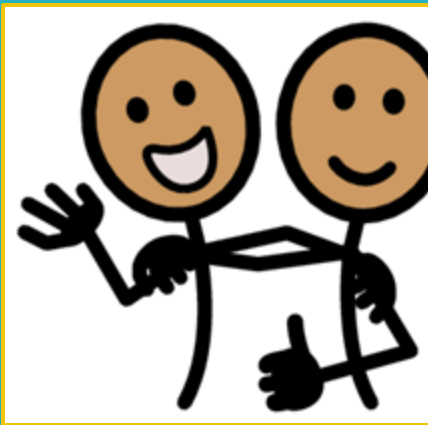
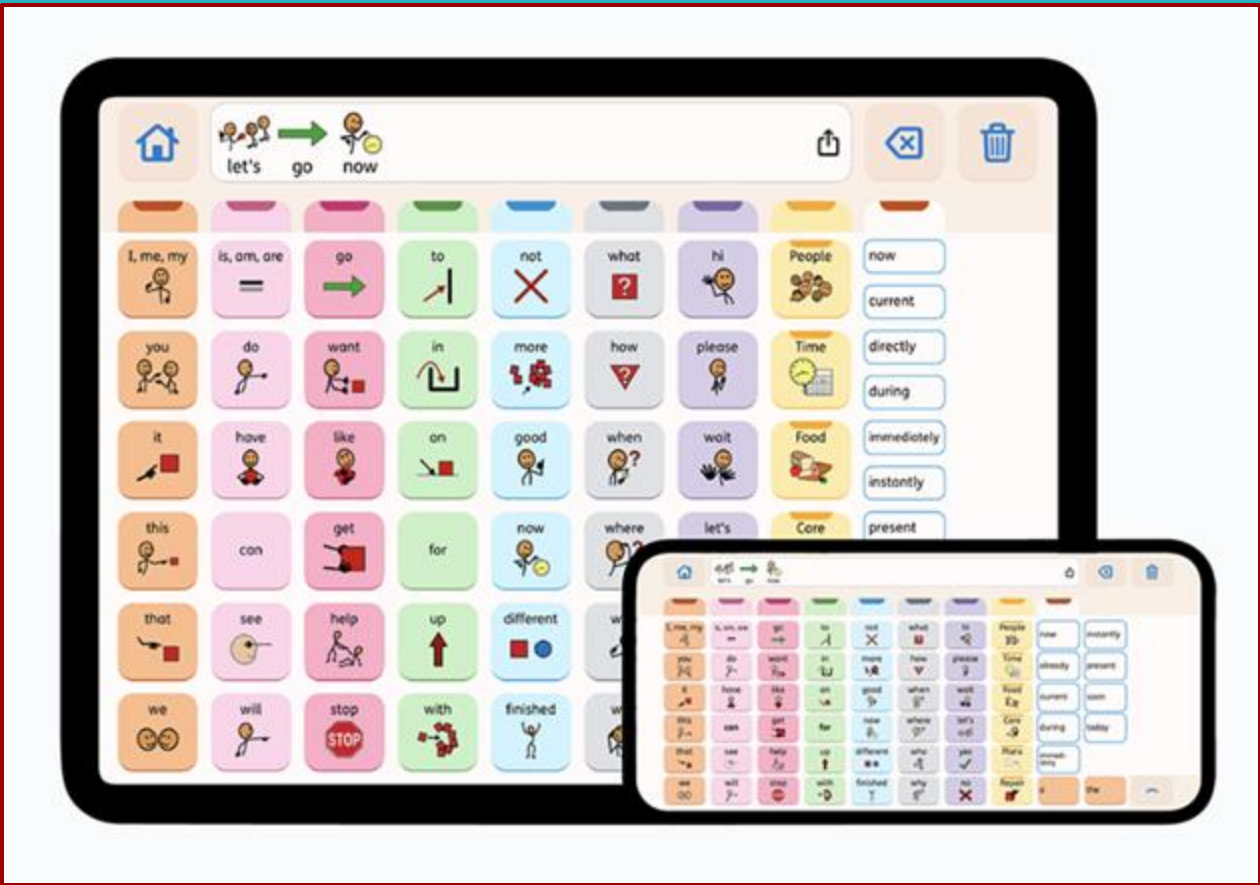
“Whatever the problem,  
community is the answer.”

How we are together in  
relationships is the solution.”

-Margaret Wheatley

















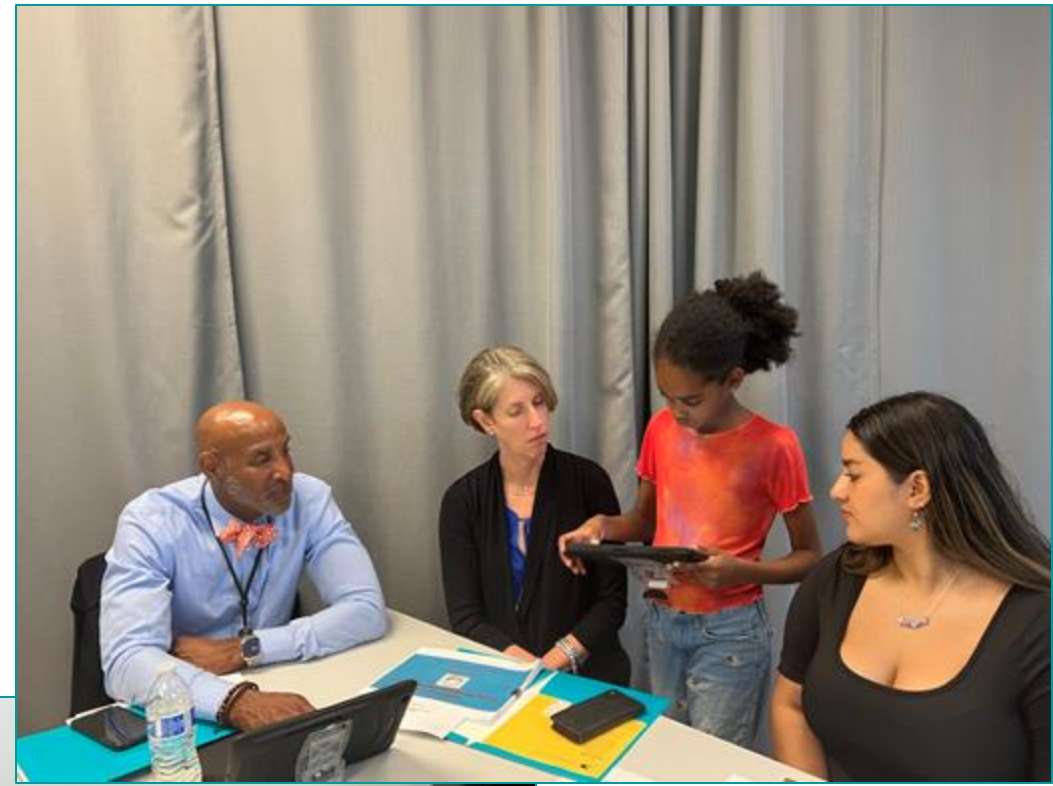
# Agency and Belonging in Action: Student Leadership Engagement Conversations

## What is going well at Ruby Bridges?

- All the inclusiveness... you don't see kids walking alone or being left out.
- Everyone here gets a chance to do the things they want to try. It is not just for some kids (like leadership).
- We are getting to learn a lot of new things here.
- We have activities like choir for 2nd and 3rd grade rather than just older kids.
- We have a counselor to share our feelings with someone.
- This school built up my confidence to make friends.
- The staff here want to help you--a lot of people are always around to help.
- Everyone is getting what they need like harder math or support and not excluded.



## Agency and Belonging in Action: Student Led AAC Presentations School Board Visit





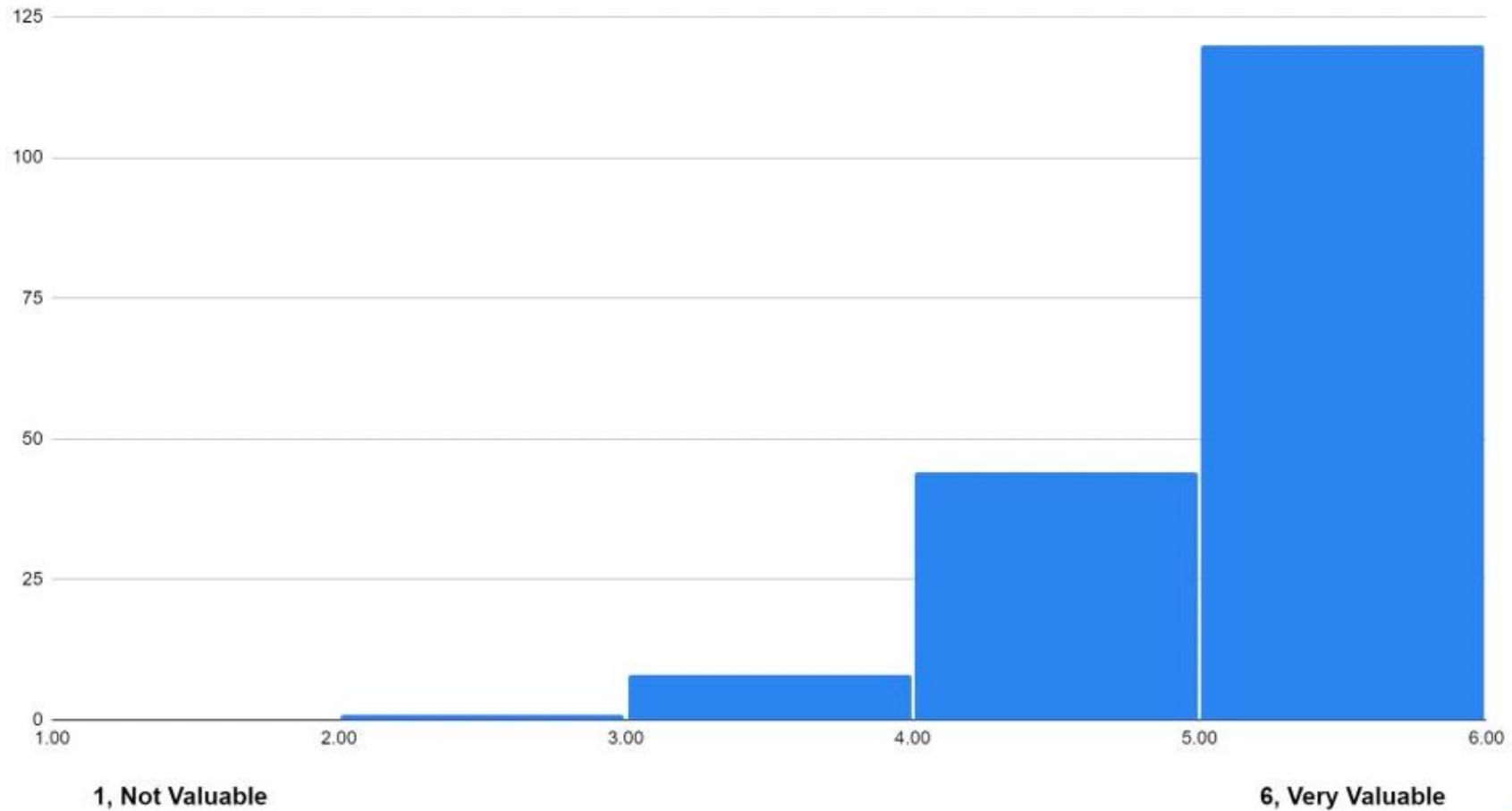
## From Our Families: What has been your experience and your students' experiences in Ruby Bridges' inclusive model school?

- This school has been a breath of fresh air for myself and my son. I feel like it is inclusive to him and he has all the support, care, and appropriate education and goals for him.
- From day 1 we felt like we belonged. Mrs Davis knew who we were despite never meeting her before. Even on his hardest days my son enjoys school. He has been exposed to others that are different and he has emerged as a leader.
- I want my students to learn in community with others. This school gives them that opportunity.
- My son having Trisomy 21 but being a very social learner has thrived so much in this environment. I have seen him flourish with his peers and learning so much faster by being around other peers while in typical learning environment.
- I wish this to be his experience throughout his educational journey and all the years to come. This school is amazing. Learning is community.





# Visitor Feedback



## Visitor Responses: *What are some initial steps to take back to your own school or district?*

*"The universal visual communication system being used throughout the school as tier 1 is incredible. Our school is beginning the important work to also bring a system like this to our school as well across all settings."*

*"Universally designed instructional practices in the gen Ed classroom. "*

*"Reviewing our mission and vision, find areas for growth and continue with what we've been doing."*

*"From the physical layout of the school, the playground, the adaptive seating, the AT systems being used in all classes including pe, etc., was all so impressive. "*



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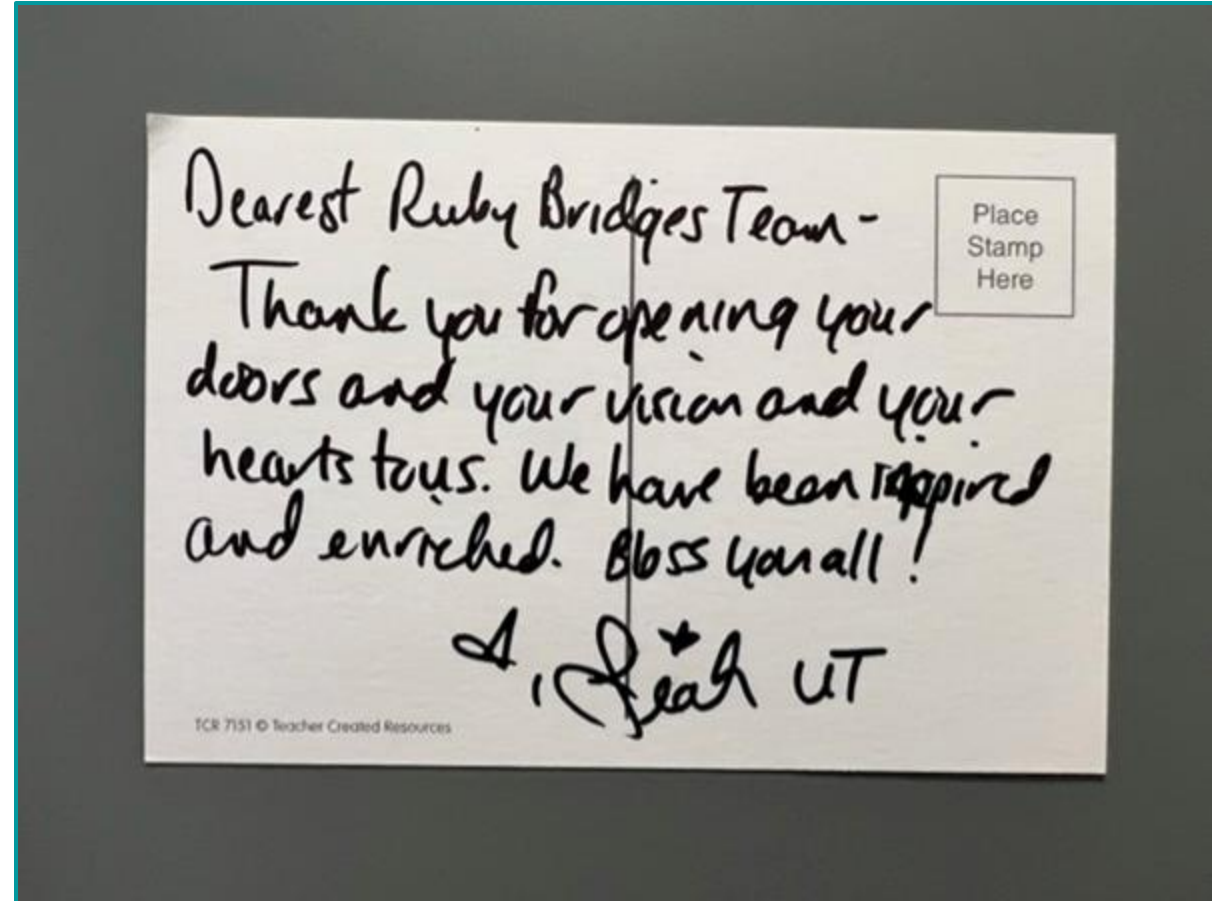
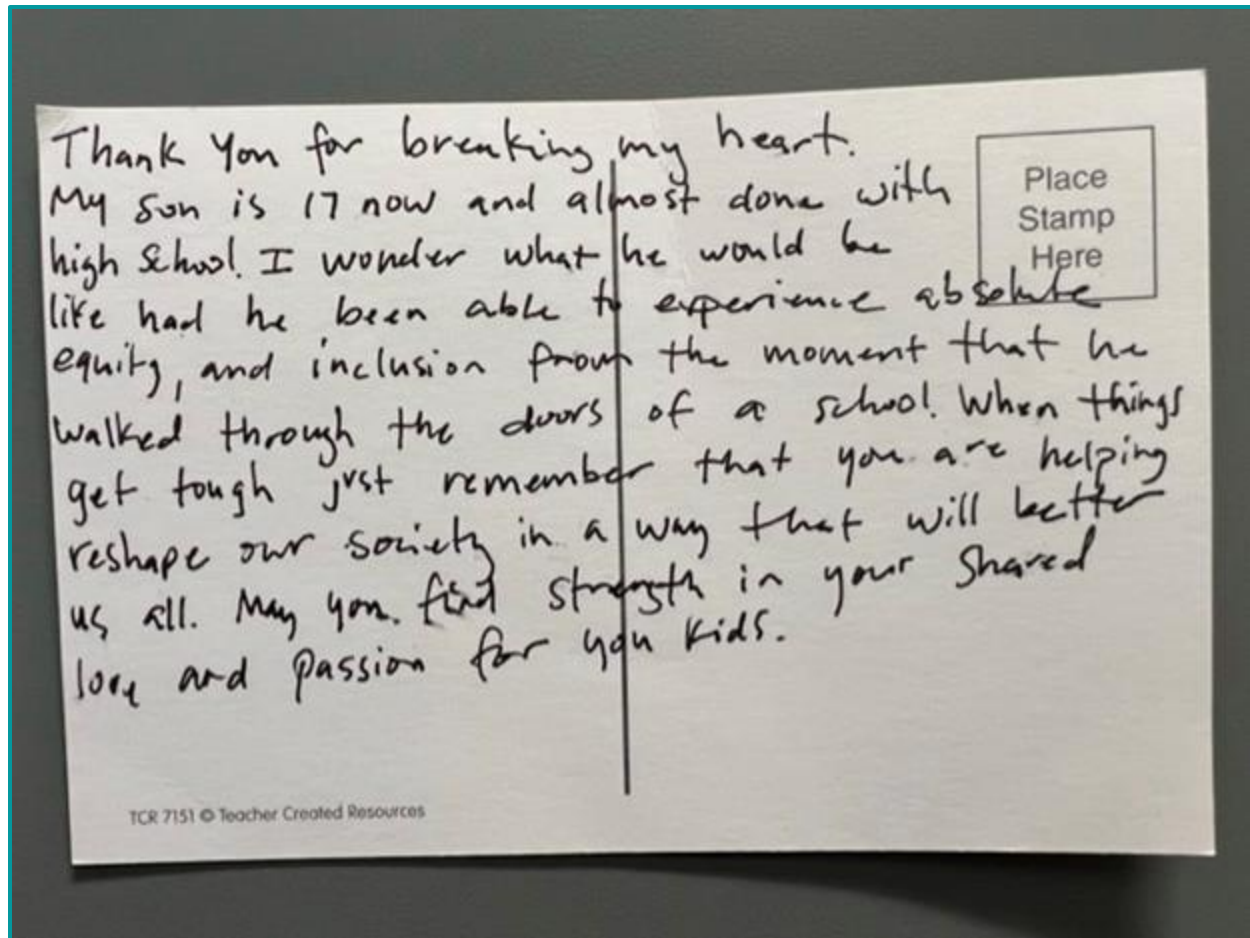
# Ruby Bridges: An OSPI Demonstration Site

This school year approximately 200 staff and leadership teams from our local, state and national community came to learn and experience what schools where everyone belongs can look and feel like.





# Ruby Bridges: An OSPI Demonstration Site



# Ruby Bridges: An OSPI Demonstration Site

Ruby Bridges Elem—  
Thank you for a wonderful morning of inclusive learning! It was so great to see what collective efficacy (including students) looks like in practice that impacts an entire community. Keep up going the right direction!

TCR 7151 © Teacher Created Resources

Place Stamp Here

**YOU ROCK**

*Malia Hite*  
(Utah)

Thank you so much for opening your doors to us today. As an elementary counselor who just left the building to serve @ the state level, my heart was flooded. Your students are joyful, your staff are dedicated, your hallways are exemplars of belonging. If I ever go back to the building I'll send you my resume 😊

Place Stamp Here

With Gratitude,  
Kylie Massey  
OSPI Elem. Counseling Supervisor

TCR 7151 © Teacher Created Resources



# Resources and Artifacts

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- **Demo Sites**

- [Principles and Practices Tool](#)
- [Demo Site Website with Webinars and Artifacts](#)

- **TIES Center**

- [Dimensions of Belonging](#)

- **Ruby Bridges in the News**

- [Inclusion Is a Right, Not a Privilege; June 2021](#)
- [This Puget Sound School Exemplifies Inclusive Education in WA; January 2023](#)
- [Washington Schools Serve as Model for Inclusionary Practices; April 2023](#)



# Thank you!

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