

Ruby Bridges Elementary: A Fully Inclusive School Journey with the Principles & Practices Tool



Land Acknowledgement

We would like to begin by acknowledging that we gather today on the ancestral homelands of The Nimiipuu (Nez Perce) and the Palus People who have lived in the Pacific Northwest, from time immemorial.



Sharing the Journey Today



Cathi Davis
Founding Principal
Ruby Bridges Elementary
Northshore SD



Carolyn McCoy
CCC/SLP, BCBA
Ruby Bridges Elementary
Northshore SD



RinaMarie Leon-Guerrero
PhD, BCBA-D
UW Haring Center
IPP Demo Sites Lead

Today's Story Sharing

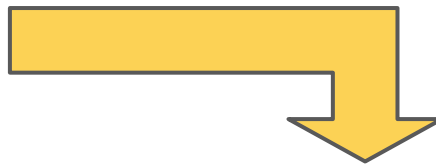
- Framing OSPI and Demonstration Sites
- Washington State MTSS and the Inclusive Principles and Practices Tool
- The Ruby Bridges Elementary Journey
- Applying the Principles and Practices to Build and Sustain Inclusive Schools



Inclusionary Practices Technical Assistance Network: Connection, Collaboration and Support



Inclusionary Practices
Technical Assistance Network



Locations of Washington Demonstration Sites

Project Fall 2024
21 Demonstration Sites



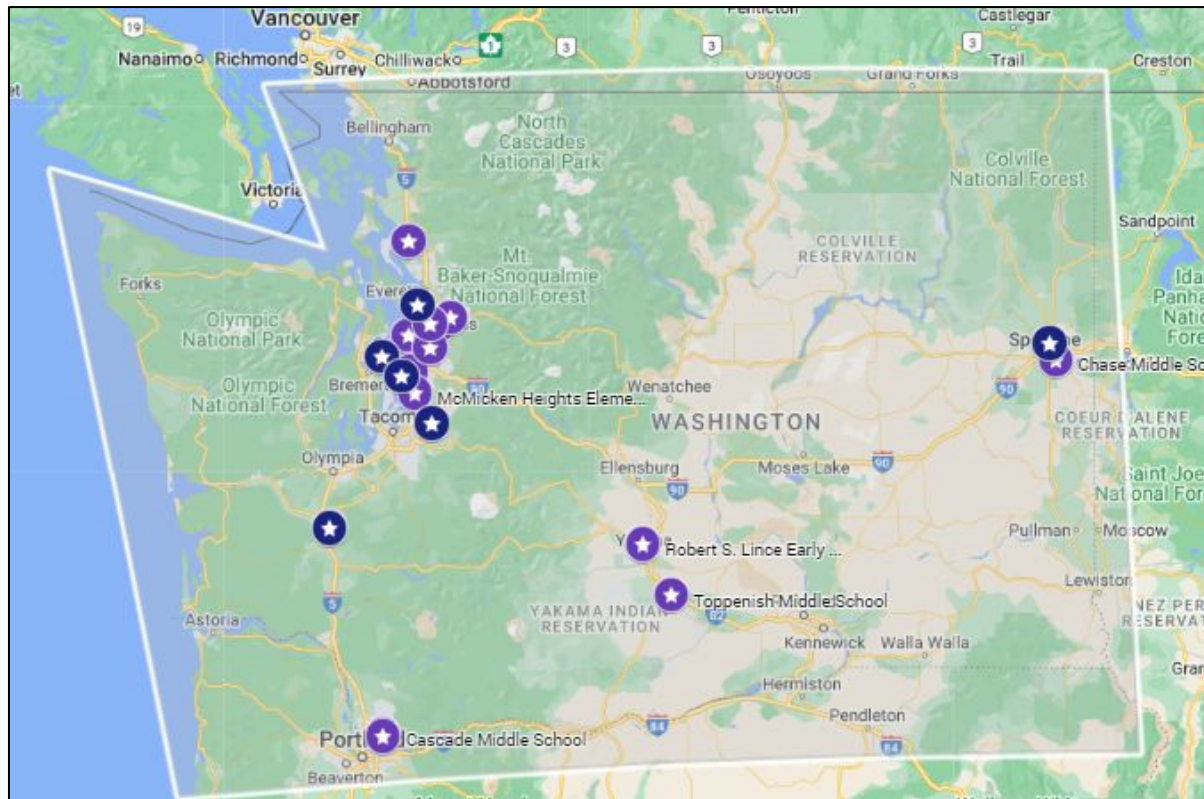
**Inclusionary Practices
(IP) Dem Sites**

- 10 Districts,
11 Sites



**Reducing Restraint and
Eliminating Isolation
(RREI) Demo Sites**

- 6 Districts,
10 Sites



Our Impact: Visiting School Districts



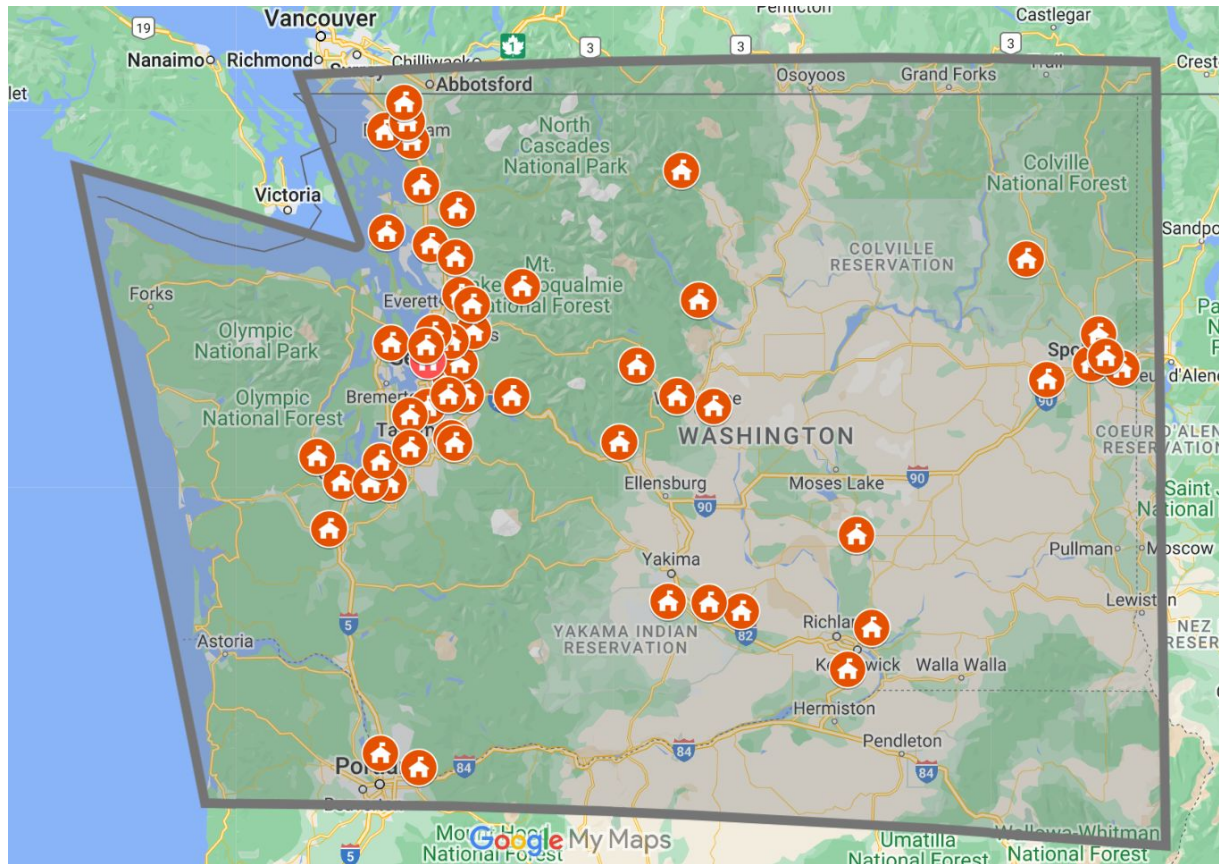
Over 400 visitors last year alone



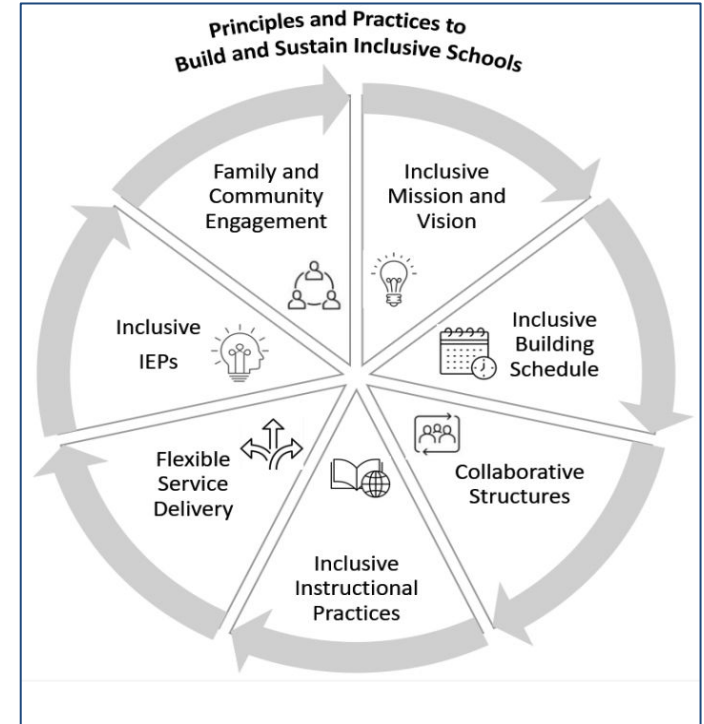
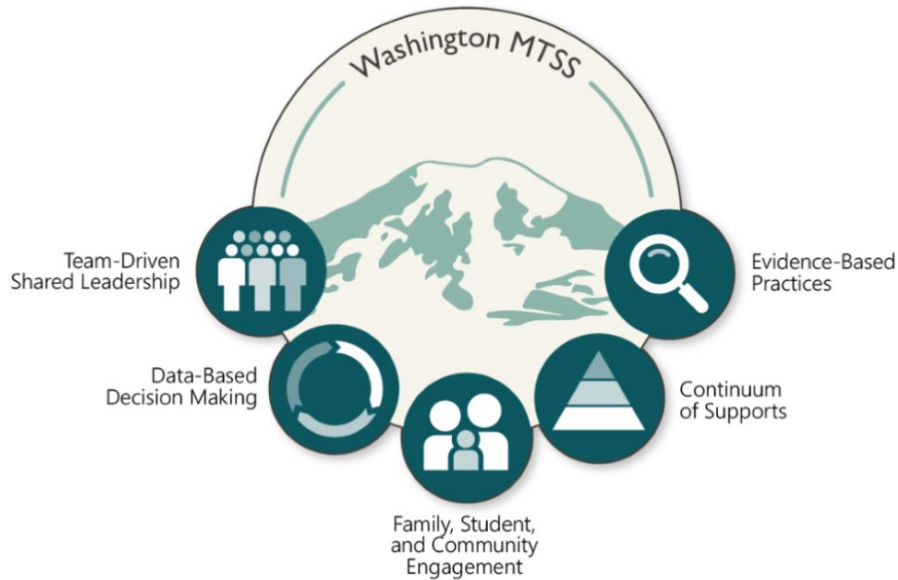
Variety of roles across school and district personnel



Variety of “places” along the journey of inclusionary practices implementation

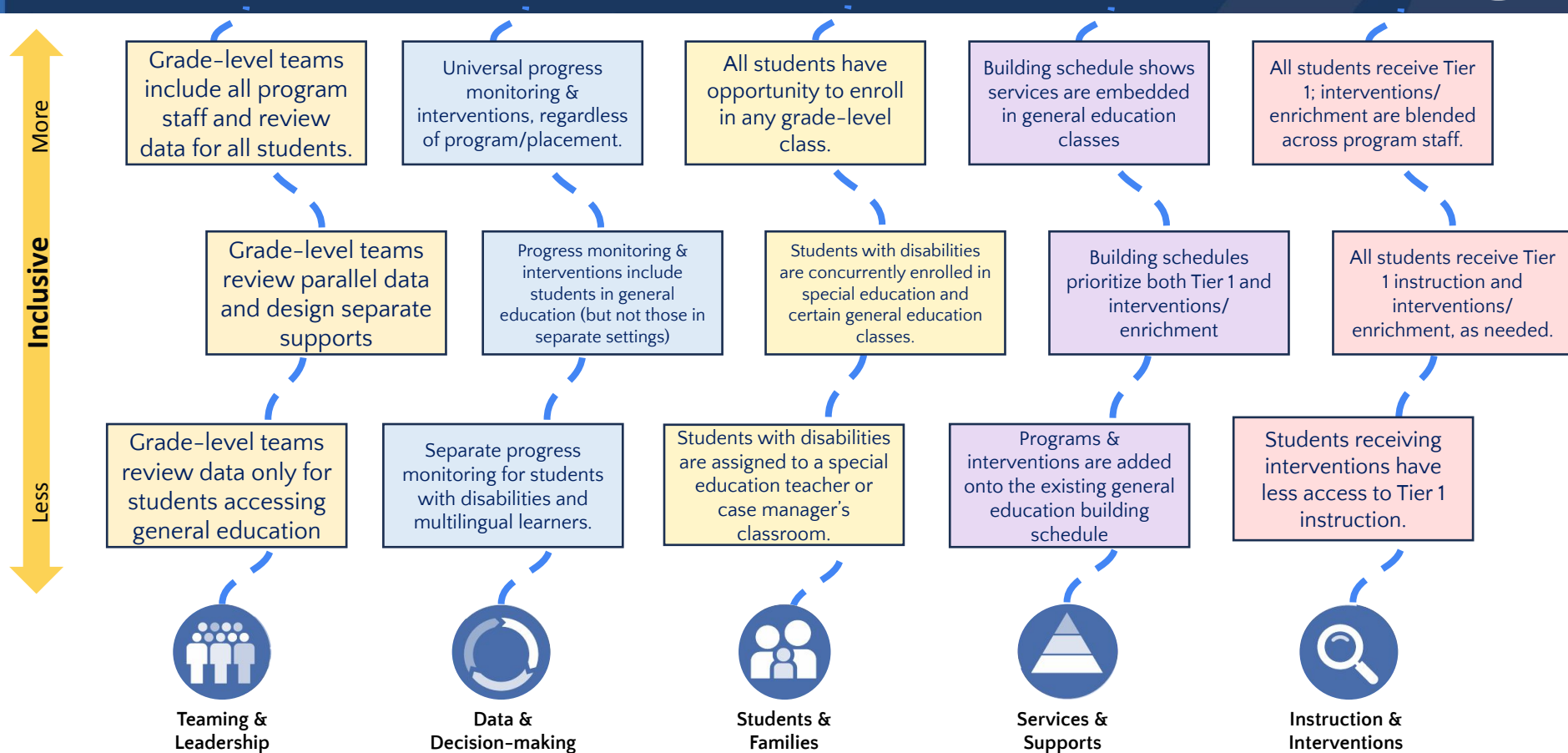


Enacting the Washington MTSS Model: IPP Principles and Practices Tool



<https://ospi.k12.wa.us/student-success/support-programs/multi-tiered-system-supports-mtss/mtss-components-and-resources>

Remember: Inclusion is a Journey... Not a Destination!



Ruby Bridges by the Numbers

Kindergarten-5th Grade
Public School in the Puget Sound area of
Washington State

Opened in 2020-21 School Year

Languages Spoken
in Current Year

23

Special Ed

18.2%

Percent-SPED

504 Plan

5.3%

Percent-504

Highly
Capable

34.0%

Percent-HiCap

English
Language
Development

19.5%

Percent-ELD

Free and
Reduced
Meals

12.7%

Percent-FRL

Learning
Assistance
Program

4.1%

Percent-LAP

"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-

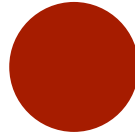


- Inclusive Mission and Vision
- Inclusive Building Schedule
- Collaborative Structures
- Inclusive Instructional Practices
- Flexible Service Delivery
- Inclusive IEPs
- Sustained Family and Community Engagement

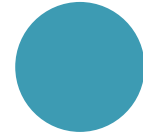
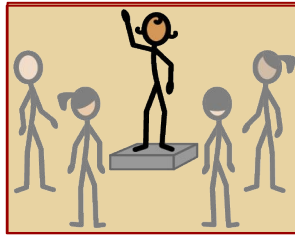
Our Ruby Bridges Vision



You are a **learner**.



You are a **leader**.



You **belong** here.



It is a heartbeat, not a tagline.

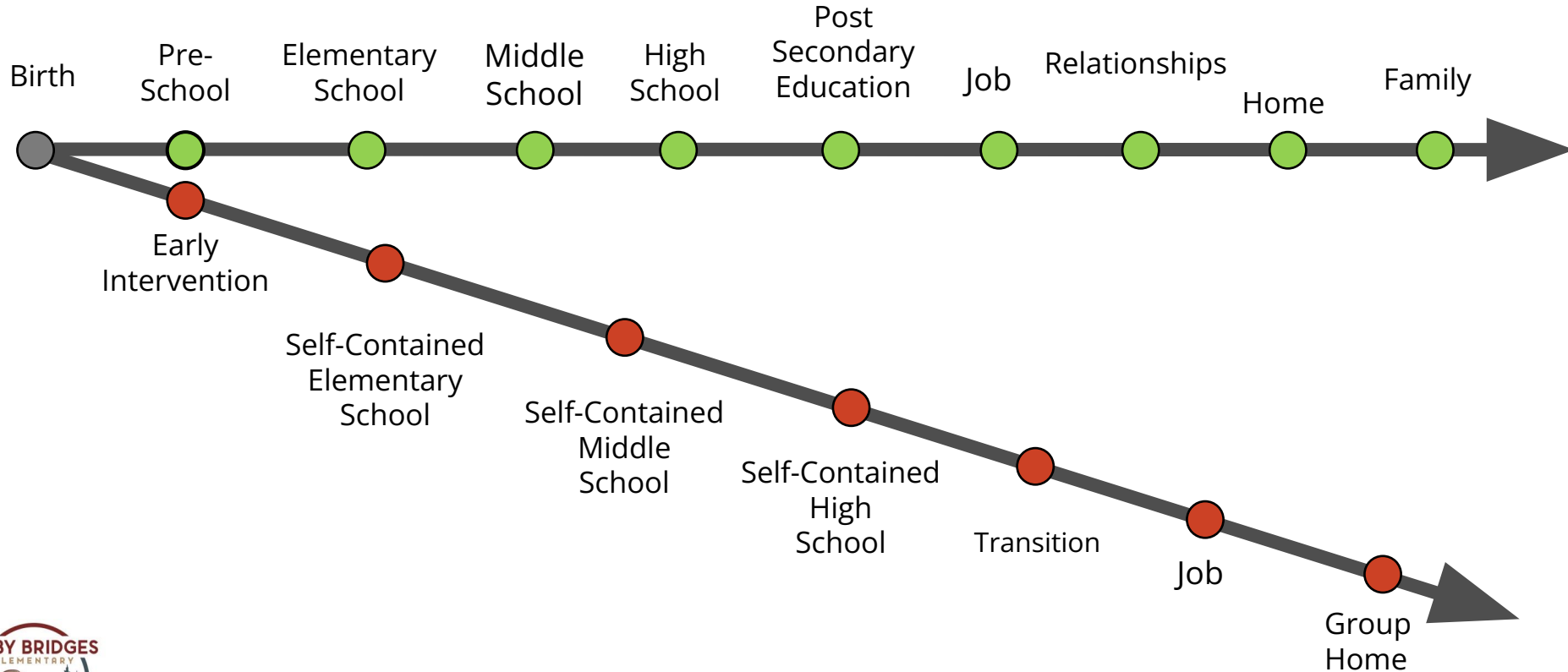
“For every student who remains educationally segregated there are other students with similar attributes, abilities, and needs who are **successfully included**.

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.*”

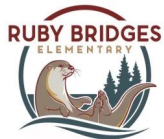
~Michael Giangreco, University of Vermont



A Pathway to Connection and Community



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



Our Ruby Bridges Commitments

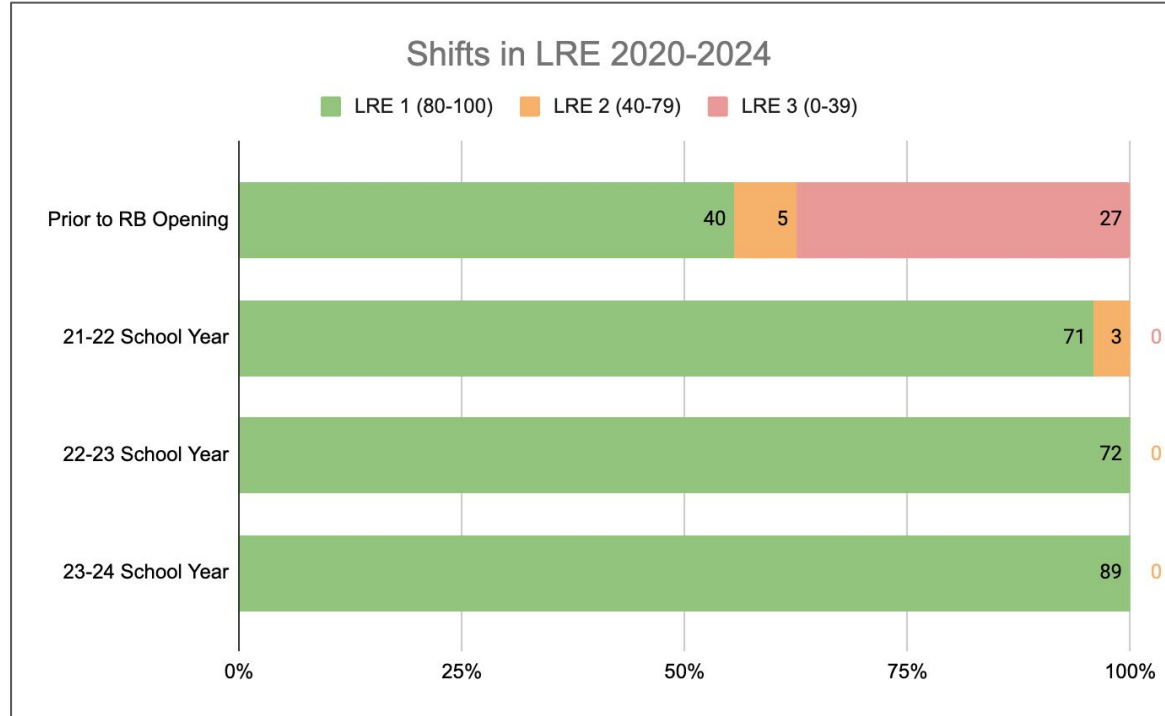
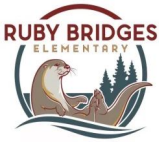


Presume the competence of students (and the grown-ups)!

Make the least dangerous assumption for access and opportunity.

Celebrate learner variability...
Plan for it. Lean into it with purpose.

Shifts in Vision and Inclusionary Practices Lead to Shifts in LRE





Live presentation includes
proprietary video clip sample here!



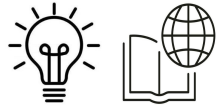
**“Remember, you don’t fear people
whose story you know.”**



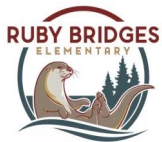
~Margaret Wheatley



Inclusion in Action: Ruby Bridges Elementary



- Staff commit to co-responsibility for all students' success: Not my students, your students→ **Our students**
- All staff is trained in inclusionary practices through a lens of learning, leading and belonging for each student
- All staff engage in teaming within and across grade levels on an *ongoing* basis
- Weekly collaboration for co-planning, regular co-teaching and integrated intervention planning and implementation
- Grade level teams work with transparency using collaborative planning documents and sharing all developed tools and materials

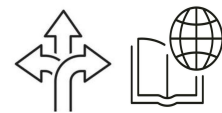


Inclusion in Action: Ruby Bridges Elementary



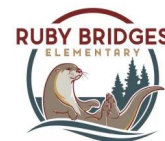
- *All* students participate in general education classrooms as members of their community
- *All* instruction is planned and implemented for universal access and with learner variability expected and celebrated
- *All* students experience integrated reading/writing and math intervention time during general education (4x weekly per content area)
- *All* interventions are implemented in flexible service delivery model with general education, special services and related services included
- *All* instructional materials and tools are designed for multiple means of expression, representation and engagement

Inclusion in Action: Ruby Bridges Elementary



KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE
Arrival Routines and Morning Meeting/Fine Motor/Entry Task	Arrival Routines and Morning Meeting	Arrival Routines and Morning Meeting	Arrival Routines and Morning Meeting	Arrival/Attendance/Lunch Count	Arrival/Attendance/Lunch Count
Math	Math	ELA	ELA- Reading	Specialist (9:45-10:30)	ELA
Math Intervention/Acceleration	Math Intervention/Acceleration	ELA Intervention/Acceleration	Transition Specialist (10:30-11:15)	Transition ELA	ELA Intervention/Acceleration
Bathroom/Transition	Bathroom/Transition				
Lunch	Lunch	Read Aloud/SEL	Transition ELA Intervention/Acceleration		Transition 5th Specialist (11:15-12:00)
Recess (30)	Recess (30)	Bathroom/Transition Lunch		ELA Intervention/Acceleration	
Transition	Transition		Transition		
Foundations	Foundations	Recess (30)	Recess (30)	Transition Lunch	Transition Lunch
Reading/Writing Lesson	Reading/Writing Lesson				
ELA		Math	Transition Lunch	Recess (30)	Recess (30)

- Core master schedule designed to maximize support and resources to students furthest from justice
- Protected time for collaborative planning and resource mapping for interventions
- Schedules and services implemented to reduce barriers and foster belonging within and across grade levels
- Staff are all engaged in teaching and learning with *all* students through heterogeneous groupings, variable responsibilities and aligned to skills and talents
- *Collective efficacy* is a focus→
We move together





Live presentation includes
proprietary video clip sample here!



**“Remember, you don’t fear people
whose story you know.”**



~Margaret Wheatley



2023-24 School Year Focus: Enhancing Our Inclusive Instructional Practices



4.1 Multi-Tiered systems of support are in place

- Tiers 1, 2, and 3 are available for all students.
- Access to Tier 2 and/ or Tier 3 is always in addition to Tier 1.
- Intervention and acceleration groupings and instruction are determined by data collection and data analysis protocols.

4.2 Specially Designed Instruction (SDI) is embedded in the general curriculum: Opportunities have been identified to embed or target IEP goals within the context of general education.

4.3 Students receiving IEP services, receive instruction in grade level general education classes, using grade level curriculum and that addresses grade level learning standards.

4.4 Principles of universal design, culturally sustaining pedagogy, and translanguaging are understood and applied to instructional design.

4.5 Flexible service delivery occurs wherein services and supports are provided by educators to best meet a student's needs, while maintaining meaningful access in general education settings.

4.6 Students with disabilities spend their time actively engaged in general education learning activities, and instruction is provided in a variety of ways to promote student learning and engagement (i.e., UDL, SEL, assistive technology, small group, peer group learning, choice within activities, co-teaching etc.).

4.7 Throughout the school day Alternative Augmentative Communication (AAC) systems are available and utilized in general education and other contexts that include a variety of tools to support receptive and expressive communication.

4.8 Positive Behavior Support systems recognize and honor diverse identities (including disability), prioritize cultural responsiveness, and confront the ways behavior systems historically reinforce exclusion and marginalization of nondominant groups (i.e., black, brown, and indigenous students with and without disabilities).

4.9 Students have a sense of belonging in their general education classrooms and the larger school community by seeing themselves represented in the curriculum, materials, instructional examples and by providing universally designed instruction.

2023-24 School Year Focus: Refining Our Flexible Service Delivery



5.1 Specially Designed Instruction (SDI) is delivered by members of a collaborative team of educators (i.e., general education teachers, special education teachers, instructional coaches, paraeducators) through a variety of means (direct instruction, co-planning and co-teaching, and other collaborative structures).

The special education case manager supervises SDI via tools for communication (teams, online shared documents, etc.), planning meetings, and other forms of collaboration.

5.2 All learning spaces (i.e., classrooms, pods, common areas, etc.) are available for any student, with or without disabilities, to receive instruction to support their learning in general education and to target essential skills based on data collection.

5.3 Classrooms are organized in a way that allows for a variety of methods of instruction (i.e., small group, large group, flexible groupings, multiple educators delivering instruction).

5.4 Adult roles and responsibilities are clearly outlined, disseminated, and allow for flexibility in order to meet the needs of all students.

5.5 All students are welcome in and have access and opportunity to all learning/extracurricular environments in the school, including academic support, clubs, and other enrichment activities the school offers.

5.6 Tools to support engagement are provided in the general education classroom environment (i.e., movement breaks, wiggle cushions, assistive technology, high interest materials, etc.) and all students receive instruction around how to use those tools.

5.7 Flexible spaces are available to all students. Students have the choice to utilize those spaces to support their regulation and engagement (i.e., quiet areas, movement spaces) and all students receive instruction around how to utilize those spaces.

2023-24 School Year Focus: Inclusive IEP Design and Implementation



6.1 Families are involved and valued partners in the process of creating their child's IEP and ongoing collaboration.

6.2 Co-Assessment practices are utilized to collaborate on goal development related to grade level content standards. Co-Assessment includes special education and general education teachers, related service providers, family members, and students.

6.3 IEP goals include and address curriculum standards, essential skills, peer interaction and are written to allow for goals to be addressed and embedded across naturally occurring routines throughout the day.

6.4 IEP service delivery matrices show special education services provided in the general education context.

6.5 A variety of person-centered planning approaches and tools (i.e., MAPS, PATHS, etc.) are prioritized to get to know students, build collaborative relationships, center hopes and dreams, and disrupt deficit approaches.

6.5 A variety of person-centered planning approaches and tools (i.e., MAPS, PATHS, etc.) are prioritized to get to know students, build collaborative relationships, center hopes and dreams, and disrupt deficit approaches.

6.6 Present levels for progress reports, annual IEPs, and triennial evaluations are written using a strengths-based lens and language.

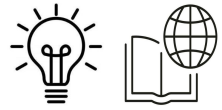
6.7 School personnel and families understand and use the least dangerous assumption when making educational decisions.

6.8 There are opportunities for students to be involved, provide input and/or lead their IEP meetings.

6.9 Concise one pagers (i.e., IEP at a glance, quick glance, passport, fast facts, learning profile, etc.) that outline student IEP goals, accommodations, and other pertinent information are shared with all teachers and staff.

6.10 School personnel and families understand and use the least dangerous assumption when making educational decisions and planning for transitions.

Implementing Inclusive Instructional Practices



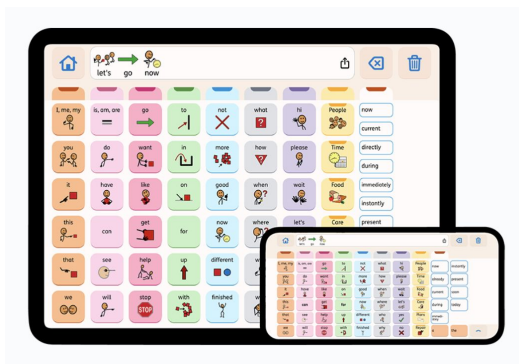
- Universal Design and embedded supports for all students
- Tier 1 implementation of assistive and adaptive technology tools fosters belonging while also reducing barriers to learning
- Flexible learning spaces, sensory tools, break spaces and a mindset of “classrooms ready for all learners, not learners forced to comply to one classroom model”
- Neurodiversity affirming, dignity-centered *not* compliance driven behavior/SEL practices



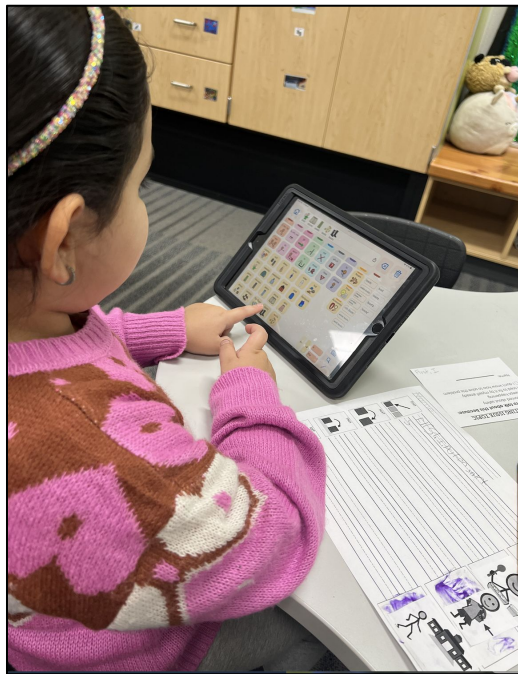
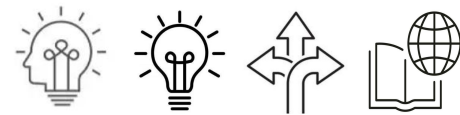
Ruby Bridges SLP Guiding Principles For Inclusive Instruction:



- Connection not Compliance-Based
- ALL communication is acknowledged, honored and validated
- Ensure vocal autonomy



Inclusive Instructional Practices: Tier 1 Communication Supports



Stay to the
RIGHT side



Walk or roll
safely



Inside voices
or whispers

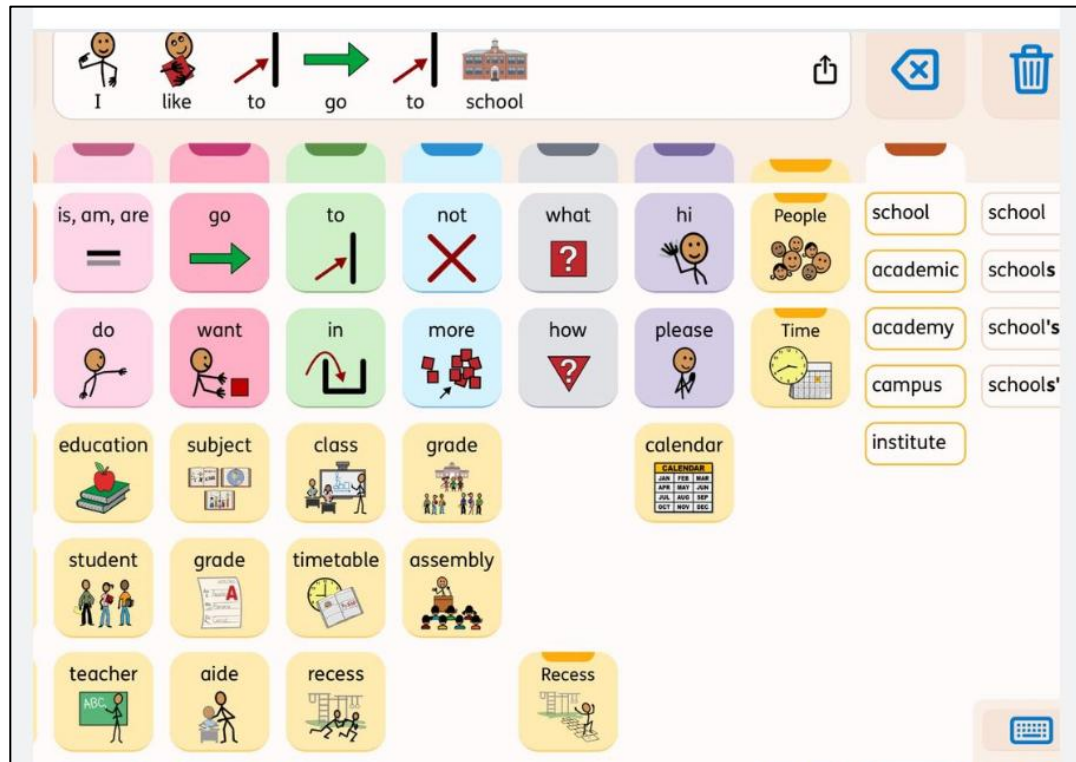


Make others
feel welcome



- Schoolwide Proloquo Classroom App
- Symbolized content everywhere (books, school-wide expectations and content specific tools)
- AAC & Aided Language Stimulation
- Whole Group Morning Meeting
- Symbolized routines
- Staff lanyards/AAC Use
- Core Boards & Visual Schedules
- Recess area communication boards

School-Wide Assistive Technology Implementation: Proloquo Classroom





Live presentation includes
proprietary video clip sample here!



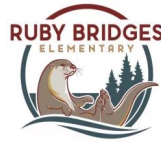
**“Remember, you don’t fear people
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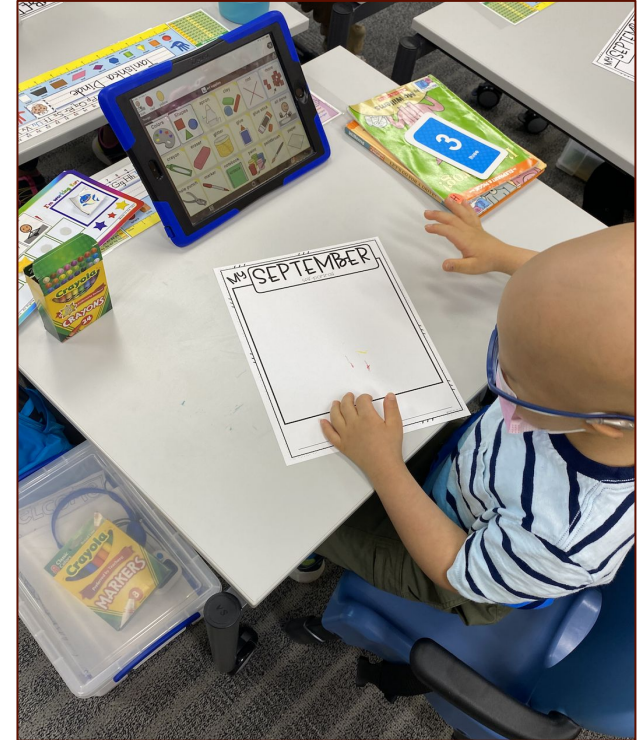
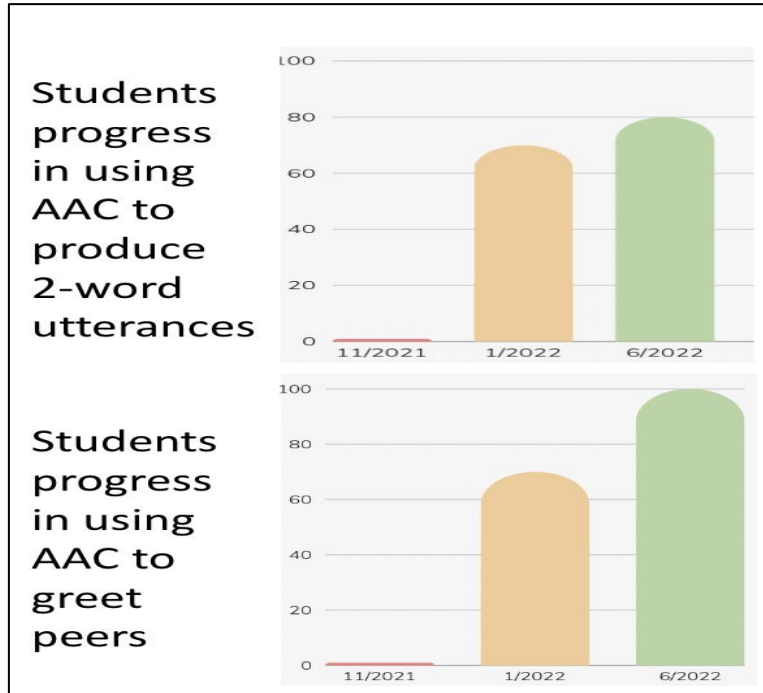
~Margaret Wheatley



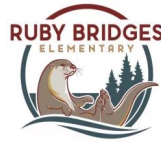
Ruby Bridges Elementary IEP Data Sample



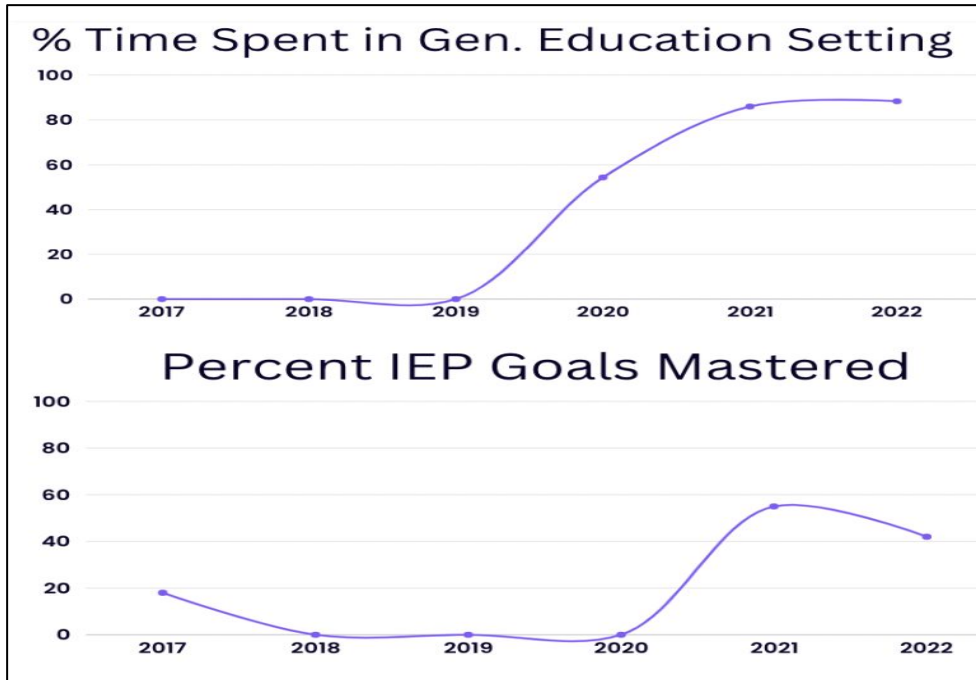
- Inclusive IEP goals and flexible service delivery
 - *Accelerated engagement, communication skill building and AAC use*



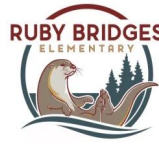
Ruby Bridges Elementary IEP Data Sample



- Inclusive IEP goals and flexible service delivery
 - *Accelerated engagement, communication skill building and AAC use*



Ruby Bridges Elementary IEP Data Sample



Shifts in IEP Goals to Align with Core Content

- *Students showing rapid progress with increased rigor and connection to classroom content and standards*

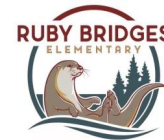
20-21 School Year Cognitive Goal (LRE 3):

- When given 8 shape words and their matching shapes student will correctly match the words to their corresponding shapes improving his cognitive skills from matching 1/8 to matching 8/ 8 shape words correctly.

22-23 School Year Literacy Goal (LRE 1):

- When given a set of CVCC/CCVC words and corresponding pictures student will demonstrate word understanding by matching the word with the correct picture improving basic reading skills from 0% to 80% accuracy.

Ruby Bridges Elementary IEP Data Sample



Shifts in IEP Goals to Align with Core Content

- *Students showing rapid progress with increased rigor and connection to classroom content and standards*

20-21 School Year Math Goal (LRE 3):

- When given numbers 1-5 and a group of 1-5 objects student will match a number to the correct grouping of objects improving his cognitive skills from matching numbers 0-5 with 0% accuracy to 80% accuracy.

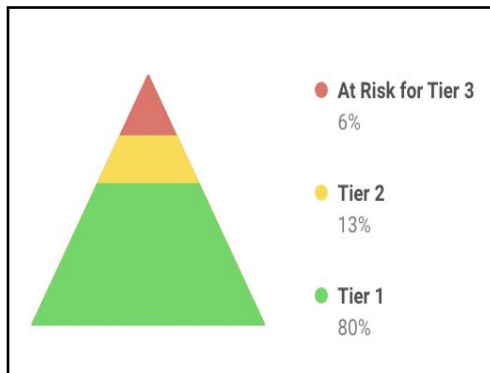
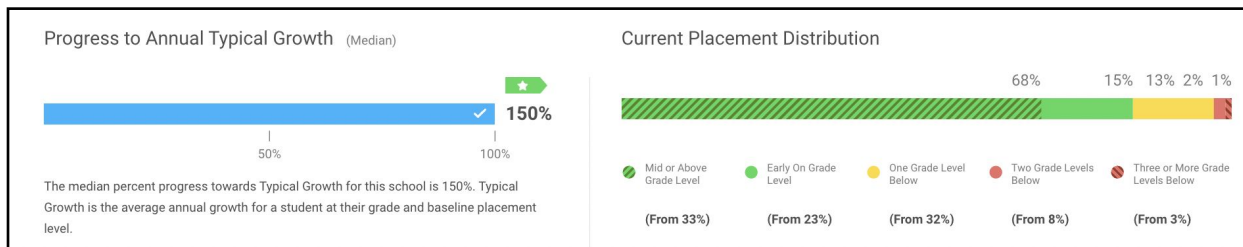
22-23 School Year Math Goal (LRE 1):

- When given manipulatives and visual supports (counters, number line, ten frame), student will represent sums and differences within 10 improving math operations and algebraic thinking from 0% accuracy to 80% accuracy. (Student mastered this & products through 20 within school year.)

Ruby Bridges Elementary Academic Data

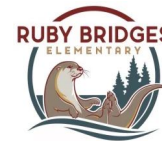


- ELA i-Ready Data Fall to Spring 2023-24 Growth
 - Data is inclusive of all student populations

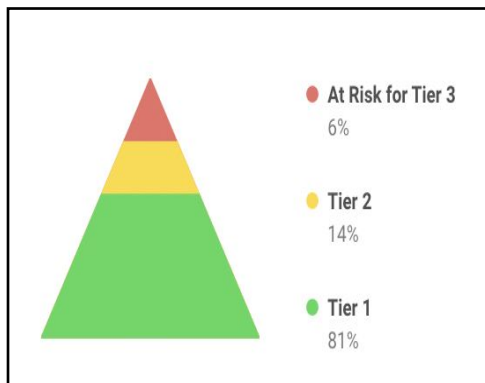
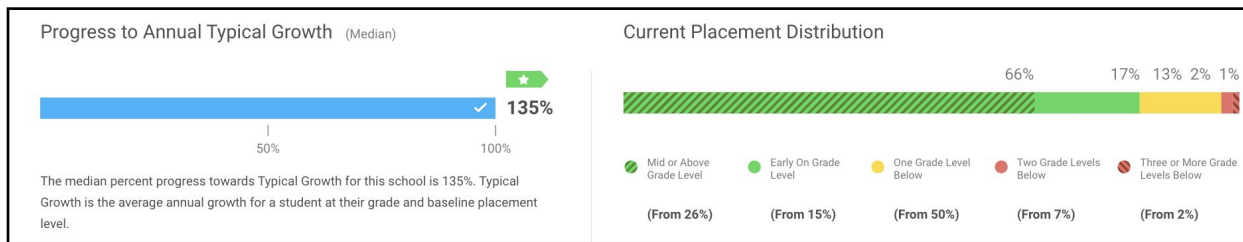


Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement ⓘ
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵	
Grade K	145%	79%	103%	52%	92%
Grade 1	130%	70%	105%	53%	81%
Grade 2	115%	68%	87%	43%	74%
Grade 3	178%	78%	117%	61%	74%
Grade 4	158%	74%	94%	46%	64%
Grade 5	189%	64%	94%	45%	68%

Ruby Bridges Elementary Academic Data



- Math i-Ready Data Fall to Spring 2023-24 Growth
 - Data is inclusive of all student populations



Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement
	Progress (Median) ⚙	% Met ⚙	Progress (Median) ⚙	% Met ⚙	
Grade K	158%	90%	125%	66%	83%
Grade 1	148%	74%	107%	57%	84%
Grade 2	129%	71%	89%	38%	86%
Grade 3	123%	69%	87%	42%	82%
Grade 4	122%	59%	82%	38%	68%
Grade 5	136%	67%	85%	42%	77%

Ruby Bridges Elementary Academic Data

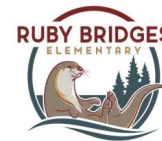


- Reading i-Ready Data Fall to Spring 2023-24 Growth Progress
 - Data is inclusive of all student populations

Grade ▼ ⬆ All		Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement
		Progress (Median)	% Met	Progress (Median)	% Met	
Grade K	Overall	<div><div></div></div> ✓ 145%	79%	<div><div></div></div> ✓ 103%	52%	92%
	Yes - Hispanic or Latino	<div><div></div></div> ✓ 218%	100%	<div><div></div></div> ✓ 160%	71%	100%
	No - Hispanic or Latino	<div><div></div></div> ✓ 139%	76%	<div><div></div></div> ✓ 100%	50%	91%
Grade 1	Overall	<div><div></div></div> ✓ 130%	70%	<div><div></div></div> ✓ 105%	53%	81%
	Yes - Hispanic or Latino	<div><div></div></div> ✓ 181%	73%	<div><div></div></div> ✓ 110%	64%	82%
	No - Hispanic or Latino	<div><div></div></div> ✓ 127%	70%	<div><div></div></div> ✓ 105%	51%	81%
Grade 2	Overall	<div><div></div></div> ✓ 115%	68%	<div><div></div></div> 87%	43%	74%
	Yes - Hispanic or Latino	<div><div></div></div> ✓ 252%	75%	<div><div></div></div> ✓ 197%	75%	75%
	No - Hispanic or Latino	<div><div></div></div> ✓ 114%	67%	<div><div></div></div> 85%	41%	74%
Grade 3	Overall	<div><div></div></div> ✓ 178%	78%	<div><div></div></div> ✓ 117%	61%	74%
	Yes - Hispanic or Latino	<div><div></div></div> ✓ 341%	86%	<div><div></div></div> ✓ 195%	71%	86%
	No - Hispanic or Latino	<div><div></div></div> ✓ 171%	78%	<div><div></div></div> ✓ 110%	60%	73%

Grade ▼ ⬆ All		Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement
		Progress (Median)	% Met	Progress (Median)	% Met	
Grade K	Overall	<div><div></div></div> ✓ 145%	79%	<div><div></div></div> ✓ 103%	52%	92%
	Yes - Special Education	<div><div></div></div> ✓ 138%	60%	<div><div></div></div> ✓ 101%	50%	60%
	No - Special Education	<div><div></div></div> ✓ 145%	82%	<div><div></div></div> ✓ 103%	53%	98%
Grade 1	Overall	<div><div></div></div> ✓ 130%	70%	<div><div></div></div> ✓ 105%	53%	81%
	Yes - Special Education	<div><div></div></div> ✓ 135%	73%	<div><div></div></div> 99%	45%	82%
	No - Special Education	<div><div></div></div> ✓ 129%	70%	<div><div></div></div> ✓ 105%	54%	81%
Grade 2	Overall	<div><div></div></div> ✓ 115%	68%	<div><div></div></div> 87%	43%	74%
	Yes - Special Education	<div><div></div></div> ✓ 146%	79%	<div><div></div></div> 99%	50%	93%
	No - Special Education	<div><div></div></div> ✓ 110%	65%	<div><div></div></div> 84%	41%	70%
Grade 3	Overall	<div><div></div></div> ✓ 178%	78%	<div><div></div></div> ✓ 117%	61%	74%
	Yes - Special Education	<div><div></div></div> ✓ 250%	86%	<div><div></div></div> ✓ 141%	71%	86%
	No - Special Education	<div><div></div></div> ✓ 170%	78%	<div><div></div></div> ✓ 110%	60%	73%

Ruby Bridges Elementary Academic Data



- Math i-Ready Data Fall to Spring 2023-24 Growth Progress
 - Data is inclusive of all student populations

Grade ▼ ⌵ All		Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement
		Progress (Median)	% Met	Progress (Median)	% Met	
Grade K	Overall	<div><div></div></div> 145%	79%	<div><div></div></div> 103%	52%	92%
	Yes - Hispanic or Latino	<div><div></div></div> 218%	100%	<div><div></div></div> 160%	71%	100%
	No - Hispanic or Latino	<div><div></div></div> 139%	76%	<div><div></div></div> 100%	50%	91%
Grade 1	Overall	<div><div></div></div> 130%	70%	<div><div></div></div> 105%	53%	81%
	Yes - Hispanic or Latino	<div><div></div></div> 181%	73%	<div><div></div></div> 110%	64%	82%
	No - Hispanic or Latino	<div><div></div></div> 127%	70%	<div><div></div></div> 105%	51%	81%
Grade 2	Overall	<div><div></div></div> 115%	68%	<div><div></div></div> 87%	43%	74%
	Yes - Hispanic or Latino	<div><div></div></div> 252%	75%	<div><div></div></div> 197%	75%	75%
	No - Hispanic or Latino	<div><div></div></div> 114%	67%	<div><div></div></div> 85%	41%	74%
Grade 3	Overall	<div><div></div></div> 178%	78%	<div><div></div></div> 117%	61%	74%
	Yes - Hispanic or Latino	<div><div></div></div> 341%	86%	<div><div></div></div> 195%	71%	86%
	No - Hispanic or Latino	<div><div></div></div> 171%	78%	<div><div></div></div> 110%	60%	73%

Grade ▼ ⌵ All		Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement
		Progress (Median)	% Met	Progress (Median)	% Met	
Grade K	Overall	<div><div></div></div> 145%	79%	<div><div></div></div> 103%	52%	92%
	Yes - Special Education	<div><div></div></div> 138%	60%	<div><div></div></div> 101%	50%	60%
	No - Special Education	<div><div></div></div> 145%	82%	<div><div></div></div> 103%	53%	98%
Grade 1	Overall	<div><div></div></div> 130%	70%	<div><div></div></div> 105%	53%	81%
	Yes - Special Education	<div><div></div></div> 135%	73%	<div><div></div></div> 99%	45%	82%
	No - Special Education	<div><div></div></div> 129%	70%	<div><div></div></div> 105%	54%	81%
Grade 2	Overall	<div><div></div></div> 115%	68%	<div><div></div></div> 87%	43%	74%
	Yes - Special Education	<div><div></div></div> 146%	79%	<div><div></div></div> 99%	50%	93%
	No - Special Education	<div><div></div></div> 110%	65%	<div><div></div></div> 84%	41%	70%
Grade 3	Overall	<div><div></div></div> 178%	78%	<div><div></div></div> 117%	61%	74%
	Yes - Special Education	<div><div></div></div> 250%	86%	<div><div></div></div> 141%	71%	86%
	No - Special Education	<div><div></div></div> 170%	78%	<div><div></div></div> 110%	60%	73%

Inclusive Kindergarten Gains: From LRE 3 to LRE 1

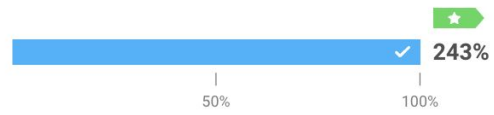
- Student with developmental and behavioral disability; previously segregated via placement to LRE 3



Year-to-Date Growth [Learn More About Growth](#)

Progress to Annual Typical Growth

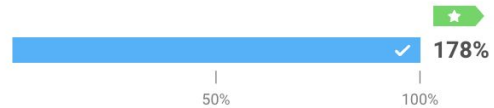
Scale Points: 119/49



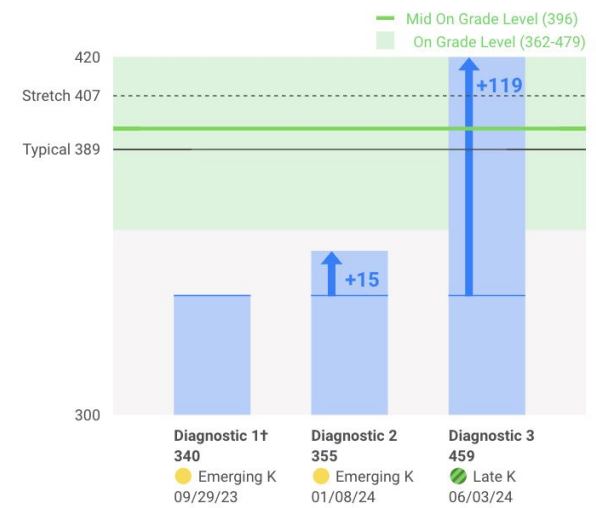
This student has made 243% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Progress to Annual Stretch Growth®

Scale Points: 119/67

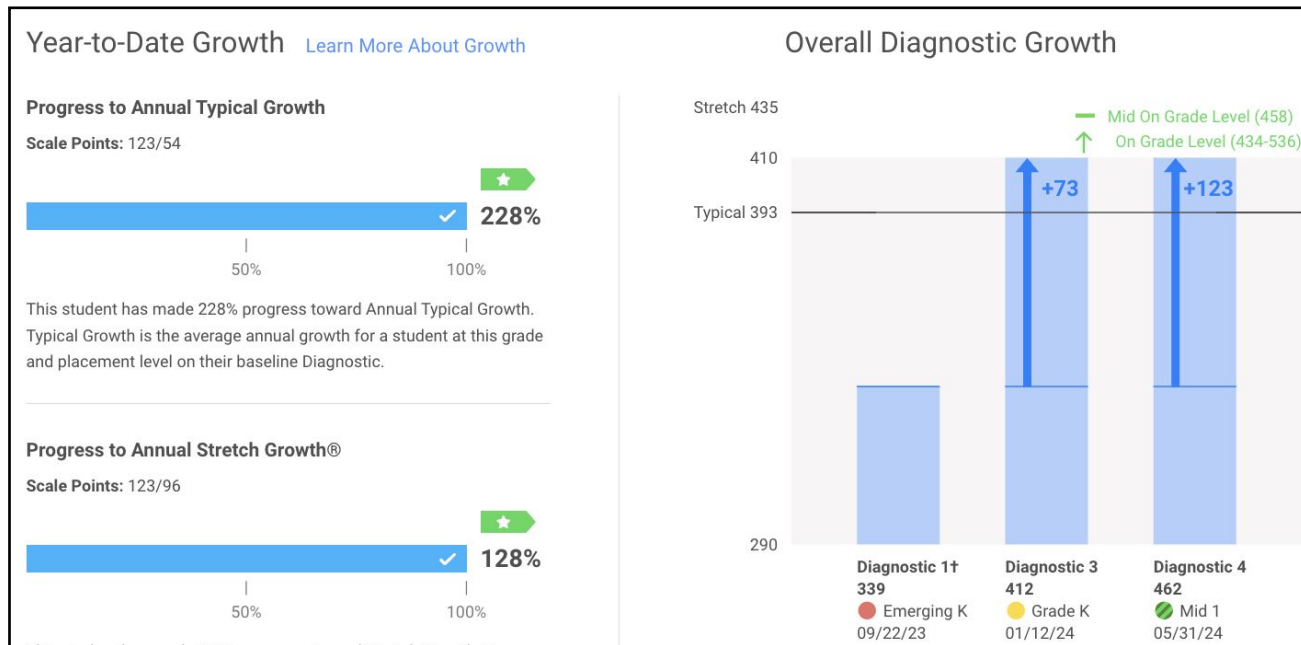


Overall Diagnostic Growth

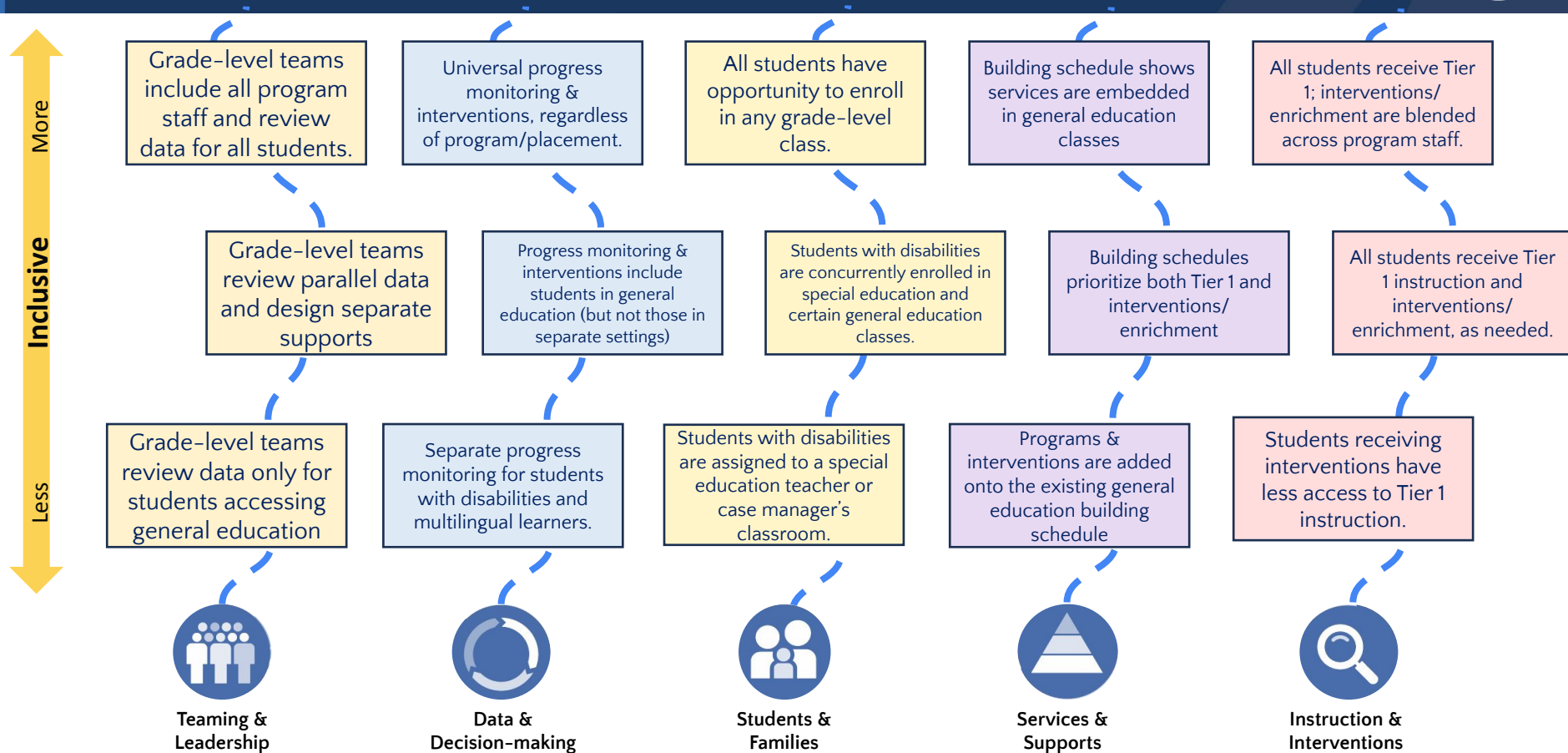


Inclusive 2nd Grade Gains: LRE 1

- Latinx student receiving multi-lingual services and LAP services
Integrated Tier 1 and Tier 2 supports in general education setting



Remember: Inclusion is a Journey... Not a Destination!



Principles and Practices to Build and Sustain Inclusive Schools: Assessment Tool

School: _____
District: _____
Recorder Name(s): _____
School Year: _____
Interval 1 Date: _____ Interval 2 Date: _____ Interval 3 Date: _____ Interval 4 Date: _____

Purpose: The Principles and Practices to Build and Sustain Inclusive Schools: Assessment Tool (hereby referred to as **"The P&P Tool"**) adopts a critically inclusive lens which guides teams to self-assess inclusionary principles and practices occurring in their contexts. This tool supports ongoing reflection and action-planning throughout continuous cycles of analyzing, disrupting, and restructuring social processes that produce inequity (Sluty, 2019).

The P&P Tool includes 7 principles and supporting practices. The P&P Tool uses an appreciative inquiry lens to celebrate existing school strengths. The P&P Tool is a progress* or "not in place" yet. The Indicator summary priorities to include in an action plan.

Recommended Uses: The P&P Tool can be used at the members of a team. A team may include teachers, coach staff that your organization identifies as necessary for or teams may approach noting status of principles by discussing in collaborative teams. Additionally, teams must start. There is no wrong way to use this tool. We offer a practices for individuals and/or groups to use to guide the

Recommended Intervals: Recommended quarterly intervals allow for cycles of inquiry that lead to ongoing improvement.

- Interval 1 Pre-Assessment
- Interval 2 Action plan and goal check in
- Interval 3 Action plan and goal check in
- Interval 4 Post-Assessment

District Considerations:

Inclusive practices at the school level must be a part of the P&P Tool does not address district-level structures. Districts should consider the following:

- A visible inclusion mission and vision that integrates
- A visible strategic multi-year district plan.
- A process for engagement with family and community

Organization of the Principles and Practices Assessment Tool

The P&P Tool is organized around 7 principles:

1. Inclusive Mission and Vision
2. Inclusive Building Schedule
3. Collaborative Structures
4. Inclusive Instructional Practices
5. Flexible Service Delivery
6. Inclusive Individual Education Programs (IEPs)
7. Sustained Family and Community Engagement



Directions for Assessment

Assessment & Scoring Sheet

Mark each practice as "in place," "in process," or "not in place." Practices in **BOLD** reflect high leverage items for building and sustaining inclusionary schools. Consider prioritizing these items first in action planning.

Indicator Summary

After self-assessing for practices, transfer scores to the indicator summary table. For each principle, the total number of practices marked over the number of total items for each column (in place, in process, or not in place).

Practices Grid

The practices grid is designed to help visually identify specific inclusive practices from each principle to prioritize in the action plan. Using the indicator summary, circle individual practices that are "in process" or "not in place."

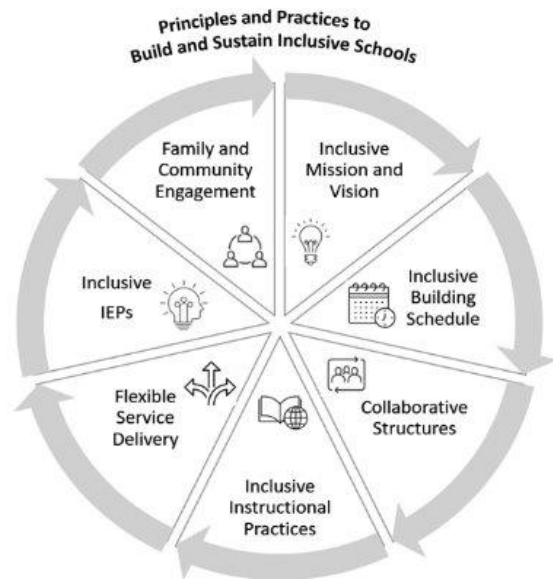
Action Plan

Use information from the indicator summary and practices grid to develop an action plan focused on high leverage practices. Remember this tool is grounded in appreciative inquiry. Throughout your action planning process, take time to appreciate inclusionary practices that are working well and are strengths to build upon. Revisit and update the action plan at least once per quarter.

Supporting Materials

- Expanded Definitions
- Artifacts: <https://ipdemotesites.org/resources-artifacts/>

Principles and Practices Tool – Quick Look



1. Inclusive Mission and Vision	Interval 1:			Interval 4:		
	In Place	In Process	Not in Place	In Place	In Process	Not in Place
Practices						
1.1 Inclusive education is clearly defined, and the definition is shared by all staff, students, and community members.						
1.2 The mission and vision integrate an equity-based framing of inclusion that is represented across all action planning, curriculum, and materials (i.e., prioritizing anti-racism, anti-sexism, and multilingual practices, etc.)						
1.3 Mission and vision guides distributed leadership to engage partners across the school community.						
1.4 Ongoing action items reflect steps in place to disrupt inequitable systems of racism and ableism.						
1.5 Mission and vision recognizes that all students in the school are general education students, and this belief is reflected through intentional and humanizing language.						
1.6 Students with and without disabilities are included in developing and sustaining the inclusive mission and vision of the school, prioritizing those students who have not historically been invited.						
1.7 Families of students with and without disabilities are included in developing the inclusive mission and vision of the school and this involves reaching out to families that might not be expected to attend.						
1.8 The mission and vision are centered in all family communication for the purposes of developing and fostering family and community engagement/leadership.						
1.9 The mission and vision guide how the school community addresses and learns about systemic racism and ableism and how they impact student belonging, learning, and engagement.						
1.10 Mission and vision guides creation of a multi-year plan that includes specific actions for building capacity toward that vision.						
Record in Indicator Summary: Inclusive Mission and Vision	of 10	of 10	of 10	of 10	of 10	of 10
Comments:						

P & P Tool Summary and Action Planning

INDICATOR SUMMARY

For each of the 7 principles, count how many practice items were marked out of the total number of items and input below. Then, total each column for each "in place," "in process" and "not in place" in the last row.

Principles	PRE - Interval 1			POST - Interval 2		
Practices	In Place	In Process	Not in Place	In Place	In Process	Not in Place
1. Inclusive Mission and Vision	___/10	___/10	___/10	___/10	___/10	___/10
2. Inclusive Building Schedule	___/10	___/10	___/10	___/10	___/10	___/10
3. Collaborative Structures	___/8	___/8	___/8	___/8	___/8	___/8
4. Inclusive Instructional Practices	___/9	___/9	___/9	___/9	___/9	___/9
5. Flexible Service Delivery	___/7	___/7	___/7	___/7	___/7	___/7
6. Inclusive Individual Education Programs (IEPs)	___/10	___/10	___/10	___/10	___/10	___/10
7. Sustained Family and Community Engagement	___/8	___/8	___/8	___/8	___/8	___/8
Total Summary Count	of 62	of 62	of 62	of 62	of 62	of 62

PRACTICES GRID

The practices grid helps your team visually identify specific inclusive practices from each principle to prioritize in the action plan. Using the scoring sheet, check practices that are either "in process" or "not in place" in the grid below. The practices grid is designed to help visually identify specific inclusive practices from each principle to prioritize in the action plan.

Principles	Practices by Item Number									
	<i>High Leverage practices are bolded and shaded.</i>									
1. Inclusive Mission and Vision	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
2. Inclusive Building Schedule	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
3. Collaborative Structures	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8		
4. Inclusive Instructional Practices	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	
5. Flexible Service Delivery	5.1	5.2	5.3	5.4	5.5	5.6	5.7			
6. Inclusive Individual Education Programs (IEPs)	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	6.10
7. Sustained Family and Community Engagement	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8		

ACTION PLAN

Use information from the indicator summary and practices grid to develop an action plan focused on high leverage practices. Remember this tool is grounded in appreciative inquiry. Throughout your action planning process, take time to appreciate inclusionary practices that are working well and are strengths to build upon. Revisit and update the action plan at least once per quarter.

Over the next _____ months:

Goal 1:	
Actions	By When
1a.	By Whom
	Status Note check in Dates
1b.	By When
	By Whom
	Status Note check in Dates
1c.	By When
	By Whom
	Status Note check in Dates



Principles and Practices Tool ("The P&P Tool")



**ADOPTS A CRITICALLY
INCLUSIVE LENS**



**SUPPORTS OF ONGOING
REFLECTION AND
ACTION-PLANNING**



**GROUNDING IN
APPRECIATIVE INQUIRY (AI)**



**SUPPORTIVE OF ONGOING
REFLECTION TOWARDS
INCLUSIVE
TRANSFORMATION**

Flexible uses of P&P Tool:

District Wide Scale:

- Inclusion coaches and school building leadership team self-assessed with tool.
- Prioritized areas for next steps specific to individual school buildings.
- Revisited the tool following year to re-assess, celebrate progress and plan.

Building Level:

- Building leadership team divided principles.
- Subgroups self-assessed.
- Team came back together to prioritize and create action plan.

Department or Grade Level:

- Elementary School each grade level team self-assessed.
- High School department selected 3 priority principles.
 - From each principle selected 1 practice to focus on.
 - Focused on 3 practices to start.

**Celebrate and Build on
Your Strengths:
What are your first or
next steps?**

**Do you have any
questions or wonders?**



Principles and Practices (P&P) Tool



Resources and Artifacts

- **Demo Sites**

- [IPP Demo Sites Website](#)
- [Ruby Bridges Demo Site Website with Webinars and Artifacts](#)

- **Ruby Bridges in the News**

- [Inclusion Is a Right, Not a Privilege](#); June 2021
- [This Puget Sound School Exemplifies Inclusive Education in WA](#); Crosscut, January 2023
- [Washington Schools Serve as Model for Inclusionary Practices](#); The Medium, April 2023
- [Educating All Learners Podcast Link](#); December 2022
- [Inclusion Stories Podcast Link](#); Tim Villegas/MCIE; November 2023
- [Inside a School that Doesn't Single Out Students with Special Needs](#); Education Week, April 2024
- [How One School Fosters Belonging for Students with Disabilities](#); Education Week May 2024
- [Education Week Webinar on Belonging](#)

