



Inclusionary Practices and Systems:

INCLUSIVE MISSION AND VISION

WHAT IS AN INCLUSIVE MISSION AND VISION?

An inclusive mission and vision define the goals and aspirations of a school and education team. This statement seeks to include the belief that every student should be celebrated and is an accepted member of their community. This statement describes the beliefs and culture of schools, clearly identifying inclusion of students of all abilities. Lastly, this statement reflects the school's intentions, targets, and values as a whole.

WHY IS AN INCLUSIVE MISSION AND VISION IMPORTANT?

Inclusive missions and vision statements are important because they are at the core of all decision making within a school community. This mission and vision inform equitable practices and the overall goals of the school. Through implementation of a meaningful mission and vision statement, students of all abilities are supported and celebrated for their unique individuality.

WHAT ARE THE OUTCOMES OF IMPLEMENTATION OF AN INCLUSIVE MISSION AND VISION?

- Staff accountability to meet the needs of all students.
- Positive outcomes for students with and without disabilities.

These outcomes include:

- Social
- Academic
- Community membership

CONSIDERATIONS DURING DEVELOPMENT OF AN INCLUSIVE MISSION & VISION

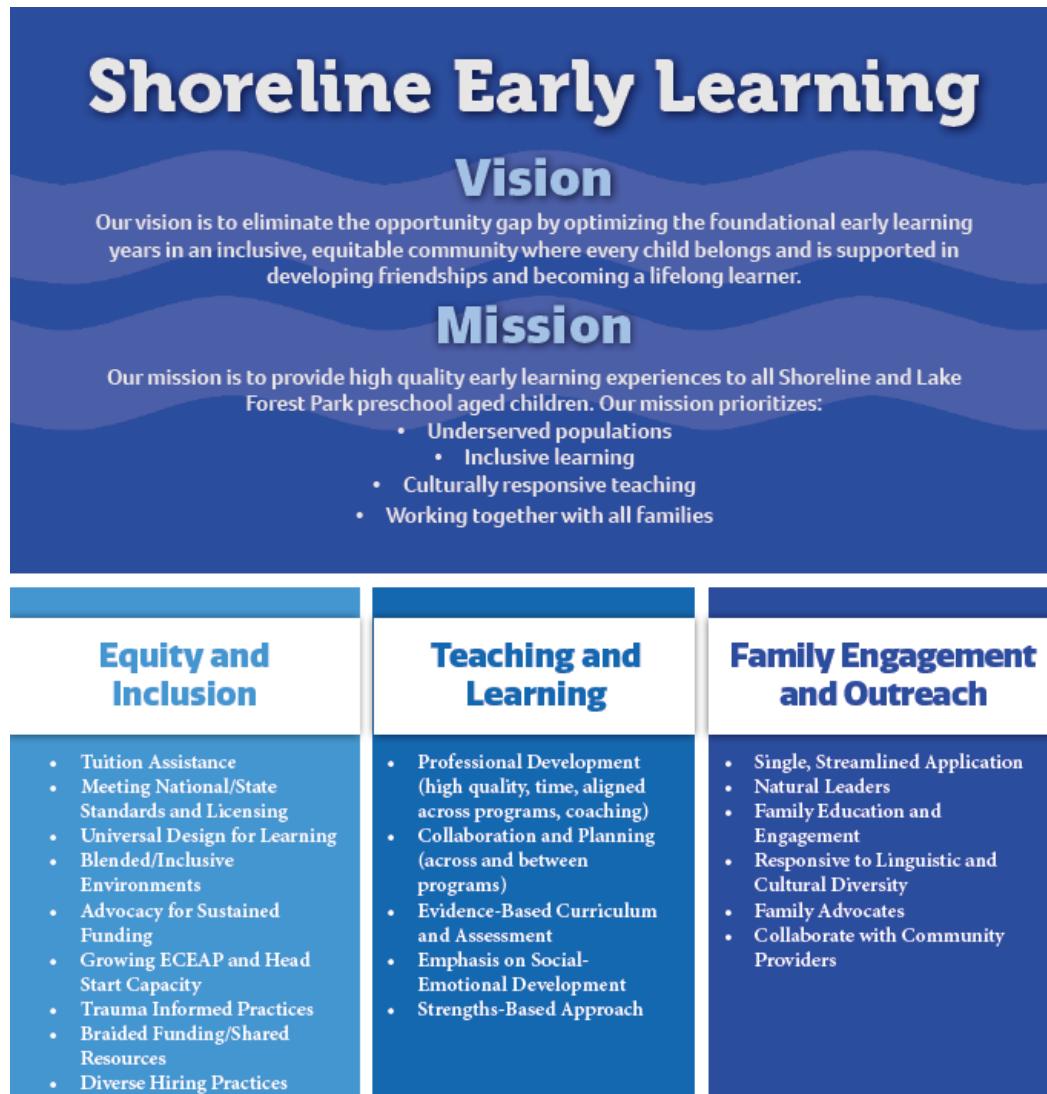
- Provide support in a way that serves ALL students
- Ensure climate is safe, inviting, and respects and acknowledges individual differences (cultural, socioeconomic, religion etc.)
- Connect with community stakeholders to gain insight on concerns and expectations. At this stage you should be gathering feedback to create a comprehensive mission statement that acknowledges diversity based on the opinions discovered in the community.
- Examine the needs of the school; define actions that need to be taken to achieve mission and vision statements.
- Share missions and visions with the school community. This opens dialogue and decreases the apprehension of a shifting school culture.

CASE STUDY: Edwin Pratt Early Learning Center in Shoreline, WA

The Edwin Pratt Early Learning Center in Shoreline, WA, is a fully inclusive Early Learning Center where every child belongs. The center serves three district programs (tuition-based preschool, early childhood special education and Head Start) in blended programs with braided funding, serving a total of 500 preschoolers each year. This inclusive programming has helped support ALL students with social and cognitive growth.

Prior to becoming an inclusive school, all Shoreline School District preschool programs were served on separate campuses with individualized programming. When it was determined a new early learning center would be built to house all programs, the superintendent gave a charge to create a mission and vision for the new school. An early learning committee was formed that included a diverse group of over 20 stakeholders including community partners, families, teachers and other district representatives. Over the course of seven meetings, committee members engaged in learning, discussion, and explored logistics. The result of the work was a mission and vision that was based on equity and inclusion, which supported full inclusion.

Edwin Pratt Early Learning Center now uses their mission and vision on a regular basis to share their philosophy with families and the greater community, guide decision making, and set goals as a center. As noted beneath Edwin Pratt's vision and mission, the center strives to continually learn and improve practices related to equity and inclusion, teaching and learning, and family engagement and outreach.



The graphic features a blue background with white text. At the top, it says "Shoreline Early Learning". Below that is a section titled "Vision" with a sub-section titled "Mission". The "Vision" section includes a quote about eliminating the opportunity gap. The "Mission" section includes a quote about providing high-quality experiences and a list of priorities. Below these sections are three boxes: "Equity and Inclusion", "Teaching and Learning", and "Family Engagement and Outreach", each with a list of bullet points.

Shoreline Early Learning

Vision

Our vision is to eliminate the opportunity gap by optimizing the foundational early learning years in an inclusive, equitable community where every child belongs and is supported in developing friendships and becoming a lifelong learner.

Mission

Our mission is to provide high quality early learning experiences to all Shoreline and Lake Forest Park preschool aged children. Our mission prioritizes:

- Underserved populations
- Inclusive learning
- Culturally responsive teaching
- Working together with all families

Equity and Inclusion	Teaching and Learning	Family Engagement and Outreach
<ul style="list-style-type: none">• Tuition Assistance• Meeting National/State Standards and Licensing• Universal Design for Learning• Blended/Inclusive Environments• Advocacy for Sustained Funding• Growing ECEAP and Head Start Capacity• Trauma Informed Practices• Braided Funding/Shared Resources• Diverse Hiring Practices	<ul style="list-style-type: none">• Professional Development (high quality, time, aligned across programs, coaching)• Collaboration and Planning (across and between programs)• Evidence-Based Curriculum and Assessment• Emphasis on Social-Emotional Development• Strengths-Based Approach	<ul style="list-style-type: none">• Single, Streamlined Application• Natural Leaders• Family Education and Engagement• Responsive to Linguistic and Cultural Diversity• Family Advocates• Collaborate with Community Providers

RESOURCES

1. **Causton, J., & Tracy-Bronson, C. P.** (2015). *The educator's handbook for inclusive school practices*. Baltimore, MD: Paul H. Brookes Publishing.
2. **Ruth A.W. Berry.** (2011) Voices of experience: general education teachers on teaching students with disabilities. *International Journal of Inclusive Education* 15:6, pages 627-648.
3. **Rebecca Smith & Pauline Leonard** (2005) Collaboration for Inclusion: Practitioner Perspectives, Equity & Excellence in Education, 38:4, 269-279, DOI: 10.1080/10665680500299650