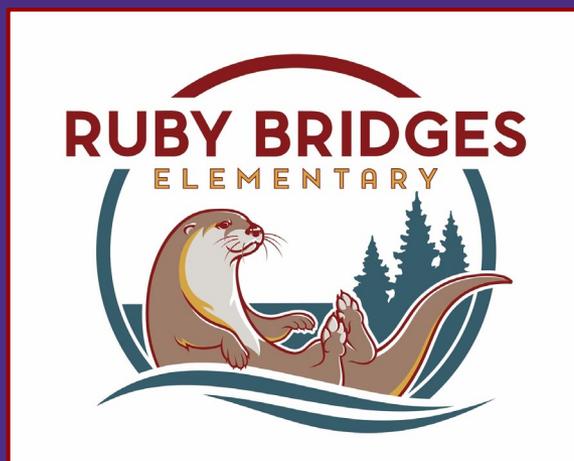




Demonstration Sites Project

Virtual Site Visit

Ruby Bridges Elementary



UNIVERSITY *of* WASHINGTON

HARING CENTER
FOR INCLUSIVE EDUCATION





Cassie Martin, PhD
 UW Haring Center
 Inclusion Specialist
 LEAD Demo Sites Project



Ilene Schwartz, PhD,
 BCBA-D
 Director UW Haring
 Center



Cassie Borges M.Ed.,
 BCBA, LBA, UW
 Haring Center
 Inclusion Specialist



RinaMarie Leon-Guerrero,
 PhD, BCBA-D
 UW Haring Center
 Inclusion Specialist



Jill Locke, PhD
 UW Research
 Assistant Professor
 Implementation Scientist
 Speech & Hearing



Molly Lyman
 UW Haring Center
 Program Coordinator



Naomi Fair, MEd
 Inclusion Specialist



Christina Nowak,
 MEd
 Inclusion Specialist



Jessica Flaherty,
 BCBA
 Inclusion Specialist



Monique
 Worthy, MEd
 Inclusion
 Specialist



Lissa
 Dickenson,
 M.S., Inclusion
 Specialist





Getting Started

- **Connection to Audio**
- **Sound Check**
- **Ready to participate**
- **Webinar Etiquette**

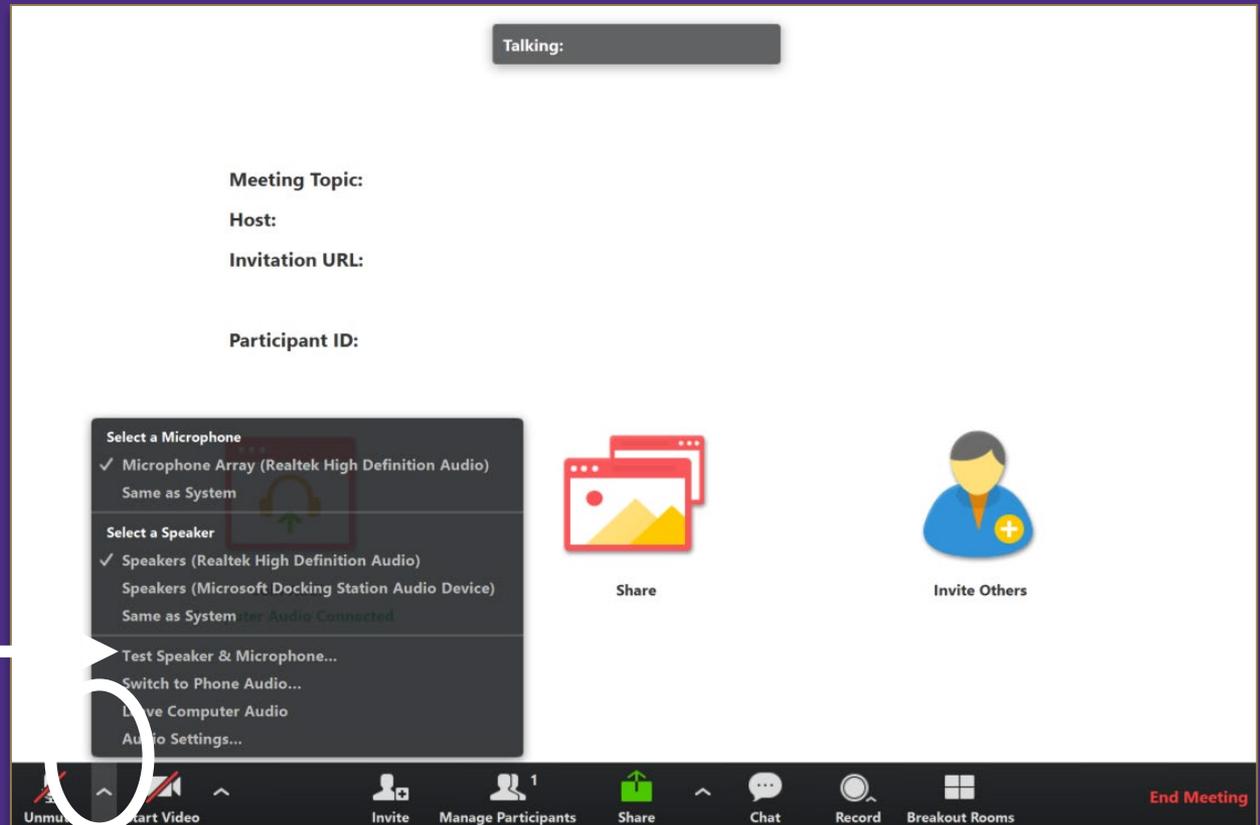


Sound Check

We're going to get started in a few minutes.

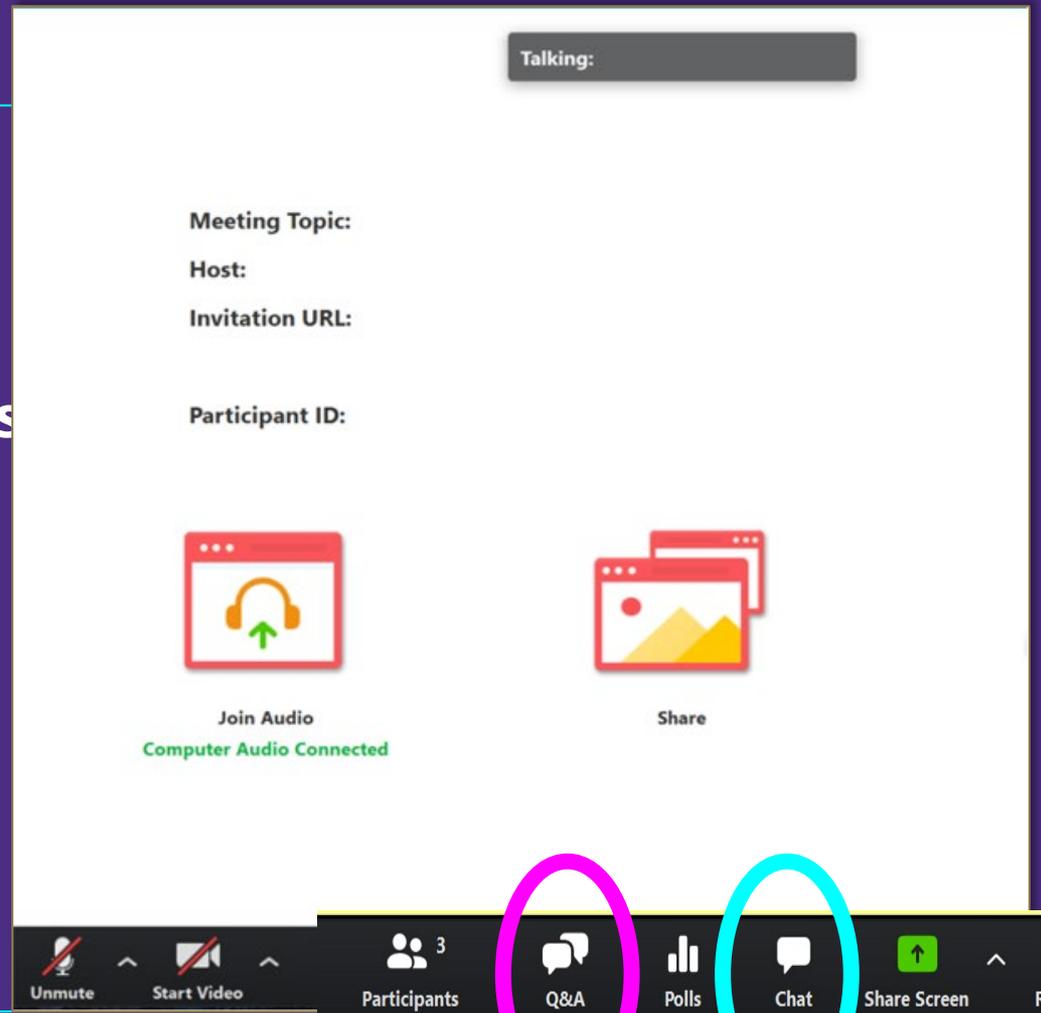
Let us know you can hear us in the chat!

Test Audio



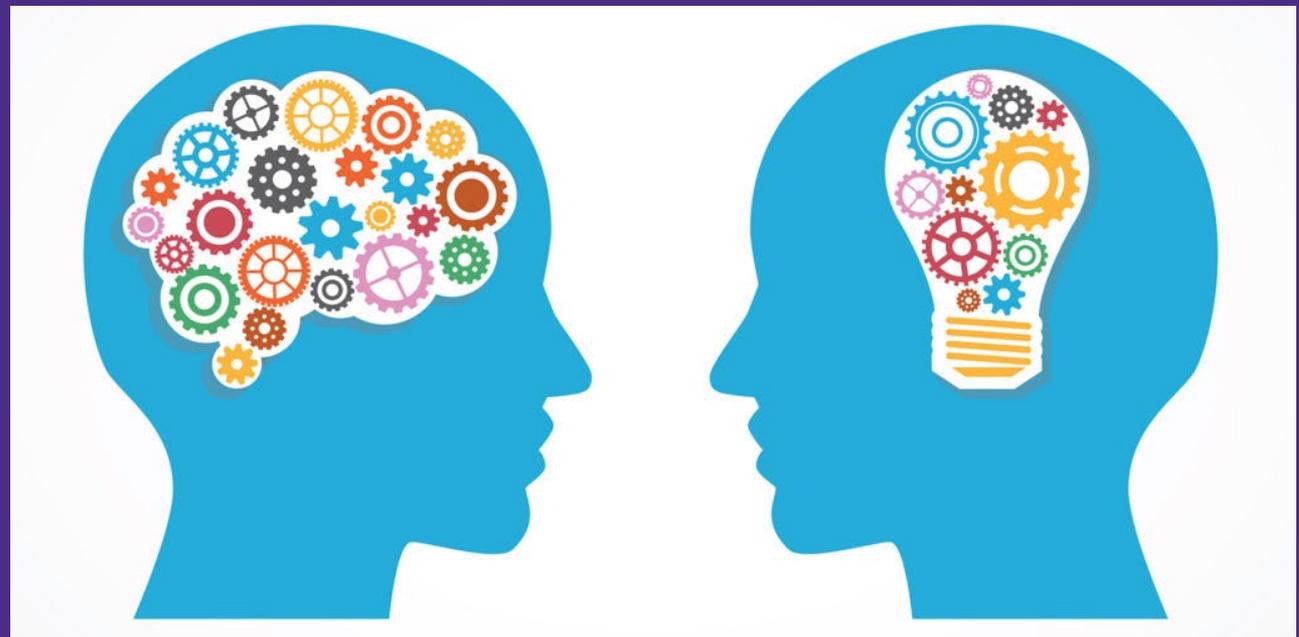
How to participate

- > Share comments and ideas in the Chat panel (send to "All")
- > Ask presenters questions in the Q&A panel
- > Recording will be available at the end of the week.



Webinar Etiquette

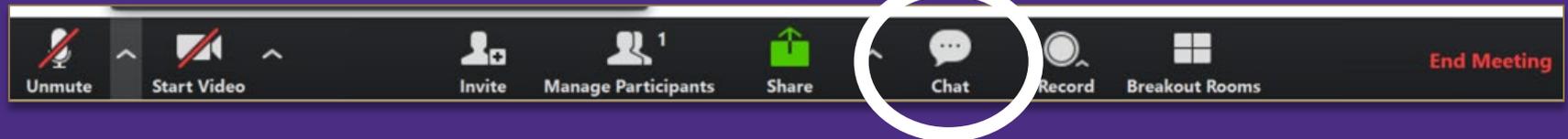
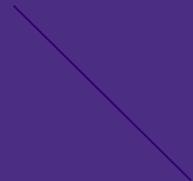
- Keep an open mind.
- Be an active participant.





Practice the Chat

- > Please share what impact you hope today's webinar will have on your schools inclusionary practices.



1

Center for Strengthening the Teaching Profession (CSTP)
Inclusionary Practices Project Lead

2

Statewide Professional Development

District Leaders: AESD, CLS, WASA	School Leaders: AESD, AWSP, CCTS, CLS, SWIFT	Local School Board: WASA	Educators: AESD, CCTS, CLS, SWIFT, WEA	Education Support Personnel: WEA, CCTS	Families & Students: FEC	Preservice Leaders: AWSP	Preservice Educators: CEEDAR
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3

University of Washington Haring Center

Inclusionary Demonstration Sites

TIES Center Collaboration for Inclusion of Students with Significant Cognitive Disabilities

4

Inclusionary Practices LEA Pilot Sites

246 Schools in 100 LEAs, serving over 20,400 students with disabilities!

5

University of Kansas Center for Research

Research & Supports for Online/Virtual Specially Designed Instruction





Demonstration Sites Project Overview

- > 16 demonstration sites across the state of WA will be selected over the course of the next two years.
- > Demonstration sites will:
 - Serve as model sites for best practices in inclusive education.
 - 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.





Founding Principles

Inclusive education requires a cultural shift in philosophy and practice.

- > The ways we tell our stories can provide a transformational learning experience for other schools, increasing impact and the likelihood that they will implement what they learn.
- > Every school is engaged in effective inclusive practices and supports that can be shared with others.
- > All schools are on a path of continuous improvement.
- > Strong sustainability is promoted through strong partnerships with key stakeholders.
- > Innovative site-based leadership leads to increased effectiveness.





Questions and Polling 1

Who's here?

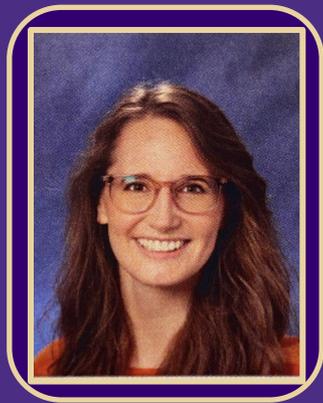
- Administrator
- Counselor
- Teacher
- Parent
- ESD
- District
- Specialist
- Community Based Organization
- Paraprofessional
- Other



Who is presenting today?



Cathi Davis
Principal



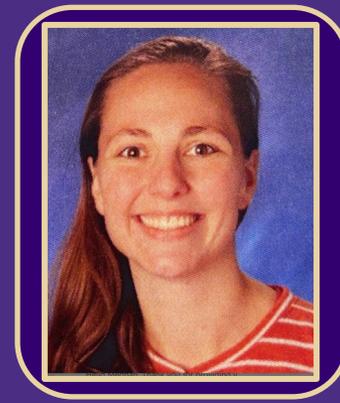
Meghan Crane
Teacher Leader



Robyn Lynn Sprunger
Teacher



Deb Helman
Teacher



Katie Lundberg
Teacher



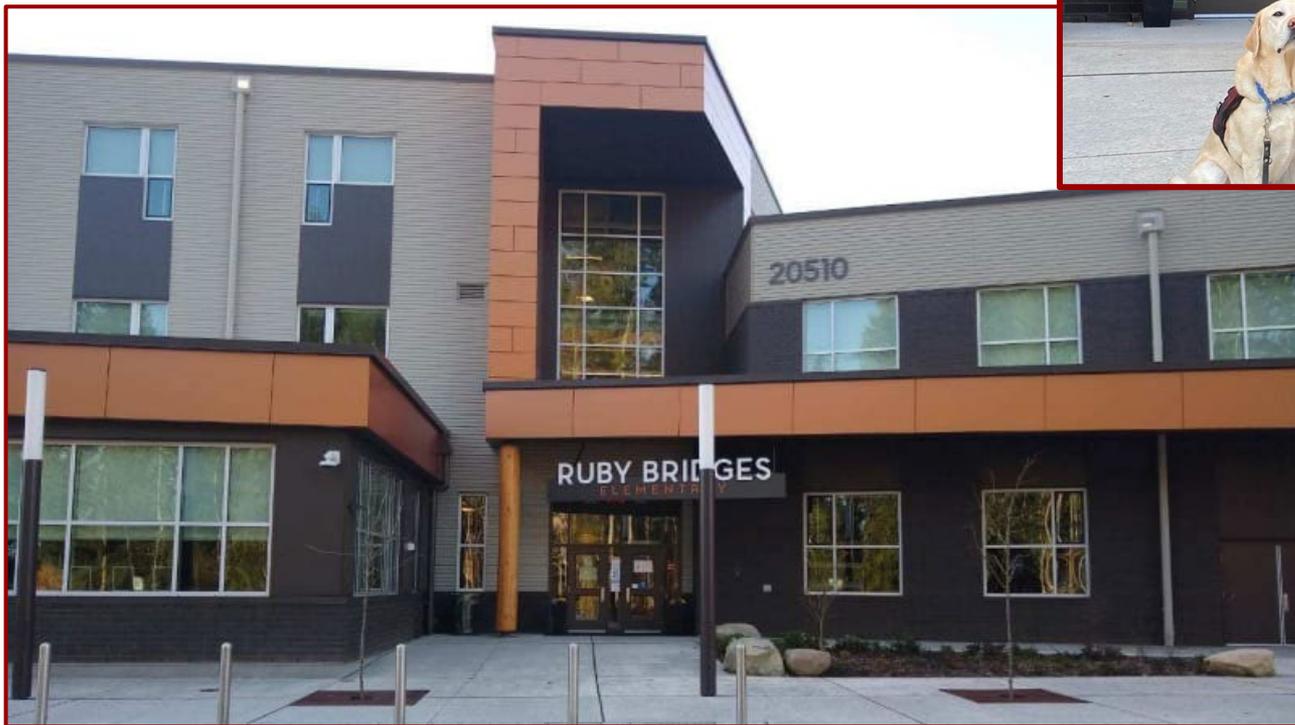
Welcome to Ruby Bridges Elementary!



Ruby Bridges Monthly Newscast: Produced by RB 5th Graders



Introducing Ruby Bridges Elementary



Introducing Ruby Bridges Elementary

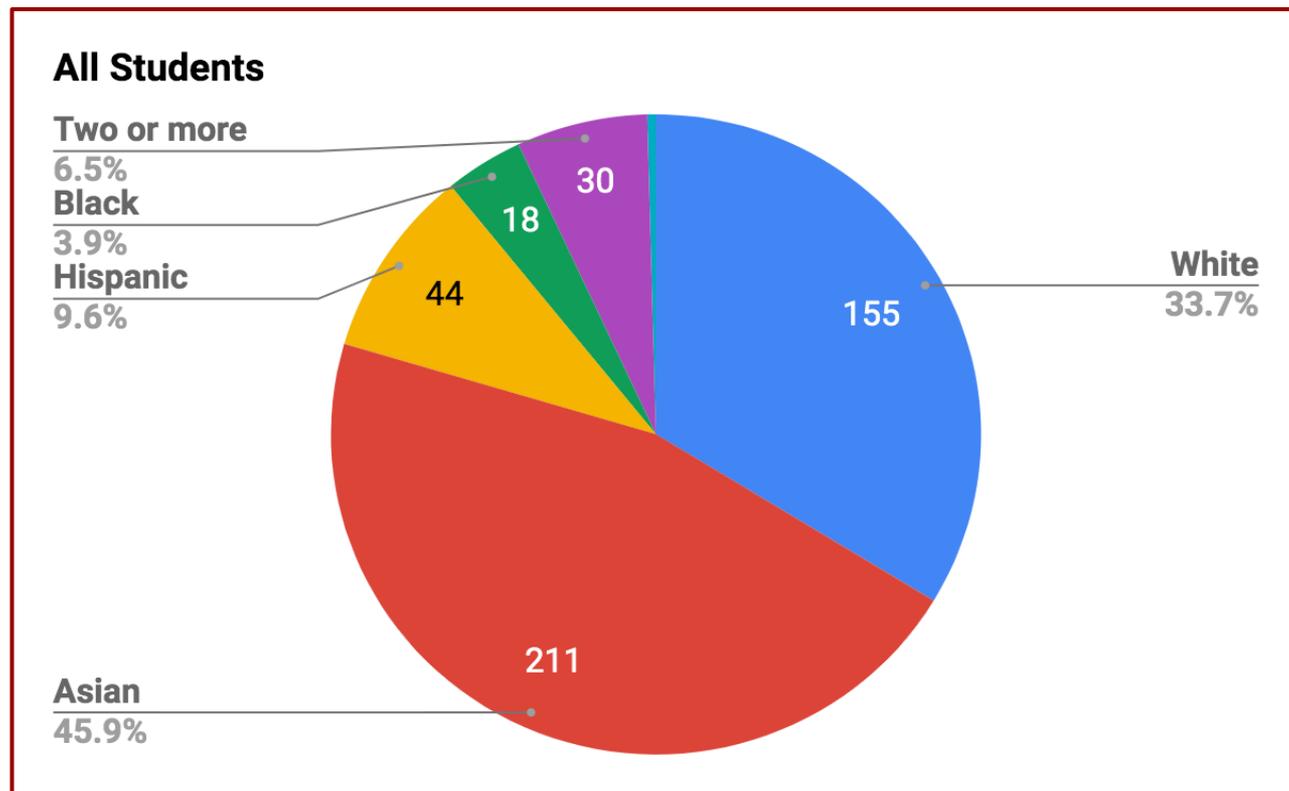
462 students

246 male

216 female

Students receiving English Language Learner Services (~20.5%)

Students receiving Special Education Services (17.7%)



Ruby Bridges Elementary: What is in a name?

- Ruby Bridges is a symbol of the Civil Rights Movement and the journey of integration in schools.
- Bridges was the youngest child selected to integrate Louisiana schools in November of 1960. She attended school alone for an entire school year as other parents refused to allow integration.
- Ruby Bridges is a powerful leader in the social justice movement and a North Star in our school's vision of inclusion.



“Because of Ruby Bridges, we get to be in school together. If it wasn’t for Ruby Bridges, I wouldn’t be here with you today.”

-Incoming Ruby Bridges student

We are Team Ruby Bridges



Highlighting the following Inclusionary Practices

- *Inclusive Mission and Vision*
- *Flexible Service Delivery Model and Master Scheduling*
- *Collaborative Practices and Universal Design for Learning*





Why did we start looking at our inclusionary practices?

In the Northshore School District, our mission is to strengthen our community through excellence in education.

- Our actions are grounded in a strong belief in the capacity of every student to achieve academic and social emotional success that prepares them to thrive in a world yet to be imagined.
- We are committed to equity, to safety and supports for students and adults, and to building on the strengths and addressing the needs of the whole child.





Why did we start looking at our inclusionary practices?

- Our community was committed to continued improvement in inclusion for all learners, through an equity lens
- Our district leadership saw an opportunity to cultivate an fully inclusive school environment where each student was engaged in learning *together* as we built our newest school
- We wanted to create a place where all students had access to both rigorous academic learning and intentional social emotional learning and support
- We were committed to learning and growing in community while actively sharing our journey with others





Our Journey - Building an Inclusive School

- Intentional work to build a space where *each* student and family would feel that “we thought of you when we made this place.”
- Strong, continuous collaboration with all stakeholders in our school community
- Move from the idea of “thinking outside the box” to “*GETTING RID OF THE BOXES ALTOGETHER*”
- Transition to *provision of services* in an inclusive model, and away from programs, labels and locations
- Build on our strengths to prioritize general education as the primary source of content and context for learning

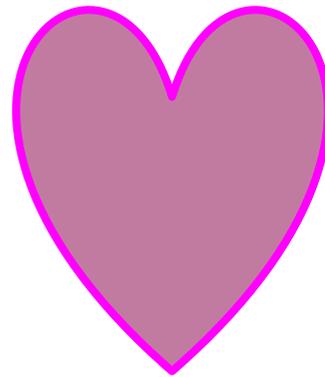




Our Values and Commitments

A commitment to building authentic relationships and fostering a sense of belonging for each member of our school community

A belief that each student has the right to meaningful access to academic and social emotional learning



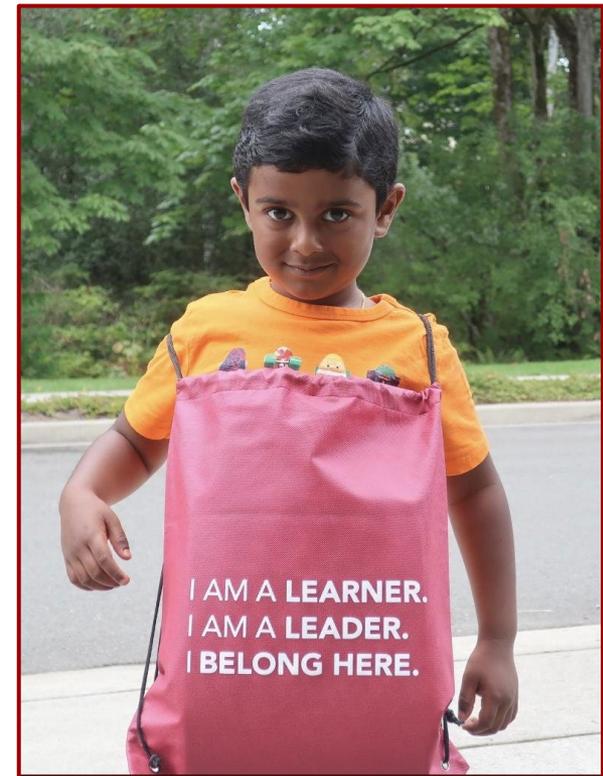
An emphasis on transdisciplinary, inquiry-based learning opportunities for each student





Our Mission

Ruby Bridges Elementary is a community of belonging where each member is empowered to engage in meaningful inquiry, exploration, and discovery to become active, compassionate global citizens.



YOU ARE A **LEARNER**. YOU ARE A **LEADER**. YOU **BELONG** HERE.



Inclusive Mission and Vision - Audacious Goals

- Each student is a learner and a leader at Ruby Bridges. Each student BELONGS HERE.
- We will ensure each student is seen and honor the diversity of our students and community through our words and actions.
- We will emphasize relationships, build community and provide collaborative leadership opportunities from DAY ONE of the 2020-2021 school year.





Inclusive Mission and Vision - Bringing a Vision Alive



*Opening
Assembly with
Ruby Bridges- She
reminded us:
“Kids can set an
example for
grown ups.... I
want you to set
an example,
because that is
what my life is
about.”*



Inclusive Mission and Vision - Bringing a Vision Alive

- Thoughtful planning of school schedules and supports in a remote context
- Cultivating community in a virtual space
- Bringing a mission to life, online





Cultivating an Inclusive Community - Windows and Mirrors for Our Students





Cultivating an Inclusive Community - Windows and Mirrors for Our Students

At Ruby Bridges we strive to cultivate a school community where each student *can* use their voice, where EACH student is a learner and a leader

- Launching an all inclusive K-5 leadership program: no voting in, no number cap, everybody is IN!

“I think that they should help make everyone comfortable especially with the covid pandemic school has changed a lot so a lot of people are still finding new ways to cope with the pandemic and I think that student leaders should try to make school exciting or fun so everyday when you log on the computer you will be happy”



102 students signed up for the leadership team when it was opened to every interested student with no classroom voting or enrollment cap!





Cultivating an Inclusive Community - Windows and Mirrors for Our Students

“I wanted to send you a long overdue thank you for all that you are doing for Ruby Bridges students. Your compassion and excellence have made a very difficult time bright and full of love for all the students you serve. I wanted to give you a particular thank you for including all students in your student leadership program. I know that it takes a lot of hard work and planning to manage a large number of students in such a program and I am grateful for the time you have invested in this. I believe that the valuable work you are doing to create a culture of acceptance and inclusivity at Ruby Bridges will have lasting positive impacts on the mental health and social and emotional well being of your students. My child is thrilled to be part of that culture and continues to thrive during a very challenging time and I feel I owe you a great deal of gratitude for that.”

-A Ruby Bridges Parent



Cultivating an Inclusive Community - Windows and Mirrors for Our Students

At Ruby Bridges we strive to cultivate a school community where each student/family *can* use their voice, where students/families are confident that policies, procedures and discipline practices are anti-racist and where diversity is celebrated as strength.



“When my children see our home language as a part of the school community, it helps our culture become more relevant to them as children growing up in America.”

“I had to come to this event! To know my mother tongue was being spoken, I couldn’t miss it!”

PRINCIPAL CONNECTION TIME

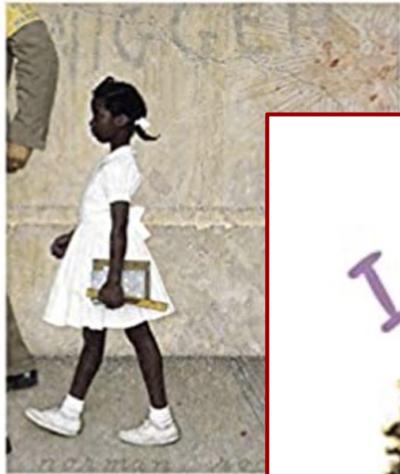
Join Mrs. Davis, Principal of Ruby Bridges, for an open conversation and connection time during any of the following dates/times:

- November 23rd at 11am (English)
- November 30th at 11am (Spanish)
- December 7th at 8am (English)
- December 7th at 12pm (Telugu)
- December 8th at 6:15pm (English)



Cultivating an Inclusive Community - Windows and Mirrors for Our Students

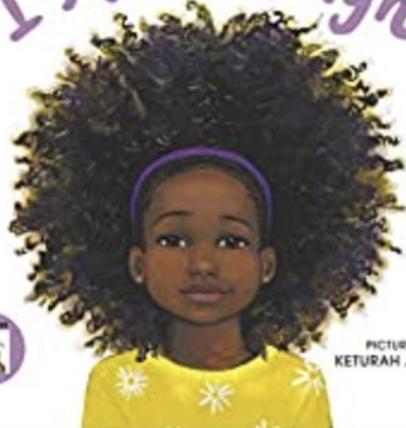
RUBY BRIDGES
THIS IS YOUR TIME



*Principal Read Alouds: Monthly
grade level learning through
diverse literature*

#1 NEW YORK TIMES BESTSELLER
GRACE BYERS

I Am Enough



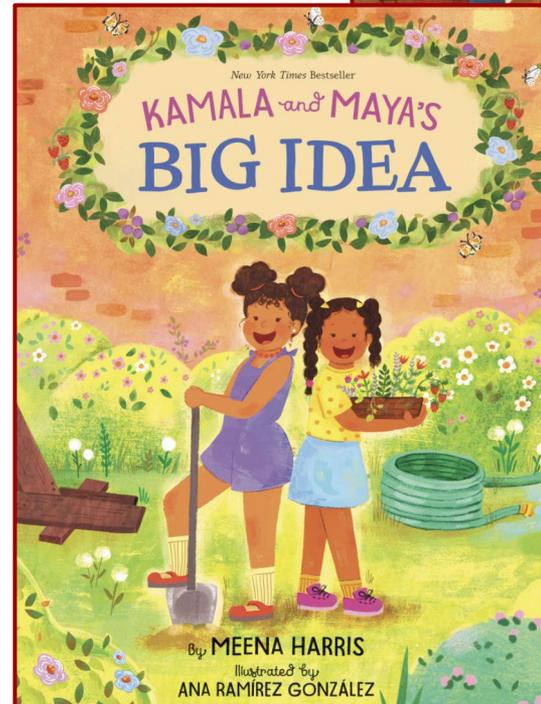
PICTURES BY
KETURAH A. BOBO

JACQUELINE WOODSON
illustrated by RAFAEL LÓPEZ

THE
DAY
YOU
BEGIN



New York Times Bestseller
KAMALA and MAYA'S
BIG IDEA



By MEENA HARRIS
Illustrated by
ANA RAMÍREZ GONZÁLEZ



Cultivating an Inclusive Community - A school for each of us



Opening our accessible playground to all of the River Otters, with a little help from our four legged service animals.

Cultivating an Inclusive Community - A school for each of us



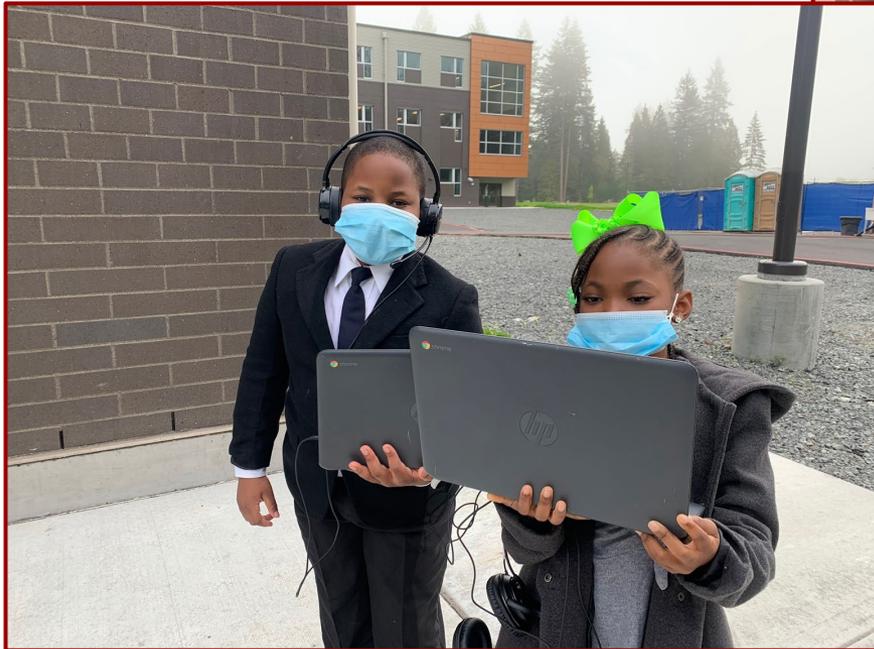
Cultivating an Inclusive Community -

A school for each of us

Playground Communication Board

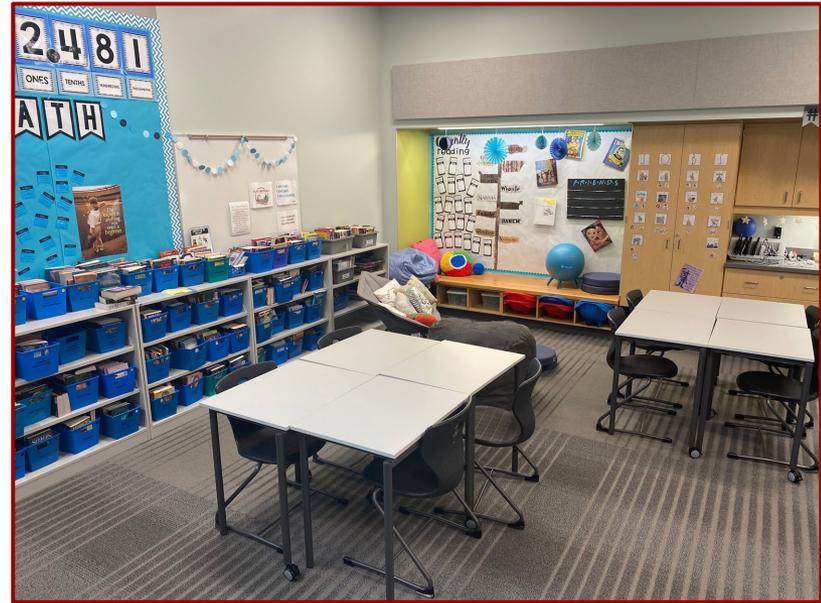
I	is	do	need	say, tell	who	what	where	no/not	more	swing
you	want	like	put	turn	to	same	different	again	done, finished	slide
it	go	get	make	chase, run	with	and	away	good	bad	big toy
that	this	give	take	stop	up	on	off	here	slow	ball
he	help	play	see, look	listen	down	in	out	there	fast	four square
she	eat	drink	come	feel	happy	sad	hurt	sick	mad	tired

Cultivating an Inclusive Community - A school for each of us



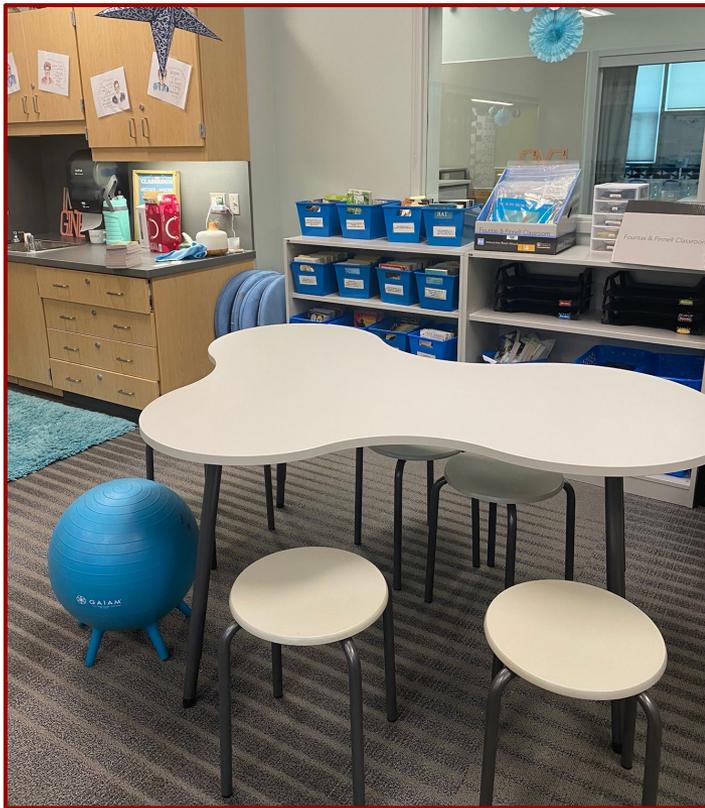
Cultivating an Inclusive Community - A school for each of us

Furnishing designed with each student in mind: flexible, functional, accessible



Cultivating an Inclusive Community - A school for each of us

Flexible shelving and soft seating





Laying the groundwork

Starting with our core values and beliefs:

- Each student is a valued member and contributor to the community.
- Each student is the responsibility of the whole team.
- People first language, avoiding labels and limiting beliefs, barriers or stereotyping.
- We can collectively support each child much better than we can individually.





Developing our multiyear vision and plan

- **Planning Year (2019-2020)**
 - Develop a shared vision and values
 - Engage with all stakeholders to create an inclusive model plan including district leaders, staff, families and students
 - Consider barriers and levers to eliminate them proactively
 - Apply vision and values to all decisions from furnishings, staffing, building map, etc.
- **Year 1 (2020-2021)**
 - Continued staff development to operationalize a shared vision
 - Analyze data to surface opportunity gaps and disproportionality present in current student experiences
 - Develop and implement a master schedule and flexible service plan prioritizing general education access





Developing our multiyear vision and plan

- ***Year 1 (cont)***

- Know our students by name, need and strength
- Ensure every practice, program, opportunity is vetted through our inclusive practices lens prior to implementation
- Collaborate together to increase student engagement and improve student learning outcomes
- Develop our knowledge of universal design for learning principles and begin to shift teaching practices to reflect UDL consistently
- Work smarter and together, not more and in isolation
- Open in person in some hybrid model while retaining our inclusive vision for learning





Essential Components of Our Inclusive Practices Model

- **Inclusive Practices Master Scheduling:** Implement a schedule that provides access to support and specially designed instruction in the general education setting (each student accesses the core)
- **Flexible Service Delivery Model:** Special services staff work to collaboratively partner and plan so students receive greatest amount of supports with their peers (each student receives responsive support from most qualified personnel)
- **Co-plan, Collaborate and Co-teach:** Clear definition of purpose, roles and responsibilities guides the team in ensuring students receive the highest quality instruction in an inclusive setting





Inclusive Practices Master Scheduling

Kindergarten	First	Second	Third	Fourth	Fifth
Morning Meeting 9:00-9:15					
Literacy/ELA 9:15-10:00	Literacy/ELA 9:15-10:30	Math 9:15-10:00	Literacy/ELA 9:15-10:15	Literacy/ELA 9:15-10:30	Literacy/ELA 9:15-10:30
Math Block 10:00-11:00	Intervention 10:30-11:00	Literacy/ELA 10:00-11:00	Math Block 10:15-11:00	Intervention 10:30-11:00	Intervention 10:30-11:00
Lunch/Break 11:00-1:00	Lunch/Break 11:00-1:00	Lunch/Break 11:00-1:00	Lunch/Break 11:00-1:00	Lunch/Break 11:00-1:00	Lunch/Break 11:00-1:00
Specialists 1:00-1:30	Math Lesson 1:00-1:30	Intervention 1:00-1:45	Intervention 1:00-1:30	Science/SS/SEL 1:00-1:30	Sp/Sci/SS/SEL 2:00-2:30
Science/SS/SEL 1:30-2:00	Sp/Sci/SS/SEL 1:30-2:00	Science/SS/SEL 1:45-2:00	Intervention 1:30-2:00	Math Block 1:30-2:30	Math Block 1:30-2:30
Intervention 2:00-2:30	Intervention 2:00-2:30	Sp/Sci/SS/SEL 2:00-2:30	Sp/Sci/SS/SEL 2:00-2:30	Specialists 2:30-3:00	SS/Sci/SEL 2:30-3:30
Async 2:30-3:30	Async 2:30-3:30	Async 2:30-3:30	Async 2:30-3:30	Async 3:00-3:30	Async 2:30-3:30



Inclusive Practices Intervention Scheduling

- Protected intervention timing
- Group based on needs
- Creative/flexible staffing
- 1st Grade class sample-
reading specific
 - Four staff members
 - Skill based groups
 - Variable frequency and duration of meetings

	<u>MON</u>	<u>TUES</u>	<u>THUR</u>	<u>FRI</u>
9:50-10:10	Alyssa: Group A	Alyssa: Group A	Alyssa: Group A	Alyssa: Group A
10:10-10:30	Alyssa: Group B Kim: Group D	Alyssa: Group B Kim: Group D	Alyssa: Group C Kim: Group D	Alyssa: Group C Kim: Group D
2:00-2:15	Alyssa: Group E Lani: Group F Ariana: Group G			
2:15-2:30	Alyssa: Group H Lani: Group I Ariana: Group J			





Flexible Services - A Staff Perspective

- In my experience as an English Language teacher, it has always been a challenge to provide services for my students in a way that doesn't fragment their learning or make them feel othered.
- With the flexible services model at Ruby Bridges, **my** students have become **our** students. I am able to collaborate with classroom teachers on a consistent basis. We work as a team to weave high leverage EL strategies into the core curriculum. This model allows for increased accessibility and comprehension not just for our multilingual students, but for each of our students.
- We have created a place of belonging for each of our students





Flexible Services - A Staff Perspective

- Ruby Bridges prioritizes support for each student to experience academic and social emotional learning in the general education context.
- We collaborate to provide instruction, specialized supports and rigorous challenges for students through teaming and providing differentiated instruction. I know the whole school is doing this, my experience is with 3rd grade.
- We are getting to know the story of all of our students. We meet regularly to talk about individual students, data, social needs, engagement levels, planning and to reflect on and refine our instruction.





Flexible Services - A Staff Perspective

- Historically, as a special education case manager, I was looked at as the keeper of everything related to my kids (schedules, instructions, resources, tools, breaks, reinforcers, etc.)
- With the inclusive framework at Ruby Bridges, each student has a team overseeing their success throughout the day. We've prioritized the opportunity for instruction from the classroom teacher and their participation as a member of their class.
- We looked at each IEP strategically to maximize the students' access to their peers and to gen ed instruction regardless of the supports needed to set them up for success.
- Celebrations: students identify with their homerooms, increased participation in gen ed across the board, have built the foundation for participation and engagement in person

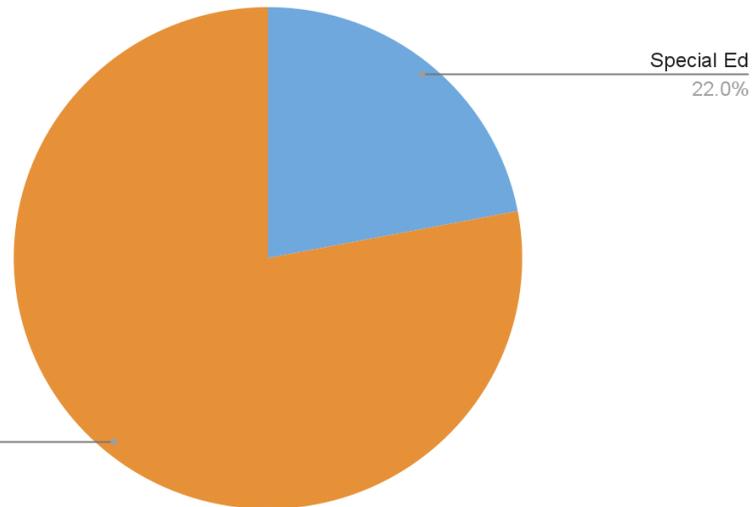




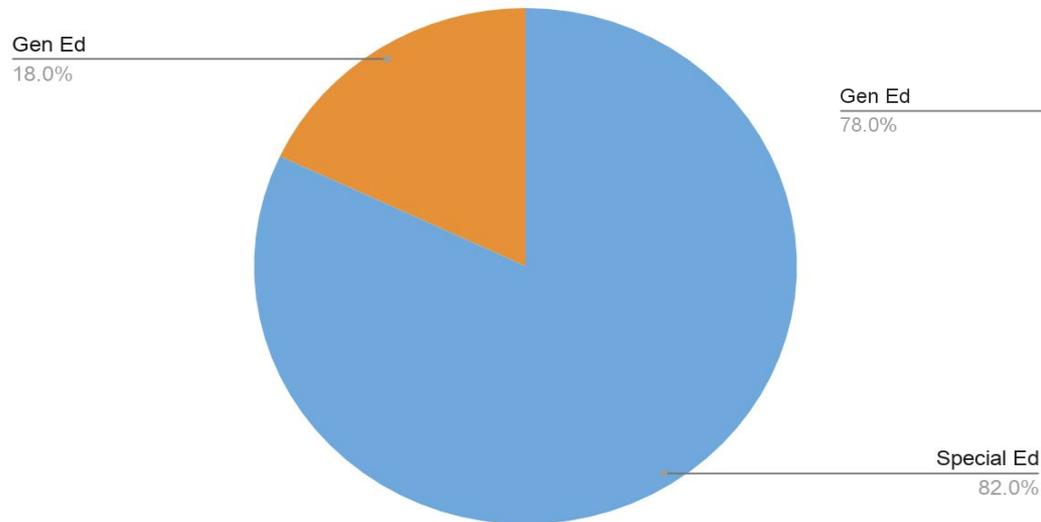
LRE percentage shifts (Katie's caseload of students)



In-Person Learning



Prior to 20-21





LRE percentage shifts (school - wide)

Prior to the 20-21 school year		
0-39%	40-79%	80-100%
30	15	55
Remote learning in 20-21		
0-39%	40-79%	80-100%
9	21	70
Goal for in person learning		
0-39%	40-79%	80-100%
0	<10	90+





Universal Design for Learning

- Full staff training on universal design for learning principles
- Building teacher efficacy to develop instructional plans that support the full range of learners
- Lean into the challenges and opportunities present in the remote learning context
 - Maintain use of tools that make learning accessible
 - Use technology to increase collaboration and engagement of students and families
- Create a consistent system of whole school intervention to allow each student to be supported efficiently and effectively





Our high leverage moves

- Prioritization of general education as the center of learning context and content
- Master Schedule with grade level alignment and shared intervention blocks
- Recursive data analysis to drive instructional plans and intervention support
- Provision of support based on student needs not programs or services (heterogeneous groupings)
- Each student having access to core instruction with intervention and specially designed instruction as a complement to, not replacement of, the core





What we learned along the way

- Developing and communicating a transformative vision is essential to cultivate buy-in for the work
- Each stakeholder offers an essential voice in the work we do to build a community of belonging
- Genuine curiosity and an openness to “what could be” matters more than knowing all the answers
- Everything is figureoutable- we can continually improve when we are committed to vulnerability and failure as an element of the learning process



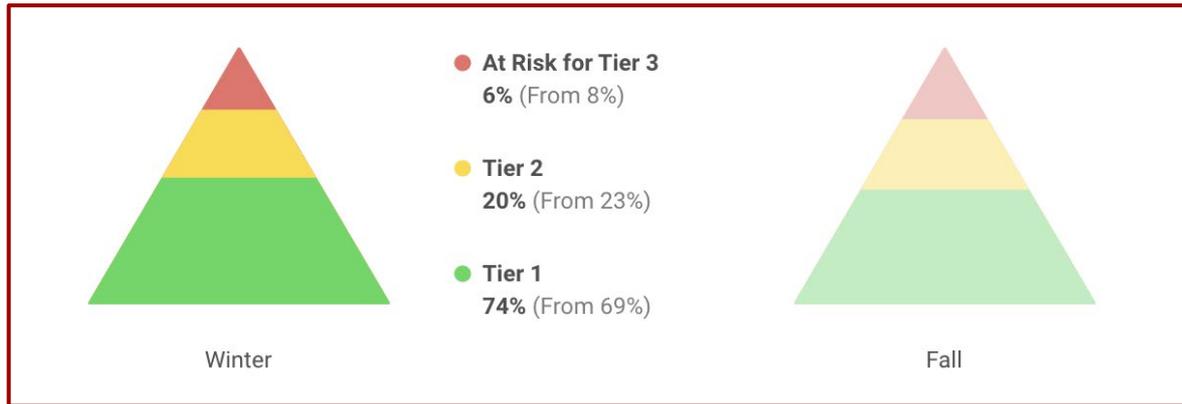
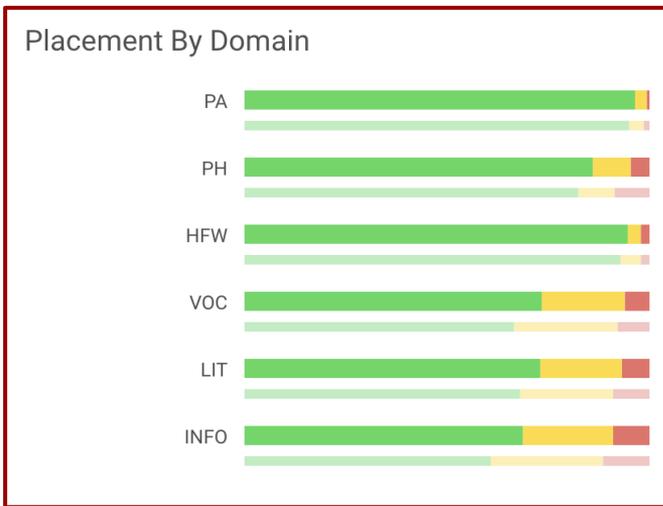
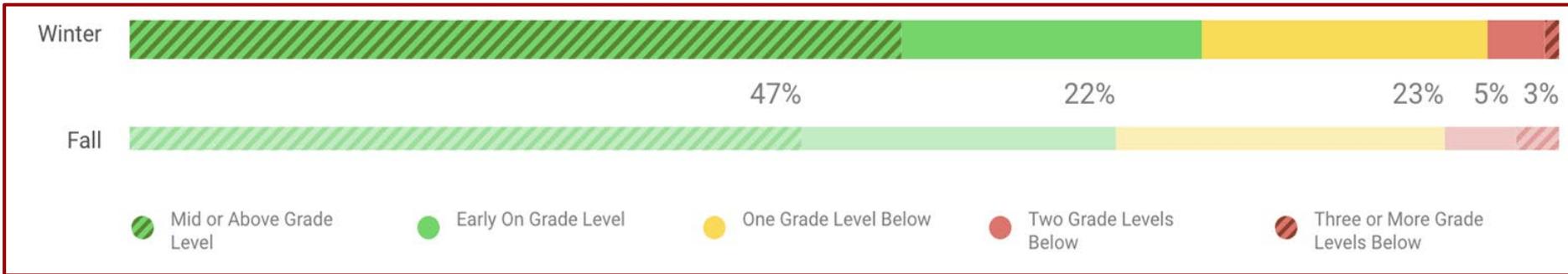


Findings/Data

- Inclusive practices provides each student with a greater access to core learning and the tailored intervention supports needed
 - Early learning data results show academic improvement benefits
- Inclusive practices cultivates community, belonging and shared responsibility for outcomes
 - Qualitative data from student, staff and parent interviews show improved cohesion in learning experience, greater sense of belonging for each student and positive social emotional benefits



Findings/Data: 20-21 Reading Growth



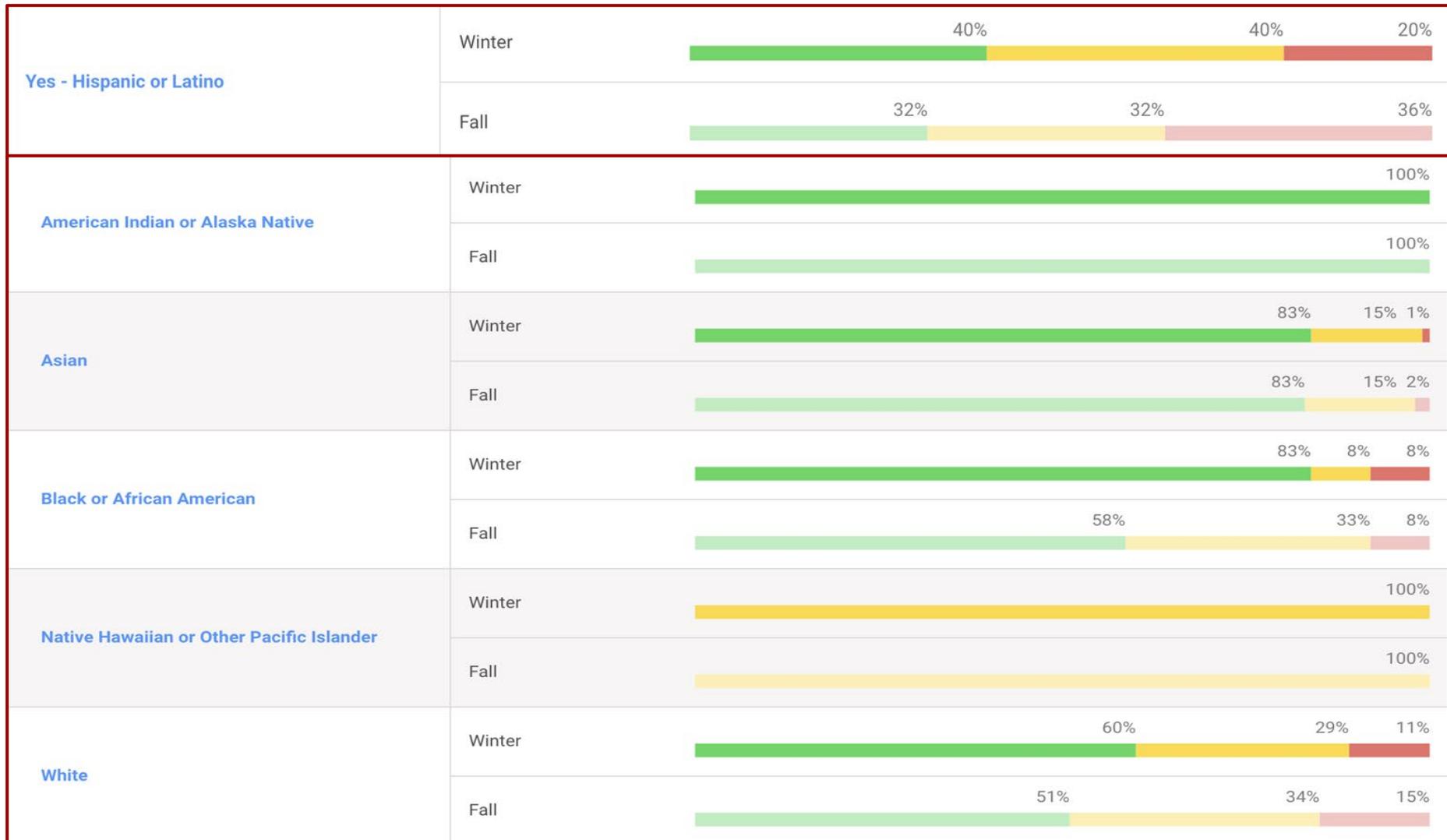


Findings/Data: 20-21 Reading Growth





Findings/Data: 20-21 Reading Growth Fall to Winter



Student Growth Highlight: 3rd Grade Student with SPED services

Tier 1: 3rd Grade ELA

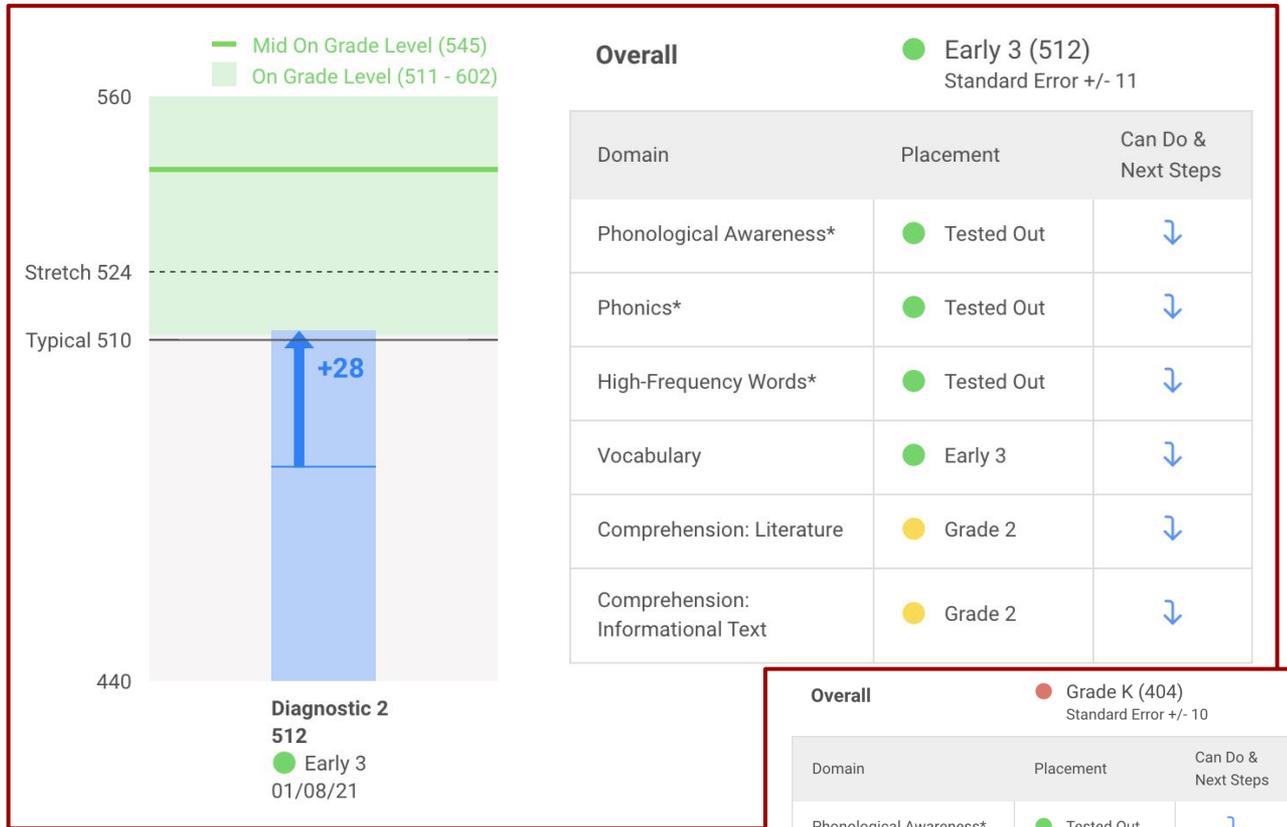
Tier 2 Plan:

4 small groups weekly with general education teacher focused on Comprehension and Word Study

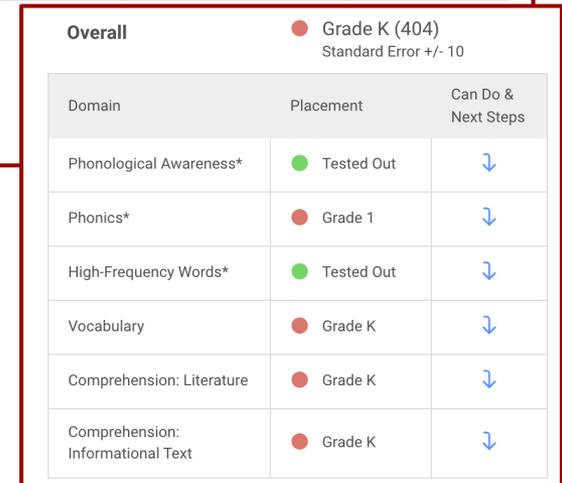
3 small groups weekly with interventionist focused on Vocabulary and using decoding skills for more complex texts

Tier 3 Plan:

4 small groups weekly integrating writing and behavior/social goals with special education staff



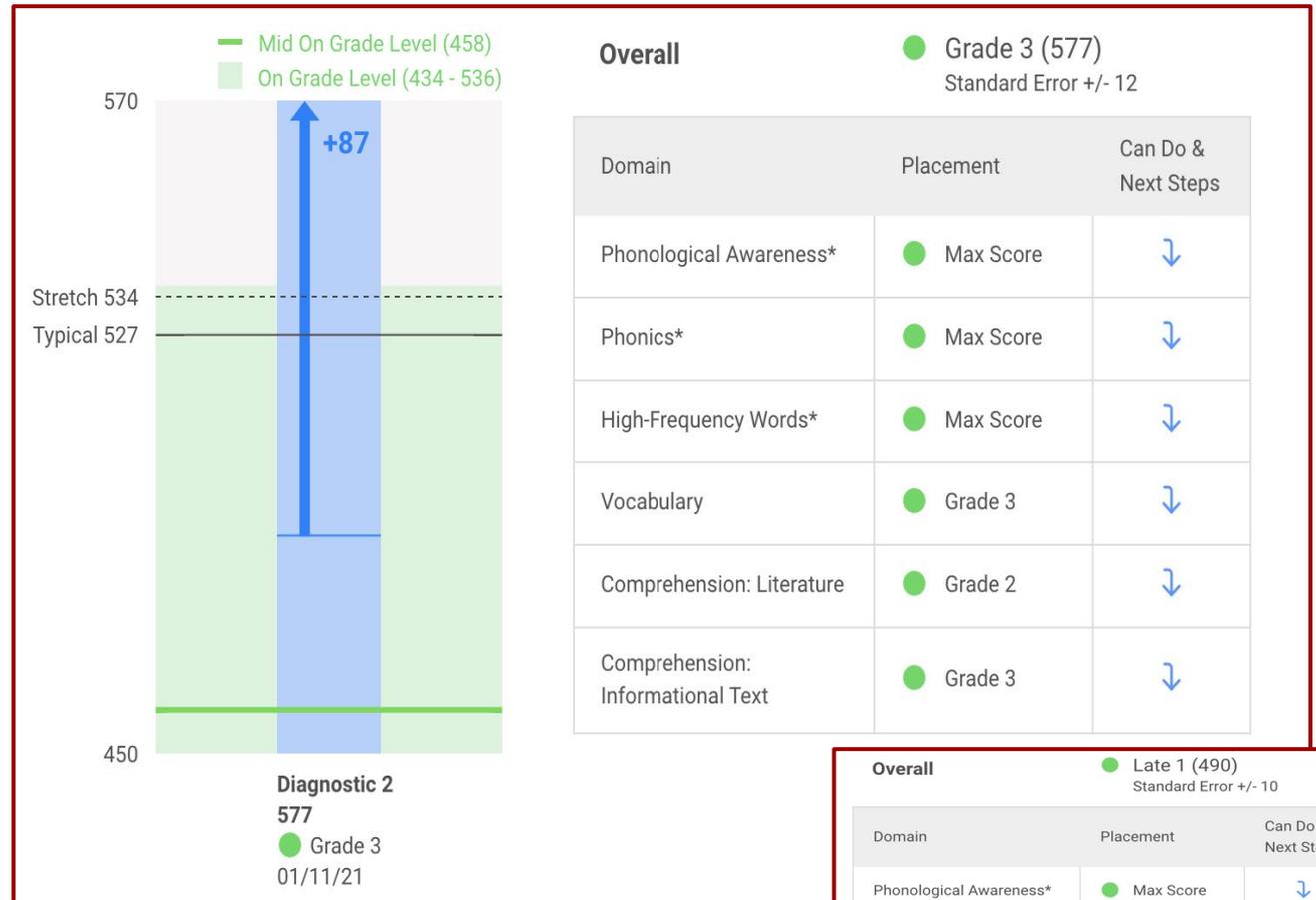
Fall diagnostic comparisons →



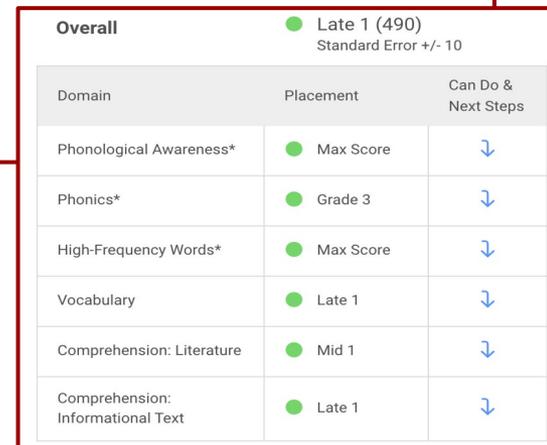
Student Growth Highlight: 3rd Grade Student with EL services

Tier 1: 1st Grade ELA;
4x weekly of Whole
Group Phonics and
Word Study lessons

Tier 2 Plan:
*2 small groups
weekly with general
education teacher
focused on
Comprehension and
Vocabulary
*embedded EL
consultation and no
pull out



Fall diagnostic comparisons



Student Growth Highlight: 5th Grade Student with SPED services

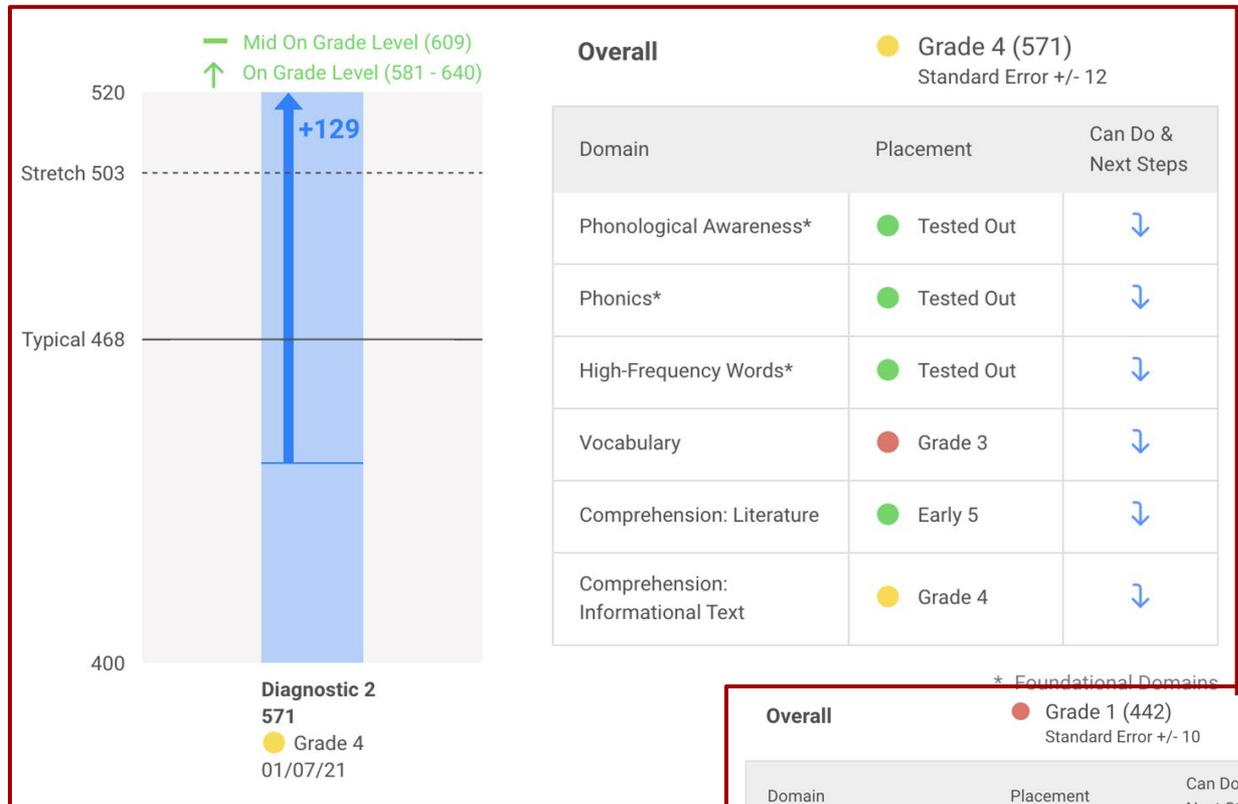
Tier 1: 5th Grade ELA

Tier 2 Plan:

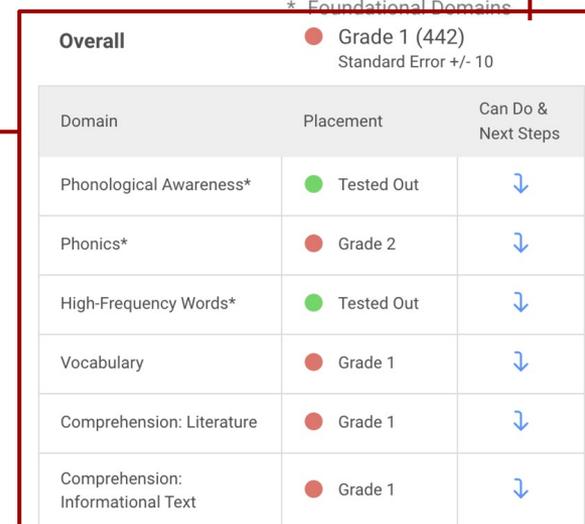
*3-4 small groups weekly with general education teacher focused on Comprehension and Word Study

Tier 3 Plan:

* 4 small groups weekly for specific reading goals with special education staff
*4 small groups weekly for specific writing goals
*additional support for organization and behavior goals



Fall diagnostic comparisons →





Takeaways

- Relationships and belonging are the heartbeat of inclusive practices
- An inclusive community holds space and offers opportunities for the contributions of each member
- Values and vision come alive when you ensure foundational structures, schedules and roles reinforce them
- Flexible service delivery is achieved when there is alignment of environment, belief, staffing and practice
- We are stronger and more capable of supporting each student when we work together as a cohesive team



Resources/Artifacts

- Inclusive Model information night presentation
- Scheduling and planning tools
- Sample fliers for inclusive engagement
- Sample professional development slides
- Suggested literature and websites

Our Mission

Ruby Bridges Elementary is a community of belonging where each member is empowered to engage in meaningful inquiry, exploration, and discovery to become active, compassionate global citizens.



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Continuous Path of Improvement

Change-making does not belong to one group of people.

Change-making belongs to *all of us*.

You do not have to wait for anyone to tell you that *you are in this*.

You don't have to wait around wondering *what* you should do.

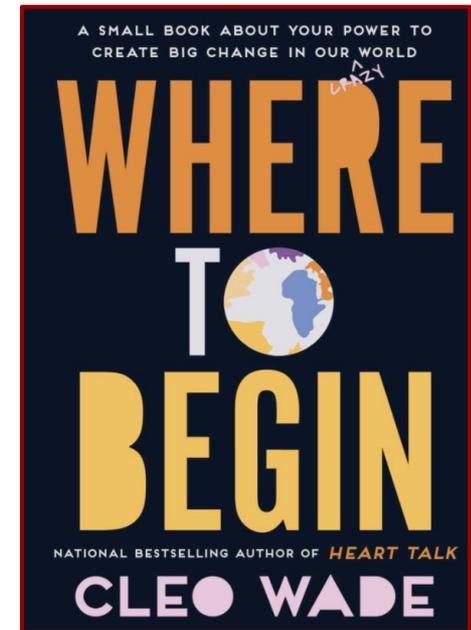
Get to work on what you *can* do.

The time has always been *now*.

Begin.

-Cleo Wade, *Where to Begin*

W HARING CENTER
FOR INCLUSIVE EDUCATION



BEGIN UW WRAP UP





Questions: *Please share your answers in the CHAT box.*

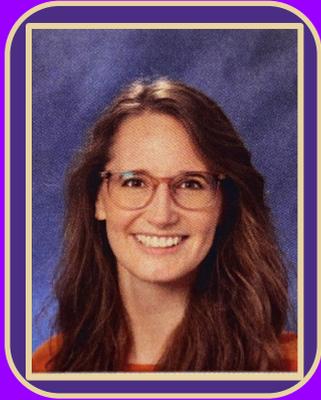
- 1. What are the systems, culture, and/or leadership practices you heard about today that support inclusive schools?**
- 2. From what you learned today, what are some initial steps you can take and apply in your building?**



COPY DEMO SITE TEAM PIC PAGE



Cathi Davis
Principal
cdavis@nsd.org



Meghan Crane
Teacher Leader
mcrane@nsd.org



Robyn Lynn Sprunger
Teacher
rsprunger@nsd.org



Deb Helman
Teacher
dhelman@nsd.org



Katie Lundberg
Teacher
klundberg@nsd.org



To learn more about the Demonstration Sites Project

> Please visit:

ippdemosites.org

<https://www.k12.wa.us/policy-funding/special-education-funding-and-finance/inclusionary-practices-professional-development-project>

> Or email, uwdemosites@uw.edu





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In ONE word, what are the systems, culture, and/or leadership practices you heard about today that support inclusive schools?





Evaluation and Clock Hours

Google Form

<https://docs.google.com/forms/d/e/1FAIpQLSesVxE0vW2HiMjW63w1dHnEkOmHa7g3wLfPPf-Ywmw1y8m40Q/viewform>

A link to this evaluation form has been emailed to all participants.

Clock Hour Forms have been emailed to all participants.





Thanks to our partners



OSPI

