IPP Demonstration Sites Project

Ruby Bridges Elementary
Building an Inclusive Mission and Vision:
You Are a Learner. You are a Leader. You Belong Here.
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

UW Haring Center
IPP Demonstration Sites Team
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 month.
Webinar Etiquette

- Keep an open mind.
- Be an active participant.
Practice the Chat

What are you seeking to learn about Collaboration and Teaming that you can take back to your school(s)?
Inclusionary Practices Partnerships

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

2. Statewide Professional Development
   - District Leaders: WASA, AESD
   - School Leaders: AWSP, AESD, CCTS
   - Local School Boards: WASA
   - Educators: AWSP, AESD, CCTS
   - Education Support Personnel: WEA, CCTS
   - Families & Students: OSPI
   - Preservice Leaders: AWSP
   - Preservice Educators: OSPI

3. UW Haring Center
   Inclusion Facilitation
   - Inclusionary Demonstration Sites
   - Inclusion of Students with Significant Cognitive Disabilities (TIES Center)

4. Inclusionary Practices Pilot Sites
   180 Schools in 90 Districts, serving over 15,000 students with disabilities!

5. University of Kansas
   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.
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.
Demonstration Sites are on a continuous journey towards building inclusive schools and communities.

Many high stakes inclusionary practices go into actualizing what inclusion means for educators, families and most importantly students.
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

Julia SanFelippo
Paraeducator

Kimberly Reiprich
Teacher, Special Education

Meghan Crane
Teacher Leader

Ariana
Burton-Rodriguez
Paraeducator

Magda Orujoja
Teacher, Special Education

Carolyn McCoy
SLP, BCBA

HARING CENTER
FOR INCLUSIVE EDUCATION
Welcome to Ruby Bridges Elementary!

Ruby Bridges Monthly Newscast: Produced by RB 5th Graders
Highlighting the following Inclusionary Practices

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

-Cobb and Krownapple, 2019
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.
Staff Reflection

- Building a Collaborative Mission: Meghan Crane (sharing Debbie Patashnik’s reflection on this process)
Each student is presumed competent and able to benefit from general education access.

We will not label or create “boxes” around students which limit their access or opportunities for learning.

Each student will be a member of their general education classroom and this will be their primary location of learning.

Each student has opportunities for building reciprocal social relationships with age-appropriate peers.
Inclusive Mission and Vision - Core Values

- We will use **student learning data** to drive decisions.
- Each grade level will operate on a **shared consistent core schedule** with intervention blocks.
- Considering both **general education content and context** as a valued aspect of learning.
- Students qualifying for special services **will not miss core instruction** to receive specially designed instruction or intervention.
What does this look like in our school?

Shifting the Core Values and Paradigm in Delivery, Vision and Responsibility for Student Learning

- Structures that *complement*, not contradict vision
- *Collective* efforts in teaching and learning
- *Universal* embedded supports
What does this look like in our school?

**Structures to Support VISION**

**Building Master Schedule**

- Each structural decision centers our work on our students furthest from educational justice
  - What strengths and connections can we **magnify**?
  - What supports can we **prioritize**?
  - What barriers can we **remove**?
What does this look like in our school?

Structures to Support VISION

Building Master Schedule

- Heterogenous groupings for student groups
- Consideration of where greatest needs for academic and social emotional support will be needed within grade levels
- Discussions to determine how service delivery might be impacted by transitions, content area schedules, and how maximum benefits for interventions in each grade can be realized
What does this look like in our school? 

**Structures to Support VISION**

**Building Master Schedule**

- Know your students needs deeply so you can envision the implications to learning based on the allocation of resources or the scheduling you design at principal level
- Avoid creating blocks where all grades are teaching the same subjects as it will often magnify personnel needs and minimize available resources for intervention
- Design schedule elements like breaks, recesses and specialists based on the student group, not preferences/tradition
What does this look like in our school?
**Structures to Support VISION**

- **Staff Reflection: Magda Oruoja**
What does this look like in our school?
Structures to Support VISION

- Staff Reflection: Kimberly Reiprich
What does this look like in our school?

**Collective Effort**

- **Flexible Service Delivery Model**: Special services staff work to collaboratively partner and plan so students receive the 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.
What does this look like in our school?

Collective Effort
What does this look like in our school?

Collective Effort

- Collective effort in teaching and learning:
  Ariana Burton-Rodriguez
What does this look like in our school?

Universal Embedded Supports
Embedded Universal Supports
Practical Applications
Embedded Universal Supports
Practical Applications

Leo the Late Bloomer

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>can</th>
<th>talk</th>
<th>what</th>
<th>is the matter?</th>
<th>not</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>is</td>
<td>can</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>was</td>
<td>make</td>
<td>it</td>
<td>late</td>
<td>good</td>
<td>right</td>
</tr>
<tr>
<td>father</td>
<td>he</td>
<td>read</td>
<td>write</td>
<td>draw</td>
<td>eat</td>
<td>bloom</td>
</tr>
<tr>
<td>mother</td>
<td>tiger cub</td>
<td>watch</td>
<td>instead</td>
<td>time</td>
<td>dirty</td>
<td>clean</td>
</tr>
<tr>
<td>own</td>
<td>snow</td>
<td>trees</td>
<td>sentence</td>
<td>day</td>
<td>night</td>
<td>TV</td>
</tr>
</tbody>
</table>
Embedded Universal Supports
Practical Applications

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
Embedded Universal Supports
Practical Applications
What we learned along the way

- Transformative change requires heart and mind work **AND** alignment of structures/practices
- What stands in the way **becomes** the way
- Collective, proactive work is key to successful implementation
- Every element of your work either promotes or detracts from the mission and vision
Findings/Data

- Increased access and opportunity to relationship building, academic and social learning in the general education setting
- Increased student learning achievement outcomes as flexible service delivery maximizes staff ability to intervene and respond to needs
- Increased belonging and engagement of diverse learners including in leadership, student social experiences and friendship building
Findings/Data

- Dramatic shifts in access: Example shift in LRE data based on our student’s in-person experience
Continuous Path of Improvement

- Does each student see themselves represented as unique, valued, and essential to the learning community?
- Does each student have access, opportunity, and the right supports to realize their highest potential as learners and leaders?
- Does our school community and climate nurture and support our vision of barrier-free learning?
- What patterns can we identify in our outcomes that will help us do better for our students as we go forward?
Resources/Artifacts

- Scheduling Planners
- Staff PD templates
- Building vision/mission presentations
- Examples of inclusive supports and the use of communication tools and symbols

*Please reach out to us! We would love to share more specifically on an element of the change journey to support you and your team. We are learning each day and refining our work for our students.
Questions: Please share you 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?
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
Where are you joining us from today?
Evaluation and Clock Hours

Google Form

https://docs.google.com/forms/d/e/1FAIpQLSfhsiGmE2PmeAxcXxbq1YMkx_9JPLYXSmBiFxEth-10f7vT_A/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

CSTP

Ruby Bridges Elementary

Haring Center for Inclusive Education