

# INCLUSIONARY PRACTICES PROFESSIONAL DEVELOPMENT PROJECT (IPP):

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## DEMONSTRATION SITES



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



UNIVERSITY of WASHINGTON

## HARING CENTER FOR INCLUSIVE EDUCATION

## DEMONSTRATION SITES PROJECT OVERVIEW

The demonstration sites project was developed to provide educators, family and community members from around the state with the opportunity to observe inclusionary practices in action, meet with school teams, collect artifacts that aid in systems-change, and learn about how to implement inclusionary practices in different school contexts. Our partnerships include urban schools, rural schools, and schools in some of our largest and smallest districts across Washington State.

### Our Demonstration Site Partners:

#### Early Learning

- Edwin Pratt Early Learning Center – Shoreline SD
- Kodiak Cubs Preschool – Cascade SD
- Robert Lince Early Learning Center – Selah SD



#### Elementary

- Clovis Point Elementary – Eastmont SD
- Maple Elementary – Seattle PS
- McMicken Heights Elementary- Highline SD
- Mark Twain Elementary School – Lake Washington SD
- Ruby Bridges Elementary School – Northshore SD

#### Secondary

- Chase Middle School – Spokane PS
- Hidden River Middle School – Monroe SD
- Monroe High School – Monroe SD
- Stanwood High School – Stanwood Camano SD
- Toppenish Middle School - Toppenish SD



## OUR JOURNEY

As each demonstration site is on a continuous journey, so is our larger IPP demonstrations sites team. We continue to focus on our founding principles and overarching goals. All the while incorporating feedback from our demonstration sites, visitors and what we have learned along the way to improve delivery on our commitments.



### Overarching Demonstration Site Goals:

1. Provide an action-oriented and **transformational learning** experience for visitors .
2. Allow schools to **tell their stories** about best practices, systems, and processes that drive student success.
3. Create professional **peer-learning communities** where educators support educators, contributing to a culture of teacher-leaders.
4. **Support schools** so they can continue to strengthen practices, outcomes, and an inclusive culture.
5. Contribute to **system-wide efforts** that achieve equitable outcomes for all students.
6. Influence a **culture of collaboration** across schools in the state of Washington.
7. Use an **asset minded approach** to interrupt existing biases that have historically created barriers for student success.
8. Provide **key takeaways** for school leaders looking to replicate inclusive practices and make them their own.
9. Improve social and academic **outcomes for students** with and without disabilities.
10. Determine the information, tools, and supports schools need to build, implement, and **sustain an inclusive model**.



### What We Have Learned Along the Way:

- The **importance of district leadership** and engagement to build capacity to serve all students districtwide.
- The necessity of **ongoing collaboration** across school sites, districts, students, families, communities and state organizations to truly impact systems change.



OSPI IPP Project

## CONTACT US



IPP Demo Sites

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