

# Demonstration Sites

at the University of Washington Haring Center for Inclusive Education

Auburn School District  
Dick Scobee Elementary School

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UNIVERSITY *of* WASHINGTON

HARING CENTER  
FOR INCLUSIVE EDUCATION



# Inclusionary Practices Technical Assistance Network: Connection, Collaboration and Support



**Inclusionary Practices**  
Technical Assistance Network



# The Focus of the IPTN

## Systems Change

- Network recognizes the necessity of all levels of system to impact systems change.

## Increase outcomes for:

- Students with Intellectual and Developmental Disabilities (IDD)
- Black students eligible for special education services

## Focus on

- Students with IDD
- Black students
- Early Learning
- Reducing Restraint and Eliminating Isolation (RREI)



# Demonstration Sites at UW Haring Center for Inclusive Education

Fall 2024 - 16 districts; 21 Demo Sites

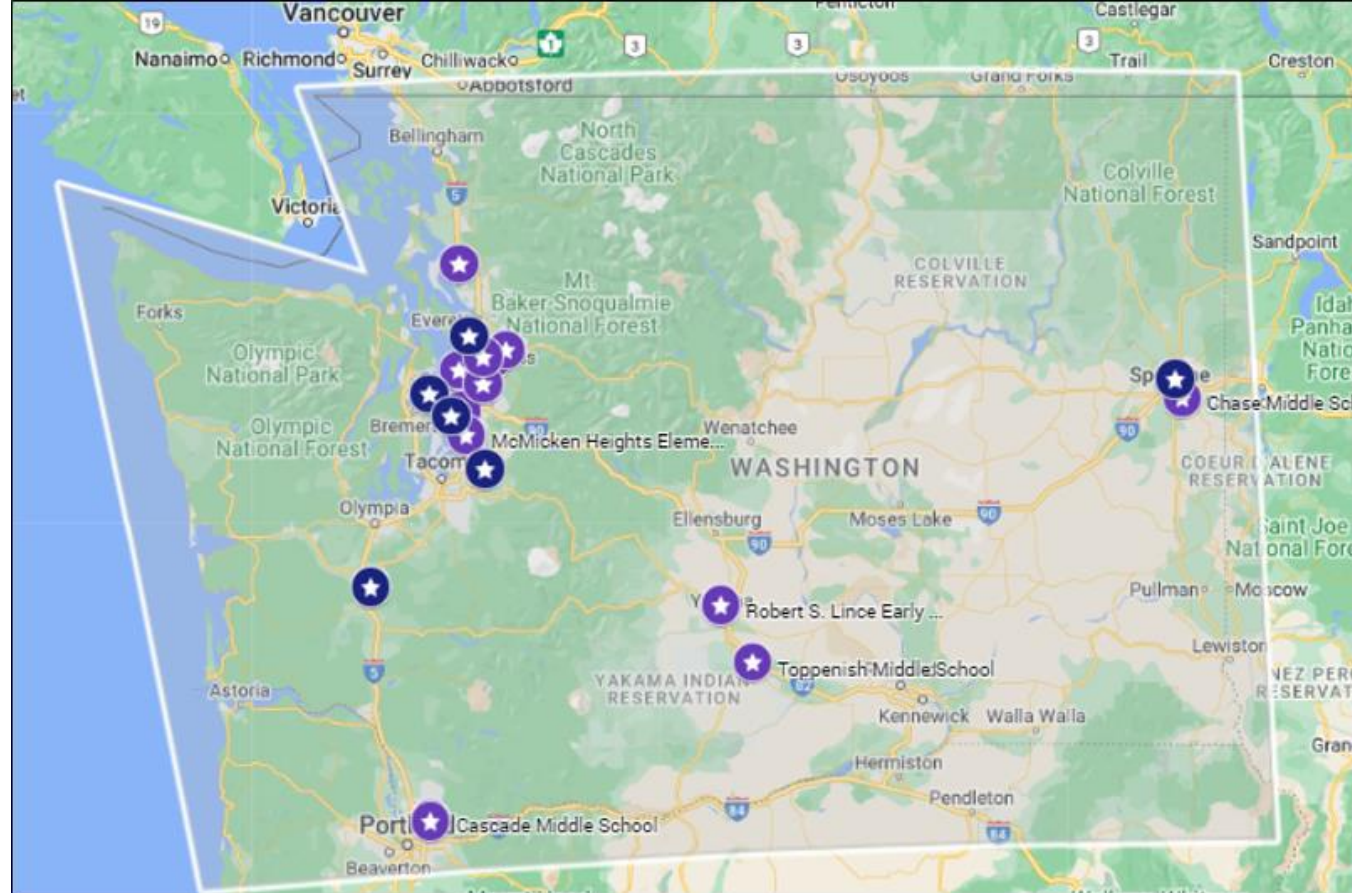


Inclusionary Practices (IP) Demo Sites  
○ 10 Districts, 11 Sites



Reducing Restraint and Eliminating  
Isolation (RREI) Demo Sites  
○ 6 Districts, 10 Sites

- Auburn SD
- Bainbridge Island SD
- Centralia SD
- Mukilteo SD
- Seattle PS
- Spokane PS



# Demonstration Sites Journey

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Each site is on their own inclusive journey.

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High leverage moves align to individual school cultures and priorities.

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Increasing district scale and sustainability are critical for lasting impacts.

# Presenting



**Patrick Mulick**

Director of Student Engagement  
pmulick@auburn.wednet.edu

**Dan St. Mary**

Principal of Dick Scobee Elementary  
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**Deanna Tompkins**

Program Specialist  
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# The Auburn School District

- Home to over 17,000 students
- 11.9% access special education services
- 16 elementary schools, 4 middle schools, 3 high schools, 1 alternative high school
- Fastest growing district in King County
- Very diverse community
  - 44% of students live in multilingual households
  - 11% of students are new to the country within the past two years
  - 111 languages spoken



# Our Mission

In a culture of equity and excellence we engage, educate and empower each student for success beyond graduation.





## **Foundation 1: Culturally responsive & Inclusive Practices for Teaching, Support & Leadership**

Priorities:

1. A welcoming environment for families, students and staff.
2. Culturally responsive practices (Instruction & Leadership).
3. Students meeting and exceeding grade level content area standards.
4. Experiential and relevant learning at all levels.

## **Foundation 2: Family, Student, Community and Staff Partnerships**

Priorities:

1. Provide a safe environment (physical, emotional, social, cultural, academic, wellness).
2. Students learning life-ready skills (financial, communication, technical, emotional intelligence).
3. Prepare each student for college, career and beyond graduation.
4. Create opportunities for authentic student, family and staff voice.

## **Foundation 3: Skilled, Diverse Staff that Represents the Community**

Priorities:

1. A welcoming, growth-centered, supportive workplace.
2. Professional development to achieve the strategic priorities.
3. Recruit and retain a workforce that represents our community.

## **Foundation 4: Innovative Systems & Structures**

Priorities:

1. Fiscal stewardship and alignment of resources to support the strategic plan.
2. Revamp and streamline systems to support students, families and staff.
3. Excellent customer service.

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# Culturally Responsive

# Teaching Practices

Relationships Precede Learning

7  
Interaction stress  
collectivity as well  
as individuality

1  
Students are  
affirmed in their  
cultural  
connections

2  
Teachers are  
personally inviting

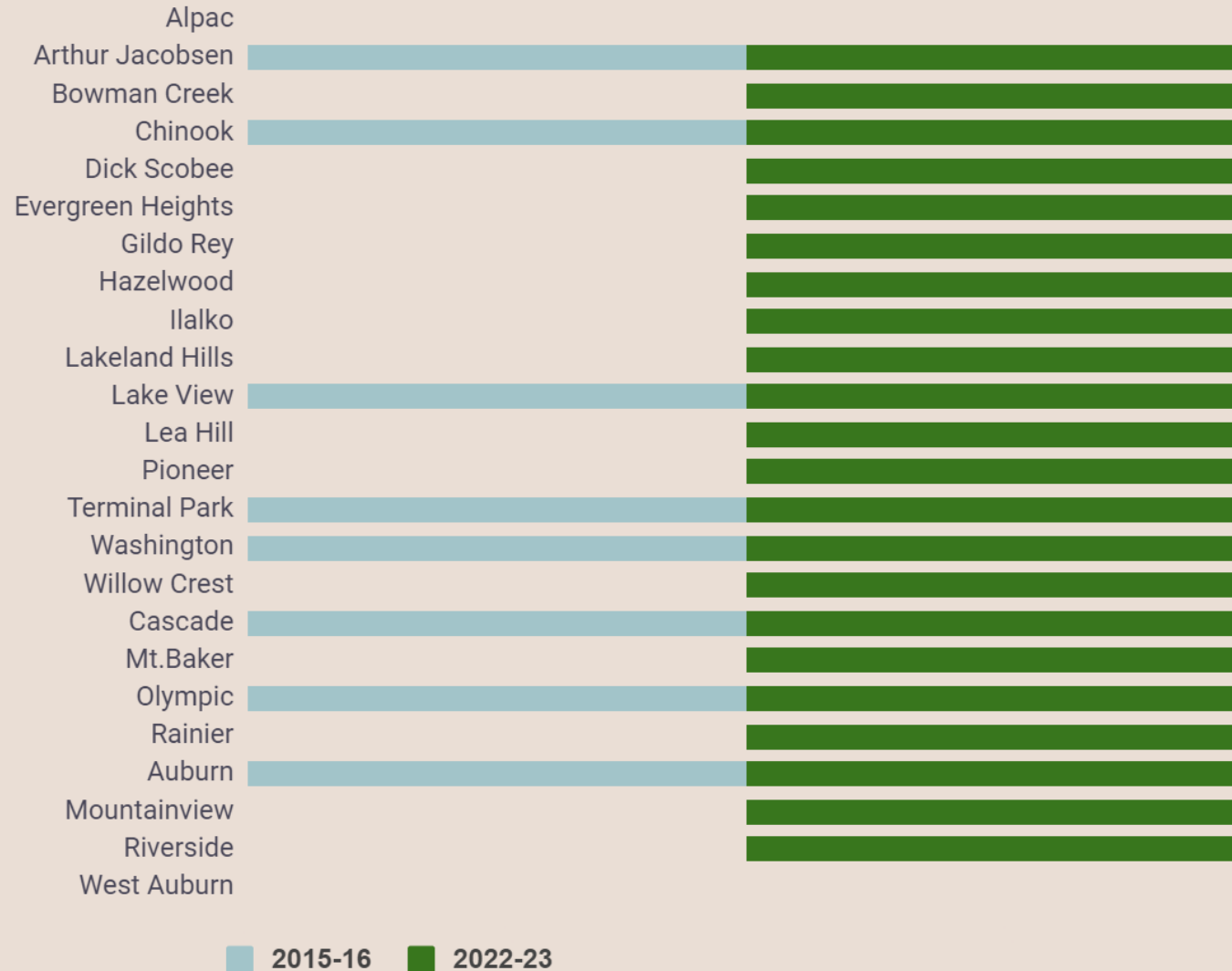
3  
Learning  
environments are  
physically and  
culturally inviting

4  
Students are  
reinforced for  
academic  
development

5  
Instructional  
changes are made  
to accommodate  
differences in  
learners

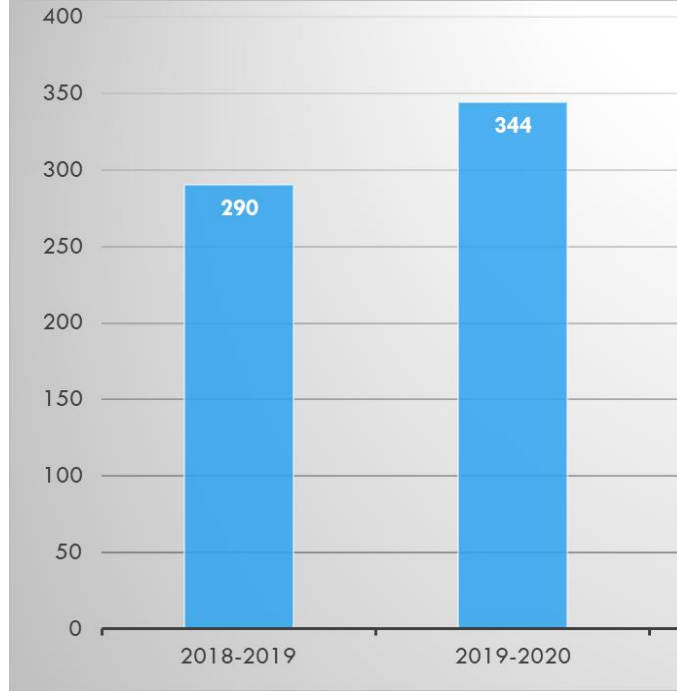
6  
Classroom is  
managed with firm,  
consistent, loving,  
guidance.

# Full Continuum of Services in the Auburn School District

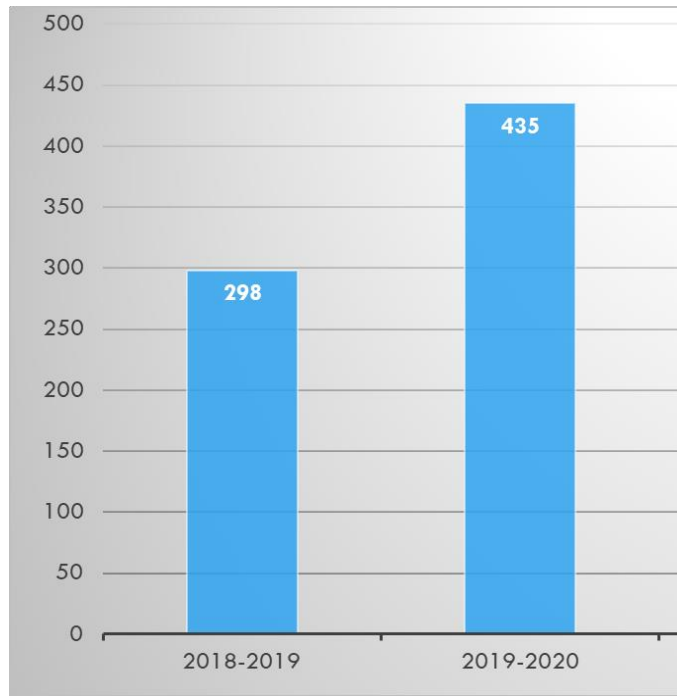




# Isolation



# Restraint



# Leadership Moves

- Hired first BCBA
- Committed to Change



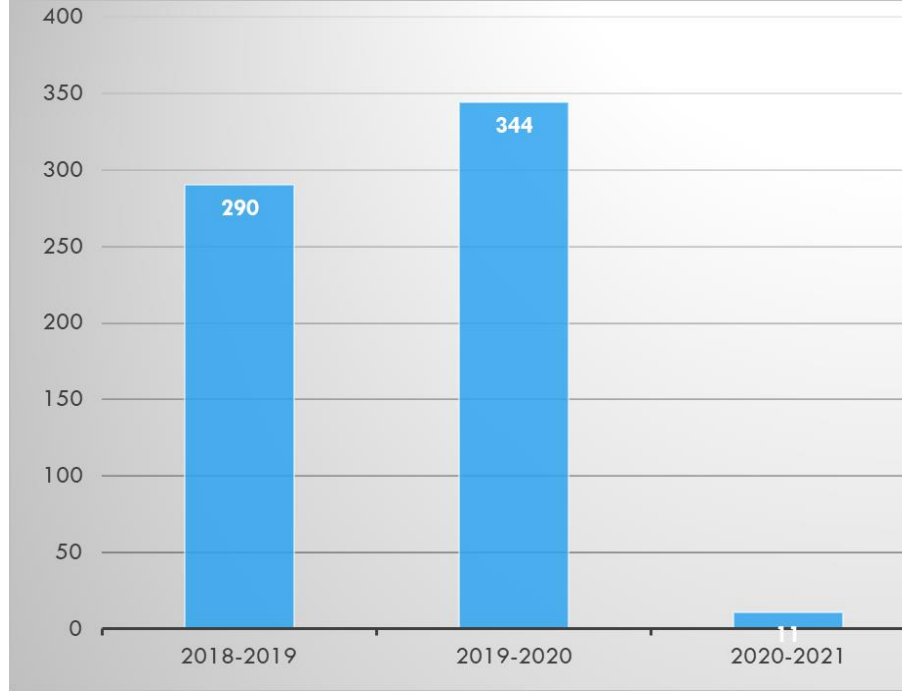
# The Six Core Strategies (1)

- **Leadership Towards Organizational Change** - emphasizing that efforts to create a violence free environment are most successful when facility executives provide guidance, direction, participation and ongoing review of the project, beginning with assuring that the facility's mission, philosophy of care and guiding values are congruent with this initiative.

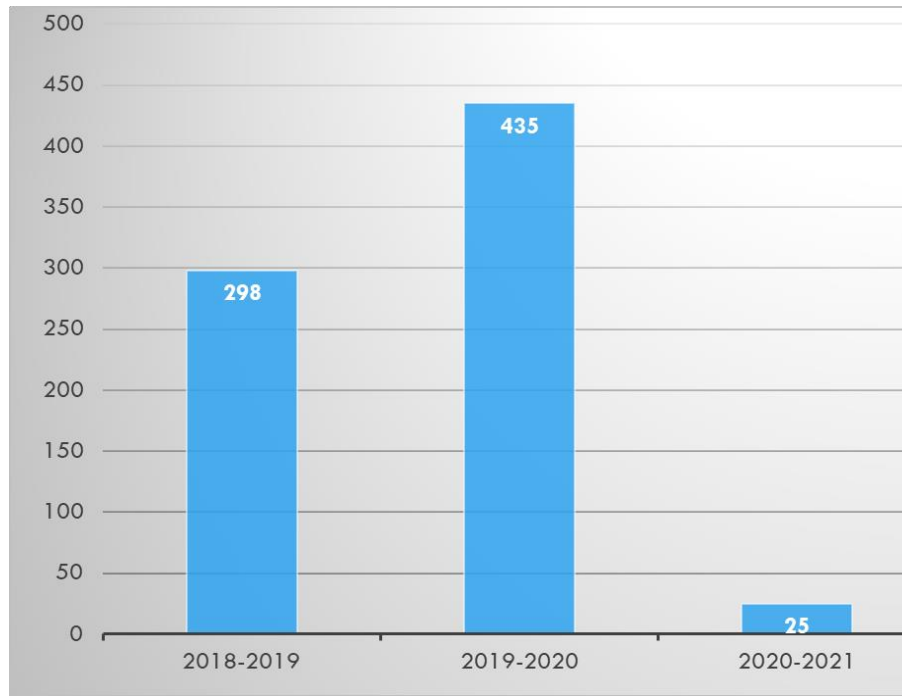




# Isolation



# Restraint



# Leadership Moves

- Convened Restraint and Isolation Steering Committee
- Invested different de-escalation trainings

# The Restraint and Isolation Steering Committee

- 6 central office administrators
- 8 building administrators
- 1 school psych
- 1 BCBA
- 1 Paraeducator
- 1 BIS
- 2 special education teachers
- 2 general education teachers



Cindy Sherröd- Asst Dir Special Education



Patrick Mulick-Assistant Director of Special Educa...



Colin Clark, School Psychologist, Pathways



Mark Ziegler Assistant Principal Evergreen Heights



Melissa Slatt Maxwell-BIS @TPK



Alyssa Jacobsen - 2nd Grade Teacher



Hilary Conville, Director of Special Education



Dawne Cairney-Special Ed Teacher



Kandy Tayman, BCBA



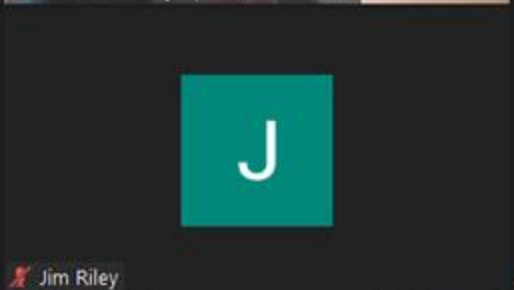
Grace Kim



Isaiah Johnson



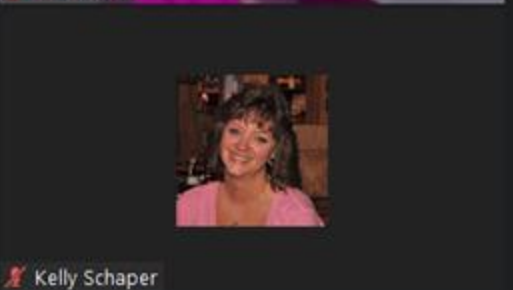
Kyle Jones Assistant Principal ARHS



Jim Riley



Rhonda Larson



Kelly Schaper



Colin Clark



Brendan Jeffreys

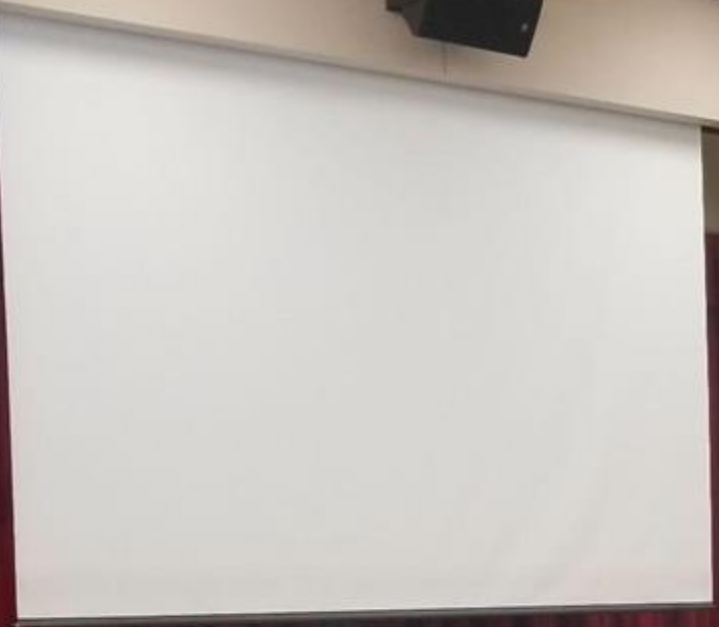
# Road to Improvement

Increase awareness of practices related to restraint and isolation and the impact

Improve training and support to those who need to be trained

Improve data tracking system and support proper documentation

Improve FBA/BIP practices



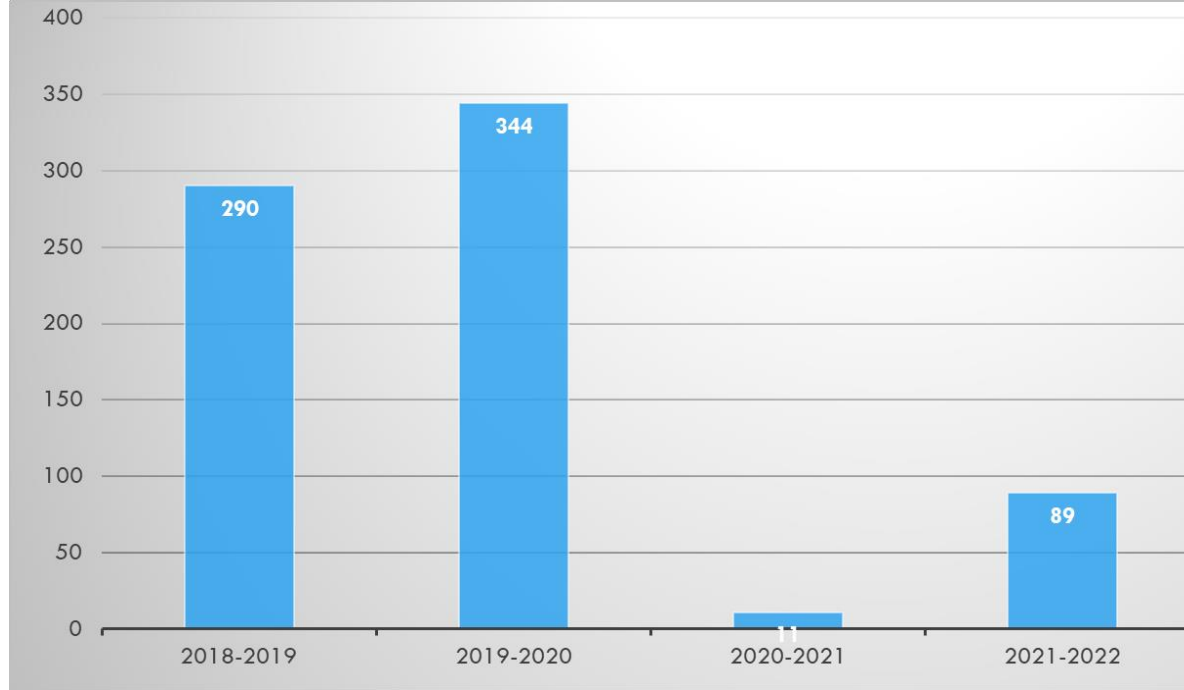
A.S.B.

PANTHER  
PANTRY

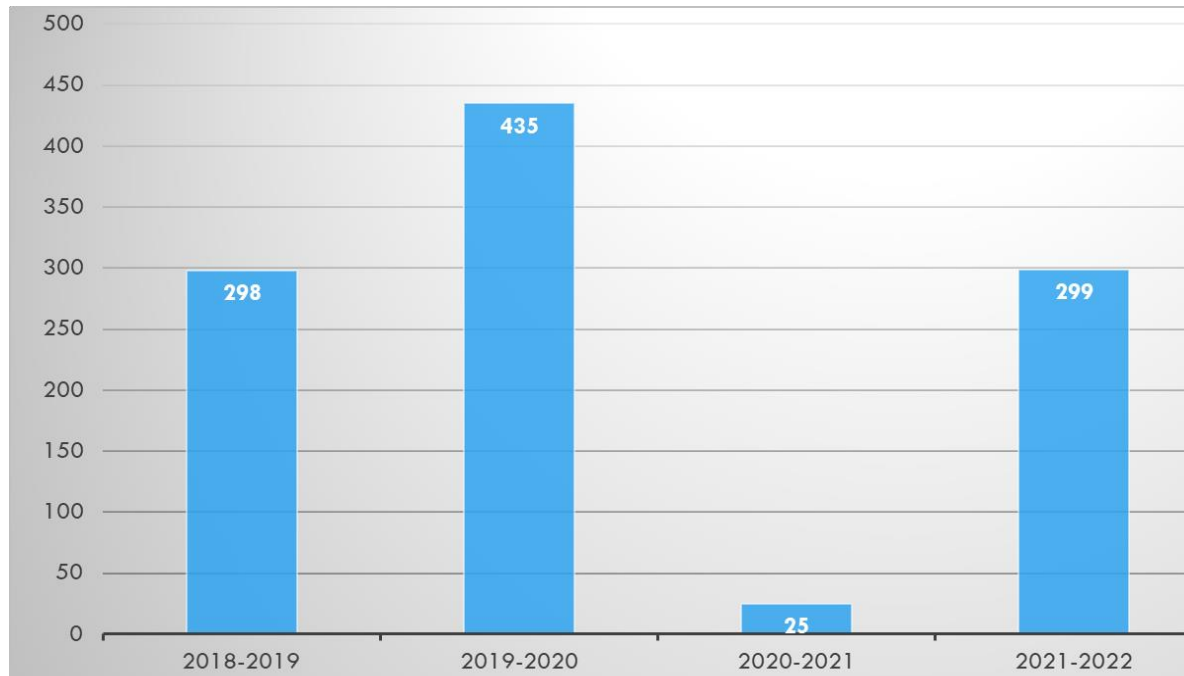
EXIT

EDWARDS

# Isolation



# Restraint



# Leadership Moves

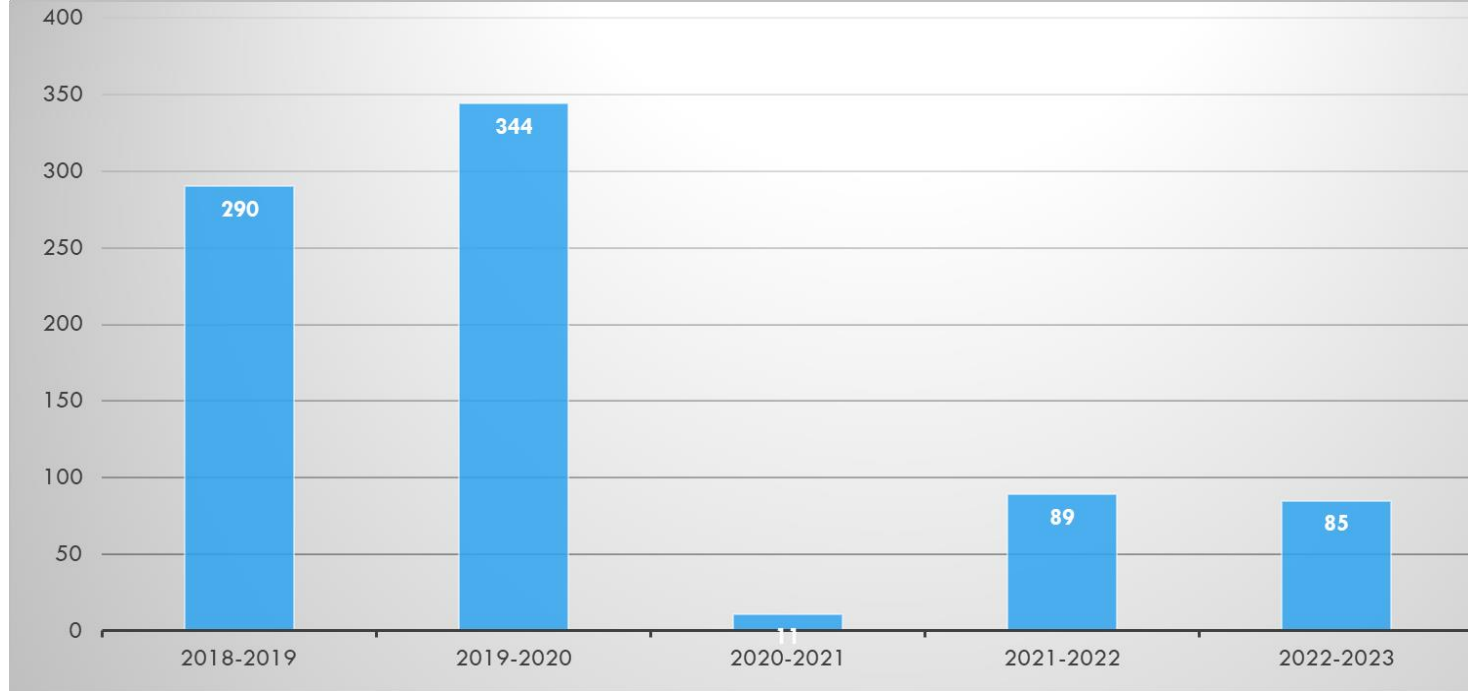
- Hired 3 more BCBA's
- Hired 12 RBTs (according to IEPs)



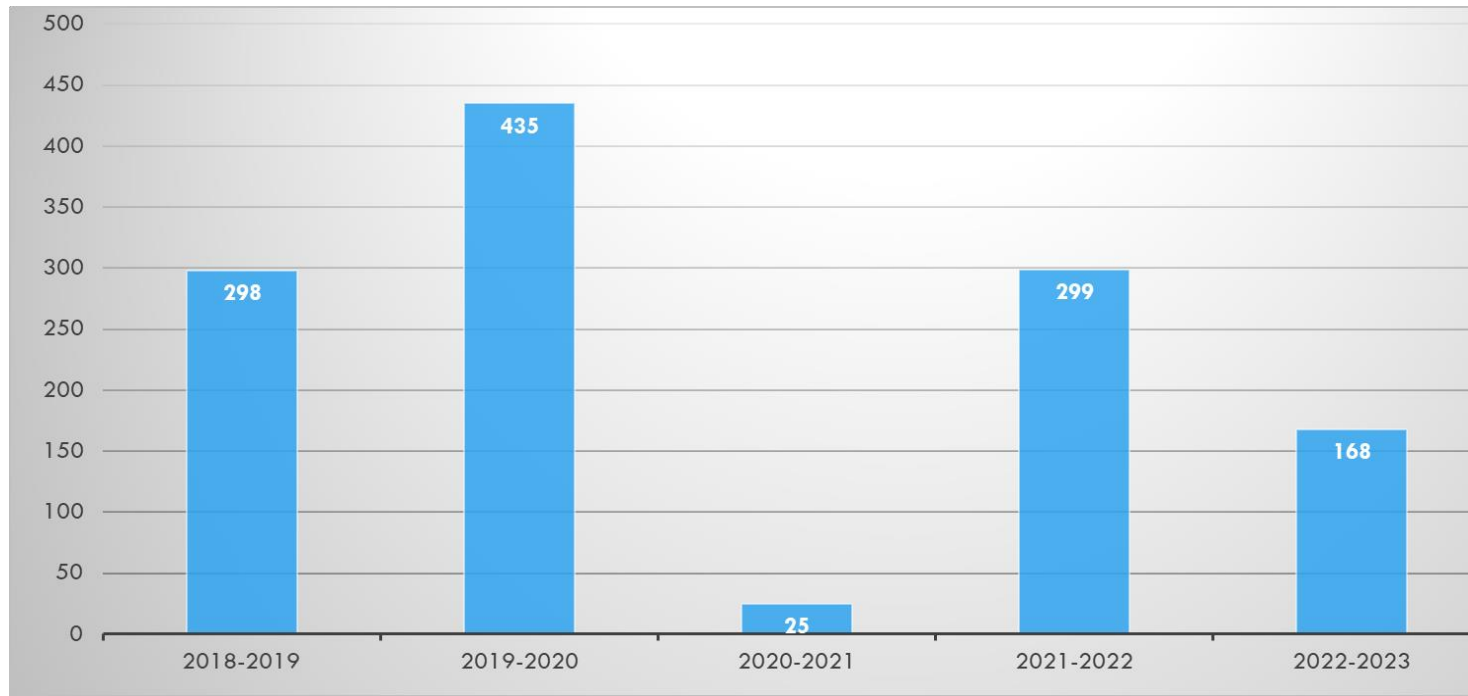


Just like with your students, you must meet adults where they are at and not where you want them to be.

# Isolation



# Restraint



# Leadership Moves

- Piloted and Adopted Safety-care
- Rolled out "Foundations in De-escalation"

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SECOND EDITION

Managing the Cycle of

# ACTING-OUT BEHAVIOR

in the Classroom



Geoff Colvin • Terrance M. Scott

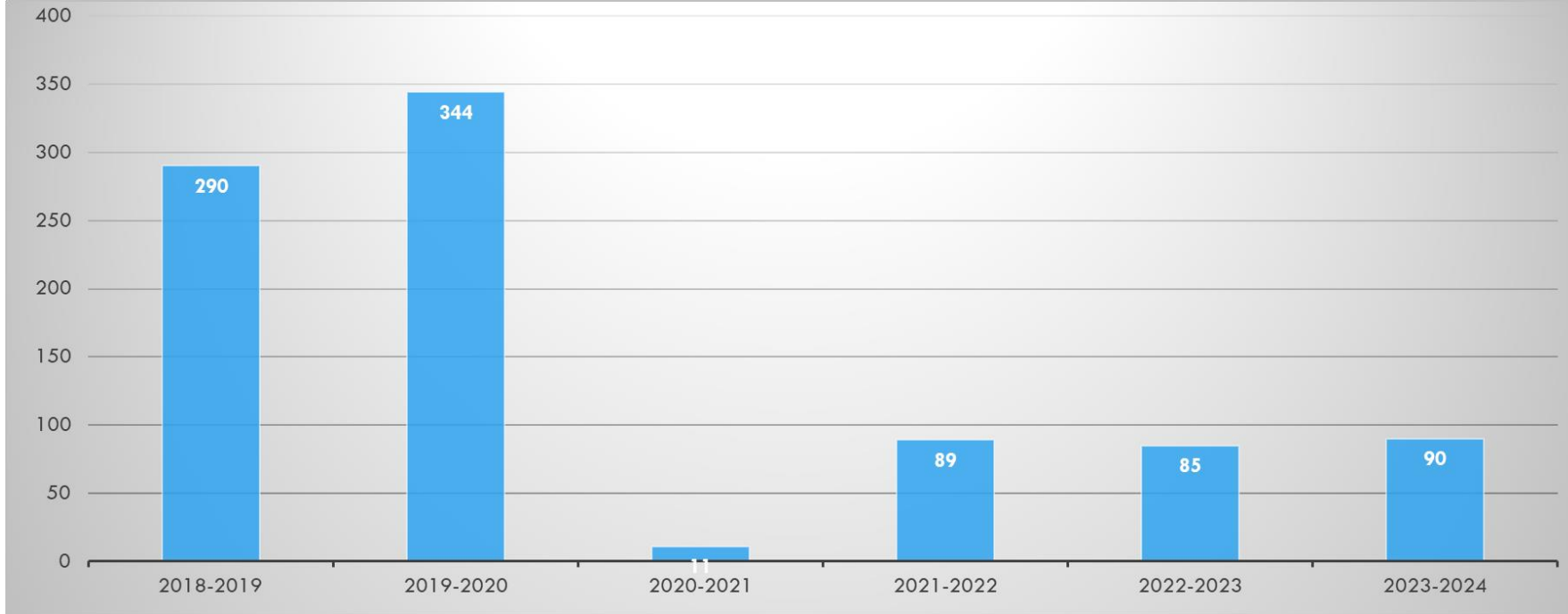
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- Maps out the escalation cycle
- Shares what each of the escalation stages look like and how to support
- Focusses on prevention

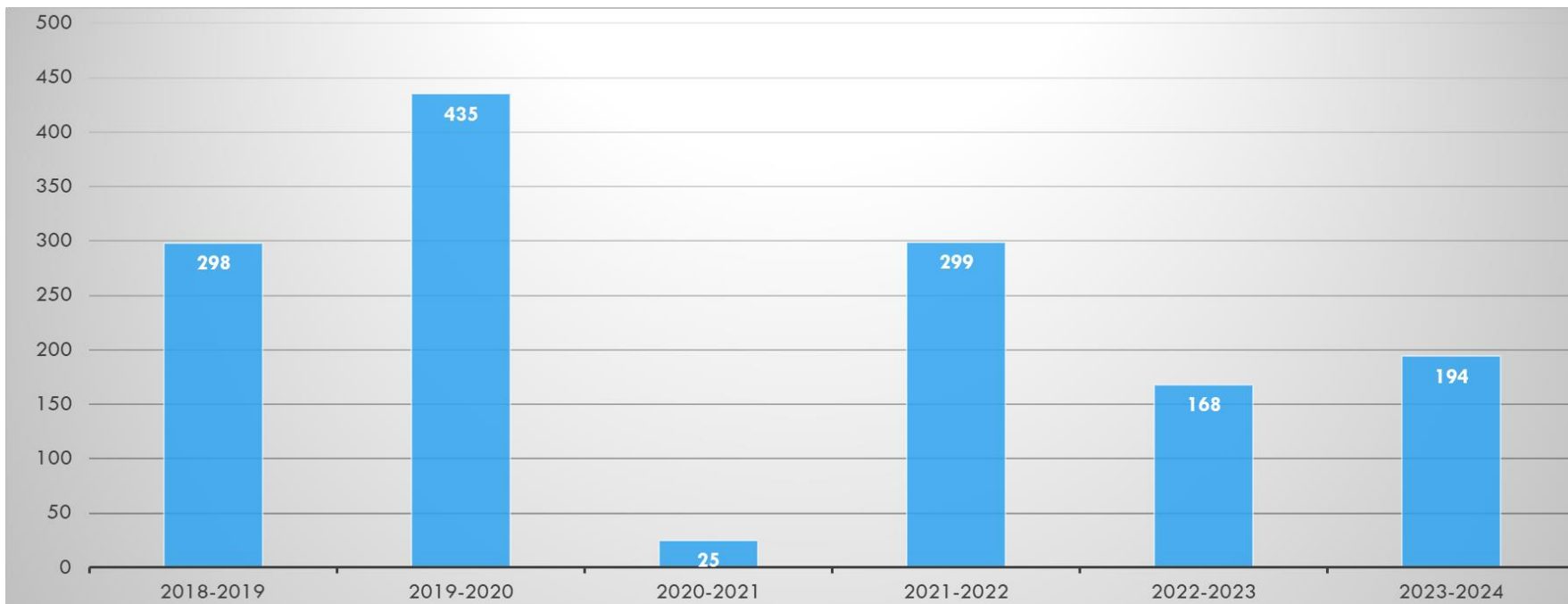
# Leadership Moves

- Heavy communication across the district about R & I
- Proper training to all who require it
- New data tracking system

# Isolation



# Restraint



## Inclusionary and RRE Practices:

Culturally Responsive Pedagogy

SEL-centered Practices

Culture of Care and Belonging

Co-teaching and Coplanning

Program Collaboration and Communication

# Dick Scobee Elementary School

Home of the Challengers





Roots:

1. Universal Achievement
2. Collaboration
3. SEL
4. Standards Alignment
5. Assessment
6. Data Management
7. Intervention





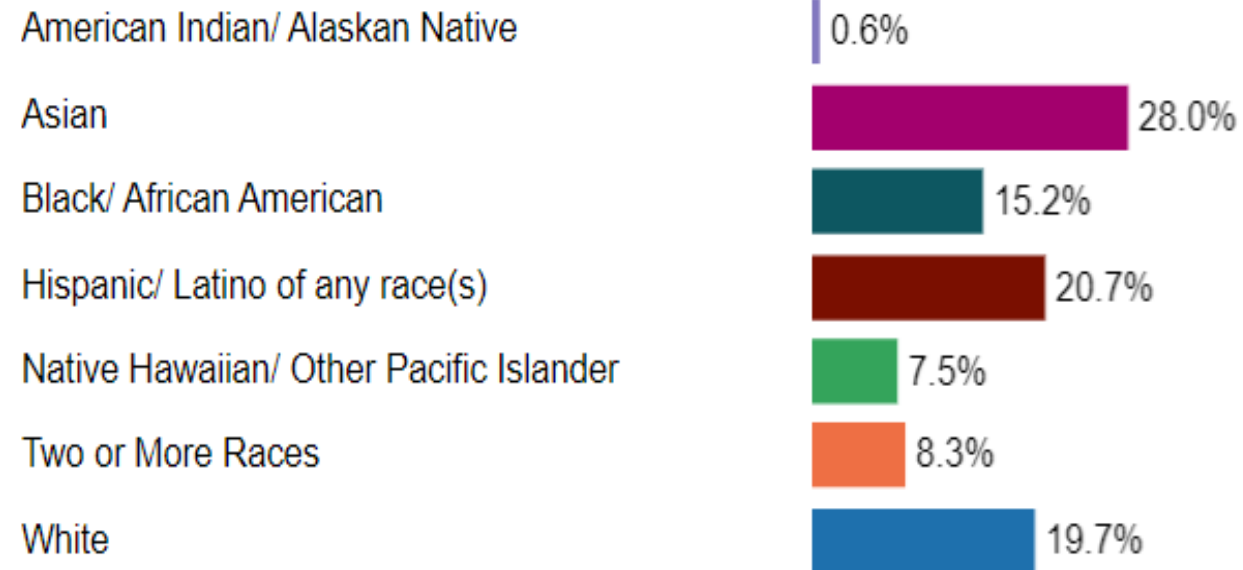
# WHO WE ARE..



## STUDENT BODY 669

Multi-Lingual Learners 45.3%  
Low income 81%  
Highly Capable 0.6%  
McKinny Vento 4%  
Students with disabilities 16.3%  
Section 504 1.2%

### Race/Ethnicity



## STAFF

Certificated Staff 56  
Classified Staff 49

# WHY ARE INCLUSIVE PRACTICES A PRIORITY FOR US?



**SOCIAL  
JUSTICE AND  
BASIC HUMANITY**

**PHYSICAL AND  
PSYCHOLOGICAL  
SAFETY**

**A CULTURE OF  
BELONGING**

**INCREASED  
ACCESS**

**DECREASE IN  
DISPROPORTIONALITY**

**WHY and HOW  
our journey  
began...**

Disproportionality in discipline and academics

Organizational Focus on historically underserved student groups

- Increased resources and funding
- District participation in WASA Inclusionary Practices Project
- Student Special Services partnering with building leaders
- Creation of positions focused on inclusive practices
- Learning from others about what was possible

# High-Leverage Moves

## Student Special Services

Students with disabilities on gen ed classroom rosters

Visioncasting & Partnering with building leaders to build knowledge, learn from others, see possibilities

- Urban Collaborative
- IPP Demosite visits
  - McMicken Heights
  - Ruby Bridges

District viewings

- Paper Tigers Documentary
- Intelligent Lives Documentary-Dan Habib

Program Specialists

District Inclusion Institutes

## Principal

Visioncasting

Prioritizing Diversity

School visits

- Toppenish
- McMicken Heights

Shared vision and ownership

- Inclusive Education Leadership Team
- Elevating and empowering staff

Prioritizing Inclusive Practices

- Messaging
- Time
- Funding

## Building Staff

Coplanning and coteaching

Candid conversations and holding each other accountable

Coaching and peer support

Feedback and advocacy

Presuming competence, challenging deficit-thinking

Ongoing Professional Development, leading and learning



# Categorizing Our Inclusive Practices

CULTURE

STRUCTURES

PRACTICES



# CULTURE



## SHOUT OUTS

Thank you, **Liang**, for making all of 5th grade lunches for the Olympics and all the field trip lunches throughout the year. You are a rockstar!!! 😊

Thank you **Mr. Ballard** for keeping Scobee on track this year.

Shout out to **Dick Scobee Elementary**. You have been so gracious to me as an interim principal, greeting me with a positive word or a smile. You have demonstrated the highest professionalism through a difficult transition. It's been a pleasure working with you and being a small part of your journey.

Thank you and have a great summer. You deserve it!

To **Lindsey Johnson** for not shying away from difficult conversations.

To **Mary Willoughby** for always showing up for her students and giving them a safe space to learn and grow in her classroom.

To **Ariel Miller** for meeting her students where they are, designing creative instruction, and challenging them regardless of their skill level.

- Empathy activities
- Prioritizing diversity hiring and equity work
- School Visits
- Highlighting student and staff successes with inclusionary practices
- Developing individual and collective "whys"
- Shared ownership
- Inclusive Education Leadership Team
- Summer Work

# STRUCTURES

Inclusive building schedule

Flexible service model

Program collaboration

Behavior Intervention Specialist, BCBA,  
Family Engagement Liaison, Inclusion Specialist

Flex spaces, Calm down corners & Sensory rooms

Release time

Professional Development: Inclusive practices and behavior support

Communication Tools:

Building Data Sheet

Digital Student Folders

The Hub



# PRACTICES



- Coplanning and coteaching
- Coaching/Peer Observations
- Class meetings and all school morning messages
- Analyzing Behavior data for Tier 1, 2, 3 behavior supports
- Calm down corners and sensory bins
- Partnering with Belong Partners
- Building-wide greetings
- SEL slides for every grade level

# Successes, Big and Small

- Staff culture
- Sensory rooms
- Class meetings, calm down corners & sensory bins
- Building-wide Coreboards (soon district-wide)
- Building-wide communication systems: The Hub, Shared digital student folders, data sheets
- Students returning successfully from segregated programs and students NOT being considered for segregated programs



# Challenges

- Collaboration Time: routines, procedures, structures, effectiveness
- Lingering deficit thinking
- Analyzing and addressing behavior as communication and/or lagging skill
- Consistency in behavior plan implementation
- Sustaining culture, structures, practices: covid, new building, change in leadership
- Continuing to build knowledge and skills
- Staffing shortages
- Maximizing Adult Resources



# Current Priorities

- Build clarity in structures and practices with all staff.
- Calibrate tier 1 and tier 2 practices.
- Continue to strengthen an "All For Each" approach.

# Continued Growth and Next Steps

## Calibrating, Monitoring and Adjusting of Systems, Structures and Practices:

- universal design for learning
- culturally responsive practices
- inclusive master scheduling
- co-planning and co-teaching
- discipline data analysis
- maximizing adult resources

# Thank you DICK SCOBEE ELEMENTARY!

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# Resources and Artifacts

## IPP Demo Sites Website

### > [Auburn School District](#)

<https://ippdemosites.org/reducing-restraint-and-eliminating-isolation-rrei-demo-sites/auburn-school-district/>

### > [Dick Scobee Elementary School](#)

<https://ippdemosites.org/reducing-restraint-and-eliminating-isolation-rrei-demo-sites/rrei-elementary-schools/dick-scobee-elementary/>

### > **Inclusionary Practices Resources**

<https://ippdemosites.org/resources-artifacts/>

🏠 > RREI Demo Sites > RREI Elementary Schools > Dick Scobee Elementary

## Dick Scobee Elementary



ESD #121



# Demonstration Sites at UW Haring Center for Inclusive Education

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For more information and resources:  
<https://ippdemosites.org/>

- School recordings
- School artifacts
- Inclusive resources
- Tip sheets

