

## PRINCIPLES AND PRACTICES TO BUILD AND SUSTAIN INCLUSIVE SCHOOLS: ASSESSMENT TOOL

School:				
District:				
Recorder Name(s):				
School Year:	Interval 1 Date:	Interval 2 Date:	Interval 3 Date:	Interval 4 Date:

**Purpose:** The Principles and Practices to Build and Sustain Inclusive Schools: Assessment Tool (hereby referred to as “*The P&P Tool*”) adopts a critically inclusive lens which guides teams to self-assess inclusionary principles and practices occurring in their contexts. This tool supports **ongoing reflection and action-planning throughout continuous cycles of analyzing, disrupting, and restructuring social processes that produce inequity (Siuty, 2019)**.

The P&P Tool includes 7 principles and supporting practices pivotal to building and sustaining **inclusive schools**. **The P&P Tool uses an appreciative inquiry lens to help school teams prioritize the identification and celebration of existing school strengths. The P&P Tool also supports identification** of practices that are “*in progress*” or “*not in place*” yet. The indicator summary and practices grid visually aids teams in identifying priorities to include in an action plan.

**Recommended Uses:** **The P&P Tool can be used at the classroom, school, or district level by two or more members of a team. A team may include teachers, coaches, school or district administrators, and/or other key staff that your organization identifies as necessary for building and sustaining** inclusive schools. Individuals or teams may approach noting status of principles by looking at **artifacts, through a learning walk and/or discussing in collaborative teams. Additionally, teams may** decide to look at individual principles as a place to start. There is no wrong way to use this tool. We **offer a means to identify and frame principles and supporting practices for individuals and/or groups** to use to guide their own inclusive journey.

**Recommended Intervals:** Recommended quarterly intervals which include action plan and progress **checkins allow for cycles of inquiry that lead to ongoing improvement and refinement of practices.**

- Interval 1 Pre-Assessment
- Interval 2 Action plan and goal check in
- Interval 3 Action plan and goal check in
- Interval 4 Post Assessment

### District Considerations:

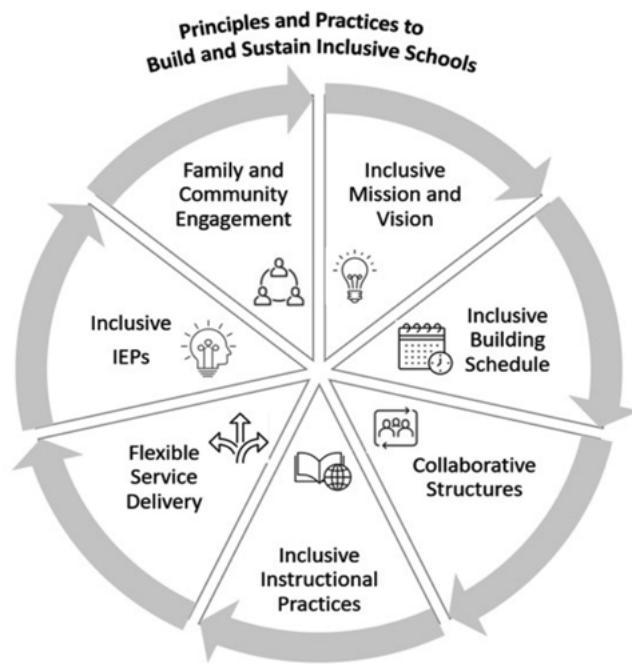
**Inclusive practices at the school level must be a part of the larger district and community efforts; however, the P&P Tool does not address district-level structures. District level considerations may include:**

1. A visible inclusion mission and vision that integrates an equity-based framing.
2. A visible strategic multi-year district plan.
3. A process for engagement with family and community partners.

## ORGANIZATION OF THE PRINCIPLES AND PRACTICES ASSESSMENT TOOL

The P&P Tool is organized across 7 principles:

1. Inclusive Mission and Vision
2. Inclusive Building Schedule
3. Collaborative Structures
4. Inclusive Instructional Practices
5. Flexible Service Delivery
6. Inclusive Individual Education Programs (IEPs)
7. Sustained Family and Community Engagement



## DIRECTIONS FOR ASSESSMENT

### Assessment & Scoring Sheet

Mark each practice as “in place,” “in process,” or “not in place.” Practices in **BOLD** reflect high leverage items for building and sustaining inclusionary schools. Consider prioritizing these items first in action planning.

### Indicator Summary

After self-assessing for practices, transfer scores to the indicator summary table. For each principle, note the total number of practices marked over the number of total items for each column (in place, in progress, or not in place).

### Practices Grid

The practices grid is designed to help visually identify specific inclusive practices from each principle to prioritize in the action plan. Using the indicator summary, circle individual practices that are “in progress” or “not in place.”

### Action Plan

Use information from the indicator summary and practices grid to develop an action plan focused on high leverage practices. Remember this tool is grounded in appreciative inquiry. Throughout your **action planning process, take time to appreciate inclusionary practices that are working well and are strengths to build upon.** Revisit and update the action plan at least once per quarter.

### Supporting Materials

- **Expanded Definitions**
- Artifacts <https://ippdemosites.org/resources-artifacts/>

1. Inclusive Mission and Vision		Interval 1:			Interval 4:		
Practices		In Place	In Process	Not in Place	In Place	In Process	Not in Place
1.1 Inclusive education is clearly defined, and the definition is shared by all staff, students, and community members.							
1.2 The mission and vision integrate an equity-based framing of inclusion that is represented across all action planning, curriculum, and materials. (i.e., prioritizing anti-racism, anti-ableism, and multilingual practices, etc.)							
1.3 Mission and vision guides distributed leadership to engage partners across the school community.							
<b>1.4 Ongoing action items reflect steps in place to disrupt inequitable systems of racism and ableism.</b>							
<b>1.5 Mission and vision recognizes that all students in the school are general education students, and this belief is reflected through intentional and humanizing language.</b>							
1.6 Students with and without disabilities are included in developing and sustaining the inclusive mission and vision of the school, prioritizing those students who have not historically been invited.							
<b>1.7 Families of students with and without disabilities are included</b> in developing the inclusive mission and vision of the school and this involves reaching out to families that might not be expected to attend.							
1.8 The mission and vision are centered in all family communication for the purposes of developing and fostering family and community engagement/leadership.							
<b>1.9 The mission and vision guide how the school community addresses and learns about systemic racism and ableism and how they impact student belonging, learning, and engagement.</b>							
<b>1.10 Mission and vision guides creation of a multi-year plan that includes specific actions for building capacity toward that vision.</b>							
Record in Indicator Summary: <u><a href="#">Inclusive Mission and Vision</a></u>		of 10	of 10	of 10	of 10	of 10	of 10
Comments:							

Practices	Interval 1:			Interval 4:		
	In Place	In Process	Not in Place	In Place	In Process	Not in Place
2.1 A building leadership team is assembled that includes various school leaders (i.e., admin, general education teachers, special education teachers, specialists, department heads, etc.) to inform the inclusive building schedule in advance of the next school year.						
2.2 When laying the foundation of the building schedule, prioritize schoolwide inclusionary practices (i.e., SEL, community building, intervention blocks, co-teach partnerships, etc.).						
2.3 The building schedule aligns general education grade level core content or department level content (i.e., literacy, math, English 9, Algebra 1, etc.).						
2.4 Building schedule allows for grade level planning on a specified cadence that includes general education teachers, special education teachers, and may also include specialists.						
2.5 Specialist teachers (i.e., PE, Music, Library, Art, other electives) are scheduled to allow for grade level collaborations.						
2.6 Building schedule and individual student schedules allow for <b>flexible use of resources and spaces for the delivery of Specially Designed Instruction (SDI)</b> .						
2.7 Building schedule allows for the flexing of service delivery to best meet student needs which can include small group instruction, co-teaching, grade level or department collaborations in general education classrooms.						
2.8 Schedule classified staff (i.e., paraprofessionals, instructional assistants, etc.) across classrooms in order to maximize support for all students across the school day.						
2.9 Building schedule is shared and made visible to the entire school staff community. This includes grade level and individual specialist schedules.						
2.10 All students are rostered in their general education classroom and have designated desks/seats.						
Record in Indicator Summary: <u><a href="#">Inclusive Building Schedule</a></u>	of 10	of 10	of 10	of 10	of 10	of 10
Comments:						

3. Collaborative Structures		Interval 1:			Interval 4:		
Practices		In Place	In Process	Not in Place	In Place	In Process	Not in Place
3.1 During building leadership team meetings, inclusion and equity is discussed not as an initiative, but as a collaborative endeavor considered in all building leadership decisions.							
3.2 Site based leadership prioritizes and preserves collaborative structures by honoring those times and not scheduling into that time.							
3.3 Roles and responsibilities across teams have been clearly defined, posted, and messaged out for all educators, specialists, and service providers.							
3.4 Educators co-plan, engage in data collection/analysis, and/or learn together with an equity-oriented lens as part of a PLC on at least a weekly basis.							
3.5 Collaboration time built into the building schedule is protected <b>and used for all educators, specialists and related staff for</b> collaborative structures and facilitation of instructional techniques <b>(i.e., co-planning, PLCs, department planning).</b>							
3.6 There are regularly scheduled opportunities for departments <b>(i.e., gen ed grade level, gen ed content level, special education) to collaborate with one another to facilitate a flexible service delivery model.</b>							
3.7 Job-embedded professional development is provided for all <b>team members (i.e., paraprofessionals, teachers, admin, etc.) that builds capacity for understanding, implementing, and reflecting on equity-based inclusive practices in meaningful and effective ways.</b>							
3.8 Structures are in place to regularly center student voice and <b>feedback related to student learning, belonging, and equity related issues.</b>							
Record in Indicator Summary: <u><a href="#">Collaborative Structures</a></u>		of 8	of 8	of 8	of 8	of 8	of 8
Comments:							

4. Inclusive Instructional Practices		Interval 1:			Interval 4:		
Practices		In Place	In Process	Not in Place	In Place	In Process	Not in Place
4.1 Multi-Tiered systems of support are in place	- Tiers 1, 2, and 3 are available for all students. - Access to Tier 2 and/ or Tier 3 is always in addition to Tier 1. - Intervention and acceleration groupings and instruction are determined by data collection and data analysis protocols.						
4.2 Specially Designed Instruction (SDI) is embedded in the general curriculum: Opportunities have been identified to embed or target IEP goals within the context of general education.							
4.3 Students receiving IEP services, receive instruction in grade level general education classes, using grade level curriculum and that addresses grade level learning standards.							
4.4 Principles of universal design, culturally sustaining pedagogy, and translanguaging are understood and applied to instructional design.							
4.5 Flexible service delivery occurs wherein services and supports are provided by educators to best meet a student's needs, while maintaining meaningful access in general education settings.							
4.6 Students with disabilities spend their time actively engaged in general education learning activities, and instruction is provided in a variety of ways to promote student learning and engagement (i.e., UDL, SEL, assistive technology, small group, peer group learning, choice within activities, co-teaching etc.).							
4.7 Throughout the school day Alternative Augmentative Communication (AAC) systems are available and utilized in general education and other contexts that include a variety of tools to support receptive and expressive communication.							
4.8 Positive Behavior Support systems recognize and honor diverse identities (including disability), prioritize cultural responsiveness, and confront the ways behavior systems historically reinforce exclusion and marginalization of nondominant groups (i.e., black, brown, and indigenous students with and without disabilities).							
4.9 Students have a sense of belonging in their general education classrooms and the larger school community by seeing themselves represented in the curriculum, materials, instructional examples and by providing universally designed instruction.							
Record in Indicator Summary: <u>Inclusive Instructional Practices</u>		of 9	of 9	of 9	of 9	of 9	of 9
Comments:							

Practices	Interval 1:			Interval 4:		
	In Place	In Process	Not in Place	In Place	In Process	Not in Place
5.1 <b>Specially Designed Instruction (SDI)</b> is delivered by members of a collaborative team of educators (i.e., general education teachers, special education teachers, instructional coaches, paraeducators) through a variety of means (direct instruction, co-planning and co-teaching, and other collaborative structures). The special education case manager supervises SDI via tools for communication (teams, online shared documents, etc.), planning meetings, and other forms of collaboration.						
5.2 All learning spaces (i.e., classrooms, pods, common areas, etc.) are available for any student, with or without disabilities, to receive instruction to support their learning in general education and to target essential skills based on data collection.						
5.3 Classrooms are organized in a way that allows for a variety of methods of instruction (i.e., small group, large group, flexible groupings, multiple educators delivering instruction).						
<b>5.4 Adult roles and responsibilities are clearly outlined, disseminated, and allow for flexibility in order to meet the needs of all students.</b>						
5.5 All students are welcome in and have access and opportunity to all learning/extracurricular environments in the school, including academic support, clubs, and other enrichment activities the school offers.						
5.6 Tools to support engagement are provided in the general education classroom environment (i.e., movement breaks, wiggle cushions, assistive technology, high interest materials, etc.) and all students receive instruction around how to use those tools.						
<b>5.7 Flexible spaces are available to all students. Students have the choice to utilize those spaces to support their regulation and engagement (i.e., quiet areas, movement spaces) and all students receive instruction around how to utilize those spaces.</b>						
Record in Indicator Summary: <u>Flexible Service Delivery</u>	of 7	of 7	of 7	of 7	of 7	of 7
Comments:						

<b>6. Inclusive Individual Education Programs (IEPs)</b>	<b>Interval 1:</b>			<b>Interval 4:</b>		
	<b>In Place</b>	<b>In Process</b>	<b>Not in Place</b>	<b>In Place</b>	<b>In Process</b>	<b>Not in Place</b>
<b>Practices</b>						
<b>6.1 Families are involved and valued partners in the process of creating their child's IEP and ongoing collaboration.</b>						
<b>6.2 Co-Assessment practices are utilized to collaborate on goal development related to grade level content standards. Co-Assessment includes special education and general education teachers, related service providers, family members, and students.</b>						
<b>6.3 IEP goals include and address curriculum standards, essential skills, peer interaction and are written to allow for goals to be addressed and embedded across naturally occurring routines throughout the day.</b>						
<b>6.4 IEP service delivery matrices show special education services provided in the general education context.</b>						
<b>6.5 A variety of person-centered planning approaches and tools (i.e., MAPS, PATHS, etc.) are prioritized to get to know students, build collaborative relationships, center hopes and dreams, and disrupt deficit approaches.</b>						
<b>6.6 Present levels for progress reports, annual IEPs, and triennial evaluations are written using a strengths-based lens and language.</b>						
<b>6.7 School personnel and families understand and use the least dangerous assumption when making educational decisions.</b>						
<b>6.8 There are opportunities for students to be involved, provide input and/or lead their IEP meetings.</b>						
<b>6.9 Concise one pagers (i.e., IEP at a glance, quick glance, passport, fast facts, learning profile, etc.) that outline student IEP goals, accommodations, and other pertinent information are shared with all teachers and staff.</b>						
<b>6.10 School personnel and families understand and use the least dangerous assumption when making educational decisions and planning for transitions.</b>						
<b>Record in Indicator Summary: <u>Inclusive Education Programs (IEPs)</u></b>	<b>of 10</b>	<b>of 10</b>	<b>of 10</b>	<b>of 10</b>	<b>of 10</b>	<b>of 10</b>
Comments:						

<b>7. Sustained Family and Community Engagement</b>	<b>Interval 1:</b>			<b>Interval 4:</b>		
	<b>In Place</b>	<b>In Process</b>	<b>Not in Place</b>	<b>In Place</b>	<b>In Process</b>	<b>Not in Place</b>
Practices						
7.1 Families are co-designers in their child's education. Co-design includes, elevating a family's expertise, establishing trust with the child's family and community, and demonstrating integrity of word and action.						
7.2 Communications are strengths based and solution centered						
7.3 Principals connect with families who have historically been underrepresented in and excluded from leadership roles in the school community and invite them to be part of the leadership team.						
7.4 School elicits feedback from families regarding preferred ways of two-way communication (i.e., email, phone, school apps, etc.) and uses a variety of formats (i.e., school website, family portal systems, paper, etc.) to communicate information.						
7.5 Communication is presented in all primary languages reflective of the school population.						
7.6 All school activities (i.e., school, extracurricular, for community events) have interpreters (multiple languages, including ASL) and virtual school meetings include closed captioning.						
7.7 When scheduling school meetings and events, the chosen dates take into consideration diverse family schedules (i.e., times of day, location, religious holidays, and other culturally significant days) allowing for full participation.						
7.8 Families see themselves represented in the schools through materials, communications, and curriculum.						
Record in Indicator Summary: <u>Sustained Family and Community Engagement</u>	— of 8	— of 8	— of 8	— of 8	— of 8	— of 8
Comments:						

## INDICATOR SUMMARY

For each of the 7 principles, count how many practice items were marked out of the total number of items and input below. Then, total each column for each “in place,” “in process” and “not in place” in the last row.

Practices	PRE – Interval 1			POST – Interval 2		
	In Place	In Process	Not in Place	In Place	In Process	Not in Place
1. <u>Inclusive Mission and Vision</u>	____ /10	____ /10	____ /10	____ /10	____ /10	____ /10
2. <u>Inclusive Building Schedule</u>	____ /10	____ /10	____ /10	____ /10	____ /10	____ /10
3. <u>Collaborative Structures</u>	____ /8	____ /8	____ /8	____ /8	____ /8	____ /8
4. <u>Inclusive Instructional Practices</u>	____ /9	____ /9	____ /9	____ /9	____ /9	____ /9
5. <u>Flexible Service Delivery</u>	____ /7	____ /7	____ /7	____ /7	____ /7	____ /7
6. <u>Inclusive Individual Education Programs (IEPs)</u>	____ /10	____ /10	____ /10	____ /10	____ /10	____ /10
7. <u>Sustained Family and Community Engagement</u>	____ /8	____ /8	____ /8	____ /8	____ /8	____ /8
<b>Total Summary Count</b>	of 62	of 62	of 62	of 62	of 62	of 62

## PRACTICES GRID

The practices grid helps your team visually identify specific inclusive practices from each principle to prioritize in the action plan. Using the scoring sheet, check practices that are either “in process” or “not in place” in the grid below. The practices grid is designed to help visually identify specific inclusive practices from each principle to prioritize in the action plan.

Principles	Practices by Item Number									
	High Leverage practices are <b>bolded</b> and shaded.									
1. <u>Inclusive Mission and Vision</u>	1.1	1.2	1.3	1.4	<input type="checkbox"/>					
2. <u>Inclusive Building Schedule</u>	2.1	2.2	2.3	2.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2.9</b>	<b>2.10</b>
3. <u>Collaborative Structures</u>	3.1	3.2	3.3	3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. <u>Inclusive Instructional Practices</u>	4.1	4.2	4.3	4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>4.9</b>	
5. <u>Flexible Service Delivery</u>	5.1	5.2	5.3	5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6. <u>Inclusive Individual Education Programs (IEPs)</u>	6.1	6.2	6.3	6.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>6.9</b>	<b>6.10</b>
7. <u>Sustained Family and Community Engagement</u>	7.1	7.2	7.3	7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

## ACTION PLAN

**Use information from the indicator summary and practices grid to develop an action plan focused on** high leverage practices. Remember this tool is grounded in appreciative inquiry. Throughout your action **planning process, take time to appreciate inclusionary practices that are working well and are strengths to** build upon. Revisit and update the action plan at least once per quarter.

Over the next \_\_\_\_\_ months:

<b>Goal 1:</b>	
	<b>Actions</b>
1a.	<p><b>By When</b></p> <p><b>By Whom</b></p> <p><b>Status</b> <b>Note check in Dates</b></p>
1b.	<p><b>By When</b></p> <p><b>By Whom</b></p> <p><b>Status</b> <b>Note check in Dates</b></p>
1c.	<p><b>By When</b></p> <p><b>By Whom</b></p> <p><b>Status</b> <b>Note check in Dates</b></p>

**Goal 2:**

Actions	By When
2a.	<p><b>By Whom</b></p> <p><b>Status</b> <b>Note check in Dates</b></p>
2b.	<p><b>By When</b></p> <p><b>By Whom</b></p> <p><b>Status</b> <b>Note check in Dates</b></p>
2c.	<p><b>By When</b></p> <p><b>By Whom</b></p> <p><b>Status</b> <b>Note check in Dates</b></p>

**Goal 3:**

Actions	By When
3a.	<b>By Whom</b>  <b>Status</b> <b>Note check in Dates</b>
3b.	<b>By When</b>  <b>By Whom</b>  <b>Status</b> <b>Note check in Dates</b>
3c.	<b>By When</b>  <b>By Whom</b>  <b>Status</b> <b>Note check in Dates</b>

## SUPPORTING MATERIALS

<b>Ableism</b>	<b>A system that places value on people's bodies and minds based on societally constructed ideas of normality, intelligence, excellence, desirability, and productivity. These constructed ideas are deeply rooted in anti-Blackness, eugenics, misogyny, colonialism, imperialism, and capitalism. This form of systemic oppression leads to people and society determining who is valuable and worthy based on a person's language, appearance, religion and/or their ability to satisfactorily (re)produce, excel and behave. (Lewis, 2022)</b>
<b>Accommodations and Modifications</b>	<b>Accommodations and modifications are often specified as part of students' IEPs or 504 plans. Accommodations refer to the ways in which tools and strategies are added to support meeting a specific lesson objective by ensuring access (i.e., Speech to text, access to notes, enlarged print or extra time). Modifications, on the other hand, are utilized when individual students require modified or alternate learning objectives (i.e., modified assignments or modified grading). Modifications are based on IEP decisions.</b>
<b>Augmentative and Augmentative Communication (AAC)</b>	Refers to all the ways in which people of all ages communicate using high- and low-tech forms of technology to support language. Augmentative refers to using technology to aid speech and alternative refers to using technology to be used instead of verbal language.
<b>Culturally Sustaining Pedagogy (CSP)</b>	<b>Culturally Sustaining Pedagogies (CSP) is an asset-based pedagogy that aims to resist deficit approaches/ beliefs and to sustain the cultural ways of being and knowing of those communities that are most marginalized through schooling. This includes centering languages, valued practices, and knowledges of marginalized communities; teaching historicized content; prioritizing student and community voice; and contending with systems of oppression (Paris &amp; Alim, 2017)</b>
<b>Individualized Education Program (IEP)</b>	An IEP is a detailed description of the instruction and services a student with disabilities needs in order to receive a meaningful education. The individualized education program, or IEP, is a document that describes the specific special education services that a child will receive. An IEP should be tailored to a child and his or her educational needs, and it can include creative strategies for delivering services. <a href="#">WA Education Ombuds</a>
<b>Intervention Blocks</b>	<b>Intervention blocks are periods when instruction is differentiated to meet learner needs. Intervention blocks provide enrichment to core instruction. Data analysis protocols are beneficial to determining groupings for intervention blocks. Intervention is in addition to, never in place of core instruction.</b>
<b>Least Dangerous Assumption</b>	<b>In the absence of conclusive data, educational decisions ought to be based on assumptions that, if incorrect, will have the least dangerous effect on student outcomes/education (Jorgensen, 2005)</b>
<b>Multi-Tiered System of Supports (MTSS)</b>	<b>A framework for enhancing the implementation of evidence-based practices to achieve important outcomes for every student. The framework builds on the public health approach that focuses on organizing the efforts of adults within systems to be more effective. MTSS helps to ensure students benefit from nurturing environments and equitable access to instruction and supports that are differentiated to meet their unique needs. <a href="#">OSPI MTSS</a></b>
<b>Person- Centered Planning</b>	Person centered planning puts individuals at the center of planning their futures. This process promotes student voice and advocacy. Family and members of the individual's community contribute to vision and goal planning. Common person-centered planning formats include MAPS, PATH, and Circles of Support.
<b>Presuming Competence</b>	<b>Believing that a child, regardless of disability, is intellectually capable and has the skills and the motivation to manifest just as anyone in daily life (Biklen &amp; Burke, 2007)</b>
<b>Professional Learning Community (PLC)</b>	Professional learning communities are collaborative structures which engage in cycles of inquiry. <b>Collaborative PLC groups may be comprised of leadership teams, co-planning/assessing, grade level or department teams. The processes of the learning community center on the intent of the PLC. For example, grade level teams may use the time to review data analysis protocols and inform intervention blocks, at tier 2 support.</b>
<b>Specifically Designed Instruction (SDI)</b>	<b>Specifically designed instruction (SDI) is a set of organized and planned instructional activities which adapt, as appropriate, the content, methodology, or delivery of instruction to address the unique needs that result from a student's disability. <a href="#">OSPI</a> SDI is not only provided through direct instruction. SDI is also delivered through collaboration to adapt content or delivery of instruction.</b>
<b>Universal Design for Learning (UDL)</b>	<b>UDL is a framework used to guide the design of learning environments to ensure that they are both accessible and challenging for all. UDL aims to change the design of the environment rather than to change the learner. UDL's three principles of engagement, representation, and action/expression support teachers in developing "expert learners" (CAST, 2018)</b>

## ARTIFACTS

- Please visit [Demonstration Sites](http://ippdemosites.org/) @ <http://ippdemosites.org/>
  - [Artifacts/Resources](#) & [Inclusionary Practices](#)
- **Washington Office of Superintendent and Public Instruction (OSPI)**
  - [Inclusionary Practices Technical Assistance Network](#)
  - [OSPI and MYTHS and FACTs about Inclusionary Practices](#)

## REFERENCES

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**At the onset of the IPP Project, there were many inquiries into specifying what was meant when the term "inclusionary practices" was referenced. The term can mean many different things to individual people and groups. Those understandings can also shift and deepen over time. This document was created in response to define inclusionary practices more clearly. In conjunction with our partnership with demonstration sites districts, this document is a result of what we have learned, and continue to learn, regarding inclusionary principles and practices to build and sustain inclusive schools, districts, and communities.**

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