

# November Care Package

Leadership Moves for Promoting Inclusion



Washington Office of Superintendent of  
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## Bite (5-10 minutes)



Visit the [Inclusionary Practices Professional Development \(IPP\) Website](#) to find out more about the project, including:

- [Inclusionary Practices Project LRE/Placement Data from the first 2 years](#)
- [IPP Activities Map](#) to see regionally where IPP is gaining traction across WA
- Learn more about the professional development providers, resources and research, and policy design and implementation.

Read this article by Katie Novak about how to get started to lead for inclusion

[I'm a Leader and I Want to Scale UDL: Where Do I Start? \(novakeducation.com\)](https://novakeducation.com/)

### Ask Yourself:

- What changes do you see about **where** WA state students with disabilities are accessing their education?
- Who is engaging in the professional development across WA state around inclusionary practices and what do I notice specifically around inclusionary leadership?
- Who is providing professional development and what important roles do these organizations play in the learning and development of inclusionary leadership across WA State?
- What is a move I can make to get started on my inclusive leadership journey?

## Snack (30 minutes)

### Option 1: Resource Review- Inclusionary Practices and MTSS

Familiarize yourself with research around Inclusive Leadership Practices by reading/examining one of these articles or tools:

[Washington's Multi-Tiered System of Supports Framework—OSPI](#)

This document was created by OSPI to provide a concise, consistent, and comprehensive framework of Multi-Tiered System of Supports (MTSS) to assist districts and schools in ensuring equitable outcomes for every Washington student in the PK–12 system.



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## 10 Reasons to Support Inclusive School Communities for ALL Students—TIES Center

The TIES center developed this tool that can be used by educators and family members to talk with one another and others about the importance of creating and supporting inclusive school communities. Washington's Office of the Superintendent of Public Instruction (OSPI), the TIES Center, University of Washington Haring Center, and Inclusionary Practices Professional Development (IPP) Cadre collaborated to disrupt myths that result in the segregation of students with disabilities with facts about inclusion for students with significant cognitive disabilities.

## Myths and Facts about Inclusionary Practices—OSPI

This article describes an exemplar model for elementary schools within a multi-tiered system of support (MTSS) framework. To establish its practicality and cost-neutrality, the development of the exemplar model was based on personnel utilization data from 69 schools.

## Precarious or Purposeful? Proactively Building Inclusive Special Education Service Delivery on Solid Ground— Michael F. Giangreco and Jesse C. Suter

### **Discuss with Your Team:**

- How do multitiered systems of support and inclusive education help to meet the needs of each and every student?
- I used to think\_\_\_\_\_ and now I think\_\_\_\_\_.
- What is an action step I can take to lead for inclusion?
- What are the conversations happening in my district/school around MTSS? Do these conversations include plans for including students with disabilities in Tier 1 instruction? Why or why not? How might MTSS impact inclusive education for students with disabilities and vice versa?
- What questions do you still have about MTSS? What questions do you still have about leading for inclusion?

### **Option 2: Review the Trauma Informed Practices Manual**

Review the following topics & questions:

- Trauma and Special Education – what it is, how it connects to special education, setting up an IEP, history of trauma not = to special education accommodations. How to identify for trauma sensitive FBA
- Helping districts before behaviors manifest



- Trauma informed way
- Trying not to retraumatize kids. What's that mean or look like?
- Restorative practices – Healing circle starter kit? What is discipline and what might it look like to live into values?
- Restorative justice– buying a program and not following it, or not working with a community on its creation
- Making it a cultural shift – structures to support it
- Restitution to your community and peers, setting up with positive relationships
- Time problems and our responsibility to empathy build and create connection
- Intent vs. Impact

## Meal (90 minutes +)

**Watch & Discuss a Webinar from one of the WA State IPP**

**Demonstration Sites or sign up to visit one or the WA State IPP**

**Demonstration Sites! Discussion Questions for Your Team:**

- What do you hear about what students are doing?
- What do you hear about what educators are doing?
- What are the systems, culture or leadership practices you are hearing about to support inclusive education?
- What are some initial steps you can take from what you learned to support inclusionary practices in your school/district?



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