

If the Inclusionary Practice Project Professional Development Cadre...	
Support...	By Providing...
<ul style="list-style-type: none"> ➤ The capacity of practitioners and partners (district and school leaders, educators, parents, and families) to implement and sustain inclusive systems that recognize all students have a right to meaningfully participate in the general education setting, both academically and socially. 	<ul style="list-style-type: none"> ➤ In-person and virtual professional learning on inclusionary practices that is job-embedded, continuous, reflective, relevant, and highlights: <ul style="list-style-type: none"> ○ Universal Design for learning (UDL) ○ Multi-Tiered Systems of Support (MTSS) ○ Collaboration ○ Community of Equity ○ Restorative Practices ○ Culturally responsive family and community engagement ➤ On demand coaching and mentoring. ➤ Access to Demonstration Sites on inclusionary best practices. ➤ Access to digital resources libraries.
District and School Leaders will be able to...	
Support...	By Providing...
<ul style="list-style-type: none"> ➤ Educators and families to ensure that each student, including those with significant cognitive disabilities, will be included in the district strategic plan to support effective instruction, have increased placements in general education settings, engage with the core curriculum, and engage with peers. ➤ Teams to reimagine and support the shift in culture and beliefs on what inclusion and inclusionary practices are and why it's essential to have structures and systems to support inclusion. ➤ The visibility of schools implementing inclusionary practices to encourage schools to communicate and use one and other as resources to improve inclusionary practices in their schools. ➤ A statewide coalition sharing resources, building a professional community, and learning about diverse perspectives. 	<ul style="list-style-type: none"> ➤ Inclusive service delivery models to support effective collaboration between special educators, general educators, and related service personnel. ➤ Leadership that models the values, beliefs, and mindsets necessary to include students receiving special education services more fully. ➤ Transformational professional development. ➤ Alternatives to suspension as the preferred method of discipline. ➤ Have various access points based on individual and personalized learning experiences. ➤ Knowledge of best practices, research related to collaboration, and support staff in the building relationships between people and departments. ➤ Policies, funding, and procedures that enable families, students, and community organizations to build a coalition to co-design educational systems that enable access for all students and families, and advocate for systems change. ➤ Plans to use data to make decisions about their role in the statewide professional network and to improve implementation of inclusionary practices.

Inclusionary Practices Professional Development Project: Theory of Action

	<ul style="list-style-type: none"> ➤ The ability to effectively plan, lead, and change systems and structures needed for the implementation and refinement of inclusionary practices.
Educators will be able to...	
Support...	By Providing...
<ul style="list-style-type: none"> ➤ The value of parent and family strengths. ➤ Collaborating with and designing options and choices for all families to engage as partners in the education of their child. ➤ All students in accessing high quality core curriculum with success. 	<ul style="list-style-type: none"> ➤ Increased access to grade level core instruction. ➤ Instruction based upon UDL principles. ➤ Plans for learning in their classrooms in ways that strengthen, shift, and embed inclusion and inclusionary practices. ➤ Shared ownership and responsibility for the delivery of effective instruction and collaboration between educators, that includes families as equal partners. ➤ Teaching and learning in proactive and preventative classroom climates. ➤ Various access and entry points based on individual and personalized learning experiences.
Families will be able to...	
Support...	By Providing...
<ul style="list-style-type: none"> ➤ Work with educators and community as a coalition to advocate for systems change. ➤ Connections with their child's education activities in preparation for transition, graduation, and post-school success. ➤ School as a place that values ALL students. 	<ul style="list-style-type: none"> ➤ Engagement and collaboration in the education of their child. ➤ Express overall increased satisfaction with the educational environment of their student(s). ➤ Opportunities created for all stakeholders (parents, educators and students) to come together to develop and address inclusive structures to meet the needs of all students.
Students will...	
<ul style="list-style-type: none"> ➤ Need fewer targeted or intensive supports and be able to spend as much time as possible in general education settings. ➤ Access learning in the least restrictive environment and have voice and choice in their learning. ➤ Have positive post-school outcomes, higher graduation rates, increased access to CTE coursework, robust HSBPs and transition plans. ➤ Build relationships of trust, mutual respect, and commitment. ➤ Find inequities are eliminated in the educational system to ensure equally high outcomes for all participants, removing the predictability of success or failure that currently correlates with other factors. ➤ Attend their neighborhood schools, be seen as general education students who engage with the core curriculum that is aligned with Washington standards. 	

Inclusionary Practices Professional Development Project: Theory of Action

- Be provided additional and intensified support that matches their measured needs and is delivered alongside their age peers.
- Feel safe, valued, and heard and experience a sense of belonging in their school community, grow in their knowledge, skills, and relationships, and be positioned for successful life outcomes.
- Increase advocacy and ownership over their learning.
- Receive research-based inclusionary practices from trained educators focused on enhancing and improving learning.