



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Inclusionary Practices

1. **Purpose:**

The Inclusionary Practices Project (IPP) seeks to end systemic social injustices caused by ableist systems that define students receiving special services as “other” or “less than,” by providing educators with professional development on how to provide inclusive, individualized instruction to students with a wide range of needs and abilities. This training provides educators with the skills and tools to address the learning needs of all students within their classrooms, acknowledges that the general education classroom is available for all students, and supports a universal design for learning (UDL), which benefits all students

2. **Description of services provided:**

Schools participated in transformation professional development, and in turn provided learning experiences that inspired continuous improvement, with the goal of creating learning communities as sites for research, professional development, teacher preparation, and model demonstration sites for best practices in inclusive education.

3. **Criteria for receiving services and/or grants:**

Funding was distributed to local educational agencies (LEAs) through a competitive grant process to continue professional development for educators and purchase materials that facilitate student inclusion. The LEAs are serving as exemplars to show the benefits of inclusionary practices on student outcomes. Funds were also used to continue contracting with professional development providers to increase state capacity to do this work.

Beneficiaries in 2019-20 School Year:

Number of School Districts:	85
Number of Schools:	175
Number of Students:	All students
Number of Educators:	All educators
Other: <i>Name other...</i>	<i>Enter total number of “other”</i>

Number of OSPI staff associated with this funding (FTEs): 0

Number of contractors/other staff associated with this funding: 8

FY20 Funding: State Appropriation: \$5.2 million
Federal Appropriation: \$0
Other fund sources: \$0
TOTAL (FY20) \$5.2 million

4. **Are federal or other funds contingent on state funding?**

No

Yes, please explain.

If state funds are not available, the state will not be eligible...

5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY20	\$5,200,000	\$4,863,925

6. **Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:**

Fiscal Year	Number of School Districts	Number of Schools	Number of Students	Number of Educators
FY20	85	175	All	All

7. **Programmatic changes since inception (if any):**

Not applicable

8. **Evaluations of program/major findings:**

Washington State is in the lowest quintile for inclusion nationwide, with approximately 58% of children with disabilities fully included in K–12 classrooms and approximately 23% for pre–K. Inclusive teaching practices promote equity. This project has already demonstrated its ability to move the needle toward equity in the State of Washington. LEAs that have partnered with OSPI have seen accelerated gains in their rates of student inclusion.

9. **Major challenges faced by the program:**

Washington is among the 10 least inclusive states in the United States. During the first year of the project, there is evidence that the state’s education system is changing people’s perspectives and is moving toward a cultural shift.

10. **Future opportunities:**

Cultural change does not happen quickly, but the IPP is a galvanizing project, spreading the message across the state that inclusion is incrementally achievable, ethical, and instructionally prudent.

11. **Statutory and/or budget language:**

Budget Proviso: ESSB 6168 Section 507(14) \$5,200,000 of the general fund-state appropriation for fiscal year 2020 and \$19,800,000 of the general fund-state appropriation for fiscal year 2021 are provided solely for OSPI to support professional development in inclusionary practices for classroom teachers. The primary form of support to public school classroom teachers must be for mentors who are experts in best practices for inclusive education, differentiated instruction, and individualized instruction. Funding for mentors must be prioritized to the public schools with the highest percentage of students with individualized education programs aged six through twenty-one who spend the least amount of time in general education classrooms.

12. **Other relevant information:**

Click or tap here to enter text.

13. **Schools/districts receiving assistance:**

See [OSPI's Grantee List](#)

14. **Program Contact Information:**

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