Thank you for your interest in applying to be a demonstration site for inclusionary practices for the 2019-2020 school year. You may use this document to plan your responses in advance, but please remember that you must reply online here to be considered. Upon submission of your application, you will receive a confirmation email. This email will include a link to your application responses. Finalists will receive a site visit with a UW Haring Center Inclusion Specialist between January and February and this inaugural cohort will be finalized in the beginning of March.

For more information about the demonstration sites project goals, structure, and expectations, please review the project description and overview here.

From January 2019-June 2021 each demonstration site school principal and their team of approximately four staff members will:

- Collaborate with a UW Haring Center Inclusion Specialist to plan and lead 3-5 visits focused on their school’s exemplary inclusionary practices for visiting educators from around the state through the development of activities and artifacts (up to 40 hours)
- Continuously partner with a UW Haring Center Inclusion Specialist to highlight the systems and processes that have contributed to the growth of inclusionary practices and use an appreciative inquiry framework in order to support visitor agency to implement inclusionary practices in their own schools.
- Engage in professional learning activities to better support visitors from other schools across the state, working to align with a mission of continued improvement.
- Provide project feedback and reflections to the UW Haring Center team.
- Attend 2-day summer institute with cohort colleagues and inclusion specialists from the Haring Center.

☐ Yes, we understand and agree to fulfill the commitment if selected to be a demonstration site

☐ No, we are unable to fulfill the commitment this school year, but we are interested in being considered for the 2020-2021 school year.
Demonstration Sites Cohort 1 (2019–2020) Application

GENERAL QUESTIONS

1. School Name.
2. Principal's name (first and last).
3. What is the principal’s email address?
4. Identify ESD from the dropdown below

DEMONSTRATION SITES QUESTIONS

1. Please select 2-4 inclusionary practices or systems you would like to share with educators statewide.

- Universal Design for Learning
- Master Scheduling to support inclusion
- Differentiated instruction
- Students engaged in core content
- Multitiered systems of support
- Person-centered/Strengths based planning
- Student engagement
- PBIS
- Coteaching and coplanning
- Inclusive Individual Education Plans
- Flexible service delivery
- Leadership development
- Blended learning
- Family/community partnerships
- Embedded academic instruction in general education
- Use of assistive technology
- Social emotional learning
- Culturally responsive pedagogy
- Visible learning
- Data literacy and data analysis protocols
- Teacher collaboration
- Inclusive extracurricular activities
- PLCs that include inclusive viewpoints
- Embedded nonacademic instruction in general education
- Inclusive vision and mission
- Teaching self determination
- GLAD strategies
- Other: Please specify in following question

2. For each practice you identified above:
   (500 words or less)
   a. Describe implementation of this practice(s) in your school context.
   b. Describe the journey your school community took to develop the practice(s).
      • What was the identified need that this practice was implemented to address?
      • What experiences and/or research informed your school’s planning in identification and implementation of this practice? What were the steps your school took?
      • What challenges did your school face during this process? What adjustments did your school make as a result?
      • What has been the impact(s) of this practice on teachers and students?
   c. How does your school’s mission and vision support these inclusionary practices?

3. Describe how you envision sharing your inclusionary practices with educators across the state.
   Consider the activities and resources that could support visitor learning around the practice(s) (250 words or less)

4. Describe what you hope to get out of being a state demonstration site for inclusionary practices.
   What, if any, professional learning is your school seeking? How do you envision this partnership strengthening your practices and assisting your school on its path of continuous learning?