

# INCLUSIVE EDUCATION FOR EQUITY

## *PROFESSIONAL LEARNING FOR EQUITY MODULE*



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### Academy 1: Understanding Inclusive Education

Version 1

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### **Equity Matters: *In learning, for life.***

The *Equity Alliance at ASU* is home to several grant-funded projects, and is a center for research, technical assistance, and professional learning for the purpose of providing support to school systems as they develop, adopt, and implement reform efforts aimed at ensuring equity in opportunity and outcomes for all students.

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We strive to produce the most reliable and current academies possible. Therefore, our academies are updated regularly based on facilitator and participant feedback, on subject-matter expert input, and on up-to-date research. You will find the version of this academy on the Table of Contents page. Please check our web site regularly – [www.equityallianceatasu.org](http://www.equityallianceatasu.org) - to find new versions and addenda to this academy.



## Equity Module: Inclusive Education for Equity

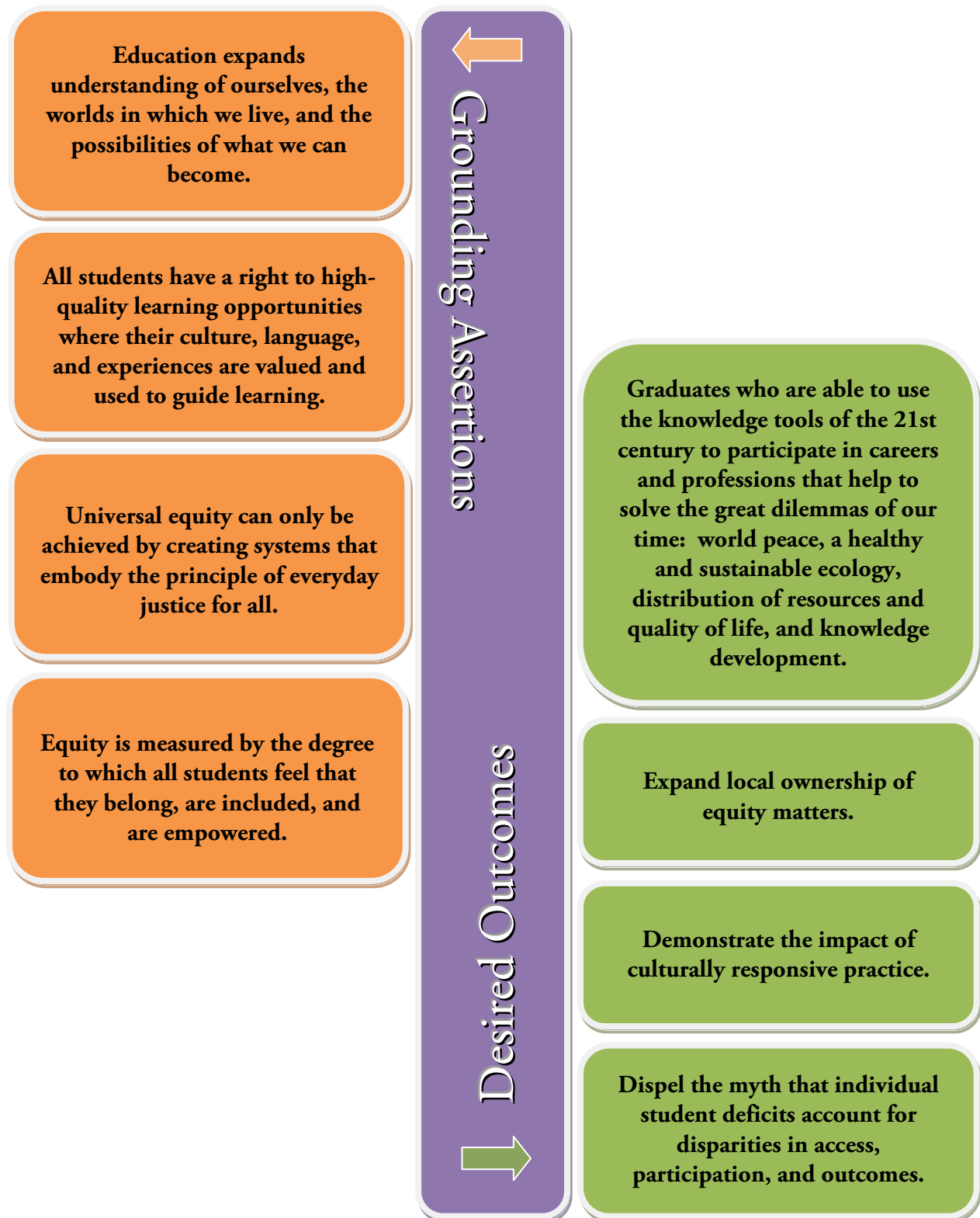
### *Academy 1: Understanding Inclusive Education*

#### *Equity Alliance at ASU Professional Learning Principles*

Understanding the need to explore personal and professional identities as well as the necessity of responding to the strengths and needs that students from all cultural backgrounds bring to classrooms, the *Equity Alliance at ASU* follows a set of principles to professional learning for equity. These principles were developed by the National Center for Culturally Responsive Educational Systems (NCCRESt) (Kozleski, 2005, p. 7), one of the many projects that are part of the *Equity Alliance at ASU*. These principles were influenced by research from the Center for Research on Education, Diversity, and Excellence (CREDE), the research of McLaughlin and Talbert (2006) with teacher learning communities around the nation, and the work of the National Staff Development Council. Professional Learning:

- 1 focuses on improving learning within a diverse, multicultural community. The outcomes, content, and activities of any professional learning activity must be grounded in the multicultural context that characterizes most contemporary urban communities.
- 2 engages educators in joint, productive activity through discourse, inquiry, and public professional practice. Effective professional learning is reached by continuous, collaborative interaction with colleagues through discussion, knowledge development and understanding, and directed inquiry around professional practice.
- 3 embeds development within practice, is part of daily discourse and shared discussions about student learning and student product, as well as more formalized mentoring and coaching, meetings, study groups, and examination of evidence from inquiry cycles, and is differentiated by individuals' development.
- 4 results in improved learning for students who have been marginalized from the academic and social curricula of the U. S. public school system. Professional learning provides opportunities for teachers to explore and understand the influence of individual cultural identity and values on individual and systems practices, as well as expand their professional knowledge of the sociocultural dimensions of learning, and its impact assessed through student involvement and performance in academic and social curricula.
- 5 influences decisions about what is taught and why. Since professional learning is generative, educators' knowledge will expand and become more complex as it develops. It is expected that professional learning will result in the use of a cultural perspective in the examination and improvements to the content and process of instruction for all learners.
- 6 generates the diffusion of professional knowledge to build sustainable educational communities focused on improving learning outcomes for all students and their families, particularly those students who are members of cultural and linguistic minority groups. As educators gain knowledge, they also have the responsibility for sharing and mentoring others both in the practice of professional learning and in the expanded knowledge that comes from such activity.

## Professional Learning for Equity: Assertions & Outcomes





## What are Professional Learning for Equity Modules?

A strategy through which the *Equity Alliance at ASU* supports educational stakeholders in building their own capacity to build equitable educational systems is through the **Professional Learning for Equity Module** approach to professional learning. In collaboration with schools and local universities, the *Equity Alliance at ASU* creates these modules for those interested in career-long learning about education, including all roles and candidates in the education profession, as well as all levels of experience. The approach includes careful consideration of the content for professional learning, application of adult learning principles, and selection of teams from schools and districts that can support their team members' learning and practice. In this way, professional learning builds on converged needs, creates a sense of common purpose, and extends the creativity and skill of practitioners.

Participants are generally teams of educational professionals from schools and districts, selected to advance knowledge and practice related to culturally responsive systems and practices. Academies are organized into modules that share an overarching theme and are designed to (1) engage adult learners in advancing their knowledge and skills about culturally responsive practices within organizations; (2) build communities of practice in which inquiry and public discourse are cornerstones of continuous improvement in culturally responsive systems; and (3) embody approaches to learning that affirm the sociocultural histories and experiences that all members of the academies bring to shared learning. Finally, the Professional Learning Modules for Equity create forums for open discussion to help school and community members think more broadly and systemically about culturally responsive schools and classrooms.




The best way to implement these modules is to bring together building leadership teams from a cluster of schools so that teams can learn from one another and create a practice community that can support innovation. The academies should be offered in sequence, spaced four weeks apart so that some application can occur between sessions, and that there is a plan for coaching on-site between academies.

## Equity Academy Abstract:

This academy traces a path towards inclusive education in the United States. Participants will learn about, reflect upon, and discuss information about progress and setbacks made towards achieving educational systems that are truly inclusive, along with conditions of exclusion or segregation that remain largely unchanged, and some explanations. Participants will have the opportunity to apply what they have learned in the assessment of their own districts’ progress, and development of goals for the future. Additionally, through the exploration of data on educational access, participation, and outcomes, participants will develop their understanding of a rationale for the creation and strengthening of inclusive educational systems that is grounded in equity concerns for all students.

## Equity Academy Outcomes:

As a result of the activities and information shared at this Equity Academy, participants will:

-  learn the history of the movement towards inclusive educational systems in the United States;
-  apply what is learned to assessing districts’ practices, and developing future goals; and
-  discover why inclusive education is an **equity imperative**.

## Equity Academy Agenda:

Review the agenda, noting the structure of the academy (lecture, activities, question-answer period, break time, assessment), and process for answering participant questions.

Time	Event
15 min.	Introduction & Greeting
35 min.	Activity 1: Why Inclusive Education?
20 min.	Lecturette 1: It’s a Matter of Equity
25 min.	Activity 2: Pathways to Inclusive Education
10 min.	<i>Break</i>
20 min.	Lecturette 2: Historical & Legal Foundations
25 min.	Activity 3: Appreciative Inquiry
30 min.	<i>Leave-taking &amp; Feedback</i>





## Tips for Facilitating Professional Learning for Equity Modules



**FACILITATOR NOTES:** You may be reading this because you are leading the professional learning efforts around this module at your school, district, or educational site. Each Facilitator Manual provides detailed information about every aspect of an academy from the academy outcomes through the academy content and, finally, evaluations. In most cases, you will follow the same process when presenting every academy: (1) Introduction to *Equity Alliance at ASU* Professional Learning Modules for Equity; (2) Equity Academy Overview; (3) Equity Academy Session; (4) Self-assessment; and (5) Equity Academy Evaluation.

Please make sure that you prepare for each academy by reviewing all the materials: Facilitator Manual, lecturette presentation, lesson plans, activity handouts, and participant materials. More than likely, there are lots more notes provided for each Equity Academy Session than you may need to present this module effectively. We have covered extensively the content provided in this Academy, so that even someone who is not very familiar with the topic is able to facilitate a community's learning around the topic. The notes ***ARE NOT MEANT TO BE READ*** as someone might read a script. Instead, they are meant to familiarize the facilitator, before leading the module, with the content. If you have questions or comments about this or any other academy, please contact the *Equity Alliance at ASU* ([joetta@equityallianceatasu.org](mailto:joetta@equityallianceatasu.org)). We welcome your questions, suggestions, and feedback!

Before delving into the flow of the Professional Learning Modules for Equity, please read through the following tips that can help you and your participants get comfortable and maintain focus on learning and growing. We hope that you enjoy facilitating these learning opportunities as much as we have. Any time you see the Facilitator Note Icon (the notebook pictured to the left), we provide a tip or instruction for leading the conversation.



**TIPS FOR GETTING STARTED:** Before participants arrive, set up the room at a comfortable temperature and with table and chair arrangement that is conducive to communication. Introduce the Equity Academy facilitators, and provide an overview of *Equity Alliance at ASU* and sponsors of the Equity Academy. Talk a bit about what a Professional Learning Module for Equity is, its structure, how it is designed, and present the academy topic and outcomes. Explain the roles the facilitators will play and have participants introduce themselves and briefly tell what they'd like to learn or take away with them at the end of the academy, focusing on what would be useful to them in their practice. This should take no longer than 15 minutes. The PowerPoint for each academy of the module includes introductory slides.



**TIPS FOR MOVING THINGS ALONG:** Included in the academy is a time schedule for activities– stick to it! Try to begin and end on time, and instead of scheduling multiple breaks, invite people to get up to stretch, get a drink or use the bathroom as needed. During discussions, try not to let one person dominate the conversation or go off on tangents that are narrowly focused on their own experiences. To “cut people off” politely, ask others what they think or ask a questions to get the discussion moving in a different direction.



**TIPS FOR MANAGING ACTIVITIES:** Whenever you see the icon pictured to the left, you will shift the group from a lecturette to an activity, and find directions for leading that activity. Before beginning, briefly review the activity with the group and discuss its purpose. Read through the tasks and look over supporting materials. Ask if there are any questions. If necessary, have each group select a person who will take notes and report to the larger group the outcomes of their discussion or work. While the participants are working in their small groups, circulate from group to group to make sure they are on task and to answer any questions. Be available if a group gets stuck, but don’t interfere in the group process unless they need assistance.



**TIPS FOR LECTURETTES:** Practice timing yourself so you don’t run over the allotted period. Copies of the PowerPoint slides and facilitator notes are provided in this manual. Each slide is accompanied by a lecturette icon (as seen on the right), a pause for questions and answers is identified by a question icon (seen below in the “tips for participant questions” section), and a stop sign icon indicates a participant activity.



**TIPS FOR PARTICIPANT QUESTIONS:** Space is included in the participant materials for note-taking. Urge participants to jot down notes and save their questions for the Q and A periods so the Equity Academy does not run over the allotted time.







**TIPS FOR LEAVE-TAKING:** To wrap things up, ask people to take a minute to think about what they learned during the Equity Academy. Ask the participants to complete the self-assessment and share their thoughts and any last words. Use the overhead or chart paper to record what they say as a way to highlight new learning and congratulate the group on their hard work. Ask participants to complete the Academy Evaluation before they leave as a way to improve future academies.









## Special Facilitation Tips for Talking About Potentially Emotional Topics:

Facilitating conversations about equity, culture, race, power, and privilege requires a set of skills that may be different from other facilitation/training experiences you have had in the past. These topics often stir up strong emotions and reactions. Be prepared to diffuse and redirect anger or attacks, and support individuals who are struggling with feelings of guilt, shame, anger, sadness, and defensiveness.

To facilitate these equity conversations requires that you:

-  Have read sufficient background material from the reference list provided in the academy.
-  Have a well-developed understanding of your own identity and culture, and be willing to share those experiences with others.
-  Can hold multiple perspectives.
-  Are able to remain objective and not take comments personally (compassionate detachment) and utilize active listening.

Tips for facilitating difficult conversations:

-  Don't ignore a conflict between participants if one arises, for such a situation will not disappear on its own. Invite participants to respectfully share and explore each point of view in order to ensure they are heard.
-  Recognize and acknowledge how the conflict is affecting others in the group. Invite group members to share emotions, thoughts, and solutions.
-  Encourage each member to allow others to be heard in the group.
-  Create a work environment in which healthy conflict is encouraged. Conflicts can enhance discussion by spurring productive discussions and engaging participants emotionally.
-  Set clear expectations about how participants should approach sensitive topics. For example, create a group norm that conflict around ideas and direction is expected and that personal attacks are not tolerated.
-  Reward, recognize, and thank people who are willing to take a stand and support their position.

\*If you think you have some growing you need to do on any of the above items, please spend some time on the following websites before moving on to facilitate the Academy\*

Resources:

[http://humanresources.about.com/od/managementtips/a/conflict\\_solue.htm](http://humanresources.about.com/od/managementtips/a/conflict_solue.htm)

<http://humanresources.about.com/cs/conflictresolves/l/aa071002a.htm>



## Equity Academy Materials

You should have these materials prior to conducting the Equity Academy:

### **Facilitator Manual** (This document)

We recommend you print it out and put it in a three-ring binder for ease of use.

### **Academy PowerPoint**

You will need access to a computer and projector for presenting the slides.

### **Participant Handouts**

These are provided as a separate .pdf file and contain the Equity Academy overview and agenda, activity handouts, pictures of slides from the PowerPoint presentation, and space for note-taking, self-assessment and academy evaluations and resources. (Handouts can be copied double-sided and in black and white).

### **Name Tags**

Make sure you have broad-tipped felt pens for name tags so that people write their names in large print that can be read from a distance).

### **Chart Paper**

It is preferable that these are displayed on an easel or the type that can be stuck to the wall or other vertical surface

### **Broad Tip Marker**

Use this to make notes on chart paper.

### **Sticky Notes**

These come in handy for dividing participants into groupings by sticky note color on their chairs, for example, or for marking slides in the facilitator manual to come back to later.



## Equity Academy Overview

Spend some time introducing yourself, the module sponsors, and the Leadership Academy to the participants. The overview provides you with Leadership Academy background information, this academy's purpose and outcomes, and the agenda. If time allows, ask participants to introduce themselves by letting others know where they are from and their roles and responsibilities within their buildings.



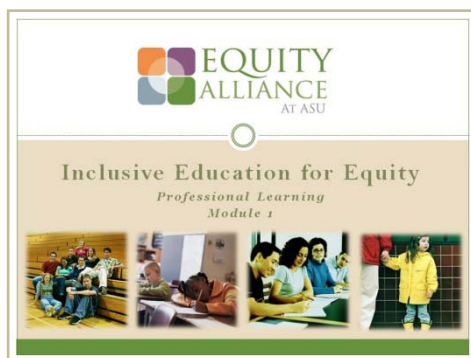
PowerPoint, Facilitator Manual, Projector



15 Minutes



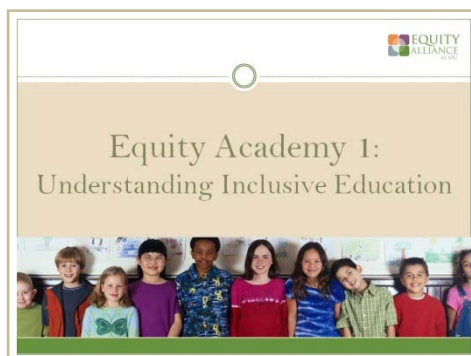
Slide 1



**Equity Module 1: Inclusive Education for Equity**



Slide 2



**Equity Academy 1: Understanding Inclusive Education**



**Slide 3**



Introductions

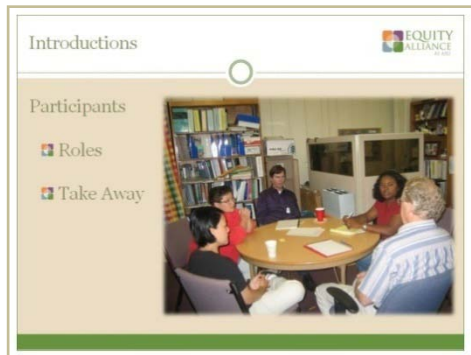
- Facilitators
- Sponsors
- The Equity Alliance at ASU  
[www.equityallianceatasu.org](http://www.equityallianceatasu.org)

**Introduction: Facilitators and Hosts**

Introduce the Equity Academy facilitators (your position and background, and co-facilitators, if any) and the school or district that is sponsoring the academy. Introduce the Equity Alliance, as well.




**Slide 4**



Introductions

- Participants
- Roles
- Take Away

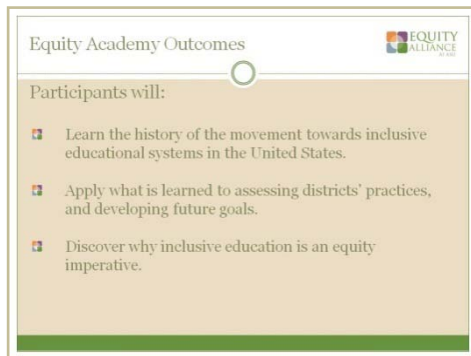


**Introductions**

Ask participants to introduce themselves, by letting people know where they are from and which roles they play, including responsibilities within their buildings. Also, ask participants to share what they hope to take away from today's session.



**Slide 5**



Equity Academy Outcomes

Participants will:

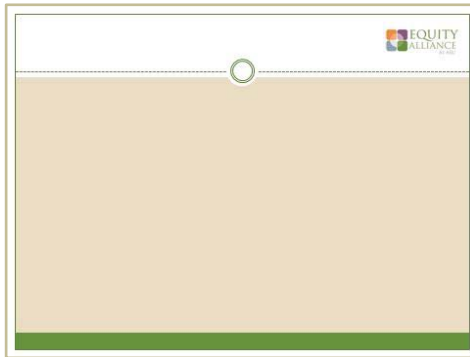
- Learn the history of the movement towards inclusive educational systems in the United States.
- Apply what is learned to assessing districts' practices, and developing future goals.
- Discover why inclusive education is an equity imperative.

**Equity Academy Outcomes**

Review the outcomes for the academy with participants.



Slide 6



This slide is intentionally left blank for you, the facilitator, to fill in the specific purpose, mission, visions, or frameworks of your organization for your audience.



Slide 7

Equity Academy 1 Agenda

Time	Event
15 min.	Introduction & Greeting
35 min.	Activity 1: Why Inclusive Education?
20 min.	Lecturette 1: It's a Matter of Equity
25 min.	Activity 2: Pathways to Inclusive Education
10 min.	Break
20 min.	Lecturette 2: Historical & Legal Foundations
25 min.	Activity 3: Appreciative Inquiry
30 min.	Leave-taking & Feedback

### Agenda

Go over agenda with participants, noting that the entire academy will take about 3 hours.



Slide 8, 9, & 10

Activity 1: Why Inclusive Education?

- Brainstorm: Features of inclusive education
  - Handouts
  - Chart paper
- Break into two groups
  - Vignette A & B
- Listen to vignettes
- Share thoughts as a group

### Activity 1: Why Inclusive Education

Handouts for this activity, along with facilitator instructions, are provided on the following pages.



35 minutes



Instructions for leading this activity are on the next page.





## Activity 1: Why Inclusive Education?

**Outcome:** The group warms up for learning about inclusive educational systems by sharing and applying background knowledge.



Participant handouts; chart paper; broad-tipped marker; speakers for playing audio



In whole group, participants discuss and facilitator records on chart paper, features of inclusive educational systems. Then, the whole group reads/listens to two vignettes about districts. Then, in small groups divided two ways (Vignette A or B), these groups discuss the following questions:

Who benefits from the way that things currently are?

How do teachers benefit?

Students?

Administrators?

Families?

What are some of the benefits to the proposed change? Concerns?

Finally, the whole group re-convenes and the facilitator asks about Vignette A and then Vignette B. Everyone is welcome to share their responses to the guiding questions.

Academy 1  
Activity 1: Why Inclusive Education?

**Vignette A: An Administrator's Dilemma**

The Pupil Services Director, Dr. Smith scratched her head and sighed. With the district's decision to end student placements outside of the general education classrooms and schools, and move to a model of inclusive education, she wasn't sure about how this would play out in the district's twenty schools, where over 13% of students are identified as requiring special education services. About half of the special education students spend over 40% of their school day outside the general education classroom. Dr. Smith couldn't imagine what would happen if the seven special education teachers (five resource and two self-contained) who would be affected, lost their positions. What would happen to the students who as they entered the general education classroom setting all day? What would the general education teachers do to meet those students' needs? Even though many teachers had taken at least one course in special education in their preparation, Dr. Smith worried that they would feel underprepared and anxious about the increasing challenges they may associate with having more students with disabilities in their classrooms.

**Vignette B: Newspaper Article**

**Middletown Schools to Eliminate Bilingual Education**

A spokesperson for the Middletown Public Schools announced today that the district will begin to move children now in bilingual education classes into the English-only instruction classes, starting next fall, and incorporate all of this within general education classrooms. The schools will save resources by eliminating bilingual education classes and the need for bilingual teachers, and redirect those resources into retraining teachers so all classrooms have teachers qualified to teach students learning English through a model called Structured English Immersion.


Questions to consider:

Who benefits from the way that things are?

Is everyone included?

What supports are present?

Is this the way that we want things to be?







## Lecturette 1: Development of Inclusive Educational Systems: Social, Historical, and Political Foundations

Inclusive Educational Systems, in policy and practice, reject the exclusion and segregation of students, for ANY reason: gender, language, household income, sexual orientation, race, ethnicity, national origin, ability, or any disability. Simultaneously, because of an active commitment to equity for all students, inclusive educational systems maximize the participation of all learners, by making learning opportunities relevant and high-quality. This is achieved through the systemic exploration and change of policy and practice so that schools can meet the diverse learning of all students, and so that student differences, rather than being considered as problematic compared to narrow views of who represents a “typical” learner, are celebrated for their contribution to everyone’s learning in community with each other.





20 Minutes



PowerPoint

As **outcomes** of participating in Lecturette 1, participants will learn:

-  historical movements toward inclusive education; and
-  the definition and standards of inclusive educational systems.



Slide 11



### Lecturette 1 Overview

#### Development of Inclusive Educational Systems: *Social, Historical, and Political Foundations*

Inclusive Educational Systems, in policy and practice, reject the exclusion and segregation of students, for ANY reason: gender, language, household income, sexual orientation, race, ethnicity, national origin, ability, or any special needs. Simultaneously, because of an active

commitment to equity for all students, inclusive educational systems maximize the participation of all learners, by making learning opportunities relevant and high-quality. This is achieved through the systemic exploration and change of policy and practice so that schools can meet the diverse learning of all students, and so that student differences, rather than being considered as problematic compared to narrow views of who represents a “typical” learner, are celebrated for their contribution to everyone’s learning in community with each other.



Slide 12

Lecturette Outcome

Participants will learn:

- historical movements toward inclusive education;
- definition and standards of inclusive educational systems.

### Lecturette Outcomes

Participants will learn about the historical pathway towards inclusive education in the US, as well as definitions and standards of inclusive educational systems. This lecturette provides background information which will be applied by participants in Activity 2.



Slide 13

Historical Pathway to Inclusive Educational Systems

### Historical Pathway to Inclusive Educational Systems

Not that long ago, many U.S. children were denied the right to a public education. During the next several minutes we will talk about the period of time since the mid 1940s, when landmark Supreme Court decisions began to mandate access to public education for certain groups of students, to today, when educational stakeholders all across the country continue to fight for the right of all students to experience equitable access, participation.



Slide 14

**Exclusion**

### Exclusion

Before the 1940s, through the present day, while many White, European American children had the right to attend public schools, certain groups of students, on the basis of language, national origin, skin color, and ability, were largely and in some cases, legally, denied access to school. For example, African American children who had long been denied

access to public education as a result of slavery, continued to be excluded from school in many parts of the country, through the exclusion of expulsion. In Massachusetts in 1998, a disproportionate number of students excluded from school were African-American, Asian, Hispanic, and Native American students. Students from these racial/ethnic groups comprised 23 percent of the total student enrollment but accounted for 58 percent of student exclusions. Although white students comprised 76 percent of the total student enrollment, they accounted for only 41 percent of student exclusions (Massachusetts Department of Education, 1999). Decades later, in 1970, U.S. schools educated only one in five children with disabilities, and many states had laws blocking access to school for children with disabilities.

Pictures retrieved from:

Cincinnati Problem: [http://www.disabilityhistory.org/dd\\_camp2.html](http://www.disabilityhistory.org/dd_camp2.html)

African-American boy with police:

<http://images.ask.com/pictures?qsrc=&o=0&l=dir&q=%22african-american%22+and+%22school%22+and+%22segregation%22>

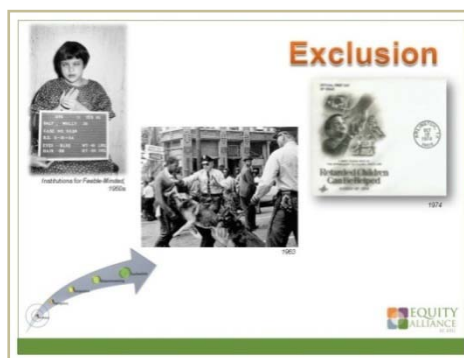
Women's Suffrage:

[http://womenshistory.about.com/library/pic/bl\\_p\\_opposed\\_suffrage\\_hq.htm](http://womenshistory.about.com/library/pic/bl_p_opposed_suffrage_hq.htm)

White's Only: [http://www.cah.utexas.edu/ssspot/lesson\\_plans/lesson\\_4.php](http://www.cah.utexas.edu/ssspot/lesson_plans/lesson_4.php)



Slide 15



### Exclusion

Pictures retrieved from:

Molly Daly:

[http://www.beloblog.com/KGW\\_Blogs/anchors/archives/2007/02/mollys\\_movie.html](http://www.beloblog.com/KGW_Blogs/anchors/archives/2007/02/mollys_movie.html)

African-American protest with dogs/Birmingham:

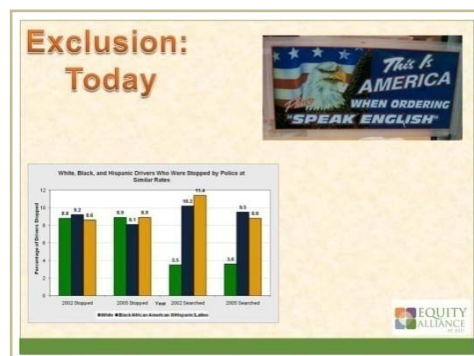
<http://mikeely.wordpress.com/2008/01/21/mlk-the-birmingham-bombing-of-1963/>

“Retarded Children”:

[http://www.disabilityhistory.org/dd\\_camp.html](http://www.disabilityhistory.org/dd_camp.html)



Slide 16



### Exclusion: Today

Still today, students continue to be excluded from school. Exclusionary practices such as out of school suspension, and expulsion continue to deny students the access to public schools, despite in many cases, overwhelming evidence that students are in need of social and mental health supports. Also, while many students of European American, middle-class backgrounds receive such supports to address problematic

behavior and emotional health, many African American and Latino children, boys especially, are recipients of exclusionary discipline practices, often as a result of the same types of behaviors (Skiba, 2001). While behaviors that have the potential to harm, or have harmed others are not acceptable in schools, without the provision of intensive supports, rather than punishment doled out under districts' zero-tolerance policies, children are more likely to grow up and enter into the mental health and/or judicial systems, and experience unfavorable life outcomes (Skiba & Peterson, 1999). Inclusive educational systems examine their policies around exclusion from school, reject a zero tolerance stance, and rather, build community health partnerships that ensure students who exhibit challenging behaviors receive supportive care. In 1994, as a backlash to undocumented immigration, California voters passed Proposition 187, which denied benefits, including public education, to undocumented immigrants in California. It was

challenged by the American Civil Liberties Union and other groups and eventually overturned. Inclusive educational systems demonstrate through policy and practice that it is the right of all children to receive public education.

Pictures retrieved from:

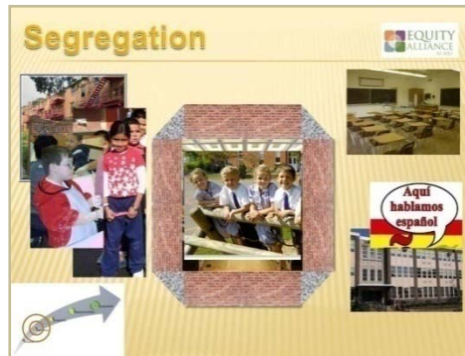
Graph: <http://www.project.org/info.php?recordID=168>

America Speak English:

[http://blogs.nashvillescene.com/pitw/2008/06/more\\_opposition\\_to\\_craftons\\_en.php](http://blogs.nashvillescene.com/pitw/2008/06/more_opposition_to_craftons_en.php)



Slide 17



### Segregation

This slide shows how those that are perceived as different in regards to such aspects as race, language, and socioeconomic status are kept from receiving the same quality education as those students who are usually White, mid/upper class English speakers.

Pictures retrieved from:

Urban Neighborhood Picture:

<http://nolafreepress.com/?p=393>

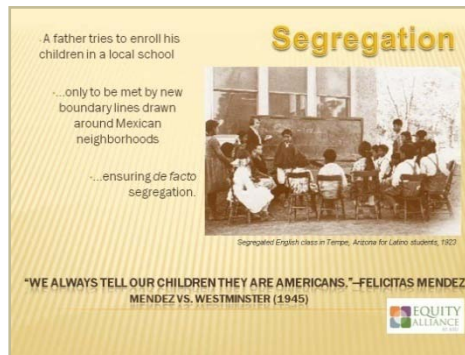
Hablamos Español Picture: <http://vivirlatino.com/tags/spanish>

Urban School Picture: <http://www.substancenews.net/articles.php?page=630&section=Article>

Urban School Classroom Seats, Picture 44: <http://www.urbanedresourcecenter.org/homepage> (photo taken by Beth Niseda)



Slide 18



### Segregation

In early 1945, a group of five Mexican-American fathers, led by Gonzalo Mendez, challenged the practice of school segregation in the US District Court in Los Angeles, by claiming that their children, along with 5,000 other Mexican-American children, were being unconstitutionally discriminated against through forced attendance at separate "schools for Mexicans" in the several school districts,

including Westminster. The court ruled in favor of the plaintiffs, the Westminster district appealed, but the Federal District Court of Appeals found in favor of the plaintiffs declaring that the segregation practices violated the 14<sup>th</sup> Amendment of the US Constitution. California Governor Earl Warren, signed into law the repeal of remaining segregationist provisions in the California statutes, and later became Chief Justice of the US Supreme Court, where he presided over the landmark school desegregation case, 1954's Brown vs. Board of Education (Topeka, Kansas).



Picture of English-only classroom for Latino students, Tempe Arizona, 1923 retrieved from: <http://brownvboard.org/brwnqurt/06-3/>



Slide 19

**Segregation**

- CA Governor Earl Warren signs repeals of all segregation laws in the California statutes
- Later becomes Chief Justice and presided over the landmark school desegregation case, 1954's Brown vs. Board of Education

THE PARAMOUNT REQUISITE IN THE AMERICAN SYSTEM OF PUBLIC EDUCATION IS SOCIAL EQUALITY.  
— JUDGE PAUL J. MCCORMICK, MÉNDEZ V. WESTMINSTER, 1945

### Segregation

Picture of Chief Justice Earl Warren retrieved from: <http://www.medaloffreedom.com/EarlWarren.htm>



Slide 20

**Segregation**

- Ms. Alberta Guy
  - Supervisor of Negro Schools (1950-1963)
  - Louisa County, Virginia
- Fought for Equity
  - Same educational facilities

I'LL ALWAYS REMEMBER THE WHITE STUDENTS HAD THOSE BEAUTIFUL TILED FLOORS. I'D HELP CLEAN AND SHINE THOSE FLOORS AND THINK ABOUT THE OLD MOTOR OIL THEY POURED ON OUR WOODEN ONES. I GUESS THEY DID THAT TO KEEP THE DUST DOWN.  
—RELATED BY A LOUISA TRAINING SCHOOL GRADUATE IN A 2007 INTERVIEW.

### Segregation

Before Brown vs. Board of Education, students who were African American attended separate schools, such as the Negro Schools in Louisa County, Virginia. Ms. Alberta Guy, Supervisor of Negro Schools from 1950 to 1963, had studied at the University of Virginia, where African Americans were only allowed to attend classes as special students, not in degree

programs. She, along with other leaders in the local African American community, fought for the equity in the educational facilities of Louisa County.

Picture of Alberta Guy retrieved from: <http://louisaheritage.org/supervisors.htm>



Slide 21

**Segregation**

- Eugenics
- Sterilization of those deemed not a "good American"
  - Included anyone: "non-White", Eastern European, physically/mentally disabled, felons
- Some states had sterilization laws until the 1970s and 1980s

### Segregation:

#### Eugenics and Sterilization

Indiana was the first state to pass a law allowing sterilization in 1907 on eugenic grounds, with Connecticut following soon thereafter. In 1914, one of the first major projects of the Eugenic Record Office was to publish the Model Eugenic Sterilization Law, proposing to authorize sterilization of the

“socially inadequate,” including the “feebleminded, insane, criminalistic, epileptic, inebriate, diseased, deaf, blind, deformed, and dependent” including “orphans, ne-er-do-wells, tramps, the homeless, and paupers. By this time, 12 states had passed sterilization laws and within 10 years, about 3,000 people had been involuntarily sterilized in the U.S., most of them in California.

The Supreme Court overturned involuntary sexual sterilization law by taking up a 1935 Oklahoma case of Jank Skinner, a three-time chicken thief whose sterilization had been ordered by the state. The Supreme Court overturned this order in 1942, in an opinion written by Justice William O. Douglas. Despite the Supreme Court’s ruling, the sterilization of people in institutions for mental illness and mental retardation continued through the mid-1970s! It is estimated that more than 60,000 Americans underwent involuntary sterilization, and to this day the first Supreme Court case that addressed and allowed sterilization of the so-called “feebleminded” has never been overturned.

Pictures retrieved from:

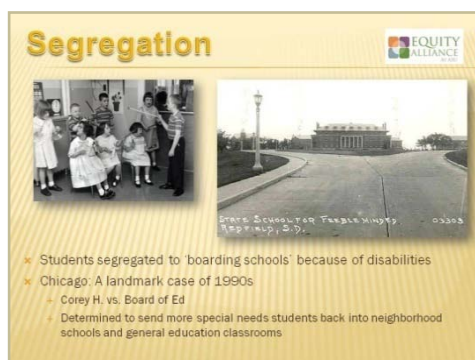
Sterilization for Human Betterment: [http://www.museumofdisability.org/society\\_eugenics.asp](http://www.museumofdisability.org/society_eugenics.asp)

Virginia Sterilization Court Document:

<http://www.hsl.virginia.edu/historical/eugenics/exhibit2-9.cfm>



Slide 22



**Segregation**

- ★ Students segregated to 'boarding schools' because of disabilities
- ★ Chicago: A landmark case of 1990s
  - Corey H. vs. Board of Ed
  - Determined to send more special needs students back into neighborhood schools and general education classrooms

### Segregation:

In the 1970s, prior to the passage of what is now the Individual with Disabilities Education Act, state operated boarding schools for students with disabilities were common. As just one example, students with disabilities in Chicago Public Schools were routinely separated into special education schools and classrooms.

Ten years ago, a school reform group teamed up with a university legal clinic to sue Chicago Public Schools and the state for illegally segregating special education students. Corey H. is one of several children with disabilities named in the lawsuit brought on behalf of all the city’s special education students. In 1998 , CPS settled the lawsuit before going to trial, agreeing to send more special needs children back to neighborhood schools and into general education classrooms.

Pictures retrieved from:

Children: <http://ospihm.org/FreshEyes/Slide56.JPG>

State School for Feebleminded:

<http://www.rootsweb.ancestry.com/~asylums/redfield/shredfield1.jpg>



Slide 23



## Segregation: 2010

On November 21, 2007, parents of children with disabilities filed suit against the Department of Social and Health Services and the Bremerton School District in Seattle, Washington, because of their intentions to remove all students from public school who were living in a state run facility for people with developmental disabilities, and provide

segregated special education services to these students where they resided. U.S. Department of Education 2004 statistics show that more than 1 million of the 5.6 million students with disabilities in the US spend more than half their school days in segregated class rooms or attend separate schools. Only about 48 percent of students with disabilities spend 80 percent or more of their days in classes with at least some other students who do not have disabilities. Public data from Boston Public Schools show that in 2004-2005, 44.3 percent of students who received any type of special education services spent the majority of the school week with only other children with disabilities.

There are lots of other ways our public schools remain segregated, geographically, financially, and linguistically. For example, in Arizona, the persistence of the broader issue of adequately providing for the education of students classified as Limited English Proficient (LEP) is evidenced by *Flores v. Arizona*, through which Arizona has been engaged in a legal battle over the adequacy of funding for LEP programs for more than 16 years. Most recently, the US Supreme Court decided to step into the debate about the adequacy of current funding which is being used to support 4 hours a day of separate English instruction outside of other subject areas, for students who are considered English Language Learners.

Pictures retrieved from:

Water fountain: <http://www.decentschools.org/>

English Only and Whites Only: <http://fairimmigration.wordpress.com/2008/12/10/new-study-shows-immigrants-are-learning-english-faster-than-their-predecessors/>

Handicap parking w/brick wall:

[http://www.istockphoto.com/file\\_closeup/transportation/727389-handicap-parking.php?id=727389](http://www.istockphoto.com/file_closeup/transportation/727389-handicap-parking.php?id=727389)



Slide 24



## Integration

The efforts of those such as Ms. Alberta Guy, George Mendez, and many others, lead up to the US civil rights era in which the Supreme Court's decision on *Brown v. the Board of Education* integrated public schools that had been segregated by race, particularly as separate and unequal quality schools for African American and European American students. But

even though public schools were desegregated with the *Brown* decision, segregation still occurred due to inequality in housing and the racial and economic segregation of neighborhoods.

Informed by these social contexts, the Supreme Court ruled to allow the federal government to mandate the busing of students in cities nationwide in order to balance school assignment based on race, and to further integrate schools in the 1971 *Swann v. Charlotte-Mecklenburg*. Just three years later, the Supreme Court placed a limitation on *Swann* in that students could only be bused across district lines in light of racial segregation forced by specific laws in the neighborhoods in question.

Pictures retrieved from:

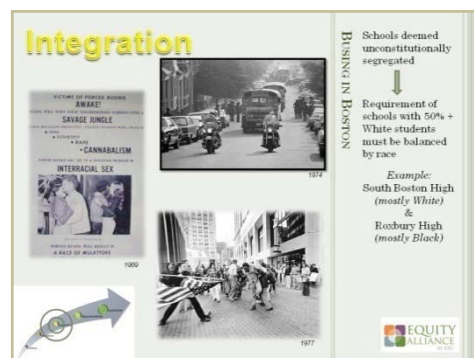
Mendez stamp: <http://www.ocmahs.org/events.shtml>

School Segregation Picketers: [http://teachpol.tcnj.edu/amer\\_pol\\_hist/fi/000001c5.htm](http://teachpol.tcnj.edu/amer_pol_hist/fi/000001c5.htm)

School Segregation Banned: <http://brownvboard.org/trvlexbt/pnl10/pnl10.htm>



Slide 25



## Integration: Busing and Boston

Throughout the 1970s and into the 80s, many school districts implemented mandatory busing plans. Perhaps the most notable resistance to such a plan was in Boston, where as a result of a court ruling that found schools to be unconstitutionally segregated, required that any school with a student enrollment that was more than 50% white was to be balanced according to race. In one instance, the US District Court

Judge for Massachusetts, decided that the junior class from the mostly low-income White South Boston High School would be bused to Roxbury High School, a mostly Black high school, and half the sophomores from each school would attend the other. Seniors were allowed to make up their own minds.

On the first day of the busing, 100 out of 1300 students came to South Boston High Schools, and 13 of the 550 South Boston juniors showed up at Roxbury. Football



season was cancelled, and white and black students entered school through different doors, and posters such as the one shown in this slide were displayed across Boston as anti-busing propaganda. Theodore Landsmark, a black attorney, was attacked by a group of white teenagers outside City Hall, and one teen attacked him with an American Flag, using the poll to lance Landsmark. The photo of this incident in this slide was taken by Stanley Foremen, for which he won the Pulitzer Prize for breaking news photography in 1977. Black students from Roxbury retaliated the next day, dragging a white man from his car, and crushing his skull with rocks, putting him into a coma from which he never awoke and eventually died.

Pictures retrieved from:

Busing in South Boston 1974:

<http://pro.corbis.com/search/Enlargement.aspx?CID=isg&mediauid=%7BCF73D7C4-BBC3-4E23-987D-18075FC9D55E%7D>

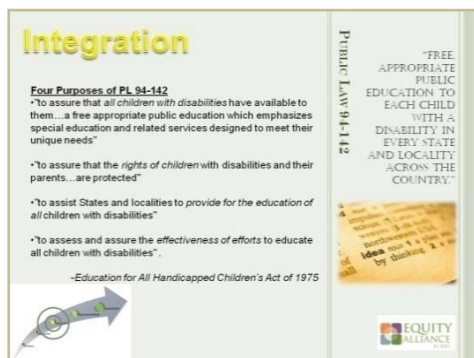
Poster of 'forced busing' 1969: <http://www.weneedstostop.com/2008/01/1969-poster-on-forced-busing.html>

Landsmark & Flagpole:

[http://www.boston.com/bostonglobe/editorial\\_opinion/oped/articles/2009/01/31/its\\_time\\_to\\_end\\_busing\\_in\\_boston/](http://www.boston.com/bostonglobe/editorial_opinion/oped/articles/2009/01/31/its_time_to_end_busing_in_boston/)



Slide 26



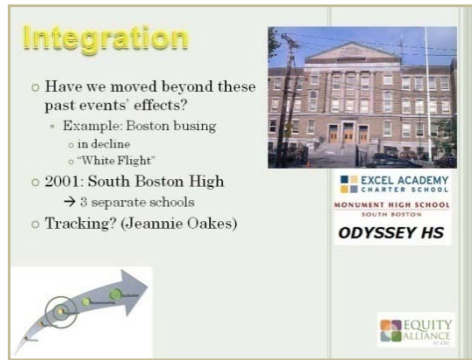
### Integration: Public Law 94-142

For students with disabilities, 1975 marked the passage of the federal law mandating the integration of public schools for children and youth with disabilities, Public Law 94-142, or the Education of All Handicapped Children Act. In 1970, U.S. schools educated only one in five children with disabilities, and many states had laws excluding certain students, including children who were deaf, blind, or

with developmental or emotional disabilities (U.S. Office of Special Education Programs, n.d.). Only a few years earlier, in 1972, *Mills v. the Board of Education* in Washington DC, extended 1971's ruling for the plaintiff in the *Pennsylvania Association of Retarded Citizens (PARC)*. These two victories for disability rights advocates for children with disabilities to be provided access to education served as models for state legislatures and Congress as they authored legislation to ensure equal opportunity for children with disabilities (McDonnell, McLaughlin, & Morison, 1997).


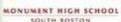




Slide 27



**Integration**

- Have we moved beyond these past events' effects?
  - Example: Boston busing
    - in decline
    - "White Flight"
- 2001: South Boston High
  - 3 separate schools
- Tracking? (Jeannie Oakes)



**Integration**

To follow up on one of the historical sequences we just talked about, let's take the case of busing in Boston. Desegregation busing has been on the decline, in part because schools which students were transported to were in some cases many miles from students' homes, which often presented problems to them and their families, and because many families were angry about having to send their children miles

to another school in an unfamiliar neighborhood when there was a school nearby. Also, so-called White Flight reduced the effectiveness of busing, as large numbers of white families moved to suburban districts where their children would not be bused into increasingly Black schools (Frum, 2000).

Today, many European Americans who stayed in Boston moved their children into private or parochial schools. By this time busing in Boston ended, European American students made up only 15% of the public school enrollment, despite accounting for 55% of the total population in Boston. Roxbury and South Boston high schools remained two of the lowest performing high schools in the city. In 2001, as part of an \$8 million grant from the Carnegie Corporation and the Bill and Melinda Gates Foundation, South Boston High School, was restructured into three separate schools within one building to foster stronger learning and a better school environment for students. What was South Boston High School is now organized as Excel Academy, Monument Academy, and up until early 2009, also included a third entity, Odyssey Academy. Many educational researchers, including Jeannie Oakes at the University of California, Los Angeles, have studied and spoken out against another issue standing in the way of the integration of schools: the tracking of students into supposed ability-level classes (Oakes, 1985). Even though schools have become largely integrated, many elementary and secondary schools track students into lower and higher level classes, often based on little or no data, and in many cases, these placement patterns can be positively correlated to race, ethnicity, and primary language. Even some school wide reading programs track students, regardless of chronological age, into homogeneous level reading instruction classes, where students join other students who have obtained the same test scores on curriculum based assessments that are administered regularly, such as every eight weeks.



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**Mainstreaming**

- ▶ 1990s IDEA
- ▶ Students with disabilities moved out of segregated classrooms
  - At least part of the day
  - Usually during electives
- ▶ Became seen as social aspect not academic

### Mainstreaming

In the early 1990s, with the passing of the Individual with Disabilities Education Act, a revised version of the Education for All Handicapped Children Act, came a big push for the movement of students with disabilities out of segregated classrooms for at least part of the school day. In what came to be coined at “mainstreaming” students with who had spent

all of their school day in self-contained special education classrooms, began to enter into general educational classrooms for periods of the day, often during art or physical education, music, or library time. While this represented some progress in the desegregation of schools for students with disabilities, students were largely included in social interactions with peers in general education, and not expected to learn the content presented in such settings, or expectations for learning were much lower. Mainstreaming became synonymous with only social, while ignoring academic inclusion.



Slide 29



**Inclusion**

When we talk of including, into what do we seek to include?  
(Graham & Slee, 2005)

- Students learning English
- Students from low-income households
- Students identified with disabilities

Able-bodied? White? English-speaking? Heterosexual? Middle-class?

### Inclusion

Early attempts at integration essentially attempted to place children with dis/abilities and students who were considered different as compared to unchecked notions about who was not-different, in the general education system, may have provided supports for individual students, but no changes were made to the overall structure of educational systems. The shift to inclusion meant transforming systems

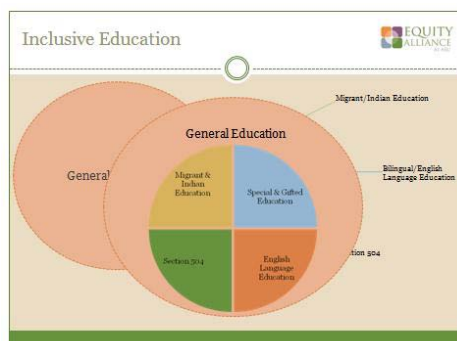
so that all students can be included within them, however, placing students who have been historically excluded for any reason, within a general education setting does not of itself achieve inclusion. Rather, we need to re-think the way the implicit meaning in the term inclusion, which privileges the way things are in the general education classroom that is already present. One way this privileging is achieved is through expectations of previously-excluded students to “fit” into general education classrooms, rules of interaction, teaching and learning that were established before their presence. Inclusion could not be achieved because notions of who was considered “normal” and who was considered “different” remained relatively unaddressed and unchallenged, and instead, newly included students were still seen as different and less-than students who had long been part of general education environments.

Now, educators have started to see that the same conditions that make inclusive education work for students with dis/abilities can create quality opportunities to learn

and outcomes for all. But, until inclusive education is widely acknowledged as essential to effective, efficient quality education for all students, it will be perceived as a special interest, and students with dis/abilities, as well as other marginalized groups such those who belong to racial or linguistic minority groups, will remain excluded.



Slide 30



### Inclusive Education

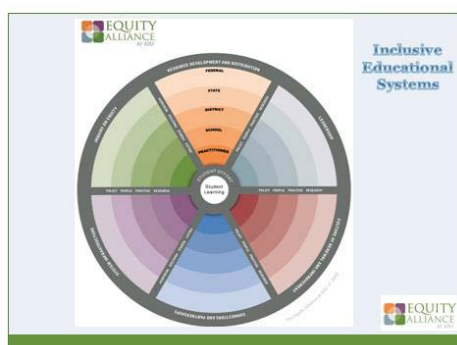
In the inclusive systems we are talking about building, administrators and educators believe that all students can learn, and educators have the skills, knowledge, and dispositions to teach all students (Ferguson, Kozleski, Smith, 2005). In inclusive schools and systems, what were separate systems of funding, professional development, and settings for general, special,

bilingual, gifted, and other educational programs, are all incorporated into general education settings.

Through our work as the National Institute for Urban School Improvement (NIUSI) and NIUSI's principal leadership program for inclusive schools, called LeadScape, we have developed a relationship with the Madison Wisconsin School District. District administrators are moving beyond outdated notions of inclusion, toward creating a truly inclusive educational system. For example, their district policy states that all students should attend the schools they would attend regardless of disability, all students should be placed in general education classrooms with attention to natural proportions and special education teachers are no longer assigned to teach students with a particular disability label, but all special education teachers serve students across the entire range of disabilities in active collaboration and co-teaching with general educators. That is a huge first step in creating inclusive schools as supported by a district's commitment to doing so.



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### Inclusive Education: The System/District Level

Systemic reform is the process of identifying the components of a complex system and making strategic choices about levels of change that have a high probability of improving critical outcomes (Banathy, 1996). Using a systemic framework to approach the reform of the educational systems is necessary for for

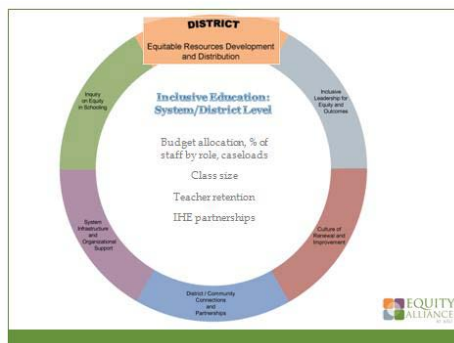
systems to achieve true inclusiveness, because as reform is underway, there are elements across all system levels that both reinforce and balance change efforts. So, for every initiative that pushes the system in one direction, another initiative may bubble up to

push the system in the opposite direction. This principle helps to explain why large and complex urban systems are so difficult to change. Indeed, systems try to maintain equilibrium in order to sustain what has already been created. These principles from systems theory suggest that change in a complex social and political system like education must be made at multiple levels, from national organizations and government to individual schools, in order to create the intended results (Ferguson, Kozleski, & Smith, 2005, p. 8).

The next several slides will detail the arenas for change and the areas of focus for educational systems committed to equity through inclusiveness. These six arenas are not exhaustive, but are our best effort to provide a holistic picture of how system efforts towards inclusive education can be framed.



Slide 32



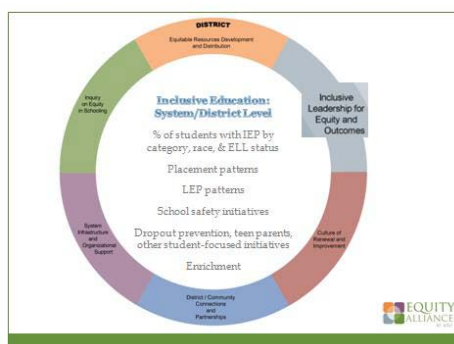
### Inclusive Education: The System/District Level

Inclusive Systems consider how the allocation of finances, is distributed not equally, but equitably, so that all schools have what they need to support teaching, learning, and learning facilities. They consider class sizes, and case loads for specialists like occupational therapist, who provide services to students

within the general education classroom. They address teacher retention by fully supporting new teachers into their inclusive systems, understanding that some teachers may come from systems or educational preparation which has not prepared them for a full commitment to inclusive education. Also, to ensure that future teachers are prepared for inclusive education, inclusive systems foster partnerships with Institutions of Higher Education responsible for preparing teachers to work as inclusive educators.



Slide 33



### Inclusive Education: The System/District Level

Administrators of inclusive systems, at regular and frequent intervals, take the lead in the examination of student data with regard for overall percentages of students identified as special populations, such as students learning English, or students with disabilities, and disaggregate data across gender, race, language

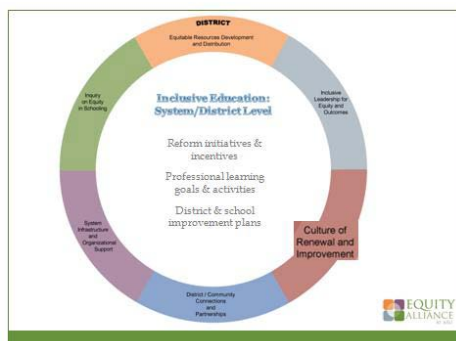
proficiency, and national origin. These administrators coach building leaders to do the same, both in cooperation with those at the district level, and in teams of school administrators representing a variety of backgrounds. School safety initiatives, and publicly made and displayed statements about welcoming and valuing all students are



prominent throughout the district. Inclusive systems have a variety of student-focused initiatives, particularly related to improving outcomes and well-being of students who have been traditionally marginalized, bullied, and harassed, such as those who are pregnant or are expectant parents, and those who identify as lesbian, gay, transgender, bisexual, or questioning youth.



Slide 34



### Inclusive Education: The System/District Level

Inclusive systems make explicit their reform initiatives related to inclusive education for all students, grounded in the way things are, and the way things could be if all students had equitable educational access, participation, and outcomes. To do so, they utilize current data about how students and teachers are

performing, to inform future desired outcomes in the form of district and school improvement plans, with goals that reflect a vision for equitable achievement and sense of belonging for all students and educators, families, as well as other district staff.



Slide 35



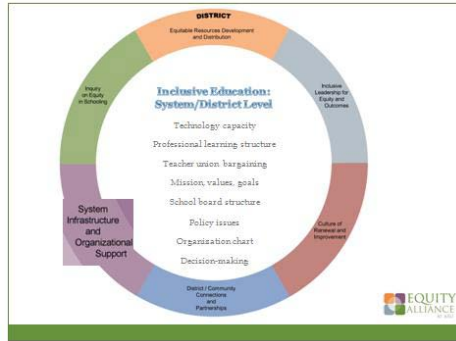
### Inclusive Education: The System/District Level

Inclusive districts ensure that they go outside the district staff to form mutually beneficial relationships with community organizations, including neighborhood associations, worship and faith groups, health clinics and counseling centers, and even restaurants and postal offices. These key partnerships bring districts closer to

ensuring that they represent and incorporate the knowledge and resources of all those in the district neighborhoods, into schools, so that they are responsive to students. Inclusive systems are strategic about how they set up times and places for interactions with community members, being mindful of offering a variety of times, locations in district buildings and community forums that are physically accessible, close to public transportation routes, and that translation services, sign language, visual aids, and child care are provided.



Slide 36



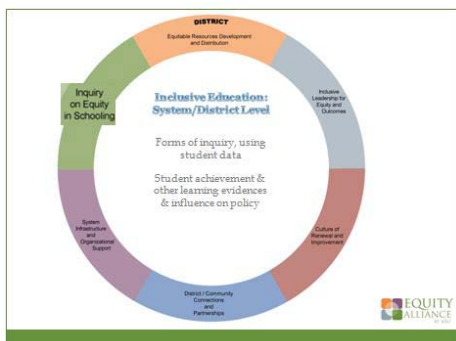
### Inclusive Education: The System/District Level

Inclusive systems make a priority the acquisition of technology and technological capacity for all educators, and students, and provide professional learning structures and topics that support what is known about how teachers learn (see professional learning principles on page 5 of this manual). They are

sensitive to concerns of teachers’ unions and establish and maintain open lines of communication. Inclusive system school boards represent the diversity of communities, and include those from underrepresented backgrounds, including individuals with disabilities, and racially- and gender-balanced.



Slide 37



### Inclusive Education: The System/District Level

Inclusive systems support administrators’, educators’, and students’ inquiry on equity and schooling, through the incorporation of equity-minded research projects as part of professional and classroom learning curricula. These and other forms of inquiry should use real student data as a source of information, and make

explicit the links between student data and district policy to improve these data.



Slides 38-40

**Activity 2: Pathways to Inclusive Education**

Standard of Inclusion, Leadership & Advocacy	Beginning	Developing	At Standard	Leading
1. The district ensures that all students have access to the same quality of educational opportunities and resources for the purpose of improved achievement of learning and individualized outcomes.	1. The district ensures that all students have access to the same quality of educational opportunities and resources for the purpose of improved achievement of learning and individualized outcomes.	1. The district ensures that all students have access to the same quality of educational opportunities and resources for the purpose of improved achievement of learning and individualized outcomes.	1. The district ensures that all students have access to the same quality of educational opportunities and resources for the purpose of improved achievement of learning and individualized outcomes.	1. The district ensures that all students have access to the same quality of educational opportunities and resources for the purpose of improved achievement of learning and individualized outcomes.
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District small groups

- Use handout (pictured)
- Shows a completed rubric with 2 to 3 focus areas from each of the 4 standards of inclusive educational system.

### Activity 2: Pathways to Inclusive Education



25 minutes



Instructions for leading this activity are on the next page.



## Activity 2: Pathways to Inclusive Education

**Outcome:** Participants identify anecdotal evidence that will help them assess their own district's progress towards becoming an inclusive educational system.



Participant handouts (see below); chart paper; broad-tipped marker; speakers for playing audio



District small groups use a handout that shows a completed rubric with two to three focus areas from each of the four standards of inclusive educational system. Using the table on the page before the rubric begins to record responses, participants should identify where their district is on each focus area within each standard, and identify evidence that supports their claims. Then, re-convene the whole group and ask them to share one standard of their choice, where they are on their pathway to an inclusive educational system, and what evidence they used to support their selection.

Standard	Performance (title and)	Evidence
1. Resource Development & Allocation	Beginning Developing At Standard Leading	
2. Infrastructure and Organizational Supports	Beginning Developing At Standard Leading	
3. District/Community Relationships	Beginning Developing At Standard Leading	

Standard	Performance (title and)	Evidence
4. Culture of Renewal & Improvements	Beginning Developing At Standard Leading	
5. Inquiry on School & Schooling	Beginning Developing At Standard Leading	
6. Inclusive Leadership for Equity and Accountability	Beginning Developing At Standard Leading	

Standard	Beginning	Developing	At Standard	Leading
1. Resource Development & Allocation	<ul style="list-style-type: none"> <li>The district provides schools information about external funding sources. Some support is available for grant writing and technical assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Internal and external resources are identified by district for the purpose of improved alignment of funding.</li> </ul>	<ul style="list-style-type: none"> <li>Technical assistance and professional learning opportunities and funds are available based on a basis of school-by-school need for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>The district is service-oriented, serving to reach all students in the district—public, charter, and magnet. The district uses achievement and placement data to develop resource allocation plans, considering internal &amp; external resources, resulting in equitable distribution for all schools.</li> </ul>
Districts strategically and flexibly develop and allocate resources to support the work of schools.	<ul style="list-style-type: none"> <li>Resources to schools are provided uniformly.</li> </ul>	<ul style="list-style-type: none"> <li>Equitable school funding is considered important for achieving high outcomes for all students; the district develops a plan for leveraging available resources.</li> </ul>	<ul style="list-style-type: none"> <li>The district brokers resources from a variety of sources to support school improvement plans and efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Staffing resources are allocated to increase the number of high-quality teachers assigned to struggling schools.</li> </ul>
Retention of dual-certified teachers is viewed as the priority of the school.	<ul style="list-style-type: none"> <li>The district seeks out the unions for input on teacher retention, attrition, and other issues.</li> </ul>	<ul style="list-style-type: none"> <li>The district actively collaborates with union personnel for the purpose of retaining quality staff.</li> </ul>	<ul style="list-style-type: none"> <li>The district actively collaborates with union personnel for the purpose of retaining quality staff.</li> </ul>	<ul style="list-style-type: none"> <li>Resources from externally-funded projects and initiatives are leveraged with other resources.</li> </ul>
Unions and district maintain separate agendas.	<ul style="list-style-type: none"> <li>Unions and district maintain separate agendas.</li> </ul>			<ul style="list-style-type: none"> <li>Ongoing collaboration among district, schools, unions, and community provides for strong policies and procedures for retaining quality staff and removing unsatisfactory staff.</li> </ul>

Standard	Beginning	Developing	At Standard	Leading
2. Infrastructure and Organizational Supports	<ul style="list-style-type: none"> <li>The district is organized with some cross-departmental roles &amp; relationships occurring. Supports are difficult and cumbersome.</li> </ul>	<ul style="list-style-type: none"> <li>The district is organized with some cross-departmental roles &amp; relationships occurring. Supports are difficult and cumbersome.</li> </ul>	<ul style="list-style-type: none"> <li>The district is organized with some cross-departmental roles &amp; relationships occurring. Supports are difficult and cumbersome.</li> </ul>	<ul style="list-style-type: none"> <li>The district is organized with some cross-departmental roles &amp; relationships occurring. Supports are difficult and cumbersome.</li> </ul>
The functions of central administrative must be organized in such a way that efficiency and individualization are accomplished. Thoughtful supports provide opportunities for improved practice.	<ul style="list-style-type: none"> <li>The district seeks community feedback about issues that target as important. This feedback may or may not be used in decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>A district-level administrator is responsible for a set of schools and primarily services as an evaluator.</li> </ul>	<ul style="list-style-type: none"> <li>The district-level administrator is responsible for a set of schools and primarily services as an evaluator.</li> </ul>	<ul style="list-style-type: none"> <li>The district-level administrator is responsible for a set of schools and primarily services as an evaluator.</li> </ul>
The district's mission and vision are developed, but the system does not fully operate around a common purpose & shared understanding.	<ul style="list-style-type: none"> <li>The district's mission and vision are developed, but the system does not fully operate around a common purpose &amp; shared understanding.</li> </ul>	<ul style="list-style-type: none"> <li>The district's mission &amp; vision are developed with a variety of participants; this serves as a "guiding principle" for across-system decisions &amp; planning.</li> </ul>	<ul style="list-style-type: none"> <li>The district's mission &amp; vision are developed with a variety of participants; this serves as a "guiding principle" for across-system decisions &amp; planning.</li> </ul>	<ul style="list-style-type: none"> <li>The district's mission &amp; vision are developed with a variety of participants; this serves as a "guiding principle" for across-system decisions &amp; planning.</li> </ul>
The community identifies issues for which they provide district-wide feedback. Feedback loops	<ul style="list-style-type: none"> <li>The community identifies issues for which they provide district-wide feedback. Feedback loops</li> </ul>	<ul style="list-style-type: none"> <li>The community identifies issues for which they provide district-wide feedback. Feedback loops</li> </ul>	<ul style="list-style-type: none"> <li>The community identifies issues for which they provide district-wide feedback. Feedback loops</li> </ul>	<ul style="list-style-type: none"> <li>The community identifies issues for which they provide district-wide feedback. Feedback loops</li> </ul>

Standard	Beginning	Developing	At Standard	Leading
3. District/Community Relationships	<ul style="list-style-type: none"> <li>Some partnerships exist; these are viewed as unrelated to the district and serve to augment programs &amp; building needs.</li> </ul>	<ul style="list-style-type: none"> <li>The district operates on the assumption that partnerships with local universities &amp; colleges, business &amp; families, enhance access to resources; improve professional learning &amp; practice; &amp; create additional opportunities to learn.</li> </ul>	<ul style="list-style-type: none"> <li>The district establishes strategic partnerships and sustains them overtime using a continuous improvement process.</li> </ul>	<ul style="list-style-type: none"> <li>The community engages in an ongoing asset mapping process that involves the faith, business, education, commerce, and non-profit communities resulting in productive &amp; sustainable partnerships that are inspired &amp; sustained from within &amp; outside of the LEA.</li> </ul>
Partnerships with local health, social, recreational, health, & government agencies help improve that students across school ready to learn.	<ul style="list-style-type: none"> <li>Partnerships with local health, social, recreational, health, &amp; government agencies help improve that students across school ready to learn.</li> </ul>	<ul style="list-style-type: none"> <li>Partnerships that demonstrate impact on student learning are fostered &amp; nurtured.</li> </ul>	<ul style="list-style-type: none"> <li>Partnerships that demonstrate impact on student learning are fostered &amp; nurtured.</li> </ul>	<ul style="list-style-type: none"> <li>Partnerships that demonstrate impact on student learning are fostered &amp; nurtured.</li> </ul>

Standard	Beginning	Developing	At Standard	Leading
5. Inquiry on School & Schooling	<ul style="list-style-type: none"> <li>Inquiry on schools occurs randomly and support schools in district.</li> </ul>	<ul style="list-style-type: none"> <li>A variety of inquiry projects are developed and occur across the school year in order to provide schools with timely data. Practitioners are encouraged to engage in inquiry projects that examine practices for diverse learners.</li> </ul>	<ul style="list-style-type: none"> <li>District personnel are involved in a variety of ongoing projects that involve promoting, policy analysis, and support of practice-based inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>The District-wide chooses a set of inquiry and data collection tools as well as longitudinal data that are available to buildings for inquiry purposes.</li> </ul>
Education, families, and students are engaged in ongoing reflection and practice-based inquiry in classrooms and schools.	<ul style="list-style-type: none"> <li>Education, families, and students are engaged in ongoing reflection and practice-based inquiry in classrooms and schools.</li> </ul>	<ul style="list-style-type: none"> <li>Education, families, and students are engaged in ongoing reflection and practice-based inquiry in classrooms and schools.</li> </ul>	<ul style="list-style-type: none"> <li>Education, families, and students are engaged in ongoing reflection and practice-based inquiry in classrooms and schools.</li> </ul>	<ul style="list-style-type: none"> <li>Education, families, and students are engaged in ongoing reflection and practice-based inquiry in classrooms and schools.</li> </ul>
District culture supports growth & improvement—personally, professionally, & organizationally. Risk taking & failure are seen as opportunities for growth.	<ul style="list-style-type: none"> <li>District culture supports growth &amp; improvement—personally, professionally, &amp; organizationally. Risk taking &amp; failure are seen as opportunities for growth.</li> </ul>	<ul style="list-style-type: none"> <li>District culture supports growth &amp; improvement—personally, professionally, &amp; organizationally. Risk taking &amp; failure are seen as opportunities for growth.</li> </ul>	<ul style="list-style-type: none"> <li>District culture supports growth &amp; improvement—personally, professionally, &amp; organizationally. Risk taking &amp; failure are seen as opportunities for growth.</li> </ul>	<ul style="list-style-type: none"> <li>District culture supports growth &amp; improvement—personally, professionally, &amp; organizationally. Risk taking &amp; failure are seen as opportunities for growth.</li> </ul>
District culture supports growth & improvement—personally, professionally, & organizationally. Risk taking & failure are seen as opportunities for growth.	<ul style="list-style-type: none"> <li>District culture supports growth &amp; improvement—personally, professionally, &amp; organizationally. Risk taking &amp; failure are seen as opportunities for growth.</li> </ul>	<ul style="list-style-type: none"> <li>District culture supports growth &amp; improvement—personally, professionally, &amp; organizationally. Risk taking &amp; failure are seen as opportunities for growth.</li> </ul>	<ul style="list-style-type: none"> <li>District culture supports growth &amp; improvement—personally, professionally, &amp; organizationally. Risk taking &amp; failure are seen as opportunities for growth.</li> </ul>	<ul style="list-style-type: none"> <li>District culture supports growth &amp; improvement—personally, professionally, &amp; organizationally. Risk taking &amp; failure are seen as opportunities for growth.</li> </ul>





## Lecturette 2: Why Inclusive Education? It's an Equity Matter!

This lecturette presents descriptions and examples of effective instruction and intervention within the early intervening and universal interventions tier. It provides the basis for Activity 3.





15 Minutes



PowerPoint

As **outcomes** of participating in Lecturette 2, participants will:

-  become familiar with the elements of robust high-quality literacy instruction for diverse learners.
-  reflect upon how educators can strengthen their practices to become culturally responsive.



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### Lecturette 2 Why Inclusive Education? It's an Equity Matter!

Inclusive systems have the potential to respond to the learning styles of each and every student, to teach values of respect for diversity, foster collaborative approaches and build social capital.



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### Lecturette Outcomes

Participants will strengthen their understanding of the importance of inclusive systems after reviewing supporting data and make connections between inclusive educational systems and equity for all students.



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Equity

Equity is measured by the degree to which all students feel that they belong, are included, and are empowered.

### Equity

A definition of equity is hard to pin down. But we can think of equity in terms of the degree to which all students feel that they belong, are included, and are empowered.



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Inclusive Education = Equity Imperative

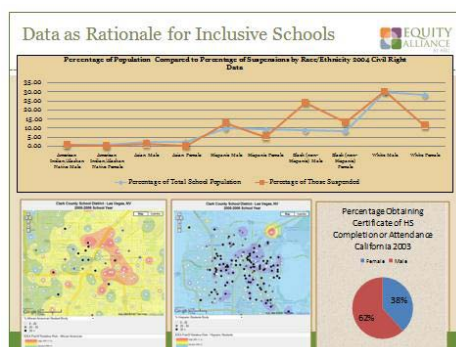
### Inclusive Education = Equity Imperative

Inclusive Education, then, by creating opportunities for students to truly belong, and be empowered through learning and being fully participating members of learning communities, is an equity imperative. That is, inclusive education is inextricably intertwined to a system's commitment to equity.

There are many parts the whole that leads to inclusive schooling, including early intervening practices, advanced literacy curricula, response to intervention frameworks, and the implementation of school wide positive discipline efforts, like Positive Behavior Interventions and Supports. However, RTI, PBIS, and other school wide efforts, are just partial solutions to providing equitable opportunities to learn for all students. What we are talking about today is how to structure and organize schools so that all of these partial efforts achieve the whole outcome of inclusive schools.



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### Data as Rationale for Inclusive Educational Systems

There are many disparities nationally, in educational outcomes by race, ethnicity, and gender.

The need to build inclusive schools is a response to myriad of equity issues. These include gaps in discipline by race, gaps in educational outcomes by gender, and differences in the restrictiveness of classroom placements that students are assigned to within the same disability categories. For example, African American, Hispanic, and Native American students continue to be suspended, expelled, and retained at higher rates than European American students (Hoffman, Llagas, & Snyder, 2003). The biggest problem about these gaps and disparities in educational access, participation and outcomes, is not that

we don't have solutions for addressing each of them, but that we don't have solutions that work for all students. Inclusive schools are important part of a holistic solution.



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been universally applied, nor have equitable outcomes been achieved (United Nations, 1959).

### Inclusive Education is a Human Right

The recognition of the need for inclusive educational systems is a major equity concern that goes beyond those of us working within these educational systems. The United Nations, in the Universal Declaration of Human Rights adopted in 1948, clearly proclaims the right to education for all, that as we can infer from the data that we just explored, this right has not



Slide 47

signed the Convention and 46 have ratified it. While governments negotiated the final text, participants of civil society – notably of organizations of persons with disabilities and their families – were key partners throughout the process, and the final text marks a strong consensus among all stakeholders. Article 24 of the CRPD explicitly guarantees the right to “an inclusive education system at all levels and specifies the obligation of States to ensure quality and free primary education and secondary education on an equal basis with others (United Nations, 2006).

### Convention on Rights of Persons with Disabilities: Article 24, Education

Related to individuals with disabilities, the United Nations recognized the need for more explicitly outlining rights in a new Convention on the Rights of Persons with Disabilities (CRPD), adopted by the General Assembly in December 2006 and entered into force in 2008. As of January 22, 2009, 137 countries have



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### District Policy, Priorities, & Placements

Before moving on our last activity, and then to our next academy about inclusive education at the building level, we want to provide you with guidelines for districts to follow as they lay the policy that guides schools' work in this area. These are the things that are happening in the Madison school district.

- First, and foremost, the district vision and priorities focus on inclusive education for every student.

- General and special education administrators are committed to inclusive services for all students and see this as their responsibility.
- General education and special education funds and resources are merged to build staff and system capacity.
- Professional learning on establishing and maintaining inclusive supports, including collaboration between educators, is provided for all school personnel.

Regarding **District Placement Systems**,

- No students are sent to schools or programs outside of the district and there are no schools *within* the district set aside for students with disabilities.
- All students attend the chronologically age-appropriate schools and classrooms they would attend regardless of ability/disability or primary language.
- *And finally, the* Percentages of students with disabilities in individual classrooms should represent that naturally occurring proportions within the school building.

These guidelines are adapted from the American Association of School Administrators, online article by Causton-Theoharis, Theoharis, and Ashby (2008).



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**Activity 3: Appreciative Inquiry**  
Moving Forward without Losing the Past

- Individually, read a short brief on appreciate inquiry.
- Includes the 4-D framework :Discover, Dream, Design, Deliver
- [Click here](#) for audio version.

**Activity 3: Appreciative Inquiry**

Handouts for this activity, along with facilitator instructions, are provided on the following pages.



25 Minutes



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**Activity 3: Appreciative Inquiry**  
Moving Forward without Losing the Past

- Same-district triads or quads:
  - Each group is assigned one of the four standards of inclusive educational systems (Core Functions, etc.).
  - Select *one focus area* from their assigned standard.
  - Use handout and go through the A.I. process as applied to the area of focus selected.
  - Whole group re-convenes to share experience.

**Activity 3: Steps handout**



Instructions for leading the activity are on the next page.





## Activity 3: Appreciative Inquiry: Moving Forward Without Losing the Past

**Outcome:** Participants become familiar with and utilize the process of appreciative inquiry in order to address a challenge within a school district that stands in the way of it becoming an inclusive system.



Participant handouts (see below), including Appreciative Inquiry Brief; chart paper; broad-tipped marker



Individually, participants read a short brief on appreciate inquiry. Participants can also select for the facilitator to play an audio version of the brief. The brief includes the 4-D framework for Appreciate Inquiry Work (Discover, Dream, Design, Deliver).

Participants are divided into district-same triads or quads. Each group is assigned one of the four standards of inclusive educational systems (Core Functions, etc.). Then, they select *one focus area from their assigned standard*. Using the provided handout, pairs go through the AI process as applied to the area of focus they selected.

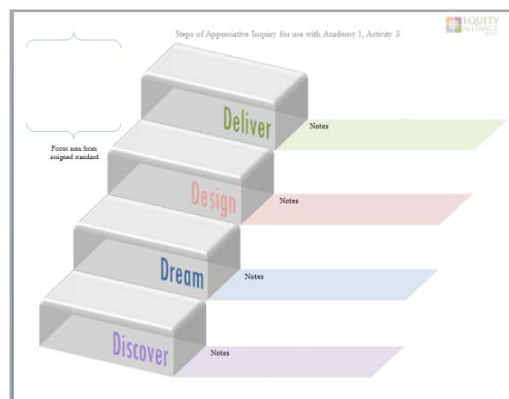
Finally, the whole group re-convenes and the facilitator asks for four triads/quads (one for each standard of inclusive educational systems) to share their experience.

### Appreciative Inquiry Brief Handout

The handout consists of two pages. The left page is titled 'Appreciative Inquiry: A Guide to Building a Collaborative System' and 'What is and How to do it?'. It defines appreciative inquiry as a process that generates a positive picture of the present to help envision a more desirable future. The right page is titled 'Appreciative Inquiry: A Guide to Building a Collaborative System' and 'What is and How to do it?'. It describes the process as a powerful process that generates a more positive picture of the present to help envision a more desirable future. It includes a table with columns for 'Process', 'Activities', and 'Outcomes' for each step: Discover, Dream, Design, and Deliver.

Process	Activities	Outcomes
Discover	Identify strengths	Foundation
Dream	Envision a future	Direction
Design	Develop a plan	Structure
Deliver	Implement a plan	Results

### Steps of Appreciative Inquiry



## Leave Taking



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### Leave Taking

Please have participants complete the self- and academy evaluations.

### *Leave Taking, Part 1: Self Assessment*

The self assessment provides the participant with an objective means of evaluating the knowledge and skills gained in this academy.



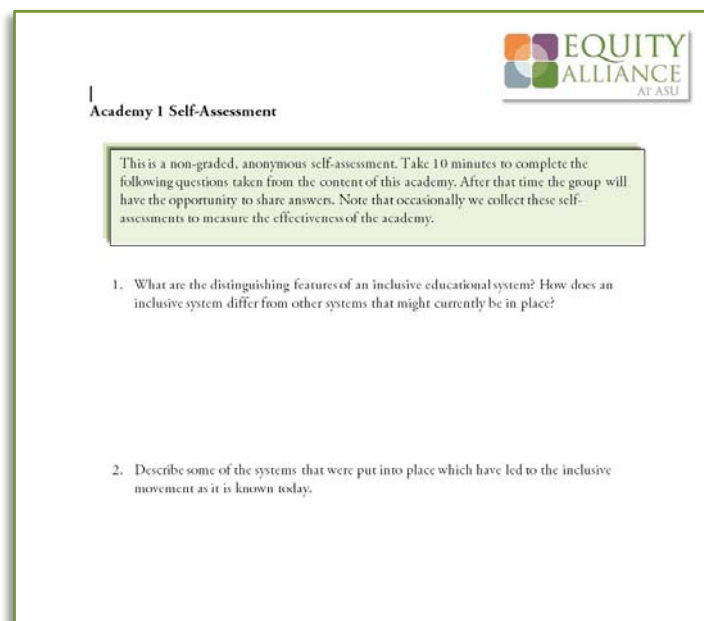
Self assessment handout for participants



Have participants complete the *Self Assessment* (located in *Participant Handouts*). Remind groups that their assessments will be collected for module assessment purposes and they do not need to put their names on the assessments.



**10 minutes**



**Academy 1 Self-Assessment**

This is a non-graded, anonymous self-assessment. Take 10 minutes to complete the following questions taken from the content of this academy. After that time the group will have the opportunity to share answers. Note that occasionally we collect these self-assessments to measure the effectiveness of the academy.

1. What are the distinguishing features of an inclusive educational system? How does an inclusive system differ from other systems that might currently be in place?
2. Describe some of the systems that were put into place which have led to the inclusive movement as it is known today.

## *Leave Taking, Part 2: Debrief*

This activity gives participants a chance to compare their evaluation answers.



Chart paper, overhead, or presentation slide, self assessment handout for participants



Return to whole group and ask participants to share their responses. Use an overhead or chart paper to record what they say as a way to highlight new learning, and congratulate

the group on their hard work.



**10 minutes**

## Leave Taking Part 3: Academy Evaluation



### Academy Evaluation

#### Activity Outcome

This activity provides feedback for developers from module participants.



Have participants complete the *Academy Evaluation* (located in *Participant Handouts*). This evaluation gives the module developers a chance to see how the academy is being received and allows them to improve it as needed.



10 minutes



Collect the *Academy Evaluations* and return them to the National Center for Culturally Responsive Educational Systems.

<div style="text-align: right;">11</div> <div style="display: flex; justify-content: space-between; align-items: center;"> <h3 style="margin: 0;">Evaluation Form</h3> </div> <p><b>Date:</b> _____ <b>Location:</b> _____  <b>Title:</b> _____ <b>Presenter(s):</b> _____</p> <ol style="list-style-type: none"> <li>1. Please tell us your overall impression of this academy. _____</li> <li>2. What were the three most important things you will take away from this academy? _____ _____ _____</li> <li>3. Were the materials easily accessible?  <input type="checkbox"/> Not sure    <input type="checkbox"/> Not at all    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Very</li> <li>4. Did you find the material useful?  <input type="checkbox"/> Not sure    <input type="checkbox"/> Not at all    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Very</li> <li>5. Was this module useful in supporting and developing changes in student and staff behavior?  <input type="checkbox"/> Not sure    <input type="checkbox"/> Not at all    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Very</li> <li>6. How many staff were involved in the training? _____</li> <li>7. How many children will benefit from this training? _____</li> <li>8. Did our material increase your understanding of the topic?  <input type="checkbox"/> Not sure    <input type="checkbox"/> Not at all    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Very</li> <li>9. Were there adequate opportunities to process, reflect, and ask questions?  <input type="checkbox"/> Not sure    <input type="checkbox"/> Not at all    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Very</li> <li>10. Were there adequate opportunities to engage in group learning?  <input type="checkbox"/> Not sure    <input type="checkbox"/> Not at all    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Very</li> <li>11. Were the opportunities to engage in group learning beneficial?  <input type="checkbox"/> Not sure    <input type="checkbox"/> Not at all    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Very</li> <li>12. Did you find the content to be of high-quality?  <input type="checkbox"/> Not sure    <input type="checkbox"/> Not at all    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Very</li> </ol> <div style="text-align: right;"> </div>	<div style="text-align: right;">12</div> <ol style="list-style-type: none"> <li>13. Did you find the content to be evidence-based?  <input type="checkbox"/> Not sure    <input type="checkbox"/> Not at all    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Very</li> <li>14. Is the information provided applicable to your setting?  <input type="checkbox"/> Not sure    <input type="checkbox"/> Not at all    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Very</li> <li>15. Did you find the content to be reflective of your current and foreseeable experiences?  <input type="checkbox"/> Not sure    <input type="checkbox"/> Not at all    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Very</li> <li>16. What elements of the products have been most helpful to you? _____</li> <li>17. Do you have any suggestions for the improvement of our products and services? _____</li> <li>18. Are there other topics you would like to see addressed in our product or services? _____</li> <li>19. Other comments: _____</li> </ol> <p><b>Tell us about yourself.</b></p> <ol style="list-style-type: none"> <li>20. How did you hear about our products and services?  <input type="checkbox"/> Equity Alliance at ASU website    <input type="checkbox"/> Listserv: _____  <input type="checkbox"/> NCREST website    <input type="checkbox"/> Newsletter: _____  <input type="checkbox"/> LeadScope website    <input type="checkbox"/> Other: _____</li> <li>21. Have you used our products or services before?  <input type="checkbox"/> Yes    <input type="checkbox"/> No                      If yes, describe: _____</li> <li>22. What is your zip code? _____</li> <li>23. Which descriptor best categorizes your location?  <input type="checkbox"/> Rural    <input type="checkbox"/> Suburban    <input type="checkbox"/> Urban</li> <li>24. Which position best describes you?  <input type="checkbox"/> Classroom teacher    <input type="checkbox"/> University staff or faculty    <input type="checkbox"/> Advocacy group  <input type="checkbox"/> Special educator    <input type="checkbox"/> Researcher    <input type="checkbox"/> Family organization  <input type="checkbox"/> School administrator    <input type="checkbox"/> Student    <input type="checkbox"/> Other: _____  <input type="checkbox"/> District administrator    <input type="checkbox"/> Parent  <input type="checkbox"/> State administrator    <input type="checkbox"/> TA Provider</li> </ol> <div style="text-align: right;"> </div>
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## Resources

### Circle of Inclusion

<http://www.circleofinclusion.org/>

Multilingual, this webpage is for those who provide services for early childhood settings, as well as families with young children. Information and demonstrations are given relating to inclusive education. The project is funded by the U.S. Department of Education, Office of Special Education. One can search for examples of inclusive settings, as well as view discussions and questions that have been answered by people involved in inclusion. There are role-playing scenarios and re-printable resources that can be used, with examples of alternative assessment portfolios. The site is available in English, Spanish, Korean, Japanese, and Chinese.

### Council for Exceptional Children (CEC)

<http://www.cec.sped.org//AM/Template.cfm?Section=Home>

Serving an audience which includes teachers, parents, administrators, and other support staff, the CEC is committed to advocacy and the improvement of educational success for all students. The CEC provides professional development, journal articles and newsletters and other publications to support people in the field with understanding and working with exceptional children. Core values include the belief that all children are worthy and should be given the chance for rich and meaningful participation in society.

### CLAS: Culturally and Linguistically Appropriate Services, Early Childhood Research Institute

<http://www.clas.uiuc.edu/>

Multilingual, including ASL, this site manages to capture culture, language, disabilities and child development in one location. Materials are provided to help practitioners and families learn about what is available to them and are meant to inform and give context. Resources can be searched by language, format, or subject, as well and project or publisher. Video clips are included, as are text, evaluation tools, and newsletters.

### Family Village: A Global Community of Disability-Related Resources

<http://www.familyvillage.wisc.edu/>

Information, resources, and internet communities for communication are combined here for anyone involved with people who deal with disabilities. The website is designed as a mini-village, including a school section where there are topics devoted just for kids. Within education, the site links up to sources with information about how to communicate with schools, be an advocate for students, inclusive education resources, and disability awareness education materials.

### Kids Together, Inc.

<http://www.kidstogether.org/inclusion.htm>

A place where information and resources for children and adults with disabilities are provided and whose mission is to 'promote inclusive communities where all people belong'. A listserv exists for

people to come together and have discussions regarding solutions for educating children in an inclusive setting. This group states that a regular class is not something that should be looked at how it is but at how it can be. Resources are provided, including vision building and person-centered planning.

### **National Dissemination Center for Children with Disabilities (NICHCY)**

<http://www.nichcy.org/Pages/Home.aspx>

Bilingually-staffed, NICHCY provides information about disabilities, IDEA, No Child Left Behind (NCLB) and effective educational practice. There are resources grouped by family/community, early intervention providers, schools and administrators, and state agencies. Recently launched, there is a Q & A feature about IDEA, specifically IDEA's purpose and key definitions, and a parent participation section. A section is provided with state-specific information, as well.

### **Office of Special Education and Rehabilitative Services (OSERS)**

<http://www.ed.gov/about/offices/list/osers/osep/index.html>

Dedicated to providing support and leadership to states and local districts regarding improving results for all children with disabilities. Financial support is given via formula and discretionary grants in order to support research, technical assistance, demonstrations, and information centers. This website is directly linked to the United States Department of Education and has a wealth of current information.

### **PBS Parents**

#### **Inclusive Communities: Inclusive Education**

[http://www.pbs.org/parents/inclusivecommunities/inclusive\\_education.html](http://www.pbs.org/parents/inclusivecommunities/inclusive_education.html)

Provides a brief introduction to inclusive education. Has multiple links to other sites and resources and provides examples of inclusive education working.

### **TASH: Equity, Opportunity and Inclusion for People with Disabilities since 1975.**

[http://www.tash.org/IRR/inclusive\\_education.html](http://www.tash.org/IRR/inclusive_education.html)

Known as an international grassroots leader, TASH helps communities via research, education, and advocacy for inclusive education. The website provides webinars with information. Members work to promote equity for all people in society and work hard to make sure that everyone is allowed to be included and participate in all aspects of life. TASH has been in existence for twenty-five years. TASH supports a vision of inclusive education with high expectations for all students and members recognize the legal rights to and reciprocal benefits of such a system.



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## Glossary

### **Appreciative Inquiry**

Organizations learn to appreciate what is best and working well within its system while discovering more good and possibilities to continue to improve. From this perspective, organizations can build a future where positives are common. The choice within this process is to see the potential, capabilities, and assets while simultaneously recognizing all that is right in the current situation and system. Instead of focusing on what is wrong, the outlook is on what is good and possible. The four steps of this process include discovering, dreaming, designing, and delivering.

### **Exclusion**

This is what happens when schools, communities, or systems do not permit, either actively through barred entrance, or passively, through not providing the environments, supports, or attitudes that welcome and support certain persons as members of the group. In schools, exclusion is usually on basis of language, race, sexual orientation, ability, or national origin. While largely historical in the legal sense, such as keeping students with disabilities from attending public schools, exclusionary practices are still evident in some settings. These practices could include out-of-school suspension or expulsion from school.

### **Inclusive Education**

These systems reject the exclusion and segregation of students for ANY reason: gender, language, household income, sexual orientation, race, ethnicity, national origin, ability, or any special needs. Inclusive education involves a commitment by all to create a community that is equitable for all students while keeping learning opportunities relevant and high quality. In this system, schools meet the diverse learning needs of all students while simultaneously celebrating student differences.

### **Integration**

Schools that had been segregated, particularly because of race or unequal school quality, were desegregated after Brown versus the Board of Education in 1954. For students with disabilities, 1975 saw the passage of Public Law 94-142, which integrated students with disabilities into the mainstream public schools. However, segregation still occurs due to racial/economic segregation of housing in neighborhoods and students being segregated within schools by virtue of placement in separate classrooms to address students' disabilities or language differences.

### **Mainstreaming**

Within the early 1990s, after the passage of the Individual with Disabilities Education Act (IDEA), there was a movement to get students with disabilities out of segregated classrooms and into 'regular' classrooms for a portion of the school day. Typically, this means mainstreaming students during electives or for only one or two classes a day, thus becoming a social inclusion definition and not academic.

### **Opportunities to Learn**

Opportunities to learn is a phrase that collectively refers to the resources students are exposed to within their educational settings. These include, but are not limited to: students' access to teachers who are well-prepared and qualified to teach diverse learners and who are committed to teaching all students within the general education classroom environments; schools and grade levels that are organized to allow for maximal student attention; multiple options for courses that are rigorous and varied in content; culturally responsive effective instructional strategies; access to a variety of culturally responsive relevant instructional materials; curricular content that is meaningful and of sufficient breadth; and finally, a social climate for learning that is informed by students themselves.

### **Segregation**

This occurs when students are kept apart from one another due to ability/disability, language, or national origin. Segregation can take place within one school, as when grouping students solely by ability, or by physically keeping students apart in separate buildings, such as schools for African Americans only. Many public schools today remain segregated geographically, financially, and linguistically.