



# Staying Intentional

Advancing Integration Strategies  
for Students with Dis/abilities at the  
Intersection of Race, Sex, National  
Origin, and Religion



## Staying Intentional: Advancing Integration Strategies for Students with Dis/abilities at the Intersection of Race, Sex, National Origin, and Religion

### INTRODUCTION TO TOOL

The MAP Center State Education Agency Self-Assessment and Preplanning Tool was created as a joint venture between national and regional TA Centers, educational thought leaders, and an extensive convening of stakeholders from the Midwest and Plains Equity Assistance Center (MAP) 13 state region. The purpose of the tool is to advance integration strategies for students with disabilities at the intersection of race, sex, national origin, and religion. This tool is specifically designed for use by State Education Agencies (SEAs), though it may also be utilized by Local Education Agencies (LEAs), building level staff, and community stakeholders. This tool provides a quantitative assist to understand the extent of civil rights protections in educational organizations and provides space for beginning or furthering the redressing of exclusionary discipline practices for students with disabilities at the intersections.

The MAP Center State Education Agency Self-Assessment and Preplanning Tool consists of two parts, a recording of the [MAP Center's 2023 Technical Assistance Center Equity Advisory and Service Networks Convening](#), and the SEA Self-Assessment and Preplanning Worksheet.





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Organization Name/Department/Team

Name

Date

## TOOL PURPOSE

The purpose of this state education agency self-assessment tool is to support state departments of education in examining to what extent their systemic level conditions regarding people, policies, and practices align to the [USDOE’s Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates](#). The tool is designed to place emphasis on the safety of children with disabilities with other marginalized identities in public schools. The intended outcome of tool us is advancing state department of education teams in their reflection on and generation of ideas that directly affect the safety or integration of students with disabilities who embody other marginalized identities.

## INSTRUCTIONS

**Step 1** Rate individual indicator under each of the five **GUIDING PRINCIPLES**. Circle the number that best represents your level of confidence that the indicator is present on a scale of 0-10 for each, where **0 means not at all confident, and 10 means mostly or very confident**. Circle only one number per indicator.

**Step 2** Determine overall rating for each of the five **GUIDING PRINCIPLES**. Informed by indicator ratings of each, determine what best describes your agency’s systemic conditions in terms of the extent to which the safety of students with disabilities at the intersections are centered. Indicate your rating in the orange box to the left of each principle.

- If all of the indicators are rated 8 or above, circle the number 3, indicating that practices ensure safety for students with disabilities at the intersections are **At Standard**.
- If most of the indicators are rated 4 to 7, circle the number 2 indicating the domain is **Developing**.
- If most of the indicators in the guiding principle receive a rating of 0-3, circle the number 1 indicating that the agency is **Beginning** in centering equitable practices to ensure safety for students with disabilities at the intersections.

**Step 3** Identify focus areas for advancing or sustaining people, policies, and practices related to ensuring safety for students with disabilities at the intersections within your state education agency. [See step 4]





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Guiding Principle #1: Foster a sense of belonging through a positive, safe, welcoming, and inclusive school environment.

CIRCLE > 1 2 3

PEOPLE My SEA:

Table with 2 columns: Description of practice and Rating scale (0-10). Rows include: 'Employs staff that represent the education communities across my state including staff with disabilities at the intersections.', 'Provides explicit guidance and resources for LEAs in my state to support building level educators in centering parents/caregivers, and students with disabilities at the intersections through data collection.', 'Centers the perspectives of students, families, and educators with disabilities at the intersections in policy discussions and decisions to realize safe, inclusive, supportive, school climates.', 'Provides explicit guidance and capacity building structures to support LEA's critical thinking about accepted beliefs, thoughts, feelings, and assumptions about students with disabilities at the intersection.'

POLICY My SEA:

Table with 2 columns: Description of practice and Rating scale (0-10). Rows include: 'Ensures guidance and resources are in place to support building level educators in leading and decision-making regarding policies and procedures toward inclusive contexts.', 'Establishes clear and explicit policies that both track and support LEAs in the monitoring and reporting of bias, and exclusionary discipline practices involving students with disabilities at the intersections.'



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**Guiding Principle #1:** Foster a sense of belonging through a positive, safe, welcoming, and inclusive school environment.

**POLICY** My SEA:

|   |                        |
|---|------------------------|
| Informs our understanding of the effectiveness of our policies via the data we already gather. (Consider all sources of data, including LEAs, communities, young people, and families.) | 0 1 2 3 4 5 6 7 8 9 10 |
| Creates policies that include explicit language referencing families and young people with disabilities.  | 0 1 2 3 4 5 6 7 8 9 10 |

**PRACTICE** My SEA:

|   |                        |
|---|------------------------|
| Engages in on-going professional learning internally to cultivate critical consciousness, reframe school success away from “achievement gaps” and toward addressing and redressing exclusionary discipline practices for students with disabilities at the intersections. | 0 1 2 3 4 5 6 7 8 9 10 |
| Maintains data infrastructure and communication protocols to both recognize and redress disparities created through exclusionary discipline of students with disabilities at the intersections.   | 0 1 2 3 4 5 6 7 8 9 10 |
| Engages in critical language awareness that supports positive, safe, welcoming, and inclusive school environments for students with disabilities at the intersections.  | 0 1 2 3 4 5 6 7 8 9 10 |
| Follows established criteria for applying for discretionary funds to address issues of school climate that reflect the needs of students with disabilities at the intersections.  | 0 1 2 3 4 5 6 7 8 9 10 |



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Guiding Principle #2: Support the social, emotional, physical, and mental health needs of all students through evidence-based strategies.

CIRCLE > 1 2 3

PEOPLE My SEA:

Table with 2 columns: Description and Rating (0-10). Rows include: 'Develops resources to ensure state legislators understand the current state of affairs...', 'Supports growth and capacity to redress ableism or ableist mental models.', and 'Demonstrates a commitment to educator well-being, so that they can better support youth.'

POLICY My SEA:

Table with 2 columns: Description and Rating (0-10). Rows include: 'Utilizes teaching standards that support the social, emotional, physical, and mental health needs of students with disabilities.', 'Identifies localized contexts that could benefit from increased investment in health and well-being of students with disabilities at the intersections.', 'Has policies in place with supports and infrastructure to ensure equitable discipline for students with disabilities at the intersections.', and 'Has policies that create opportunities for cross-sector approaches to well-being (e.g., cross-sector funding).'



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**Guiding Principle #2:** Support the social, emotional, physical, and mental health needs of all students through evidence-based strategies.

**PRACTICE** My SEA:

|   |                        |
|---|------------------------|
| Builds infrastructure that supports integrated/interconnected systems of education and care for students (e.g., mental health, special education, multilingual).                      | 0 1 2 3 4 5 6 7 8 9 10 |
| Provides statewide capacity building opportunities to advance equity-centered practices that enfranchise students with disabilities at intersections.                                 | 0 1 2 3 4 5 6 7 8 9 10 |
| Works with LEAs to ensure evidence-based practices are implemented to build a tiered continuum of supports that matches the needs of students with disabilities at the intersections. | 0 1 2 3 4 5 6 7 8 9 10 |
| Integrates social and emotional learning standards in content standards through explicit practices.   | 0 1 2 3 4 5 6 7 8 9 10 |



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**Guiding Principle #3:** Adequately support high-quality teaching and learning by increasing educator capacity. **CIRCLE > 1 2 3**

**PEOPLE** My SEA:

|   |                        |
|---|------------------------|
| Engages in professional learning opportunities that center experiences of families and students with disabilities at the intersections. (Including my states' education service centers including RESAs, CESAs, etc.)           | 0 1 2 3 4 5 6 7 8 9 10 |
| Supports educators in my state to identify students with disabilities' behaviors that are developmentally and contextually appropriate versus concerning, and give students opportunity to learn, grow, and express themselves. | 0 1 2 3 4 5 6 7 8 9 10 |
| Provides training in culturally competent, trauma-informed, and evidence-based supports for mental health professionals that center voices of students with disabilities at the intersections.                                  | 0 1 2 3 4 5 6 7 8 9 10 |
| Provides rigorous and advanced learning opportunities to intentionally recruit students disproportionately affected by exclusionary practices, including students with disabilities.  | 0 1 2 3 4 5 6 7 8 9 10 |

**POLICY** My SEA:

|  |                        |
|--|------------------------|
| Ensures elements of state certification and licensure support effective and ongoing PD for educators to respond to students with disabilities at the intersections in their context. | 0 1 2 3 4 5 6 7 8 9 10 |
|--|------------------------|





# Staying Intentional: Advancing Integration Strategies for Students with Dis/abilities at the Intersection of Race, Sex, National Origin, and Religion



**Guiding Principle #3:** Adequately support high-quality teaching and learning by increasing educator capacity.

**POLICY** My SEA:

|   |                        |
|---|------------------------|
| Establishes and shares with educators standards/competencies supporting social, emotional, physical and mental health (and discipline). These competencies are supported via PD opportunities.                                      | 0 1 2 3 4 5 6 7 8 9 10 |
| Has reporting policies to provide clear definitions of disciplinary infractions and possible consequences that help educators build trusting relationships with students with disabilities at the intersections and their families. | 0 1 2 3 4 5 6 7 8 9 10 |

**PRACTICE** My SEA:

|   |                        |
|---|------------------------|
| Communicates publicly how it informs, shapes, and determines professional learning and processes for LEAs as it pertains to redressing exclusionary discipline practices for students with disabilities at the intersections.                           | 0 1 2 3 4 5 6 7 8 9 10 |
| Provides coaching and support for educators related to ensuring equitable discipline practices.   | 0 1 2 3 4 5 6 7 8 9 10 |
| Creates opportunities to build capacity for novice in-service educators to receive training around issues related to social, emotional, physical, and mental health needs of students with disabilities at the intersection of marginalized identities. | 0 1 2 3 4 5 6 7 8 9 10 |



# Staying Intentional: Advancing Integration Strategies for Students with Dis/abilities at the Intersection of Race, Sex, National Origin, and Religion



**Guiding Principle #3:** Adequately support high-quality teaching and learning by increasing educator capacity.

**PRACTICE** My SEA:

|   |                        |
|---|------------------------|
| Ensures evidence-based strategies or curriculum are implemented and are inclusive of students with disabilities at the intersections of marginalized identities.          | 0 1 2 3 4 5 6 7 8 9 10 |
| Provides professional learning opportunities that integrate restorative practices in content standards as it pertains to students with disabilities at the intersections. | 0 1 2 3 4 5 6 7 8 9 10 |

**Guiding Principle #4:** Recruit and retain a diverse educator workforce.

**CIRCLE** > 1 2 3

**PEOPLE** My SEA:

|  |                        |
|--|------------------------|
| Has recruitment and retention procedures in place to ensure diversity of agency staff and foster belonging.  | 0 1 2 3 4 5 6 7 8 9 10 |
| Ensures full access and participation in educational settings for staff with disabilities.   | 0 1 2 3 4 5 6 7 8 9 10 |
| Highlights access to affordable, comprehensive, evidence-based preparation programs.   | 0 1 2 3 4 5 6 7 8 9 10 |
| Supports building level participation in distributive leadership that centers voices of individuals disproportionately affected by exclusionary practices. | 0 1 2 3 4 5 6 7 8 9 10 |



# Staying Intentional: Advancing Integration Strategies for Students with Dis/abilities at the Intersection of Race, Sex, National Origin, and Religion



## Guiding Principle #4: Recruit and retain a diverse educator workforce.

### PEOPLE My SEA:

|   |                        |
|---|------------------------|
| Values a diversity of voices. Educators with disabilities at the intersections are centered in sharing their diverse expertise and experiences. | 0 1 2 3 4 5 6 7 8 9 10 |
|---|------------------------|

### POLICY My SEA:

|   |                        |
|---|------------------------|
| Ensures the recruiting, hiring, and sustaining of a diverse workforce (e.g., race, sex, gender, disability, language, religion, etc.) via codified incentives.              | 0 1 2 3 4 5 6 7 8 9 10 |
| Has a transparent and equitable career ladder to ensure diverse leaders (e.g., race, sex, gender, disability, language, religion, etc.) at the school, LEA, and SEA levels. | 0 1 2 3 4 5 6 7 8 9 10 |
| Has programs and partnerships in place to support LEAs in growing educator pipelines with non-licensed educators.   | 0 1 2 3 4 5 6 7 8 9 10 |
| Has policies to guide LEAs in directing educators to access mental health supports, licensure renewal guidance, and continued education opportunities.                      | 0 1 2 3 4 5 6 7 8 9 10 |
| Has policies to support LEAs in ensuring all educators have adequate access to attend to daily health needs, including accommodations for educators with disabilities.      | 0 1 2 3 4 5 6 7 8 9 10 |



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## Guiding Principle #4: Recruit and retain a diverse educator workforce.

### PRACTICE My SEA:

|   |                        |
|---|------------------------|
| Expands the capacity of educators with multiple minoritized identity intersections to form strong relationships with students with multiple minoritized identity intersections, connects with their lived experiences, and views those experiences as assets. | 0 1 2 3 4 5 6 7 8 9 10 |
| Collects and analyzes data to understand equitable recruiting and retention.  | 0 1 2 3 4 5 6 7 8 9 10 |
| Ensures equitable access to and opportunities for career advancement of educators at the intersections of minoritized identities , including those with disabilities.   | 0 1 2 3 4 5 6 7 8 9 10 |
| Implements strategies to create equitable working conditions to sustain a diverse educator workforce (e.g., race, sex, gender, disability, language, religion, etc.).   | 0 1 2 3 4 5 6 7 8 9 10 |

## Guiding Principle #5: Ensure the fair administration of student discipline policies in ways that treat students with dignity and respect (including through systemwide policy and staff development and monitoring strategies).

**CIRCLE** > 1 2 3

### PEOPLE My SEA:

|   |                        |
|---|------------------------|
| Collects data to detect bias in administration of discipline policies. Data is analyzed and interpreted for improvement planning. | 0 1 2 3 4 5 6 7 8 9 10 |
|---|------------------------|



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**Guiding Principle #5:** Ensure the fair administration of student discipline policies in ways that treat students with dignity and respect (including through systemwide policy and staff development and monitoring strategies).

| PEOPLE | My SEA:   |                        |
|--------|---|------------------------|
|        | Seeks ways for young people and families to be authentically involved in this guiding principle.  | 0 1 2 3 4 5 6 7 8 9 10 |
|        | Co-creates student discipline policies with educators, parents, caregivers, and community members with disabilities at the intersections and other marginalized identities.                               | 0 1 2 3 4 5 6 7 8 9 10 |
|        | Seeks feedback on the impact of the presence of any school-based police (e.g., law enforcement, security, or school resource officers) from families and students with disabilities at the intersections. | 0 1 2 3 4 5 6 7 8 9 10 |

| POLICY | My SEA:  |                        |
|--------|--|------------------------|
|        | Has policies that define the conditions of equitable discipline for students with disabilities, in terms of both process and outcome-data. The theory and research that contribute to these policies are communicated and considered state-of-the art in equitable practice. | 0 1 2 3 4 5 6 7 8 9 10 |
|        | Builds the capacity of LEAs to address the physical, emotional, and psychological safety (e.g., harassment and bullying) of students with disabilities at the intersection of identities.  | 0 1 2 3 4 5 6 7 8 9 10 |



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**Guiding Principle #5:** Ensure the fair administration of student discipline policies in ways that treat students with dignity and respect (including through systemwide policy and staff development and monitoring strategies).

**POLICY** My SEA:

|   |                        |
|---|------------------------|
| Considers what our state has experienced, and what has worked for other states.   | 0 1 2 3 4 5 6 7 8 9 10 |
| Reviews disaggregated discipline data to better understand and address trends that disproportionately affect students with disabilities at the intersections. | 0 1 2 3 4 5 6 7 8 9 10 |

**PRACTICE** My SEA:

|  |                        |
|--|------------------------|
| Supports LEAs' school-wide models of behavioral support and restorative practices planned, implemented, and monitored for equitable and responsive implementation. Including family and community involvement.               | 0 1 2 3 4 5 6 7 8 9 10 |
| Supports LEAs continually review and eliminate practices that result in disproportionate discipline of students with disabilities at the intersections.  | 0 1 2 3 4 5 6 7 8 9 10 |
| Seeks and reviews community input before placing school-based police (e.g., law enforcement, security, or school resource officers and others with arresting powers) in buildings.   | 0 1 2 3 4 5 6 7 8 9 10 |
| Does not involve school-based police (e.g., law enforcement, security, or school resource officers and others with arresting powers) in situations that do not merit their intervention, such as routine student discipline. | 0 1 2 3 4 5 6 7 8 9 10 |



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### INSTRUCTIONS

**Step 4** Based on your rating and rankings of each GUIDING PRINCIPLE, respond to the following prompts:

1. What are two key reactions you have to this self-assessment and its impact on students with disabilities at the intersections?
2. What thoughts do you have regarding the indicators you felt confident on versus indicators you felt not so confident? How might this directly impact students with disabilities at the intersections in your state/school community?
3. How might this self-reflection assessment support your continued cultivation of critical consciousness and its connection to redressing exclusionary discipline practices regarding students with disabilities at the intersections within your organization?



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## ASSESSMENT RESULTS, REFLECTION, & PLANNING

**Step 5** Based on your ratings and rank of each GUIDING PRINCIPLE, note any key actions you would like to engage in and the date by when the key actions should take place.

**Guiding Principle #1:** Foster a sense of belonging through a positive, safe, welcoming, and inclusive school environment.

| KEY ACTIONS | DATE |
|-------------|------|
| 1           |      |
| 2           |      |
| 3           |      |

**Guiding Principle #2:** Support the social, emotional, physical, and mental health needs of all students through evidence-based strategies.

| KEY ACTIONS | DATE |
|-------------|------|
| 1           |      |
| 2           |      |
| 3           |      |





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## ASSESSMENT RESULTS, REFLECTION, & PLANNING

**Step 5** Based on your ratings and rank of each GUIDING PRINCIPLE, note any key actions you would like to engage in and the date by when the key actions should take place.

**Guiding Principle #3:** Adequately support high-quality teaching and learning by increasing educator capacity.

| KEY ACTIONS | DATE |
|-------------|------|
| 1           |      |
| 2           |      |
| 3           |      |

**Guiding Principle #4:** Recruit and retain a diverse educator workforce.

| KEY ACTIONS | DATE |
|-------------|------|
| 1           |      |
| 2           |      |
| 3           |      |



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## ASSESSMENT RESULTS, REFLECTION, & PLANNING

**Step 5** Based on your ratings and rank of each GUIDING PRINCIPLE, note any key actions you would like to engage in and the date by when the key actions should take place.

**Guiding Principle #5:** Ensure the fair administration of student discipline policies in ways that treat students with dignity and respect (including through systemwide policy and staff development and monitoring strategies).

| KEY ACTIONS | DATE |
|-------------|------|
| 1           |      |
| 2           |      |
| 3           |      |

## Staying Intentional: Advancing Integration Strategies for Students with Dis/abilities at the Intersection of Race, Sex, National Origin, and Religion

### KEY TERMS

**Ableism (or Ableist):** A system of discrimination and social prejudice against people with disabilities that characterizes them as inferior to non-disabled peers and devalues their abilities, skills, or character orientations based on societally constructed ideas of normality. (Hehir, 2002; Lewis, 2022).

**Access:** All members of the educational community should have entrance into, involvement with, and full participation of resources, conversations, initiatives, and choices which are attentive to heritage and community practices (Paris, 2012).

**Actions for Inclusive Education:** Pursuing shifts toward equity at all levels by redistributing quality educational opportunities for all students, recognizing and valuing all students' differences, and cultivating spaces for families and students to meaningfully participate in the decisions that affect their learning trajectories (Fraser, 1997, 2008; Waitoller & Kozleski, 2013).

**Antiracist:** is one who is supporting an antiracist policy through their actions or expressing an antiracist idea (Kendi, 2019).

**Antiracism:** is a powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist idea (Kendi, 2019).

**Anti-Oppressive Education:** Anti-oppressive education includes multiple approaches to learning that emphasize critical pedagogy and actively challenge forms of oppression (Kumashiro, 2000).

**Asset Pedagogies:** Teaching practices that "...empower students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes" (Ladson-Billings, 1995, p. 17). Asset Pedagogies utilize the backgrounds, knowledge, and experiences of the students to inform the teacher's lessons and methodology (Gay, 2000; Ladson-Billings, 2014; Paris, 2012; Paris & Alim, 2014).

**Bias:** Prejudice; favor for or against a thing, person, or group of people.

**Civil Rights:** Federal legislation, specifically Title VI of the Civil Rights Act of 1964, which prohibits recipients of federal funds from engaging in discrimination based on student race, color, national origin, sex, and religion. See also, the Equal Educational Opportunities Act requiring schools to remove language barriers to equal participation. The rights of individuals to receive equal treatment (and to be free from unfair treatment or "discrimination") (Findlaw, 2014).

**Critical Consciousness:** is an active and persistent state of awareness that consistently seeks to unearth the taken-for-granted and



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### KEY TERMS

examine it for the ways that it masks institutionalized inequality, privilege, and oppression (Radd & Macey, 2013).

**Critical Language Awareness:** Demonstrating an understanding of how language in written, physical, oral and digital forms silence, marginalize or oppress people with less power (Briscoe et al., 2009).

**Critical Systems Thinking:** A perspective that embraces three commitments: 1) Critical Awareness; 2) Emancipation; 3) Methodological Pluralism (Schechter, 1991).

**Culture:** Includes the behaviors, traditions, rituals, attributes, and the meanings of a group (Friedman, 2017).

**Difference:** Refers to the complexity of individuals' attributes that make them unique (e.g. race, national origin, sexual orientation, religion, and individuals with dis/abilities) (Jackson et al., 2017).

**Discrimination:** Subjecting students or groups to differential treatment based on race, color, or national origins than otherwise similar students; or implementing seemingly neutral policy in a manner that results in disparate negative impact of students from a particular group. Differential treatment of people or differential outcomes that are based on a person's race or ethnicity (Lhamon & Samuels, 2014).

**Diversity:** Is not a proxy for race, but rather is an authentic, genuine, and equitable representation of individuals representing different races, national origins, sexual orientations, religions, and individuals with dis/abilities (Jackson et al., 2017).

**Educational Equity:** When educational policies, practices, interactions, and resources, are representative of, constructed by, and responsive to all people such that each individual has access to, can meaningfully participate, and make progress in high-quality learning experiences that empowers them towards self-determination and reduces disparities in outcomes regardless of individual characteristics and cultural identities (Fraser, 2008; Great Lakes Equity Center, 2012).

**Inclusion:** A process of valuing the contributions of individuals from all backgrounds bring to an organization, embracing the challenge



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### KEY TERMS

and benefits of diversity, promoting full participation of diverse people in the organization, and reducing exclusion of individuals within organization spaces (UNESCO, 2005).

**Inclusive Education:** The redistributing of quality educational opportunities for all students, the recognition and valuing of students' differences, and the creation of spaces for families and students to participate in the decisions that affect their learning trajectories (Waitoller & Kozleski, 2013).

**Intersectionality:** Refers to the social, economic and political ways in which identity-based systems of oppression connect, overlap and influence one another (Crenshaw, 1989).

**LEA:** Local Education Agency

**Non-Disabled:** Used to represent the privilege of not being identified with a dis/ability (Johnson, 2006). For example, whereas individuals identified as having an intellectual dis/ability are often treated as inferior and helpless, individuals not identified as having a dis/ability are privileged not to be subjected to such treatment.

**Policy-as-Practice:** The interpretive and decision-making processes that take place daily in schools and classrooms, resulting in sets of standards or patterns at a particular site (Sutton & Levinson, 2001).

**Policy as Written:** Documents or other formal texts through which policymakers communicate their intent.

**Positionality:** The multiple, unique experiences that situate each of us; namely that gender, [gender expression], race, class, [ability, religion, national origin, language], and other aspects of our identities are markers of relational positions rather than essential qualities (Alcoff, 1988; Maher & Tetreault, 1993; Takacs, 2003).

**Power:** The legitimate control of, or access to, those institutions [resources and opportunities] sanctioned by the state [authorities (Major, 2002)].

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### KEY TERMS

**Privilege:** Any advantage that is unearned, exclusive, and socially conferred (Johnson, 2006).

**SEA:** State Education Agency

**Self-Examination:** Excavating how one's identities inform understandings of, and experiences with, complex social problems (Mitchell, 2005).

**Written Policies:** Codify local school districts (LEA) and state departments of education (SEA) mandates for practices within schools. However, daily lived experiences in schools are often influenced more significantly by policy-as-practice (Macey et al., 2012; Sutton & Levinson, 2001) —the interpretive and decision-making processes that take place daily in schools and classrooms.

### RESOURCES

#### MAP Center Resources

Growing Individual Capacity to Support Students with Disabilities at the Intersections

1. [Equity Leadership & The Self: A Tool](#)
2. [Complexities of the Self: Inner Work for Equity Leaders](#)
3. [Hiring a Culturally Responsive and Diverse Workforce](#)
4. [A Teachers' Tool for Minimizing the Emotional Impact of Learning Disability Labeling on Students of Color](#)
5. [EquiLearn Virtual Roundtable: Connecting Across Differences: Tools and Approaches for Important Conversations](#)
6. [Dual Language Learners with Disabilities: A Visual Data Tool for the Critical Educator](#)
7. [Family, Disability, and Civil Rights](#)
8. [Anti-Harassment Policy Review Tool](#)
9. [Creating Safe and Inclusive Schools: A Framework for Self-Assessment](#)



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### RESOURCES

#### MAP Center Resources

Growing Systems Level Capacity to Support Students with Disabilities at the Intersections

1. [We Need to Talk About Education: A Zine About the Fight for Social Justice in Special Education](#)
2. [Increasing Equity in Education through Stage-based Implementation of Universal Design for Learning in a Multi-tiered System of Support](#)
3. [Ensuring Contextually Relevant Psychoeducational Decisions in the Wake of COVID-19](#)
4. [Equity-Oriented Social, Emotional, and Behavioral Screening](#)
5. [Creating Brave Spaces for Community Voices in the Fight for Race and Disability-based Justice in Special Education](#)
6. [Foundations of Equity-Centered MTSS](#)
7. [Critical Consciousness for Inquiry and Critique: The DAPP Tool](#)
8. [Universal Supports/Prevention Services and Student Rights](#)
9. [State Education Agencies Can Ensure Local Education Agency Pursuit of Educational Equity](#)
10. [Preventing Disproportionality through Nondiscriminatory Tiered Services](#)
11. [Systemic Approaches to Eliminating Disproportionality in Special Education](#)

#### Resources from Stakeholders

Organizations to connect with, as recommended by attendees of the MAP Center's 2023 TA Center Equity Advisory and Service Networks Convening

1. [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)
2. [Indiana School Mental Health Initiative: SEL Resource Library](#)
3. [Michigan DOE Mental Health Toolkit](#)

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### RESOURCES

4. Center on Positive Behavioral Interventions & Supports (PBIS)
5. National Center for Pyramid Model Innovations (NCPMI)
6. IRIS Center Peabody College Vanderbilt Nashville
7. IDEA Data Center: Success Gaps Toolkit
8. Centers for the Re-Education and Advancement of Teachers in Special Education and Related Services Personnel

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