



## Racine Unified School District School Climate Strategic Plan 2016

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Student-Centered Decisions • High Expectations • Equity • Diversity • Strong Relationships • Unity • Respect

# Racine Unified School District

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## Vision

*All students will graduate from RUSD college- and/or career-ready.*

## Mission

*Educating every student to succeed.*

## Board of Education Results Policy

*All graduates will successfully demonstrate: Academic Achievement, Workplace Skills, Global Citizenship, and Life Skills.*

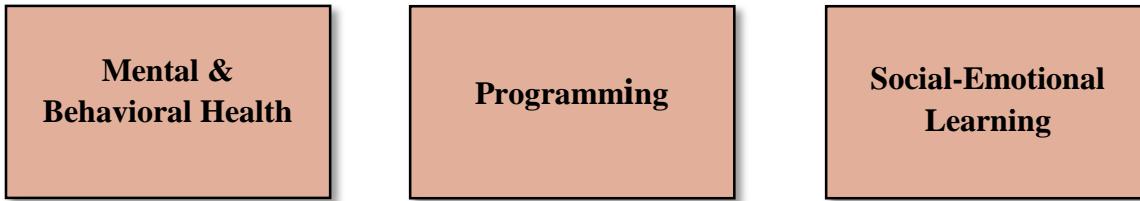
## Core Values

- **Student-centered Decisions:** We are best when students are first. All decisions are centered on the needs of the whole child.
- **High Expectations:** We hold high expectations for our students and ourselves.
- **Equity:** Every student deserves a high-quality education with resources aligned to their needs.
- **Diversity:** Our diversity is our strength and an asset.
- **Strong Relationships:** Success requires strong, respectful partnerships with our colleagues, families, and community.
- **Unity:** We thrive when we support one another and work collaboratively.
- **Respect:** Everyone deserves a safe, respectful, and positive learning environment.

# School Climate Strategic Plan

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## Areas of Focus



## Goals

### Mental & Behavioral Health:

- Goal 1: Expand school-based mental health clinics.
- Goal 2: Provide training to all staff on mental health literacy and suicide prevention.
- Goal 3: Create a Mental Health Task Force.

### Services and Programming:

- Goal 1: Increase the special education continuum of services.
- Goal 2: Expand and enhance Alternative Programs.
- Goal 3: Expand and enhance Turning Point Academy.

### Social-Emotional Learning:

- Goal 1: Expand Positive Behavior and Intervention Supports.
- Goal 2: Review and determine the future direction of Responsive Classrooms, Development Designs, Circles of Support, and Violence-Free Zones.
- Goal 3: Expand restorative justice practices to all secondary sites.
- Goal 4: Increase training for staff in response to student behavior.
- Goal 5: Increase supports for students who identify as LGBT (Lesbian, Gay, Bisexual, and Transgender).

# Executive Summary

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Over the last two decades, there has been a growing appreciation that the quality and character of school life will either foster or undermine children's development, learning, and achievement. Teachers and parents have claimed for decades that a safe and supportive school environment—where students have positive adult and peer relationships, engaging learning opportunities, and feel competent about their experiences—matters in the successful development of students. A growing number of reports, studies, and legislation emphasize the importance of a positive school climate in reducing achievement inequities, enhancing healthy development, and promoting the skills, knowledge, and dispositions that provide the foundation for 21st century school success (National School Climate Center, 2014). Students in urban school districts across America are faced with an increasing number of barriers to future academic achievement. Many of these barriers are associated with mental health, abuse/trauma, and poverty. More than ever before, schools are challenged with providing support for the mental health needs and the social-emotional development of students in order for students to be successful despite any obstacles they face.

Racine Unified School District, like many urban school districts, is committed to providing safe and supportive school environments. This plan seeks to target specific goals and benchmarks for improving our school climates by providing additional supports to our students and staff.

Throughout the fall of 2015, the Administration of Racine Unified engaged staff in a comprehensive review of school climate. Stakeholders from all levels of the Racine Unified School District K-12 system engaged in staff chats; the Superintendent Student Advisory Council created a video, school climate surveys, and the Safe Schools Healthy Students Environmental Scan; and the reports of the Collaborative for Children's Mental Health were reviewed. As a result of this accumulated information, a SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis was conducted and three areas of focus emerged: mental/behavioral Health, district programming, and social-emotional learning. This analysis was shared and reviewed with the Racine Unified Guiding Coalition, District Administration, principals, and the Board of Education. This report details the strategic plan to achieve the goals of these three areas of focus.

# RUSD: School Climate Strategic Plan

## Approach to Mental and Behavioral Health

**Area of Focus:** *Training and support for students, families, and staff in positive mental and behavioral health promotion.*

**Why this is important:** Exposure to trauma, of any kind, as a child can have a long-term effect on the chemical and physical structures of the brain. This can cause clear difficulties in a child's ability to regulate emotions or to be prepared to learn. Research clearly documents the association between trauma and poor health and educational outcomes. According to a 2012 report conducted by the Johnson Foundation in connection with the Collaborative for Children's Mental Health, one in five youth in Wisconsin is diagnosed with a mental health need. Access to services to prevent harm and provide treatment is often not accessible for families in Racine County. Based on this information, the Collaborative developed a solution team focused on researching, developing, and implementing school-based mental health services. This team is comprised of members from Racine Unified School District, Wheaton Franciscan Health Care, Professional Services Group, United Way, Racine County Human Services, and Children's Hospital of Milwaukee, WI.

**1:** Develop a school readiness assessment for school-based mental health to successfully expand services to 25% of RUSD schools.

*Purpose: To identify clear indicators of school readiness to support school-based mental health services and ensure that expansion of services is successful in order to support student academic and social-emotional growth.*

### Objectives

- 1.1 Develop clearly defined indicators: The School-based Mental Health Team will review data and create indicators to accurately determine the readiness of implementation for schools to receive clinical services for students and families.
- 1.2 Successfully implement services: The School-based Mental Health Team will review services provided during year one of implementation with the goal of an 80% success rate prior to expansion.
- 1.3 Address the needs of students experiencing high risk of trauma: The School-based Mental Health Team will work in collaboration with the Mental Health Task Force to determine best practices in trauma-sensitive schools.

**2:** Provide training in mental and behavioral health to 100% of elementary and secondary school leaders and support staff.

*Purpose: To develop clear understanding for staff of mental health and behavioral health indicators and processes for prevention in order to provide resources and awareness to guide their work with students.*

Objectives
2.1 <u>Provide professional development in mental health literacy:</u> RUSD staff will have access to the Mental Health First Aid series through August of 2018. <ul style="list-style-type: none"> <li>2.1.1: 100% of RUSD school administrators will receive training in Mental Health First Aid by June 2016.</li> <li>2.1.2: Staff will have access to Mental Health First Aid training during summer sessions through August 2018.</li> <li>2.1.3: Staff at four elementary schools will receive training in mental health literacy by June of 2017.</li> <li>2.1.4: Staff at four additional elementary schools will receive training in mental health literacy by June 2018.</li> </ul>
2.2 <u>Provide training in suicide prevention and awareness:</u> Administrators and support staff from comprehensive middle and high schools will be trained in Acknowledge, Care, & Tell (ACT) through the Wisconsin Department of Public Instruction. <ul style="list-style-type: none"> <li>2.2.1: 100% of ACT participants will implement a Suicide Prevention and Awareness Action Plan by fall 2016.</li> <li>2.2.2: 100% of secondary school counselors will provide suicide prevention and awareness lessons through the Comprehensive Counseling Model.</li> </ul>
3: Create a district-level Mental Health Task Force made up of community organizations and school district staff to guide the support of our school families. <i>Purpose: To create sustainable partnerships with community mental health professionals in order to analyze data and develop access points and training for staff and families.</i>
Objectives
3.1 <u>Identify key stakeholders:</u> RUSD staff members and essential community partners will be identified and invited to join the RUSD Mental Health Task Force by June 2016. <ul style="list-style-type: none"> <li>3.1.1: The RUSD Mental Health Task Force will create a collective vision and mission by August 2016.</li> <li>3.1.2: The RUSD Mental Health Task Force will meet monthly to review and share Research by June 2017.</li> <li>3.1.3: The RUSD Mental Health Task Force will analyze school and community data to identify trends and develop an environment scan report by June 2017.</li> <li>3.1.4: The RUSD Mental Health Task Force will identify resources that can support youth, families, and school staff by June 2017.</li> <li>3.1.5: The RUSD Mental Health Task Force will assist in implementing programming and hold community and school-based events to raise awareness in mental health promotion by June 2018.</li> </ul>

# RUSD: School Climate Strategic Plan

## Services and Programming

**Area of Focus:** *Evaluation of services and programming in order to develop positive educational outcomes for all learners.*

**Why this is important:** The Racine Unified School District believes strongly that all students can learn and achieve successful outcomes that will lead them to graduating college- and/or career-ready. With recognition that we are a system that serves a student body of diverse learning styles and abilities, it is essential to provide the appropriate educational opportunities in order to serve all students and increase their readiness to succeed in their post-secondary lives. Special education services and alternative education programming will accommodate the educational needs of RUSD students who seek or require opportunities outside of the traditional school system. The need for a plan to prevent dropout, offer a safe environment for all RUSD students, and support credit attainment special opportunities must be provided and strengthened.

### 1. Increase Racine Unified School District's continuum of services in special education.

*Purpose: To ensure that the individualized needs of students with learning and behavioral challenges are met in the appropriate environment to support their growth, both academically and socially-emotionally.*

#### Objectives

- 1.1 Expand special education options programs: Programming will be expanded to the elementary level by the fall of 2016 for students who are not experiencing success in a school setting due to heightened anxiety, withdrawal, or need for a very structured routine.
- 1.2 Expand intensive needs classrooms: Programming for students at the secondary level requiring intensive behavior support and instruction will be developed at an alternative location with staff trained in behavior modification by fall of 2016.
- 1.3 Ensure an appropriate learning continuum of learning for disability areas of high need: A continuum of services will be provided for students meeting special education criteria in areas of high need, yet exhibiting nonaggressive behaviors by fall of 2017.

### 2. Expand and enhance Racine Unified's alternative programs.

*Purpose: Every student deserves the opportunity to learn and mature. Alternative education programs provide valuable life skills that will assist in preparing students for post-secondary college and career opportunities in an environment responsive to individual student needs. These programs focus on pathways to success that support learning and connect students to services and community organizations.*

#### Objectives

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| <p>2.1 <u>Implement night school programming:</u> The credit attainment options for students will be expanded to include night school at all comprehensive high school sites and the Racine Alternative Education site by January 2017.</p> <p>2.2 <u>Expand credit recovery options:</u> All comprehensive high schools will further expand online and virtual learning opportunities to increase graduation rates each year by 5% beginning June 2017.</p> <p>2.3 <u>Redesign the School Engagement Program:</u> The School Engagement Program will be provided at all comprehensive sites and serve as a liaison for supporting students transitioning from alternative education programs by fall 2016.</p> <p>2.4 <u>Establish alternative education programming as a school site (entity number):</u> An application to the Wisconsin Department of Public Instruction will be submitted in order to establish Racine Alternative Learning as a separate school entity by fall 2016.</p> <p>2.5 <u>Implement GED Option II:</u> Alternative programming for students over the age of 17 years old who meet the minimum requirements will be offered by January 2017.</p> |
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### **3. Expand Turning Point Academy.**

*Purpose: To redirect student behavior through positive programming that builds character and provides educational experiences and social growth in a safe, supportive, and individualized learning environment.*

#### Objectives

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| <p>3.1 <u>Implement Circles of Courage as the model at Turning Point Academy:</u> This behavior reassignment program focuses on a restorative approach to supporting social-emotional growth for successful transition back to the comprehensive environment by fall 2016.</p> <p>3.2 <u>Expand and relocate Turning Point Academy:</u> The district will gradually increase program availability to serve more students throughout the 2016-17 school year, with relocation by fall 2017.</p> |
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### **4. Redesign the school district safety and security model.**

*Purpose: To ensure that there is strong alignment of school and community services utilizing the community policing philosophy that promotes problem-solving and proactively addresses immediate concerns in the schools and across our community.*

#### Objectives

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| <p>4.1 <u>Provide crisis intervention response training:</u> All officers engaged in RUSD schools will receive training in responding to crisis and trauma situations by June 2017.</p> <p>4.2 <u>Increase collaboration with law enforcement throughout Racine County:</u> This model will align school and community services while supporting all school sites in Racine County by fall 2016.</p> <p>4.3 <u>Implement Youth Court:</u> All high schools will be trained in the process and implementation of Youth Court in partnership with Focus on Community in order to reduce recidivism rates among youth in school and community by spring 2017.</p> |
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# RUSD: School Climate Strategic Plan

## Social-Emotional Learning

**Area of Focus:** *Social-emotional learning is at the core of academic success for all learners, as these skills are critical to achievement, citizenship, and, ultimately, employability.*

**Why this is important:** Utilizing an integrated approach will assist in reducing and preventing many risky behaviors, such as drug use, violence, and bullying, experienced by numerous youth today. This approach will promote students' self-awareness, social awareness, peer-to-peer relationships, and responsible decision-making skills. This approach will also improve student attitudes and beliefs about themselves, others, and school (Casel.org). Social-emotional learning, used over multiple years, has proven to positively impact students' growth and development, leading to successful outcomes.

<b>1. Expand Positive Behavior and Intervention Supports (PBIS).</b>
<i>Purpose: To proactively establish the behavioral supports and school culture needed for all students to achieve social, emotional, and academic success.</i>
<b>Objectives</b>
<ul style="list-style-type: none"><li>1.1 <u>Expand PBIS training:</u> PBIS Tier 2 training will be provided to all remaining schools by spring of 2017.</li><li>1.2 <u>Begin implementation of PBIS Tier 3:</u> Identification of five schools to receive PBIS Tier 3 training will occur by June 2017.</li></ul>
<b>2. Develop a plan of action for the direction of social-emotional learning supports and programming.</b>
<i>Purpose: To review and strengthen the existing programs such as Responsive Classrooms, Developmental Designs, Circles of Support, and Violence-Free Zones for effectiveness and sustainability within existing schools</i>
<ul style="list-style-type: none"><li>2.1 <u>Identify and review data measures of existing programs:</u> Further expansion will be determined based upon identified data measures of increased attendance rates, office discipline referrals and suspensions, and academic performance by August 2016.</li><li>2.2 <u>Provide professional development for increased proficiency of practice:</u> Professional development will be offered to staff and school leadership to strengthen the fidelity of programming by June 2017.</li></ul>
<b>3. Strengthen and expand the use of restorative justice practices to all secondary sites.</b>
<i>Purpose: To foster positive and healthy school climates by helping students learn from their mistakes while offering leadership opportunities for students to assist peers, furthering ownership and pride in their schools.</i>

- 3.1 Improve consistency of practice: Development of restorative justice PLCs (professional learning communities) will lead to improved implementation, resulting in reduced recidivism and greater student engagement by June 2017.
- 3.2 Expand restorative justice to middle school sites: Identified middle school staff and principals will be trained in the implementation of restorative circles by June 2017.

**4. Increase professional development opportunities that will empower staff with more strategies for addressing student behavior.**

*Purpose: To support staff in their approach to using students' behavioral mistakes as opportunities for learning while having empathy for them yet holding them accountable, thus showing all students that the learning environment is safe.*

- 4.1 Provide professional development at trauma-sensitive schools: Three schools, Dr. Jones, Janes, and Julian Thomas, will be provided professional development in understanding the educational impacts of trauma in order to provide a safe and supportive environment to all learners through a three-year, state-level pilot program, with completion in June 2018.
- 4.2 Provide coaching support in best practices: External Positive Behavior and Intervention Supports (PBIS) coaches and cluster support will provide professional development and coaching support upon request of principals beginning in fall 2016.

**5. Increase supports for LGBT students.**

*Purpose: To ensure that students who identify as LGBT are supported and feel connected and safe in their learning environment in order to promote successful outcomes in the area of academics and social-emotional growth of students, families, and staff.*

# RUSD: School Climate Strategic Plan

## Appendix

### A

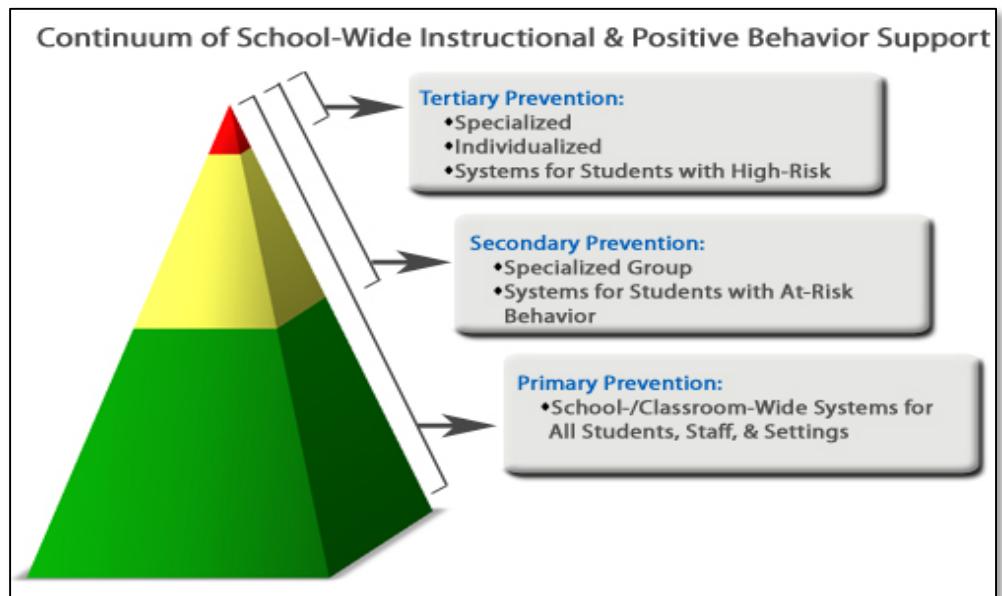
#### *Positive Behavior and Intervention Supports (PBIS)*

The Racine Unified School District is implementing the Positive Behavior and Intervention Support Framework to analyze data and teach expected behaviors to students in grades pre-K through 12. This Framework assists schools in helping to improve the social and learning behaviors of students and decrease the disruptions that interfere with instruction. School-wide PBIS, which is now implemented in thousands of schools across the country, is showing great success in schools across the nation as well as in all RUSD schools at the Primary Prevention level (Tier One).

Schools are discovering that school-wide PBIS:

- Increases academic achievement.
- Decreases major discipline referrals.
- Addresses the behavioral needs of all students with proven, easy-to-implement strategies.
- Allows the school to create the “right fit” for them, so that practices are appropriate to the context and sustainable over time.
- Is doable and does not have to overwhelm staff, given the limited time and resources that schools generally experience.
- Helps create a positive school climate.
- Results in increased time for instruction and fewer disciplinary incidents.

*School-wide PBIS provides a positive focus for encouraging desirable student behaviors, resulting in a positive climate that maximizes learning. A set of universal expectations for behavior, positively stated, are established for all students in all locations of the school. These expectations generally promote core values such as respect, responsibility, and safety.*



## **B**

### ***Positive Behavior and Intervention Supports (PBIS) and Trauma-Sensitive Schools***

The Racine Unified School District, in collaboration with the Wisconsin Department of Public Instruction through the Safe Schools Healthy Students grant, is participating in a multi-year school mental health project. A major emphasis of the Wisconsin School Mental Health Project is the provision of multi-year professional development aimed at helping schools incorporate trauma-sensitive practices.

Trauma-Sensitive Schools (TSS) professional development will be modeled after the PBIS school improvement process. The change effort within each school will be facilitated by a school-based team with an internal coach who will commit to additional professional development by the Wisconsin Department of Public Instruction.

Year one of the TSS initiative will focus on Tier One universal practices in classrooms and throughout the school. Years two and three will focus on Tier Two and Tier Three trauma-sensitive practices for students who need additional supports. Content learning will be delivered primarily through training modules (online learning and assigned readings), with monthly regional meetings for internal coaches.

Racine Unified has three schools and two district administrators that are engaging in this multi-year process. The three schools involved are Dr. Jones, Janes, and Julian Thomas Elementary Schools. Our targeted focus at the elementary level is designed to create supports for students in the primary grades in order for them to experience success and graduate college- and/or career-ready. The Director of Student Support and our School Climate Program Supervisor are engaged in this professional learning opportunity in order to provide a high level of support and create additional training opportunities for other schools as this learning progresses.

## **C**

### **Responsive Classrooms**

Responsive Classrooms is an evidence-based practice that supports the growth of elementary-age students socially, emotionally, and academically. The approach is based on four core principles that support teachers in the development of lessons that help create an environment of learning for all students. These core principles include:

#### Engaging Academics

- Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.

## Positive Community

- Teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.

## Effective Management

- Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.

## Developmental Awareness

- Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

This approach to teaching, which has shown greater student academic outcomes and greater student-teacher interactions, is supported by the Center for Social and Emotional Learning (CASEL). Teachers learn to engage students in a daily Morning Meeting that is designed as a check-in, where news is shared and the stage is set for the day. Teachers also learn techniques to assist in designing the classroom environment, creating appropriate classroom rules and subsequent consequences, and choosing developmentally appropriate language.

The Racine Unified Schools currently implementing Responsive Classrooms include Dr. Jones, Julian Thomas, Goodland, and Knapp Elementary Schools.



**Morning meeting:** Students engage in a morning message that sets the learning for the day along with news, sharing and relationship building to create a community within the classroom.

D

## *Developmental Designs*

Developmental Designs is an evidence-based approach to teaching middle school students that enhances and integrates social-emotional and academic learning. The approach recognizes and is designed to alleviate the barriers to student success caused by misbehavior, safety concerns, and apathy within the classroom. This approach supports adolescents' needs for independence, relationships with peers and adults, and an engaging and active learning environment.

Developmental Designs is based on the following core principles:

### Goal Setting

- There are many types of goal setting, such as: having students set long-term and daily academic and social goals for themselves and periodically assessing how well they have met those goals. Teachers also set goals for students and work with them to create supports for goal attainment.

### Social Contract

- The Social Contract process brings staff and students together to create a set of classroom guidelines that they use to ensure that their classroom community remains positive throughout the year.

### Modeling and Practice of Routines and Expectations

- Modeling and practicing allows teachers and students to work together to create and become proficient in specific protocols for classroom and school-wide routines.

### Pathways to Self-control

- Pathways to Self-control provides teachers and students clear responsibilities for responding to and changing misbehavior. This also helps students get back on track as quickly as possible, losing little instruction time within the classroom setting.

The Developmental Designs approach is strongly rooted in the premise of building community with the classroom and empowering students to take control of their behavior. A main practice is the Circle of Power and Respect, where students and staff learn to trust one another and tackle important issues that adolescents deal with in the social-emotional setting of the school building. Students learn to interact with their peers and teachers, providing them the tools that go beyond the walls of the classroom.



Mitchell Middle School is implementing Developmental Designs practices school-wide. McKinley, Starbuck, and Gilmore Middle Schools have begun implementation across grade levels.

## **E**

### ***Restorative Justice***

Restorative justice empowers students to resolve conflicts in small groups facilitated by peer leaders who have been trained to mediate conflict and address targeted behaviors that are negatively impacting the school community and classroom learning environments. This practice brings students together in peer-mediated small groups to talk, ask questions, and discuss their conflicts.

For the growing number of districts using restorative justice, the programs have helped strengthen campus communities, prevent bullying, and reduce student conflicts. The benefits that have resulted from restorative justice in schools that are implementing this practice at high levels of accuracy are drastic reductions in suspension and expulsion rates as well as an overall improved school climate. By bringing students experiencing conflict together in a safe environment, mediated by peers and allowing the opportunity to make amends, students are more quickly reintegrated into the classroom community, leading to greater academic achievement.

A core group of staff and students at Case, Horlick, and Park High Schools has been trained in restorative justice and began implementation of student-led Restorative Justice Circles in fall 2015. The integration of this process is gaining momentum and will be utilized in the ninth grade cohorts to build community and resolve conflicts.

Training and implementation planning will occur during fall 2016 at all Racine Unified middle schools. This vertical alignment of high-impact programming will build resiliency among our students as they progress through their secondary school experience, further preparing them to graduate college- and/or career-ready.

## **F**

## *Community Policing Model*

The Community Policing Model is the basis for our partnership with the Racine and Mt. Pleasant Police Departments as we move to increase our positive student touch points with police in our schools and in our communities. The community policing model is based on streamlining our safety approach, strengthening partnerships, and creating a strong climate that will support our youth and our families. The expected result of this model is broader positive outcomes for our students and community. The process of engaging in an analysis of the approach to policing in our schools will become the work of the Deputy Superintendent's Office.

Along with alignment and a strong focus on partnerships, all officers will be trained in crisis intervention response and have a clear understanding of restorative justice practices and alternatives to arrest, just as our schools continue to work toward alternatives to suspension, as appropriate. School safety and a positive climate are the priority of both the Racine Unified School District and our police partners.

## *G*

### *Special Education Programming*

A continuum of educational placements is necessary to appropriately serve students with Individualized Education Programs (IEPs). Where services delivered in the general education classroom are not likely to result in student success, a continuum of alternative options will continue in the form of special classes (either full or part time) in the following settings: the student's home school, special classes full time in specialized school settings, state-supported/operated and approved non-public schools, and services provided at home or in a hospital. Appropriate services must be provided for all students with IEPs, regardless of setting.

Some students who have IEPs related to behavioral needs are appropriately served in regular education classrooms with supplementary aids and services, while others may require special education programming for part or all of their school day. A few students with IEPs who are unable to function within a full-day, self-contained, specialized program within a typical school setting may require a setting that is even more structured and individualized. The Intensive Needs Classroom (INC) programs are designed for students whose disability is manifested in such a way that the student and/or others cannot learn in a typical school setting due to highly significant behaviors. Individualized services, interventions, reinforcements, and behavioral progress monitoring are designed for each student's needs. Specialized instruction in positive behavioral, social, and coping skills is targeted to meet SELS (social emotional learning standards). The goal always is to return the learner to his/her home school campus.

An IEP team may consider the INC program for a student based on documentation of the severity, duration, frequency, and intensity of behaviors that impede the student's and/or peers'

learning. IEP teams' documentation must include prior extension of less restrictive services, functional behavioral assessment, revised behavioral plans, and progress monitoring data that indicate such services in the school have not enabled the child to benefit educationally.

Racine Unified School District's continuum of special education services is designed to ensure that each student with a disability from the age of 3 through 21 years receives an appropriate, individualized education program in the least restrictive environment consistent with that student's needs in accordance with the Individuals for Disabilities Education Act (IDEA).

### Some Principles of IDEA with regard to Intensive Needs Classrooms (INC)

- Assuring all students with disabilities access to the general education curriculum;
- Recognizing that special education is a service, not a place;
- Providing a broad range of services addressing the needs of all students with disabilities;
- Presuming that IEP teams will first consider providing services to each student in the general education classroom, with supplementary aids and services appropriate to that student's needs;
- Providing a continuum of options that vary in the extent to which they provide education for a student with a disability alongside his/her non-disabled peers; and
- Assuring parents full access to a system of procedural and substantive rights and ensuring that they are informed participants in educational decision-making (concerning both the services provided and the setting they are provided in) for their children.

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