

The Year of Mercy in Catholic Education:

Accommodating Students with Autism Spectrum Disorder from Early Childhood to High School Parochial Settings and Beyond

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2016



**International Board of Credentialing
and Continuing Education Standards**

Recognizing Professionals Dedicated to Promoting Quality Care

► All children are formed in the image of God and deserve equal access to Catholic education

► Preparing students for the most successful life possible after school

Executive Summary

Roughly one year ago, Pope Francis warmly embraced children with autism and urged institutions to break the stigma and build a network of services to help them reach their fullest potential.

The Catholic inclusion movement has been working toward that end for several years. Based on Catholic theology that everyone is formed in the image of God and compassionate Catholic social teaching, the movement seeks equal access for the marginalized.

Meanwhile, measures like the No Child Left Behind Act, state school choice initiatives, and special needs scholarships are opening access to Catholic schools, resulting in enrollment challenges.

Many schools have responded to the call, developing innovative programs and teaching strategies to help educate students on the autism spectrum.

This progress has led to a patchwork of programs and has been slow to catch on nationally. At Catholic schools across the country parents have been instructed to place their child in a public school that's better equipped for students with autism. At the same time, Catholic educators have expressed deep frustration at having to turn these children away.

This paper will show why it benefits Catholic schools to become inclusive and the role professional development plays in that effort. By profiling successful programs around the country, this paper strives to inspire educators to help prepare all students for the most successful life possible after school.

Since 2016 has been declared the Holy Year of Mercy, this paper is not meant to pass judgment on the status quo. Rather, it is intended to honor Pope Francis' call to use this time to contemplate, serve and forgive, to "reawaken our conscience, too often grown dull in the face of poverty."

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- ▶ 1 in 68 children have autism
- ▶ The Catholic Church runs the world's largest private school system
- ▶ In the right environment, students with special needs can really grow

Catholic Inclusion

Helping Students with Autism Reach Their Potential

Autism is the fastest-growing developmental disorder in the U.S. About 1 in 68 children eight years of age have autism, according to The Centers for Disease Control and Prevention.¹ Roughly two million Americans carry a diagnosis of Autism Spectrum Disorder (ASD).

Autism is a neurodevelopmental disorder with a wide range of symptoms and impairment levels ranging from mild to severe. No two people with autism will exhibit the same behavioral characteristics. While researchers don't know the exact cause, it's generally thought to be related to brain structure abnormalities.

As a result, there's a need to expand autism-related services in education, and many parents are struggling to find the right school for their child.

The Catholic Church operates the world's largest non-governmental school system, with 6,836 elementary schools, 1,203 high schools and 221 colleges and universities, according to the 2013 book, "Catholic Identity or Identities?: Refounding Ministries in Chaotic Times." ²

Like many Catholic parents, Kathy Conroy, an inclusion consultant for the Diocese of Toledo, wanted her child to attend a Catholic school. But she ran into resistance when she told school administrators that her daughter was diagnosed with ASD. They directed her to a nearby public school as a better option.

"It was very frustrating because we were kind of asked to leave," Conroy said. "Then I had to take her to a public school, and that was a nightmare."

Eventually, in the eighth grade, her daughter entered a more diverse school that accommodated her needs, and she began to flourish. She is now a junior in high school and is making great strides.

"A lot of parents are contacting me that want to put their children in Catholic school," said Conroy. "A lot of times when they're in the right environment, they can really grow. I've seen so much of that."



Catholic News Service/Paul Haring

- ▶ Students with special needs earn better grades in inclusive classrooms
- ▶ All people are formed in the image and likeness of God

In fact, students with learning disabilities taught in inclusive classrooms earned higher grades and higher or comparable scores on standardized tests, according to a 2002 study, "Outcomes for Students with Learning Disabilities in Inclusive and Pullout Programs."³

Legal, Moral, and Theological Perspectives

Catholic doctrine and social teaching dictates that all people, especially those with special needs, be treated with dignity, and given access to opportunities because they were formed in the image and likeness of God.

That's the central strength of Catholic schools, said Dr. Martin Scanlan, a professor at Boston College's Lynch School of Education.

"It's not that we're doing the child and her family some big favor - in fact that child is enriching our life by being here," Scanlan said. "That's a real strength of the schools. They're not driven by a legal mandate but a philosophy of education."

The Catholic Church cited the goal of inclusion at least as far back as 1978, in the Pastoral Statement of the U.S. Catholic Bishops on Persons with Disabilities.⁴

"There's no one more marginalized than those with disabilities. Now there's a new energy around this particular issue." - Dr. Michael Boyle, Loyola University

"That people with special needs are worthy children of God has never been in question," according to the National Catholic Partnership on Disability. ⁵ "The difficulties arise in putting these guidelines into practice."

The Force of Pope Francis

In November of 2014, the Vatican hosted the first-ever global gathering on autism. There, Pope Francis implored the Church and governmental institutions to respond to the needs of people with autism and help break "the isolation and, in many cases, also the stigma" associated with the disorder.

"Assistance to people affected by autism spectrum disorders would benefit greatly from the creation of a network of support and services on the ground that are comprehensive and accessible," Pope Francis said. "These should involve, in addition to parents, grandparents, friends, and therapists, educators and pastoral workers." ⁶

The Pope's statement has reinvigorated the Catholic inclusion movement, said Dr. Michael Boyle, director of the Andrew M. Greeley Center for Catholic Education at Loyola University Chicago.

"There's no one more marginalized than those with disabilities," Boyle said. "Now there's a new energy around this particular issue."

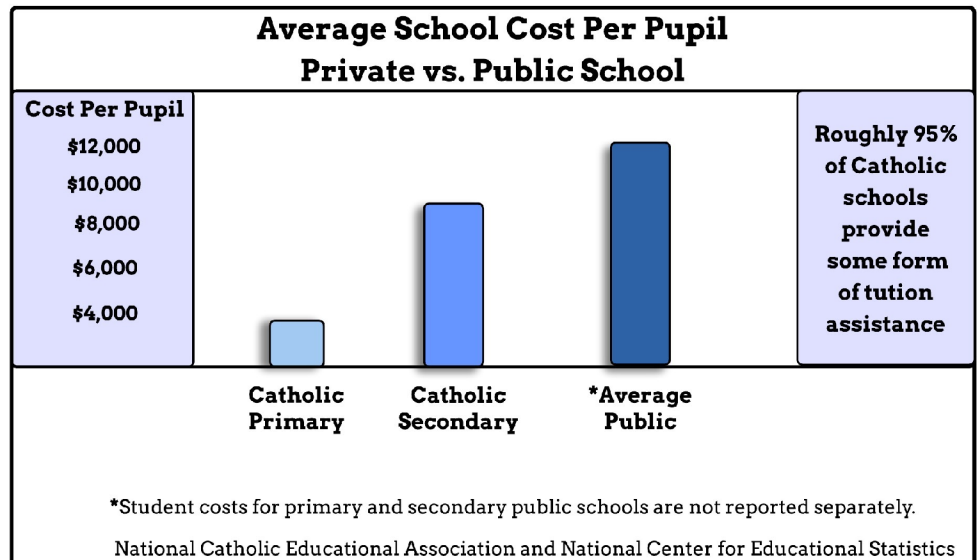
Pope Francis has proclaimed 2016 as the Year of Mercy. Celebrated universally, it's a time to focus on God's forgiveness, mercy and remission of sins.

In his statement, the Pope urges Catholics to "reawaken our conscience, too often grown dull in the face of poverty. And let us enter more deeply into the heart of the Gospel where the poor have a special experience of God's mercy." ⁷

Dr. Victoria Graf, head of educational support services at Loyola Marymount University in Los Angeles, attended the autism conference at the Vatican.

"It was quite remarkable not only to hear his words but see his actions," Graf said. "To see him interact with children with autism and their families in such a loving and embracing way with no hesitation on his part to reach out and interact and be present. It's an important take away that he's so consistent with his words."

- ▶ 5.8 million students receive special education because of IDEA



Education Laws for Students with Disabilities

Sometimes, Catholic school systems lie outside the reach of state and federal education laws. But that's not always the case.

The 1975 Individuals with Disabilities Education Act, or IDEA, was the first federal law to support inclusive practices for students with special needs in general education curricula, assessment practices, and classrooms. IDEA recognizes that traditional teaching strategies for special needs students reduces learning outcomes.⁸

Under the Act, students with disabilities have free access to appropriate education like other children, and in a general education classroom whenever possible.

As of 2012, about 5.8 million school-age children receive special education services because of IDEA.

While IDEA focuses more on public school duties, Section 504 of the 1973 Rehabilitation Act applies to the vast majority of Catholic schools, Scanlan said.⁹

That's because its directive to accommodate students with special needs is tied to federal financial assistance, including grants, loans, and contracts.

More recently, the 2002 No Child Left Behind Act stressed that the majority of students with special needs be moved out of segregated classrooms and given the appropriate strategies, accommodations, and teaching styles to match their unique learning styles. The law required for the first time that all children with disabilities be granted access to a free and appropriate public education. It identified 13 types of disabilities, including ASD.¹⁰

School Choice Initiatives

Recognizing that no one school can offer the best possible education for every child, many states have adopted school choice initiatives that let students with special needs attend a different public or private school, including a Catholic school, with programs tailored for them.

As a result, a growing number of states have decided to provide special needs scholarships that let parents send their children to the public or private school of their choice.

Subsequently, more parents are looking to Catholic schools to fill that need, leading to challenges in enrollment.

"It's a thrilling time for Catholic families who have children with disabilities and wish more than anything that their child could attend Catholic school," said Beth Foraker, founder of the National Catholic Board on Full Inclusion.

"Inclusion in Catholic schools will be the norm, I have no doubt. I believe in my heart that we are getting there...making enormous progress changing minds, opening hearts and moving toward a day where families, so often isolated and alone, are fully welcome."

Catholic Inclusion Advocacy

Several dedicated advocacy organizations have been a driving force in the advancement of Catholic inclusion. Here are the leaders in that movement:

National Catholic Partnership on Disability (NCPD)

Forming in 1982 to ensure that people with disabilities have meaningful participation in all aspects of Church life, the partnership helps implement the Pastoral Statement of the U.S. Catholic Bishops on Persons with Disabilities.

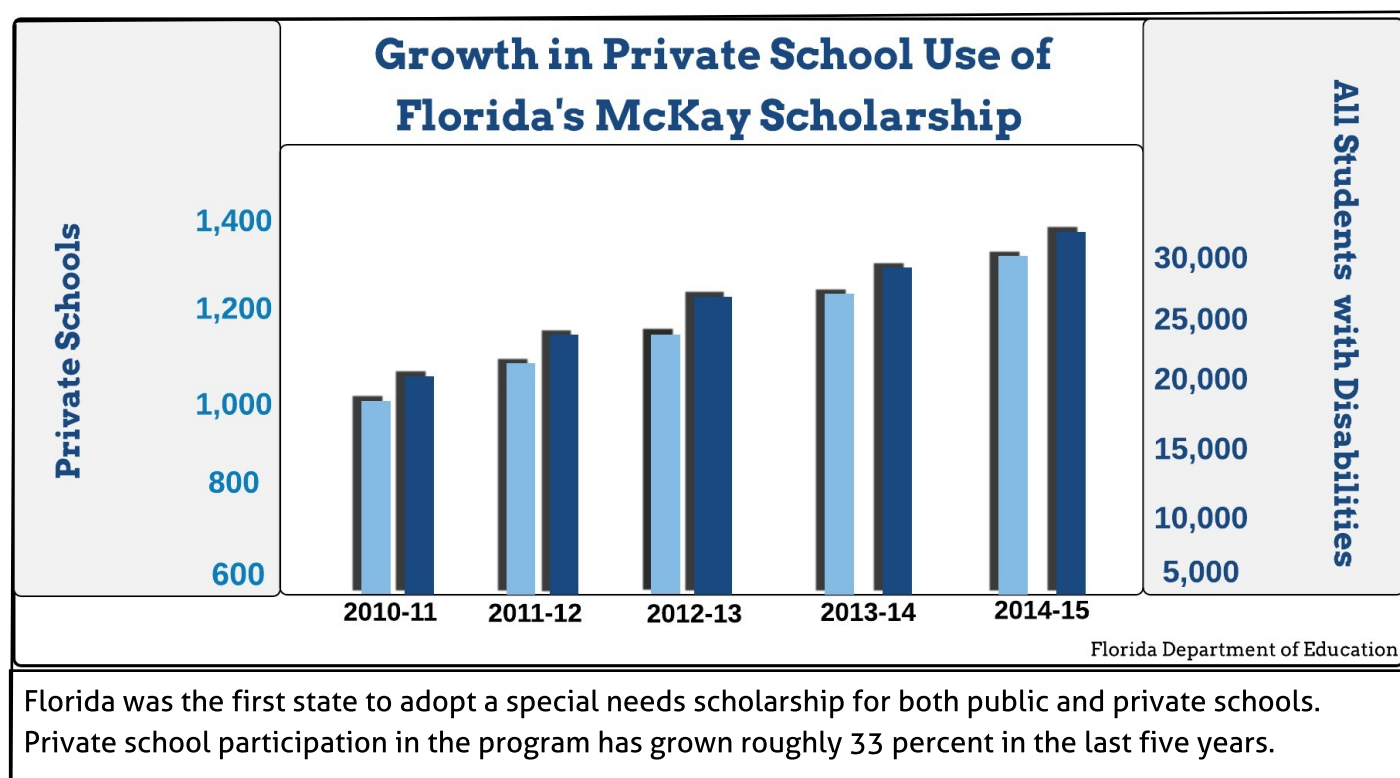
National Catholic Educational Association (NCEA)

This is a voluntary group of Catholic school educators and institutions that, among other services, offer an annual Teaching Exceptional Learners Conference for special needs instructors.

National Catholic Board on Full Inclusion

Founded by Beth Foraker, the mother of a child with Down Syndrome, this group inspires schools to begin the process of becoming inclusive, and to educate teachers, parents, principals, and priests on how to achieve that goal.

Having built a network of more than 65 inclusive schools since launching in 2014, the board on full inclusion provides mentors, inclusion specialists, and expertise in deaf and hard of hearing education, ADHD, dyslexia, and other needs.



Academic Reputation and Limited Resources

Sometimes the greatest difficulties arise in putting inclusive education guidelines into practice. But first, educators must gain momentum.

Usually, the burden is on the family to persuade the Catholic school to change, said Scanlan.

"One of the things that continues to surprise me is the resistance that so many schools and dioceses have simply trying to create service models to meet special students' needs," he said. "It's changing around the country, but it's slow."

A common reason cited for some Catholic schools' reluctance to embrace people with disabilities is the fear that it will harm their reputation as college preparatory institutions. They don't want to be seen as special education schools.

Parent surveys cite quality religious education as the top reason parents enroll their children in Catholic schools followed

by a safe environment, according to a 2014 report from CARA, the Center for Applied Research in the Apostolate at Georgetown University in Wash., D.C. ¹¹

Yet Catholic school enrollment in the past decade has fallen by 20 percent.¹² Administrators may not see inclusion as a way to stem dwindling student numbers.

It's an issue of viability, said Dr. Victoria Graf, who oversees educational support services at Loyola Marymount University.

"There's a historical context there to be recognized," Graf said. "They want to be seen as academically vigorous. If they can't show their graduates go on to universities then it's a hard sell."

The irony is that many special needs students are going to college, she said, noting that roughly 10 percent of Loyola Marymount's students have physical and intellectual disabilities.

"For a Catholic high school to say that is very shortsighted," Graf said. "It's not a valid argument anymore."

It can be tough to maintain 'academic rigor' yet meet the needs of children who might learn differently, said Lori Hill, learning support director at San Juan Del Rio Catholic School in St. Johns County, Fla., just south of Jacksonville.

"My goal and job every day is to help all teachers at our school see that every child can learn, it just isn't always the same way or at the same pace," Hill said. "The key is finding out how a child learns and teaching to their strengths as best we can."

Scholarships Are Needed to Ease Financial Concerns

After changing attitudes, scholarships are the next best way to overcome barriers to inclusion.

The biggest challenge for many parents who want to enroll their children in Catholic schools is tuition costs, according to the CARA report. In the last decade, when adjusted for inflation, elementary school tuition has increased 37 percent, and high school tuition has risen 82 percent.¹³

The U.S. Catholic Bishops Pastoral Statements stress that costs alone should not prevent equal access to Catholic education and church life.

Yet costs remain the biggest hurdle for parents, said Conroy, noting that scholarships can make a huge difference.

Presently, there are 10 programs in eight states with Special Needs Scholarships, according to the American Federation for Children Growth Fund.¹⁴ They are Arizona, Florida, Georgia, Louisiana, Ohio, Oklahoma, North Carolina, and Utah.

Special Needs Scholarships

While Florida was the first to adopt a special needs scholarship, and has the greatest participation, Ohio is the only state with a scholarship specifically dedicated to students on the autism spectrum.

Individualized Education Program (IEP)

Special needs scholarships usually require an IEP, a written document that identifies what type of instruction works best for the child. The IEP is usually based on interventions, interviews, observations, and possibly testing.

Ohio: The Jon Peterson Special Needs Scholarship Program and the Autism Scholarship Program

Ohio offers these two scholarships to let parents send their child to a special education program other than the one run by the public school district of residence.

The amount of each scholarship is based on the student's IEP, but can be worth up to \$27,000 per school year.¹⁵

Florida: McKay Scholarship Program for Students with Disabilities

Florida launched the scholarship in 1999. It lets parents with children having special needs, such as autism, choose the best academic environment, including private and religious schools.

The scholarship's value is based on the student's IEP and services provided. The average amount dispersed in the 2014-2015 school year was \$7,681 per student.¹⁶

Inclusion as a New Movement in Catholic Education

Several states, dioceses, and schools have responded to the call, hosting innovative programs, scholarships, and professional development to create an inclusive environment.

Dr. Lynn Gallagher, director of disability services at the Lynch Learning Center at Loras College, said more students with disabilities at her liberal arts school in Dubuque, Iowa are coming from Catholic high schools rather than public schools.

Twenty three years ago Catholic school administrators told her there were “special” schools for her son, who is on the autism spectrum.

“I’m seeing a huge shift,” Gallagher said. “It has not been fast, but at least it’s going in the right direction.”

Here are some of the most innovative and successful Catholic inclusion programs across the country:

Andrew M. Greeley Center for Catholic Education at Loyola University Chicago

The Andrew M. Greeley Center for Catholic Education was created in 2003 to support the mission of elementary and secondary Catholic schools through consultation and professional development.

Key to its mission is an “All Are Welcome” initiative to systematically help Catholic school principals create ways to meet the needs of all children in the Catholic school setting. It provides education and professional development, including a Certificate in Leading Inclusive Schools for Catholic school principals.¹⁷

The program is funded by partnerships

with two local agencies with a history of supporting individuals with disabilities in the community.

Ten principals have completed the program in its first year, said Boyle.

“We’re starting small with the express goal of funders to identify a path and then scale up,” Boyle said. “We want to develop a template for other dioceses to replicate in other places.”

Loyola Marymount University and its Center for Catholic Education and Catholic Inclusion Program

This Catholic Inclusion Program, which started in 1999, is the nation’s only college graduate program specifically for Catholic-inclusive education. It prepares teachers and administrators to become leaders in supporting students with exceptional needs in parochial schools.¹⁸

“In the past, Catholic schools have had to turn away many families because they weren’t equipped to teach students with significant learning challenges,” said Graf, the program’s director. “This was heartbreaking for many parents who were committed to their faith and wanted their children to receive a Catholic education.”

The Catholic Inclusion Program began as a partnership between LMU and the Diocese of Orange. It’s now collaborating with the Los Angeles Archdiocese.

LMU’s Center for Catholic Education, which began in 2010, brings together a broad range of successful programs and

► Training opens doors for more students with special needs

► FIRE creates successful learning experiences

► Loras College helps students with autism thrive emotionally and academically

faculty support, including help with technology, assessment practices, and professional development.

Sister Stacy Reineman, a Catholic school principal in El Monte, Ca., graduated from the Catholic Inclusion program in 2009. Since then, her school has been able to admit many more students with special needs.

"The first requirement is an openness to working with these kids, but having the skills to go with that openness makes it so much easier," Reineman said. "Before, I had the openness – I wanted the kids here – but I couldn't help them, and it was so frustrating. LMU changed that."

FIRE (Foundation for Inclusive Education) – Kansas City and St. Joseph, Mo.

The FIRE Foundation is a national model for inclusive Catholic education, funding and advocacy that enables Catholic schools to hire special education teachers and paraprofessionals to create successful learning experiences for all special needs children.

Formed in 1996 by a group of dedicated parents and citizens who embrace inclusive Catholic education, it has provided \$2.4 million to partner schools in the Diocese of Kansas City - St. Joseph Missouri to support inclusive Catholic education. ¹⁹

Lynch Learning Center at Loras College in Dubuque, Iowa

Scheduled to launch in August 2016, the Lynch Learning Center will be one of the nation's few four-year programs designed to help students with autism spectrum disorder thrive emotionally and academically in a residential college setting. In addition to earning a bachelor's degree, students will hone skills ranging from self-advocacy and organization to stress management and socialization, plus receive specialized career preparation. Accommodation services are available such as note takers, testing in a distraction-reduced environment and assistive technologies like text-to-speech software. ²⁰

Loras College, a Catholic liberal arts college, just announced the new center last fall. Initially, it will accommodate 10 students a year.

"We already have eight accepted students and have many more in the works," said Gallagher. "I imagine we'll have a waiting list."

► Inclusion at the diocesan level reflects a mindset

► Many teachers lack the training to instruct diverse learners

► Getting a master's degree in special education can be expensive and time consuming

Inclusive Catholic Education in the Catholic Diocese of Toledo

In place since 2010, this diocese helps develop and implement inclusive education in Catholic schools across the district. It also created a unique position for an inclusion consultant, held by Conroy. ²¹

The inclusion project and the Jon Peterson Special Needs Scholarship Program evolved about the same time.

"It was like a sign," said Conroy. "We prefer that it be on a diocesan level because it's a mindset. This is what we all believe. We realize this is really the right thing to do. It helps other students to understand that everyone belongs together."

Now, nearly half of the diocese's 68 catholic schools are using that state scholarship for students with autism, Conroy said.

In fact, several Catholic Dioceses around the country play a key role in funding education for people with disabilities. They include the REACH fund in the Diocese of Sioux Falls, S. D., and programs in the Dioceses of Charleston, S.C., Arlington, Va., and Sacramento, Ca.

For a more complete look at schools and dioceses with special needs programs please visit fullinclusionforcatholicschools.org.

Preparing Teachers to Develop Successful Students With Disabilities

Teachers consistently report they don't have the training and skills to effectively instruct diverse learners, particularly students with disabilities. Yet there are limited resources for professional development in special needs education.

Traditionally, teachers who plan to work with special needs students will get a master's degree in special education, or take one or two college courses in that field. But for many teachers this option is too expensive and time consuming.

In some districts teachers and administrators attend in-service faculty meetings, book studies and working lunches to expand their knowledge, or seek help from intervention specialists.

One special needs educator said her colleagues have taken advantage of public school in-service training by tagging along with parents of her special needs students who were invited to participate.

There is an easier way for educators to gain high quality professional development in the field of autism regardless of where they live.

Why Staff Certification Through IBCCES is the Best Solution

Reputable online certificate programs, like those offered by the International Board of Credentialing and Continuing Education Standards (IBCCES), are an affordable and convenient way to gain credentials with or without a master's degree.²²

Formed in 2001, IBCCES is the leading credentialing organization for professionals in the field of autism and the first to develop industry standards for the Certified Autism Specialist. Offering comprehensive coursework in 10 areas of autism competency, IBCCES provides interactive online knowledge and strategies that exceed physical, occupational, and educational goals for children and adults with autism.

Teachers at St. John the Baptist School in the Archdiocese of Cincinnati were the first Catholic school instructors to enroll in the IBCCES teacher training program.

Six of that Catholic elementary school's teachers and administrators recently became certified through IBCCES. The certification ensures they know the best methods to improve the educational experience of students with autism spectrum disorder and their families, said the school's intervention specialist, Allyse Sonnega.

"By meeting the needs of the whole child and working within the systems of family, school, and community, we are now equipped to help prepare each of our students to be participating members of society," Sonnega said.

IBCCES offers three certification options for individuals and organizations:

1.) Certified Autism Specialist – For applicants with a master's degree in special education or related field, plus two years of experience with special needs students and 14 continuing education units in autism-related subjects.

2.) Autism Certificate – For applicants who work in a setting where they are likely to have contact with people with autism. They don't need a master's degree, but are required to have 14 continuing education hours.

3.) Certified Autism Center - Officially recognizes schools and facilities ranging from hospitals to speech and physical therapy clinics and Boys and Girls Clubs, that have highly trained staff and are fully equipped to serve people with developmental disorders.

- ▶ The Autism Certificate fee is \$295.
- ▶ The Certified Autism Specialist fee is \$495.
- ▶ Fees don't include the training or continuing education courses, which are available through IBCCES' educational partners.

Taking it a step further, schools, institutions, and agencies can become a Certified Autism Center, which means that at least 80 percent of its staff has undergone rigorous training in the field of autism. This commitment raises the standard for outreach, ensuring an autism-friendly environment with professionals who provide the most current treatment and support options and are committed to ongoing training.

Schools that become Certified Autism Centers differentiate themselves from competitors, and they're positioned for the inevitable growth in the population with developmental disorders.

IBCCES is Committed to Helping Teachers Educate Students With Autism

Inclusion advocates in North Florida are organizing the first Catholic Educator Conference on Exceptional Student Education to expand the professional development options for parochial teachers, especially in the field of nontraditional learners.

The program is scheduled for July 27, 2016 at the University of North Florida in Jacksonville, Fla. IBCCES and UNF are sponsoring the conference with the Catholic Diocese of St. Augustine.

"As a parent and former Catholic teacher, I'm grateful that IBCCES supports this mission to provide ESE training for private school teachers and is dedicated to making a difference in multiple sectors of education," said IBCCES Director of Development Kelly Noda.

For more information on the conference visit

<http://www.certifiedautismspecialist.com/catholic-educator-conference>

Conclusion

Where Do We Go From Here?

There are pockets of innovation around the country showing momentum for the Catholic inclusion movement. For that, advocates are grateful.

But creating special needs learning environments in Catholic schools across the nation will take more than laws and a sense of moral obligation, Scanlan said. It will take a culture of inclusion and a commitment from parishes and boards.

"It will take a ground swell of support from Catholics in general to say this is what our schools should be doing," Scanlan said. "It can't be left up to the individual parents advocating for their own children. It must be recognized as a moral mandate from the people in the pews."

In light of the continued marginalization of the nation's neediest students, acceptance of the Pope's call to reawaken our conscience and adopt an attitude of mercy can't come soon enough.

Authors

Dr. Michael Boyle

Chicago, Ill.

Boyle is the director of Loyola University's Andrew M. Greeley Center for Catholic Education and joined the National Catholic Partnership on Disability Board of Directors in 2015. A former Catholic elementary school principal, Boyle was the 2014 recipient of the C. Albert Koob, OPraem Merit Award from the National Catholic Educational Association for significant contributions to Catholic education.

He has written extensively on the subject of special needs education, including a book, "Response to Intervention: A Framework for Catholic Schools," and a chapter in a professional development book, "Scholarly Essays on Catholic School Leadership: Research and Insights on Attaining the Mission of Catholic Schools."

Caren Burmeister

Jacksonville, Fla.

After 21 years in newspaper journalism, Burmeister left the industry to pursue her own business and freelance writing career. She has a bachelor's degree with a double major in journalism and sociology from the University of Miami.

Kathy Conroy

Toledo, Ohio

As an inclusion consultant for the Diocese of Toledo, Conroy helps schools, students, and families with children with special needs receive a Catholic education.

Having a child diagnosed on the autism spectrum, and a background in education management, she worked with a team of equal access advocates to get inclusive education into Toledo's Catholic schools.

Beth Foraker

Davis, Ca.

As founder of the National Catholic Board on Full Inclusion, Foraker inspires schools to become inclusive and helps educate teachers, parents, principals, and priests on what that requires.

She will be a presenter at NCEA's 2016 Teaching Exceptional Learners Conference and has lectured at UC Davis' Multiple Subject Credential Program since 2006. Foraker has more than a decade of teaching experience.

Dr. Lynn Gallagher

Dubuque, Iowa

Gallagher is the director of disability services at the Lynch Learning Center at Loras College, a liberal arts college. She is the former president of Illinois Tash, an international leader in disability advocacy, and serves on the Illinois Council on Developmental Disabilities, and the Autism Society of Illinois Board of Directors. From 2010 to 2013, she served on the Illinois Economic and Employment Opportunities for Persons with Disabilities Task Force.

Dr. Victoria Graf

Los Angeles, Ca.

Graf is a professor of special education and educational support services at Loyola Marymount University's School of Education. She is the former director of the school's Special Education Program.

Graf also serves on California's Statewide Special Education Task Force. Her focus on research and professional development of special educators has led to numerous articles, including "Education for All: Critical Issues in the Education of Children and Youth with Disabilities," and "Building Communities through School Success Teams."

Lori Hill, M. S.

Jacksonville, Fla.

Hill is an exceptional student education teacher and the learning support director at San Juan Del Rio Catholic School in the Diocese of St. Augustine.

She earned a Master of Science degree in 2001 from Florida State University in specific learning disabilities and emotional handicaps and has worked in both public and private schools.

Dr. Martin Scanlan

Boston, Ma.

Scanlan is an associate professor in the Educational Leadership and Higher Education Department of Boston College's Lynch School of Education. He was formerly with the Department of Educational Policy and Leadership at Marquette University in Milwaukee, Wis.

Scanlan has co-authored an academic book, "Leadership for Culturally and Linguistically Responsive Schools" and written several articles on Catholic inclusion, such as "Inclusion of Students with Disabilities in Catholic Schools" and "The Breakfast Club: How to Structure Your School to Better Serve All Students."

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