Ensuring a Place at the Table

Our Call to Embrace Students with Disabilities in Secondary Catholic Schools Archdiocese of Phoenix Secondary Educators Conference October 11, 2019





Andrew M. Greeley CENTER FOR CATHOLIC EDUCATION SCHOOL OF EDUCATION - LOYOLA UNIVERSITY CHICAGO

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"A Place at the Table"- Lori True

For woman and man, a place at the table, revising the roles, deciding to share, with wisdom and grace, dividing the power, for woman and man, a system that's fair.

For young and for old, a place at the table, a voice to be heard, a part in the song, the hands of a child in hands that are wrinkled, for young and for old, the right to belong.

For just and unjust, a place at the table. abuser, abused, with need to forgive, in anger, in hurt, a mind-set of mercy, for just and unjust, a new way to live.

For everyone born, a place at the table, to live without fear, and simply to be, to work, to speak out, to witness and worship, for everyone born, the right to be free.

And God will delight when we are creators of justice and joy, Yes, God will delight when we are creators of justice, justice, and joy.







What are some of the obstacles that prevent us from opening the door to more students with disabilities?











"Inclusion calls us to provide access and integration into the sacramental, formational, educational, pastoral, ministerial and communal life of the Church, offering accommodations when needed to enable the person with a disability to achieve the fullest measure of personal participation. Inclusive communities celebrate the diversity of gifts and support the needs of all members."

-National Catholic Partnership on Disability



We are not some casual and meaningless product of evolution. Each of us is the result of a thought of God. Each of us is willed, each of us is loved, each of us is necessary. Pope Benedict XVI

...a school is not only a place where one is given a choice of intellectual values, but a place where one has presented an array of values which are actively lived. The school must be a community whose values are communicated through the interpersonal and sincere relationships of its members and through both individual and corporative adherence to the outlook on life that permeates the school.

-Scared Congregation for Catholic Education's document, The Catholic School (32)







TAB??







Catholic Social Teaching

According to the U.S. Council of Catholic Bishops (USCCB, 2014), there are *seven* basic themes of CST:

1. A consistent ethic of life, with a commitment to love each person (made in the image and likeness of God), at each stage of life, according to her/his human dignity;

2. The right of all to participate in family, community and social/ political/religious life in order to reach the full flourishing of their humanity;

3. The duty of Catholics to seek the common good, to make sure that the "things required for decency" and basic human rights are assured to all;

4. A preferential option for the poor, based on the idea from Matthew's gospel (Mt 25: 31-46) that we will be judged on how we treated the "least" in this world;

5. The right to work and the rights of workers to be treated with dignity, to form associations, and to enjoy wages and benefits which ensure a decent standard of living;

6. Solidarity, or the commitment to stand with all in the world for peace and justice;

7. The stewardship of all of God's creation.





Four CST Principals that have direct application to Inclusion







DIGNITY of the HUMAN PERSON

"Our belief in the sanctity of human life and the inherent dignity of the human person is the foundation of all the principles of our social teaching" (USCCB, 2014).



The right of all to participate

"How we organize our society, in economics and politics, in law and policy, directly affects human dignity and the capacity of individuals to grow in community"



"In a world where some speak mostly of "rights" and others mostly of "responsibilities," the Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met" (USCCB, 2017).



"The application to inclusion here lies in Aquinas's reminder of the responsibility to support the full flourishing of all. Thus, if what we supporters of **Catholic education believe** to be the best type of education is available to some children to help them to become their best selves, should not participation be open to all?"

Carlson p. 67



A Preferential Option for the Marginalized

"Catholic teaching proclaims that a basic moral test is how our most vulnerable members are faring" (USCCB, 2017).

Think and Wonder

Church Documents

Pastoral Statement of U.S. Catholic Bishops on Persons with Disabilities

United States Catholic Conference



Scripture teaches us that 'any other commandment there may be is all summed up in this: You shall love your neighbor as yourself." (Rom 13:9) In His wisdom, Jesus said, "as yourself." We must love other from the inside out, so to speak, accepting their difference from us in the same way that we accept our difference from them. (USCCB, 1978, 3)

"Defense of the right to life, then, implies the defense of other rights, which enable the individual with a disability to achieve the fullest measure of personal development of which he or she is capable. These include the right to equal opportunity in education, in employment, in housing, as well as the right to free access to public accommodations, facilities and services.

Institutionalization will gradually become less necessary for some as the Christian community increases its awareness of disabled persons and builds a stronger and more integrated support system for them. (10)" "...Catholic elementary and secondary school teachers could be provided in-service training in how best to integrate students with disabilities into programs of regular education. (30)"

"Moreover, in order to ensure the widest possible range of educational opportunities, Catholic facilities should be encouraged to develop working relationships both among themselves and with private and public agencies serving the same population (32)."

(USCCB, 1978).

"...integration into the **Christian community may** require nothing more than issuing an invitation and pursuing it. For some others, however, full participation can only come about if the Church exerts itself to devise innovative programs and techniques."

-USCCB, 1978, 14





"There can be no separate Church for people with disabilities. We are one flock that follows a single shepherd"

USCCB, 1978, 33



"It is not enough merely to affirm the rights of people with disabilities. We must actively work to make them real in the fabric of modern society"

-USCCB, 1978, 11



Reactions???

The Roman Catholic

Diocese of Phoenix

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OFFICE OF THE BISHOP

March 15, 2017

Dear Brothers and Sisters in Christ,

In the Church and in the world today, many people with disabilities are on the periphery. However, the Church calls for them to be integrated into her life and ministry, with both their special gifts and needs. Pope Francis has stated, "People with disabilities are a gift for the family and an opportunity to grow in love, mutual aid and unity." I trust that you agree with our IIoly Father and, along with me, recognize the urgent call to offer Catholic education and catechesis to those with disabilities, as well as support to their families.

The Code of Canon Law states, "Since true education must strive for complete formation of the human person that looks to his or her final end as well as to the common good of societies, children and youth are to be nurtured in such a way that they are able to develop their physical, moral, and intellectual talents harmoniously...and are formed to participate actively in social life." (Can. 795) As partners with parents, the primary educators of their children, parishes and schools honor the choices parents make to educate and form their children in the Faith, by working to provide children with support and bring them more fully into the life of the Church.

I welcome gratefully your commitment to the Catholic education and religious formation of children with special needs in the Diocese of Phoenix. As Catholics, we recognize the need and privilege to serve all of our brothers and sisters in faith, especially those who are on the periphery. This handbook was developed to assist school and parish staff in the effort to reach children with special needs with the Gospel of Christ.

I invite you to join me in this primary mission of the Church: namely forming all children, including those with special needs, to know, love and serve Jesus Christ. Thank you for your generous service to the Church and the people of Phoenix. Be assured of my prayers for you and your family.

Grace and peace in Christ, romos

+Thomas J. Ofmsted Bishop of Phoenix


Evangelizing through Catholic Schools

An Apostolic Letter from the Most Rev. Thomas J. Olmsted, Bishop of the Roman Catholic Diocese of Phoenix

Promulgated on the Feast of St. Katharine Drexel - March 3, 2017



EVANGELIZING THROUGH CATHOLIC SCHOOLS





One Spirit, One Body: An Agenda for Serving Students with Disabilities in Catholic Schools

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Ensuring a Place at the Table:

Serving Students with Disabilities in Catholic Schools

Michael J. Boyle, Ph.D.



National Level: Education and Advocacy

Diocesan Level: Supports and Services

School Level: Mission, Leadership and Policies/Procedues

Classroom Level:

wledge Skil

Dispositions

Figure A: Integrated Support System for Student with Disabilities in Catholic Schools (Boyle, 2016)

Classroom Level





Knowledge:

Understand how various disabilities impact learning

Understand different instructional approaches to address interference with learning



Develop evidenced-based instructional strategies differentiation of instruction, curriculum design to identify essential learning targets

Develop accommodations/modifications

Use Universal Design for Learning

Create and use strategies for Belonging

Assessment practices



Dispositions:

Understand the connection between Catholic Social Teaching and the provision of services to students with disabilities.

Understanding the catechetical basis of serving students with disabilities assists us in living the mission of Catholic Education

Self-Assessment

Classroom Level Ratings	Not Yet	Getting Started	On the Way	Refining
Knowledge				
Teaching staff has an understanding how disabilities impact learning in a variety of manners				
Teaching staff has an understanding that different instructional approaches may be required to address the interference of learning of the disability.				
Skills				
Teaching staff can develop evidence-based strategies to address various kinds of interference with learning				
Teaching staff can develop accommodations/modification to mitigate the impact of disability				
Teaching staff can use various assessment techniques in order to assess learning				
Teaching staff can identify essential learning targets to understanding of critical concepts				
Teaching staff can use principals of Universal Design for Learning to increase access to curriculum for all learners				
Teaching staff establishes a welcoming classroom environment where general education students demonstrate tolerance, warmth, understanding and friendship to students with special education needs in their classrooms.				
Dispositions				
Teaching staff understands the connection between Catholic Social Teaching and the addressing the needs of students with disabilities				
Faculty has a commitment to the idea that all students can have a Catholic education.				

National Level: Education and Advocacy

Diocesan Level: Supports and Services

School Level: Mission, Leadership and Policies/Procedues

Classroom Level:

wledge Skil

Dispositions

Figure A: Integrated Support System for Student with Disabilities in Catholic Schools (Boyle, 2016)



Knowledge:

- •Specific knowledge about Special Education policies and procedures.
- •Understanding of the impact of disability on learning.





Skills:

- Advocacy Skills,
- •System change,
- •Funding and Grant writing,
- Implementation of effective core via Rtl/MTSS





Dispositions:

- Support school leaders in using a ministerial approach to serving students with disabilities and their families.
- creativity and flexibility
- justice orientation



School Level: Mission, Policies Procedures

Policies:

- Process of strategic planning and decision-making for students with special education needs.
- Process of placing students with disabilities based on natural proportions
- Create ways to reach out to welcome our parish families with students with disabilities
- Create have the necessary intake or progress monitoring protocols to ensure that students are making progress

Policies	Not Yet	Getting Started	On the Way	Refining
The school has written policy about the process of addressing the needs of student with disabilities				
The school has established a regular process of strategic planning and decision-making for students with special education needs.				
The school policy has established a process of placing students with disabilities based on natural proportions				
The school is committed to providing on-going, comprehensive professional development to build capacity of staff to serve students with disabilities.				
The school has written policies about parental participation in the process of developing plans for educating their student with a disability.				
The school has developed policies about the instructional supports that are required to support students with disabilities.				

School Level: Mission, Policies Procedures

Procedures:

- specific strategies to increase feelings of belongingness of the student with a disability
- creates an induction process that supports a smooth transition for students with special education needs and their families.
- explicit referral system to identify and respond to students who are not making adequate progress
- specific welcoming strategies

Procedures	Not Yet	Getting Started	On the Way	Refining
There is a problem-solving team that meets on a regular basis to help monitor and adjust intervention plans for students.				
There is an explicit referral system to identify and respond to students who are not making adequate progress				
There is an explicit process for incorporating family input into the development and monitoring of intervention plans.				
The school has an explicit phone script to handle initial admission inquiries from parents with a student with a disability. This includes that ability for the school staff to be able to refer this parent to a point person who answer the next level of questions.				
The school ensures that the first contact for a parent of a student with a disability has with the school is friendly and welcoming.				
The school creates an induction process that supports a smooth transition for students with special education needs and their families.				
The school has established a process for smooth transition to next school, tertiary provider or community support group.				
General education students have been provided with coaching, support and modeling to appropriately relate to students with special education needs.				
The school has specific strategies to increase feelings of belongingness of the student with a disability				

School Level: Mission, Policies Procedures

Protocols

- There is a protocol for specifically designed interventions for students with disabilities
- There is a progress monitoring form to measure the effectiveness of intervention plans
- The school has an admission protocol to identify the education needs of potential students with disabilities.

Protocols	Not Yet	Getting Started	On the Way	Refining
There is a protocol for specifically designed interventions for students with disabilities				
There is a progress monitoring form to measure the effectiveness of intervention plans				
The school has developed a problem-solving protocol that the intervention team uses to initiate and monitor intervention plans				
The school has developed forms and protocols for the smooth delivery of service to students with disabilities.				
The school has an admission protocol to identify the education needs of potential students with disabilities.				



