Imagine if...

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...we designed **ALL EDUCATION** with the student with the greatest need in mind
- **Classrooms** to support the student(s) with the greatest need
- **Schools** to support the classroom(s) with the greatest need
- **Districts** to support the school(s) with the greatest need
- **States** to support the district(s) with the greatest need

State ↔ District ↔ School ↔ Classroom ↔ Student

Haven't we always done that?
- Learn more about the history of the Individuals with Disabilities Education Act:
  https://sites.ed.gov/idea/IDEA-History
- Learn more about the history of Integrated Multi-Tiered Systems of Support:
  https://mtss.org/resources/

We're getting closer, but we have work to do.
- Students who identify as BIPOC and/or with disabilities are *less likely* to experience evidence-based practices & *more likely* to experience reactive & exclusionary discipline
- Students who identify as BIPOC or LGBTQI+ are *less likely* to experience a positive school climate
- Students who identify as BIPOC, LGBTQI+, &/or with a disability are *more likely* to experience mental health challenges

Focus on the one...

Student

What would you do to support your **student** with the greatest need?

Imagine if we designed...

Classroom

Classrooms to support the student(s) with the greatest need
...with **practices** that are *evidence-based*, *strengths-based*, *trauma-informed*, *culturally relevant*, & *equitably implemented*.

School

Schools to support classroom(s) with the greatest need
...with **systems** and **data** used to prioritize *wellness*, set staff up for *success*, and achieve *collective goals* to meet each & every person's needs through *continuous improvement*.
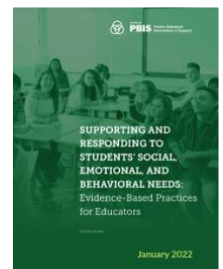
District

Districts to support the school(s) with the greatest need

State

States to support the district(s) with the greatest need