

## Example of Non-Negotiables Focused on Equity and Social Justice

**White Paper# 4.** *White Paper Series, Capper & Frattura 2014. Non-negotiables for Best Practice and Proportional Representation.*

The notion that each student is entitled to a quality education with other students is not negotiable. Leaders for social justice have a strong nonnegotiable vision that each student belongs. Simply claiming goals such as “improving achievement for all children” or “success for all” is not enough. Leaders for social justice make it clear that all students are a part of this vision, including those students who are typically not considered during school reform practices, such as students with severe disabilities or those with challenging behaviors, gay/lesbian students, or students who, because of appearance, style of clothes, or who are linguistically diverse, do not *‘fit in’*.

For the purposes of these *White Papers* socially just educational opportunities are premised on proportional representation (often referred to as natural proportions or mirroring the demographic pool) without compromise. Proportional representation means that the demographics of the school are reflected in every classroom, course, activity, setting, or experience within the school

School districts across the country have mission statements that allude to aspirations for successful graduates. That is, all students will do well and have post-secondary options and become productive members of their communities. However, few districts have delineated the common core principles or non-negotiables that can define how we will meet those aspirations. We rarely define how we need to move forward regarding curriculum and instruction, but also how the school and district are designed, our infrastructures; as well as our policy and procedures

## **Non- Negotiables for Best Practices** (State Personnel Development Grant SPDG/ODE sites)

1. The system is responsible for the prevention of student failure.
2. All students will attend the school and classrooms they would attend if not identified by a specific label (special education, advanced learner, Rtl, linguistically diverse, at-risk, etc.) using principles of natural proportions –or proportional representation.
3. The continuum of services allows for large group, small group, and 1:1 instruction based on “how” each child learns, within Tier 1.
4. All instruction for all learners; including students with disabilities, linguistically diverse, students who are advanced and challenged learners, is premised on a rigorous core curriculum for all students.
5. Special and general educators, interventionist, Title supports, ELL teachers, etc. are aligned to specific grade levels (to become grade-level teams) to share knowledge and expertise with each other to intentionally increase each other’s capacity to better service all learners.
6. Teacher-based teams of teachers co-plan and co-serve through proactive instructional practices for each and every learner within their grade-based on the principles of universal instruction, curriculum, and assessment.
7. Using principles of universal access—curriculum is differentiated for needs of all learners the first time the concept is taught versus taught to a *normed*-group of students and then adapted after-the-fact (which often occurs in an inclusion of differentiated model – increasing student failure).
8. Personalized plans are used for all learners to assist educators in determining appropriate instructional practices and documenting progress and aspirations.
9. All district policies and procedures support a proactive integrated instructional philosophy for all learners and use legislation and funding to leverage such work forward.

Frattura, E.M., & Capper, C. A. (2007). *Leadership for social justice: Transforming schools for all learners*. Newbury Park, CA: Corwin Press.

Capper, C. A., & Frattura, E. (2<sup>nd</sup> edition) (2009). *Meeting the needs of students of all abilities: How leaders go beyond inclusion*. Newbury Park, CA: Corwin Press.