A Policy Guide for Socially Inclusive Schools

Special Olympics
Project UNIFY®

Overview

Practices and policies in many U.S. schools fail to recognize, support and sustain high-quality social inclusion. When social inclusion is not present, the opportunity gap between special and general education students increases. In contrast, when social inclusion is successfully integrated into schools, all students benefit from a strong sense of belonging in their school and community.

Special Olympics Project UNIFY® created "A Policy Guide for Socially Inclusive Schools" as a call to action and a roadmap for federal, state and local policymakers to encourage, support and reward social inclusiveness in schools. It identifies issues surrounding the need for social inclusion in schools to which advocates inside and outside of government should pay serious attention. The policy guide is based on current social inclusion practices and the recognition of policies that support them and align with the goals of sustaining a movement of social inclusion for all youth.

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"Inclusive schools are built on the strong philosophical belief that all children can learn and be successful within a shared academic environment."

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Education policy at the federal level, while limited by the Tenth Amendment of the United States Constitution, establishes guidelines and priorities for states, districts and schools. Federal policies focus on accountability and assessment, choice, teacher quality, budget allocations, research, innovation and supplemental education services. Corresponding examples include The Elementary and Secondary Education Act (ESEA), Title I Allocations to States, Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act, all enforced by the federal Department of Education.

The majority of education policies are developed at the state level by various policymaking bodies, including state legislatures, governors, state boards of education and state departments of education. State education policymakers interpret federal requirements, establish state priorities, provide funding, share effective strategies, and respond to requests from school districts and schools. The corresponding legislation, regulations, guidelines and policies assist school districts and schools to be accountable and effectively provide quality education for all students.

District and school policies are the responsibility of school board members, education leaders, community organizations and networks. Districts interpret state policies and ensure corresponding accountability. District and school policies focus on local systems that ensure effective leadership and operations; fiscal management; high-quality instructional practices and professional development; student conduct, rights and responsibilities; support services; and effective parent/community collaborations to improve student achievement.

What Does an Inclusive School Look Like?

Inclusive schools, according to the Inclusive Schools Network, are built on the strong philosophical belief that all children can learn and be successful within a shared academic environment. Culturally responsive educational strategies, differentiated instruction and positive behavioral supports are practices employed in academic and non-academic settings within an inclusive school.

Project UNIFY promotes social inclusion in schools to ensure special and general education students are equitably engaged and teachers and students collaborate to create supportive classrooms, activities and opportunities.

While state policy addresses academic and physical inclusion, social inclusion is a more intrinsic goal, lacking in many schools. Fully inclusive schools offer all students the opportunities and supports that allow them to become self-determined, productive and socially engaged citizens, which means developing students who are active co-creators of the school's climate. It is a generative cycle (see Figure 1).
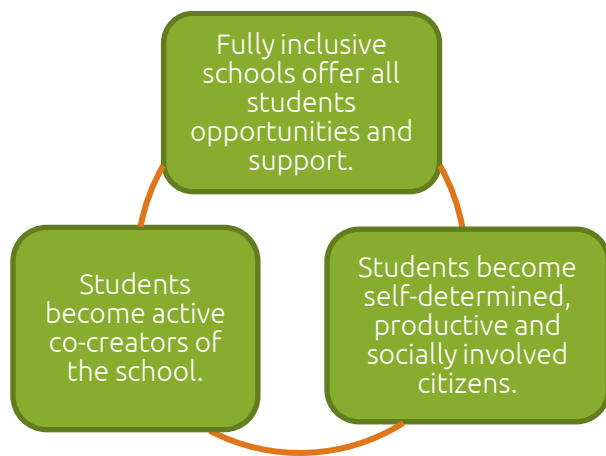

Figure 1. Generative Cycle of Fully Inclusive Schools

All students deserve the opportunity to actively participate in engaging school and community environments that recognize and share their gifts. A socially inclusive school climate fosters inclusion, acceptance, respect and human dignity for all students and is based on the foundational belief that the school's purpose is to educate, motivate and activate students (see Figure 2). It is a school where students who require extra support receive it without separation from their peers. It is a place where no student is excluded because of the degree or type of disability or services required to meet his or her needs.
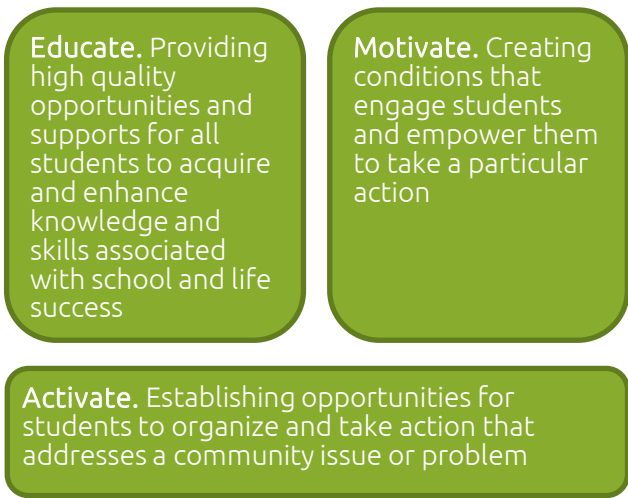
Educate. Providing high quality opportunities and supports for all students to acquire and enhance knowledge and skills associated with school and life success

Motivate. Creating conditions that engage students and empower them to take a particular action

Activate. Establishing opportunities for students to organize and take action that addresses a community issue or problem

Figure 2. Essential Attributes of Quality Education

Inclusiveness should not be an option for schools, but rather a core value and commitment to provide equitable access and success for students and adults.

Benefits of Inclusion

The American education system was founded on the principles of democracy--most importantly, equity and justice--so that all youth grow to be capable, active and principled citizens. Twenty-first Century challenges and opportunities encourage us to re-visit our schools' civic mission and how effectively, consistently and fairly we provide quality opportunities for students from all backgrounds and abilities to sustain our democracy.

Due to numerous legislative and social changes throughout the United States, academic and physical inclusion for young people with an intellectual disability in school and community settings has been mandated for decades. Unmistakable progress has been achieved bringing children with diverse abilities into the educational vision of the nation. The dark days of exclusion, institutionalization and hopelessness are, for the most part, relegated to history. However, social inclusion is not yet the norm in our country's schools.

Among the qualities and complexities of social inclusion, Project UNIFY promotes:

- *a focus on the mutual and reciprocal learning that takes place when all children are engaged in meaningful social and academic opportunities.*
- *dependence not only on services for people with intellectual disabilities, but also on the attitudes and actions of students without disabilities.*
- *a focus on the classroom, the informal culture of the school and the extent to which the climate of the school is one of high expectations and acceptance for all children.*
- *the creation of communities where everyone's gifts and talents are valued and every member's contribution is integrated.*

"Humiliating language like the taunt 'retard,' reflects the stubborn stigma that exists against people with intellectual disabilities."

Unfortunately, many schools fall short of achieving a vision of social inclusion. In these schools, students with and without intellectual disabilities do not have opportunities to develop positive relationships, decreasing the chance they will develop friendships and mutual respect. Students with an intellectual disability continue to suffer from bullying and social exclusion. Often, students with an intellectual disability lack leadership opportunities to demonstrate their knowledge and skills and are routinely thought incapable of serving in prominent roles. There is little focus on their gifts, talents or range of accomplishments.

Stereotypes persist in many schools throughout the country (see Figure 3). Humiliating language like the taunt, "retard," reflects the stubborn stigma that exists against people with intellectual disabilities. Schools struggle to change these hurtful norms.

Examples of Stereotypes

- ☒ All people with an intellectual disability are alike.
- ☒ People with an intellectual disability are unable to learn.
- ☒ People with an intellectual disability are unable to work.
- ☒ People with an intellectual disability are undeserving of high quality opportunities.
- ☒ People with an intellectual disability are unable to contribute as members of the community.

Figure 3. Examples of Stereotypes

Often, budget constraints force schools to cut many of the most powerful vehicles for shaping positive and healthy relationships and environments, including sports, the arts, service-learning and community engagement. These cuts occur even though these interventions have positive impacts such as building community, reducing dropouts, fighting obesity, reducing mental health problems and promoting a culture of youth empowerment.

Data emerging from our nation's schools should prompt us to action. One recent study finds students are struggling emotionally and physically (see Figure 4).
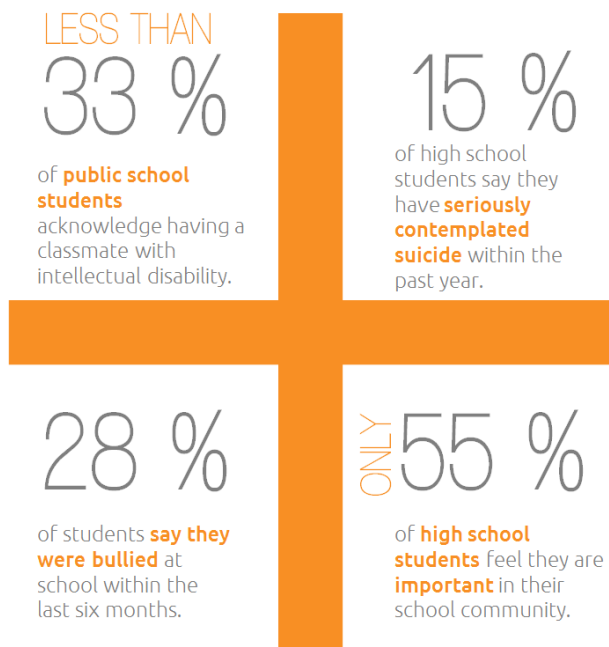
LESS THAN

33 %

of **public school students** acknowledge having a classmate with intellectual disability.

15 %

of high school students say they have **seriously contemplated suicide** within the past year.

28 %

of students **say they were bullied** at school within the last six months.

ONLY 55 %

of **high school students** feel they are **important** in their school community.

Figure 4. Data Emerging From Our Nation's Schools

Special Olympics' response to these struggles is to focus on the educational environment to integrate and sustain inclusive characteristics that benefit all students. Project UNIFY sports programs, teaching and learning strategies, student engagement and other programs across all age/grade levels provide high-quality opportunities for students to move the needle from EXLUSION to INCLUSION.

"Project UNIFY… programs… provide high-quality opportunities for all students to move the needle from EXCLUSION to INCLUSION."

Uniquely, Project UNIFY focuses on social engagement of special and general education students in their classrooms, playing fields, lunchrooms, hallways, playgrounds and communities to create friendships built on common experiences, trust and confidence. These social interactions can be integrated and

sustained through school policies, practices and infrastructure that lead to the attributes and school conditions outlined in this document.

A Framework for Socially Inclusive Schools
Project UNIFY's Operational Guidelines for Promoting Social Inclusion

Special Olympics Project UNIFY®

Social Inclusion IN ACTION

Check out "A Framework for Socially Inclusive Schools" from Special Olympics Project UNIFY for more information on implementing social inclusion!

Resources

Unified Sports®
http://www.specialolympics.org/Sections/Sports-and-Games/Unified_Sports.aspx

Get Into It®
https://getintoit.specialolympics.org/

Upstander Alliance. National School Climate Center
http://www.schoolclimate.org/bullybust/upstander

It's Our School, Too!
http://media.specialolympics.org/soi/files/resources/Project_Unify/Its_Our_School_Too%20Script.pdf

Focus on Policy

For socially inclusive schools to become the norm in the United States, education policies must encourage, support and reward the integration and sustainability of high-quality inclusive practices. Many advocates of inclusive schools have little experience engaging in or developing policies to support their efforts.

This policy guide will assist advocates in understanding their importance and how to share information to influence policymakers at the federal, state and local levels. As everyone who supports socially inclusive schools understands, there are identified, effective school practices; however, too often those practices are not supported to the degree necessary to be successfully implemented and sustained.

A personal commitment to social inclusion is not sufficient to ensure the change necessary for governments at all levels to support inclusive schools. While it may initially be uncomfortable or foreign for inclusion advocates to focus on policy, it is a necessity.

We call on federal, state and local policymakers; education leaders and partners to help encourage, support and reward socially inclusive schools. To that end, we have developed policy options at these levels. Implementing these policies will ensure the prevalence of quality practices and sufficient capacity to create and sustain inclusive schools.

How does policy support inclusive schools?

Effective policy:

- *Establishes mandates that require social inclusion as part of a school's accountability system.*
- *Provides incentives for schools to become more socially inclusive.*
- *Builds school capacity to integrate and sustain social inclusion.*
- *Changes the education system to focus on social inclusion and its practices, policies and collaboration.*

How will increasing policy support affect inclusive schools?

- *All students will be engaged in social inclusion through curricula, teaching and learning, sports and social interactions.*
- *All students will be engaged as leaders in schools and communities.*
- *All students will develop knowledge, skills and attitudes for current and future success.*
- *School climates will be safe, engaging, equitable and democratically informed for students and adults.*
- *School-community partnerships will be mutually beneficial and engaging.*
- *Schools will use data about inclusion to continuously improve their abilities to include and engage all students.*

How do I use this policy guide?

"A Policy Guide for Socially Inclusive Schools" suggests a set of the overarching conditions and characteristics of socially inclusive schools with a set of policy options at the federal, state and local levels. Those interested in supporting socially inclusive schools may use this guide as a guide. These ideas and resources encourage sharing information about the benefits of social inclusion for all students.

Advocates should use the recommended policy actions to communicate with the general public about socially inclusive schools and seek their support. Additionally, they can provide analysis of research and evidence related to socially inclusive schools to further influence decisions regarding socially inclusive education.

"A personal commitment to social inclusion is not sufficient to ensure the change necessary for governments at all levels to support inclusive schools."

Seven Elements of Socially Inclusive Schools

There are two overarching conditions which are essential to ensure that each student is educated in a supportive, responsive environment. These should be considered as non-negotiable by the school's stakeholders.

1 _Conditions for Learning -_ _All students feel respected as well as safe, supported and challenged; student perceptions of the school's climate are surveyed consistently and anonymously to ensure that the school is perceived as a place of learning for all._

2 _Diverse Population Responsiveness -_ _School practices are sensitive to the needs and backgrounds (cultural, linguistic, learning styles) of all students so that diverse students feel welcome and included and their families feel comfortable engaging in school activities._

Project UNIFY has identified seven characteristics, or elements, of socially inclusive learning environments, categorized as Core and Operational Processes (see "A Framework for Socially Inclusive Schools"). Examples of policy actions to promote each of these characteristics are included in the following section. The interaction of all seven elements enriches the learning environment and provides quality opportunities for all students to be full members of the school community.

Figure 5. A Framework for Socially Inclusive Schools

Core Processes

Element #1
Youth Leadership

It is acknowledged that youth leadership is a priority of the school/program, and youth representing the diversity of the student body are engaged in leadership positions.

Element #2
Creating and Sustaining Relationships

A commitment exists to create opportunities that bring youth with and without disabilities together through programs focused on their development, the solving of social problems, and the promotion of student relationships and friendships within and beyond the school setting.

Element #3
Unifying Programming

A commitment exists to bring diverse programs and activities together, focusing on student development, integrated supports and the interrelationship and connections between classroom and extra-curricular activities that highlight the relevancy of lessons to real life experiences.

Element #4
School-Community Collaborations

Sustainable collaborations exist to benefit youth, school and community; supported by commitments, high levels of trust and formal policies.

Operational Processes

Element #5
Communication

Clear, concise two-way communications are essential to ensure program effectiveness and stakeholder understanding, presented in a manner accessible to a variety of learning styles and using a variety of mediums.

Element #6
Professional Development

A variety of opportunities exist for stakeholders to acquire and enhance knowledge and skills to effectively implement and sustain inclusive schools.

Element #7
Continuous Improvement

Structures and processes are put into place to ensure the development and ongoing support of an inclusive school climate and effective learning environment for all students.

Youth Leadership

Youth leadership should be encouraged to promote engagement of a diverse student body. Schools should provide opportunities for developing and sustaining authentic relationships among student peers, general and special education teachers, school leaders and administrators and community members. All young people, regardless of ability or achievement level, should be given a voice to make meaningful change in their classrooms, schools and communities.

Federal Policy Considerations

- Support and share research on youth engagement and inclusive youth leadership in schools; its outcomes and impacts shall be used for policy development.
- Include inclusive youth leadership in the U.S. Department of Education criteria for innovation grants.
- Establish a program to recognize national programs, schools and school districts that actively encourage and support inclusive youth leadership and engagement.

State Policy Considerations

- Identify and share model school policies and practices that ensure students of all abilities are provided high quality leadership opportunities; ensure the policies and practices establish corresponding, supportive school climates.
- Include inclusive youth leadership and engagement as a factor in school accountability measures.
- Establish, support and promote state programs for enhancing inclusive youth leadership skills.

District/School Policy Considerations

- Provide leadership opportunities for students from all backgrounds and skills at the district and school levels.
- Require student councils, clubs and student activities to represent the diversity of students and focus on leadership and decision-making.
- Engage students representing the diversity of the student body in the development of classroom rules and school policies.
- Provide all students with opportunities to contribute to a shared vision of a socially inclusive school climate and assist in its measurement, analysis and continuous improvement.
- Ensure that all members of the school community, including students of all abilities, are active partners in governance and participate in school-wide improvement efforts.
- Ensure that all students' gifts and talents are identified and each student is provided opportunities to demonstrate leadership based upon his/her interests, skills and talents.
- Require that each middle and high school has a student leadership team, representing the full diversity of the student body, that meets on a regular basis and is sought for input on school issues.

Creating and Sustaining Relationships

A commitment must exist to bring youth with and without disabilities together through programs focused on their development and solving social problems. The school should represent a caring, respectful and compassionate community for families, youth and adults. In socially inclusive schools, school staff actively encourages a sense of community among all students to promote student engagement and relationships within and beyond the school setting. High-quality opportunities to work together are provided to students with and without intellectual disabilities.

Federal Policy Considerations

- Review existing research on the importance of peer connectedness in general, and between those with and without disabilities specifically, on student academic, social-emotional and civic development.
- Recognize national programs, schools and school districts that actively encourage and support peer connectedness and opportunities for creating and sustaining relationships between students of difference abilities.
- Include student dispositions in accountability and assessment systems along with academic knowledge and 21st Century skills development.

State Policy Considerations

- Encourage school staff to create formal opportunities for special and general education teachers to plan, implement and sustain collaborations so that students establish positive relationships.
- Develop cross-agency relationships and coordinated programs to ensure that schools incorporate multiple aspects of social inclusion.
- Support programs that promote understanding of differences, encourage positive peer relationships, and reduce bullying and disciplinary incidences.

District/School Policy Considerations

- Provide professional development for special and general education teachers, administrators and school staff to increase their knowledge and skills to engage special and general education students in classroom and community activities that create and sustain personal relationships.
- Create formal opportunities for special and general education teachers to plan, implement and sustain collaborations throughout the school year.
- Ensure that extra-curricular activities, school and community-based programs are designed to initiate and support relationships between students with and without disabilities.
- Design school schedules to support student interaction during curricular and extra-curricular activities.

Unifying Programming

Unifying programming is a commitment to bring diverse programs together, focusing on student development and achievement—building to a tipping point of change. Access and opportunities should be provided regularly for students with and without intellectual disabilities to participate together in sports and other engagement activities. Just as important, the interrelationship between the classroom and social or extracurricular activities should be considered in developing school programs. For example, the use of project-based learning provides a natural avenue for connecting students of diverse abilities. Various school and community programs (e.g., Young Athletes™, Unified Sports®, Partners Clubs®, Honor Society, Student Council) are coordinated for consistency in developing each student's potential.

Federal Policy Considerations

- Support the use of inclusive programs in sports, curricular and extra-curricular school activities by funding pilot projects, identifying effective practices, demonstrating teacher and administrator proficiencies, and sharing research on the impact of unifying programs on all students.

State Policy Considerations

- Fund comprehensive school efforts that incorporate sports, student leadership and engaging instructional practices focused on social inclusiveness.
- Adopt Unified Sports as an essential component of health and physical education standards, curriculum and assessments.
- Provide professional development for health and physical education teachers to increase their Unified Sports knowledge, skills and dispositions.

District/School Policy Considerations

- Include unifying programming as a component of school improvement plans.
- Communicate the benefits of unified programming to staff and families.
- Implement Unified Sports in all schools.
- Utilize sports to promote social inclusiveness.

School-Community Collaborations

Collaboration benefits youth, schools and communities. School-community collaborations should be supported by commitments, high levels of trust and formal policies. School personnel must work with community-based organizations to create and sustain collaborations and meaningful relationships that provide students with opportunities to contribute to content, design and implementation of projects and interactions. These opportunities allow students to develop relationships and promote their credibility with organizations representing the full breadth of the community.

Federal Policy Considerations

- Identify and disseminate inclusive school climate standards and corresponding self-assessment strategies and tools.
- Establish federally supported incentives for community-school collaborations.
- Promote model school-community programs that enhance academic, civic and social outcomes.

State Policy Considerations

- Develop statewide partnerships with community-based organizations that encourage local collaborations with schools.
- Identify and share standards of effective school-community collaborations that lead to mutual benefits.
- Require school districts and schools to include school-community collaborations as an element of accountability and assessment.
- Support programs that bring parents, caregivers and community members together to improve educational opportunities and social inclusion for all students.

District/School Policy Considerations

- Provide school leaders, support staff and teachers with professional development to increase their knowledge and skills to create and sustain high-quality, school-community collaborations.
- Measure school-community collaborations to evaluate success.
- Encourage community groups to make collaborations with schools a priority and determine the benefits to achieve their missions.
- Encourage community organizations to be part of a student's school day through experience-based learning, internships, apprenticeships, mentoring and cooperative education that connect to careers in the community.
- Support meaningful and legitimate opportunities for family engagement to be incorporated into school activities.
- Ensure families are provided the appropriate tools to allow for shared leadership in school decision-making and youth development.

Communication

Clear, concise communication is essential for program effectiveness and stakeholder understanding. Mechanisms and systems should be in place to articulate and demonstrate the characteristics of inclusive schools and the unique responsibilities of youth, teachers, administrators and community members. In socially inclusive schools, internal (school) and external (public) audiences are regularly informed about programs that advance inclusive schools, including stories that highlight student development, achievement and success. Communications are presented in the manner in which people are best able to access the information.

Federal Policy Considerations

- Implement systems to articulate and demonstrate the characteristics of socially inclusive schools and corresponding impacts of student development and school climate.
- Adopt language on the definitions and characteristics of socially inclusive schools in federal policies and documents.

State Policy Considerations

- Ensure social inclusiveness is included in resources, materials and strategies for effective education reform.
- Create sets of communication strategies (print and digital) that identify the characteristics and impacts of social inclusiveness on student development and school climate.
- Assist school districts/schools to integrate information about social inclusiveness in their internal and external publications.

District/School Policy Considerations

- Provide all students with opportunities to communicate with peers and others within the school community about their social inclusive experiences and impacts.
- Regularly communicate aspects of social inclusiveness with internal and external constituents.
- Ensure communications include invitations for families and community members to be part of socially inclusive activities.
- Students, teachers, parents and educators communicate with each other using the most facile form of communication.

Professional Development

A variety of opportunities must be established for stakeholders to acquire and enhance knowledge and skills to effectively implement and sustain socially inclusive schools. This includes regular and frequent opportunities for special and general education teachers to meet as a professional learning community to increase their abilities to support academic and social inclusion. Multiple professional development strategies (e.g., simulations, small group conversations, guest speakers) should be used with students, teachers, administrators and community members to ensure diverse learning opportunities for all.

Federal Policy Considerations

- Provide resources and incentives for education leaders, teachers and support staff to receive professional development and ongoing support necessary to create and sustain socially inclusive classrooms and schools.
- Identify and share models for inclusive pre-service programs and professional development for general and special education teachers.

State Policy Considerations

- Provide state and regional professional development for education leaders, support staff and teachers to acquire and enhance social inclusiveness knowledge, skills and dispositions.
- Establish a state-level clearinghouse on high-quality, socially inclusive practices and resources for districts and schools.
- Demonstrate how districts can integrate social inclusive strategies into existing professional development programs and offerings.
- Ensure pre-service training and certification for both general and special education teachers includes academic and social inclusion competencies.

District/School Policy Considerations

- Provide professional development on how to engage students of all abilities in their classrooms, schools and in leadership opportunities (e.g., service-learning, community-based learning, project-based learning).
- Provide high-quality professional development for all education stakeholders to enhance their understanding of the benefits of socially inclusive schools for students, teachers, support staff, education leaders, parents and the community.

Continuous Improvement

Continuous improvement refers to structures and processes put into place to ensure the development and ongoing support of an inclusive school climate and effective learning environment. School and district leaders must make necessary changes to adapt school climates to the changing needs of student populations. Teachers should engage in reflective practices and continuously monitor instruction and classroom management to identify opportunities for their classrooms to become more inclusive.

Federal Policy Considerations

- Identify and disseminate socially inclusive school climate standards, effective assessments, strategies/tools and methods to analyze the corresponding data to continuously improve social climate practices.
- Identify and disseminate state level policy options on inclusive school climates for states to consider, adopt or adapt.
- Analyze teacher and student data to identify effective social inclusion practices to improve teaching and learning.

State Policy Considerations

- Expand data collection and analysis to include the impact of social inclusion practices on student development, teacher competency and school improvement.
- Establish high-quality measures of student social-emotional development and require students to incorporate them into their self-assessments and portfolios.
- Establish high-quality measures of socially inclusive school climate measures and require schools to document progress as part of the school improvement plan.
- Identify and share effective measures of socially inclusive schools and assist school leaders with the disaggregation, analysis and application of results.

District/School Policy Considerations

- Assess the level of social inclusiveness; establish a baseline and commit to strategies that deepen and broaden social inclusion characteristics; frequently measure school social inclusiveness; and celebrate progress and continuously improve effective efforts.
- Provide professional development to teachers, staff and leaders on the creation of high-quality reflection activities that identify personal and collective attributes.

Summary

"A Policy Guide for Socially Inclusive Schools" is a comprehensive approach to successfully integrate and sustain high-quality social inclusion. It calls for policy development at federal, state and local levels and recognizes that policies can be independently developed at any one of these three levels. Social inclusion advocates should implement a policy guide at the level most prepared to successfully implement it. Special Olympics Project UNIFY will track and align policy development throughout the nation and update this document to reflect changes at all three levels.

We recognize that policy change is a long-term and complicated process. However, it is necessary for the nation to ensure special and general education students are engaged together in school and community activities; building academic, social-emotional and civic skills; and gaining friendships with diverse peers - all critical competencies in an increasingly diverse society.

Related Documents and Resources
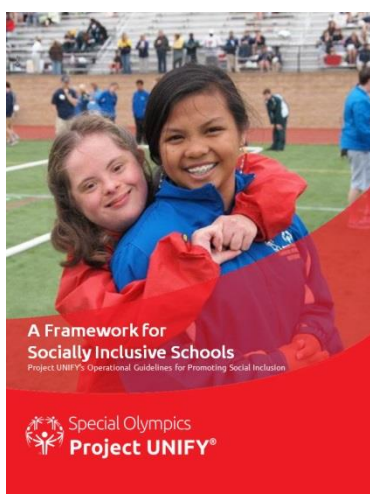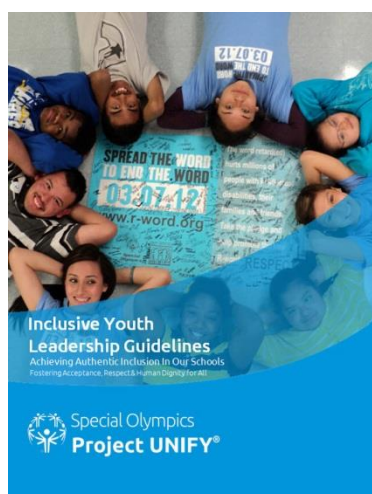
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www.projectunifyblog.wordpress.com

Resources

Special Olympics Project UNIFY® advocates for inclusive schools, those with a climate that fosters inclusion, acceptance, respect and human dignity for all students and is based upon the foundational belief that the school's purpose is to educate, motivate and activate students. The following policy resources are available to advocates committed to integrating and sustaining inclusive schools.

Education Leaders Policy Toolkit

The Toolkit enhances awareness and understanding of the policies, practices and processes that serve to strengthen leadership for reform and improvement in schools and districts; framed by eight essential components: vision, culture, relationships, culture, human development, instruction, evaluation and resource allocation.

http://www.ecs.org/MetLifeToolkit/index-home.html

School Climate Online Database: Laws and Policies

This database contains information about the state laws and educational policies for school climate and bully prevention in each state. From this database, you can generate profiles of the state policies for school climate and bully prevention efforts in individual states and view predetermined reports on state policies for these two issues.

http://www.schoolclimate.org/climate/database.php

21st Century Skills, Education & Competitiveness: A Resource and Policy Guide

This guide summarizes the challenges and opportunities that, if left unaddressed, will curtail our competitiveness and diminish our standing in the world. It provides both a vision for 21st Century skills and policy recommendations at the federal, state and local levels

http://p21.org/storage/documents/21st_century_skills_education_and_competitiveness_guide.pdf

Strategic support for decision makers: Policy tool for education for democratic citizenship and human rights: Drawing upon the experiences of the Council of Europe's EDC/HRE project

David Kerr and Bruno Losito with Rosario Sanchez, Bryony Hoskins, William Smirnov and Janez Krek. (2010) Council of Europe Publishing. Resource offers an overview of policy development and implementation.

http://www.coe.int/t/dg4/education/edc/Source/Pdf/Downloads/6896-2-ID9989-EDC-HRE%20Strategic%20Support%20for%20Decision%20Makers%2016x24%20assembl%C3%A9.pdf

Policy Guidelines on Inclusion in Education

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International Inclusive Policy Guidelines discussed in a side event at the International Conference on Education in Geneva, Switzerland (November, 2008) and recommendations from that meeting have been built into this final version. The hope is that they will serve as a resource for policymakers, teachers and learners, community leaders and members of civil society in their efforts to promote more effective strategies for reaching the EFA goals.

http://unesdoc.unesco.org/images/0017/001778/177849e.pdf

Complexity and Policy Implementation: Challenges and Opportunities for the Field

Meredith I. Honig. (2006) State University of New York Press, Albany.

A chapter focusing on how policy is implemented, including a history of education policy efforts, the complexity of policy change and tools to analyze and advocate for education policy.

http://www.sunypress.edu/pdf/61303.pdf

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Michigan Roundtable Review

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