

University of Connecticut

**Learning Accommodations Task Force
Report to the University Senate**

Spring 2025

PURPOSE OF THE REPORT

In recent years, faculty have reported a sharp increase in accommodations requests received from the Center for Students with Disabilities (CSD). Many of these requests are also more complex in nature than before the pandemic. It has been increasingly challenging for instructors to manage the accommodations while ensuring they are responding to these requests in a way that is productive for the student and aligns with the course's curricular requirements. In addition, awareness of neurodiversity and different modes of learning continue to increase. Research and understanding of the role course redesign and instructor awareness of neurodiverse learning ("Universal Design for Learning") and how it can reduce the need for individualized accommodations, leading to a decrease in the burden on students, faculty and CSD.

BACKGROUND

In Spring 2023, the University Senate Scholastic Standards Committee recommended to the Senate Executive Committee to address these issues on a university level. The Senate Executive Committee recommended that the Future of Learning Committee take up this issue, but they were unable to do so before the group was formally discharged in September of 2023. The issue was raised again with the Senate Executive Committee during the Fall 2023 semester, and the group met with the Director of the CSD to address these concerns. As a result of multiple conversations, the Senate Executive Committee formed recommended the formation of a Learning Accommodations Task Force to consider these issues and offer solutions that best support student and faculty success in the classroom.

THE LEARNING ACCOMMODATIONS TASK FORCE

The Learning Accommodations Task Force convened (hereinafter referred to as the Task Force) to examine the nature and frequency of accommodations, evaluate faculty training and support in adopting Universal Design for Learning and inclusive teaching approaches that might reduce the need for accommodations, and make recommendations for improvement. The Task Force's efforts included reviewing CSD and faculty data, examining existing resources and programming related to faculty training and course redesign, and making recommendations in the form of a final report.

Task Force Membership

- Chair: Tadarayl Starke, Vice Provost for Undergraduate Student Success
- Amanda Wilde (Director of Advising, School of Fine Arts)
- Audrey Silva (Director, Communication Access and Interpreting Services)
- Christine Wenzel (Executive Director, Center for Students with Disabilities)
- Desmond McCaffrey (Director, UConn Online)
- Erin Scanlon (Assistant Professor-in-Residence, Physics)
- Evelyn Tribble (Associate Dean for Humanities & Undergraduate Affairs/Professor of English)

- Karen Shalev (Graduate Assistant, Communications)
- Karen Skudlarek (IT Accessibility Coordinator, Information Technology Services)
- Kimberly R. Bergendahl (Associate Professor in Residence, Political Science)
- Laurie McCarty (Executive Director of Faculty Development, CETL)
- Maria Koistinen (Placement Coordinator, School of Social Work)
- Maryann Brescia (Assistant Clinical Professor/Director of Diversity, Equity, and Inclusion, School of Nursing)
- R. Holly Fitch (Professor, Behavioral Neuroscience)
- Sarira Motaref (Associate Director of Faculty Development, CETL)
- Vicki Magley (Professor and Director of Industrial & Organizational Psychology)

TASK FORCE RECOMMENDATIONS

The recommendations in this report seek to inform and improve faculty/staff and student experiences with accommodations while also enhancing the campus climate around disability support and advocacy. They are intended as a guide to increase knowledge around the systems currently in place, enhance existing programming and expand disability support resources, and provide additional professional development to improve disability inclusion and help ensure our students with disabilities persist, graduate, and are prepared for their post-graduation lives.

The recommendations are organized by three themes: 1) Expanding Disability Support Resources, 2) Collecting and Using Disability-Specific Data, and 3) Providing Professional Development. Each theme includes recommendations focused on students, faculty, and/or campus climate.

Recommendations for Expanding Disability Support Resources

Students do not always understand their accommodations and/or rights and responsibilities related to their accommodations, even after meeting with their DSP to go over this information. Where information is available, it may be displayed in a format that is dense and difficult to fully understand. Faculty also have difficulty meeting students' accommodations. Institutional data revealed that students sometimes feel faculty members do not understand their disabilities or accommodations and indicate that this impacts their comfort level in class and/or when using their approved accommodations. Instructors also indicated they were less certain about the institution's obligation in accommodations, unsure about their own responsibilities in implementing accommodations, and uncertain regarding resources to support struggling students. These issues combine to affect the campus culture as it relates to helping students fully engage in the curricular and co-curricular aspects of their postsecondary journey. To ensure students with disabilities have the maximum opportunity to understand and fully utilize their accommodations, to improve the student and faculty experiences in an effort to expand knowledge and use of disability support resources, and to promote a more inclusive and accessible campus community, the Task Force presents the recommendations below in support of expanding disability support resources. These recommendations should be handled in coordination with CSD and relevant campus

partners.

In Support of Students with Disabilities

- Provide information on new and existing disability support resources in different formats (i.e., videos, infographics).
- Create a student handbook that incorporates search and keyword lookup functions; include a separate *Graduate Student* section to help them navigate their unique experiences.
- Create a quick tip sheet for students highlighting reasonableness of requests/response time, expectations, rights and responsibilities, and resources available.
- Establish a Foundation account to pay for learning disability testing for students and make Beyond Access more affordable and accessible for students.

In Support of Faculty/Staff

- Create an accommodations faculty handbook, which includes FAQs and relevant accommodations information.
- Create a University Testing Facility, open to all students, to support faculty in meeting alternative testing accommodations for CSD-connected students and other students with extenuating circumstances.
- Incentivize course accessibility design and *interdependence* in the classroom through the promotion and review process for faculty.

To Enhance Campus Climate

- Coordinate and integrate existing disability and neurodiversity-related initiatives (i.e., Disability and Neurodiversity Alliance, Diversability, Beyond Access, the SHaW neurodiversity support group, CEE INCLUDE) across all campuses.
- Incentivize and develop a process to support the inclusion of disability studies topics in existing and new UConn courses.
- Establish a Disability Cultural Center that includes operations on all campuses.

Recommendations for Collecting & Using Disability-Specific Data

Understanding the experiences of students, faculty, and staff and how they engage with the campus community and environment is important. The student experience can help inform our understanding of how students navigate their disability and corresponding accommodations to improve UConn's systems and procedures. Better understanding of the faculty experience can help ensure our students have an equitable opportunity at success in and out of the classroom, and make our instructors better equipped to support students in their academic goals. Even HR data on how employees experience navigating their own accommodations has significant implications for the workplace climate. To better meet the needs of our students, faculty, and staff, and to better create a campus that promotes accessibility and full inclusion, the Task Force recommends the following regarding collecting and using disability-specific data.

In Support of Students with Disabilities

- Assess how UConn can better support undergraduate and graduate students through focus groups or open-ended response surveys.
- Utilize data from focus groups, surveys, and other assessments to create a “quick guide” and tip sheets to help students with disabilities more effectively communicate with faculty regarding accommodations.

In Support of Faculty/Staff

- Inventory existing accommodation and faculty/staff development resources and develop an accessible, university-wide clearinghouse.

To Enhance Campus Climate

- Improve existing data collection processes to better incorporate faculty/staff and student attitudes and beliefs about disability accommodations for future evaluations of campus climate and culture.

Recommendations for Enhancing Professional Development

CSD administered a survey in Spring 2023 to assess instructors’ knowledge of rights, responsibilities, and resources; learn about experiences implementing accommodations with a focus on remote attendance; and evaluate perceptions of usability of the MyAccess portal¹. Data revealed that 20% of instructors were less certain about the University’s obligation in accommodations for students with disabilities and their responsibilities in implementing accommodations. Nearly 33% of instructors indicated they had been presented with an accommodation they felt uncomfortable providing, with deadline extensions being the most frequently cited reason for this discomfort. Moreover, almost one-third of instructors indicated a level of uncertainty regarding resources to support struggling students.

Similar to faculty, students also indicated a need for support in navigating their accommodations. Many students indicate difficulty in navigating the MyAccess system, which delays their ability to receive accommodations. Also, CSD administered a similar survey to CSD-registered students to better understand their experiences with accommodations; knowledge of resources, rights, and responsibilities; and interactions with faculty and staff. Results revealed that approximately 40% of students with disabilities were not at least knowledgeable of the University’s obligation to accommodate students with disabilities and did not know their responsibilities related to their accommodations. About 25% of students “reported needing to push instructors to implement accommodations most of the time or always and approximately 20% [of students] needed to get their DSP involved for faculty to implement accommodations most of the time or always².”

These findings demonstrate a need in training and professional development to help

¹ CSD Faculty Experiences with Accommodations and MyAccess Report, 2023

² CSD Student Experiences with Accommodations and MyAccess Report, 2023

students access their accommodations and assist faculty in meeting students' accommodation needs.

In Support of Students with Disabilities

- Host trainings and continue developing “How To” guides for students to assist them in navigating the MyAccess database.
- Create workshops for specific student populations to proactively address issues related to accommodations, access, and resources.

In Support of Faculty/Staff

- Provide additional and more comprehensive professional development opportunities and training related to accessibility and UDL, including specific trainings for disabled faculty and staff about topics specific to their unique needs and interests.
- Increase and improve marketing of existing UConn training and professional development opportunities related to student accommodations and universal design utilizing the Provost Office communications network.

To Enhance Campus Climate

- Host the UConn Accessibility Summit in 2025

To accompany the Professional Development Recommendations, the Task Force suggests the following training ideas: CETL Workshops, school/college and/or discipline-specific faculty online learning communities (in-person and online), GA/TA-specific trainings, CAST videos, Options for Captioning, and UDL-IRN/Universal Design for Learning training.

CONTEXT FOR RECOMMENDATIONS

The Task Force Recommendations are based on a variety of data, information, and resources available at UConn. The information detailed below corresponds to the themes of the recommendations (Accommodation Resources, Professional Development, and Campus Climate) and provides additional context, rationale, and detail to support them.

Additional context for the recommendations comes from the demand for CSD accommodations and resources. From the 2021-2022 to the 2023-2024 academic years, UConn has seen a 15% increase in the number of students registered with the Center for Students with Disabilities (CSD) across all campuses³. With now over 6,100 students registered for CSD services, faculty have witnessed a significant increase in accommodation requests. At the same time, Disability Service Professional (DSP) caseloads in Storrs now average 629 students and 556 across the system, both levels far exceed the national recommended level of 1 DSP for every 250 undergraduate students⁴. DSP caseloads across the UConn system is 122.4% higher than nationally recommended levels.

CSD facilitates a wide range of academic accommodations, including notetaking assistance, second language and quantitative adjustments, alternative assignments, attendance flexibility, deadline extensions, alternative media for printed materials, and breaks during class. The increase in demand for CSD accommodation services is vivid when considering exam accommodations. From the Spring 2022 term to Spring 2024 term (Storrs), CSD witnessed an 86% increase in the total number of assessments coordinated, which included a 98% increase in the number of exams/quizzes administered throughout the semester prior to final exams.

Existing Resources for Students with Disabilities

Center for Students with Disabilities

For almost 60 years, UConn has provided support for students with disabilities. Today, the Center for Students with Disabilities (CSD) works to ensure students with disabilities have the same access to programs, opportunities, and activities as all others at UConn. The table below outlines the range of accommodations provided by CSD.

<i>Student Accommodations Provided by CSD</i>	
<i>Academic Accommodations</i>	
• Academic Adjustments • Alternate Assignments • Alternate Media • Assistive Technology • Deadline Extensions • Exam Accommodations	• Post-Production Captioning • Notetaking Assistance • Participation Modification • Priority Registration • Reduced Courseload • Service Animals

³ CSD 2024 Annual Report

⁴ Association on Higher Education and Disability (AHEAD)

• Lab/Discussion Assistants	
Residential Accommodations	
• Housing Accommodations	• Emotional Support Animals
• Emergency Evacuation	• Meal Plan Modification
Campus Access Accommodations	
• Parking Accommodations	
• Referral for Accessible Van Service	
Temporary Injuries/Conditions Accommodations*	
• Notetaking assistance	• Referral to the Accessible Van Service
• A scribe for assessments	• Referral for personal assistants
• Assistance with taking exams and/or quizzes	• Referral to campus and/or community resources
<i>*Not an exhaustive list</i>	

CSD also provides a variety of programs, opportunities, and events to enhance the experiences of UConn students. The CSD [App](#) is accessible through the MyUConn app and provides updates and announcements for certain CSD services. [Beyond Access](#) offers individualized support to help students bridge the gap between access and success and helps students understand, achieve, and develop an individual pathway to success. [CSDTech](#) assists students with exploring a variety of software programs, apps, and other resources that can help build academic and life skills to meet their particular needs and learning styles. [Delta Alpha Pi \(DAP\) International Honor Society](#) recognizes academic excellence among students with disabilities. [Personal Assistants](#) provide the support necessary for a student with a disability to live independently. The person with a disability recruits, interviews, hires, trains, and pays their own assistants. [REACHing Peers](#) (Resources in Education and Advocacy for Current Huskies) is a peer mentoring program connecting prospective UConn students with disabilities to current UConn CSD-registered students and links current UConn students with a network of CSD alumni for career and post-graduate preparation. [UCIS](#) (University of Connecticut Interpreting Services) cultivates universal inclusion and meaningful access by ensuring a comprehensively accessible educational environment for d/Deaf and hard of hearing students, faculty, staff, and visitors. [UConn GPS](#) provides first year or transfer students an opportunity to learn what it takes to be a successful student at UConn through a pre-semester workshop series that helps students prepare for academic success, discover campus resources and opportunities for social involvement, and build skills related to their health and wellness. <https://csd.uconn.edu/>

Neurodiversity in Engineering

Neurodiversity in Engineering encompasses the NSF-funded INCLUDE grant project within the Department of Civil and Environmental Engineering (CEE) and several neurodiversity-related programs designed to transform the educational experience for neurodiverse engineering students. With partners across the UConn community, the goal is to build an inclusive culture in engineering that celebrates the strengths and potential of all students. The INCLUDE team works to create an ecosystem that supports and empowers a wide

range of learners and cultivates the potential of neurodiverse students to contribute to innovations in engineering. Include aims to make systemic changes that range across the entire span of an engineering student's undergraduate experience.

As part of the INCLUDE project, a Neurodiversity in STEM Learning Community was established as a non-residential engagement opportunity. First year students in STEM fields who identify as neurodiverse are invited to join the Learning Community, enrolling in an FYE course sequence. Course topics include identifying strengths and talents, Engineering/STEM identity development, self-advocacy, wellness and wellbeing, and using assistive technology tools to maximize learning.

The INCLUDE project supports an inclusive community for neurodiverse students within the context of BRIDGE, a 5-week intensive program for underrepresented students entering the School of Engineering. As part of this partnership, INCLUDE provides mentoring and workshops for up to 10 students who self-identify as neurodiverse during the BRIDGE application process.

<https://neurodiversity.engineering.uconn.edu/>

CURRENT PROFESSIONAL DEVELOPMENT FOR ACCESSIBILITY

Center for Excellence in Teaching & Learning

The Center for Teaching & Learning (CETL) supports UConn faculty and teaching assistants in becoming more effective teachers⁵. CETL provides a variety of programs, events, services, and trainings to promote equitable and inclusive instruction. CETL's [Educational Technologies](#) department assists instructors with integrating technology to meet their needs and provides a variety of resources ensure their content and media used is accessible and compliant with Federal, State, and University laws and policies. CETL also includes a guide for [creating accessible classrooms and courses](#), has institutional and external resources for incorporating universal design for learning and disability support in the classroom, and provides consultations to assist instructors in making the learning environment more inclusive and accessible.

<https://cetl.uconn.edu/>

Office of Institutional Equity

The Office of Institutional Equity monitors UConn's compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act to support equal access for people with disabilities. OIE works to ensure the ability for all to participate in university-sponsored, non-course related programs or activities, in collaboration with the university community.

OIE is responsible for resolving allegations of discrimination based on disability, overseeing and ensuring University compliance with all relevant laws and regulations related to the ADA and Section 504, providing consultation, information and referral to appropriate

⁵ CETL Mission: <https://cetl.uconn.edu/about/mission/>

resources for disability- related issues and providing training on the ADA and Section 504.
<https://equity.uconn.edu/>

IT Accessibility

As part of UConn's commitment to providing an accessible digital environment for everyone, [Information Technology Services \(ITS\)](#) collaborates with University departments to design, develop, and procure information and communication technology that is accessible to individuals with disabilities⁶. Information and communication technology, or ICT, provides support to help make digital content, like websites and multimedia, and technologies like software and hardware, more accessible. Resources available include guides and recommendations for making documents, websites, media, and multimedia accessible; support for improving HuskyCT content accessibility; strategies to develop accessible course materials; workshops, training, and self-paced learning in accessible technology tools and skills development; and an A-Z Index of accessibility resources for faculty/staff.

<https://accessibility.its.uconn.edu/>

Accessibility/Universal Design for Learning Summit

The Accessibility and Universal Design for Learning (UDL) Summit is a one-day event on Monday, May 19th in Storrs in McHugh Hall. It is aimed at enhancing the knowledge and skills of faculty and staff in creating inclusive and accessible learning environments and websites. Funded by Undergraduate Student Success, eCampus, and the Center for Students with Disabilities (CSD), with support from Information Technology Services (ITS), Center for Excellence in Teaching and Learning (CETL), and various faculty members, the Summit will feature a keynote speaker from [CAST](#), multiple sessions on accessibility, UDL, and a student panel discussing their experiences with disabilities at the university. During lunch, there will be information tables from various departments on campus to chat with attendees, such as CSD, HR, OIE, and ITS.

<https://accessibility.its.uconn.edu/save-the-date-accessibility-udl-summit/>

The Neuroinclusive Teaching Spring 2025 Learning Community

This 4-session learning community is aimed at supporting and empowering regional campus instructors to build more inclusive learning environments where neurodiverse learners can thrive. Participants learn how a strength-based approach to neurodiversity can transform teaching and learning, apply neuroinclusive teaching standards and Universal Design for Learning (UDL) principles, and implement inclusive teaching practices to enhance student motivation and engagement. Participants receive personalized support and feedback from facilitators and peers, a Neuroinclusive Teaching Guidebook, access to all session/training materials, certificate of completion, and a Neuroinclusive Badge sticker.

⁶ Accessibility, UConn Office of Institutional Equity: <https://accessibility.uconn.edu/itaccessibility/>

Neuroinclusive Teaching Summer Institute (NTSI)

The NTSI is a 1.5-day professional learning opportunity aimed at supporting and empowering STEM faculty to build inclusive environments that allow neurodiverse learners to thrive. The training is designed to help faculty kickstart their neuroinclusive course redesign process.

<https://neurodiversity.engineering.uconn.edu/neuroinclusive-teaching-institutes/>

UConn's CAMPUS CULTURE

UConn's Office of Diversity and Inclusion (ODI) defines culture as "a way of life of a group of people—the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next⁷." Whereas climate is focused on current perceptions, culture is concerned with deeply held values and beliefs⁸. Disability culture is "a set of artifacts, beliefs, [and] expressions created by disabled people ourselves to describe our own life experiences⁹." Three key values of disability culture in higher education exist¹⁰:

- *Independence: ability to manage personal hygiene needs, to navigate the world, and to know one's equipment for enabling or contributing to independence*
- *Social justice: advocating for fair and equal access to opportunities*
- *Giving back to others: civic duty to help other disabled people to learn the ways of the group*

Climate and culture in higher education have impacts on student retention, grades, graduation rates, and faculty/staff retention rates¹¹. Likewise, the climate and culture around disability identity and awareness can affect the experiences and outcomes for disabled faculty, staff, and students¹². Therefore, to maximize student success and demonstrate support for disability services, postsecondary institutions must include a focus on the disability climate and culture.

Evidence of Disability Culture at UConn

UConn's Strategic Plan outlines our commitment to *A Stronger, More Inclusive University*. Within this Area of Focus, UConn has highlighted as a priority action our commitment to "cultivate an environment that promotes belonging and inclusion across cultures, identities, and abilities and empowers each individual to feel connected to the Husky

⁷ UConn Office of Diversity and Inclusion Glossary: <https://diversity.uconn.edu/glossary/#C>

⁸ Peterson, M. W., & Spencer, M. G. (1990). Understanding academic culture and climate. *New directions for institutional research*, 17(4), 3-18.

⁹ Brown, S. (2002). What is disability culture?. *Disability studies quarterly*, 22(2).

¹⁰ Forber-Pratt, A. J. (2019). (Re) defining disability culture: Perspectives from the Americans with Disabilities Act generation. *Culture & Psychology*, 25(2), 241-256.

¹¹ Ramburuth, P., & Tani, M. (2009). The impact of culture on learning: Exploring student perceptions. *Multicultural Education & Technology Journal*, 3(3), 182-195.

¹² Leddy, H. G. (2019). *The Impact of Campus Climate on Students with Disabilities in Postsecondary Education* (Doctoral dissertation, Florida Gulf Coast University); Shigaki, C. L., Anderson, K. M., Howald, C. L., Henson, L., & Gregg, B. E. (2012). Disability on campus: A perspective from faculty and staff. *Work*, 42(4), 559-571.

community¹³.” Across the institution, efforts are visible supporting our promotion of disability culture. For example, CLAS hosted three accessibility fellows in 2023, which led to the creation of a list of frequently asked questions and responses for instructors about accommodations¹⁴. During Spring Break 2025, UConn Waterbury held Neurovariability Level 1 Training for faculty and staff as part of Neurodiversity Celebration Week. Also, the UConn Center for Career Readiness and Life Skills now includes a Neurodiverse Affinity Community provides information on professional organizations, neurodiversity employment programs, events, success story and advice blogs, peer engagement opportunities, and other resources centered around neurodiverse experiences throughout the career development journey.

There have also been efforts to assess the disability culture surrounding accommodations from the student and instructor perspectives to better improve culture and delivery of disability support services. For example, CSD (2023) investigated the experiences of students registered with the office and instructors to improve support provided by the office. CLAS (2024) surveyed large lecture course instructors regarding their ability to manage the needs of their students with accommodations. The UConn Workplace Climate Survey (2017) gauged faculty/staff awareness of the *People with Disabilities* policy statement. Both the undergraduate and graduate Student Experience in the Research University (SERU) survey (2022) assessed the sense of belonging and perceptions of inclusion for students with disabilities. These assessment found that UConn has a culture where students understand their accommodations and believe they make their UConn experience accessible¹⁵; faculty need support in meeting students’ accommodation needs¹⁶; additional resources are needed to help instructors meet accommodation requests and expectations to promote equitable student success; and UConn has work to do to improve the sense of belonging, inclusion, and value for both undergraduate and graduate students with disabilities¹⁷.

¹³ UConn Strategic Plan Areas of Focus: <https://strategicplan.uconn.edu/areaoffocus/#stronger>

¹⁴ CLAS FAQs: https://provost.media.uconn.edu/wp-content/uploads/sites/2165/2023/12/SSC_-_FAQ-Top10-draft.2.9.23.pdf

¹⁵ CSD Student Experiences with Accommodations and MyAccess Report, 2023

¹⁶ CSD Faculty Experiences with Accommodations and MyAccess Report, 2023

¹⁷ 2022 SERU Survey Results for the University of Connecticut

CONCLUSION

Through the years, UConn has made great strides in supporting students with disabilities through various trainings, enhancing existing and developing new resources, and promoting a more inclusive campus environment. However, students need more help in knowing how to request, access, and communicate their accommodations. Faculty and staff need additional support in knowing how to meet students' accommodation requests and knowing what resources are available to supplement students' learning. The campus culture can be enhanced through greater intentional and visible programming and increased awareness of the work already being done. The Task Force recommendations present an opportunity to further develop, enhance, and implement strategies that expand resources to support students with disabilities; collect and use data to better understand disability-support, and to implement services to meet students' needs; and enhance professional development opportunities to assist students, faculty, and staff with navigating using and providing accommodations, as well as implementing universal design principles to create a more inclusive academic experience.

To effectively and successfully implement Task Force recommendations, the University will need to consider allocating additional or reallocating existing fiscal and faculty/staff resources. Also, there may be additional recommendations related to specific accommodations, institutional practices and policies, and/or the contributions of current HR processes to meet employee accommodations that could further create a campus characterized by a greater embrace of disability inclusion. The Task Force encourages continued conversation, evaluation, and review of systems that incorporate the voices of our students with disabilities, and faculty and staff who work to create an inclusive environment. As the needs of students with disabilities continue to shift and evolve, new ideas and innovative approaches to meeting these needs must be part of campus operations.

With the Strategic Plan as our guide, the Task Force recommendations help reaffirm UConn's commitment to holistic, equitable, and accessible student success. Our work in disability support services will continue to help us foster a more inclusive, equitable, and supportive educational environment for all students. By addressing the diverse needs of learners, including students with disabilities, UConn furthers its mission to provide a transformative and inclusive educational experience for every student.