



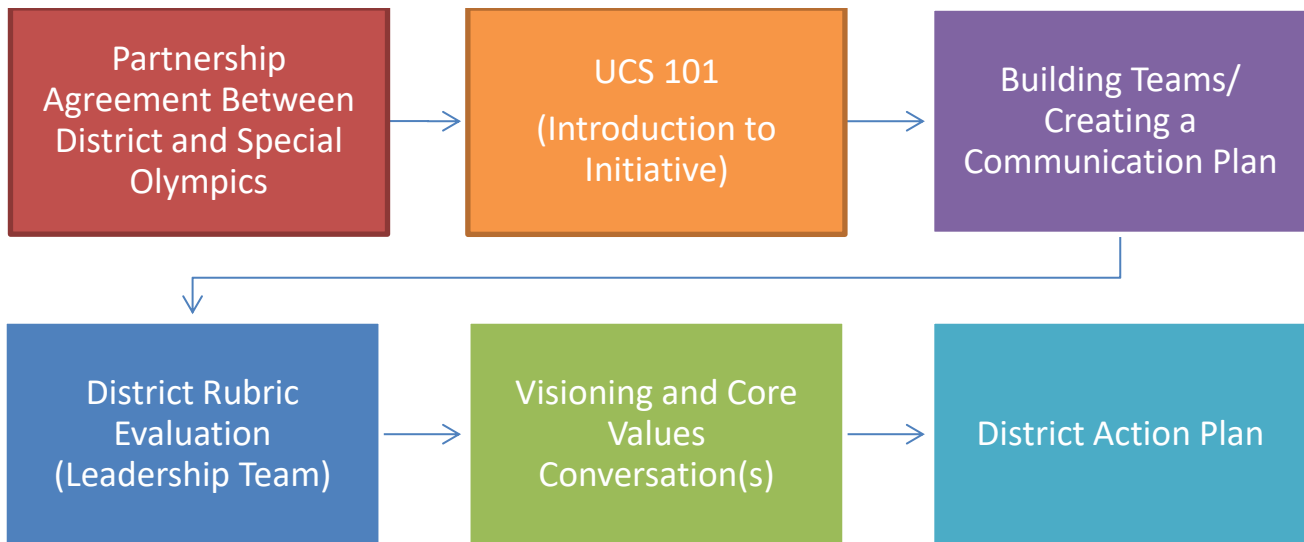
Special Olympics
**Unified Champion
Schools®**

Socially Inclusive School District Timeline

The Socially Inclusive School District (SISD) Process engages school districts to assess, examine and enhance social inclusiveness at the district and school levels. It is designed to deepen and broaden policies and practices to support social inclusion, moving from awareness of the positive benefits and impacts to sustainable strategies.

Objectives:	Year 1 Process:
I. UCS implementation (three components) in each school in the district	<input checked="" type="checkbox"/> Establish district SISD leadership team
II. District <i>policy</i> framework to support, enhance and sustain Unified Champion Schools Core Processes throughout the district	<input checked="" type="checkbox"/> Define district vision and goals
III. District <i>leadership</i> framework to support, enhance and sustain Unified Champion Schools Operational Processes throughout the district	<input checked="" type="checkbox"/> Collect baseline data across selected variables which may include: <ul style="list-style-type: none">▪ School climate and culture (pre/post)▪ Attendance & achievement data for school(s) and district▪ School level profiles (demographic, current UCS implementation stage, Characteristics of Socially Inclusive Schools, etc.)
	<input checked="" type="checkbox"/> Develop SISD Action Plan based on SISD Rubric strengths and challenges <ul style="list-style-type: none">▪ Identify schools for UCS strategy improvement and initiation▪ Assess and address policy needs▪ Assess and address leadership practices
	<input checked="" type="checkbox"/> Design and implement professional development plan for each stakeholder group based on needs

SOCIALLY INCLUSIVE SCHOOL DISTRICT PROCESS



Special Olympics Unified Champion Schools® has identified seven key elements (or characteristics) of socially inclusive learning environments – schools, school districts, out of school settings, and communities. Each characteristic has equal importance to the success of efforts to promote social inclusion but is insufficient on its own.

The seven characteristics are categorized into broad functions as Core Processes and Operational Processes.

The four core processes:

- *Establish a vibrant role for youth leadership in the school, school district, and community.*
- *Create and sustain positive relationships for students with and without intellectual disabilities.*
- *Design unified programs that eliminate boundaries of separation in favor of shared events, activities, goals and leadership.*
- *Create school, family and community partnerships that promote safe, nurturing and inclusive environments.*

The three operational processes ensure effective implementation and sustainability over time. They are critical for schools, school districts and communities seeking to create socially inclusive relationships among diverse young people where they live, learn and play.