

# Characteristics of Socially Inclusive Schools

## Survey (CSIS): Leadership Team

The following survey is designed to assist your school's inclusive leadership team to determine the degree of inclusiveness in the school and set a baseline for future work. It measures inclusion across these seven characteristics of socially inclusive schools:

- Youth Leadership
- Creating and Sustaining Relationships
- Unifying Programming
- School Community Collaboration
- Communications
- Professional Development
- Continuous Improvement.

Individual members of the team should take the assessment separately then come together to discuss their individual results and reach consensus on a school-wide score. The perspectives of different individuals (including students) will result in a more insightful and accurate report and will highlight perspective variations, while the school wide consensus score will provide a benchmark for action planning. *The group conversation to determine a school-wide consensus score is a critical component of the process and more accurate than a mere compilation of individual scores.* Please dedicate sufficient time for a meaningful and comprehensive team discussion.

Please note that two academic categories of students are referenced in this assessment:

- 1) Students without disabilities
- 2) Students with intellectual disabilities.

This assessment does not specifically measure the inclusion of students with all types of disabilities; rather, it considers inclusion of those students with intellectual disabilities as an indicator of overall inclusion. However, addressing the question of social inclusion of students with physical, emotional, sensory and all other types of disabilities is worthy of consideration by the leadership team and is strongly encouraged. Although beyond the scope of this assessment, broad, representative, and meaningful inclusion of students in the social environment of the school is critical for positive youth development, success beyond the school community, and quality learning for all.

Definitions for reference:

- Unifying programming: Unifying programming engages students with and without disabilities in the daily life of the school. It includes extracurricular activities such as sports and clubs, formal and informal leadership opportunities in the academic, social, and emotional life of the school, and curriculum and instruction which include positive recognition and representation of students with and without disabilities.
- Inclusion/Inclusiveness: Whether we are talking about youth leadership, Unified Sports or school-wide activities, students with disabilities participate **as peers** alongside students without disabilities. Inclusion *is not* about providing the same experiences to students with and without disabilities in different locations or at different times; rather, students with and without intellectual disabilities play and compete together (e.g. in Unified Sports), co-lead committees, and work together to plan school-wide activities.
- Intellectual disabilities: intellectual disability (sometimes referred to as "ID") is a term used when a person has certain differences in cognitive functioning and skills, including communication, social and self-care skills. It's estimated that between 1-3 percent of the global population has an intellectual disability, including 6.5 million people in the United States and as many as 200 million worldwide.
- Professional development: Professional development includes all types of training (workshops, assemblies, coaching, etc.) which are intended to increase the knowledge and/or enhance the skills of participants.

# I. YOUTH LEADERSHIP

Please read the following questions and select the options that apply to your school. You can select more than one option per question, as applicable. If you do not select any of the options, it is equal to selecting 'none,' 'no one,' 'not evident' (in other words, no score for that particular question).

**Q1. Which students, if any, influence school decisions in communications (e.g. school newspaper, school website, announcements)? Select as many as apply.**

- ☐ Students without disabilities
- ☐ Students with intellectual disabilities

**Q2. Which students, if any, influence school decisions through student government? Select as many as apply.**

- ☐ Students without disabilities
- ☐ Students with intellectual disabilities

**Q3. Which students, if any, influence school decisions through surveys? Select as many as apply.**

- ☐ Students without disabilities
- ☐ Students with intellectual disabilities

**Q4. Which students, if any, influence school decisions through class discussions? Select as many as apply.**

- ☐ Students without disabilities
- ☐ Students with intellectual disabilities

**Q5. Which students, if any, influence school decisions in events/assemblies (i.e. leading/determining focus, identifying themes and topics, not just attending)? Select as many as apply.**

- ☐ Students without disabilities
- ☐ Students with intellectual disabilities

**Q6. Which students, if any, influence school decisions through youth leadership clubs? Select as many as apply.**

- ☐ Students without disabilities
- ☐ Students with intellectual disabilities

**Q7. Which students, if any, influence school decisions through a Principal Advisory Committee (or similar structure)? Select as many as apply.**

- ☐ Students without disabilities
- ☐ Students with intellectual disabilities

**Q8. Which students are involved in improving the inclusiveness of the school through discussions about class scheduling? Select as many as apply.**

- ☐ Students without disabilities
- ☐ Students with intellectual disabilities

**Q9. Which students are involved in improving the inclusiveness of the school**

**through the development of inclusive events? Select as many as apply.**

- ☐ Students without disabilities
- ☐ Students with intellectual disabilities

**Q10. Which students are involved in improving the inclusiveness of the school through the creation of communications supporting inclusion (e.g. posters, newspaper articles, bulletin board displays)? Select as many as apply.**

- ☐ Students without disabilities
- ☐ Students with intellectual disabilities

**Q11. Which students are involved in improving the inclusiveness of the school through participation in inclusive clubs or sports? Select as many as apply.**

- ☐ Students without disabilities
- ☐ Students with intellectual disabilities

**Q12. Which students serve as youth leaders in school (e.g., through sports teams, clubs, committees, classroom discussions, service opportunities)? Select as many as apply.**

- ☐ Students without disabilities
- ☐ Students with intellectual disabilities

**Q13. In what social-emotional learning (SEL) areas, if any, do students receive instruction? Select as many as apply.**

- ☐ Decision making
- ☐ Conflict Resolution
- ☐ Communication
- ☐ Ethics
- ☐ Emotion Regulation/Self-management
- ☐ Empathy

**Q14. Which students, if any, receive instruction in social-emotional skills (e.g., decision making, conflict resolution, communication, ethics, self-management, empathy)? Select as many as apply.**

- ☐ Students without disabilities
- ☐ Students with intellectual disabilities

Notes/Action Steps:

## II. CREATING AND SUSTAINING RELATIONSHIPS

Please read the following questions and select the options that apply to your school. You can select more than one option per question, as applicable. If you do not select any option, it is equal to selecting 'none,' 'no one,' 'not evident' (in other words, no score for that particular question).

### **Q15. Where do students with intellectual disabilities interact with students without intellectual disabilities? Select as many as apply.**

- ☐ Hallways
- ☐ Cafeteria
- ☐ Library/Media Center
- ☐ Enrichment classes (e.g., physical education, art, music)
- ☐ Core academic classes
- ☐ Sports (intramural, recreational or interscholastic)
- ☐ Extracurricular clubs/service-learning opportunities

### **Q16. Which members of the school community are formally involved in efforts to include students with intellectual disabilities in school programs or activities? Select as many as apply.**

- ☐ Special education teachers
- ☐ General education teachers
- ☐ Administrators, support staff and other school personnel
- ☐ Students without disabilities (in general)
- ☐ Students with intellectual disabilities (in general)
- ☐ Students participating in Special Olympics Unified Champion Schools programming

### **Q17. Where do students without intellectual disabilities demonstrate their friendships with students with intellectual disabilities? Select as many as apply.**

- ☐ In class
- ☐ In the hallways
- ☐ During sports and extracurricular activities
- ☐ Outside of organized activities (e.g., in their homes, during weekends)

### **Q18. Where do parents/families of students without intellectual disabilities interact with parents/families of students with intellectual disabilities? Select as many as apply.**

- ☐ At school events
- ☐ At organized community events (e.g., sports, religious services)
- ☐ Outside of organized activities (e.g., in their homes, during weekends)

Notes/Action Steps:

### III. UNIFYING PROGRAMMING

Please read the following questions and select the options that apply to your school. You can select more than one option per question, as applicable. If you do not select any option, it is equal to selecting 'none,' 'no one,' 'not evident' (in other words, no score for that particular question).

**Q19. Which resources, if any, does the district provide for unifying programming? Select as many as apply.**

- ☐ Money
- ☐ Time (e.g., holding training during school hours, program development)
- ☐ Personnel
- ☐ Facilities

**Q20. Which students regularly participate in school athletic programs (interscholastic, intramural, and/or recreational)? Select as many as apply.**

- ☐ Students without disabilities
- ☐ Students with intellectual disabilities

**Q21. Which students regularly participate in extracurricular opportunities? Select as many as apply.**

- ☐ Students without disabilities
- ☐ Students with intellectual disabilities

**Q22. For which clubs and sports does the school celebrate accomplishments? Select as many as apply.**

- ☐ Traditional sports teams
- ☐ Unified Sports® teams
- ☐ Academic extracurricular clubs
- ☐ Other extracurricular clubs

Notes/Action Steps:

## IV. SCHOOL COMMUNITY COLLABORATIONS

Please read the following questions and select the options that apply to your school. You can select more than one option per question, as applicable. If you do not select any option, it is equal to selecting 'none,' 'no one,' 'not evident' (in other words, no score for that particular question).

**Q23. Which individuals, if any, have an active voice developing and implementing an inclusive vision and goals for the school? Select as many as apply.**

- ☐ Students without disabilities
- ☐ Students with intellectual disabilities
- ☐ School administrators
- ☐ School Instructional Staff Members
- ☐ School Support Staff Members
- ☐ Parents/Guardians
- ☐ Community members

**Q24. Which community organizations collaborate with the school on events or activities? Select as many as apply.**

- ☐ Sports organizations (e.g., community recreational department lends equipment for school teams; members of local sports teams help coach Unified Sports teams)
- ☐ Social service organizations (e.g., social workers train students to become peer mediators; social service organizations invite students to help in the creation of a community-wide health campaign)
- ☐ Media organizations (journalists work with students on the school newspaper; local newspaper features school events or accomplishments)
- ☐ Public safety organizations (e.g., police make a presentation about drug use during a school assembly; EMTs lead student training on CPR)
- ☐ Health services organizations (e.g., doctor provides exams for members of Unified Sports teams; school nurse presents sessions on health, wellness and movement)
- ☐ Local business leaders (e.g., business leaders partner with unified club on projects; local grocery store participates in healthy eating project)
- ☐ Religious organizations (e.g., church/synagogue/mosque help to organize school canned food drive for a food pantry)
- ☐ Other

**Q25. Which students interact with community organizations through curricular and extracurricular activities? Select as many as apply.**

- ☐ Students without disabilities
- ☐ Students with intellectual disabilities

**Q26. Which students leave school grounds to participate in school-sponsored community activities? Select as many as apply.**

- ☐ Students without disabilities
- ☐ Students with intellectual disabilities

Notes/Action Steps:

## V.COMMUNICATION

Please read the following questions and select the options that apply to your school. You can select more than one option per question, as applicable. If you do not select any option, it is equal to selecting 'none,' 'no one,' 'not evident' (in other words, no score for that particular question).

### **Q27. When do educators discuss the importance of inclusive language?**

**Select as many as apply.**

- ☐ Through school-wide events and posters
- ☐ Through the curriculum
- ☐ Through day-to-day instruction
- ☐ Through interactions with the broader community

### **Q28. In what ways is inclusive language used when communicating with students, school staff, families and/or community members? Select as many as apply.**

- ☐ Through formal communications
- ☐ Through informal communications
- ☐ In meetings
- ☐ In informal conversations

### **Q29. With whom does the school staff share the accomplishments of special education students? Select as many as apply.**

- ☐ Special education students and families
- ☐ Regular education students and families
- ☐ All school personnel
- ☐ Broader community

### **Q30 Who stops others from using language that is hurtful toward students with intellectual disabilities (e.g., terms such as: retard[ed], "those kids," SPED kids, slow class)? Select as many as apply.**

- ☐ School personnel
- ☐ Parents/Guardians/Family members
- ☐ Community Members
- ☐ Students without disabilities
- ☐ Students with intellectual disabilities

Notes/Action Steps:

## VI. PROFESSIONAL DEVELOPMENT

Please read the following questions and select the options that apply to your school. You can select more than one option per question, as applicable. If you do not select any option, it is equal to selecting 'none,' 'no one,' 'not evident' (in other words, no score for that particular question).

**Q31. Who receives professional development/training from the school about addressing the needs of the special education student population and the use of inclusive teaching strategies? Select as many as apply.**

- ☐ Special education teachers
- ☐ General education teachers
- ☐ Administrators, support staff and other school personnel
- ☐ Parents/Guardians
- ☐ Students with and without disabilities
- ☐ Community members

**Q32. When do special education and general education teachers have opportunities to collaborate? Select as many as apply.**

- ☐ Informal discussions
- ☐ Professional development sessions
- ☐ Regular planning time
- ☐ Team teaching
- ☐ Faculty meetings
- ☐ School-wide events

**Q33. When do school personnel receive professional development training on promoting students' social-emotional skills (SEL)? Select as many as apply.**

- ☐ In SEL specific workshops (e.g., conflict resolution, restorative justice)
- ☐ SEL strategies are integrated into all professional development

**Q34. In what ways does the school integrate social-emotional learning (SEL) into the school? Select as many as apply.**

- ☐ Through a program/curriculum focused on social-emotional learning
- ☐ Through classroom management strategies informed by social-emotional learning best practices
- ☐ Through explicit school norms (e.g., student code of conduct)
- ☐ Through a range of pedagogies (e.g., cooperative learning, service-learning, conflict resolution/mediation related learning, moral dilemma discussions)
- ☐ Through adults modeling appropriate behavior
- ☐ Through extracurricular activities that foster social-emotional learning

Notes/Action Steps:



## VII. CONTINUOUSIMPROVEMENT

Please read the following questions and select the options that apply to your school. You can select more than one option per question, as applicable. If you do not select any option, it is equal to selecting 'none,' 'no one,' 'not evident' (in other words, no score for that particular question).

**Q35. Aside from data on student achievement, consider the data collection processes that you use to support your school improvement efforts, and check all that apply below:**

- ☐ Data are collected on schoolclimate.
- ☐ Data are collected on social inclusion.
- ☐ Evaluation measures used to assess school climate and/or inclusion are research-based, established tools (reliable and valid).
- ☐ Data are collected regularly (yearly or twice per year).
- ☐ Data are collected, but they are not analyzed or used for school improvement efforts.

**Q36. How are data collected regarding the inclusion of students with disabilities? Select all that apply.**

- ☐ Through formalcommunications
- ☐ Through informalcommunications
- ☐ In meetings
- ☐ In informalconversations

**Q37. From whom are data collected? Select all that apply.**

- ☐ Students without disabilities
- ☐ Students with intellectual disabilities
- ☐ School personnel
- ☐ Parents/Guardians
- ☐ Community members

**Q38. With whom do administrators share findings and strategies about inclusive practices? Select all that apply.**

- ☐ Leadership team
- ☐ Special education department
- ☐ Students with intellectual disabilities
- ☐ Students without disabilities
- ☐ All school personnel
- ☐ Parents/Guardians
- ☐ School district personnel
- ☐ Broader community

Notes/Action Steps:

## SCORING LOGIC:

Record one “point” for each selection. For instance, if two responses are selected within a question, score 2 points. If no responses are selected for a question, no points are counted.

Inclusive Youth Leadership	Novice Emerging Inclusive Highly Inclusive	0-8 9-17 18-26 27-32
Creating and Sustaining Relationships	Novice Emerging Inclusive Highly Inclusive	0-5 6-11 12-16 17-20
Unifying Programming	Novice Emerging Inclusive Highly Inclusive	0-4 5-7 8-10 11-12
School Community Collaborations	Novice Emerging Inclusive Highly Inclusive	0-4 5-9 10-13 14-19
Communication	Novice Emerging Inclusive Highly Inclusive	0-4 5-8 9-12 13-17
Professional Development	Novice Emerging Inclusive Highly Inclusive	0-5 6-10 11-15 16-20
Continuous Improvement	Novice Emerging Inclusive Highly Inclusive	0-5 6-10 11-17 18-22