

## SOCIALLY INCLUSIVE SCHOOL DISTRICT RUBRIC

The Socially Inclusive School District (SISD) Rubric is designed to assist the school district's inclusive leadership team in identifying and reviewing the current state of social inclusion in the district. It is intended as a reflection tool for school districts seeking to improve their current level of social inclusion in clear, meaningful and measurable ways.

Social inclusion focuses on the mutual and reciprocal learning that takes place when all students are engaged in meaningful social and academic opportunities. Social inclusion:

- Builds upon and enhances the knowledge, skills and dispositions of students with and without intellectual disabilities;
- Requires a school district to establish a set of inclusive values, principles and strategies leading to school climates that are engaging, safe and collaborative for all students; and
- Creates authentic communities where every student's assets and gifts are valued, and their contribution is integrated into a vision of the whole.

This rubric helps the team collect perceptions of how socially inclusive the school district is which then can be used to for future work. It reflects strategies to enhance and sustain social inclusion through shared leadership, supportive policies, resource allocation, professional development and community collaborations. The leadership team considers inclusion across the seven characteristics of socially inclusive school districts that are found in this rubric which mirrors a survey of individual schools referred to as the *Characteristics of Socially Inclusive Schools (CSIS)* assessment. This rubric may be used for decision making in combination with results from the *CSIS*, but it should not be replaced by those results. The *CSIS* is intended to measure implementation of social inclusion in individual schools, and it is not appropriate as a reflection of district policies and practices.

Members of the district leadership team should reflect individually on the SISD then come together to discuss their responses and reach consensus on the rubric level that best reflects the degree of social inclusion in the district. Gathering the perspectives of different individuals, including students and other stakeholders on the team, will result in a more comprehensive picture and will highlight variations in perspectives for further examination. For example, if students on the team report significantly different levels of inclusion than the adults, the team should examine those differences before determining a consensus score.

The district-wide consensus will provide a starting point for action planning. *The group conversation to determine a district-wide consensus is a critical component of the process and more accurate than a mere compilation and averaging of individual responses.* It is important to dedicate sufficient time for a meaningful and comprehensive team discussion.

Please note that this rubric refers to “students with and without intellectual disabilities” and “students of all abilities.” These terms are defined below and are meant to be inclusive of all students. *Students with intellectual disabilities, in particular, are frequently excluded from the social culture of the school.* As you reflect on the rubric, please take time to consider carefully whether or not students of ALL abilities are included in each the specific element.

#### Definitions for reference:

- Inclusion/Inclusiveness: Students with intellectual disabilities participate alongside students without intellectual disabilities *as peers*. Through inclusion, every student is given an opportunity to meaningfully contribute and participate; and students are recognized for their similarities and strengths rather than disabilities. Inclusion *is not* providing the same experiences to students with and without intellectual disabilities in different locations or at different times. For instance, it is not field day activities during which students with intellectual disabilities only compete against and play with other students with intellectual disabilities while students without intellectual disabilities only compete against and play with other students without intellectual disabilities. Nor is it activities in which students without intellectual disabilities are only present to “help” the students with intellectual disabilities. Rather, inclusion is when students with and without intellectual disabilities work or participate together in various activities.
- Inclusive youth leadership: Inclusive youth leadership recognizes the unique leadership potential in every student and exists when young people of all abilities are given opportunities to be leaders in their schools and communities. These leadership activities help students find their voices and teach them to work collaboratively to become change agents in their communities by promoting equity and acceptance. Social inclusion is best fostered when activities within the classroom, school, and community are designed and implemented by a diverse group of students within a school.
- Intellectual disability: Intellectual disability (or ID) is a term used when a person has certain limitations in cognitive functioning and skills, including communication, social and self-care skills.
- Professional development: Professional development includes all types of training (e.g., workshops, assemblies, coaching, mentoring) which are intended to increase the knowledge and/or enhance the skills of attendees.
- Students with and without intellectual disabilities – This phrase refers to ALL students in the school district while specifically addressing intellectual disabilities. Its reference to students with intellectual disabilities is a reminder to consider those students in your response as they are often excluded from the social environment of the school and school district.
- Students of all abilities—This phrase also refers to ALL students in the school district. It includes those with intellectual disabilities; those with physical, emotional, sensory and other types of disabilities; and those with typical abilities.
- Unifying programming: Unifying programming engages students with and without intellectual disabilities in the daily life of the school and school district. It eliminates boundaries of separation in favor of shared activities, events and goals. It includes extracurricular activities, such as sports, clubs and formal and informal leadership opportunities in the academic, social, and extracurricular life of the school and school district. It also includes curriculum and instruction with positive recognition and representation of students with and without intellectual disabilities.

## SOCIALLY INCLUSIVE SCHOOL DISTRICT RUBRIC

District: \_\_\_\_\_ Superintendent: \_\_\_\_\_ Team Member: \_\_\_\_\_ Title: \_\_\_\_\_

This form should be used by school districts to review and identify the current state of social inclusion in the district. Further, it should be used to identify strategies that enhance and sustain social inclusion through shared leadership, supportive policies, resources allocation, professional development and collaborations.

Please select the level which reflects your beliefs about each element. Each level (novice, emerging, inclusive and highly inclusive) improves upon the indicators (bullets) of the previous level.

### Characteristic 1:

#### Inclusive Youth Leadership:

The district values inclusive youth leadership as a priority, and youth representing the diversity of the student body, including students with intellectual disabilities, are engaged in leadership opportunities and/or positions.

#### Element 1A:

It is acknowledged that inclusive youth leadership is a priority of the school district, and students representing the diversity of the student body are engaged in meaningful leadership positions.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> A limited number of students without intellectual disabilities, if any, are engaged in leadership at the district level. <input type="checkbox"/> No district policies, belief statements, goals or objectives reference inclusive youth leadership.	<input type="checkbox"/> Students of all abilities are represented or selected to be on district committees with limited decision making. <input type="checkbox"/> Inclusive youth leadership is referenced as a value of the district, but it is not reinforced through policies, goals or objectives.	<input type="checkbox"/> Students of all abilities are provided opportunities to fill leadership positions/roles in the school district, schools and community. <input type="checkbox"/> Inclusive youth leadership is a specific goal or objective of the district and/or is integrated specifically into a related goal such as an inclusive district climate.	<input type="checkbox"/> A wide range of student leadership positions are held by students with and without intellectual disabilities. <input type="checkbox"/> The district priority of inclusive youth leadership is clearly reflected in the district's goals and objectives, and it is reinforced through statements, policies and assessment.

### Element 1B:

District policies ensure all students, with and without intellectual disabilities, are given opportunities to make meaningful change in their classrooms, schools and communities.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> Students with and without intellectual disabilities have little to no opportunity to influence change.	<input type="checkbox"/> District policies and practices ensure that <b>some</b> students with and without intellectual disabilities have limited opportunities to impact changes in policies and practices.	<input type="checkbox"/> District policies and practices ensure that all students, both with and without intellectual disabilities, have opportunities to impact policies and practices in their classrooms, schools and the district.	<input type="checkbox"/> District policies and practices ensure students with and without disabilities are engaged in opportunities to lead meaningful change in their classrooms, schools and the district.

### Element 1C:

District policies and practices ensure youth with and without intellectual disabilities are given opportunities and training to be leaders and agents of change in their schools and the school district.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> Students without intellectual disabilities are provided little to no leadership training and students with intellectual disabilities are provided no leadership training.	<input type="checkbox"/> District policies and practices ensure <i>some</i> students with and without intellectual disabilities are provided training in leadership skills, knowledge and dispositions, but such training occurs in separate settings (e.g. non-inclusive classroom settings, clubs and extracurricular opportunities).	<input type="checkbox"/> District policies and practices ensure <i>some</i> students with and without intellectual disabilities are provided training in leadership skills, knowledge and dispositions within inclusive settings such as inclusive clubs, sports, classrooms and events.	<input type="checkbox"/> District policies and practices ensure <i>all</i> students with and without intellectual disabilities are provided training in leadership skills, knowledge and dispositions in inclusive settings such as school clubs, sports, classrooms and events.

### Element 1D:

District policies and practices ensure youth with and without intellectual disabilities are provided opportunities to make and act on decisions as leaders and agents of change in their schools and the school district.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> Adults are decision makers and inform youth about their decisions.	<input type="checkbox"/> Decisions in schools and the school district are made and acted on by adults with some input from students with and without intellectual disabilities.	<input type="checkbox"/> District policies and practices ensure many decisions in schools and the school district are made and acted on by students with and without intellectual disabilities along with adults.	<input type="checkbox"/> District policies and practices ensure pertinent decision making at schools and in the district is led by students with and without intellectual disabilities on behalf of all students and in collaboration with adults.

## Element 1E:

District policies and practices encourage, support, model and hold schools accountable for inclusive youth leadership.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<ul style="list-style-type: none"> <li>□ No district policies or practices reference inclusive youth leadership in schools.</li> <li>□ The district does not model inclusive youth leadership at the district level.</li> </ul>	<ul style="list-style-type: none"> <li>□ Schools are encouraged to engage students with and without disabilities in leadership opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>□ The district encourages and provides support to schools for inclusive youth leadership through formal and informal opportunities.</li> <li>□ The district models inclusive youth leadership in formal and informal district level opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>□ The district policies monitor and assess inclusive youth leadership at the school level.</li> <li>□ District celebrates diverse student leadership in schools and at the district level.</li> </ul>
<b>Action Plans &amp; Deliverables:</b>			
<b>Comments:</b>			

## Characteristic 2: Creating and Sustaining Relationships

A commitment exists to bring youth with and without disabilities together through programs focused on their development and solving social problems.

### Element 2A:

District policies and practices ensure each student with or without intellectual disabilities is connected to and feels a sense of belonging within the school community.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> No formal programming exists to engage students with and without intellectual disabilities together in the same activities.	<input type="checkbox"/> The district offers limited programming opportunities for students with and without intellectual disabilities to interact together in academic and social settings.	<input type="checkbox"/> District programming policies ensure each student with or without an intellectual disability is connected through classroom and whole school activities, which build a sense of belonging.	<input type="checkbox"/> District programming policies and practices model supportive relationships and create a caring, respectful and compassionate community for all students with and without intellectual disabilities.

### Element 2B:

District policies and practices ensure inclusion of all students in classroom, extra-curricular and community activities.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> No formal programming exists to promote inclusion of all students in classroom activities. <input type="checkbox"/> No formal policies exist to promote inclusion of all students in extra-curricular and community-based activities.	District policies and practices encourage: <ul style="list-style-type: none"> <li><input type="checkbox"/> School-based strategies that engage all students with and without disabilities in classroom activities.</li> <li><input type="checkbox"/> School-based strategies that engage all students with and without disabilities in extra-curricular and community-based activities.</li> </ul>	District policies and practices provide support to schools for: <ul style="list-style-type: none"> <li><input type="checkbox"/> Inclusive relationship-building strategies in classrooms.</li> <li><input type="checkbox"/> Inclusive relationship-building strategies in extra-curricular and community-based activities.</li> </ul>	District policies and practices hold schools accountable for and recognize: <ul style="list-style-type: none"> <li><input type="checkbox"/> Inclusive relationship-building strategies in classrooms.</li> <li><input type="checkbox"/> Inclusive relationship-building strategies in extra-curricular and community-based activities.</li> </ul>

## Element 2C:

District policies and practices support curricula and instruction which value diverse learning styles, strategies and abilities.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> District policies and practices do not specifically reference the value of diverse learning styles, strategies and/or abilities.	<input type="checkbox"/> District policies and practices encourage school-based strategies to meet the diverse learning needs of all students.	<input type="checkbox"/> District policies and practices express and reflect the diverse knowledge, skills, abilities and perspectives of students with and without intellectual disabilities.	<input type="checkbox"/> District policies and practices require curricular options and instructional strategies that engage students of all abilities and acknowledge the diverse attributes of each student.

## Element 2D:

District policies and practices ensure school schedules and building arrangements that support the needs of all students.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> District policies do not provide guidance for scheduling options and building arrangements which meet the needs of all students.	<input type="checkbox"/> District policies support diverse scheduling and building arrangements that effectively engage students with and without intellectual disabilities.	<input type="checkbox"/> District policies for school schedules, building arrangements and transportation ensure regular opportunities for students with and without intellectual disabilities to interact and engage together academically and socially.	<input type="checkbox"/> District policies and practices ensure school schedules reflect inclusive values, and students with and without intellectual disabilities are engaged, safe and included in all classroom, extra-curricular and community-based activities.

**Action Plans & Deliverables:**

**Comments:**

## Characteristic 3: Unifying Programming

A commitment exists to bring diverse inclusive programs together, focusing on student development, including students with intellectual disabilities.

### Element 3A:

District policies and practices support high-quality, unifying extra-curricular and co-curricular programs for students of all abilities in schools to eliminate boundaries between students.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> The district provides limited or no support for school-based unifying programming.	<input type="checkbox"/> District staff discuss implementation of unifying programming, but district policies and practices support parallel activities (similar activities, but in different locations or times and without inclusion) that honor and develop the skills and abilities of students with and without intellectual disabilities.	<input type="checkbox"/> District policies and practices support access to, and opportunities for, students of all abilities to participate together in unifying programming, including Special Olympics Unified Champion Schools, within a broad range of extra-curricular and co-curricular activities.	<input type="checkbox"/> District policies and practices support and incentivize school-based activities that engage the full diversity of the student body. <input type="checkbox"/> Unifying programming is included in the district budget, strategic plan and accountability systems.

### Element 3B:

District policies and practices support inclusive physical education classes and recreational, intramural and interscholastic sports to eliminate boundaries among students and ensure every student is given an opportunity to develop the skills for a healthy, active lifestyle.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> Traditional school sports (recreational, intramural or interscholastic) and PE classes are not supported or encouraged to engage students with intellectual disabilities.	<input type="checkbox"/> District policies and practices provide inconsistent support for inclusive sports (recreational, intramural or interscholastic) and PE classes.	<input type="checkbox"/> District policies and practices encourage and support inclusive sports (recreational, intramural or interscholastic) and PE classes.	<input type="checkbox"/> District policies and practices require and celebrate inclusive sports and PE classes at each school.

**Action Plans & Deliverables:**

**Comments:**

## Characteristic 4: School-Community Collaborations

Sustainable school-community collaborations exist to benefit youth, schools and the community. They are supported by commitments, high levels of trust, funding, measurable deliverables and formal policies.

### Element 4A:

Formal relationships are established between the district and diverse community partners including those serving individuals with intellectual disabilities.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> The school district works in isolation from the community with irregular program collaborations.	<input type="checkbox"/> The school district engages community members and community groups (including those serving individuals with intellectual disabilities) in limited opportunities to give input on district policies and programs.	<input type="checkbox"/> The school district actively works with multiple, diverse community partners to develop common goals and implement shared projects.	<input type="checkbox"/> The school district maintains mutually beneficial relationships with community groups that represent and serve a broad cross section of the community. <input type="checkbox"/> The school district and community work toward a shared vision that supports and sustains an inclusive school climate in each of its schools.

### Element 4B:

District policies and practices encourage and support the establishment of formal relationships among schools and diverse community partners including those serving individuals with intellectual disabilities.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> District policies do not support or encourage the establishment of formal relationships among schools and their diverse community partners.	<input type="checkbox"/> District policies and practices encourage schools to establish formal relationships with diverse community partners to give input into school policies and strategies.	<input type="checkbox"/> District policies and practices actively encourage students and staff to build meaningful, diverse partnerships with the community to develop common goals and implement district level projects.	<input type="checkbox"/> District policies and practices encourage and provide support to mutually beneficial relationships among individual schools and a broad cross section of community partners.

**Element 4C:**

District policies and practices encourage and support opportunities for students of all abilities to engage in community-based activities such as community service, community development projects and organizational leadership.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<div><input type="checkbox"/> District policies (e.g., rules regarding leaving campus, adult supervision ratios) limit the opportunity for students with and without intellectual disabilities to engage in community activities.</div>	<div><input type="checkbox"/> District policies and practices support adult directed opportunities for students with and without disabilities to engage in community-based activities.</div>	<div><input type="checkbox"/> District policies and practices encourage students of all abilities to participate <i>together</i> in community-based activities.</div>	<div><input type="checkbox"/> District policies and practices encourage and support students of all abilities to work together to plan, lead and participate in mutually beneficial community-based activities.</div>
<div>Action Plans &amp; Deliverables:</div>			
<div>Comments:</div>			

## Characteristic 5:

### Communications

Clear, concise, accessible communications are essential to ensure program effectiveness and stakeholder understanding.

#### Element 5A:

The school district uses and monitors inclusive language in communications with district, school and community stakeholders.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<ul style="list-style-type: none"> <li><input type="checkbox"/> District leaders and staff are not trained in the use of inclusive language.</li> <li><input type="checkbox"/> The word “inclusion” and inclusive language is rarely used in formal and informal school district communications.</li> <li><input type="checkbox"/> There are no formal programs or policies in place to eliminate or address the use of offensive or abusive language within schools.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District staff are trained in the use of inclusive language and generally use these skills in their daily communications.</li> <li><input type="checkbox"/> District communications staff seek out information on inclusion and use it in regular communications.</li> <li><input type="checkbox"/> District policies endorse and encourage programs that reduce the use of offensive or abusive language as part of school activities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District communications (e.g., website, presentations, speeches, announcements) highlight students’ diverse gifts, talents and contributions in ways which demonstrate the value placed on students’ unique abilities and their similarities.</li> <li><input type="checkbox"/> District policies and practices ensure that staff and students are taught to use inclusive language in their school and personal verbal, written and social networking communications.</li> <li><input type="checkbox"/> District policies and practices encourage schools to showcase their culture of inclusive language through signs, posters and displays in the school.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Mechanisms and systems are in place to regularly inform stakeholders and all school personnel about the positive impacts of inclusiveness on the entire student body.</li> <li><input type="checkbox"/> The value students and staff place on inclusion is communicated throughout the school district wherever physical representation can be displayed on the website, in presentations, in speeches and in announcements.</li> <li><input type="checkbox"/> District policies and practices ensure students with and without intellectual disabilities and special and general education teachers regularly speak to school, district and community groups about the importance of social inclusion.</li> </ul>

**Element 5B:**

District policies and practices ensure curricula and teaching and learning strategies use inclusive language.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<div><input type="checkbox"/> District practices prioritize certain student groups' academic, athletic and service attributions and contributions; Special Education students are rarely included.</div>	<div><input type="checkbox"/> District staff encourage schools to regularly offer assemblies and events that focus on inclusion and how to talk about it with peers, parents and community members.</div>	<div><input type="checkbox"/> District policies require that schools have guidelines and clear expectations that all students and staff use inclusive language in the curriculum and in classroom and school-wide settings.</div>	<div><input type="checkbox"/> District policies ensure that inclusion is an essential element of teaching and learning content, context and strategies.</div>
<div>Action Plans &amp; Deliverables:</div>			
<div>Comments:</div>			

## Characteristic 6:

### Professional Development

A variety of opportunities are established for stakeholders, community organizations, and leaders to acquire and enhance knowledge and skills to effectively implement and sustain inclusive schools.

#### Element 6A:

The district provides professional development for *staff members* to build inclusive knowledge, skills and dispositions.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> Basic knowledge about addressing the needs of a diverse student population is expected of all school personnel at the district level and principals and instructional staff in each school; however, it does not address issues of social inclusion.	<input type="checkbox"/> School leaders are encouraged by district leadership to provide informational programs about diverse student abilities, inclusive teaching strategies and the importance of social inclusion to parents, students and school staff.	<input type="checkbox"/> Specific district professional development opportunities for staff incorporate discussion and skill building to support inclusiveness and social inclusion.	<input type="checkbox"/> District policies support school leaders and hold them accountable for providing high quality, ongoing professional development on social inclusion and school climate.

#### Element 6B:

The district provides professional development for *students* to build inclusive knowledge, skills and dispositions.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> No district policies exist to ensure students build inclusive knowledge, skills and dispositions.	<input type="checkbox"/> School leaders are encouraged by district leadership to provide informational programs about diverse student abilities, inclusive teaching strategies and the importance of social inclusion for students.	<input type="checkbox"/> District policies and practices engage students with and without intellectual disabilities in planning school and community events that increase knowledge and skills to support inclusive schools.	<input type="checkbox"/> District policies and practices engage students with and without intellectual disabilities to collaboratively plan and lead district-wide activities that build inclusive knowledge, skills and dispositions for fellow students, staff and community members.

## Element 6C:

The district provides learning opportunities for *families and community members* to build inclusive knowledge, skills and dispositions.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> No district policies exist to ensure families and community members build inclusive knowledge, skills and dispositions.	<input type="checkbox"/> School leaders are encouraged by district leadership to provide informational programs about diverse student abilities, inclusive teaching strategies and the importance of social inclusion to families and community members.	<input type="checkbox"/> District policies and practices engage students with and without intellectual disabilities in planning school and community events to increase knowledge and skills within families and community members that support inclusive schools.	<input type="checkbox"/> District policies and practices engage students with and without intellectual disabilities to collaboratively plan and lead district-wide activities to build inclusive knowledge, skills and dispositions for fellow students, staff and community members.

## Element 6D:

District policies and practices ensure special and general education teachers and staff learn together through ongoing professional development such as professional learning communities and collaborative planning and implementation.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> Professional development is targeted at distinctly different audiences rather than shared learning experiences between general education and special education staff	<input type="checkbox"/> District practices provide opportunities for special and general education teachers to collaborate as learners within a professional learning community or through collaborative planning and implementation time.	<input type="checkbox"/> District policies ensure that professional development engages special and general education teachers in shared learning and planning for inclusive learning environments.	<input type="checkbox"/> District policies encourage and support regular, scheduled professional development opportunities in their schools to support collaboration between special and general education teachers and inclusive learning environments.

### Element 6E:

District professional development policies, practices and events for staff members build knowledge, skills and dispositions for social and emotional learning.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> Social-emotional learning, with a focus on social inclusion, is not explicitly addressed in district-supported professional development.	<input type="checkbox"/> District policies encourage professional development in classroom management strategies and pedagogies that support, and are informed by, social-emotional learning best practices.	<input type="checkbox"/> District policies incentivize special and general education teachers to build competencies in social and emotional learning, including social inclusion.	<input type="checkbox"/> District policies require all educators to become proficient in teaching, supporting and reinforcing social emotional skills, including social inclusion.

### Element 6F:

The district engages students with and without intellectual disabilities in professional development delivery and planning.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> Students are rarely, if ever, engaged to deliver professional development at the district level.	<input type="checkbox"/> Occasionally, some students assist in delivering professional development planned by adults at the district level.	<input type="checkbox"/> Students with and without intellectual disabilities are regular contributors to, and co-facilitators of, professional development at the district level.	<input type="checkbox"/> Students with and without intellectual disabilities are regularly included in professional development to share strategies they find most effective in creating and sustaining an inclusive school environment.

**Action Plan & Deliverables:**

**Comments**

## Characteristic 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.

### Element 7A:

District policies and practices support the use of appropriate measures to assess social inclusion and school climate (one in which students with intellectual disabilities feel welcomed, supported, connected and safe in the school.)

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> District policies encourage plans for developing and supporting a positive school climate, but do not reference inclusion or measurement.	<input type="checkbox"/> District policies encourage schools to assess social inclusion along with their assessment of school climate.	<input type="checkbox"/> A social inclusion assessment (e.g., CSIS Survey, Social Inclusion Scale) is endorsed by the district for use by all schools.	<input type="checkbox"/> Data are regularly collected from multiple sources and stakeholders on the inclusiveness of the school climate and the effectiveness of the learning environments in all district schools and the community.

### Element 7B:

The district uses data collected through social inclusion and school climate measures to inform new and enhanced **practices**.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> Programs and activities to create more inclusive school climates in district schools and increase the effectiveness of the learning environment for all students are adopted based on limited data and without a shared vision or collective agenda.	<input type="checkbox"/> The district only uses data collected about the inclusion of students with intellectual disabilities in <b>academic settings</b> to inform new and revised practices.	<input type="checkbox"/> The district uses data collected about the inclusion of students with disabilities in academic settings, extra-curricular activities, sports and social events to inform new and revised practices.	<input type="checkbox"/> The district uses data collected about the inclusion and collaboration of students with and without intellectual disabilities to guide decisions and plans for continuous improvement in social inclusion among all schools.

### Element 7C:

The district uses data collected through social inclusion and school climate measures to inform new and enhanced **policies**.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> Policies to create more inclusive school climates in district schools and increase the effectiveness of the learning environment for all students are adopted based on limited data and without a shared vision or collective agenda.	<input type="checkbox"/> The district only uses data collected about the inclusion of students with intellectual disabilities in <i>academic settings</i> to inform new and revised policies.	<input type="checkbox"/> District policies are developed using data collected about the inclusion of students with intellectual disabilities in academic settings, extra-curricular activities, sports and social events.	<input type="checkbox"/> District policies ensure evidence of progress is communicated with the broader community to deepen understanding of an inclusive school climate, an effective learning environment and strategies to ensure each school is socially inclusive.

### Element 7D:

District data on attendance, discipline, graduation rates and participation in extra-curricular activities is disaggregated, analyzed and shared for trends and enhancement.

NOVICE	EMERGING	INCLUSIVE	HIGHLY INCLUSIVE
<input type="checkbox"/> Data are available but not disaggregated.	<input type="checkbox"/> Data are disaggregated but not a priority for analysis.	<input type="checkbox"/> Data are disaggregated and analyzed to record progress and enhance social inclusiveness.	<input type="checkbox"/> Data are disaggregated and analyzed by the district for trends and areas for improvement to ensure all students have equitable opportunities to succeed in formal and informal settings.

#### Action Plan & Deliverables:

#### Comments