



Characteristics of Socially Inclusive Schools (CSIS) Assessment



Special Olympics
**Unified Champion
Schools®**

Characteristics of Socially Inclusive Schools (CSIS) Assessment: Leadership Team



The following survey is designed to help your school's Unified Champion Schools leadership team determine the current level of social inclusion in the school and plan 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 agreement and differences, 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 survey:

1. Students without disabilities
2. Students with intellectual disabilities

This survey does not specifically measure the inclusion of students with all types of disabilities; rather, it considers inclusion of 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 worth the leadership team's consideration 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 intellectual 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. Nor is it about students without disabilities necessarily helping students with disabilities. 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

NAME: _____

SCHOOL NAME: _____

ROLE:

- Administrator (Principal/Assistant Principal/Athletic Director/etc.)
- School Counselor/Social Worker
- General Education Teacher
- Special Education Teacher
- Other School Staff
- Student
- Family Member/Care Taker
- Community Partner

Section 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 question).

Question	Students without disabilities	Students with intellectual disabilities
Which students, if any, influence school decisions for communications (e.g. school newspaper, school website, announcements?) Select as many as apply.		
Which students, if any, influence school decisions through student government? Select as many as apply.		
Which students, if any, influence school decisions through surveys? Select as many as apply.		
Which students, if any, influence school decisions through class discussions? Select as many as apply.		
Which students, if any, influence school decisions for events/assemblies (i.e. leading/determining focus, identifying themes and topics, not just attending)? Select as many as apply.		
Which students, if any, influence school decisions through youth leadership clubs? Select as many as apply.		
Which students, if any, influence school decisions through a Principal Advisory Committee (or similar structure)? Select as many as apply.		
Which students are involved in improving the inclusiveness of the school through discussions about class scheduling? Select as many as apply.		
Which students are involved in improving the inclusiveness of the school through the development of inclusive events? Select as many as apply.		
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.		
Which students are involved in improving the inclusiveness of the school through participation in inclusive clubs or Special Olympics Unified Sports®? Select as many as apply.		
Which students serve as leaders in school (e.g., through sports teams, clubs, committees, classroom discussions, service opportunities)? Select as many as apply.		
Which students, if any, receive instruction in social-emotional skills (e.g., self-awareness, self-management, social awareness, relationship skills, and responsible decision making)? Select as many as apply.		
Total checks:		
Combined total number of checks for Inclusive Youth Leadership:		
Notes/Action Steps:		

Section II. CREATING & SUSTAINING RELATIONSHIPS

1. 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, Music, Art)
- Core academic classes
- Sports (intramural, recreational, interscholastic)
- Extracurricular clubs/activities

2. 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

3. 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 school (e.g. in their homes, in community activities)

4. 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. community sports, faith-based activities)
- Outside of organized activities (e.g. in their homes)

Total number of checks for Creating and Sustaining Relationships:	
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Notes/Action Steps:

Section III. UNIFYING PROGRAMMING

1. Which resources, if any, does the school district/division provide for unifying programming? Select as many as apply.

- Money (e.g. coaching/club sponsor stipends, substitute teacher coverage)
- Time (e.g. holding training during school hours, planning time for events)
- Facilities (e.g. fields, transportation)
- Personnel (e.g. Unified Champion Schools staff members)

2. 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

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

- Students without disabilities
- Students with intellectual disabilities

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

- Traditional sports teams
- Special Olympics Unified Sports® teams
- Academic extracurricular clubs
- Other extracurricular clubs

Total number of checks for Unifying Programming:	
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Notes/Action Steps:

Section IV. SCHOOL COMMUNITY COLLABORATIONS

1. 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

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

- Sport and recreation 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., local 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 businesses (e.g., business leaders partner with Unified Club on projects; local grocery store sponsors Unified Fitness campaign)
- Religious and faith-based organizations (e.g., church/synagogue/mosque help to organize school canned food drive for a food pantry)

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

- Students without disabilities
- Students with intellectual disabilities

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

- Students without disabilities
- Students with intellectual disabilities

Total number of checks for School Community Collaboration:	
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Notes/Action Steps:

Section V. COMMUNICATION

1. When do educators discuss the importance of inclusive language?

- School-wide events and on posters
- In the curriculum
- In day-to-day instruction
- In the broader community

2. In what ways is inclusive language used when communicating with students, school staff, families, or community members?

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

3. With whom does the school share the accomplishments of special education students?

- Special education students and families
- Other students and families
- All school personnel
- Broader community

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

- School personnel
- Parents
- Community members
- Students

Total number of checks for Communication:	
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Notes/Action Steps:

Section VI. PROFESSIONAL DEVELOPMENT

1. Who receives instruction from the school about addressing the needs of the special education student population and the use of inclusive teaching strategies

- Special education teachers
- General education teachers
- Administrators, support staff, and other school personnel
- Parents
- Students
- Community members

2. When do special and general education teachers have opportunities to collaborate?

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

3. When do school personnel receive professional development training on promoting students' social-emotional skills (SEL)?

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

4. In what ways does the school integrate social-emotional learning (SEL) into the school?

- 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)
- Through adults modeling appropriate behavior
- Through extracurricular activities that foster social-emotional learning

Total number of checks for Professional Development:	
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Notes/Action Steps:

Section VII. CONTINUOUS IMPROVEMENT

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

- Data are collected on school climate
- 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 (annually or biannually).
- Data are collected, but they are **not** analyzed or used for school improvement efforts

2. Data are collected regarding the inclusion of students with disabilities:

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

3. Data are collected from:

- Students
- Families
- Community members
- School personnel

4. With whom do administrators share findings and strategies about inclusive practices?

- Leadership team
- Special education department
- Students
- All school personnel
- Families
- School district personnel
- Broader community

Total number of checks for Continuous Improvement:	
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Notes/Action Steps:

SCORING SHEET FOR INDIVIDUAL RESPONSE

Please note that the scoring range is different for each domain (second column). Please input your score for each domain in 'Your Domain Score' column and then determine under which level (Novice, Emerging, Accomplished, and Highly Inclusive) you fall in each of the domains by referring to the second column.

Domain	Score Ranges by Levels	Your Domain Score	Your Level
Youth Leadership	Novice (0-13) Emerging (14-26) Accomplished (27-38) Highly Inclusive (39-51)		
Creating and Sustaining Relationships	Novice (0-5) Emerging (6-9) Accomplished (10-14) Highly Inclusive (15-19)		
Unifying Programming	Novice (0-5) Emerging (6-9) Accomplished (10-14) Highly Inclusive (15-18)		
School Community Collaborations	Novice (0-4) Emerging (5-9) Accomplished (10-13) Highly Inclusive (14-17)		
Communication	Novice (0-4) Emerging (5-8) Accomplished (9-12) Highly Inclusive (13-16)		
Professional Development	Novice (0-5) Emerging (6-10) Accomplished (11-15) Highly Inclusive (16-20)		
Continuous Improvement	Novice (0-5) Emerging (6-10) Accomplished (11-14) Highly Inclusive (15-18)		
Your Total Score	Novice (0-40) Emerging (41-80) Accomplished (81-120) Highly Inclusive (121-160)		

SCORING SHEET FOR THE SCHOOL

Please input **average** score (from all the responses) for each domain in "School's Score" column and then determine under which level (Novice, Emerging, Accomplished, and Highly Inclusive) your school falls in each of the domains by referring to the second column.

Domain	Score Ranges by Levels	School's Score (average of the individual domain scores)	School's Level
Youth Leadership	Novice (0-13) Emerging (14-26) Accomplished (27-38) Highly Inclusive (39-51)		
Creating and Sustaining Relationships	Novice (0-5) Emerging (6-9) Accomplished (10-14) Highly Inclusive (15-19)		
Unifying Programming	Novice (0-5) Emerging (6-9) Accomplished (10-14) Highly Inclusive (15-18)		
School Community Collaborations	Novice (0-4) Emerging (5-9) Accomplished (10-13) Highly Inclusive (14-17)		
Communication	Novice (0-4) Emerging (5-8) Accomplished (9-12) Highly Inclusive (13-16)		
Professional Development	Novice (0-5) Emerging (6-10) Accomplished (11-15) Highly Inclusive (16-20)		
Continuous Improvement	Novice (0-5) Emerging (6-10) Accomplished (11-14) Highly Inclusive (15-18)		
Your Total Score	Novice (0-40) Emerging (41-80) Accomplished (81-120) Highly Inclusive (121-160)		

Social Inclusion Rubric

The following rubric is designed to help you determine the degree of inclusiveness in your school and to assist with continuous improvement planning by documenting your school's path to social inclusion. By measuring your work against a set of indicators or benchmarks, you will obtain clearer pictures of social inclusion, identify with which level your school aligns, and be able to identify necessary next steps to continue progress. In order to have an accurate and comprehensive report, it is important to obtain input from various stakeholders, including students. Also, remember to gain the perspective of parents and various staff across the school such as paraprofessionals, custodians, bus drivers and cafeteria staff in addition to educators and students. The compilation of the perspectives of different individuals or stakeholder groups will result in a more accurate report and can help identify differences in perspectives, which provide important insights.

Directions

Using this rubric, rate your school on seven categories—**Inclusive Youth Leadership, Creating and Sustaining Relationships, Unifying Programming, School/Community Collaborations, Communication, Professional Development and Continuous Improvement.** Based upon the descriptors under each level in the rubric, determine whether your school is at the **"Novice," "Emerging," "Accomplished,"** or **"Highly Inclusive"** level for each category. Please note that when a category is rated as **"Accomplished"** or **"Highly Inclusive,"** descriptors from preceding levels also will likely be present at the school.

Working as individuals or groups, read all the descriptors under each level and determine which level is most reflective of your school.

While all descriptors under a level might not be evident at your school, select the level that is most like your school. It is possible (and probably even likely) that the selected levels will be different for the various categories. For example, you might determine that your school is **"Accomplished"** regarding Unifying Programming and **"Novice"** for Inclusive Youth Leadership, but that information will be helpful when identifying priority areas for improvement.

If you work as a group, discuss the descriptors for each level and come to consensus on the level that is closest to your school.

If completing the rubric as individuals, compile the individual results to obtain a collective view of each category.

If there is a significant difference between the ratings identified for a specific category, debrief with each group or individual to find the reasons for their conclusions. This in itself might suggest additional areas for focus. For example, a group of students might view opportunities for "Youth Leadership" differently than teachers or administrators view those same opportunities. Why are there variations in opinions? Have their experiences at school impacted their perspectives? What does that tell you? How can those differences inform school improvement efforts? Be sure to validate each perspective and accept it as a valid response based on each rater's experience. There are no right or wrong answers, as each response offers insights into how social inclusion is experienced by various individuals or groups in the school.

This rubric can be periodically administered to monitor progress of school improvement efforts and determine priorities for next steps.

INCLUSIVE YOUTH LEADERSHIP

Novice	Emerging	Accomplished	Highly Inclusive
<p>Student leaders are represented by a narrow range of the student population.</p> <p>Student participation in leadership opportunities is limited to traditional avenues (e.g., student council).</p> <p>If there is work by youth to create a more inclusive school, participation is generally limited to students without disabilities.</p> <p>Goals are set and decisions are made by adults.</p> <p>Little or no leadership skill development occurs.</p>	<p>Youth are represented on selected school committees and participate in some decision-making processes.</p> <p>Youth with and without disabilities are given opportunities to provide leadership, but all opportunities are not inclusive.</p> <p>Goals are set and decisions are made by adults with youth input.</p> <p>Some leadership training happens at the outset of an activity.</p>	<p>Youth of all abilities are provided opportunities to be leaders in their schools and communities.</p> <p>Youth with and without disabilities share leadership in school groups and committees in inclusive settings.</p> <p>Goal setting and decision making is shared by youth and adults.</p> <p>Youth and adults actively initiate intergenerational leadership within the school, including serving on the Unified Champion School Leadership Team.</p> <p>Leadership skills are developed in all students through classes, extracurricular activities, service opportunities and sports.</p> <p>Instruction in socio-emotional learning (SEL) (e.g., decision-making, conflict resolution, ethics) is provided to all students.</p>	<p>Student leadership positions are held by a diverse representation of the student body with all students being supported and provided the necessary skills to be agents of change in their communities.</p> <p>Students and adults share leadership in creating and maintaining an inclusive climate and physical environment in their school.</p> <p>All students are prepared for leadership roles by being given opportunities to learn and practice making and executing their decisions.</p> <p>Goal setting and decision making are led by students with and without disabilities on behalf of all youth.</p> <p>Youth engage in assessments, evaluations and reflections to examine their leadership knowledge, skills and impacts on themselves and others.</p>

CREATING AND SUSTAINING RELATIONSHIPS

Novice	Emerging	Accomplished	Highly Inclusive
<p>Students' preconceptions and stereotypes about students with intellectual disabilities are not challenged.</p> <p>Multiple perspectives are not intentionally sought or incorporated into nurturing and supporting a positive school environment.</p> <p>Limited steps are taken to ensure the school provides a physically inclusive setting.</p> <p>There are no established avenues for students of diverse backgrounds to interact and form relationships. In fact, schedules and building arrangements sometimes hinder interactions.</p>	<p>Students with and without intellectual disabilities are afforded frequent opportunities to interact in social and academic settings (e.g., through unified clubs, after-school activities, community service).</p> <p>Instructional strategies are utilized that provide differentiated instruction to allow students with diverse learning needs to receive instruction together.</p> <p>The Unified Champion Schools strategy is explored as a means for students to interact, support each other and establish relationships.</p> <p>Some staff model and expect positive relationships between students with and without disabilities.</p> <p>Curriculum and classroom management strategies incorporate social-emotional learning such as collaboration, conflict resolution, regulation and self-management.</p>	<p>The school staff and students intentionally build a sense of community among students with and without disabilities that promotes student engagement and relationships in formal and informal settings with the school.</p> <p>The skills, abilities and perspectives of all students are valued and respected by staff and school/district leaders.</p> <p>Opportunities are sought to engage a broad range of students, parents, staff and community members in the ongoing work of the school, providing opportunities for the development of positive intergenerational relationships.</p> <p>All school staff foster opportunities to build positive relationships between students with and without disabilities in the classroom.</p> <p>School schedules and building arrangements ensure regular opportunities for students to interact.</p> <p>Adults model effective social-emotional learning skills.</p>	<p>There is a caring, respectful and compassionate community within and beyond the school setting to create supportive relationships for all families, youth and adults.</p> <p>Staff and school/district leaders actively seek to enlist the skills, abilities and perspectives of all students, understanding that the work of the whole is enriched by diverse perspectives and abilities.</p> <p>All students, staff, parents and the broader community are viewed as equal partners in creating and sustaining an inclusive school community.</p> <p>Policy development and decisions at the school and district levels intentionally incorporate diverse perspectives and ensure opportunities for student interaction and engagement.</p> <p>Students work to ensure all students are engaged in the school and feel they are important and respected.</p> <p>School norms explicitly expect and support social-emotional learning.</p>

UNIFYING PROGRAMMING

Novice	Emerging	Accomplished	Highly Inclusive
<p>School and community programs provide for a limited range of student ability needs to be adequately met.</p> <p>Traditional school sports and clubs rarely involve students with intellectual disabilities.</p> <p>The continuum of opportunities for students to learn in an inclusive setting is limited to coursework at their ability levels.</p> <p>There are no social or sports avenues for students with and without intellectual disabilities to learn and grow together.</p> <p>Few resources (e.g., money, time, personnel) are provided for unifying programming.</p>	<p>A broad range of parallel activities are offered that collectively honor and develop the skills and abilities of all students.</p> <p>The district provides equitable support for inclusive student activities such as Unified Sports® and unified clubs, demonstrating equal value for these activities as traditional sports and clubs; however, implementation is not consistent or evident in all schools.</p> <p>School staff explores various opportunities for students to learn in inclusive settings, but all students are not encouraged to participate</p>	<p>Access and opportunities for all students to participate in inclusive settings in both instructional and non-academic activities are provided regularly.</p> <p>School staff consistently works to ensure the effectiveness of the inclusive learning environment both inside and outside the classroom.</p> <p>Traditional school sports and clubs consistently work toward becoming more inclusive and welcoming for all students.</p> <p>An extensive selection of Unified Sports, clubs and social activities are offered to all students.</p> <p>Unifying programming is included in the school budget and action plan.</p>	<p>School activities and groups intentionally engage a diverse student population.</p> <p>There is an expectation for the entire school community to continuously seek opportunities to become a more inclusive learning environment, offering unified programs and activities.</p> <p>School leaders ensure extra-curricular and sports opportunities are provided that build inclusiveness and eliminate boundaries between students.</p> <p>Recognition programs are provided for all students participating in Unified Sports, unified clubs and extra-curricular activities, including traditional methods such as athletic letters, award banquets, and school assemblies.</p> <p>The district allocates resources to support Unified Champion Schools activities.</p>

SCHOOL/COMMUNITY COLLABORATIONS

Novice	Emerging	Accomplished	Highly Inclusive
<p>The school generally works in isolation from the community, though community partners sometimes support specific projects.</p> <p>School policy inhibits or prevents students from leaving school grounds to participate in community activities.</p> <p>The school is occasionally asked to assist with events or projects in the community, but only selected students are engaged in the activities.</p> <p>Community members have little or no opportunity to share their ideas and perspectives with the school.</p>	<p>Students and staff seek opportunities to engage community entities in school activities, but there are limited interactions.</p> <p>Opportunities exist for select students to interact with a few community organizations on a limited basis.</p> <p>Interactions with the community are planned by adults with little or no input by the students.</p> <p>Community members have little voice or active involvement in the school.</p>	<p>Students and staff are trained in collaborative skills and are expected to build meaningful diverse partnerships with the community.</p> <p>Two-way communication and ongoing interaction with community partners is central to the school.</p> <p>Students and adults at the school work with multiple community partners to develop common goals and implement shared projects.</p> <p>The community accepts and encourages inclusive practices in the schools and wider community.</p> <p>All students are provided opportunities for engagement in the community through a variety of programs.</p>	<p>The school and community create and work toward a shared vision that supports and sustains an inclusive school climate.</p> <p>Students and staff at the school maintain mutually beneficial relationships with community entities that represent a broad cross-section of the community.</p> <p>School and community programs equitably develop each student's potential through sports and academic, civic, social and service activities that engage both students with and without intellectual disabilities.</p> <p>Participants in school-community collaborations regularly reflect on their shared goals, progress and effectiveness of their collaborative process.</p>

COMMUNICATION

Novice	Emerging	Accomplished	Highly Inclusive
<p>Inclusion and inclusive language is rarely used in formal and informal school communications.</p> <p>School communication leaders/ staff have not been trained to use inclusive language.</p> <p>School communications prioritize certain students' academic, athletic and service attributions and contributions.</p> <p>There are no formal programs to eliminate the use of offensive or abusive language within the school.</p>	<p>School staff members are trained in the use of inclusive language and generally use these skills in their daily communications.</p> <p>School regularly offers assemblies and events which focus on inclusion and how to talk about it with peers, parents and community members.</p> <p>Programs that reduce the use of offensive or abusive language (e.g., R-word) are offered.</p>	<p>School communications highlight students' diverse gifts, talents and contributions, demonstrating the value placed on both students' unique individual abilities and similarities.</p> <p>Students are taught to use inclusive language in their school and personal verbal, written and social networking communications.</p> <p>There are clear expectations that all students and staff use inclusive language in their daily communications, which is supported by modeling and reinforcement.</p> <p>Signs, posters and displays in the school reflect inclusion and the school's commitment to ensuring every student is valued.</p>	<p>Mechanisms and systems are in place to regularly inform stakeholders of the positive impacts of inclusiveness on the entire student body.</p> <p>The word/concept of "student" is intentionally used to refer to all students.</p> <p>School communications use inclusive language and formats.</p> <p>The value students and staff place on inclusion is communicated throughout the school, in trophies and awards that are displayed, the goals and mission of the school, and the activities and efforts that are promoted.</p> <p>The word "inclusion" is frequently used on the school's web site and in presentations given by school leaders, staff and students.</p> <p>Students with and without intellectual disabilities regularly speak to school and community groups about the importance of social inclusion.</p>

PROFESSIONAL DEVELOPMENT

Novice	Emerging	Accomplished	Highly Inclusive
<p>Basic knowledge about addressing the needs of a diverse student population is provided to all staff; however, it does not address issues of social inclusion.</p> <p>Professional development is targeted at distinctly different audiences rather than shared learning experiences between general education and special education staff.</p> <p>Social-emotional learning is not explicitly addressed in district-supported professional development.</p>	<p>Informational programs are provided to parents, students and staff to increase understanding of diverse student abilities, inclusive teaching strategies and the importance of social inclusion.</p> <p>Special and general education teachers occasionally collaborate as professional learners within a professional learning community.</p> <p>Professional development is offered in classroom management strategies and pedagogies that support and are informed by social-emotional learning best practices.</p>	<p>Specific district professional development opportunities frequently incorporate discussions and skill building in supporting inclusiveness.</p> <p>School and community events are offered to students and the broader community to increase knowledge and skills that support inclusive schools.</p> <p>Collaborations between special and general education teachers are encouraged to build competencies in providing an inclusive learning environment, including social inclusion.</p> <p>All staff members are expected to become proficient in teaching, supporting and reinforcing social-emotional skills.</p>	<p>Students, staff and families are provided opportunities to increase their competencies to create and sustain an inclusive school environment.</p> <p>High-quality, ongoing professional development on social inclusion and school climate is supported through the use of regular and frequent professional learning communities.</p> <p>There is an expectation that special and general education teachers will collaborate to create an inclusive learning environment, and are provided regular, scheduled opportunities for this to occur.</p> <p>Students with and without disabilities are engaged as co-facilitators of professional development to share strategies they find most effective in creating and sustaining an inclusive school environment.</p>

CONTINUOUS IMPROVEMENT

Novice	Emerging	Accomplished	Highly Inclusive
<p>Plans for developing and supporting an inclusive school climate are implemented without collecting data to guide decisions.</p> <p>Programs and activities to create a more inclusive school climate and increase the effectiveness of the learning environment for all students are adopted without a shared vision and collective agenda.</p>	<p>School and district leaders allocate time and resources to develop effective learning environments that provide inclusive school climates and meet the needs of all students.</p> <p>Efforts to improve school climate and increase effectiveness of instructional practices are consistently reviewed and revised to provide inclusiveness and effectiveness of the learning environment.</p> <p>Data is collected to monitor inclusion of students with disabilities in academic settings.</p>	<p>A social inclusive assessment (e.g., CSIS Assessment, Social Inclusion Scale) is used to establish baseline data regarding the degree of social inclusion in the school.</p> <p>All constituents (including students, staff, parents and community) are given regular opportunities to reflect and share input on the effectiveness of the learning environment in meeting the needs of all students.</p> <p>Policies are in place and actively used to ensure social inclusion for all students through instructional effectiveness, school programs and school climate.</p> <p>Data is collected to assess inclusion of students with disabilities in extracurricular activities, sports and social events.</p>	<p>Data is regularly collected on the inclusiveness of the school climate and effectiveness of the learning environment from multiple sources across all stakeholders in the school and community throughout the year.</p> <p>Data on discipline, attendance, and participation in extracurricular offerings is disaggregated to ensure all students and disability subgroups have equitable opportunities to succeed in formal and informal settings.</p> <p>A baseline assessment is conducted during initial stages of implementation, and a rubric (e.g., Social Inclusion Rubric) is used to assess progress and identify areas for continuous improvement. This evidence guides decisions and plans for continuous improvement. Evidence is used to improve experiences and progress toward goals to ensure inclusiveness and effectiveness of the learning environment.</p> <p>Evidence of progress is communicated with the broader community to deepen understanding of an inclusive school climate and an effective learning environment.</p>