Establishing your Leadership Team

This section details important steps for establishing your Unified Champion School Leadership Team:

1. Recruit team members.
2. Build the team's capacity.
3. Analyze the landscape.
4. Find your starting point.
5. Establish a plan and take action.
6. Conduct monitoring and continuous improvement.

It All Starts With Your Team

The first step to becoming a Unified Champion School is to bring together a team to lead the work. Evaluation of the Unified Champion Schools program has revealed the positive impact of having a leadership team to guide the implementation:

• Schools that had a leadership team were able to implement more robust programming than those without a leadership team.

• Schools with a leadership team reported more involvement of community members.

• Leadership teams increased opportunities for general and special education teachers to work together.

• Schools with a leadership team tended to be more confident in the sustainability of their program than schools without a leadership team.

The Unified Champion School Leadership Team should be intergenerational in nature, comprised of diverse leaders including students with and without disabilities, parents, teachers, pupil personnel services staff and administrators. The leadership team will be responsible for establishing the vision and overarching goals for the school, guide early stages of implementation, and ensuring fidelity to quality through consistent monitoring and nurturing with an eye toward continuous improvement. Sometimes this process takes a while, and schools are encouraged to spend the time necessary to build a strong foundation.

An Introduction to Intergenerational Work
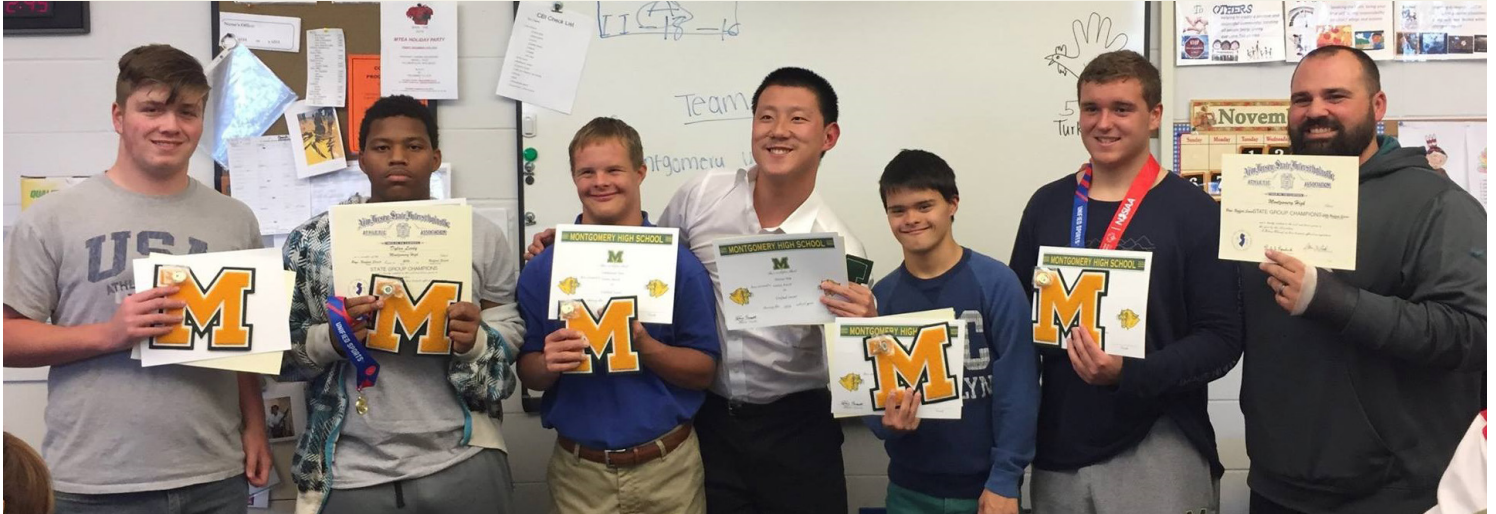
Intergenerational work is neither about young people nor adults, and it is not about the balance between the generations.

Rather, intergenerational work is about the work; it is a change strategy focused on the belief that different generations bring critical perspectives, skills and relationships to the work that the others do not. It is the belief that to achieve common goals we all need to work together.

Keys to Intergenerational Work

• A goal is identified that neither adults nor young people can achieve on their own.

• Nurturing the development of effective, empowered young people is a strategy for achieving goals.

• Effective, empowered adults share decision-making authority, and they support and create space for young people to lead (because it is a good strategy to achieve goals, not because it is a nice thing to do).

• Youth and adults form a team with differing and complementary skills, networks, perspectives and opportunities to lead.

• Both youth and adults share responsibility and accountability for the work and achieving goals.

Helpful Resources

More information on how adults can effectively nurture inclusive youth leadership can be found in the **Inclusive Youth Leadership Guidelines** at www.specialolympics.org/hsplaybook-resources
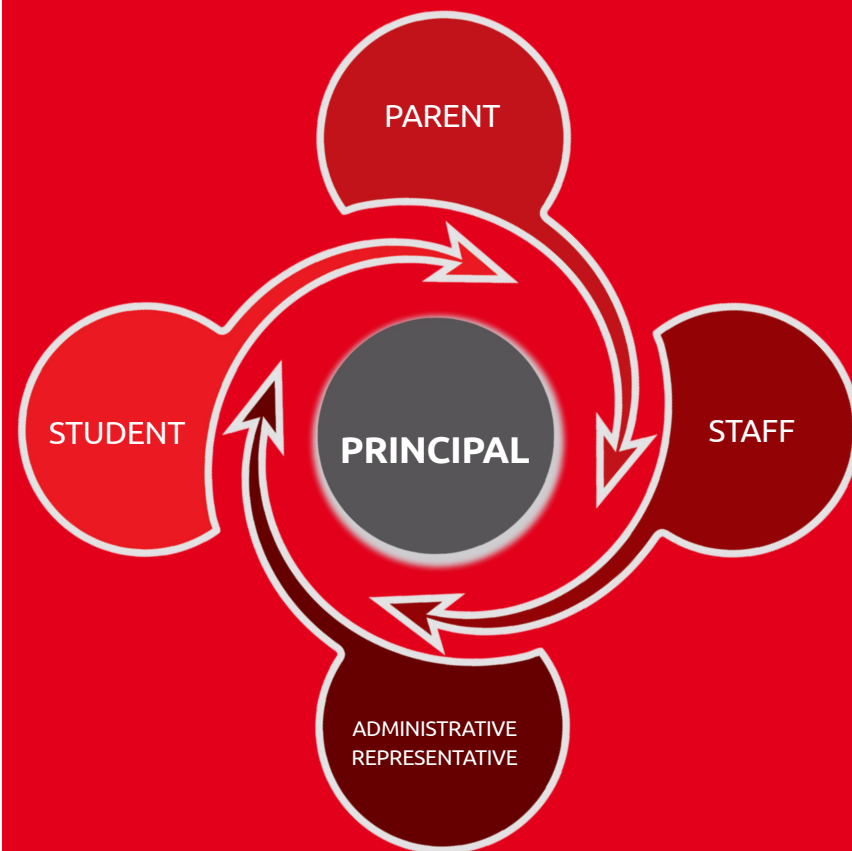
Adult-Driven vs. Intergenerational Leadership

The following are examples of Adult-Driven vs. Intergenerational Leadership.
How might the differences in the two approaches impact the work in the school?
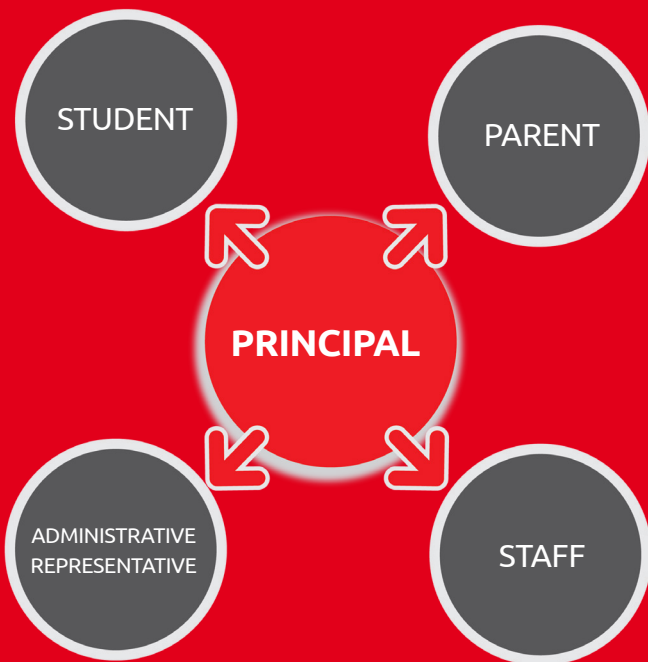
Adult-Driven Leadership Approach

A principal has pulled together a leadership team with student, staff, parent and administrative representation, to develop a plan for implementing the Unified Champion Schools program. At the first meeting, the principal asks staff members to talk about their priorities, describing the changes they want to see in their school. The students and parents are asked if they have any additional needs. The principal determines that, based on everyone's input, the group will focus their initial efforts on increasing dialogue about acceptance in staff meetings and homerooms to raise awareness about social inclusion.

Intergenerational Leadership Approach

A principal has pulled together a leadership team, intentionally working to include students with and without disabilities, staff with diverse perspectives and roles in the school, and parents of students with and without disabilities. At the first meeting, the principal facilitates discussions about the purpose for the group, how each member enriches the skills, abilities and perspectives of the others, and what they hope to accomplish together. They also discuss their goals for having young people engaged in the leadership team and how they can work together to nurture the growth and development of both the students and adults. Having formed an initial sense of how they will proceed in their leadership work, they set up a schedule for future meetings to begin developing their strategic plan.

Getting Your Leadership Team Started

1. RECRUIT TEAM MEMBERS
The Unified Champion School Leadership Team should strive to include all of the following:

• Students with and without intellectual disabilities (3-4 students depending on the size of the school).
• Students from different social and academic groups including those who may not typically be selected to be a leader.
• Teachers (both special and general education).
• Parents of students with and without intellectual disabilities, who preferably are not also a teacher.
• At least one administrator or staff member with the ability to commit time and resources to the work.

2. BUILD THE TEAM'S CAPACITY
The first thing this group needs to do is establish the rules guiding how they will interact, ensuring that the team models the kind of inclusion they are promoting throughout the school. Without starting here, others may not follow the team's lead when they are asked to approach their work and relationships in new and potentially challenging ways. So, make a plan and take the time you need to make sure everyone understands why the team has been created, why it is intergenerational, and what each member can contribute.

To create a true collaboration between young people and adults, the following questions need to be answered at the beginning:

WHAT DO WE HOPE TO ACCOMPLISH THROUGH OUR INTERGENERATIONAL WORK?
• **Why are we a team of youth and adults and not just a team of adults or a team of students?**
• **How does the perspective of young people help us identify and achieve our goals?**
• **How does the perspective of adults help us identify and achieve our goals?**
• **What goals do we have for all students that we know are integral to our larger vision of the work?**

WHAT ARE WE READY TO SUPPORT?
• What are adults already investing to support youth and adults working together, and what are the adults in the school willing to invest (time and effort) to work effectively with young people?
• What is the level of buy-in from staff and students?
• What are we willing to change? What aren't we willing to change?

• What resources need to be shifted?
• Who is willing to change and who isn't?
• How do adults integrate and support youth across the full range of work rather than in isolated programs or committee settings?

3. ANALYZE THE LANDSCAPE
A great way to start thinking about your work together is to think about the context in which you are working and with whom. As a team, it can be helpful to brainstorm the support that already exists for this work. Who is already a supporter? Who is on the fence? Who doesn't know anything about your work? Who may be opposed? Additionally, it's a good idea to brainstorm what resources are available that could support your work. How will you get the supplies you might need? Where will you meet? Consider even small details such as whether you will have snacks for meetings. There are all sorts of resources you will use as you work together, and this sort of brainstorming will help you keep them front and center while also identifying additional potential partners in the work.

4. FIND YOUR STARTING POINT
Before you can begin planning and preparing for implementation of the Unified Champion School program in your school, it is important for the Leadership Team to take time to consider how socially inclusive the school is now. This will not only help the team prioritize goals and first steps, but also will serve as a baseline for measuring progress.

A good way for the Unified Champion School Leadership Team to better understand the current state of social inclusion in the school is to conduct a self-assessment. While this is an optional step, it is helpful to have baseline data that helps establish a starting point and to assess progress. Just as it's important to assess student progress in their learning, gathering relevant data is important for any new initiative in school, business or personal improvement.

This playbook offers two ways to gather baseline data:
• Leadership Team completes the Characteristics of Socially Inclusive School assessment.
and/or
• Survey the school community using the Social Inclusion Scale.

Reaching the Atypical Leader

Intentionally recruit students who may not immediately come to mind as leaders, such as students with disabilities or a disengaged learner. This is a critical step in assembling an effective leadership team that understands the school experience from multiple perspectives. It can sometimes be difficult to reach the atypical leader because all teachers don't "see" them.

Youth and adults working together to use a combination of strategies is often most effective. For example:

• Strive to include a range of perspectives on the team.

• Give a short presentation about social inclusion to each grade level to spark interest.

• Ask teachers to recommend students for the team.

• Invite students to nominate themselves or others.

• Ask someone who already has a relationship with the individual to extend a personal invitation.

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

You might begin by having each member of the leadership team individually complete the Characteristics of Socially Inclusive Schools (CSIS) Assessment, which is found on page 39. Then as a group discuss each item and work to come to consensus about the current status of that item in the school before moving onto the next item.

If significant differences exist between the perspectives of various members of the team, take time to capture each perspective before moving on. It is very important to honor and seriously discuss different perspectives because they can provide important insights into areas that may need to be addressed. If you cannot come to agreement, it is possible to record more than one answer in the initial self-assessment, making note of significant variations in perspective. This will provide additional information about how cohesive social inclusion efforts are perceived or implemented among all contexts and individuals in the school. For example, if students indicate their peers don't have inclusive friendships, but teachers perceive that students develop inclusive peer relationships, it may be that classrooms have nurtured social inclusion in that setting, but it hasn't carried over into the hallways and informal settings in the school.

!

Youth Leadership Tip

It is important to remember to adequately prepare youth for an active role on the Leadership Team.

Be sure to intentionally develop their leadership skills through:
• Ensuring they understand each task the team encounters.
• Meaningfully engaging them in ongoing discussions.
• Providing them with opportunities to take leadership in carrying out appropriate tasks.
• Nurturing progress within each student

SOCIAL INCLUSION SCALE

The Leadership Team may not be the only group you'll want to include in the data collection process. It is also helpful to gather information from a diverse representation of the wider student body, parents, teachers, pupil personnel services, staff and administrators. The team may decide to use the Social Inclusion Scale found on **page 51** for that purpose.

There are several ways to collect survey data: send it out electronically or by mail; have students take it home; or survey attendees at an open house, during parent conferences or other school events. However you decide to conduct the survey, be careful to include a broad cross-section of the school community to capture as many perspectives as possible representing different stakeholder groups (e.g., parents of students with or without intellectual disabilities, students with or without intellectual disabilities or from different grade levels, special or regular education teachers).You do not have to gather data from every member of the school community, but it is essential to gather a random sample of those stakeholders to ensure the "picture" you obtain is truly reflective of your school.

Once the Leadership Team has compiled all of the data from the surveys returned, take time to cross-check the perceptions of the team members with those of the wider school community.

5. ESTABLISH A PLAN AND TAKE ACTION

Based on what you discover in your analysis of the landscape and baseline assessment, work as a team to complete a strategic plan. This plan will help identify priorities, strategies and outcomes that will guide the Leadership Team toward achieving the vision you create for this work. Map out your goals and make sure they align with and support each other. Develop action steps that will lead toward your intended outcomes and be sure to make your goals achievable to help generate success, which will feed further efforts. Early team goals are often about broadening the base of support and raising the profile of the issues. A framework for creating the Unified Champion School Strategic Plan can be found on **page 33**.

Characteristics of Success

The following characteristics form an effective framework, which assists Unified Champion Schools in successfully achieving high-quality social inclusion:

1. Social Inclusion is a purposeful process and is woven into the fabric of the school.

2. Efforts are student-centered.

3. Social inclusion is valued, nurtured and supported across formal and informal settings.

4. Consistent opportunities are provided to engage students in developing, implementing and sustaining a wide range of inclusive activities.

5. Shared leadership is embraced and includes a broad range of stakeholders.

6. Leaders are intentionally cultivated beyond a passionate few.

7. There is a vision and purpose to social inclusion that is understood and shared by the school community as work that is core to the school/district's mission.

8. Social inclusion is about all students being supported in contributing in meaningful ways, not some being the "helped" and others being the "helpers."

9. Students, teachers and administrators value and engage in ongoing reflection to guide continuous improvement.

10. Administrative support is concrete, visible and active at both school and district levels.

Resources to Guide Your Work

- Baseline Assessments: Characteristics of Successful School Assessment **(p. 38-50)** Social Inclusion Scale **(p. 51-54)**
- Planning: Unified Champion School Youth Strategic Plan **(p. 33 - 36)**
- Progress Monitoring: Social Inclusion Rubric **(p. 55-62)**

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

There are a number of elements the team should discuss during the process of establishing the Strategic Plan for your school:

• Develop a vision and goals in alignment with the school's priorities to establish the foundation for social inclusion efforts.

• Find your starting point by identifying who you are as a school. Conduct a SWOT analysis to get a picture of where your school is now; where you want to be; and the strengths, weaknesses, opportunities, and threats (SWOT) that exist which will impact your work.

• Create a plan for how progress will be measured, monitored and used to support continuous improvement.

• Completing the "Inputs, Outcomes and Impacts" chart may help you advance this work with intentionality. This chart pulls together the overall plan by asking the team to identify the priorities and current status; inputs (who will be engaged in the effort); outputs (activities and intended audience); the short, medium, and long term impacts of those actions; and any assumptions or external factors that may affect the work.

• Create a plan that clearly outlines the actions that will be taken to foster a socially inclusive school. For each goal, the team should identify the major tasks that will need to be completed to achieve that goal, who will facilitate those actions, when each step will be completed, and who else might be engaged in the process.

Taking action toward creating a socially inclusive school is the core work of the Leadership Team. Identify what your school needs to become socially inclusive, engage others to implement the strategies that will create a positive impact, and monitor your progress to continue learning and growing. It's important to remember some actions can be big, but smaller more frequent actions are equally important because they are invaluable in helping to build toward your school's ultimate success. Don't forget to celebrate big and small successes along the way.

6. CONDUCT PROGRESS MONITORING AND CONTINUOUS IMPROVEMENT

As the Leadership Team engages others and facilitates implementation of the three components (Inclusive Sports, Youth Leadership, Whole School Engagement), great things are sure to begin happening in your school. It can be helpful to continue to collect data to measure progress and identify areas for continuous improvement to inform and enhance your efforts. The Social Inclusion Rubric found on **page 51** can help you in these efforts.

The rubric will provide a picture of the school's level of social inclusiveness as efforts are made to become a Unified Champion School (UCS) or to expand and enhance the implementation of the three components in an existing designated school. This information can then be used to monitor progress, inform revisions to the strategic plan, discover new and exciting strategies to develop and provide a picture of next steps.

The advantage of using this type of rubric is that it provides "snapshots" of what social inclusion looks like across the school. These pictures can be very helpful in identifying the status, conditions and impacts of implementation. As your team evaluates the descriptors for each of the levels, you might find that your school has made more progress in one area than another. This can help you target your strategic plan while providing highlights of what to strive for along the continuum of implementation.

Special Olympics
Unified Champion School Strategic Plan

Leadership Team Members
School(s) to be involved:
School(s) to be involved:
What do we hope social inclusion will achieve? As a team, ask yourselves what you would like success to look like in concrete, measurable terms. What will people in our school do that demonstrates we are a socially inclusive school? Which set of goals will help us progress on the social inclusion rubric? Identify 3-5 SMART goals. SMART goals are: S - Specific M - Measurable A - Action-oriented R - Realistic T - Time-bound
How will social inclusion help meet our school's broader goals?
Have our goals been prioritized, and which ones are most critical to the success of this effort?

Finding Our Starting Point

Effective planning starts with an assessment of the current situation. It begins with asking
1) Who are we? and 2) Analyzing Strengths, Weaknesses, Opportunities and Threats.
Who are we?

1. Who are we as a school?

2. What are the common interests of our school community and how can we best represent them?

3. What are our values?

SWOT ANALYSIS
(Strengths, Weaknesses, Opportunities, and Threats)

*What are our **strengths** relative to social inclusion in our school?*	*What are our **weaknesses?***
*What **opportunities** are made available by implementing the Unified Champion Schools program to support social inclusion?*	*If we do not address social inclusion, what are the **threats?***

5. What are the primary obstacles to social inclusion and how might we overcome them?

6. Are there previous initiatives that failed due to lack of support or other obstacles? What were they, and why did they fail?

7. What assistance do we need with this work?

MONITORING

1. Who has oversight and review authority for the plan content? Who is responsible for measuring progress?

2. What measures of progress will we use?

3. How often will we review progress?

4. How will we use progress monitoring to ensure our efforts continuously improve?

INPUTS

OUTPUTS

OUTCOMES - IMPACT

Activities	**Participation**
What we will do	What we will reach

Short Term	**Medium Term**	**Long Term**
Short Term Results	Medium Term Results	Long Term Results

Who will we engage?
What resources do we have?

CURRENT STATUS	Where are we now?

PRIORI- TIES	What goals will we ad- dress first

Assumptions about Social Inclusion in our School

External Factors That May Influence Outcomes

GOAL	MAJOR TASK	When will each task be completed?	Who will facilitate the completion of this goal?	Who Else can help?
What we will do	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	**What we will do**	**What we will do**
What we will do	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	**What we will do**	**What we will do**
What we will do	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	**What we will do**	**What we will do**

Assessments

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

The following assessment is designed to assist the inclusive leadership team to determine the degree of inclusiveness in the school and set a baseline for future work. Individual members of the team should take the assessment separately then combine the results. The compilation of the perspectives of different individuals will result in a more accurate report or will highlight perspective variations.

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).

Please note that three academic categories of students are referenced in the assessment:
1) Advanced, 2) General and 3) Special Education. While individual students might fall into more than one of these categories for different classes, please respond regarding each category as a whole for the purpose of this assessment.

Also, please note that 'special education students' and 'students with intellectual disabilities' have been used interchangeably in this assessment.

Name: _____

School Name: _____

E-mail: _____

Role:

◯ **Principal/Assistant Principal**

◯ **Guidance Counselor/Social Worker**

◯ **Teacher**

◯ **Other School Staff**

◯ **Student**

◯ **Parent**

◯ **Other (specify)_____**

GUIDELINES FOR SCORING

1. When you select a particular option for a question, it is equivalent to one point. Based on this criterion, record the score for each question at the end of the question.

2. Please note that questions 1 and 2 are organized slightly differently than the other questions. However, the scoring criterion is the same. Whether the question is in matrix format or a simple multiple choice format, record "1" point for each option that is evident in your school. If an identified option is not evident in your school, leave the cell blank.

For example, in Question 1, if students in 'advanced', 'general' and 'special' education influence or are involved with school communications (e.g., announcements, newspaper), record a "1" in each cell in that row. If only students in one or two of those categories are involved, record a "1" in the appropriate column. If no students are involved, leave all cells blank.

At the end, sum each column then combine the three column scores to get the score for the question. For the rest of the questions (all multiple choice), record a "1" beside each option that is evident in your school. If that option is not evident, leave it blank. Sum the responses for each question and record that answer in the place provided.

3. At the end of each domain (e.g., 'youth leadership'), calculate the score for the domain by adding scores for all the questions in that particular domain (e.g., Q1 to Q5 for 'youth leadership', Q6 to Q9 for 'creating and sustaining relationships', and so on).

4. When the entire assessment is complete, please input the score for each domain on the first scoring sheet ('scoring sheet for individual response') provided at the end and determine in which category you belong by referring to the second column ('score ranges by level') in the scoring sheet. Please note that there are four levels: limited, emerging, inclusive and fully accomplished. The ranges for these levels are not uniform across the domains.

5. To compute the total score, simply add all the scores from the third column ('your domain score'). Again, the level for total score can be determined by referring to the second column ('score ranges by level').

6. To obtain the scores for the school, please use the second scoring sheet ('scoring sheet for the school'). For this, calculate the average score from all the individual responses (leadership team), and input in the 'school's domain score.' Then, find out the categories for each domain for the school by referring to second column ('score ranges by level') in the scoring sheet. The school's total score and level can be determined by following similar step as Q5 above.

I. YOUTH LEADERSHIP

Q1. Which students, if any, influence school decisions, and how are they involved?

	Advanced Education	General Education	Special Education
Communications (e.g., school newspaper, announcements)			
Student government			
Surveys			
Class discussions			
Events/assemblies (i.e., leading/ determining focus, not just attending)			
Youth leadership club			
Principal Advisory Committee			
Other (specify)			
Score (for each column)			
Score for the question (total of all three columns):			

Q2. In what ways are students of different abilities involved in improving the inclusiveness of the school?

	Advanced Education	General Education	Special Education
Decisions about class scheduling			
Development of inclusive events			
Creation of communications supporting inclusion (e.g., posters, newspaper articles, bulletin board displays)			
Participation in inclusive clubs or sports			
Other (specify)			
Score (for each column)			
Score for the question (total of all three columns):			

Q3. Which students serve as youth leaders in school (e.g., through sports teams, classroom discussions, service opportunities)?

___ Advanced education students
___ General education students
___ Special education students

Score: _____

Q4. Which students, if any, receive instruction in social-emotional skills (e.g., decision making, collaboration, self-management, conflict resolution)?

___Advanced education students
___General education students
___Special education students

Score: _____

Q5. In what social-emotional learning (SEL) areas, if any, do students receive instruction?

___Decision making
___Conflict Resolution
___Communication
___Ethics
___Emotion Regulation/Self-management
___Empathy

Score: _____

Total Score for Youth Leadership (Q1 to 5) :

II. CREATING AND SUSTAINING RELATIONSHIPS

Q6. Where do students with intellectual disabilities interact with students without intellectual disabilities?

___Hallways
___Cafeteria
___Library/Media Center
___Enrichment classes (e.g., gym, art, music)
___Core academic classes
___Sports
___Extracurricular clubs/service-learning opportunities

Score: _____

Q7. Which members of the school community are formally involved in efforts to include students with intellectual disabilities in school programs or activities?

___Special education teachers
___General education teachers
___Administrators, support staff and other school personnel
___Students participating in Special Olympics Unified Champion Schools program
___General education students

Score: _____

Q8. Where do students without intellectual disabilities demonstrate their friendships with students with intellectual disabilities?

___In class
___In the hallways
___During sports and extracurricular activities
___Outside of organized activities (e.g., in their homes, during weekends)

Score: _____

Q9. Where do parents of students without intellectual disabilities interact with parents of students with intellectual disabilities?

___At school events
___At organized community events (e.g., sports, religious services)
___Outside of organized activities (e.g., in their homes, during weekends)

Total Score for Youth Leadership (Q6 to 9) :

III. UNIFYING PROGRAMMING

Q10. Which resources, if any, does the district provide for unifying programming?

___Money
___Time (e.g., holding training during school hours, program development)
___Personnel
___Facilities

Score: _____

Q11. Which students regularly participate in school athletic programs?

___Advanced education students
___General education students
___Special education students
___Students with exceptional athletic ability

Score: _____

Q12. Which students regularly participate in extracurricular opportunities?

___Advanced education students
___General education students
___Special education students

Score: _____

Q13. For which clubs and sports does the school celebrate accomplishments?

___Traditional sports teams
___Unified Sports® teams
___Academic extracurricular clubs
___Other extracurricular clubs

Score: _____

Total Score for Youth Leadership (Q10 to 13) :

IV. SCHOOL COMMUNITY COLLABORATIONS

Q14. Which individuals, if any, have an active voice developing and implementing an inclusive vision and goals for the school?

___Students
___School personnel
___Parents
___Community members

Score: _____

Q15. Which community organizations collaborate with the school on events or activities?

___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)

Score: _____

Q16. Which students interact with community organizations through curricular and extracurricular activities?

___Advanced education students
___General education students
___Special education students

Score: _____

Q17. Which students leave school grounds to participate in school-sponsored community activities?

___Advanced education students
___General education students
___Special education students

Score: _____

Total Score for Youth Leadership (Q14 to 17) :

V. COMMUNICATION

Q18. When do educators discuss the importance of inclusive language?
___In school-wide events and posters
___In the curriculum
___In day-to-day instruction
___With the broader community

Score: _____

Q19. In what ways is inclusive language used when communicating with students, school staff, parents or community members?
___Through formal communications
___Through informal communications
___In meetings
___In informal conversations

Score: _____

Q20. With whom does the school share the accomplishments of special education students?
___Special education students and parents
___Other students and parents
___All school personnel
___Broader community

Score: _____

Q21. 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
___Students
___No one

Score: _____

Total Score for Youth Leadership (Q18 to 21) :

VI. PROFESSIONAL DEVELOPMENT

Q22. 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

Score: _____

Q23. 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

Score: _____

Q24. 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

Score: _____

Q25. 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 related learning, moral dilemma discussions)
___Through adults modeling appropriate behavior
___Through extracurricular activities that foster social-emotional learning

Score: _____

Total Score for Youth Leadership (Q22 to 25) :

VII. CONTINUOUS IMPROVEMENT

Q26. 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 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 not collected for school improvement efforts.
___Data are collected, but they not analyzed or used for school improvement efforts.

Score: _____

Q27. Data are collected regarding the inclusion of students with disabilities:
___Through formal communications
___Through informal communications
___In meetings
___In informal conversations

Score: _____

Q28. Data are collected from:
___Students.
___School personnel.
___Parents.
___Community members.

Score: _____

Q29. With whom do administrators share findings and strategies about inclusive practices?
___Leadership team
___Special education department
___Students
___All school personnel
___Parents
___School district personnel
___Broader community

Score: _____

Total Score for Youth Leadership (Q26 to 29) :

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

SCORING SHEET FOR THE SCHOOL

Please input average score (from all the responses) for each domain in 'School's Domain Score' column and then determine under which level (Limited, Emerging, Inclusive and Fully Accomplished) 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	Limited (0-13) Emerging (14-26) Inclusive (27-38) Fully Accomplished (39-51)		
Creating and Sustaining Relationships	Limited (0-5) Emerging (6-9) Inclusive (10-14) Fully Accomplished (15-19)		
Unifying Programming	Limited (0-5) Emerging (6-9) Inclusive (10-14) Fully Accomplished (15-18)		
School Community Collaborations	Limited (0-4) Emerging (5-9) Inclusive (10-13) Fully Accomplished (14-17)		
Communication	Limited (0-4) Emerging (5-8) Inclusive (9-12) Fully Accomplished (13-16)		
Professional Development	Limited (0-5) Emerging (6-10) Inclusive (11-15) Fully Accomplished (16-20)		
Continuous Improvement	Limited (0-5) Emerging (6-10) Inclusive (11-14) Fully Accomplished (15-18)		
Your Total Score	Limited (0-40) Emerging (41-80) Inclusive (81-120) Fully Accomplished (121-160)		

The Social Inclusion Scale is designed to be administered to students, parents and school personnel once a year. Ideally the administration should take place at the same time each year to get a more consistent view of perceptions over time. If you plan to administer the scale to the entire population, you may want to create an online version of this survey (using Survey Monkey or another platform) to make scoring and reporting easier for your team to analyze.

Social Inclusion Scale

Instructions: In this survey, you will find questions about your school's inclusiveness, which refers to the extent that all students in your school community are valued, respected and supported. The following questions are designed to measure how well your school specifically includes special education students (or students with all disabilities) in the school community.

Please indicate your role:

○ **Student**

○ **Teacher**

○ **Pupil Personnel Services**

○ **Administrator**

○ **Other School Staff**

○ **Parent/Guardian**

In the following chart, please identify the degree to which you **agree** or **disagree** with the following statements:

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Every student of any ability can be a leader in this school.				
2. In this school, the accomplishments of students of all abilities are celebrated (e.g., award ceremonies in school assemblies, sports awards dinners, displaying school projects).				
3. At this school, after school activities (e.g., sports clubs) include students with and without disabilities				
4. Most people in this school feel responsible for including special education				
5. This school provides opportunities for all students, including special education students, to help others (e.g., service-learning, community service).				
6. This school provides opportunities for all students, including special education students, to share their ideas (e.g., contribute to school decisions or inclusion efforts).				
7. In this school, students do not use negative terms to refer to students with disabilities.				
8. In this school, adults do not use negative terms to refer to students with				
9. This school encourages students to develop friendships with special and general education students and interact in social situations (e.g., extracurricular activities, lunchtime, unstructured time within and between classes.				
10. In this school, adults encourage special education students to participate				
11. Students in this school learn from having students of all abilities in the classroom.				

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In the following chart, please indicate whether any of the following activities were **offered** at your school? If the activity was offered, please indicate **where** you participated in it. Also, indicate whether you helped **plan or lead** the activity. With this data, you will be able to see where and how students are engaged in the Unified Champion Schools program, which can be used to inform next steps.

Activity/Event	Was this activity offered at your school?		Did you participate in the activity or event?		Did you help plan or lead the activity or event?	
	Yes	No	Yes	No	Yes	No
R-word Campaign or Spread the Word to End the Word Day (Raise awareness of the hurtful use of the R-word ("retard[ed]") and advocate to end the use of the word.)						
Inclusive Sports (Students with and without intellectual disabilities train and compete together on the same teams.)						
Traditional Special Olympics Sports (Sports teams where only students with intellectual disabilities compete.)						
Unified Club or Youth Activation Committee (Any club where students of all abilities participate together as equals to make the school socially inclusive.)						
Young Athletes Program Volunteer (This is a program where students volunteer to help young children, ages 2-7, with physical activities.)						
Special Olympics Unified Sports Day (This is similar to a track and field day.)						
Fans in the Stands (students support and cheer athletes at Unified Sports competitions or Special Olympics events.)						
Other extracurricular activities that include students with and without intellectual disabilities.						

SCORING: AN EXAMPLE

USE: The results from this survey will provide you with a snapshot of the responses to the Inclusion Scale (whether responses are mostly in positive range or in a negative range). This data can be used to inform next steps (e.g., school leadership's team's discussion of action planning) for the social inclusion efforts in your school.

Calculating the percentages of response type

1. The response scale of this survey comprises the following categories: "Strongly Disagree," "Disagree," "Agree" and "Strongly Agree." One way to get a good picture of the responses is to see the percentages for each of these categories. For example, consider all student responses to this scale. The percentage of responses can be calculated across all four categories for each of the questions in the Scale. This would then help you see patterns of agreement or disagreement by population.

2. An average for each category (e.g., average of '% Strongly Disagree') can also be computed by taking average of the columns. This will provide information on the average percentage of responses falling into the negative category ("Strongly Disagree," "Disagree") or positive category ("Agree," "Strongly Agree"). The table below provides an example.

3. A similar process can be used for other responding groups (school personnel, parents).

4. Record the number of respondents (N) and response rate (N/total available population) for each population.

Question Number	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Total
Q1	10	5	50	35	100
Q2	5	15	45	35	100
Q3	5	25	35	35	100
Q4	15	50	20	15	100
Q5	0	25	45	30	100
Q6	10	20	30	40	100
Q7	0	10	40	50	100
Q8	0	25	50	25	100
Q9	0	20	35	45	100
Q10	5	20	35	40	100
Q11	35	30	30	5	100
Average	**7.27**	**22.27**	**37.73**	**32.73**	**100**

Interpreting the example:

Again, please note that the negative range includes "Strongly Disagree" and "Disagree", and the positive range includes "Strongly Agree" and "Agree'. In this example, students showed some variation in their perception of social inclusion, leaning towards a positive perception (70.46% were in the positive range, while 29.54% were in the negative range.) Among all the questions, those with the highest negative perception include "Q4" and "Q11," which indicate some areas of potential improvement. Among all the questions, those with the highest positive perception include "Q1" and "Q7," which indicate areas of particular strength and celebration.

NOTE: To calculate which questions have the highest negative perception, add the percentage values for "Strongly Disagree" and "Disagree" for each question (i.e., the two columns to the left of the bolded blue line). The highest sums indicate which questions were scored more negatively than others. In addition, to find the questions with the highest positive perception, add the percentage values for "Strongly Agree" and "Agree" (i.e. the two columns to the right of the bolded blue line).

*This assessment was developed in collaboration with the National School Climate Center (NSCC).

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

CREATING AND SUSTAINING RELATIONSHIPS

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

UNIFYING PROGRAMMING

Novice	Emerging	Accomplished	Highly Inclusive
School and community programs provide for a limited range of student ability needs to be adequately met.	A broad range of parallel activities are offered that collectively honor and develop the skills and abilities of all students.	Access and opportunities for all students to participate in inclusive settings in both instructional and non-academic activities are provided regularly.	School activities and groups intentionally engage a diverse student population.
Traditional school sports and clubs rarely involve students with intellectual disabilities.	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.	School staff consistently works to ensure the effectiveness of the inclusive learning environment both inside and outside the classroom.	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.
The continuum of opportunities for students to learn in an inclusive setting is limited to coursework at their ability levels.		Traditional school sports and clubs consistently work toward becoming more inclusive and welcoming for all students.	School leaders ensure extra-curricular and sports opportunities are provided that build inclusiveness and eliminate boundaries between students.
There are no social or sports avenues for students with and without intellectual disabilities to learn and grow together.	School staff explores various opportunities for students to learn in inclusive settings, but all students are not encouraged to participate	An extensive selection of Unified Sports, clubs and social activities are offered to all students.	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.
Few resources (e.g., money, time, personnel) are provided for unifying programming.		Unifying programming is included in the school budget and action plan.	The district allocates resources to support Unified Champion Schools activities.

SCHOOL/COMMUNITY COLLABORATIONS

Novice	Emerging	Accomplished	Highly Inclusive
The school generally works in isolation from the community, though community partners sometimes support specific projects.	Students and staff seek opportunities to engage community entities in school activities, but there are limited interactions.	Students and staff are trained in collaborative skills and are expected to build meaningful diverse partnerships with the community.	The school and community create and work toward a shared vision that supports and sustains an inclusive school climate.
School policy inhibits or prevents students from leaving school grounds to participate in community activities.	Opportunities exist for select students to interact with a few community organizations on a limited basis.	Two-way communication and ongoing interaction with community partners is central to the school.	Students and staff at the school maintain mutually beneficial relationships with community entities that represent a broad cross-section of the community.
The school is occasionally asked to assist with events or projects in the community, but only selected students are engaged in the activities.	Interactions with the community are planned by adults with little or no input by the students. Community members have little voice or active involvement in the school.	Students and adults at the school work with multiple community partners to develop common goals and implement shared projects.	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.
Community members have little or no opportunity to share their ideas and perspectives with the school.		The community accepts and encourages inclusive practices in the schools and wider community.	Participants in school-community collaborations regularly reflect on their shared goals, progress and effectiveness of their collaborative process.
		All students are provided opportunities for engagement in the community through a variety of programs.	

COMMUNICATION

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

PROFESSIONAL DEVELOPMENT

Novice	Emerging	Accomplished	Highly Inclusive
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.	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.	Specific district professional development opportunities frequently incorporate discussions and skill building in supporting inclusiveness.	Students, staff and families are provided opportunities to increase their competencies to create and sustain an inclusive school environment.
Professional development is targeted at distinctly different audiences rather than shared learning experiences between general education and special education staff.	Special and general education teachers occasionally collaborate as professional learners within a professional learning community.	School and community events are offered to students and the broader community to increase knowledge and skills that support inclusive schools.	High-quality, ongoing professional development on social inclusion and school climate is supported through the use of regular and frequent professional learning communities.
Social-emotional learning is not explicitly addressed in district-supported professional development.	Professional development is offered in classroom management strategies and pedagogies that support and are informed by social-emotional learning best practices.	Collaborations between special and general education teachers are encouraged to build competencies in providing an inclusive learning environment, including social inclusion.	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.
		All staff members are expected to become proficient in teaching, supporting and reinforcing social-emotional skills.	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.

CONTINUOUS IMPROVEMENT

Novice	Emerging	Accomplished	Highly Inclusive
Plans for developing and supporting an inclusive school climate are implemented without collecting data to guide decisions. 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.	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. 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. Data is collected to monitor inclusion of students with disabilities in academic settings.	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. 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. Policies are in place and actively used to ensure social inclusion for all students through instructional effectiveness, school programs and school climate. Data is collected to assess inclusion of students with disabilities in extracurricular activities, sports and social events.	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. 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. 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. Evidence of progress is communicated with the broader community to deepen understanding of an inclusive school climate and an effective learning environment.