

IPP Demo Sites- Critical Elements of Inclusive Education: Professional Network Tool

Consider **systems** that support these practices and how those systems represent an inclusive school and community.

This is a flexible tool to utilize within your own school teams, across the district, and with colleagues from across the state. The framework highlights 3 critical elements of inclusive education- **relationships, equity, and instruction**. There is a rubric component to help start to think about where your own school/district is in terms of these practices. In addition, there are critical reflection questions to guide towards those deeper conversations. Think about how this tool and critical reflection can inform your continuous plans for improvement and how sharing within your professional networks can help to build a coalition of inclusive schools.

DEMONSTRATION SITE: _____

DATES: _____

Relationships	In place 3	Approaching 2	Emerging 1	Challenging 0	Evidence
Positive Behavior Intervention Supports (PBIS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social Emotional Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sense of Belonging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Peer Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
					Score: /12

Equity	In place 3	Approaching 2	Emerging 1	Challenging 0	Evidence
Addressing implicit bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Addressing ableism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Beliefs aligned with inclusive culture/philosophy/practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Equitable systems and structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
					Score: /12

Instruction	In place 3	Approaching 2	Emerging 1	Challenging 0	Evidence
Universal Design for Learning (UDL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional Learning Communities (PLCs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Inclusionary Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence based curriculum and instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
					Score: /12

Total Score: /36

Guiding Questions

Relationships:

Positive Behavior Intervention Supports (PBIS): How is the school creating systems that recognize and honor diverse identities, including disability, prioritize cultural responsiveness, as well as confronting the ways behavior systems historically reinforce exclusion and marginalization of nondominant groups?

Social Emotional Learning: How is social emotional learning framed and implemented within classrooms, the school-wide community, and with families? How does the school's social emotional approach support each student's ability to develop meaningful relationships and self-determination skills? How are we working to identify the ways the curriculum reinforces ableism and racism? How are we working to understand and honor the diverse ways students engage in relationships and self-determination?

Sense of belonging: How does the school's mission and vision hold a place for each and every student and are all students reflected in their core practices, policies, and environments in their school? For example, where do students eat lunch? How are classrooms arranged? Who is reflected in photographs and other artifacts around the school? How are we checking in with families to understand what belonging means to them and how it looks like and is defined in partnership with school and community? How are we continuing to engage in conversations to address shifting and changing needs in terms of a sense of belonging for students and families?

Peer relationships: Do reciprocal peer relationships occur between students with and without disabilities? Consider what the social landscape looks like in the school and if it is inclusive of students with disabilities, including students with significant cognitive disabilities. Are there opportunities for students with disabilities to communicate, socialize, lead and learn alongside a variety of peers?

Equity:

Addressing implicit bias: Are we learning about and reflecting on implicit biases through readings, conversations, and work we do as a school team? Are there spaces to have discussions around implicit biases? How are we recognizing and being accountable to the ways implicit bias impacts us, our students, and families differently depending on our diverse identities? How are we addressing implicit bias and unequal power dynamics through our engagement with staff, with families, and with our interactions with students (including materials, assignments, curriculum, the ways we use language, assumptions we make, how we support student relationships, conflict resolution, etc.)?

Addressing ableism: How are we working to identify and disrupt ableism, and other intersecting systems of oppression such as racism, in our physical spaces, structures, attitudes and systems as a staff? In what ways does the school recognize and celebrate disability culture, disability as an identity, and students' multidimensional identities? How are we engaging students and families in this work as well? How are students with disabilities included in decisions that are made about their education? How are students with disabilities represented in learning materials? Is ableism and intersectionality included in equity discussions and when addressing equity in school improvement plans?

Beliefs aligned with inclusive culture/philosophy/practices: What are the stories, experiences, and events that shape the meaning of inclusion and why it matters to our staff, students, and families? Do we create space to engage in those discussions? Do we understand that inclusion is not a special education initiative, but rather a cultural shift in philosophy and practice? Do we honor the diverse cultures and identities represented in the school community, as well as examining how the ways we view, engage, and value students and families can be shaped by implicit bias and our own positionality? Are we considering how this impacts learning and the inclusive culture in our school? Do our school's

mission and vision address inequities in education directly and do they center the diverse needs, hopes, and goals of each student in our community?

Equitable systems and structures: Are we making decisions around teaching and learning with each and every student in mind? Are we building schedules, prioritizing collaboration, and providing staff development through an equity lens? How do we take an asset based approach to leverage our strengths to create inclusive classrooms and build an inclusive culture? How are we working to recognize the ways our school structures benefit and marginalize students differentially depending on their complex identities, as well as working to remove the social and institutional barriers that have prevented the safety, belonging, and thriving of each student? Do we have collaborative structures in place that recognize power dynamics and demonstrate the value, perspectives, and expertise of all educators and students in the school? Are Multi Tiered systems of support in place to support all students and to build equitable and inclusive structures and instruction? Are we collaborating with families in authentic ways, including opportunities for co-design, sharing feedback, and reciprocal communication? When discussing equitable systems and structures, do we consider the ways our identities and those of our students and families intersect with one or more systems of power/oppression and how this shapes our perspectives and experiences in the school community? When making decisions about systems and structures, do the stakeholders present represent our diverse school community and are we creating structures to share decision-making power equitably?

Instruction:

Universal Design for Learning: Do teams collaborate to design and deliver learning opportunities that anticipate diversity and provide multiple means of representation (students are provided with authentic opportunities to process content in a variety of ways), engagement (student's knowledge, experience, and background are valued and seen as resources), action & expression (different ways of knowing and expressing knowledge are valued). Do teams identify and plan to remove barriers in the planning process? Do learning targets/objectives reflect learner variability? Are teachers supporting students to develop as expert learners?

Professional Learning Communities (PLCs): Has the team explored values, goals, collective expertise, and identities of its members? Has the team created a shared mission and consistent collaboration practices (shared planning documents, roles/responsibilities, agenda, norms/agreements)? Has the team explored communication styles and agreements around conflict resolution? Has the team cultivated equity-focused practices with the goal of identifying and removing barriers created by systems of oppression (within their collaboration as a PLC, as well as in their work with students, families, and with other colleagues)? How are we connecting with educators outside of our school? Are we utilizing our community as a way of continued education and as an avenue for problem solving?

Inclusionary Practices: Does each student feel like a member of the classroom and school community? What practices support this feeling? How is participation defined? Are there a variety of ways to participate fully? Are all student voices heard and respected? Do peers collaborate in cooperative and meaningful ways? How well are our inclusionary practices meeting the needs of our current school community? How are our learners responding: academically, socially, and emotionally? How do our schoolwide structures address the learning of each and every student (MTSS, PBIS, Universal Design for Learning) and in what ways are we examining the research and feedback to make sure that these supports are rooted in equity and are effective inclusionary practices?

Evidence Based Curriculum and Instruction: Did we consider students' culture/language/strengths/interests when selecting an evidence-based practice? Did we consider the history of this practice and any ways it might reinforce exclusion, deficit-thinking, harm to students? Does our curriculum allow for data-based decision making? Do our instructional methods allow all learners to access and benefit from grade level curriculum standards?

Prioritizing our Inclusive Structures, Systems, and Culture

	Actionable Steps	Timeline
<p style="text-align: center;">Sustain (In place):</p> <ul style="list-style-type: none"> O _____ O _____ O _____ O _____ O _____ O _____ O _____ 		
<p style="text-align: center;">Improve (On the verge):</p> <ul style="list-style-type: none"> O _____ O _____ O _____ O _____ O _____ O _____ O _____ 		
<p style="text-align: center;">Address (Emerging or Challenging):</p> <ul style="list-style-type: none"> O _____ O _____ O _____ O _____ O _____ O _____ O _____ 		
Long Term Goals:		
Immediate Priorities:		
Potential Partnerships & Resources:		