2026



THE COALITION OF
INCLUSIVE SCHOOL LEADERS

FRAMEWORK & GUIDEBOOK

CHAPMAN UNIVERSITY
Thompson Policy Institute on Disability

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Introduction

The Thompson Policy Institute (TPI) on Disability developed the Coalition of Inclusive School Leaders (CISL) to address deficits in building leadership capacity toward inclusive schooling. The CISL initiative began in 2023 with the mission to improve the field of inclusive education through the support and development of inclusive leadership. CISL defines inclusive leadership as leadership with an intentional focus on eliminating inequities and promoting policies and procedures that ensure access and opportunity for all students. As part of the initiative, CISL drew from previously developed work and research (California Professional Standards for Educational Leaders [CPSEL], 2014; Council of Chief State School Officers [CCSSO] State Strategies, 2020; Innovation Configuration Inclusive Principal Leadership, 2024; Professional Standards for Educational Leaders [PSEL], 2015; PSEL 2015 and Promoting Principal Leadership for the Success of Students With Disabilities, 2017) to create a framework for inclusive leadership. Accompanying the CISL framework is the CISL guidebook with actionable items to develop professional learning and growth of current and future administrators.

The CISL framework aligns with the California and National Standards for Educational Leadership (see Framework Crosswalk Table 1). In 2014, California developed the CPSEL to replace the prior Interstate School Leaders Licensure Consortium (ISLLC) standards. In 2015, the National Policy for Education Administration (NPBEA) adopted the new PSEL (2015). The CPSEL "identify what an administrator must know and be able to do to move into sustainable, effective practice . . . the CPSEL describe critical areas of leadership for administrators and offer a structure for developing and supporting education leaders throughout their careers" (California Commission on Teacher Credentialing [CTC], 2014, p. 1). The PSEL (2015) went further in their description, stating they are

> grounded in current research and the real-life experiences of educational leaders, they articulate the leadership that our schools need and our students deserve. They are student-centric, outlining foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes. They're designed to ensure that educational leaders are ready to meet effectively the challenges and opportunities of the job today and in the future as education, schools and society continue to transform. (p. 1)

The CISL framework considers these standards and deepens the emphasis on creating inclusive leaders to lead inclusive schools. Because the CISL framework builds on California and national standards for educational leadership, it is applicable across other states.

In 2017, the CCSSO and the Collaborative for Effective Educator Development, Accountability, and Reform (CEEDAR) Center created the PSEL 2015 and Promoting Principal Leadership for the Success of Students With Disabilities, a supplemental document with the "ultimate goal" to provide chief state school officers and their state education agency (SEA) staff with "actionable steps to promote practices and cultivate competencies for effective principal leadership where each child has an equitable opportunity to succeed with particular focus on students with disabilities" (PSEL 2017 and Promoting Principal Leadership for the Success of Students with Disabilities | CCSSO, n.d., p. 1). The CISL framework intensifies this work for school and district leadership development.





The purpose of this inclusive leadership framework, also supplemental, is to expand further on those actionable steps in the PSEL 2015 and Promoting Principal Leadership for the Success of Students With Disabilities document for direct use with future and current school and district administrators, framing a more inclusive-focused leader than the initial development of the CPSEL and PSEL. This framework will guide leaders toward improving access, equity, and inclusion for students with disabilities (SWD) and other students from traditionally marginalized backgrounds (e.g., students who are Black, Latinx, and Indigenous; students who are LGBTQIA+; and students who are experiencing poverty across California). It can be used by educational leaders or by chief state school officers and SEA staff who support educational leaders. (see CISL Framework Relationship to CCSSO State Strategies Table 2.)

In addition to drawing upon the CPSEL, PSEL 2015, and Promoting Principal Leadership supplemental documents, this framework draws upon the Innovation Configurations for Principal Leadership by CEEDAR and from the book, The School Leaders Our Children Deserve, by George Theoharis. Additional sources on inclusive leadership are cited and included on the Works Cited page.

Logic Model

The CISL logic model (see Figure 1) illustrates the relationship between CISL's resources, activities, and intended outcomes. It sets a foundation for CISL to navigate toward our desired outcomes, including the development of an inclusive leader framework.

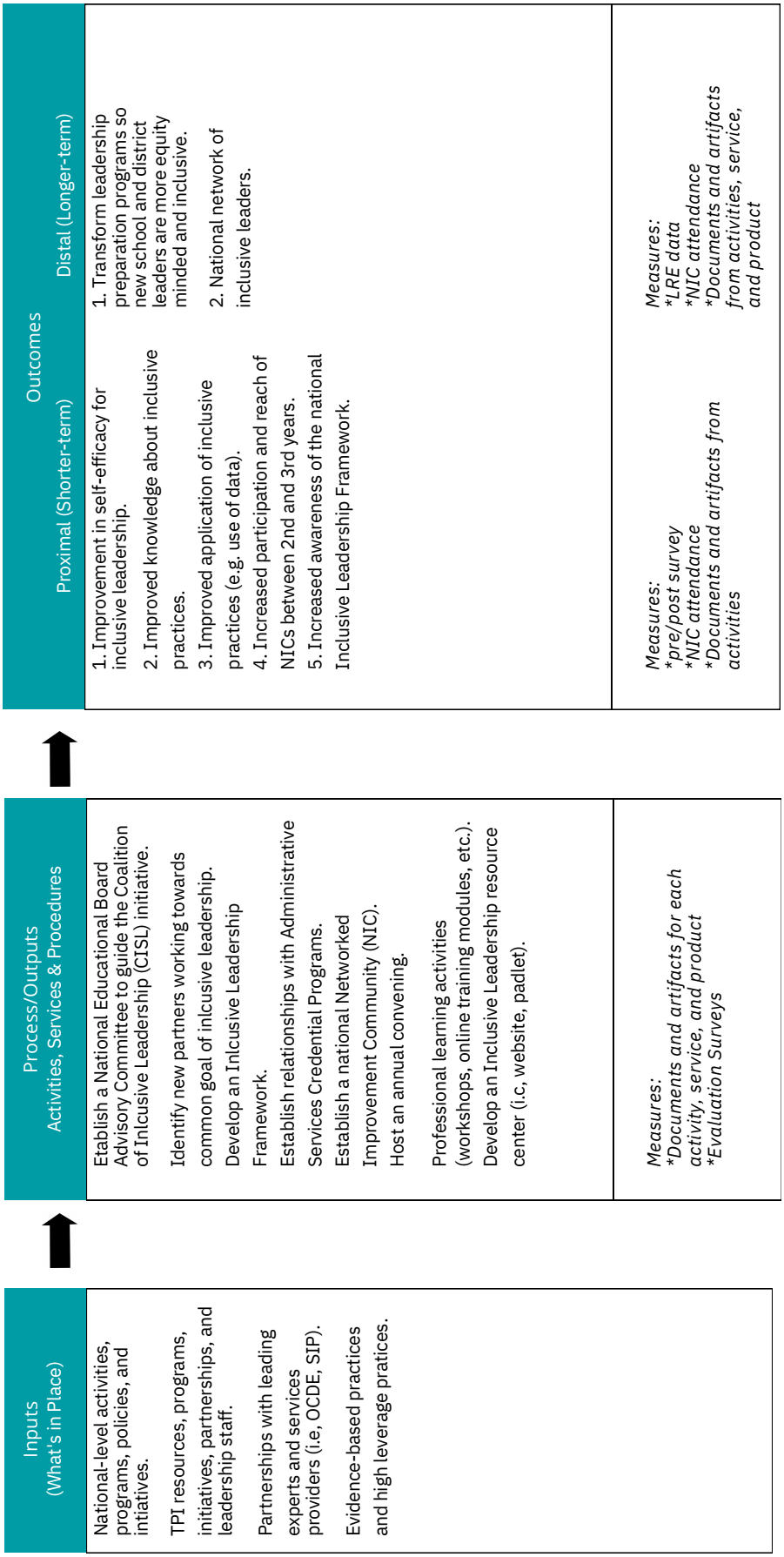
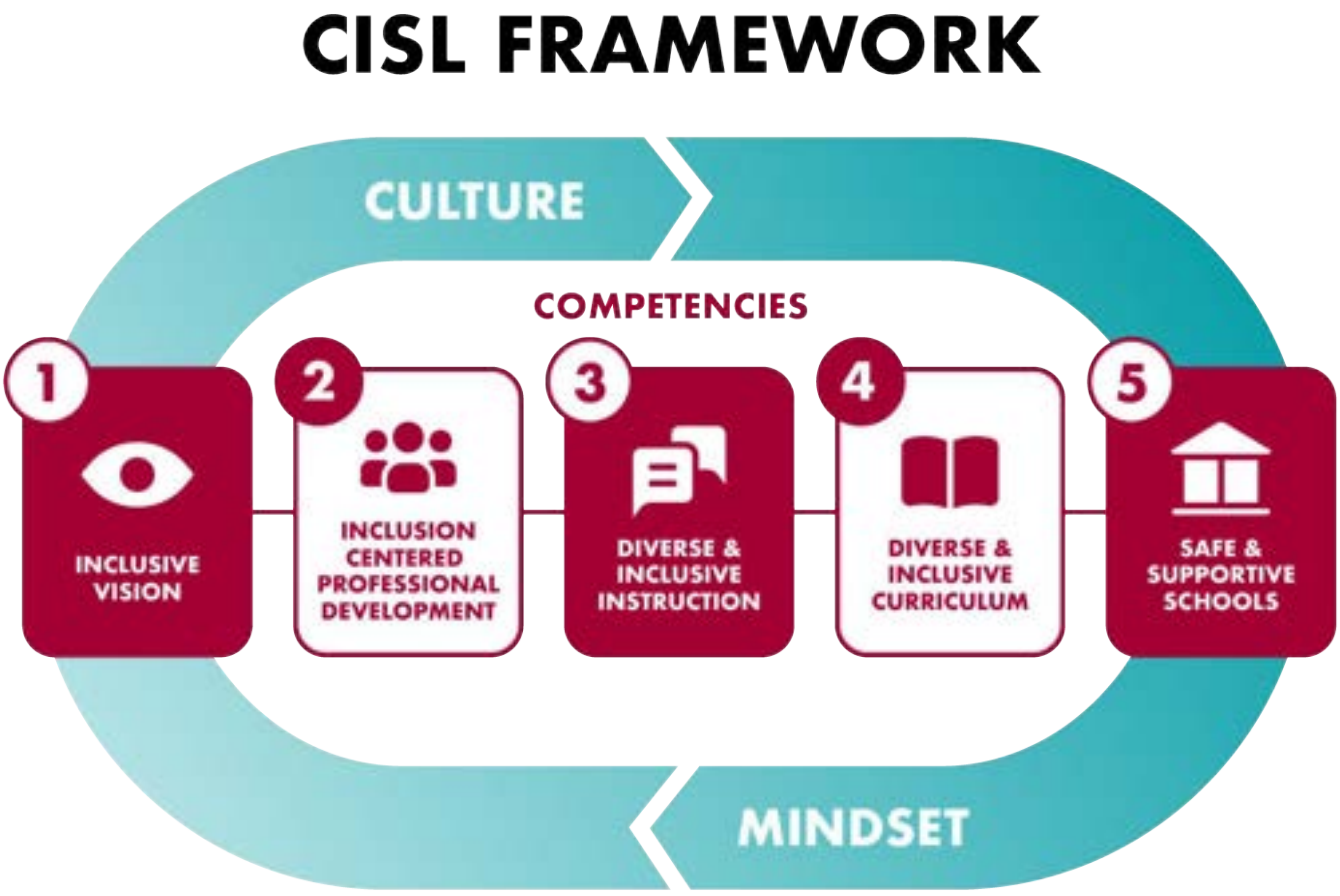


Figure 1: Logic Model

Framework

The CISL framework focuses on five core competencies for inclusive school and district leadership, with culture and mindset interwoven throughout each competency (see Figure 2). Key indicators accompany each competency to help guide leaders in their pursuit of excellence. Additionally, a "look for" document is provided to illustrate each key indicator in action. To support leaders further, a supplementary guidebook offers actionable items for achieving each competency.

Figure 2: CISL Framework



Culture and Mindset

Culture and mindset are essential elements within an inclusive leadership framework and must be integrated into each competency. Inclusive leaders must presume the competence of their community, staff, and students to cultivate a belief that all students can learn and that the school is responsible for educating every learner. These leaders focus on creating a culture that reflects the diversity of the community and fosters a genuine sense of belonging for everyone. Inclusive leaders believe that all students belong and that the inclusion of SWD enriches the learning experiences of all. Although evidence of an inclusive culture and mindset can be demonstrated through the development and commitment to an inclusive vision, inclusion-centered professional development, diverse and inclusive instruction and curriculum, and safe and supportive schools, there are additional indicators for culture and mindset.

Key indicators of an inclusive culture and mindset include:

1. A deep-rooted belief that all students can learn and that all students belong.
2. Equal opportunities for SWD to participate actively in school activities, clubs, and decision-making processes.
3. Active involvement of parents and community members in school activities and decisions.
4. Design of physical spaces that accommodate diverse needs, including accessibility features and inclusive facilities.
5. Regular events, programs, and initiatives that celebrate the school community's cultural diversity.



Inclusive Vision

Creating an inclusive vision is fundamental to effective leadership. It involves crafting a clear picture of what an inclusive district or school should look like, ensuring this vision is widely recognized, visible, and implemented through concrete actions. This vision serves as the foundation for all decision-making processes. Inclusive leaders should develop this vision collaboratively with input from staff, students, and the community, demonstrating their commitment through their actions and decisions. Finally, the vision must be integrated throughout the entire district or campus.

Key indicators of an effective and inclusive vision include:

1. Explicit inclusion of diversity, equity, and inclusivity in the district's and/or school's mission and vision statements.
2. Clearly defined and communicated policies that promote diversity, equity, and inclusion.
3. Use of inclusive and affirming language.
4. Using the vision to guide the district and/or school in decision-making processes (i.e., vision to action).



Inclusion-Centered Professional Development

An inclusive leader ensures staff professional development is aligned with the inclusive vision. District and school leaders must work backward from their inclusive goals to identify the professional development needs of their staff. When planning professional development, leaders should focus on equipping staff with knowledge about inclusion and inclusive practices, enhancing their skills in Universal Design for Learning (UDL), inclusive instructional methods, and accessibility standards within and beyond the classroom.

Key indicators of inclusive-centered professional development include:

1. Implementation of differentiated instruction and UDL principles.
2. Participation in ongoing training on inclusive teaching practices, cultural competence, and diversity.
3. Emphasis on accessibility of learning inside and outside the classroom.
4. Culture of ongoing observation and productive feedback cycles.
5. Opportunities for teaching staff to plan, observe, and learn from each other.



Diverse & Inclusive Instruction

A district and school are responsible for the learning of all students. To ensure all students make meaningful academic achievements, district and school leaders must recognize their role as instructional leaders. Through instructional leadership, district and school staff will work toward providing inclusive instruction. Inclusive instruction means staff must use the UDL principles and ensure teaching and learning are designed for learner variability and eliminating barriers. Furthermore, leaders are responsible for ensuring education specialists and other related service providers are masters of access, supporting classrooms in implementing additional adaptations, accommodations, and modifications necessary for SWD to make meaningful progress. Inclusive instruction is also related to individualized education program service delivery models. Providing inclusive service delivery goes hand in hand with providing inclusive instruction.

Key indicators of an inclusive instruction include:

1. Instruction is provided in general education, grade-level environments to the maximum extent possible.
2. Instruction is grounded in UDL principles.
3. Necessary adaptations, accommodations, and modifications are embedded in instructional opportunities.
4. Equitable grading policies.
5. Inclusive service delivery model.



Diverse & Inclusive Curriculum

Districts are required to adopt curricula across subject areas that meet state standards. Curriculum often can be a barrier to access when not embedded with inclusive instructional practices; thus, district and school leaders must marry curriculum and instructional practices and understand that curriculum alone will not meet the needs of all learners. That said, an inclusive curriculum must still be selected intentionally, and leaders must ensure it incorporates diverse perspectives and cultures reflective of their communities.

Key indicators of an inclusive curriculum include:

1. Presence of diverse perspectives, cultures, and histories in the curriculum.
2. Curriculum founded on UDL principles.
3. Fair distribution of resources, including educational materials, technology, and extracurricular opportunities.



Safe & Supportive Schools

Safe and supportive schools ensure an environment that promotes student, staff, and community well-being. Promoting equitable discipline practices, social–emotional learning, and restorative justice are essential to inclusive schools. SWD have historically been overrepresented in punitive and exclusionary forms of discipline. District and school leaders are responsible for ensuring students have opportunities to learn from mistakes while also having access to their education. Through equitable discipline practices and, specifically, restorative practices, school and district leaders can create opportunities for students to learn valuable lessons through practicing mediation and teaching responsibility for one's actions. Safe and supportive schools allow all students to grow, learn, and be their authentic selves.

Key indicators of safe and supportive schools include:

1. Targeting well-being, including intentional teaching of social–emotional learning for staff and students.
2. Implementation of restorative justice practices and culturally sensitive discipline policies.
3. Determining causes of behavior and supporting students with solutions.
4. Availability and accessibility of support services, including counseling and special education.



See the additional "look fors" on the: Coalition of Inclusive Leadership Framework Look Fors

Framework Crosswalk

	Inclusive Vision	Inclusion Centered Professional Development	Diverse & Inclusive Instruction	Diverse & Inclusive Curriculum	Safe & Supportive Schools
California Professional Standards for Educational Leaders (CPSEL)	CPSEL 1: Development & Implementation of a shared vision. CPSEL 4: Family & Community Engagement CPSEL 6. External Context & Policy	CPSEL 1: Development & Implementation of a shared vision. CPSEL 2: Instructional Leadership	CPSEL 2: Instructional Leadership	CPSEL 2: Instructional Leadership CPSEL 4: Family & Community Engagement	CPSEL 3: Management & Learning Environment CPSEL 4: Family & Community Engagement CPSEL 5. Ethics & Integrity
Professional Standards for Educational Leaders (CPSEL)	PSEL 1: Mission, Vision, & Core Values PSEL 8: Meaningful Engagement of Families & Community	PSEL 1: Mission, Vision, & Core Values PSEL 4: Curriculum, Instruction & Assessment PSEL 6: Professional Capacity of School Personnel PSEL 7: Professional Community for Teachers and Staff PSEL 8: Meaningful Engagement of Families & Community	PSEL 4: Curriculum, Instruction & Assessment PSEL 6: Professional Capacity of School Personnel PSEL 7: Professional Community for Teachers and Staff	PSEL 8: Meaningful Engagement of Families & Community	PSEL 3: Equity & Cultural Responsiveness PSEL 5: Communities of Student Care & Support PSEL 9: Operations & Management PSEL 8: Meaningful Engagement of Families & Community
California Multi-tiered Systems of Support (MTSS) All Means All	Administrative Leadership Integrated Framework Family & Community Engagement Inclusive Policy & Practice	Integrated Framework Family & Community Engagement Inclusive Policy & Practice	Inclusive Academic Instruction Inclusive Policy & Practice	Family & Community Engagement	Inclusive Behavior Instruction Inclusive Social Emotional Instruction Family & Community Engagement Inclusive Policy & Practice

Table 1: Framework Crosswalk

CCSSO State Strategies & The CISL Framework

State Strategy	CISL Framework
Strategy 1: Set a vision and plan for inclusive leadership.	The CISL framework & guidebook provides resources and activities on setting a vision and plan for inclusive schooling as an inclusive leader under the competency Inclusive Vision.
Strategy 2: Cultivate coherence and collaboration.	The CISL framework & guidebook provide resources and activities on cultivating coherence and collaboration for educational leaders under the competencies Inclusive Vision, Inclusive Centered Professional Development, Diverse & Inclusive Curriculum, Diverse & Inclusive Instruction, and Safe & Supportive Schools.
Strategy 3: Transform principal preparation and licensure.	The CISL framework & guidebook, in total, are intended to support the transformation of principal preparation programs by providing tangible resources and activities related to state and national educational leaders' standards that prioritize and focus on inclusion.
Strategy 4: Promote principal development on inclusive practices.	By working through the CISL guidebook, educational leaders learn to implement inclusive practices and develop their inclusive leadership.
Strategy 5: Provide targeted supports to districts and schools.	The CISL framework & guidebook provide SEAs with a resource to support districts and schools with inclusive leadership action items.

Table 2: CISL Framework Relationship to CCSSO State Strategies

CCSSO State Strategies & The CISL Framework

State Strategy	CISL Framework
Strategy 6: Connect school improvement and principal development.	Using the CISL guidebook, educational leaders learn best practices for supporting SWD that connect to school improvement.
Strategy 7: Meaningfully engage stakeholders as partners in the work.	The CISL framework & guidebook provide resources and activities on engagement of stakeholders as partners in this work under the competencies Inclusive Vision, Diverse & Inclusive Curriculum, and Safe & Supportive Schools.
Strategy 8: Adopt processes and supports for continuous improvement.	The CISL framework & guidebook can support SEAs in adopting processes and support for continuous improvement by being a resource to share with educational leaders for areas to target to improve inclusive practices.
Strategy 9: Provide guidance on efficient, effective, and responsive instruction resources.	The CISL framework & guidebook provides resources and activities on efficient, effective, and responsive instruction for educational leaders under the competencies Inclusive centered Professional Development, Diverse & Inclusive Curriculum, and Diverse & Inclusive Instruction.

Table 2: CISL Framework Relationship to CCSSO State Strategies

Guidebook

How to use this guidebook:

This guidebook is intended to supplement your leadership development by giving actionable steps in improving your leadership for SWD and other students from traditionally marginalized backgrounds. You can begin with any standard or activity that meets your next step in your leadership journey. In addition to the action steps, each standard has a toolkit to further your learning, including educational research, articles, videos, and resources.

California Professional Standards for Educational Leaders (2014)	
Standard 1	Development and Implementation of a Shared Vision
Standard 2	Instructional Leadership
Standard 3	Management and Learning Environment
Standard 4	Family and Community Engagement
Standard 5	Ethics and Integrity
Standard 6	External Context and Policy

CPSEL Standard 1:
Development and Implementation of a Shared Vision

Education leaders facilitate the development and implementation of a shared vision of learning and growth for all students.

Description of how CPSEL Standard 1 relates to SWD and inclusion.

Developing a vision that centers around the belief that all children can learn is instrumental in supporting marginalized populations. SWD have historically been left out of schools' educational visions for learning. By focusing on creating an inclusive shared vision for all students, school and districtwide systems will create a foundational belief where all decisions can be made. With an inclusive shared vision, we no longer have to add students back into the broader discussion; instead, they start there.

CISL FRAMEWORK: Inclusive Vision, Inclusive Centered Professional Development

Key Leadership Practice for Supporting SWD Effective Principals:

- Work collaboratively to develop a mission and vision for their school that supports the success of all students, including SWD.
- Ensure a shared understanding of and mutual commitment to this mission and vision among faculty, shaping practices accordingly.
- Include parents and other external stakeholders in the visioning process and engage them consistently as partners in this work.
- Promote collaborative cultures focused on shared responsibility for achieving the mission and vision of the school and for the success of SWD.

PSEL 2015 and Promoting Principal Leadership for the Success of Students With Disabilities

Element 1a:
Student-Centered Vision

Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

CPSEL Description of Practice:

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
1a Vision Review	Review your site/department/ district's current vision statement. Follow the Vision Review document to evaluate the current vision.	Vision Review	Results: Reflect on whether your vision is known, inclusive, and enacted. Determine if any changes, edits, or a new vision should be developed. Impact: Ensuring an inclusive vision statement sets a high standard for all staff and community to work toward.
1a Reinvigorate Your Vision	After your vision review, if no edits or changes are appropriate, develop a plan for messaging and enacting the vision.	Reinvigorate Your Vision Action Plan	Results: An action plan for reinvigorating your vision to recommit to the values set in your inclusive vision statement. Impact: Creating a community around a purpose.

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
1a Climate Survey	Develop a climate survey to determine how inclusive your climate and vision are and how well they are communicated.	Climate Survey	Results: A survey of staff, students, and community on school climate will help an inclusive leader determine strengths and areas of need. Impact: Furthering your mission to create a positive and inclusive school/department environment.
1a Climate Survey Analysis	Analyze your climate survey results, determining your school's current strengths and needs.	Climate Survey Analysis	Results: Analyzing the survey to determine strengths and weaknesses related to climate and developing a prioritized list of next steps for improvement supports the school or district in becoming more inclusive focused. Impact: Creating concrete action steps to further your mission for a positive and inclusive school/department environment.

Element 1b:
Developing a Shared Vision

Leaders engage in a collaborative process to develop a vision of teacher and student learning that is shared and supported by all stakeholders.

CPSEL Description of Practice:

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
1b Vision Development Committee	Create a plan for a vision development committee.	Vision Committee Planning	Results: Vision Committee established. Impact: Vision Committee representing all stakeholders ensures your vision will be inclusive of all voices.
1b Creating an Inclusive Vision	Follow the Vision Statement development guide.	Vision Statement Development Guide	Results: New inclusive vision statement. Impact: Creating an inclusive vision centers the organization on a meaningful purpose that drives all decisions.

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
1b Master Schedule With Your Vision	Using your vision as a starting point, review your current master schedule for barriers to inclusion.	Master Schedule Analysis	Results: Better understanding of current priorities in master scheduling that may need to be adjusted. Impact: Knowing the barriers to inclusion will support building a new master schedule that focuses on and prioritizes inclusion.
1b Revise Master Schedule	After determining the barriers to inclusion within your master schedule, work to remove the barriers.	Master Schedule Tips & Tricks + Reflection	Results: Aligning your master schedule with your vision and priorities makes decisions about classes and scheduling clearer. Impact: Your new master schedule will reflect the school's priorities and your vision of inclusion and equity.
1b Master Schedule Toolkit	For a structured approach to master scheduling, use the toolkit with your team.	Master Scheduling Toolkit for Inclusion	Results: Aligning your master schedule with your vision and priorities makes decisions about classes and scheduling clearer. Impact: Your new master schedule will reflect the school's priorities and your vision of inclusion and equity.

Element 1c:
Vision Planning and Implementation

Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

CPSEL Description of Practice:

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
1c Vision Commitment	Describe how you will keep the vision alive. Think about how you will model, advertise, and practice daily.	Vision Statement Commitment Planning Document	Results: Just writing a vision is not enough. Your vision should guide you. This action step will help you keep your vision in focus. Impact: Aligning your vision helps you focus your initiatives and supports decision making.
1c Vision in Action	Vision in Action – 2-minute vision incorporation plan for all meetings	Vision in Action – Slide	Results: Just writing a vision is not enough. Your vision should guide you. This action step will help you keep your vision in focus. Impact: Keeping your vision at the forefront helps keep messaging clear and focused.

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
1c Vision in Action	Vision in Action – 2-minute vision video	Vision in Action – Video	Results: Just writing a vision is not enough. Your vision should guide you. This action step will help you keep your vision in focus. Impact: Keeping your vision at the forefront helps keep messaging clear and focused.
1c Decision Making	Decision-making alignment	Decision-Making Artifact	Results: Decisions are based on and align with your vision and mission. Impact: Keeping your vision at the forefront during decision making ensures decisions are made with integrity and alignment.
1c Initiative Inventory	Initiative Inventory	Initiative Inventory & Reflection	Results: Ensuring your initiatives align with your vision. Impact: Clear and focused initiatives support the success of those initiatives, and results align with your vision.

Standard 1:
Toolkit & Resources

Below are additional resources to deepen your learning in this area.

What to Read	What to Watch	Where to Go
Toolkit for Writing a Vision Statement (free download)	A United Vision: Changing Our School Together	www.tiescenter.org
Book: *Start With Why: How Great Leaders Inspire Everyone to Take Action* by Simon Sinek	Webinar: Setting a Whole Child Vision	Let AI help you finesse your vision. https://openai.com/chatgpt/
Book: *The School Leaders Our Children Deserve* by George Theoharis	Example (not necessarily exemplar vision videos) Corsicana ISD Vision 2020 Shared Vision – Lindsay Unified School District Leander ISD Vision Leander ISD Special Programs Vision Video	
Book: *Supercharge Your Professional Learning: 40 Concrete Strategies That Improve Adult Learning* by Kasia M Derbiszewska and T. Nicole Tucker-Smith	I SUED THE SCHOOL SYSTEM (2024): **https://youtu.be/dqTTojTija8?si=yqp5QihLs2wdyFPV** (reimagining schools to aid in your vision planning)	

CPSEL Standard 2:
Instructional Leadership

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on students and professional growth.

Description of how CPSEL Standard 2 relates to SWD and inclusion.

Instructional leadership is a key responsibility for school leaders; however, most school leaders do not know or do not think to include rigor and high expectations for SWD when it comes to curriculum and instruction. Instructional leaders must understand and employ UDL to lead their staff in designing rigorous and supportive educational programs in each and every classroom. .

CISL FRAMEWORK: Inclusive-Centered Professional Development, Diverse & Inclusive Instruction, Diverse & Inclusive Curriculum

Key Leadership Practice for Supporting SWD Effective Principals:

- Professional Learning Culture
  - Provide multiple sources of high-quality, meaningful professional learning and development opportunities and participate alongside their staff.
  - Manage tensions and conflict while developing conditions for productivity, including effective professional development, practice, and support to staff.
  - Encourage teachers to set high expectations for and engage in active self-assessment and reflective learning to promote mutual accountability.
  - Communicate clear expectations for collaboration within and among established teams of teachers without micromanaging and encourage experimentation among teams.
  - Maintain a just and democratic workplace that gives teachers the confidence to exercise responsible discretion and be open to criticism.
- Curriculum & Instruction
  - Communicate high academic expectations for all students, including SWD; promote high-quality, intellectually challenging curricula and instruction; and provide opportunities for SWD to achieve within the general education curriculum using a multitiered system of support.
  - Work collaboratively with classroom teachers to help them develop their capacity for effective instruction.
  - Ensure evidence-based instruction and assessment are implemented with integrity and are adapted to local needs.
- Assessment & Accountability
  - Promote appropriate, clear, and valid monitoring and assessment systems where teachers receive meaningful information about how students respond to instruction and where information is relevant to instructional improvement.

PSEL 2015 and Promoting Principal Leadership for the Success of Students With Disabilities

Element 2a:
Professional Learning Culture

Leaders promote a culture in which staff members engage in individual and collective professional learning that results in their continuous improvement and high performance.

CPSEL Description of Practice:

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
2a Professional Learning Survey	Gather staff understanding of evidence-based practices and effective instruction for SWD.	Professional Learning Staff Survey – Instruction	Results: Needs assessment for staff instruction. Impact: Determining your staff's needs will assist with designing appropriate professional development.
2a Professional Development Review	Analyze prior professional development provided.	Professional Development Review	Results: Documented analysis of prior professional development. Impact: Determining what professional development was impactful for students and teachers will help develop further professional development.

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
2a Professional development plan	After the previous activity, develop a professional development plan for teachers and instructional staff aligned with your vision.	Backwards Planning Professional Learning	Results: Connected plan toward site goals Impact: Strategically using resources to reach goals and preparation for connected learning progression of staff.
2a Multi-Tiered Systems of Support (MTSS) Guide	Develop an MTSS Guide outlining your district's or school's MTSS.	MTSS Guide Development	Results: Clear MTSS Guide for stakeholders to know what MTSS implementation consists of. Impact: Ensuring each tier targets site or district needs.

Element 2b:
Curriculum and Instruction

Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

CPSEL Description of Practice:

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
2b Student Expectation Reflection	Reflection: What are the current academic expectations for SWD?	Student Expectation Reflection	Results: Administrators understand current practices around expectations of SWD. Impact: Administrators can analyze the results of their reflection and determine next steps for improving expectations and outcomes for SWD.
2b High-Leverage Practices (HLPs) for Inclusive Classrooms	Understand the implications for school leaders in the use of HLPs for inclusive settings.	Understanding HLPs	Results: Administrators improved their understanding of effective instruction for SWD. Impact: Improved instructional coaching for teachers who provide instruction to SWD.

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
2b HLP Observation Sheet	Observe and coach teachers in using HLPs for inclusive settings.	HLP Observation Sheet	Results: Administrators focus on effective instruction for SWD. Impact: Improved instructional coaching for teachers who provide instruction to SWD.
2b Co-Teaching Parity	Set co-teaching partners up for success.	Co-Teaching Parity Tools	Results: Well-developed co-teaching partnerships ensure improved instruction in co-taught classes. Impact: Better teaching in co-taught classes supports access and academic growth for all students.
2b Universal Design for Learning (UDL) Reflection	See UDL in Action and reflect.	UDL in the Classroom Reflection	Results: Seeing UDL in our classrooms is an important part of instructional coaching. Impact: Classrooms using UDL are designed to include all students.

Element 3c:
Assessment and Accountability

Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.

CPSEL Description of Practice:

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
2c Equity Audit	Use the Equity Audit to check and monitor accountability for marginalized students.	Equity Audit	Results: School or district goals aligned with data. Impact: Improved outcomes for marginalized students by understanding the data and making data-informed decisions.
2c Equity Walks	Use a structured observation tool for Equity Walks.	Equity Walkthrough Tool	Results: Able to observe equity or lack thereof in classrooms. Impact: Improved outcomes for marginalized students by seeing equity in real time.

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
2c Data Analysis	Analyze your data for SWD to set goals.	Data Analysis	Results: Using current data to identify problems and set goals for improvement. Impact: Targeting areas of improvement for SWD.
2c Equity & Access Observation Look Fors	Check for Equity & Access during instruction observations.	Equity & Access Observation Look Fors	Results: Use intentional observations to check for accessibility. Impact: Cycle of observations and feedback to support improved accessibility.

Standard 2:
Toolkit & Resources

Below are additional resources to deepen your learning in this area.

What to Read	What to Watch	Where to Go
UDL Implementation Timeline	What is UDL?	www.tiescenter.org
About Time: Master Scheduling for Equity	Universal Design for Learning and Equitable Access	https://highleveragepractices.org/
Implementing Equitable Multi-Systems of Support (MTSS)	Universal Designed Leadership	https://www.cast.org/

CPSEL Standard 3:
Management and Learning Environment

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Description of how CPSEL Standard 3 relates to SWD and inclusion.

Creating spaces for belonging is essential for student learning. As school leaders, it is our responsibility to transform the culture past inclusion and toward belonging. Our goal is for students, staff, and the community to feel safe and valued. This goal can be achieved with internal focus and inclusive practices, culturally relevant pedagogy, and social–emotional learning.

CISL FRAMEWORK: Inclusive-Centered Professional Development, Diverse & Inclusive Instruction, Diverse & Inclusive Curriculum

Key Leadership Practice for Supporting SWD Effective Principals:

- Ensure the academic success and well-being of each student, including SWD, through equitable access to effective teachers, culturally responsive learning opportunities and supports, and necessary resources.
- Hold asset- rather than deficit-based perspectives of students and recognize relationships among disability, cultural differences, and social inequities.
- Recognize, confront, and educate others about institutional forces and historical struggles that have impeded equitable educational opportunities for SWD.
- Build and maintain a safe, caring, and healthy environment that meets the needs of each student and encourages them to be active, responsible members of their communities.
- Ensure SWD have opportunities to learn with their nondisabled peers to the greatest extent appropriate.
- Promote inclusive social environments that foster acceptance, care, and a sense of value and belonging in adult–student and student–peer relationships.
- Support teachers as they create productive and inclusive environments in their classrooms and throughout the school.
- Manage their budgets and develop strong relationships with central offices to ensure the effective and efficient use of resources and to ensure SWD have access to appropriate transportation, classrooms, services, accommodations, and extracurricular activities.
- Ensure external resources are aligned with their schools' goals and support core learning programs and services for all students.
- Assign roles and responsibilities to optimize staff capacity to address each student's learning needs, especially SWD.
- Develop and effectively manage school structures, operations, and administrative systems that support SWD.

PSEL 2015 and Promoting Principal Leadership for the Success of Students With Disabilities

Element 3a:
Operations and Facilities

Leaders provide and oversee a functional, safe, and clean environment.

CPSEL Description of Practice:

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
3a Campus Walkabout	Walk your campus/site and consider its accessibility	Campus Walkabout Note Taker and Reflection Sheet	Results: Improving accessibility and creating an environment reflective of the community. Impact: Students see themselves reflected in their school, and all areas are accessible and inviting for all students.
3a Campus Map Analysis	Campus Map Analysis– where is special education? Analysis of where students are going and location of classes	Campus Map Analysis	Results: Looking at segregation of students and transition time can support improved learning environments. Impact: Students have a sense of belonging and increase academic time.

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
3a Safety Plan Review	Review your safety plan and determine if you need to further identify plans to support SWD (medically fragile, wheelchair, behavioral support)	Safety Plan Review	Results: Ensuring safety plans include SWD and their needs. Impact: Safety plans that will support all students proactively in the event of an emergency.

Element 3b:
Plans and Procedures

Leaders establish structures and employ policies and processes that support students to graduate ready for college and careers.

CPSEL Description of Practice:

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
3b Schoolwide Inclusive Practices Review	Determining if SWD are represented equally in schoolwide activities (e.g., extracurriculars, clubs, sports, ASB).	Schoolwide Inclusive Practices Review	Results: Reflecting on rules, policies, and practices that may create inequitable opportunities. Impact: Upon reflection, rules, policies, and practices can be changed to promote equity and inclusion.
2b High-Leverage Practices (HLPs) for Inclusive Classrooms	Understand the implications for school leaders in the use of HLPs for inclusive settings.	Understanding HLPs	Results: Administrators improved their understanding of effective instruction for SWD. Impact: Improved instructional coaching for teachers who provide instruction to SWD.

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
2b HLP Observation Sheet	Observe and coach teachers in using HLPs for inclusive settings.	HLP Observation Sheet	Results: Administrators focus on effective instruction for SWD. Impact: Improved instructional coaching for teachers who provide instruction to SWD.
2b Co-Teaching Parity	Set co-teaching partners up for success.	Co-Teaching Parity Tools	Results: Well-developed co-teaching partnerships ensure improved instruction in co-taught classes. Impact: Better teaching in co-taught classes supports access and academic growth for all students.
2b Universal Design for Learning (UDL) Reflection	See UDL in Action and reflect.	UDL in the Classroom Reflection	Results: Seeing UDL in our classrooms is an important part of instructional coaching. Impact: Classrooms using UDL are designed to include all students.

Element 3c:
Assessment and Accountability

Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.

CPSEL Description of Practice:

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
2c Equity Audit	Use the Equity Audit to check and monitor accountability for marginalized students.	Equity Audit	Results: School or district goals aligned with data. Impact: Improved outcomes for marginalized students by understanding the data and making data-informed decisions.
2c Equity Walks	Use a structured observation tool for Equity Walks.	Equity Walkthrough Tool	Results: Able to observe equity or lack thereof in classrooms. Impact: Improved outcomes for marginalized students by seeing equity in real time.

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
2c Data Analysis	Analyze your data for SWD to set goals.	Data Analysis	Results: Using current data to identify problems and set goals for improvement. Impact: Targeting areas of improvement for SWD.
2c Equity & Access Observation Look Fors	Check for Equity & Access during instruction observations.	Equity & Access Observation Look Fors	Results: Use intentional observations to check for accessibility. Impact: Cycle of observations and feedback to support improved accessibility.

Standard 3:
Toolkit & Resources

Below are additional resources to deepen your learning in this area.

What to Read	What to Watch	Where to Go
UDL Implementation Timeline	What is UDL?	www.tiescenter.org
About Time: Master Scheduling for Equity	Universal Design for Learning and Equitable Access	https://highleveragepractices.org/
Implementing Equitable Multi-Systems of Support (MTSS)	Universal Designed Leadership	https://www.cast.org/

CPSEL Standard 4:
Family and Community Engagement

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Description of how CPSEL Standard 4 relates to SWD and inclusion.
Family and community engagement cannot exclude the voices of parents and families of SWD. Additionally, school leaders must make a concerted effort to engage with community partners and resources that specifically support SWD in navigating their communities, planning their long-term life outcomes, and developing a variety of career skills.

CISL FRAMEWORK: Inclusive Vision, Inclusive Curriculum, Safe & Supportive Schools

Key Leadership Practice for Supporting SWD Effective Principals:

- Create partnerships with families of SWD and engage them purposefully and productively in the learning and development of their children, in and out of school.
- Engage families to provide insight about their children's specific disabilities that allows teachers to better understand their needs, make educationally sound instructional decisions, and assist in interpreting and assessing student progress.

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Element 4a:
Family and Parent Engagement

Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

CPSEL Description of Practice:

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
4a Involvement Audit	Audit all the ways in which your parents, families, and community are currently involved, paying close attention to those most marginalized.	Parent & Family Involvement Audit	Results: Reflecting on current parent and family engagement helps analyze which voices may be left. Impact: Ensures marginalized voices are targeted for parent and family engagement.
4a Parent & Family of SWD Input Analysis	Invite your parents and families of SWD to provide input on current practices. Analyze those results to see where improvement may be necessary.	Parent & Family of SWD Input Analysis	Results: Reflecting on input from parents and families with SWD ensures their input is valued and heard. Impact: Analyzing the results of input gathered will allow improvements in systems and programming for SWD.

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
4a Cultural Synchronization Questions	Use informal questioning to understand parents, families, and students better.	Cultural Synchronization Questions	Results: Better understanding of your parents, families, and students. Impact: Questioning our families, parents, and students allows us to forgo assumptions and understand our community better.

Element 4b:
Community Partnerships

Leaders establish community partnerships that promote and support students in meeting performance and content expectations to graduate ready for college and career.

CPSEL Description of Practice:

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
4b Community Partnerships for Career Readiness	Develop partnerships within your community to mentor students for career readiness.	Community Partnerships for Career Readiness	Results: Increasing community partnerships allow for a wider range of opportunities for SWD. Impact: Improving mentorship and partnerships for SWD in the area of career development not only gives SWD greater future possibilities but also creates a stronger community
4b Career Planning Toolkit	Use the Career Planning Toolkit to support career development for SWD and help guide the school/district in targeting community partnerships based on students' desires.	Career Planning Toolkit	Results: Involving SWD in career planning helps to ensure schools engage with SWD in creating a life of self-determination and possibilities. Impact: SWD become actively involved in their future planning and improve lifelong outcomes.

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
4b Plan for Developing Community Partnerships	Develop a plan to seek out and establish community partnerships that support career readiness for all students.	Plan for Developing Community Partnerships	Results: Putting a targeted plan in place to increase career-focused community partnerships. Impact: Students benefit from a wide variety of career opportunities.

Element 4c:
Community Resources and Services

Leaders leverage and integrate community resources and services to meet the varied needs of all students.

CPSEL Description of Practice:

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
4c Understand and Engage With Current State or National Programs	Leverage current community resources for SWD by knowing what is available.	Understand and Engage With Current State or National Programs	Results: Better knowledge of community resources ensures SWD receive necessary services. Impact: Organized effort to ensure all necessary resources are available to SWD.
4c Community Grant Exploration	Look for grant opportunities to support new and improved community partnerships.	Community Grant Exploration	Results: Understand availability of potential funding resources for community partnerships and support for SWD. Impact: Additional funding to improve programs that benefit SWD.

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
4c Review and Reflect on the CA Community Schools Framework	Reflect on the framework to better understand how a community approach benefits students, staff, and community.	Review and Reflect on CA Community Schools Framework	Results: Understanding the framework to determine the value for all students, staff, and community. Impact: Improved knowledge of community partnership benefits.

Standard 4:
Toolkit & Resources

Below are additional resources to deepen your learning in this area.

What to Read	What to Watch	Where to Go
Person-Centered Planning	Supporting SWD	NEA Community Schools
Edcourse Article on Community Schools Grants	Person-Driven Planning Meeting	Transition CA
California Transition Alliance	PCP Meeting v IEP Meeting	National Equity Project
California Department of Education RTAC Resource Hub	Person-Centered/Driven Planning Meeting	Parent Involvement and Family Engagement From CDE

CPSEL Standard 5:
Ethics and Integrity

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Description of how CPSEL Standard 5 relates to SWD and inclusion.

ISWD and their families must not be left out of an educational leader's responsibility for ethics and integrity and especially must be called out as a marginalized group that requires targeted focus for improvement. Educational leaders are often in need of support in developing inclusive environments and especially in promoting positive change in staff's perspectives and practices.

CISL FRAMEWORK: Safe & Supportive Schools

Key Leadership Practice for Supporting SWD Effective Principals:

- Adhere to ethical and professional norms and uphold the moral imperative to acknowledge inequities and promote equality.
- Possess an ethical mindset to identify, interpret, and manage ethical dilemmas in leadership for SWD and address them by embodying the values of justice and care, equality and equity, and community in service of each student.
- Lead with interpersonal and social–emotional competence and develop productive relationships by communicating effectively, cultivating interpersonal awareness, and building trust.
- Emphasize the "why" and "how" of improvement and change; staff should be motivated and empowered to own improvement initiatives and share responsibility and accountability for their success.
- Provide learning opportunities for teachers and staff to equip them to participate in strategic processes of improvement and to take part in implementing effective programs and practices for SWD.
- Address teacher capacity needs around the identification, implementation, and evaluation of evidence-based interventions, and ensure necessary conditions for teaching and learning exist to prepare SWD for success in college, career, and life.
- Ensure the particular needs of SWD are addressed intentionally within the school's broader plans for improvement.

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Element 5a:
Reflective Learning Practice

Leaders act upon a personal code of ethics that requires continuous reflection and learning.

CPSEL Description of Practice:

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
5a Inquisition: Inequities on Campus	Review inequities on campus by reflecting on six questions.	Inquisition: Inequities on Campus	Results: Reflecting on inequities allows you to see gaps for SWD on your campus. Impact: Completing the reflection allows you to think of next steps to correct inequities.
5a Continued Learning Goal Setting	Set goals for your own learning and growth, focusing on inclusive practices.	Continued Learning Goal Setting	Results: Reflecting and goal setting for our own learning support continuous improvement in our inclusive practices. Impact: Improving ourselves as leaders in inclusion aligns with the vision for inclusive schools and better outcomes for SWD.

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
5a Reflect on Current Practices of Segregation at Your Site	Complete the provided questions on segregation on your campus and reflect.	Reflect on Current Practices of Segregation at Your Site	Results: Reflecting on segregated practices allows leaders to determine how segregation continues. Impact: Knowing where your site has segregated practices can support leaders in changing those practices.

Element 5b:
Ethical Decision Making

Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

CPSEL Description of Practice:

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
5b Leading Ethical Student Study Teams (SSTs)	Review the SST process and your role. Respond to questions to analyze your current process and identify necessary changes.	Leading Ethical SSTs	Results: Reflecting on your SST practices ensures you can support the needs of your students. Impact: Leaders can ethically run an SST for the appropriate purpose.
5b Ethical Decision Making in Removing Students From General Education (GE)	Use this Decision Tree to ensure you provide all supports in the GE setting before removing a student for some or all of their day.	Ethical Decision Making in Removing Students From GE	Results: Understanding UDL, Accommodations, and Specially Designed Instruction (SDI) supports staff in making more ethical decisions about student services. Impact: Providing students with support in the GE classroom to the maximum extent supports accessibility and more positive long-term outcomes for SWD.

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
5b Decision-Making Tree	Using a decision tree as a guide in Individualized Education Plan (IEP) meetings may help support more ethical decision making.	Decision-Making Tree	Results: Using a decision-making tree to support IEP Free and Appropriate Public Education (FAPE) discussions and best practices for LRE. Impact: Students are provided with the appropriate services and LRE in the GE environment to the maximum extent.

Element 5c:
Ethical Action

Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to make fair and equitable decisions on behalf of all students consistently.

CPSEL Description of Practice:

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
5c Meeting Norms	Review current norms for meetings/practices that involve SWD; if there are no norms, create them with stakeholders.	Meeting Norms Template	Results: Setting agreed-upon meeting norms can make typically contentious meetings more productive. Impact: IEP meetings can focus on the student rather in a safe and productive manner.
5c Observation & Feedback Protocols	Be more transparent and effective in observations with feedback protocols.	Observation & Feedback Protocols	Results: Having a protocol that helps develop teachers and build trust means more teachers are getting feedback for effective instruction. Impact: Having teachers who are open and welcoming to feedback means students will receive better instruction.

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
5c Effective Communication Reflection	Identify effective communication practices. Reflect on where your communication may need improvement.	Effective Communication Reflection	Results: Having effective communication helps develop a culture of belonging and demonstrates transparency. Impact: As families and communities feel more engaged and part of the school community, they can support school staff with climate and culture.

Standard 5:
Toolkit & Resources

Below are additional resources to deepen your learning in this area.

What to Read	What to Watch	Where to Go
22 Ways to Respond to Phrases Like . . . "Inclusion Is NOT Fair to the Other Students!"	Ethical Decision Making	IRIS Center Module: How Administrators Can Support the Development and Implementation of High-Quality IEPs
In Pursuit of Equity for SWD: Improving Student Placement Decisions to Foster More Equitable Opportunities	Inclusion for All: UDL and Special Education	IRIS Center Module: Creating an Inclusive School Environment
An Administrative Designee's Checklist for IEP Meetings	Supporting SWD Access to and Progress in the General Curriculum: Legal Requirements and Examples From the Field	Novak Education Blog

CPSEL Standard 6:
External Context and Policy

Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.

Description of how CPSEL Standard 6 relates to SWD and inclusion.

SWD, especially those most marginalized, have often required active involvement in the legal and political contexts to ensure their rights, including in education. Educational leaders can advocate for policies and practices that ensure equitable access to education and support. This standard includes influencing legislation, fostering community partnerships, and providing professional development for educators on inclusive practices. Leaders also must ensure compliance with legal requirements, use data to monitor progress, and create a culturally responsive and supportive school environment for all students.

CISL FRAMEWORK: Inclusive Vision

Key Leadership Practice for Supporting SWD Effective Principals:

- Work collaboratively to develop a mission and vision for their school that supports the success of all students, including SWD.
- Ensure a shared understanding of and mutual commitment to this mission and vision among faculty, and shape practices accordingly.
- Include parents and other external stakeholders in the visioning process and consistently engage them as partners in this work.

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Element 6a:
Understanding and Communicating Policy

Leaders actively structure and participate in opportunities that develop a greater public understanding of the education policy environment.

CPSEL Description of Practice:

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
6a Inclusive Public Communication Strategy	Public communication strategies should be thought out and inclusive.	Inclusive Public Communication Strategy	Results: Ensuring your image of inclusivity through your communication practices. Impact: More diverse voices are heard and represented, creating a culture of belonging.
6a Social Media Planning	Who are you on social media? Use social media as Proactive PR! Your socials should demonstrate what your school stands for.	Social Media Planning	Results: Developing an inclusive social media presence. Impact: Showcasing your school's and district's commitment to inclusivity supports a culture of belonging.

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
6a Engaging With Legislation	Legislative knowledge and action.	Engaging With Legislation	Results: Being a more informed leader on impactful legislation. Impact: Being able to advocate for or against legislation that impacts your school and community.

Element 6b:
Professional Influence

Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead all students to graduate ready for college and career.

CPSEL Description of Practice:

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
6b Actively Engage With State Education Policy Development	Create a plan to engage with the community to develop a collaborative policy.	Actively Engage With State Education Policy Development	Results: Being involved in policy has a direct impact on students across California. Impact: Being a part of a committee allows you to uplift the voices of SWD and create real change.
6b Reimaging District of School Policies for SWD	Intentionally create policies that support SWD in being college and career ready.	Reimaging District of School Policies for SWD	Results: Intentional policies to support SWD. Impact: Improved outcomes for SWD and improved communities.

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
6b Policy Pilots	Pilot innovative programs or practices in your school that can serve as models for state policy.	Policy Pilots	Results: Piloting policies for improved outcomes for SWD can help show impact. Impact: Impactful pilots may bring broader reach to advocate for policies for SWD.

Element 6c:
Policy Engagement

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

CPSEL Description of Practice:

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
6c Know Your Legislators	Find out who your legislators are and know their voting records on education policy.	Know Your Legislators	Results: Knowing who your legislators are and getting to know their voting records on education policy. Impact: Once you know who they are, you can strategize how to collaborate and advocate.
6c District & School Policy Review & Reflection	Review your district or school policies, intentionally looking at those that may cause harm to our most marginalized students.	District & School Policy Review & Reflection	Results: Reflecting on harmful policies and supporting rethinking the policies to be more inclusive and beneficial for SWD. Impact: Having policies that positively affect SWD improves their long-term outcomes.

Assessment Data (CPSEL Description)	Action Step	Evidence/Artifacts	Results of Action Step/Impact
6c Legislator Collaboration Plan	How to stay up to date on legislation information	Legislator Collaboration Plan	Results: Develop collaborative relationships with legislators. Impact: A relationship with legislators can help you provide meaningful input on legislation affecting SWD.

Standard 6:
Toolkit & Resources

Below are additional resources to deepen your learning in this area.

What to Read	What to Watch	Where to Go
State Education Policy Tracking	ACSA Legislative Lunch Break	American Council on Education
Savage Inequalities by Jonathan Kozol	Build a Community of Storytellers With a Brand Ambassador Program With Lynette White	Education Commission of the States
The Flat World and Education: How America's Commitment to Equity Will Determine Our Future	5 Social Media Video Ideas for School Leaders	Institute of Educational Science

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Actively Engage with State Education Policy Development

Directions:
California has several advisory committees and policy committees associated with the State Board of Education (SBE) and the California Department of Education (CDE). Review each of the committees below and consider how it can affect Students with Disabilities (SWD), then select one of these committees and determine how you might become more involved.

COMMITTEE	WEBSITE	HOW DOES THIS COMMITTEE RELATE TO SWD?	HOW CAN I PARTICIPATE?
California State Board of Education (SBE) Advisory Committees			
Instructional Quality Commission (IQC)	https://www.cde.ca.gov/BE/cc/cd/index.asp		
California Practitioners Advisory Group (CPAG)	https://www.cde.ca.gov/be/cc/cp/		
California Advisory Commission on Special Education (ACSE)	https://www.cde.ca.gov/sp/se/as/acse.asp		
English Learner Advisory Committee (ELAC)	https://www.cde.ca.gov/ta/cr/elac.asp		
Advisory Commission on Charter Schools (ACCS)	https://www.cde.ca.gov/be/cc/cs/		

COMMITTEE	WEBSITE	HOW DOES THIS COMMITTEE RELATE TO SWD?	HOW CAN I PARTICIPATE?
California Department of Education (CDE) Policy Committees			
Curriculum and Instruction Steering Committee (CISC)	https://cacountysupts.org/cisc/		
Special Education Local Plan Area (SELPA) Administrators	https://www.cde.ca.gov/sp/se/ds/lclpln.asp		
Career Technical Education (CTE) Advisory Committee	https://www.cde.ca.gov/ls/fa/sf/vocsources.asp		
Statewide Literacy Campaign Advisory Committee	https://www.cde.ca.gov/ci/pl/clsdteam.asp		

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Professional Learning Backwards Planning Document

Directions:
After gathering information about the needs of your staff, develop a year long (or consider 3-5 years) professional learning plan.

GOAL: Universal Design for Learning (Example)

Month	PD Dates	Audience	Presenter/Trainer
August	8/9, 8/10, 8/11	New Staff	TOSA, CAST
September	9/3 (2 hours)	ALL	Principal
October	10/8 (2 hours)	ALL	EI TOSA, SpTOSA
November	11/1	Teachers	EI TOSA
December	N/A	N/A	N/A
January	1/6 (2 hours)	Teachers	AT/IT TOSAs
February	2/6 (2 hours)	Teachers, Paras	EI TOSA, SpTOSA
March	3/31	ALL	Principal, TOSAs
April	4/8 (2 hours)	Teachers, Paras	EI TOSA, SpTOSA
May	5/6 (2 hours)	Teachers	EI TOSA, SpTOSA
June	6/9 (2 hours)	Teachers	Principal

GOAL:			
Month	**PD Dates**	**Audience**	**Presenter/Trainer**
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			
June			

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CA Healthy Kids Survey Report Analysis

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Directions:
Review your CA Healthy Kids Survey Report results. As you go through the results use the charts below to note any areas of strengths or need.

What came up as areas of strength for your school or department?

Students	Staff	Parents

What came up as areas of need for your school or department?

Students	Staff	Parents

Reflect on your notes above. Plan how you can celebrate success with your school and community. Then develop three goals for your areas of need.

Celebration Plan	
Three Goals	

Campus Map Analysis

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Directions:
Review the following questions based on your campus map and students' schedules, and determine next steps that need to be taken.

Have your campus map and students' schedules (students with IEPs, ELL, and/or other marginalized student groups):

1. Do you see any patterns with traffic?
   a. Are students in special education all in the same few classrooms?
   b. Are they spread throughout the campus?
   c. How might you reduce transition times but also ensure marginalized students have access to various class offerings?
2. Are your Educational Specialists near general education teachers and rooms?
3. Where are your co-taught classes?
4. Are there any clear indicators of segregation on campus between student groups? (e.g.: All AP courses are in one section and all intervention in another with clear patterns of marginalized students being primarily in intervention)

Determine any next steps you will take to change the campus structure, class locations, or students' schedules:

Campus Walkabout Note Taker and Reflection Sheet

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Directions:
Take a walk around your campus from an equity and accessibility lens.

Guiding questions:
1. What physical barriers do you encounter?
2. Is the school community reflected in pictures, posters, murals, etc.?
    a. Who is or isn't depicted?
3. In what ways could access be improved?

LOCATION	ACCESSIBILITY NOTES	VISUAL NOTES	OTHER
Office			
Playground			
Pick-Up/ Drop-off			
Classrooms			

LOCATION	ACCESSIBILITY NOTES	VISUAL NOTES	OTHER
Hallways			
Lunch Tables			
Cafeteria			
Common Spaces			
Library/Media			
Other: (Computer rooms, art rooms)			

Reflection:

Climate Survey

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Directions:
Develop a climate survey for staff, students, and community for your school or department.

There are a number of climate surveys that already exist. Determine if one of those surveys meets your needs or if you need to create your own.

Review the following climate surveys and answer the questions below about your top choices.

Climate Surveys:

- The Well-Being Index
- ED School Climate Surveys
- California School Climate, Health, and Learning Surveys
- The Comprehensive School Climate Inventory
- PBIS School Climate Surveys
- Hanover Research
- Learning for Justice
- National Center on Safe Supportive Learning Environments

Questions to ask yourself:

1. **Does this survey include questions about inclusion?**

2. **Is it appropriate for staff, students, and the community?**

3. **Will you get the data you need to determine how your stakeholders view the climate?**

4. **How will you support students with extensive needs to access the survey?**

Further readings to help develop a climate survey:

- 21 Survey Questions to Ask to Understand School Climate
- Why and how do we measure school climate?

Climate Survey Analysis

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Directions:
Review your climate survey results then answer the following questions.

What came up as areas of strength for your school or department?

Students	Staff	Parents

What came up as areas of need for your school or department?

Students	Staff	Parents

Reflect on: What surprised you the most on the survey? How can you improve?

Climate Survey Analysis and Reflection

Directions:
Review the results of your climate survey. Consider having a leadership team review the results with you. Use the table below to chart the results and your analysis of the Climate Survey.

TRENDS OR ANYTHING TO NOTE	POSITIVE, NEGATIVE, OR NEUTRAL?	WHAT PRACTICES OR POLICIES CONTRIBUTE TO THIS TREND?	WHAT INFORMATION DO YOU NEED TO FURTHER ANALYZE?	WHAT ARE YOUR NEXT STEPS?

What specifically can you note about the results and inclusivity on your site?

After completing the survey:

1. Prioritize your next steps as they relate to the trends you saw from the survey.
2. Review your chart with your leadership team to gather more input and develop a plan for improvement.
3. Be sure to celebrate positive trends and what is working with your staff, students, and community.

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Community Grant Exploration

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Directions:
Explore available state and national grants for community engagement. A few grants or grant search engines are listed to get you started (may be state specific).

STATE OR NATIONAL PROGRAMS		
Grant	**Qualifications**	**Grant Benefits**
The Office of Special Education Programs (OSEP) Grant Programs		
The California Community School Partnership Program (CCSPP)		
California Serves Grant Program		
California Grant Watch		
Community engagement and Coalition Building Grant Programs		

Community Partnerships for Career Readiness

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Directions:
Begin by looking within your school site and district on current available partnerships for students with disabilities and career development.

Document what current resources are available:

SCHOOL	DISTRICT	COMMUNITY
Ex: Onsite classes including community based instruction. SWD visit and observe community jobs, learn work related skills.	Ex: District Adult transition program offers job skill building through our flower shop (take orders, create bouquets, deliver), coffee cart (take orders, accept payments, make coffee, serve), and our recycle program (collect recycling from sites, deliver to recycling facility)	Ex: Monthly guest speaker from local businesses for our highschool and adult transition programs, job coaches and paid positions at local business for adult transition and seniors.

Review your items above and then reflect on these questions:

QUESTION	RESPONSE
Is there a clear emphasis on career development for students with disabilities at your site or district?	
How do you assess student interests and skills to determine career pathways?	
Do all SWD receive education related to career development that is not only service oriented?	
Are there enough community partnerships in place to ensure each student legally allowed to work, can be in paid internships?	
What areas of mentorship from community members related to careers are available currently and what areas need partnerships?	
How can you tap into local businesses to create new partnerships in a range of career possibilities?	
What additional resources are necessary to build a mentorship network for students with disabilities to have a wider variety of opportunities?	

Document your next steps for improving community partnerships for career development for students with disabilities:

Continued Learning Goal Setting

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Directions:
Set attainable goals based on the reflective questions given in the table below.

Question	Goal	Resources for Professional Learning
What more can I learn about setting an inclusive vision?		
Am I connecting with staff and the community around my inclusive vision?		
Am I making good progress in designing staff development around inclusion?		
Am I confident in my own understanding of accessible curriculum?		
Do I have a depth of knowledge and appropriate resources to help answer questions around why inclusion?		
Do I have a productive observation and feedback cycle?		
Do I know what I am looking for in an inclusive classroom?		
Am I able to meaningfully contribute to IEP discussions around services and FAPE?		

Co-Teaching Parity Tools

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Directions:
Review the resources below to build or improve parity within your school.

Activities to build or improve parity:

1. **Get to know your co-teacher and share hopes, attitudes, responsibilities and expectations.**
   - SHARE Worksheet
   - Prenuptial Conversation (best for admin lead discussions)
2. **Begin to form agreements and determine roles and responsibilities.**
   - Co-teaching Nuptial Agreement
   - Co-teaching Contract
   - Roles and Responsibilities Matrix
3. **Continuously improve your collaboration and co-teaching practice.**
   - Are we really co-teachers? Self-assessment (best for more advanced pairs)

Data Analysis

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Part 1: Identify the Problem

1. Use the California dashboard to input your school site data. Determine if one or more marginalized subgroups are affected and record data.
2. Select one area as a prioritization and identify possible impacts.

EXAMPLE: PUSD

Areas of Need

AREA	DATA	
	District/School	**Subgroup**
Graduation Rate	93%	SWD: 70.7%
Achievement - Math	39.8+	SWD: 65.1-
Achievement - ELA	59.1+	SWD: 40.5-
Chronic Absenteeism	14.7%	SWD: 23.4%
Suspension	1.5%	SWD:3.9%

*The + (plus) is above standard, - (minus) is below standard

Prioritization

Achievement ELA data for SWD demonstrates a significant gap. A similar gap was evident in 2022. This could be impacted by:

- Lack of science of reading implementation in the early grades;
- Lack of early intervention;
- Segregation of students with disabilities = no access to rigorous ELA curriculum or most trained teachers.

SCHOOL:

Areas of Need

AREA	DATA	
	District/School	**Subgroup**
Graduation Rate		
Achievement - Math		
Achievement - ELA		
Chronic Absenteeism		
Suspension		

*The + (plus) is above standard, - (minus) is below standard

Prioritization

Part 2: Draft a Problem Statement

Using your identified prioritization and data, respond to these questions to draft a problem statement.

Who is experiencing the problem?

Where in the system is the problem occurring?

What is the gap in peformance?

What data do we have about the problem?

Example: Across the district, SWD has significantly underperformed in ELA, not meeting standards nor making growth year to year.

Problem Statement:

Part 3: Investigate the Problem

Complete the chart, examining the system and determining the next steps.

WHAT DO YOU CURRENTLY KNOW ABOUT THE SYSTEM?	
What do you KNOW about current performance?	
Problem Statement: What problem did you identify?	

DIG DEEPER: WHAT DO YOU WANT TO KNOW ABOUT THE SYSTEM?				
Investigation Questions Where do you need to dig deeper?	What method might you use to investigate?	What do you predict you will learn?	Plan who? By When?	What did you learn?

Next Steps:

(Adapted from System Improvement Leads)

Dear Colleague Reflection Letter

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Directions:
Read the Dear Colleague Letter regarding students with disabilities being at a greater risk of disciplinary removals. Reflect on the letter and respond to the prompts.

What stood out to you in the letter and why?

Have you noticed any disparities in discipline in your school/district?

Take a moment to review your discipline records? Are there any subgroups that are overrepresented? (You can get check out suspensions by subgroups at the CA Dashboard)

Based on this letter and your review are there any next steps you may need to take in educating your staff, reviewing data, or implementing a plan for corrective action?

Decision Making Artifact

Directions:
When faced with a difficult leadership decision (e.g., allocation of funds or resources, beginning new initiatives, partnering with community resources), consider how the decision will align with or promote your vision. Use the reflection questions below to reflect.

DESCRIBE THE DECISION THAT NEEDS TO BE MADE BELOW:	
Connect the decision to your vision. What purpose will it serve?	
How will the decision impact the school towards the vision?	
Who will the decision impact? (Positive, negative, and neutral.)	
What resources will be required? (Human? Monetary? Other?)	

Is this the only option?	
What other information might you need to make the decision?	
Who else may need to be a part of the decision making process?	
Reflect on why you are making a decision one way or another, and who you need to review the decision with. (Who might be impacted negatively?)	

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Decision Making Tree

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Directions:
Making FAPE decisions in an IEP have long-term effects on students with disabilities. Using a decision making tree can support the decision making so teams feel more confident in their FAPE offer.

Review this LRE decision making tree from KSDE: KSDE LRE Decision Making Tree

Review steps #1-4. You will notice that placement is always a decision made in response to the needs and goals of the student and after services are proposed.

Do your IEPs always ensure students strengths, needs, and goals drive placement decisions? How do you keep teams on track with considering the services and placements for students based on their needs and goals?

Now let's look at #4 including 4a, b, c, d, and e.
Are your teams always considering these questions before removing a student from general education?

Remember the tool you reviewed previously: UDL Strategies to Provide Specially Designed Instruction in the General Education
How can you use that tool to support the 4a-e conversations?

District & School Policy Review & Reflection

Directions:
Gather a team of stakeholders to review your district and/or school policies intentionally considering the effect those policies have on students with disabilities (SWD) or other marginalized student populations. Use the table below for your review & reflection.

POLICY	INTENT	IMPACT ON SWD	REFLECT
Ex. Zero Tolerance Policy	Safety and Order: Aims to create a safe and orderly environment by strictly enforcing rules against violence, drugs, and other serious infractions. Consistency: Ensures that all students are held to the same standard, with clear consequences for certain behaviors. Deterrence: Seeks to deter negative behavior by imposing strict and immediate consequences.	Lack of Flexibility: Zero tolerance policies often do not take into account the context of the behavior, which can disproportionately affect students with disabilities who may exhibit behaviors related to their disabilities. Increased Suspensions and Expulsions: Students with disabilities are more likely to be suspended or expelled under zero tolerance policies because their behavior might be misunderstood or improperly addressed. Exclusion from Educational Opportunities: Frequent suspensions or expulsions can lead to significant loss of instructional time, hindering academic progress and social development. Failure to Address Underlying Issues: These policies often focus on punishment rather than understanding and addressing the root causes of behavior, which may be related to the student's disability. Legal and Ethical Concerns: Strict enforcement without considering individual circumstances may lead to violations of laws protecting the rights of students with disabilities, such as the Individuals with Disabilities Education Act (IDEA).	Restorative Justice: Focuses on repairing harm and restoring relationships rather than just punishing the student. Positive Behavioral Interventions and Supports (PBIS): A proactive approach to improve school safety and promote positive behavior. Individualized Support Plans: Tailored interventions that consider the specific needs and circumstances of students with disabilities. These alternatives aim to create a supportive and understanding environment that addresses behavioral issues while ensuring that students with disabilities receive the necessary accommodations and support.

POLICY	INTENT	IMPACT ON SWD	REFLECT

POLICY	INTENT	IMPACT ON SWD	REFLECT

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District Grading Policies Reflection

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Directions:
Review your district grading policies then reflect on the questions below.

1. Do you see any potential barriers to the grading policy for students with disabilities?
2. Are the policies clearly stated so that all teachers interpret the policies the same?
3. Are there any areas in your grading policies that can create confusion or different practices among teachers?
4. Are grading policies based on standards?
5. Is teacher discretion a primary tool for grading?
6. How are the policies for grading reflective of determining whether a student does or does not understand and apply grade level standards or have mastery of content?
7. What conversations have you had with your teachers regarding grading?

Determine any next steps you will take to update your grading policies and how you will communicate that with staff:

Effective Communication Reflection

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Directions:
Review the communication practices then reflect on the questions below.

Effective communication between schools and families is crucial for fostering strong relationships, enhancing student outcomes, and creating a supportive school community. Here are some good practices for communication from schools to families:

1. Regular Updates

- **Newsletters:** Send weekly or monthly newsletters with updates on school events, important dates, and highlights of student achievements.
- **Email Alerts:** Use email to provide timely updates on urgent matters, upcoming events, or changes in schedules.

2. Multimodal Communication

- **Digital Platforms:** Utilize school websites, social media, and apps to share information and engage with families.
- **Printed Materials:** Provide printed materials for families who may not have regular access to digital platforms.
- **Phone Calls:** Make personal phone calls for important or sensitive matters.

3. Two-Way Communication

- **Surveys and Feedback Forms**: Regularly seek feedback from families on school policies, events, and their child's progress.
- **Parent-Teacher Conferences:** Schedule regular conferences to discuss student progress and address concerns.

4. Cultural Sensitivity and Language Access

- **Translation Services:** Provide information in multiple languages spoken by the school community.
- **Cultural Awareness:** Respect cultural differences and tailor communication to be inclusive and culturally sensitive.

5. Clarity and Transparency

- **Clear Messaging:** Use clear, jargon-free language that is easily understood.
- **Transparency:** Be open about school policies, decision-making processes, and any changes that affect students and families.

6. Personalized Communication

- **Individualized Updates:** Share personalized information about a student's progress, achievements, and areas for improvement.
- **Positive Reinforcement:** Regularly communicate positive news about students to their families.

7. Inclusive Communication

- **Accessibility:** Ensure that all communication methods are accessible to families with disabilities.
- **Engagement Opportunities:** Offer various ways for families to get involved and participate in the school community.

8. Consistent Schedule

- **Routine Communication:** Establish a routine schedule for sending out communications so families know when to expect updates.
- **Event Reminders:** Send reminders about upcoming events and important deadlines well in advance.

9. Emergency Communication Plan

- **Emergency Alerts:** Have a system in place for immediate communication during emergencies, such as automated calls, text messages, or app notifications.
- **Preparedness Information:** Provide families with information on emergency procedures and safety protocols.

10. Professional Development

- **Training for Staff:** Offer professional development for staff on effective communication strategies, cultural competency, and family engagement practices.

11. Engagement Events

- **Workshops and Information Sessions:** Host events that educate families on various aspects of their child's education, such as curriculum, assessment, and support services.
- **Community Building Events:** Organize events that bring families together, fostering a sense of community and shared purpose.

Implementing these practices can help schools build strong, collaborative relationships with families, ultimately benefiting students' educational experiences and outcomes.

After reviewing the practices above, reflect on your current communication practices.
What is currently in place? What might need improvement?

What next steps do you have to improve your practice?

Engaging with Legislation

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Directions:
Review strategies to engage with legislation then describe two commitments you plan to make below.

Improving your knowledge of legislation in education to become more politically active involves several strategies. Read each strategy below, then determine where to start and commit to two ways you will begin to engage with legislation. Be sure to consider your role as an inclusive leader and how legislation may impact positively or negatively our most marginalized students.

1. Stay Informed on Current Legislation

- **Subscribe to Education News Sources:** Regularly read education news from sources like Education Week, Edutopia, and the U.S. Department of Education's website.
- **Follow Legislative Sessions:** Track state and federal legislative sessions to stay updated on proposed bills and changes in education law.
- Are you involved with an administrator association that is involved in advocating for or against legislation? If not, consider this option. (Ex: Association of California School Administrators)

2. Understand Key Laws and Policies

- **Study Major Education Legislation:** Familiarize yourself with key laws like the Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), and Every Student Succeeds Act (ESSA).
- **Review State-Specific Legislation:** Learn about education laws specific to your state, which can often be found on your state's department of education website.
- **Which ones impact students with disabilities?**

3. Engage in Professional Development

- **Attend Workshops and Seminars:** Participate in workshops, webinars, and seminars focused on education law and policy. Organizations like the National School Boards Association (NSBA) and the Council of Chief State School Officers (CCSSO) often offer relevant events.
- **Enroll in Online Courses:** Consider taking online courses on education law and policy from universities or platforms like Coursera, edX, or LinkedIn Learning.

4. Network with Experts

- **Join Professional Associations:** Become a member of professional associations like the American Educational Research Association (AERA) or the National Education Association (NEA), which often provide resources and updates on education legislation.
- **Connect with Legislators and Advocates:** Build relationships with local and state legislators, advocacy groups, and other stakeholders in education.

5. Participate in Advocacy

- **Join Advocacy Groups:** Get involved with advocacy groups that focus on education issues. Groups like the National PTA, Teach Plus, and local education coalitions can be instrumental in legislative advocacy.

- **Attend Public Meetings:** Participate in school board meetings, town halls, and public hearings where education policies and laws are discussed.

6. Read Scholarly Articles and Books

- **Explore Academic Journals:** Read articles in journals like the Journal of Education Policy, Review of Educational Research, and Educational Administration Quarterly.
- **Read Books on Education Policy:** Books such as "Savage Inequalities" by Jonathan Kozol, "The Smartest Kids in the World" by Amanda Ripley, and "The Flat World and Education" by Linda Darling-Hammond offer insights into education policy and reform.

7. Utilize Government Resources

- **Access Government Websites:** Use resources from the U.S. Department of Education, state departments of education, and other government websites to access legislation, policy documents, and guidelines.
- **Consult Legal Databases:** Utilize databases like LexisNexis, Westlaw, or Google Scholar to access legal texts, case law, and scholarly articles on education law.

8. Engage in Community Discussions

- **Organize or Join Discussion Groups:** Participate in or create discussion groups or book clubs focused on education policy and legislation.

9. Monitor Advocacy and Policy Organizations

- **Follow Organizations:** Stay updated with the work of organizations like the Education Commission of the States (ECS), National Center for Education Statistics (NCES), and American Council on Education (ACE).
- **Subscribe to Newsletters:** Subscribe to newsletters from these organizations to receive regular updates on education policy and legislation.

By actively engaging with these strategies, you'll build a robust understanding of education legislation and be well-prepared to advocate for meaningful changes in the education system.

Plan:
Determine where you want to begin with improving your knowledge and becoming more involved with legislation. Be sure to consider your role as an inclusive leader and how legislation may impact positively or negatively our most marginalized students. Describe below two commitments you will make:

Equity & Access Observation Look Fors

Adapted from The Thompson Policy Institute's Co-teaching Checklist & Toolkit

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General Educator: _____ **Special Service Provider:** _____

Gr/Area: _____ **Date/Time/Pd:** _____ **Observer:** _____

EQUITY & ACCESS		
Look Fors		**Rating Scores**
Differentiated content and strategies, based on formative assessments are used to meet the range of learning needs.	0 = There is no evidence of differentiation of instruction in the classroom 1 = There is minimal differentiation; most differentiation appears to be focused on groups rather than individuals 2 = Some differentiation is evident for individuals and/or groups **3 = It is clear that adults consider individual student needs and regular use of differentiation is evident**	
It is difficult to tell students with special needs from the general education students.	0 = Observer could easily determine who were the general education or students with special needs by their lack of integration (e.g., students at back or separated from class) 1 = There was some inclusion of most students in most activities 2 = There was a clear attempt at inclusion of all students for most activities **3 = All students were included and integrated seamlessly into all activities, even when adaptations were needed**	

Look Fors		Rating Scores
Co-teachers phrase questions and statements so that it is obvious that all students in the class are included.	0 = Class is very teacher-directed and little involvement by students 1 = Questions/statements are general and not inclusive of all students 2 = Most statements/questions are phrased to encourage participation from a variety of students. **3 = A clear attempt is made by both adults to engage all students through the use of a variety of types of questions and statements.**	
Technology (to include Assistive Technology) is used to enhance accessibility and learning.	0 = There is no evidence of technology use 1 = Limited use of technology 2 = Technology provides students with access and is used intermittently or sporadically **3 = Multiple technologies are utilized to make materials and content accessible and are regularly used**	

Tools

Activities to build or improve lessons for all learners:

1. Plan for all learners and universally design your lessons.

- UDL Educator Checklist
- UDL Strategies to Provide SAI in General Ed
- Universal Classroom Supports for Access
- Exemplar Lesson Plans
- Curriculum Frameworks (for pairs that want to deep dive into a content area)

2. Assess students and determine barriers to learning.

- Co-Assessment of Student Learning
- Assessment Examples
- UDL Barriers Flow Chart

3. Consider your learners with disabilities and determine how else their needs might be met in the general education classroom.

- Quality Practices for Students with Disabilities
- Learner Variability Navigator

4. Co-reflect on your co-teaching implementation and determine areas of strength and growth.

- Co-teaching Reflection Tool

Ethical Decision Making in Removing Students from GE

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As an educational leader, you are obligated to support the needs of the students under your care. Supporting teachers and staff in ensuring they have made every effort possible including offering any necessary support or services, prior to removing a student from the general education is part of the role of the administrator. Many administrators are not sure of how to hold this discussion or how to support the discussion around what to try first before removing students. This resource from Novak Education is helpful in guiding the discussion: UDL Strategies to Provide Specially Designed Instruction in the General Education Classroom

First take a look at the Support/Services Flowchart on Page 2.
Have your SST and IEP discussion taken a similar route? Why or why not?

What do you notice in this flowchart that is different from your typical service or FAPE discussions?

Next review the table on Page 3.
Considering the Universal Supports for All Students:
Do you see your classrooms providing enough universal support? If not, how might you begin to work on improving classrooms in this area?

How do your IEP or 504 teams consider accommodations? Do they try accommodations prior to removing a student from general education?

Do your staff, especially special education staff, understand Specially Designed Instruction? Do you see your staff providing SDI in general education or do they primarily pull students out? What are the consequences of removing students from the general education classroom for some or all of their day?

Next review Pages 4-9.

How might you work with staff to understand how to support students using these example charts?

How might you incorporate a similar chart to support individual student discussions?

How do you think these charts might support students in the general education classroom and reduce pull-out services?

Explore Community Schools

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Directions:
Read What are Community Schools?
Reflect by responding to the following questions.

When thinking about community schools and your own school, what do you think are the major areas your school is reflective of a community school?

When thinking about community schools and your own school, what do you think are the major areas your school is lacking?

Under the 6 Pillars of Community Schools, review #5. What are your current practices in developing, involving, and sustaining community and parent partnerships?

Under the 6 Pillars of Community Schools, review #5. How might you begin to strengthen community and parent partnerships?

8 Tips to Write a Memorable Vision Statement

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1. **KEEP IT SHORT:** Max 2 sentences. Your vision statement should be punchy and easy to remember.
2. **MAKE IT SPECIFIC:** Describe a unique outcome that only your business can provide.
3. **WRITE IT IN THE PRESENT TENSE:** Write your vision statement in a way that evokes a sense of immediacy and relevance.
4. **AVOID AMBIGUITY:** Saying that you will maximize shareholder return in 2022 doesn't mean anything unless you specify what that means.
5. **SIMPLICITY IS KEY:** There is a tendency for people to overcomplicate things, but you should make your vision clear enough for both people within and outside your organization to understand. Stay away from jargon, metaphors, and business buzzwords.
6. **BE AMBITIOUS YET REALISTIC:** It should be ambitious enough to get people excited, but not so ambitious that it seems impossible to achieve.
7. **ALLOW FOR EVOLUTION :** A vision statement isn't a one-off thing and should evolve with your business. When brainstorming your vision for the future, stick to a five-year timeframe. It's an ambitious end goal that's far enough ahead to work towards, but not too far for the organization to lose focus and commitment.
8. **ALIGN WITH CORE VALUES:** We go deeper into company values in this article, but when you have created your company values, you should review your vision to see if it aligns.

If anything, you should memorize these 4 words before you go into crafting your own vision statement: **Short**, **Specific**, **Simple**, and **Ambitious**.

Cascade: https://www.cascade.app/blog/write-good-vision-statement

HLPs in Action Observation Sheet

Directions:
Observe how high-leverage practices are performed during instructional periods and fill out the table below.

SCHOOL		**SUBJECT/ PERIOD**	Science Period 4	**DATE OF VISIT**	
TEACHER NAME(S)		**VISITOR NAME(S)**		**GRADE**	

ADMINISTRATIVE STANDARD	GENERAL EDUCATION HLP	SPECIAL EDUCATION HLP	LOOK FORS	COMMENTS
*Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student (4c)**	Leading a group discussion (1)	Teach cognitive and metacognitive strategies to support learning and independence (14) Use strategies to promote active student engagement (18)	Evidence of equitable opportunities to respond in an inclusive classroom	

ADMINISTRATIVE STANDARD	GENERAL EDUCATION HLP	SPECIAL EDUCATION HLP	LOOK FORS	COMMENTS
Same as above	Explaining and modeling content, practices, and strategies (2)	Teach cognitive and metacognitive strategies to support learning and independence (14) Use explicit instruction (16) Provide intensive instruction (20) Teach students to maintain and generalize new learning across time and settings (21)	Implementation of multiple instructional strategies that match students' strengths and needs	
	Eliciting and interpreting individual students' thinking (3)	Provide positive and constructive feedback to guide students' learning and behavior (22)	Differentiated formats for students to respond and show what they know, receive feedback, and utilize feedback	
	Setting up and managing small group work (9)	Identify and prioritize long- and short-term learning goals (11) Use assistive and instructional technologies (19)	Explicit connections between instruction and individual student goals are evident	

ADMINISTRATIVE STANDARD	GENERAL EDUCATION HLP	SPECIAL EDUCATION HLP	LOOK FORS	COMMENTS
Same as above	Providing oral and written feedback to students (18)	Provide positive and constructive feedback to guide students' learning and behavior (22)	Feedback is understandable, actionable, and revisited	
*Ensure instructional practice that is intellectually challenging, is authentic to student experiences, recognizes student strengths, and is differentiated and personalized (4d)**	Diagnosing particular common patterns of student thinking and development in a subject-matter domain (4)	Systematically design instruction toward a specific learning goal (12) Adapt curriculum tasks and materials for specific learning goals (13)	Specially designed instruction is embedded for students with disabilities	
	Coordinating and adjusting instruction during a lesson (6)	Provide scaffolded supports (15)	Individual adjustments during instruction are provided	
		Designing single lessons and sequences of lessons (14)	Systematically design instruction toward a specific learning goal (12)	
		Checking student understanding during and at the conclusion of lessons (15)	Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes (6)	

COMMENTS	
QUESTIONS TO CONSIDER	

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Inclusive Public Communication Strategy

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Directions:
Review the strategies for inclusive public communication then reflect on the questions below.

When developing your public communication strategy, an effective leader should communicate the diverse population you represent and ensure that their vision of inclusion is represented.

Here are some strategies to support inclusive public communication:

1. Diverse Representation

- **Visuals:** Ensure marketing materials, websites, and social media feature students and staff from diverse backgrounds.
- **Language:** Use inclusive language that respects and reflects the diversity of your community.
- **Stories:** Share success stories from a wide range of students and staff, highlighting diverse achievements and experiences.

2. Inclusive Messaging

- **Mission and Vision Statements:** Explicitly mention inclusion, diversity, equity, and belonging in your school's mission and vision statements or when communicating your beliefs.
- **Communication:** Ensure all communications emphasize your commitment to inclusivity and provide clear, accessible messages.
- **Feedback:** Regularly seek feedback from diverse community members to ensure your messaging aligns with their experiences and needs.

3. Accessible Communication

- **Multiple Formats:** Provide information in various formats (e.g., written, audio, visual) to cater to different needs.
- **Language Accessibility:** Offer translations of key communications in the languages spoken by your community.
- **Digital Accessibility:** Ensure your website and online materials are accessible to people with disabilities, adhering to standards like WCAG (Web Content Accessibility Guidelines).

4. Community Engagement

- **Outreach Programs:** Develop outreach programs to engage underrepresented groups in your community.
- **Events:** Host inclusive events that celebrate diverse cultures, traditions, and histories.
- **Partnerships:** Partner with local organizations that support diverse communities to strengthen your inclusive initiatives.

5. Cultural Competence

- **Training:** Provide ongoing training for staff on cultural competence and inclusive communication.
- **Policies:** Implement and enforce policies that promote respect and inclusion in all interactions.

- **Crisis Communication:** Be prepared to address incidents of discrimination or exclusion swiftly and transparently, reinforcing your commitment to inclusivity.

6. Feedback and Improvement

- **Surveys and Forums:** Use surveys and forums to gather input from students, parents, and staff about their perceptions and experiences.
- **Continuous Improvement:** Regularly review and update your strategies based on feedback and changing community dynamics.

7. Transparent Reporting

- **Progress Reports:** Share regular updates on your inclusion efforts, highlighting successes and areas for improvement.
- **Accountability:** Hold yourself and your team accountable by setting and publicly sharing measurable goals for diversity and inclusion.

By integrating these strategies, you can enhance your school's public image and communication strategies to reflect and promote inclusivity, fostering a welcoming and supportive environment for all members of your community.

After reviewing the strategies above, reflect on your current inclusive communication practices. What is currently in place? What might need improvement?

What next steps do you have to improve your practice?

Initiative Inventory

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Directions: With a leadership group or in a teacher/staff development opportunity, conduct and initiative inventory. The inventory should include a list of current and proposed initiatives, impact on students, commitment of teachers/staff, alignment with vision, and any other factors you want to consider. After completing an initiative inventory tool, there should be rich discussion on whether each initiative aligns with the vision and brings value to your school. There should also be a discussion of resources including time and energy related to the number of initiatives and if there needs to be a reduction in the number of initiatives in order to ensure adequate resource availability and results.

Create your own initiative inventory or consider using:

- NIRN Initiative Inventory
- TIE Synthesis Table
- Supercharge your Professional Learning by Kasia M. Derbiszewska & T. Nicole Tucker-Smith

Initiative Crosswalk Activity:

EXISITING INTIATIVES List the current initiatives	**EXPECTED OUTCOME FOR STUDENTS** What is the purpose of the initiative related to student outcomes?	**TEACHER EXPECTATIONS** What are teachers expected to do regarding this initiative?	**RESOURCE ALLOCATION** What resources are allocated to this initiative?	**CONNECTION TO VISION** How is this initiative connected to the vision?	**PROFESSIONAL DEVELOPMENT** What PD or training will be available for this initiative?
Exisiting Initiative #1					
Exisiting Initiative #2					
Exisiting Initiative #3					

After completing the initiative inventory and discussion reflect on what changes were made if any and what outcomes you anticipate as a result of the inventory and discussion:

Inquisition: Inequities on Campus

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Directions:
Do a comprehensive review of your campus focusing on the guiding questions below.

Are there inequities in space (playground accessible? bathroom accessible? classroom locations?)

Are there inequities in community/family resources? (children with disabilities are able to participate in activities, after-school programs, etc.)

Are there inequities in representative parent groups (parents of students with disabilities on councils, committees?)

Are there inequities in representative student groups (student council)

Are there inequities in staff training? (are the most or least trained staff working with the most challenging needs?)

Are there inequities in grade level curriculum access?

Intentionally Designed Behavior Expectations

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Directions:

1. Review your school's behavior expectations.
2. Checkout Henry J. Kaiser High Schools PBIS Behavior Matrix.
3. Reflect by responding to the following questions.

Do you have a schoolwide behavior expectation matrix?

If Yes, compare it to the example provided. Note any improvements that you might want to make to your own.

If No, how might providing a matrix like the example above help improve student behavior?

What do you like or dislike about the example matrix?

Consider areas in your school where behavior continues to be an issue. How might you create or revise the expectations for that area?

Where might you make this matrix accessible and visible? How can you ensure it is visible and communicated effectively? Besides students, who else should be familiar with the matrix?

Know Your Legislators

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Directions:

1. **Identify Your Legislators:** Research who represents you at the state and national levels. This includes your state representatives, state senators, and your federal congressional representatives and senators.
2. **Learn About Your Local Government Officials:** Find out who holds key positions in your local government. This should include your mayor, city council members, and school board members. These are the officials who have a direct impact on your community and school policies.
3. **Engage with These Leaders:** Once you know who your representatives and local officials are, explore ways to engage with them. This can include attending public meetings, following their social media accounts, or participating in community forums where they are present.

Links to help you:

- House
- Congress
- CA Specific

OFFICE	NAME	CONTACT	PARTY	EDUCATION LEGISLATION RELATED HISTORY

OFFICE	NAME	CONTACT	PARTY	EDUCATION LEGISLATION RELATED HISTORY

Leading & Planning for an Ethical SSTs

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Directions:
Read about the importance of SSTs below and answer the questions on the following page about your current SST practices.

As an educational leader, you are obligated to support the needs of the students under your care. At times this may require you to hold a Student Study Team (SST). As the administrator, your role is imperative to ensure the student is the focus of the SST and that the team makes ethical decisions.

An SST is a collaborative group in educational settings that focuses on identifying and addressing the academic, behavioral, and social-emotional needs of students. The primary purpose of an SST is to provide a structured, problem-solving approach to support students who are experiencing challenges in their school environment. It is NOT a meeting to refer a student to special education. (This can be an outcome but is not the primary purpose)

Here are some key functions and goals of a Student Study Team:

1. **Identification of Needs:** The SST identifies students who are struggling academically, behaviorally, or socially, and who may benefit from additional support.
2. **Assessment and Data Collection:** The team gathers data on the student's performance, behavior, and any other relevant information to understand the root causes of the difficulties they are facing.
3. **Collaborative Problem-Solving:** Team members, which often include teachers, school counselors, administrators, support staff, and sometimes parents, collaborate to brainstorm and develop strategies to support the student.
4. **Development of Action Plans:** The SST creates specific, measurable action plans tailored to the student's needs. These plans may include interventions, accommodations, and modifications to the student's educational program.
5. **Monitoring and Evaluation:** The SST regularly monitors the student's progress and evaluates the effectiveness of the implemented strategies. Adjustments are made as needed to ensure ongoing support and improvement.
6. **Communication and Coordination:** The team facilitates communication between all stakeholders, including teachers, parents, and the student, ensuring everyone is informed and involved in the support process.
7. **Early Intervention:** By addressing issues early on, the SST aims to prevent more significant problems and promote the student's long-term success.

Overall, the SST plays a crucial role in creating a supportive and responsive educational environment that meets the diverse needs of students, helping them to achieve their full potential.

Review your current SST practices and answer the following:

Does your district or school have a clear referral process for SSTs?

Does your district or school have the SST process outlined so all staff are clear who should attend, the purpose, and what materials are necessary?

Does your district or school require data to be used at the SST and have a clear understanding of what data is required and how to review that data?

Does your school or district have the necessary tier 1 and tier 2 interventions in place to meet student's needs prior to special education referral?

Based on your responses above, what changes do you need to make in your district or school SST Process?

Legislator Collaboration Plan

Directions:
Complete the Know Your Legislators Worksheet. Now develop a plan of action to communicate with and collaborate with your local legislators.

PLAN OF ACTION: COMMUNICATE & COLLABORATE WITH LEGISLATORS	
IDEAS/TASKS	**ACTION PLAN/NOTES**
Meetings and Visits: • Schedule regular meetings with local legislators to discuss school needs, challenges, and successes. • Invite legislators to visit the school, observe classes, and attend events to provide them with a firsthand understanding of the school's environment and community.	
Letters and Emails: • Write letters or emails to legislators to express concerns, provide updates, or advocate for specific policies or funding. • Encourage staff, parents, and students to write letters supporting the principal's advocacy efforts.	
Join Educational Committees: • Participate in local or state educational committees or task forces to provide input on educational policies and initiatives.	
Engage with Professional Organizations: • Join and actively participate in professional organizations, such as the National Association of Secondary School Principals (NASSP) or the Association for Supervision and Curriculum Development (ASCD), which often have legislative advocacy programs.	

IDEAS/TASKS	ACTION PLAN/NOTES
Build Relationships: • Develop and maintain positive relationships with legislators and their staff members to ensure open lines of communication and mutual trust.	
Testify at Hearings: • Testify at local or state legislative hearings on education-related bills and policies to provide expert opinions and real-world perspectives.	
Public Forums and Town Halls: • Attend and participate in public forums, town halls, and community meetings where legislators are present to voice concerns and advocate for the school's needs.	
Social Media and Public Relations: • Use social media platforms and the school's website to highlight successes, share stories, and communicate the school's needs to a broader audience, including legislators. • Engage local media to cover important school events and issues, drawing attention to the needs and achievements of the school.	
Data and Reports: • Provide legislators with data and reports that highlight the school's achievements, challenges, and needs. Use evidence-based arguments to advocate for policy changes or funding.	
Mobilize the School Community: • Organize the school community (teachers, parents, students) to support advocacy efforts. This can include letter-writing campaigns, petitions, and coordinated visits to legislators' offices.	
Community Partnerships: • Partner with local businesses, non-profits, and community organizations to strengthen advocacy efforts and show broad support for the school's needs and initiatives.	

IDEAS/TASKS	ACTION PLAN/NOTES
Stay Informed: • Keep abreast of legislative developments, proposed bills, and policy changes that could impact the school. Use this knowledge to engage in timely and relevant advocacy.	
Feedback and Follow-Up: • Provide feedback to legislators on the impact of their decisions and policies on the school. Follow up on previous discussions to keep issues on the agenda and ensure continued attention.	

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Master Schedule Analysis

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Directions:
In thinking about previous years' work on the master schedule, answer the following questions.

1. **What and/or who was given priority in scheduling? And why?**

2. **Have you prioritized co-taught classes? How? (If not, why?)**

3. **If you were to prioritize co-taught classes and their prep periods, how would the master schedule need to change?**

4. **Review school maps and see how your most vulnerable students travel across campus. Are the locations they travel to easier or harder to get to (travel time, location, etc.)?**

5. **When asked about your master scheduling, how do you communicate the priorities? Are they student centered?**

Meeting Norms Template

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Directions:
Look at the tool below and answer the following questions.

Meeting norms create agreed upon rules to run a more productive meeting where participants are engaged and feel safe. Many meetings related to students with disabilities can become contentious or heated. Having meeting norms in place, known by all, and reviewed at the beginning of each meeting can be helpful.

First, let's look at this tool from the Center for Leadership & Educational Equity: Forming Ground Rules (Creating Norms).

After reviewing the norms, consider an IEP meeting and what stakeholders would be relevant to developing IEP meeting ground rules?

Determine your next steps in getting the stakeholders together and setting ground rules.

Hold the meeting and follow the Forming Ground Rules (Creating Norms) protocol.
What are your final ground rules?

MTSS Guide

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Directions:
Develop a district or site MTSS Guide.



STEP 1

Put together an MTSS Guide Team. Consider having a team of: representatives from grade levels, parent/community representative, administrative representative, student, specialist, interventionist.

STEP 2

Outline the current tiered supports.

- **Tier 1:** What do ALL students receive? (think required curriculum and instructional time)
- **Tier 2:** What do SOME students receive? (potential enrichment and intervention opportunities)
- **Tier 3:** What do FEW students receive? (intensive supports and intervention)

STEP 3

Analyze current tiers. Consider questions like:

- Who is not accessing what was determined for ALL students?
- Are the current interventions in Tier 2 and 3 meeting the actual needs? (What does the data and progress say?)
- What supports are missing?

STEP 4

Continue meeting and gathering input to further develop plans for improving your MTSS Guide. Send drafts to appropriate stakeholders for feedback.

Observation & Feedback Protocols

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Directions:
Review the observation and feedback protocals then reflect on the questions below.

Creating a culture of learning and ongoing development is essential for providing the best instruction for all students. However, without transparency and clear protocols, observations and feedback can become stressful, meaningless, and unproductive. To improve instruction and classroom climate, it is crucial to establish observation cycles with clear intentions in a safe and supportive environment. Educational leaders can foster a culture that values observation, feedback, and continuous improvement by ensuring these elements are part of the school's ethos.

Creating a culture that values observation and feedback involves several key elements:

1. **Transparency:** Clearly communicate the purpose, process, and expectations of observations and feedback to all staff. This helps to demystify the process and build trust.
2. **Clear Protocols:** Establish and adhere to consistent procedures for conducting observations and providing feedback. This ensures fairness and reliability.
3. **Professional Development:** Provide ongoing training for both observers and those being observed to ensure everyone understands how to give and receive constructive feedback.
4. **Supportive Environment:** Foster a positive atmosphere where staff feel safe and supported during observations. Encourage a growth mindset where feedback is seen as an opportunity for improvement rather than criticism.
5. **Collaborative Approach:** Encourage peer observations and feedback to create a sense of shared responsibility and collegiality. This can also provide diverse perspectives and ideas for improvement.
6. **Timely and Specific Feedback:** Ensure feedback is given promptly and includes specific, actionable suggestions for improvement. General comments are less effective than targeted advice.
7. **Recognition and Celebration:** Acknowledge and celebrate improvements and successes, reinforcing the value of the observation and feedback process.
8. **Reflective Practice:** Encourage self-reflection and self-assessment among staff to complement external observations and feedback. This helps individuals take ownership of their professional growth.
9. **Continuous Improvement:** Promote an ongoing cycle of observation, feedback, and professional development. Regularly review and adjust protocols based on feedback from staff to keep the process relevant and effective.
10. **Leadership Modeling:** Leaders should actively participate in the observation and feedback process, demonstrating their commitment to continuous improvement and creating a culture of mutual respect and learning.

After reviewing the elements above, reflect on your current practices for observations and feedback. What is currently in place? What might need improvement?

What next steps do you have to improve your practice?

Parent & Family Involvement Audit

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Directions:
Audit your current parent and family involvement.

INVOLVMENT Clubs, activity, program, etc.	**REPRESENTATION** Who is represented?	**COMMUNITY** Is this reflective of your community?	**BARRIERS** Time, advertising, selection	**NEXT STEPS**
Ex: PTA	PTA includes: 75% mothers 78% White 12% Hispanic 5% African American 5% Asian 0% Parent of a students w/disability	No, lacking: 65% Hispanic 13% SWD	PTA meetings are held during he day during traditional working hours New PTA members tend to be nominated by current members	Survey to families on interest in PTA Develop new model for recruiting board members

INVOLVMENT Clubs, activity, program, etc.	**REPRESENTATION** Who is represented?	**COMMUNITY** Is this reflective of your community?	**BARRIERS** Time, advertising, selection	**NEXT STEPS**

Parent & Family of Students with Disabilities Input Analysis

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Directions:
Develop an input survey for your parents and families of students with disabilities. Analyze the results.

POTENTIAL SURVEY QUESTIONS

General Involvement

1. **Frequency of Involvement**
   - How often do you participate in school events (e.g., parent-teacher meetings, school fairs, etc.)?
   - How often do you communicate with your child's teachers?
2. **Types of Involvement**
   - In what types of school activities or events do you typically participate? (Check all that apply: Volunteering, PTA meetings, Sports events, Classroom activities, etc.)

Communication

3. **Quality of Communication**
   - How would you rate the quality of communication between you and your child's teachers?
   - How easy is it to get information about your child's progress and needs from the school?
4. **Accessibility of Communication**
   - Are you satisfied with the modes of communication (emails, phone calls, newsletters, etc.) provided by the school?
   - Do you feel that communication from the school is clear and easy to understand?

Sense of Belonging

5. **Feeling Welcomed**
   - Do you feel welcomed when you visit your child's school?
   - Do school staff make an effort to get to know you and your family?
6. **Inclusion**
   - Do you feel that the school makes an effort to include you in decisions about your child's education?
   - Do you feel your child's school is inclusive of all students, including those with disabilities?

Support and Resources

7. **Availability of Resources**
   - Are you aware of the resources and support services available for students with disabilities at the school?
   - How satisfied are you with the availability of these resources?

8. **Effectiveness of Resources**
    - How effective do you feel the school is in addressing the needs of your child?
    - Do you feel your child is getting the support they need to succeed academically and socially?

Advocacy and Feedback

9. **Opportunities of Feedback**
    - Do you feel there are adequate opportunities for you to provide feedback to the school?
    - How responsive is the school to your concerns and suggestions?
10. **Advocacy**
    - Do you feel comfortable advocating for your child's needs at the school?
    - Have you encountered any barriers when trying to advocate for your child?

Overall Satisfaction

11. **General Satisfaction**
    - Overall, how satisfied are you with your child's experience at the school?
    - How likely are you to recommend this school to other parents of children with disabilities?

Demographic Information

12. **Background Information**
    - What is your relationship to the child? (Parent, Guardian, Other)
    - What is the grade level of your child?
    - How long has your child been attending this school?

UNDERSTANDING THE RESULTS

1. **General Trends**
    - What are the overall trends in the responses? Are there common themes or patterns?
    - Are there significant differences in responses based on grade levels or types of disabilities?
2. **Areas of Strength**
    - Which areas received the highest satisfaction ratings?
    - What specific practices or programs are parents most satisfied with?
3. **Areas of Concern**
    - Which areas received the lowest satisfaction ratings?
    - Are there specific comments or feedback pointing to recurring issues?
4. **Communication**
    - How do parents rate the quality and accessibility of communication with the school?
    - Are there particular modes of communication that are preferred or seen as more effective by parents?
5. **Involvement and Inclusion**
    - Do parents feel welcomed and included in the school community?
    - Are there differences in the sense of belonging among parents of children with different types of disabilities?
6. **Support and Resources**
    - How do parents perceive the availability and effectiveness of resources and support services for their children?

- Are there specific resources or services that parents feel are lacking or insufficient?

Making Recommendations for Improvements

7. **Addressing Areas of Concern**
   - What immediate actions can we take to address the lowest-rated areas?
   - Can we identify any quick wins or short-term improvements that will make a noticeable difference?
8. **Improving Communication**
   - How can we improve the clarity and frequency of communication with parents?
   - Are there additional modes of communication we should consider (e.g., more frequent newsletters, parent portals, etc.)?
9. **Enhancing Involvement and Inclusion**
   - What strategies can we implement to make all parents feel more welcomed and included?
   - Are there specific events or programs we can introduce or improve to foster greater parent involvement?
10. **Expanding Support and Resources**
    - What additional resources or support services can we provide to better meet the needs of students with disabilities?
    - How can we ensure parents are more aware of the existing resources and know how to access them?
11. **Feedback and Advocacy**
    - How can we create more opportunities for parents to provide feedback and feel heard?
    - What can we do to support parents in advocating for their children's needs more effectively?
12. **Overall Strategy**
    - Based on the survey results, what are our top three priorities for improvement over the next school year?
    - How can we involve parents and the broader school community in the planning and implementation of these improvements?

Follow-Up

13. **Measuring Progress**
    - How will we measure the impact of the changes we implement based on the survey results?
    - When should we conduct follow-up surveys or other forms of evaluation to assess progress?
14. **Ongoing Communication**
    - How will we communicate our action plan and progress to parents and the school community?
    - What feedback mechanisms can we put in place to continuously gather input and make adjustments?

Professional Development Planning Document

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Directions:
Identify the focus or focus areas for staff for your professional learning this year. Plan what each staff member will need to participate in. An example is provided below.

FOCUS AREAS	TEACHERS	INSTRUCTIONAL AIDES	STAFF	NOTES
Behavior	Restorative Practices Series	Restorative Practices Series	Restorative Practices Series	District TOSA - Leader; 40 participants; Teacher A would be a good on-campus model
Instruction	UDL: Engagement PLC Model	UDL: Engagement PLC Model	Recess Success!	Teacher B from XX School is certified; Teacher B wants to use her class as a think tank for observation and feedback cycles
Artifical Intelligence	Intro to AI in School; AI for Teachers; AI for Students	Intro to AI in School; AI for supporting SWD	Intro to AI in School; AI for Daily Tasks; AI for Communication	Classified Manager wants to support, Organization M will train for $15000 per year & includes coaching, offer certificate & stiped for Train the Trainer
Safe and Supportive	Student led discussion groups	Setting Students Up for Success: Engagement Mentor Models		Principal will coach this series and match mentors to students

FOCUS AREAS	TEACHERS	INSTRUCTIONAL AIDES	STAFF	NOTES

Plan for Developing Community Partnerships

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Directions:
Create a plan for developing community partnerships using the steps below.



Planning Steps *(Consider having a career team to support the plan below that includes students, staff, parents, and community partners)*

- **Career Inventory:** Use a career inventory with all students to determine possible career pathways.
- **Analysis:** Analyze the results of the career inventory and determine what types of partnerships are needed to meet the needs of all students.
- **Schedule:** Develop your school year long calendar to ensure there is time for career skill building across content areas, career exploration opportunities, job fairs, guest speakers, and job coaching.
- **Marketing:** Create marketing outreach to your community seeking potential mentors, guest speakers, internship locations.
- **Marketing Outreach:** Use your marketing materials through various communication methods (deliver flyers, post on social media/websites, etc.) seeking new partnerships.
- **Action Plan:** From your current and new partnerships, create your action plan to set up mentorships, monthly guest speakers, job fair, and internships.
- **Feedback and Reflection:** Continue to get feedback form students and patterns on possible needs, changes, or improvement.

Policy Pilots

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Directions:
Review the Step-by-Step Guide and the sample policies, then generate a list of ideas you can bring forward around policies for SWD.

Leading a school in conducting policy pilots can be an effective way for principals to innovate and implement new policies on a smaller scale to improve practices for better outcomes for students with disabilities (SWD) before advocating for broader adoption. By effectively leading policy pilots, principals can foster a culture of innovation and continuous improvement, ultimately enhancing the educational experience for students and staff.

Here's a step-by-step guide on how a principal might lead their school in doing policy pilots:

1. Identify the Need and Define Objectives

- **Assess Needs:** Identify areas where current policies are lacking or where there is a need for improvement.
- **Set Clear Goals:** Define what the pilot aims to achieve, such as improving student outcomes, enhancing teacher effectiveness, or increasing parent engagement.

2. Engage Stakeholders

- **Form a Committee:** Create a committee that includes teachers, parents, students, and other relevant stakeholders to ensure diverse perspectives.
- **Gather Input:** Hold meetings and focus groups to gather input and build support for the pilot.

3. Develop a Plan

- **Design the Pilot:** Develop a detailed plan that outlines the policy to be piloted, including the specific actions, timeline, and resources needed.
- **Set Metrics:** Define success criteria and establish metrics for evaluating the pilot's effectiveness.

4. Communicate the Plan

- **Inform Stakeholders:** Communicate the details of the pilot to all stakeholders, including the objectives, implementation plan, and expected outcomes.
- **Transparency:** Ensure transparency about the reasons for the pilot and how it will be evaluated.

5. Implementation

- **Pilot Rollout:** Implement the policy pilot according to the plan, ensuring all involved parties are clear on their roles and responsibilities.
- **Support and Training:** Provide necessary training and support to staff and students to ensure successful implementation.

6. Monitor and Adjust

- **Ongoing Monitoring:** Regularly monitor the progress of the pilot, collecting data and feedback from participants.

- **Adjust as Needed:** Be prepared to make adjustments based on feedback and initial results to address any challenges or unexpected issues.

7. Evaluate
- **Data Analysis:** At the end of the pilot period, analyze the data to determine whether the policy met its objectives.
- **Gather Feedback:** Collect comprehensive feedback from all stakeholders involved in the pilot.

8. Report Findings
- **Document Results:** Prepare a detailed report documenting the outcomes of the pilot, including successes, challenges, and recommendations.
- **Share with Stakeholders:** Share the findings with all stakeholders, including the school board, staff, parents, and students.

9. Decide on Next Steps
- **Scale or Adjust:** Based on the evaluation, decide whether to scale up the policy, make further adjustments, or discontinue it.
- **Plan for Implementation:** If the pilot is successful, develop a plan for broader implementation across the school or district.

10. Advocate for Broader Adoption
- **Present Findings:** Present the pilot's success and data to district officials, policymakers, and other schools to advocate for broader adoption.
- **Share Best Practices:** Share the process, challenges, and best practices with other principals and school leaders to encourage replication.

EXAMPLE POLICY PILOTS A PRINCIPAL MIGHT LEAD

1. Restorative Justice Practices
- **Objective:** Reduce student suspensions and improve school climate.
- **Actions:** Implement restorative circles, peer mediation, and conflict resolution training.
- **Metrics:** Reduction in suspension rates, improved student and teacher relationships.

2. Flexible Learning Spaces
- **Objective:** Enhance student engagement and collaboration.
- **Actions:** Redesign a few classrooms with flexible seating, collaborative workspaces, and technology integration.
- **Metrics**: Student engagement surveys, academic performance, teacher feedback.

3. Personalized Learning Plans
- **Objective:** Tailor education to individual student needs and interests.
- **Actions:** Develop personalized learning plans for a subset of students, incorporating technology and differentiated instruction.
- **Metrics:** Student progress tracking, academic achievement, student and parent satisfaction.

4. Community Engagement Initiatives
- **Objective:** Increase parent and community involvement in the school.
- **Actions:** Pilot new communication tools, community events, and volunteer programs.
- **Metrics:** Attendance at events, number of volunteers, parent and community feedback.

Brainstorm:

Professional Development Review

Directions:
Reviewing and reflection on professional development helps to plan future professional development.

Step 1: Document the last 3-5 years of professional development. *(Make sure to include all PD - District, site, and individual requested PD, etc.)*

TOPIC	ATTENDEES	RESULTS	NOTES
Ex. Professional Learning Communities	All TK-5th grade credentialed teachers in the 2023 school year.	Implemented PLC time; data has become a regular part of reflection on teaching	Anyone hired since 2023 has not received the training; Teachers are looking at data but need next level support for using it to design intervention

Step 2: Analyze the past professional development. Consider these questions:

- What were the topics?
- Were there common themes?
- What was the outcome of the training?
- What impact was seen on students?
- What trainings were provided related to DEI and Instruction?
- Note who has been trained and who hasn't. Where are there gaps or holes?

Step 3: After reflection above, think about the vision/mission statement. How can you backwards plan a 3-5 year PD plan related to your mission?

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Professional Learning Staff Survey Instruction Planning Document

Directions:
When developing a professional learning culture, it is important to understand the needs of your staff to best backward plan for professional development and learning. This activity specifically will look at ways to probe instructional needs for staff.

AREAS OF INSTRUCTIONAL IMPROVEMENT	
Evidenced Based Practices (EPBs) Determine staff level of competence with EPBs. Resources for more information: Teachhub.com	**Brainstorm your ideas here:**
High Leverage Practices (HLPs) Determine staff level of competence with HLPs. Resources for more information: High-Leverage Practices	**Brainstorm your ideas here:**
Educational Technology (EdTech) & Assistive Technology (AT) Determine staff level of confidence with EdTech & AT. Resources for more information: Center on Inclusive Technology & Education Systems, National Center on Accessible Educational Materials, Open Access	**Brainstorm your ideas here:**

AREAS OF INSTRUCTIONAL IMPROVEMENT	
Adapting Curriculum Determine staff level of knowledge on adapting curriculum. Resources for more information: National Center on Accessible Educational Materials	**Brainstorm your ideas here:**
Additional Ideas What other areas are important for staff regarding instruction?	**Brainstorm your ideas here:**

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Reflect on Current Practices of Segregation at Your Site

Directions:
Answer the reflective questions on segregation below based on your school.

QUESTIONS	YES/NO	REFLECTION
Does my site have segregated classrooms?		
Do students have to leave their general education classrooms to receive special education services?		
Do students that require remediation or support in reading or math have to leave their general education classrooms to receive support?		
Do students that require English Language Development have to leave their general education classrooms to receive support?		
Do I have tracked classes?		

QUESTIONS	YES/NO	REFLECTION
Are students removed from the classroom or school as a form of punishment?		
Do students with special education services receive separate pull-out times away from their general education peers? (PE, Art, Music, etc.)		
Do students with special education services have recess, break, or lunch times separate from their general education peers?		
Are there students with disabilities in electives, clubs, and student government with their general education peers?		
Other:		

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Reimaging District or School Policies for Students with Disabilities

Directions:
Create a team to develop policies that positively impact Students with Disabilities (SWD) in the area of College and Career Readiness. Have the team begin by reviewing the policy topics and planning steps below.

Planning Steps

1. Develop the committee: bring together the appropriate stakeholders to create policy. (community, family, students, teachers, staff)
2. Put together clear desired outcomes.
3. Review current policies that can negatively impact SWD.
4. Brainstorm areas that need to be developed to support SWD with college and career readiness.
5. Develop and propose policies.

POLICY TOPICS	IDEAS FOR POLICY FOCUS AREAS
Individualized Education Programs (IEPs) Focused on Postsecondary Goals	• Ensure that IEPs include specific, measurable postsecondary goals related to education, employment, and independent living skills. • Regularly review and update these goals to align with students' evolving interests and strengths.
Transition Planning Services	• Provide robust transition planning services starting by age 14 or earlier. • Include career exploration, job shadowing, internships, and work-based learning experiences in transition plans.
College and Career Counseling	• Offer specialized college and career counseling that addresses the unique needs of students with disabilities. • Educate students and families about postsecondary options, including colleges, vocational programs, and employment opportunities.
Inclusive Curriculum and Instruction	• Implement Universal Design for Learning (UDL) to create flexible learning environments that accommodate diverse learning needs. • Ensure that students with disabilities have access to rigorous academic content and are held to high expectations.

POLICY TOPICS	IDEAS FOR POLICY FOCUS AREAS
Assistive Technology and Accommodations	• Provide access to assistive technology and ensure that students receive the necessary accommodations for academic success. • Train staff on how to effectively use and integrate assistive technology in the classroom.
Partnerships with Postsecondary Institutions and Employers	• Develop partnerships with local colleges, universities, and employers to create pathways for students with disabilities. • Facilitate dual enrollment opportunities and apprenticeship programs.
Professional Development for Staff	• Offer ongoing professional development focused on inclusive practices, differentiated instruction, and support for students with disabilities. • Encourage staff to stay updated on the latest research and best practices in special education.
Family Engagement	• Involve families in the transition planning process and provide them with resources to support their children's postsecondary goals. • Offer workshops and informational sessions for families on college and career readiness.
Mentorship and Peer Support Programs	• Establish mentorship programs that connect students with disabilities to role models and peers who can provide guidance and support. • Create peer support groups to build a sense of community and shared learning experiences.
Monitoring and Accountability	• Implement systems to monitor the progress of students with disabilities toward their postsecondary goals. • Hold schools accountable for providing the necessary supports and services to ensure students' success.

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Reinvigorate Your Vision Action Plan

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Directions:
Use the boxes to brainstorm ideas then develop three action steps.

Vision Statement

Where on your campus/site could the vision be posted?

Where in print or digital materials could the vision be posted?

How can you incorporate the vision in all meetings?

How will you see the vision in action?

ACTION PLAN

Write down three action items you can do immediately to reinvigorate your vision. Include a by when date.

Action 1:

Action 2:

Action 3:

Write down three action items you can do over the next 1-3 months to reinvigorate your vision. Include a by when date.

Action 1:

Action 2:

Action 3:

Write down three action items you can do over the next year to reinvigorate your vision. Include a by when date.

Action 1:

Action 2:

Action 3:

**Note: Add calendar dates to complete your actions after finishing your plan to ensure you don't forget.*

Review and Reflect on the CA Community Schools Framework

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Directions:
Read the California Community Schools Framework and answer the reflection questions below.

What benefits does this framework provide for all students?

How can this framework support students with disabilities?

What parts of this framework can you incorporate into your school now?

Master Scheduling for Inclusion Tips & Prompts

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Directions:
Read the tips and prompts below to help revise your school's master schedule. Then write a reflection below.

TIPS & PROMPTS:

1. List the main priorities you and your scheduling team have for the master schedule. (Consider making it student-focused to ensure you are focused on student needs; Is equity a priority? Inclusion?)
2. Determine the past/current priorities used when building the master schedule.
3. Review these past/current priorities and determine how they may need to shift or change based on your priorities.
4. By changing the priorities, determine how you will communicate these changes. (Example: How will you communicate to the music teacher if music is no longer locked in the first period due to the music teacher's schedule preference.)
5. Consider how your course schedule may affect students with disabilities and English language learners. (Example: Is the first period the only period for a music elective and the only co-taught math class, which means students requiring co-taught classes can't partake in music?)
6. Lock in students with IEPs first.
7. Lock in co-taught classes and respective co-planning time.
8. What stakeholders have given their input on master scheduling? How will you address this input and whether it becomes a priority or not?

Write a reflection below on how your master scheduling practice has or will change, your new priorities and why, or on a challenging conversation you've had because of the change.

Safety Plan Review

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Directions:
Have your school or site safety plan out and then answer the following questions.

QUESTIONS:

1. **Are there any specific plans for students with disabilities?**

2. **Do you have or will you ever have students with extensive support needs, medical needs, or significant behavior needs?**

3. **Have you factored in any of the students and their needs above?**

4. **What classrooms have or may have students with significant needs?**

5. **Are those rooms identified on the map?**

6. **Do you have a plan in place for students that require medical equipment, access to electricity, or medication during an emergency?**

7. **Do you have staff allocated to supporting specific classes or students that will require adult support in an emergency?**

Determine any next steps you will take to update your plan or any information you need to gather in order to update the plan.

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Schoolwide Inclusive Practices Review

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Directions:
Think about those school activities outside of the classroom. Reflect on if they are inclusive and what steps you may need to take to ensure they are accessible.

CLUBS:

1. **Review attendees**
2. **Are students with disabilities represented? (Is it proportional?)** Yes
3. **What rules, policies, or practices may impact students with disabilities participating?**

4. **Next steps:**

SPORTS:

1. **Review attendees**
2. **Are students with disabilities represented? (Is it proportional?)** Yes
3. **What rules, policies, or practices may impact students with disabilities participating?**

4. **Next steps:**

STUDENT GOVERNMENT:

1. Review attendees
2. Are students with disabilities represented? (Is it proportional?) Yes
3. What rules, policies, or practices may impact students with disabilities participating?

4. Next steps:

EXPANDED LEARNING PROGRAMS:

1. Review attendees
2. Are students with disabilities represented? (Is it proportional?) Yes
3. What rules, policies, or practices may impact students with disabilities participating?

4. Next steps:

OTHER EXTRACURRICULAR ACTIVITIES:

1. Review attendees
2. Are students with disabilities represented? (Is it proportional?) Yes
3. What rules, policies, or practices may impact students with disabilities participating?

4. Next steps:

Social Media Planning

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Directions:
Follow the steps below to help develop a social media plan for your school.

Social media is an excellent strategy for communicating the vision and mission of your schools. When moving your school and community towards inclusion you can be strategic around use of social media. If you are just starting out using social media this way below are some beginning ideas. But first, make a plan of action for the logistics:

- What social media platforms will you use? Make sure to make this decision based on what your community uses and what groups are accessing the different social media platforms. Think about who you are trying to reach.
- Have a point person or persons. Ensure they are familiar with the accessibility tools on each platform. Consider having them go through a branding and social media course.
- Set a social media schedule.
- Consider the overall message you are trying to convey and then keep track of ideas.
- Have an organization system to house ideas, pictures, etc.
- Remember to use hashtags and tag people to help with visibility and sharing.

Logistic Considerations:

Now here are some guiding practices to help you develop your comprehensive plan for using social media to promote inclusivity:

1. Define Your Goals

- **Raise Awareness:** Highlight the importance of inclusivity and disability awareness.
- **Educate:** Provide resources and information on inclusive practices.
- **Engage:** Build a community around shared values of inclusivity.
- **Advocate:** Promote policies and practices that support inclusivity.

2. Know Your Audience

- **Parents and Guardians:** Inform them about inclusive practices and how they benefit all students.
- **Educators and School Leaders:** Share best practices and success stories.
- **Students:** Engage them with content that fosters understanding and empathy.
- **Community Members:** Create a broader support network.

3. Content Strategy

- **Educational Content:**
  - Share articles, infographics, and videos explaining inclusive education.
  - Post about Universal Design for Learning (UDL) and differentiated instruction.
- **Success Stories:**
  - Highlight stories of students with disabilities thriving in inclusive environments.
  - Share testimonials from parents, teachers, and students.
- **Awareness Campaigns:**
  - Celebrate Disability Awareness Month and other relevant dates.
  - Use hashtags like #InclusionMatters, #InclusiveEducation, and #DisabilityAwareness.
- **Interactive Content:**
  - Host Q&A sessions with experts in inclusive education.
  - Conduct polls and surveys to engage your audience and gather feedback.
- **Resource Sharing:**
  - Provide links to helpful resources, guides, and tools.
  - Share information about workshops, webinars, and training sessions.

4. Platforms and Frequency

- **Facebook:** For detailed posts, community building, and events. Aim for 3-5 posts per week.
- **Twitter:** For quick updates, sharing news, and engaging in conversations. Aim for daily tweets.
- **Instagram:** For visual content like photos, infographics, and stories. Aim for 3-4 posts per week and regular stories.
- **LinkedIn:** For professional content, articles, and networking with educators. Aim for 1-2 posts per week.
- **YouTube:** For longer-form video content like webinars, interviews, and success stories. Aim for 1-2 videos per month.

5. Engage with Your Audience

- **Respond to Comments:** Show that you value your audience's input and foster a sense of community.
- **Share User-Generated Content:** Encourage your audience to share their own stories and experiences with inclusivity.
- **Host Live Sessions:** Use Facebook Live, Instagram Live, or YouTube Live for interactive sessions.

6. Collaborate and Partner

- **Partner with Advocacy Groups:** Collaborate with organizations that promote disability rights and inclusive education.
- **Feature Guest Contributors:** Invite experts, educators, and advocates to contribute to your content.
- **Engage Influencers:** Work with influencers who advocate for inclusivity and disability awareness.

7. Monitor and Adjust

- **Track Metrics:** Use analytics tools to monitor engagement, reach, and the effectiveness of your posts.

- **Gather Feedback:** Regularly ask for feedback from your audience to understand what content resonates most.
- **Adjust Your Strategy:** Be flexible and adjust your content strategy based on what's working and what's not.

8. Promote Inclusivity Internally

- **Internal Training:** Ensure that your social media team is trained in inclusive language and practices.
- **Reflect Diversity:** Ensure that your content reflects diversity in its visuals and messaging.

9. Legal and Ethical Considerations

- **Respect Privacy:** Always respect the privacy and dignity of students and their families when sharing stories or images.
- **Inclusive Language:** Use language that is respectful and inclusive of all abilities.

10. Celebrate Success

- **Highlight Milestones:** Celebrate achievements and milestones in your journey towards greater inclusivity.
- **Showcase Impact:** Regularly showcase the positive impact of inclusive practices on students and the school community.

By following this plan, you can create a strong and positive image of inclusivity on social media, especially around schools and students with disabilities.

Get started with your next steps in developing a comprehensive plan below:

Student Expectation Reflection

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Directions:
Write a reflection on the current expectations and practices for students with disabilities.

Consider the following:

- What are the curriculum expectations for students with disabilities?
- Are all students accessing grade level curriculum?
- Are there any groups of students that teachers are not required to use approved/adopted curriculum?
- How are grades assigned to students with disabilities?
- Who is responsible for teaching students with disabilities?
- What disadvantages are students with disabilities given at your site/district in regards to curriculum and class access?
- What are your assessment practices for students with disabilities?
- Are families encouraged to waive participation of state assessments for students with disabilities?
- How are teachers evaluated on their teaching practices for students with disabilities?
- What expectations do staff have for students with disabilities when in the general education classroom? And when in a special education classroom?

Reflection:

Universal Design for Learning (UDL) in the Classroom Reflection

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Directions:
Watch this video on UDL in the Classroom then reflect by answering the following questions.

1. **What resonated with you in this video?**

2. **What classrooms have you seen using UDL or aspects of UDL?**

3. **How can you do learning walks or observations to ensure other teachers see UDL in the classroom?**

4. **What do you want to know more about UDL?**

5. **What do you want your staff to learn?**

Understand and Engage with Current State or National Programs

Directions:
Explore available state and national programs for Students with Disabilities (SWD). A few programs are listed to get you started. (may be state specific)

STATE OR NATIONAL PROGRAMS		
Program	**Who can benefit?**	**What does the program provide?**
Department of Developmental Services		
Department of Rehabilitation (DOR)		
Job Accomodation Network		
Regional Center		

STATE OR NATIONAL PROGRAMS		
Program	**Who can benefit?**	**What does the program provide?**
Social Security: Disability		
Workability		

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Understanding High Leverage Practices (HLPs)

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Directions:
Review the article High-Leverage Practices in Inclusive Classrooms: Implications for School Leaders. Write a reflection on the article and your understanding of high leverage practices.

Consider the following:

- What are HLPs?
- What is your role as an administrator and ensuring effective instruction for students with disabilities?
- What are the differences between HLPs and Evidence Based Practices (EBP)?
- How can you support the use of HLPs?

Reflection:

Vision Committee Planning

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Directions:
Build a Vision Committee for your school following the steps listed below.

The purpose of the Vision Committee is to gather input from all stakeholders, share information on the process, and develop a shared, inclusive vision.

In order to create a committee for a vision, it is essential you have all stakeholders represented. Possible stakeholders/representatives:

- Classified Staff
- Community Member
- Paraprofessionals
- Parent
- Students *(consider representatives from grades, English Language Learner, with an IEP/504)*
- Teachers

Each committee member should be transparent with the group they represent and keep communication on-going for feedback and input. Before they commit, make sure they understand the process and timeline.

Vision Development Process

Step 1:
Announce to the staff, students, and community that they will be undertaking the development of a new vision statement. Ensure they understand that there will be an emphasis on inclusion *(the vision must be for ALL students.)* Describe the process in which the statement will be created. Input from all stakeholders will be gathered, committee developed, statement will be given back to stakeholders for input. Final vision will be determined by: this is your decision as the school leader - your committee could give the final vote, you could have all stakeholders vote, the committee could select then a vote of yes or no could go to all stakeholders.

Step 2:
Ensure all stakeholders know what a vision statement is. A vision statement is your North Star. It describes a long-term, idealistic state of the future. It is a short, succinct statement that guides decision making. As Simon Sinek describes, it should be:

1. Resilient *(withstand cultural, political or technological change)*
2. Inclusive *(words are an invitation to contribute to what you believe)*
3. Service-oriented *(contributor and a benefactor - primary benefit goes to other than the contributor, not decisions to enrich self but for those you lead)*

Step 3:
Determine who your stakeholders are and put together a representative committee. This could be by invite, this could be asking the group to nominate someone/volunteer, etc.

Step 4:
Set up a timeline for developing the vision statement. When would you like to announce/decide? Backward plan from there.

Step 5:
Meet as a committee. Ensure everyone understands the process and how decisions will be made. *(Here are 8 tips to help you write a memorable vision statement from Cascade.)* Create an input form to gather stakeholder input. *(Consider a Google form asking about input on priorities of the school/district, what the purpose of education may be, why schools are essential, verbs related to what schools should provide for students, etc.)*

Step 6:
Meet as a committee to review the input. Begin sorting input into themes. Discuss the emerging themes. Craft example vision statements based on the themes. The committee should judge the statement by asking themselves: *Is it short, specific, simple, ambitious and is it inclusive?*

Step 7:
Have the committee narrow down the potential vision statements then send out to stakeholders for input and feedback or possible vote.

Step 8:
Meet as a committee to review the input, feedback, or results. Determine final vision statement or if further input is necessary, gather additional input.

Step 9:
Host a vision statement announcement event. The event should be motivational and create a feeling of purpose and belonging. It should inspire stakeholders and promote the new vision.

Step 10:
Going forward, ensure your vision is known by stakeholders, in view of the public, and part of all decision making processes.

Vision Development Committee

NAME	GROUPS THEY REPRESENT

Vision in Action: Slide

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Directions:
In thinking about your vision and how to keep it alive, consider using a consistent template for all meetings. Use the worksheet below to brainstorm a slide in a slide deck that can be added to any presentations/meetings.

Considerations: Make it concise. Perhaps it is a simple slide with the vision and you make notes on the slide that remind you to keep it focused and centered. Maybe the slide shows how it relates to each different meeting type (staff meeting, initiatives, PTA, PFO, etc.).

Slide Brainstorm:

Link to Slide:

Vision in Action: Video

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Directions:
In thinking about your vision and how to keep it alive, consider using a consistent template for all meetings. Use the worksheet below to brainstorm a video that can be added to any presentations, meetings, etc. If video production is offered at your site, consider using students enrolled in that class to create the video.

Considerations: Create a video script, including notes about who should be in the video, what they should say, and the setting/location that shows your school's/district's vision that you can use on your website, in meetings, etc.

Video Brainstorm:

Link to Video:

Vision Statement Commitment Planning Document

Directions:
After developing a shared vision, your role as a leader is to ensure the vision is shared with all stakeholders, discussed and communicated regularly, and your decisions, initiatives, policies, and professional development relate back to your vision. Use this planning document to outline how you will keep your vision alive.

VISION COMMITMENT	
Vision Visuals How can you strategically place the vision in well visited areas on campus? Examples: Mural on the playground, art piece in the staff lounge, framed in the front office, etc.	**Brainstorm your ideas here:**
Meetings When holding regular meetings like staff meetings, PFO meetings, PTA meetings, etc., you can begin each meeting by reconnecting to the vision. Consider ways to keep the vision alive. Examples: Have a vision slide in all slide decks at the beginning to help frame the meeting; when making decisions in a meeting bring it back to the vision.	**Brainstorm your ideas here:**
Professional Development Ensuring your professional development aligns to your vision is essential. Consider outlining ideas for professional development that help guide you towards your vision. Or look at your year long professional development plan and audit whether the PD schedule aligns to the vision.	**Brainstorm your ideas here:**

VISION COMMITMENT

Initiative Review Ensuring you do not have competing interests in your district and/or site initiatives is important. Consider creating an initiative review team to go over all current initiatives. Prioritize those that align with the vision. Consider the value or need for all others. Educators can have initiative fatigue so reviewing your initiatives can be good practice to hone in on the most valuable initiatives.	**Brainstorm your ideas here:**
Additional Ideas What other ways can you plan to commit to your vision and keep it alive?	**Brainstorm your ideas here:**

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Vision Statement Development Guide

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Directions:
The purpose of the Vision Committee is to gather input from all stakeholders, share information on the process, and develop a shared, inclusive vision. Once you've put together your committee, begin the Vision Development Process below.

Vision Development Process

Step 1:
Announce to the staff, students, and community that they will be undertaking the development of a new vision statement. Ensure they understand that there will be an emphasis on inclusion *(the vision must be for ALL students.)* Describe the process in which the statement will be created. Input from all stakeholders will be gathered, committee developed, statement will be given back to stakeholders for input. Final vision will be determined by: this is your decision as the school leader - your committee could give the final vote, you could have all stakeholders vote, the committee could select then a vote of yes or no could go to all stakeholders.

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Step 3:
Determine who your stakeholders are and put together a representative committee. This could be by invite, this could be asking the group to nominate someone/volunteer, etc.

Step 4:
Set up a timeline for developing the vision statement. When would you like to announce/decide? Backward plan from there.

Step 5:
Meet as a committee. Ensure everyone understands the process and how decisions will be made. *(Here are 8 tips to help you write a memorable vision statement from Cascade.)* Create an input form to gather stakeholder input. *(Consider a Google form asking about input on priorities of the school/district, what the purpose of education may be, why schools are essential, verbs related to what schools should provide for students, etc.)*

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Step 7:
Have the committee narrow down the potential vision statements then send out to stakeholders for input and feedback or possible vote.

Step 8:
Meet as a committee to review the input, feedback, or results. Determine final vision statement or if further input is necessary, gather additional input.

Step 9:
Host a vision statement announcement event. The event should be motivational and create a feeling of purpose and belonging. It should inspire stakeholders and promote the new vision.

Step 10:
Going forward, ensure your vision is known by stakeholders, in view of the public, and part of all decision making processes.

Final Vision Statement

Vision Statement Review

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Directions:
Follow the steps below to properly review your Vision Statement.

Step 1:
Review the Simon Sinek Video - 3 Things that Make a Meaningful Vision

Step 2:
Get out your site or district vision statement.

Vision Statement:

Step 3:
Answer the following questions:

1. Did you know the vision statement already, or did you have to find and read it?

2. Is your vision resilient? (Can it withstand cultural, political or technological change?)

3. Is it inclusive?

4. Is it service oriented?

5. Could your staff recite this vision without reading it?

6. Where do you see the vision in print? (Anywhere on campus or in supporting documents, or school/ district websites?)

Step 4:
Reflect on the vision.

In what ways do you see the vision enacted daily? In what ways might the vision be lost or not demonstrated?