# TIES Center Logo State RISE Part 2

# Placement and Settings: Features Reflection

## A young girl with a disability paintingRISE Frame of Reference:

* **All means all** specifically includes all students with significant cognitive disabilities
* **Placement** in same age-grade general education classes (and other inclusive settings) in home schools/schools of choice
* **Student-centered** strengths-based approaches support inclusive education in general education curriculum, classes, activities, and routines
* **Specially designed instruction** on general education curriculum and essential skills for participation in school and community life occurs within general education instruction, classes, activities, and routines
* **Barriers to inclusive education** reside within systems and environments, not within students or staff

## Rise Part 2: Team Process

1. Read and discuss each set of features
2. Rate your system on each set of features using the rubric
3. Determine system priorities

**To what extent does our education system have this Set of Features in place to support inclusive education?**

1 – **Some** Features are in place to promote inclusive education systems for all students, but these have **not yet** been applied to students with significant cognitive disabilities

2 – **Most** Features are in place to promote inclusive education systems for all students, but these have **not yet** been applied to students with significant cognitive disabilities

3 – **Most** Features are in place to promote inclusive education systems for all students, including **some** students with significant cognitive disabilities

4 – **Most** Features are in place to promote inclusive education systems for all students, including **most** students with significant cognitive disabilities

5 – **All** Features are in place to promote inclusive education systems for all students, including **most** students with significant cognitive disabilities

**Focus Area: PLACEMENT and SETTINGS**

This focus area describes policies and practices essential to general education school and class placements and access to all instructional and extracurricular activities for students with and without disabilities.

### Guiding Question- To what extent do our SEA policies, procedures, messaging, professional development, resource allocation, and monitoring support:

| **PLACEMENT IN NEIGHBORHOOD SCHOOL OR SCHOOL OF CHOICE with** | **RATING**  |
| --- | --- |
| * annual monitoring and public reporting of school placement patterns for students with significant cognitive disabilities to identify and disrupt structures that are barriers to inclusive education
* preschool programs and schools reflecting the community from which they draw enrollment including natural proportions of students with disability within the community
* systemic multi-year plans to develop capacity across districts to increase the number of students with significant cognitive disabilities returning from out-of-district placements to neighborhood schools or schools of choice, and age-grade level general education classes
* IEP compliance review process that includes goals and strategies for returning students with significant cognitive disabilities to their neighborhood school or school of choice
 | 1- Some features for all students/not yet for SCD2- Most features for all students/not yet for SCD3- Most features/Some students with SCD4-Most features/Most students with SCD5- All features/ Most students with SCD |

| **Positive Examples** | **Areas for Improvement** | **Questions** | **Rating (1-5)** |
| --- | --- | --- | --- |
|  |  |  |  |

### Guiding Question- To what extent do our SEA policies, procedures, messaging, professional development, resource allocation, and monitoring support:

| **GENERAL EDUCATION CLASS PLACEMENT with:** | **RATING**  |
| --- | --- |
| * annual monitoring and public reporting disaggregated data on placement patterns for students with significant cognitive disabilities to identify and disrupt structures that are barriers to inclusive education
* placement of all students with significant cognitive disabilities in general education classes with age-grade level peers for a minimum of 80% of the school day
* IEPs that include goals and strategies for increasing the time students with significant cognitive disabilities are in general education classes
* students with significant cognitive disabilities progress through the grades along with their classmates
* students with significant cognitive disabilities in grades K-8 participating with their age-grade level classmates in the same general education community-based learning opportunities
 | 1- Some features for all students/not yet for SCD2- Most features for all students/not yet for SCD3- Most features/Some students with SCD4-Most features/Most students with SCD5- All features/ Most students with SCD |

| **Positive Examples** | **Areas for Improvement** | **Questions** | **Rating (1-5)** |
| --- | --- | --- | --- |
|  |  |  |  |

### Guiding Question- To what extent do our SEA policies, procedures, messaging, professional development, resource allocation, and monitoring support:

| **INCLUSIVE TRANSITION SERVICES with:** | **RATING** |
| --- | --- |
| * students with significant cognitive disabilities in grades 6-8 with IEP transition goals receiving instruction within inclusive school environments
* students with significant cognitive disabilities in grades 9-12 participating in the same opportunities to address their transition goals as their age-grade level classmates
* students with significant cognitive disabilities in post-secondary education and transition services (18-21 years) participating in community-based instruction to meet their transition goals while creating natural support networks
 | 1- Some features for all students/not yet for SCD2- Most features for all students/not yet for SCD3- Most features/Some students with SCD4-Most features/Most students with SCD5- All features/ Most students with SCD |

| **Positive Examples** | **Areas for Improvement** | **Questions** | **Rating (1-5)** |
| --- | --- | --- | --- |
|  |  |  |  |

### Guiding Question- To what extent do our SEA policies, procedures, messaging, professional development, resource allocation, and monitoring support:

| **GENERAL EDUCATION ACCESS with:** | **RATING**  |
| --- | --- |
| * equal access to and active participation across district and school programs, services, activities, and extra-curricular activities for all general education students with and without disabilities
* contributions of all learners being valued and students being equal members of their school, class, and age-grade level communities
* use of various configurations of individualized support and modifications for extended periods of time prior to the removal of a student with significant cognitive disabilities from general education classes, activities, or routines
* school personnel, peers, and family members who are taught to be effective communication partners for students using AAC systems
 | 1- Some features for all students/not yet for SCD2- Most features for all students/not yet for SCD3- Most features/Some students with SCD4-Most features/Most students with SCD5- All features/ Most students with SCD   |

|  |  |  |  |
| --- | --- | --- | --- |
| **Positive Examples** | **Areas for Improvement** | **Questions** | **Rating (1-5)** |
|  |  |  |  |

### Guiding Question- To what extent do our SEA policies, procedures, messaging, professional development, resource allocation, and monitoring support:

| **SUPPORTS AND SERVICES with:** | **RATING**  |
| --- | --- |
| * IEP goals that enable the student to make progress in the age-grade level curriculum and essential skills for participation in school and community life with instruction embedded within general education lessons, activities, and routines
* use of flexible staffing models and natural supports that increase the time students with significant cognitive disabilities are in general education classes, activities, and routines
* continual access to means of multi-modal communication systems across age-grade classmates and adults per setting
* monitoring to ensure students with significant cognitive disabilities who have behavior support needs are included in general education classes at the same rate as students with significant cognitive disabilities without behavior support needs
 | 1- Some features for all students/not yet for SCD2- Most features for all students/not yet for SCD3- Most features/Some students with SCD4-Most features/Most students with SCD5- All features/ Most students with SCD  |

| **Positive Examples** | **Areas for Improvement** | **Questions** | **Rating (1-5)** |
| --- | --- | --- | --- |
|  |  |  |  |

### Guiding Question- To what extent do our SEA policies, procedures, messaging, professional development, resource allocation, and monitoring support:

| **STATE LEADERSHIP that:** | **RATING**  |
| --- | --- |
| * reflects a shared responsibility across leaders to increase the percentage of students with significant cognitive disabilities in general education classes in their home schools or schools of choice
* implements a professional development plan and aligns resources to support learning by all personnel and increases the percentage of students with significant cognitive disabilities in general education classes in their home schools or schools of choice
* demonstrates an unwavering belief in the value of inclusive education
* removes barriers to placement in home school/school of choice and general education classes
 | 1- Some features for all students/not yet for SCD2- Most features for all students/not yet for SCD3- Most features/Some students with SCD4-Most features/Most students with SCD5- All features/ Most students with SCD   |

| **Positive Examples** | **Areas for Improvement** | **Questions** | **Rating (1-5)** |
| --- | --- | --- | --- |
|  |  |  |  |

### Guiding Question- To what extent do our SEA policies, procedures, messaging, professional development, resource allocation, and monitoring support:

| **STATE EDUCATION SYSTEMS with:** | **RATING**  |
| --- | --- |
| * funding and allocations for general and special education personnel and administrators to work together to support placement in home schools or schools of choice, and in general education classes, activities, and routines
* all students included in all accountability systems, regardless of location and type of services
* use of proactive training, retaining, and recruiting strategies that ensure qualified personnel throughout the state
* highly qualified state coaches and facilitators for inclusive education for students with significant cognitive disabilities, transition to adult life, behavioral support, and assistive technology and augmentative/alternative communication, who provide systematic support to district administrators and personnel
* practices resulting in assignment of students with significant cognitive disabilities to general education classes based on age-grade level and that reflect the natural proportions of disability in the general population
* monitoring the achievement gap by disaggregating by placement the outcome data for students with significant cognitive disabilities
 | 1- Some features for all students/not yet for SCD2- Most features for all students/not yet for SCD3- Most features/Some students with SCD4-Most features/Most students with SCD5- All features/ Most students with SCD |

| **Positive Examples** | **Areas for Improvement** | **Questions** | **Rating (1-5)** |
| --- | --- | --- | --- |
|  |  |  |  |

## Placement and Settings Summary Table

| **Sets of Features** |  **RATING** |
| --- | --- |
| **PLACEMENT IN NEIGHBORHOOD SCHOOL OR SCHOOL OF CHOICE**  |  |
| **GENERAL EDUCATION CLASS PLACEMENT** |  |
| **INCLUSIVE TRANSITION SERVICES** |  |
| **GENERAL EDUCATION ACCESS** |  |
| **SUPPORTS AND SERVICES** |  |
| **STATE LEADERSHIP** |  |
| **STATE EDUCATION SYSTEMS** |  |

**Initial thoughts on changes we want to target first:**

Big Idea 1:

Big Idea 2:

Big Idea 3:

Based upon the RISE Part 2 Tool, discuss the Features and Sets of Features that

● are foundational to the rest of the work

● seem like an “easy win” for the team

● align with other initiatives and changes happening in the system

Big Ideas for change might connect with *Increased Time, Instructional Effectiveness, Increased Engagement, and System Support,* or they might focus specifically on what Features or Sets of Features your team wants to address. For instance, a big idea might be creating a shared inclusive vision.

## Next Steps

* Complete Initiative Inventory
* Complete Inclusive Education Action Plan
* Begin initial implementation of Action Plan