# TIES Center Logo District & School RISE Part 2

# Values and Climate: 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: VALUES and CLIMATE**

This focus area describes the conditions that result in equitable and inclusive states, districts, and schools.

### Guiding Question - To what extent do our educational services and systemic infrastructure reflect…

| **A MISSION AND VISION FOR INCLUSIVE EDUCATION that:** | **RATING** |
| --- | --- |
| * values diversity * supports a philosophy that every student can learn * commits to each district being accountable for demonstrating progress of all students in age-grade level general education curriculum at their neighborhood school or school of choice * commits to the preparation of all students' success after high school * ensures all general education students with and without disabilities are equal and valued contributing members of the same schools, classes, and age-grade level communities * demonstrates a clear set of values and high expectations consistent with the presumption of competence of students with significant cognitive disabilities to communicate and demonstrate progress in both the general education curriculum and higher order thinking | 1- Some features for all students/not yet for SCD  2- Most features for all students/not yet for SCD  3- Most features/Some students with SCD  4-Most features/Most students with SCD  5- All features/ Most students with SCD |

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

### Guiding Question - To what extent do our educational services and systemic infrastructure reflect…

| **A CLIMATE AND CULTURE CONDUCIVE TO INCLUSIVE EDUCATION with** | **RATING** |
| --- | --- |
| * collaboration between special and general education personnel to promote a sense of community and shared responsibility for the education of all general education students with and without disabilities * a safe, friendly, and welcoming environment for students and parents/families where diversity is celebrated, and everyone belongs * respect demonstrated through use of person-first language, unless otherwise specified by the student and/or family, and maintaining confidentiality in communication about and interactions with families and students * presumption of competence demonstrated through interacting directly with students, instead of support personnel * respect for cultural and linguistic diversity, including for students who use augmentative or alternative communication systems in all interactions with students who have significant disabilities and their families * emphasizing reciprocal and balanced relationships between students with significant cognitive disabilities and their general education classmates | 1- Some features for all students/not yet for SCD  2- Most features for all students/not yet for SCD  3- Most features/Some students with SCD  4-Most features/Most students with SCD  5- All features/ Most students with SCD |

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

### Guiding Question - To what extent do our educational services and systemic infrastructure reflect…

| **A MINDSET that** | **RATING** |
| --- | --- |
| * acknowledges potential bias about individuals with significant disabilities through continuous reflection * demonstrates an understanding of disability and special education through an intersectional lens * demonstrates an unwavering system-wide belief in the value of inclusive education for improving student outcomes * demonstrates a systemic acceptance and promotion of change as a normal and positive process that leads to continuous improvement * demonstrates a clear set of values and high expectations consistent with inclusive education * demonstrates the understanding that challenging behavior is a method of communication | 1- Some features for all students/not yet for SCD  2- Most features for all students/not yet for SCD  3- Most features/Some students with SCD  4-Most features/Most students with SCD  5- All features/ Most students with SCD |

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

### Guiding Question - To what extent do our educational services and systemic infrastructure reflect…

| **A COMMITMENT TO COLLABORATIVE PRACTICE with** | **RATING** |
| --- | --- |
| * shared expertise, collaborative decision-making, collaborative problem-solving, and collective responsibility among school personnel families, and the community for the success of all students * equal partnerships demonstrated through clarification of shared roles and responsibilities and utilization of combined expertise to meet the learning needs of all students through ongoing co-planning, co-implementing and co-evaluating instructions * sufficient time for co-planning, co-implementing, and co-evaluating of instruction and related services in age-grade level general education lessons, activities, and routines * effective collaboration and communication across all personnel indicating that inclusive practices are understood and expected across the system * all professional development opportunities including job-embedded professional development and coaching aligned with the system’s vision for inclusive education and monitoring for effectiveness and outcomes | 1- Some features for all students/not yet for SCD  2- Most features for all students/not yet for SCD  3- Most features/Some students with SCD  4-Most features/Most students with SCD  5- All features/ Most students with SCD |

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

### Guiding Question - To what extent do our educational services and systemic infrastructure reflect…

| **A COMMITMENT TO FAMILY AND COMMUNITY ENGAGEMENT through** | **RATING** |
| --- | --- |
| * systemic advocacy for diverse community and family members as full partners in the system’s processes to eliminate all barriers to inclusive education * systemic advocacy for and monitoring of family members as equal partners in the education of their children with significant disabilities with intentionally planned and regular communication and consultation * respect for diversity of culture, language, and family configuration in all interactions * equal partnerships among families and school personnel to improve student outcomes * emphasis on transition to adult life planning through interagency agreements, collaboration with families and community agencies, including their involvement in students' meetings * monitoring to ensure cultural and linguistic relevance of family resources and trainings | 1- Some features for all students/not yet for SCD  2- Most features for all students/not yet for SCD  3- Most features/Some students with SCD  4-Most features/Most students with SCD  5- All features/ Most students with SCD |

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

### Guiding Question - To what extent do our educational services and systemic infrastructure reflect…

| **LEADERSHIP with** | **RATING** |
| --- | --- |
| * a unified approach across leaders supporting continuous improvement in development of inclusive school communities * structures, processes, and policies that blend special and general education initiatives and practices into a single system * commitment to shared responsibility for inclusive education and progress of all general education students with and without disabilities, including students with significant cognitive disabilities * all stakeholder groups engaged as equal members of all leadership teams * support for all stakeholders as they work toward more inclusive education practices | 1- Some features for all students/not yet for SCD  2- Most features for all students/not yet for SCD  3- Most features/Some students with SCD  4-Most features/Most students with SCD  5- All features/ Most students with SCD |

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

### Guiding Question - To what extent do our educational services and systemic infrastructure reflect…

| **HUMAN RESOURCE PRACTICES that** | **RATING** |
| --- | --- |
| * include hiring and personnel evaluation policies, procedures, and practices that reflect the vision and mission for inclusive education * ensure use of strategies and processes that support inclusive education across all organizational levels * designate specialized education personnel as members of each division, department, subject area team, and grade-level team | 1- Some features for all students/not yet for SCD  2- Most features for all students/not yet for SCD  3- Most features/Some students with SCD  4-Most features/Most students with SCD  5- All features/ Most students with SCD |

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

### Guiding Question - To what extent do our educational services and systemic infrastructure reflect…

| **EDUCATION SYSTEMS that** | **RATING** |
| --- | --- |
| * provide financial incentives to build and sustain inclusive education practices * result in all general education students with and without disabilities being equal and valued contributing members of the same schools, classes, and age-grade level communities * support formal and informal partnerships with universities and national experts to support inclusive education * provide funding and resources to investigate systemic biases reflected in policies, procedures, and practices that might impact placement, curriculum, and instruction decisions for individual students and groups of students * provide resources, outreach, and support for family leadership and advocacy related to inclusive education systems * provide funding, resources, outreach, and support for all students using AAC systems | 1- Some features for all students/not yet for SCD  2- Most features for all students/not yet for SCD  3- Most features/Some students with SCD  4-Most features/Most students with SCD  5- All features/ Most students with SCD |

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

## Values and Climate Summary Table

| **Sets of Features** | **RATING** |
| --- | --- |
| **A MISSION AND VISION FOR INCLUSIVE EDUCATION** |  |
| **A CLIMATE AND CULTURE CONDUCIVE TO INCLUSIVE EDUCATION** |  |
| **A MINDSET CONDUCIVE TO INCLUSIVE EDUCATION** |  |
| **A COMMITMENT TO COLLABORATIVE PRACTICE** |  |
| **COMMITMENT TO FAMILY AND COMMUNITY ENGAGEMENT** |  |
| **LEADERSHIP** |  |
| **HUMAN RESOURCE PRACTICES** |  |
| **EDUCATION SYSTEM** |  |

**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