

# DISTRICT RISE Part 1:

# Focus Area Reflection

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## DISTRICT RISE Part 1: Focus Area Reflection

The RISE Part 1 provides your team with the opportunity to reflect on and discuss the “big ideas” of inclusive education. These ideas are organized into 4 Focus Areas (i.e., Placement and Settings, General Education Curriculum Content and Access, Instructional Practices, and Student and System Outcomes). Your team will discuss and rate your system’s current practices for each Focus Area and then choose 1 or 2 Focus Areas you want to address first.



## RISE Part 1: Today’s Agenda

1. Read the RISE Frame of Reference and consider it in all conversations.
2. Reflect on features of inclusive education within each Focus Area and:
	1. make connections to the TIES outcomes,
	2. identify positive examples of the focus area in your system,
	3. identify areas for improvement in your system, and
	4. rate your system’s current level of practice across features.
3. Rank the Focus Areas to identify 1 or 2 for a more in-depth reflection in RISE Part 2.
4. Review the list of potential stakeholders and add any others you might want to include in future meetings.



## RISE Frame of Reference:

* **“All means all”** specifically includes all students with significant cognitive disabilities.
* **Placement** is in same grade general education classes and other inclusive settings in neighborhood schools.
* **Student-centered** strengths-based approaches for inclusive education occur within the general education curriculum, classes, lessons, activities, and routines.
* **Specially-designed instruction** occurs within general education instruction, classes, activities, and routines.
* **Barriers to inclusive education** exist within systems and environments, not within students or staff.

## Focus Area 1: Placement and Settings

1. To what extent does your **district mission and vision statements, and mindset** drive placement for students with significant cognitive disabilities (SwSCD) in their neighborhood schools and general education classes for 80% or more of the day?
2. To what extent do **all** **district education leaders ensure** policies, practices, and procedures increase placement of SwSCD in neighborhood schools and general education classes?
3. To what extent do district policies, practices, and procedures increase the use of **evidence-based practices** to provide effective supports and services for instruction and engagement in general education settings for SwSCD?
4. To what extent do the **district personnel practices** ensure the recruiting, training, and retaining of personnel who facilitate a system that results in placement of SwSCD in effective general education settings?
5. To what extent do the district leaders **evaluate, monitor, and improve their technical assistance with coaching** to schools, and increase placement of SwSCD in effective general education settings?

| * **T:** Time in general
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* school levels
 | **Positive Examples and Areas for Improvement**  | **Rating** |
| --- | --- | --- |
| *Type positive examples and areas for improvement in this cell* | **1: Some** features are in place for **some students,** but **not yet for SwSCD**.**2: Most** features are in place for **most** students, but **not yet for** **SwSCD.****3: Most** features are in place for **most** students, including **for some SwSCD.****4: Most** features are in place for **most** students, including **most** **SwSCD.****5: All** features are in place for **all** students, including **all** **SwSCD.** |

### [Add RISE Focus Area 1 rating to summary table](#_Summary_Table_RISE)

## Focus Area 2: General Ed Curriculum Content and Access

1. To what extent does the **mindset** of the district leaders reflect an unwavering belief that instruction in general education curriculum content in general education settings improves outcomes for SwSCD?
2. To what extent do the district leaders ensure SwSCD are engaged and make progress in the **general education curriculum** rather than an alternate curriculum or alternate content standards?
3. To what extent does the district facilitate schools’ use of **an individualized decision-making process** that ensures each SwSCD has the supports and services they need to access and make progress in the general education curricula in general education settings?
4. To what extent does the district provide technical assistance with coaching to schools that supports **technology, communication, and collaborative practices** that increase student access to the general education curriculum in general education settings?
5. To what extent does the district system annually evaluate and monitor the **impact of its technical assistance with coaching to schools** to increase access to and progress in general education curriculum in general education settings for SwSCD?
6. To what extent do the district policies, practices, procedures, and personnel build **a unified education system** where all students, including SwSCD, have access to and make progress in the general education curriculum content in general education settings?

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### [Add RISE Focus Area 2 rating to summary table](#_Summary_Table_RISE)

## Focus Area 3: Instructional Practices

1. To what extent does the **mindset** of all district personnel reflect a belief in presumed competence leading to instruction based on high expectations for all SwSCD?
2. To what extent do **all district offices collaborate** to embed specially-designed instruction (SDI) for SwSCD within effective general education settings?
3. To what extent do all members of the school community **use Universal Design for Learning and culturally-relevant instruction** across all subject areas?
4. To what extent does the district facilitate flexible systems of support and provide technical assistance with coaching that ensure **co-planning, co-teaching, and co-assessment** that embed SDI for SwSCD in general education settings?
5. To what extent does the district facilitate flexible systems of support and provide technical assistance with coaching that ensure **communication, behavior, and transition needs** of SwSCD are met within general education settings?
6. To what extent do the **district and school systemic improvement** **efforts** identify and eliminate barriers to the use of instructional practices that meet the needs of SwSCD in general education settings?

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### [Add RISE Focus Area 3 rating to summary table](#_Summary_Table_RISE)

## Focus Area 4: Student and System Outcomes

1. To what extent does the **mindset** of district leaders reflect a commitment to measuring outcomes that result in SwSCD transitioning to and leading inclusive adult lives?
2. To what extent does the district collect, disaggregate, and analyze data to **determine trends** **and identify barriers** in student outcomes and systemic inequities related to inclusive education placement, curriculum, and instruction practices?
3. To what extent does the school **use those data to eliminate barriers** to developing, scaling up, and sustaining inclusive education practices through technical assistance with coaching, effective partnerships, and school personnel practices?
4. To what extent does the district evaluate how **alternate assessment policies, procedures, and practices** impact a student’s inclusive education opportunities?
5. To what extent does the district use **partnerships to develop, scale up, and sustain** an inclusive system of education to improve outcomes for SwSCD?

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### [Add RISE Focus Area 4 rating to summary table](#_Summary_Table_RISE)

## Summary Table RISE Part 1: Focus Area Reflection

Fill in this summary table with the ratings from above and rank the Focus Areas in order of priority for reflecting more deeply about the features they include. Ranking considerations include:

* Which Focus Area speaks most directly to the changes you want to make first?
* Are there current initiatives, programs, or restructuring efforts happening in your system that could tie in with your work on a Focus Area?
* Which 1 or 2 Focus Areas might be an easier place to start the change process within your system’s culture and processes?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Focus Area:** | **Placement****and Settings** | **General Education****Curriculum****Content & Access** | **Instructional****Practices** | **Student and****System****Outcomes** |
| **Focus Area Rating (1-5 from above)** | [View Placement and Setting Rating](#_What_is_your) | [View General Education Curriculum Content & Access Rating](#_What_is_your_1) | [View Instructional Practices Rating](#_What_is_your_2) | [View Student and System Outcomes Rating](#_What_is_your_3) |
| **Focus Area Priority Ranking** |  |  |  |  |

## Team Members RISE Part 1: Focus Area Reflection

**Are there any additional stakeholders to add to your team and invite to the RISE Part 2 meetings? Please identify them below.**

* Diverse community stakeholders
* School administrators/leaders
* District administrators/leaders
* State administrators/leaders
* Key regional administrators/leaders
* Family and advocacy organizations
* Board of Education/Cabinet members
* University Personnel Preparation Program representative

**Additional Stakeholders to Invite:**

* *Type additional stakeholders*

**Organization:** *Type organization*

**Review date:** *Type review date*

**Facilitators:** *Type facilitators*

**Team Members and Roles**:

* *Type team member, role*
* *Type team member, role*
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## Next Steps: RISE Part 2

1. Choose a time and place to complete RISE Part 2: Features Reflection for the 1 or 2 priority Focus Areas.
2. Distribute copies of this completed RISE Part 1: Focus Area Reflection to current team members.
3. Connect with identified additional stakeholders to invite their participation. Send them a copy of the completed RISE Part 1 and offer to meet with them to discuss this document to assist them in becoming contributing members of the team.
4. Distribute the RISE Part 2 for your 1 or 2 prioritized Focus Areas for review prior to the meeting.
5. Send invitations to the meeting.