

# School RISE Part 2:

# Features Reflection

Focus Area 2: *General Education Curriculum Content* and *Access*

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RISE Frame of Reference:

* **“All means all”** specifically includes all students with extensive support needs
* **Placement** is in the 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.

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 schoolwide system

have this Set of Features in place to support an inclusive system of education?

**1**

**Some** features are in place for **some** students, but **not yet for** students with extensive support needs.

**2**

**Most** features are in place for **most** students, but **not yet for** students with extensive support needs.

**3**

**Most** features are in place for **most** students, including for **some** students with extensive support needs.

**4**

**Most** features are in place for **most** students, including **most** students with extensive support needs.

**5**

**All** features are in place for **all** students, including **all** students with extensive support needs.

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Focus Area 2: *General Education Curriculum Content* *and Access*

*General Education Curriculum Content and Access* describes the **mindset of school personnel** that are essential to processes usedto **make decisions about curriculum overall** and for **individual students.** This Focus Area explores structures and policies related to **technology** and **student communication practices,** as well as **collaboration for curriculum access.** It also describes features related to our school’s efforts for **systemic change,** annually **monitoring** students’ access to and progress on the general curriculum,and practices related to ensuring high quality and effective **school personnel.**

2.1 To what extent does our schoolwide system facilitate a *Mindset* that:

1. demonstrates a **clear set of values and high expectations** consistent with the expectation of general education curriculum access and progress for our students with extensive support needs (SwESN)
2. reflects an understanding that our students engage more readily with curriculum that includes **representation of their personal background**, including abilities; race; gender; cultural, ethnic, and linguistic diversity; and socio-economic status
3. reflects a foundation in a **presumption of competence** of our SwESN to demonstrate progress in the general education curriculum
4. demonstrates an **unwavering belief** in the value of inclusive education for improving our student outcomes
5. supports continuous improvement of the use of principles of **Universal Design for Learning (UDL)** in providing access to the curriculum for our SwESN
6. reflects the understanding that modifications of general education content and materials should be **only as special as necessary**

Rating Scale

**1**

**Some** features are in place for **some** students, but **not yet for** students with extensive support needs. **2**

**Most** features are in place for **most** students, but **not yet for** students with extensive support needs.**3**

**Most** features are in place for **most** students, including for **some** students with extensive support needs.**4**

**Most** features are in place for **most** students, including **most** students with extensive support needs.**5**

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#### [Add Focus Area 2.1 rating to summary table](#_Focus_Area_1.1:)

2.2 To what extent does our schoolwide system facilitate *Decision-Making About Curriculum* by:

1. ensuring our school uses the state’s **general education content standards** for all our students, including all our SwESN, reflective of the belief that **all our students can learn**
2. ensuring that **alternate performance standards** related to alternate assessment are not used in place of the general education content standards for our SwESN
3. ensuring that all our students, including all our SwESN, in our school have equal access to the same general education curriculum with **supplemental curriculum** as needed
4. ensuring curriculum decisions reflect **diverse student communication mode and abilities, language, culture, ethnicity, and family configurations** as valued and respected
5. providing **joint professional development** with coaching that builds expertise in adapting and supplementing the general education curriculum to meet individually-identified needs of our SwESN
6. ensuring all **professional development** opportunities related to curriculum and curriculum access, including job-embedded professional development and coaching, are **aligned with our school’s vision** for inclusive education and **monitored** for effectiveness and outcomes
7. ensuring professional development by **curriculum vendors** includes all general and special education teachers and addresses multiple accessible formats and other supports for our SwESN

Rating Scale

**1**

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#### [Add Focus Area 2.2 rating to summary table](#_Focus_Area_1.1:)

2.3 To what extent does our schoolwide system facilitate *Individual Student Curriculum Decisions* that result in:

1. **IEP goals, individualized instructional content, collaborative instruction, engagement in instruction, and assessment** of progress for our SwESN within our school’s grade-level general education curriculum
2. our SwESN **participating** with their age-grade level classmates in the same general education community-based learning opportunities
3. **person-centered planning** strategies for IEP content, transition to adult life, and graduation plans
4. opportunities for all our students, including our SwESN, to develop **self-determination, self-monitoring, other social-emotional skills,** and **other essential skills** through instruction built into general education classes, lessons, activities, and routines
5. the **progress** of our SwESN being assessed on embedded essential skills during general education classes, lessons, activities, and routines

Rating Scale

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#### [Add Focus Area 2.3 rating to summary table](#_Focus_Area_1.1:)

2.4 To what extent does our schoolwide system facilitate *Technology and Student Communication Practices* that:

1. reflect a foundation in a **presumption of competence** related to our SwESN being able to communicate
2. promote communication for a **variety of purposes, with varying people, and with multiple ways of communicating** across general education classes, lessons, activities, and routines
3. ensure the provision of **assistive and instructional technology** that allows our students to access, engage, and progress in the general education curriculum
4. result in a communicative competence **improvement trend** that is evident across multiple years of our students’ IEPs
5. provide **funding, resources, outreach, and support** for all instructional personnel, family members, peers, and our students using AAC systems

Rating Scale

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#### [Add Focus Area 2.4 rating to summary table](#_Focus_Area_1.1:)

2.5 To what extent does our schoolwide system facilitate *Collaboration for Curriculum Access* through:

1. ensuring our school provides sufficient **regularly scheduled time** for collaborative co-planning, co-implementing, and co-assessing specially-designed instruction for our SwESN
2. promoting **shared expertise, collaborative decision-making, and problem-solving, and collective responsibility** within our school
3. promoting co-planning, co-implementing, and co-assessing effectiveness of **instruction** designed to ensure progress in the general education curriculum for our SwESN
4. promoting co-planning, co-implementing, and co-assessing effectiveness of **accommodations and supports** to meet our individual students' needs for engaging in general education classes, lessons, activities, and routines
5. ensuring **families** participate as **equal team members** in co-planning and problem-solving in the education of their children with extensive support needs with intentionally-planned and regular communication and consultation
6. promoting **instruction and data collection** on individualized IEP goals occurring during general education classes, lessons, activities, and routines

Rating Scale

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#### [Add Focus Area 2.5 rating to summary table](#_Focus_Area_1.1:)

2.6 To what extent does our schoolwide system facilitate *Systemic Change* by:

1. **convening a school leadership team** that meets at least quarterly, approaches change as a positive process, and uses implementation science methods and strategies to improve general education curriculum content and access for our SwESN
2. promoting understanding of and advocacy for **federal and state laws and policies** related to access to the general education curriculum for our SwESN
3. advocating for increased availability of **district-approved testing accommodations** based on the principles of UDL for all our general education students with and without disabilities
4. providing **outreach to and support** for family leadership and advocacy for developing and sustaining an inclusive education system
5. implementing **policies, procedures, and practices** that include stakeholder **reflection** to develop and implement improvement plans that investigate **systemic biases** and increase **access** to the general education curriculum for our SwESN
6. using **a scheduling process** that ensures the assignment of all our SwESN to general education classes before other general education students, and then scheduling personnel to meet student needs
7. providing f**unding and other resources** to develop, implement, and evaluate professional development and coaching to increase access to the general curriculum based on the needs of personnel and families

Rating Scale

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#### [Add Focus Area 2.6 rating to summary table](#_Focus_Area_1.1:)

2.7 To what extent does our schoolwide system facilitate *Annual Monitoring* that:

1. results in an increase in the number of our SwESN who have access to a **robust system of communication** that allows them to demonstrate progress on the general education curriculum
2. results in an increase in the number of our SwESN who **access, engage in, and make progress on** the general education curriculum
3. measures the impact of professional development on **IEP goals, services, and supports** planned to facilitate access to the general education curriculum for our SwESN
4. increases instructional personnel’s use of **evidence-based practices** that result in access to general education curriculum content in general education classes, lessons, activities, and routines for our SwESN
5. results in the identification and disruption of **systemic inequities** related to access to the general education curriculum for our SwESN

Rating Scale

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#### [Add Focus Area 2.7 rating to summary table](#_Focus_Area_1.1:)

2.8 To what extent does our schoolwide system facilitate *School Personnel Practices* that:

1. ensure all school communications use **person-first language**, unless otherwise specified by self-advocates, and respects diversity of human variability
2. include systematic proactive recruiting, training, and retaining strategies informed by data and reflective practice, that ensure **qualified personnel** for facilitating access to the general education curriculum for our SwESN
3. use **district coaches, inclusive education facilitators, and resources** to systematically provide professional development with coaching for school administrators and other personnel
4. **braid special and general education professional development opportunities** that promote shared responsibility for the education of all our general education students with and without disabilities

Rating Scale

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#### [Add Focus Area 2.8 rating to summary table](#_Focus_Area_1.1:)

| **Set** | **Positive Examples and Areas for Improvement** |
| --- | --- |
| **2.1 Mindset** |  |
| **2.2 Decision-Making About Curriculum** |  |
| **2.3 Individual Student Curriculum Decisions** |  |
| **2.4 Technology and Student Communication Practices** |  |
| **2.5 Collaboration for Curriculum Access** |  |
| **2.6 Systemic Change** |  |
| **2.7 Annual Monitoring** |  |
| **2.8 School Personnel Practices** |  |

Focus Area 2: Positive Examples and Areas for Improvement

Focus Area 2: Summary Table

|  |  |
| --- | --- |
| **Summary Table: Sets of Features for**  ***General Education Curriculum Content and Access*** | **Rating** |
| **2.1 Mindset** |  |
| **2.2 Decision-Making About Curriculum** |  |
| **2.3 Individual Student Curriculum Decisions** |  |
| **2.4 Technology and Student Communication Practices** |  |
| **2.5 Collaboration for Curriculum Access** |  |
| **2.6 Systemic Change** |  |
| **2.7 Annual Monitoring** |  |
| **2.8 School Personnel Practices** |  |

Connecting *General Education Curriculum Content*

*and Access* to T-I-E-S

|  |  |
| --- | --- |
| **How T-I-E-S relates to**  ***General Education Curriculum Content and Access*** | **What needs to change to increase T-I-E-S for**  ***General Education Curriculum Content and Access*** |
| **Time:** increased number/percent of SwESN in general education classes including math, ELA, science, and social studies |  |
| **Instructional effectiveness:** increased number/percent of SwESN receiving specially-designed instruction embedded in general education classes, lessons, and activities |  |
| **Engagement:** increased number/percent of SwESN demonstrating progress in general education curriculum content areas, including math, ELA, science, and social studies |  |
| **Support:** administrativesupport that increases the number/percent of SwESN demonstrating progress in general education classes including math, ELA, science, and social studies |  |