School RISE Part 2: Features Reflection

Focus Area 2: General Education Curriculum Content and Access

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.

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

1	2	3	4	5
Some features are in place for **some** students, but **not yet for** students with significant cognitive disabilities.	**Most** Features are in place for **most** students, but **not yet for** students with significant cognitive disabilities.	**Most** Features are in place for **most** students, including for **some** students with significant cognitive disabilities.	**Most** Features are in place for **most** students, including **most** students with significant cognitive disabilities.	**All** Features are in place for **all** students, including **all** students with significant cognitive disabilities.

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 used to **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 the 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 your schoolwide system facilitate A MINDSET that:

2.1.1   demonstrates a **clear set of values and high expectations** consistent with the expectation of general education curriculum access and progress for students with the significant cognitive disabilities

2.1.2   reflects an understanding that 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

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2.1.3   reflects a foundation in a **presumption of competence** of students with significant cognitive disabilities to demonstrate progress in the general education curriculum

2.1.4   demonstrates an **unwavering belief** in the value of inclusive education for improving student outcomes

2.1.5   supports continuous improvement of the use of principles of **Universal Design for Learning** in providing access to the curriculum for students with significant cognitive disabilities

2.1.6   reflects the understanding that modifications of general education content and materials should be **only as special as necessary**

Rating ☐

2.2 To what extent does your schoolwide system facilitate DECISION-MAKING ABOUT CURRICULUM by:

2.2.1   ensuring our school uses the state's **general education content standards** for all students, including all students with significant cognitive disabilities, reflective of the belief that **all students can learn**

2.2.2   ensuring that **alternate performance standards** related to alternate assessment are not used in place of the general education content standards for students with significant cognitive disabilities

2.2.3   ensuring that all students, including all students with significant cognitive disabilities, in our school have equal access to the same general education curriculum with **supplemental curriculum** as needed

2.2.4   ensuring curriculum decisions reflect **diverse student communication mode and abilities, language, culture, ethnicity, and family configurations** as valued and respected

2.2.5   providing **joint professional development** with coaching that builds expertise in adapting and supplementing the general education curriculum to meet individually-identified needs of students with significant cognitive disabilities

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2.2.6   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

2.2.7   ensuring professional development by **curriculum vendors** includes all general and special education teachers and addresses multiple accessible formats and other supports for students with significant cognitive disabilities

Rating

2.3 To what extent does your schoolwide system facilitate INDIVIDUAL STUDENT CURRICULUM DECISIONS that result in:

2.3.1 **IEP goals, individualized instructional content, collaborative instruction, engagement in instruction, and assessment** of progress for students with significant cognitive disabilities within our school's grade-level general education curriculum

2.3.2 students with significant cognitive disabilities **participating** with their age-grade level classmates in the same general education community-based learning opportunities

2.3.3 **person-centered planning** strategies for IEP content, transition to adult life, and graduation plans

2.3.4 opportunities for students to acquire **self-determination, self-monitoring, other social-emotional skills** and **other essential skills** built into instruction in general education classes, lessons, activities, and routines

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2.3.5 the **progress** of students with significant cognitive disabilities assessed on embedded essential skills during general education classes, lessons, activities, and routines

Rating ☐

2.4 To what extent does your schoolwide system facilitate TECHNOLOGY AND STUDENT COMMUNICATION PRACTICES that:

2.4.1   reflect a foundation in a **presumption of competence** of students with significant cognitive disabilities to communicate

2.4.2   promote communication for a **variety of purposes, with varying people, and with multiple ways of communicating** across general education classes, lessons, activities, and routines

2.4.3   ensure the provision of **assistive and instructional technology** that allows access, engagement, and student progress in the general education curriculum

2.4.4   result in a communicative competence **improvement trend** that is evident across multiple years of a student's IEPs

2.4.5   provide **funding, resources, outreach, and support** for all instructional personnel, family members, peers, and students using AAC systems

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Rating ☐

2.5 To what extent does your schoolwide system facilitate COLLABORATION FOR CURRICULUM ACCESS through:

2.5.1   ensuring our school provides sufficient **regularly scheduled time** for collaborative co-planning, co-implementing, and co-assessing specially-designed instruction for students with significant cognitive disabilities

2.5.2   promoting **shared expertise, collaborative decision-making and problem-solving, and collective responsibility** within our school

2.5.3   promoting co-planning, co-implementing, and co-assessing effectiveness of **instruction** designed to ensure progress in the general education curriculum for students with significant cognitive disabilities

2.5.4   promoting co-planning, co-implementing, and co-assessing effectiveness of **accommodations and supports** to meet individual students' needs for engagement in general education classes, lessons, activities, and routines

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2.5.5   ensuring **families** participate as **equal team members** in co-planning and problem-solving in the education of their children with significant disabilities with intentionally planned and regular communication and consultation

2.5.6   promoting **instruction and data collection** on individualized IEP goals occurring during general education classes, lessons, activities, and routines

Rating ☐

2.6 To what extent does your schoolwide system facilitate SYSTEMIC CHANGE by:

2.6.1 **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 students with significant cognitive disabilities

2.6.2 promoting understanding of and advocacy for **federal and state laws and policies** related to access to the general education curriculum

2.6.3 advocating for increased availability of **district-approved testing accommodations** based on the principles of UDL for all general education students with and without disabilities

2.6.4 providing **outreach to and support** for family leadership and advocacy for developing and sustaining an inclusive education system

2.6.5 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 students with significant cognitive disabilities

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2.6.6 using **a scheduling process** that ensures the assignment of all students with significant cognitive disabilities to general education classes before other general education students, and then scheduling personnel to meet student needs

2.6.7 providing **funding 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

2.7 To what extent does your schoolwide system facilitate ANNUAL MONITORING that:

2.7.1   results in an increase in the number of students with access to a **robust system of communication** that allows students to demonstrate progress on the general education curriculum

2.7.2   results in an increase in the number of students with significant cognitive disabilities who **access, engage in, and make progress on** the general education curriculum

2.7.3   measures the impact of professional development on **IEP goals, services, and supports** planned to facilitate access to the general education curriculum for students with significant disabilities

2.7.4   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

2.7.5   results in the identification and disruption of **systemic inequities** related to access to the general education curriculum

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Rating ☐

2.8 To what extent does your schoolwide system facilitate SCHOOL PERSONNEL PRACTICES that:

2.8.1   all school communications use **person-first language**, unless otherwise specified by self-advocates, and respects diversity of human variability

2.8.2   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 students with significant cognitive disabilities

2.8.3   use **district coaches, inclusive education facilitators, and resources** to systematically provide professional development with coaching for school administrators and other personnel

2.8.4   **braid** special and general education professional development opportunities that promote shared responsibility for the education of all general education students with and without disabilities

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Rating

Focus Area 2: GENERAL EDUCATION CURRICULUM CONTENT AND ACCESS

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	

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	

Identifying the Takeaways

Takeaway 1:

Takeaway 2:

Takeaway 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, and

- align with other initiatives and changes happening in the system.

Takeaways might connect with *Increased Time, Improved Instructional Effectiveness, Increased Engagement, and System Support,* or might focus specifically on what features or Sets of Features your team wants to address. For instance, a Takeaway might be creating a shared inclusive education system vision.

Next Steps

1. Complete Initiative Inventory
2. Complete Inclusive Education Action Plan
3. Begin initial implementation of Action Plan