

# District RISE Part 2:

# Features Reflection

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

Ryndak, D. L., Taub, D., & McDaid, P. (2022). Reflecting on Inclusive Systems of Education: District Level. TIES National Technical Assistance Center, University of Minnesota.

Author Notes:

The author(s) disclosed receipt of the following financial support for the literature review, authorship, and/or publication of this tool: The literature review and development of this tool were supported by the Office of Special Education Programs, U.S. Department of Education, through Grant H326Y170004 to the University of Minnesota and Grant H325D170085 to the University of North Carolina at Greensboro. The opinions expressed are those of the authors and do not represent views of the Office of Special Education Programs or the U.S. Department of Education.

2 We wish to acknowledge the contributions of Kristin Burnette, Donna Lehr, Dale Baker, Somer Matthews, Kari Alberque, Meghan Cosier, Lewis Jackson, and Erik Carter for their efforts related to the literature review, tool conceptualization, and tool development.



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 districtwide 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 significant cognitive disabilities.

**2**

**Most** Features are in place for **most** students, but **not yet for** students with significant cognitive disabilities.

**3**

**Most** Features are in place for **most** students, including for **some** students with significant cognitive disabilities.

**4**

**Most** Features are in place for **most** students, including **most** students with significant cognitive disabilities.

**5**

**All** Features are in place for **all** students, including **all** students with significant cognitive disabilities.

Icon

Description automatically generated

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

*General Education Curriculum Content and Access* describes the **mindset of district education leaders** that are essential to processes usedto **make decisions about curriculum overall** and for **individual students.** This Focus Areaexplores structures and policies related to **technology, student communication practices, and behavior support practices,** as well as **collaboration for curriculum access.** It also describes features related to district leaders’ use **of systemic improvement cycles to facilitate systemic change, annual monitoring** of students’ access to and progress on the general curriculum,and practices related to ensuring high quality and effective **district personnel.**

2.1 To what extent does your districtwide 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 students with significant cognitive disabilities (SwSCD)
2. reflects an understanding that students engage more readily with curriculum that includes **representation of their personal background**, including ability; race; gender; cultural, ethnic, and linguistic diversity; and socio-economic status
3. reflects a foundation in a **presumption of competence** of SwSCD to demonstrate progress in the general education curriculum
4. demonstrates an **unwavering belief** in the value of inclusive education for improving student outcomes
5. supports continuous improvement of the use of principles of **Universal Design for Learning (UDL)** in providing access to the curriculum for SwSCD
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 significant cognitive disabilities. **2**

**Most** Features are in place for **most** students, but **not yet for** students with significant cognitive disabilities.**3**

**Most** Features are in place for **most** students, including for **some** students with significant cognitive disabilities.**4**

**Most** Features are in place for **most** students, including **most** students with significant cognitive disabilities.**5**

**All** Features are in place for **all** students, including **all** students with significant cognitive disabilities.

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

2.2 To what extent does your districtwide system facilitate *Decision-Making About Curriculum* by:

1. ensuring schools use the state’s **general education content standards** for all students, including all SwSCD, reflective of the belief that **all 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 SwSCD
3. ensuring that all students, including all SwSCD, in a district 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 SwSCD
6. ensuring all **professional development** opportunities related to curriculum and curriculum access, including job-embedded professional development and coaching, are **aligned with the district’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 SwSCD

Rating Scale

**1**

**Some** features are in place for **some** students, but **not yet for** students with significant cognitive disabilities. **2**

**Most** Features are in place for **most** students, but **not yet for** students with significant cognitive disabilities.**3**

**Most** Features are in place for **most** students, including for **some** students with significant cognitive disabilities.**4**

**Most** Features are in place for **most** students, including **most** students with significant cognitive disabilities.**5**

**All** Features are in place for **all** students, including **all** students with significant cognitive disabilities.

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

2.3 To what extent does your districtwide 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 SwSCD within their school’s grade-level general education curriculum
2. SwSCD **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 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
5. the **progress** of SwSCD assessed on embedded essential skills during general education classes, lessons, activities, and routines

Rating Scale

**1**

**Some** features are in place for **some** students, but **not yet for** students with significant cognitive disabilities. **2**

**Most** Features are in place for **most** students, but **not yet for** students with significant cognitive disabilities.**3**

**Most** Features are in place for **most** students, including for **some** students with significant cognitive disabilities.**4**

**Most** Features are in place for **most** students, including **most** students with significant cognitive disabilities.**5**

**All** Features are in place for **all** students, including **all** students with significant cognitive disabilities.

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

2.4 To what extent does your districtwide system facilitate *Technology and Student Communication Practices* that:

1. reflect a foundation in a **presumption of competence** of SwSCD 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 access, engagement, and student progress in the general education curriculum
4. result in a communicative competence **improvement trend** that is evident across multiple years of a student's IEPs
5. provide **funding, resources, outreach, and support** for all instructional personnel, family members, peers, and students using AAC systems

Rating Scale

**1**

**Some** features are in place for **some** students, but **not yet for** students with significant cognitive disabilities. **2**

**Most** Features are in place for **most** students, but **not yet for** students with significant cognitive disabilities.**3**

**Most** Features are in place for **most** students, including for **some** students with significant cognitive disabilities.**4**

**Most** Features are in place for **most** students, including **most** students with significant cognitive disabilities.**5**

**All** Features are in place for **all** students, including **all** students with significant cognitive disabilities.

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

2.5 To what extent does your districtwide system facilitate *Collaboration for Curriculum Access* through:

1. ensuring schools provide sufficient **regularly scheduled time** for collaborative co-planning, co-implementing, and co-assessing specially-designed instruction for SwSCD
2. promoting **shared expertise, collaborative decision-making and problem-solving, and collective responsibility** with and within districts
3. promoting co-planning, co-implementing, and co-assessing effectiveness of **instruction** designed to ensure progress in the general education curriculum for SwSCD
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
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
6. promoting **instruction and data collection** on individualized IEP goals occurring during general education classes, lessons, activities, and routines

Rating Scale

**1**

**Some** features are in place for **some** students, but **not yet for** students with significant cognitive disabilities. **2**

**Most** Features are in place for **most** students, but **not yet for** students with significant cognitive disabilities.**3**

**Most** Features are in place for **most** students, including for **some** students with significant cognitive disabilities.**4**

**Most** Features are in place for **most** students, including **most** students with significant cognitive disabilities.**5**

**All** Features are in place for **all** students, including **all** students with significant cognitive disabilities.

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

2.6 To what extent does your districtwide system facilitate *Systemic Change* by:

1. **convening a district 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 SwSCD
2. promoting understanding of and advocacy for **federal and state laws and policies** related to access to the general education curriculum
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
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 SwSCD
6. providing resources and training about **scheduling processes** that ensure the assignment of all SwSCD 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 technical assistance and coaching to increase access to the general curriculum based on the needs of personnel and families

Rating Scale

**1**

**Some** features are in place for **some** students, but **not yet for** students with significant cognitive disabilities. **2**

**Most** Features are in place for **most** students, but **not yet for** students with significant cognitive disabilities.**3**

**Most** Features are in place for **most** students, including for **some** students with significant cognitive disabilities.**4**

**Most** Features are in place for **most** students, including **most** students with significant cognitive disabilities.**5**

**All** Features are in place for **all** students, including **all** students with significant cognitive disabilities.

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

2.7 To what extent does your districtwide system facilitate *Annual Monitoring* that:

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. results in an increase in the number of SwSCD 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 SwSCD
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
5. results in the identification and disruption of **systemic inequities** related to access to the general education curriculum

Rating Scale

**1**

**Some** features are in place for **some** students, but **not yet for** students with significant cognitive disabilities. **2**

**Most** Features are in place for **most** students, but **not yet for** students with significant cognitive disabilities.**3**

**Most** Features are in place for **most** students, including for **some** students with significant cognitive disabilities.**4**

**Most** Features are in place for **most** students, including **most** students with significant cognitive disabilities.**5**

**All** Features are in place for **all** students, including **all** students with significant cognitive disabilities.

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

2.8 To what extent does your districtwide system facilitate District *Personnel Practices* that:

1. ensure all district 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 SwSCD
3. provide **district coaches and inclusive education facilitators** with experience and expertise in the general education curriculum and access for SwSCD who systematically provide professional development with technical assistance and 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 general education students with and without disabilities

Rating Scale

**1**

**Some** features are in place for **some** students, but **not yet for** students with significant cognitive disabilities. **2**

**Most** Features are in place for **most** students, but **not yet for** students with significant cognitive disabilities.**3**

**Most** Features are in place for **most** students, including for **some** students with significant cognitive disabilities.**4**

**Most** Features are in place for **most** students, including **most** students with significant cognitive disabilities.**5**

**All** Features are in place for **all** students, including **all** students with significant cognitive disabilities.

#### [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 District 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 District 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 schools in which SwSCD are in general education classes including math, ELA, science, and social studies |  |
| **Instructional effectiveness:**  increasednumber/percent of schools in which SwSCD receive specially-designed instruction embedded in general education classes, lessons, and activities |  |
| **Engagement:** increased number/percent of schools with an increased number/percent of SwSCD demonstrating progress in general education curriculum content areas, including math, ELA, science, and social studies |  |
| **Support:** district support to schools that increases the number/percent of SwSCD demonstrating progress in general education classes including math, ELA, science, and social studies |  |