

# School RISE Part 2:

# Features Reflection

## Focus Area 1: *Placement* and *Settings*

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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**

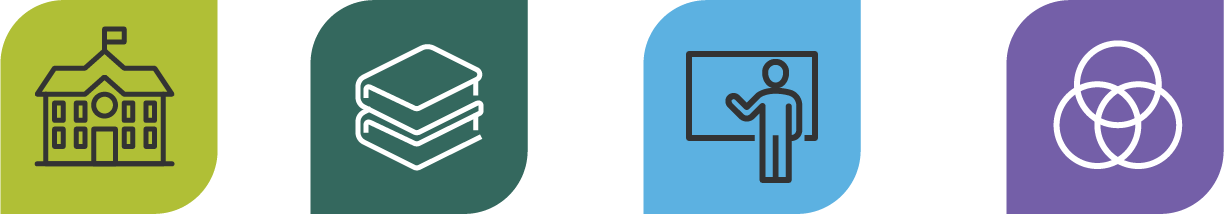
**Most** features are in place for **most** students, including for **some** students with extensive support needs.

**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.



## Focus Area 1: *Placement* and *Settings*

*Placement and Settings* describes the **mission and vision statements, mindset,** and qualities of our **school education leaders** that are essential to **neighborhood general education school and class placements.** This Focus Area also describes **effective general education settings** and **supports and services** that ensure access to all instructional and extracurricular activities for all students, including students with extensive support needs. It includes an examination of our **school personnel practices,** and how our **school improvement planning and implementation practices** support placement of students in our general education schools and our general education classes.

Note: The term neighborhood school refers to the public school that a student would attend if they did not have a disability.

### 1.1 To what extent does our schoolwide system facilitate *Mission and Vision Statements* that:

1. respect **diversity of human variability** in all interactions
2. recognize the **presumption of competence** of students with extensive support needs (SwESN) consistent with the philosophy that every student can learn
3. ensure all general education students with and without disabilities are demonstrating **progress** in age-grade level general education classes at their neighborhood schools\* or school of choice
4. ensure all general education students with and without disabilities are **equal and valued contributing members** of their class and school communities
5. commit **each teacher to be accountable** for demonstrating progress of all students in age-grade level general education curriculum at their neighborhood schools\*

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 f**eatures 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.

#### [Add Focus Area 1.1 rating to summary table](#_Focus_Area_1.1:)

### 1.2 To what extent does our schoolwide system facilitate an *Inclusive Mindset* that:

1. demonstrates an **unwavering belief** in the importance of inclusive education for improving student outcomes
2. is **informed by the research** documenting the unintended negative consequences of segregated education
3. demonstrates an understanding that each person **experiences the education system differently** based on their personal background, including abilities; race; gender; cultural, ethnic, and linguistic diversity; and socio-economic status
4. honors the understanding that education services are provided to **empower students** with and without disabilities to be **fully valued and participating members** of inclusive communities during and after exiting the education system, rather than to “fix” or eliminate a disability
5. views **all students as general education** students, and special education as a service delivered in general education settings
6. demonstrates the understanding that **challenging behavior** is a method of communication that can be addressed effectively within neighborhood schools\* and general education classes
7. demonstrates a **commitment to change** any policy or procedure that is a barrier to placement of students in their neighborhood schools\* and general education classes

Rating Scale

**1**

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

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**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.

#### [Add Focus Area 1.2 rating to summary table](#_Focus_Area_1.1:)

### 1.3 To what extent does our schoolwide system facilitate *Placement in Neighborhood Schools\** through:

1. **communication and collaboration** across all personnel and departments indicating that all students for whom this is their neighborhood school\* each student is expected to attend, regardless of disability label or level of disability
2. **collective responsibility and collaborative decision-making** among all school personnel, families, and community members knowledgeable about individual students to maintain the placement of all students in their neighborhood school\*
3. annual monitoring and public reporting of disaggregated data on **school placement patterns** (Pre-K to 21) for SwESN to **identify and disrupt structures that are barriers** to placement of students in their neighborhood school\*
4. reflection of the **natural proportions** of students with disabilities within the community from which our school draws enrollment
5. an **IEP review process** that requires goals and strategies for moving SwESN to their neighborhood schools\*
6. multi-year plans to **develop our school’s capacity** to **return any SwESN** from out-of-district and regional placements
7. general education students with and without disabilities **being transported together, arriving, and departing** to and from our school at the same time

Rating Scale

**1**

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

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#### [Add Focus Area 1.3 rating to summary table](#_Focus_Area_1.1:)

### 1.4 To what extent does our schoolwide system facilitate *Placement in General Education Classes* with:

1. **communication and collaboration** across all personnel and departments indicating that placement in general education classes is expected across our school
2. **collective responsibility and collaborative** **decision-making** among all school personnel, families, and the community to maintain the placement of all students in general education classes
3. all SwESN **assigned to general education classes prior** to the assignment of other general education students, which is followed by scheduling personnel to meet the students’ needs
4. all SwESN **in general education classes** with age-grade level peers for a minimum of 80% of our school day
5. **natural proportions** of students with disabilities within each class reflecting the same proportions as the community from which our school draws enrollment
6. IEPs that include goals and strategies for **increasing the time** SwESN are in general education classes
7. monitoring of **cultural and linguistic relevance of family resources and supports** related to the importance of placement and inclusive practices for SwESN in general education classes
8. SwESN participating with their age-grade level classmates in the same general education **community-based learning opportunities**
9. SwESN **progressing through the grades** along with their classmates

Rating Scale

**1**

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#### [Add Focus Area 1.4 rating to summary table](#_Focus_Area_1.1:)

### 1.5 To what extent does our schoolwide system promote *Effective General Education Settings* that:

1. are **fully accessible** for all students with or without disabilities
2. demonstrate that all students’ **contributions are valued,** and they are **equal members** of their school, class, and age-grade level communities
3. are **universally designed** to ensure equal access to all district and school programs, services, and extra-curricular activities for SwESN along with their classmates who do not have disabilities
4. include school personnel, peers, and family members who are taught to be **effective communication partners** for students using AAC systems
5. reflect the use of **various configurations** of individualized support and modifications during general education classes, lessons, activities, and routines to meet students’ needs and keep students in general education settings
6. enable implementation of IEP **transition goals** for SwESN in **grades 6-12** within general education classes, lessons, activities, and routines
7. enable implementation of IEP **transition goals** for SwESN (**18-21 years**) into post-secondary education and other community settings with their same age-grade level peers

Rating Scale

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#### [Add Focus Area 1.5 rating to summary table](#_Focus_Area_1.1:)

### 1.6 To what extent does our schoolwide system promote *Supports and Services* that:

1. enable each student to **make progress** in the age-grade level general curriculum and essential skills for participation in school and community life, with instruction embedded within general education classes, lessons, activities, and routines
2. provide **continuous support for multimodal communication** among age-grade classmates and adults across general education classes, lessons, activities, and routines
3. facilitate the **sharing and monitoring of discipline-specific practices** among teachers, related service providers, paraprofessionals, other faculty and staff, and families for use during general education classes, lessons, activities, and routines and at home
4. use **flexible staffing models** and **natural support networks** that increase the time SwESN are in general education classes, lessons, activities, and routines
5. provide individualized behavior supports that **return SwESN** to their neighborhood school and general education classes, lessons, activities, and routines
6. address the **individualized transition needs** of SwESN (18-21 years) and result in competitive employment, community living, and community engagement
7. ensure all students are included in all **school accountability systems**, regardless of the location and type of services they receive

Rating Scale

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#### [Add Focus Area 1.6 rating to summary table](#_Focus_Area_1.1:)

### 1.7 To what extent does our schoolwide system promote *School Education Leaders* who:

1. **share responsibility** for a **single inclusive system** of education with structures, processes and policies that blend special and general education services
2. share responsibility and **increase the percentage of SwESN** in general education classes in our school
3. create a **safe, friendly, and welcoming** school based on an unwavering belief in the value of inclusive education for every student
4. implement a **professional development plan** and **align resources** to support learning by all personnel to increase the percentage of SwESN in general education classes in our school
5. analyze school data to identify and disrupt potential systemic inequities demonstrated by any **disproportionality** reflected in placement data disaggregated by disability category; AAC use; eligibility for the alternate assessment; age/grade; race; gender; socio-economic status; and cultural, ethnic, and linguistic diversity

Rating Scale

**1**

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#### [Add Focus Area 1.7 rating to summary table](#_Focus_Area_1.1:)

### 1.8 To what extent does our schoolwide system promote *Improvement Planning and Implementation Practices* that:

1. **convene a school leadership team** that meets at least quarterly, approaches change as a positive process, and uses implementation science methods and strategies to drive and monitor efforts for an inclusive system of education
2. are based on a clear set of **values, high expectations, and a philosophy** that every student can learn
3. demonstrate a systemic acceptance and promotion of **change as a normal** **and positive process** that uses implementation science methods and strategies for continuous improvement
4. include **reflection** on inclusive education practices by instructional personnel and other stakeholders
5. engage **families, self-advocates, and allies** from diverse backgroundsin the development and implementation of improvement plans
6. identify and remove **systemic barriers** and **increase the placement** of SwESN in general education classes in our school
7. provide and evaluate the **impact of professional development with coaching** to **disrupt systemic inequities** in the placement of SwESN
8. use **funding and other resources** to develop, implement, evaluate, and sustain placement in our school and general education classes

Rating Scale

**1**

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#### [Add Focus Area 1.8 rating to summary table](#_Focus_Area_1.1:)

### 1.9 To what extent does our schoolwide system promote *School Personnel Practices* that:

1. ensure all school communications use **person-first language**, unless otherwise specified by self-advocates, maintain confidentiality, and respect 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 placement of SwESN in our school and our general education classes
3. **braid special and general education professional development opportunities** that promote shared responsibility for placement of SwESN in our school and our general education classes
4. use **district coaches, inclusive education facilitators, and district resources** to support school personnel to provide effective services for SwESN in general education classes in our school
5. ground all school andprogram **formal and informal observation data** in evidence-based practices for inclusive education

Rating Scale

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#### [Add Focus Area 1.9 rating to summary table](#_Focus_Area_1.1:)

| **Set** | **Positive Examples and Areas for Improvement** |
| --- | --- |
| **1.1 Mission and Vision** |  |
| **1.2 An Inclusive Mindset** |  |
| **1.3 Placement in Neighborhood Schools\*** |  |
| **1.4 Placement in General Education Classes** |  |
| **1.5 Effective General Education Settings** |  |
| **1.6 Supports and Services** |  |
| **1.7 District Education Leaders** |  |
| **1.8 Improvement Planning and Implementation Practices** |  |
| **1.9 School Personnel Practices** |  |

Focus Area 1: Positive Examples and Areas for Improvement

Focus Area 1: Summary Table

|  |  |
| --- | --- |
| **Summary Table: Sets of Features for *Placement and Settings*** | **Rating** |
| **1.1 Mission and Vision** |  |
| **1.2 An Inclusive Mindset** |  |
| **1.3 Placement in Neighborhood Schools\*** |  |
| **1.4 Placement in General Education Classes** |  |
| **1.5 Effective General Education Settings** |  |
| **1.6 Supports and Services** |  |
| **1.7 District Education Leaders** |  |
| **1.8 Improvement Planning and Implementation Practices** |  |
| **1.9 School Personnel Practices** |  |

## Connecting *Placement and Settings* to T-I-E-S

|  |  |
| --- | --- |
| **How T-I-E-S relate to**  ***Placement and Settings*** | **What needs to change to increase T-I-E-S for *Placement and Settings*** |
| **Time:** number/percent of SwESN with increased time in their neighborhood schools\* and general education classes |  |
| **Instructional effectiveness:** number/percent of SwESN who receive instruction in general education classes across all subject areas |  |
| **Engagement:** number/percent of SwESN engaged with general education peers in lessons, class activities *and* extra-curricular activities |  |
| **Support:** support to instructional personnel that increases the number/percent of SwESN educated in neighborhood schools\* and general education classes |  |