



# State RISE Part 2: Features Reflection

## Focus Area 1: Placement and Settings

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

### Author Notes:

<sup>1</sup> 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.

<sup>2</sup> 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 statewide 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.

## Focus Area 1: PLACEMENT AND SETTINGS



## Focus Area 1: PLACEMENT and SETTINGS

*Placement and Settings* describes the **mission statement, mindset**, and qualities of **state education leaders** that are essential to **neighborhood general education school and class placements**, as well as access to all instructional and extracurricular activities for all students, including students with significant cognitive disabilities. This Focus Area also describes **essential qualities of general education settings**. It includes an examination of **state personnel practices**, and how the **state system evaluates, monitors, and improves** their district technical assistance and coaching to support placement of students in general education schools and classes.

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

## Focus Area 1: PLACEMENT AND SETTINGS

### 1.1 To what extent does your statewide system facilitate MISSION AND VISION STATEMENTS that:

- 1.1.1 respect **diversity of human variability** in all interactions
- 1.1.2 recognize the **presumption of competence** of students with significant cognitive disabilities consistent with the philosophy that every student can learn
- 1.1.3 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
- 1.1.4 ensure all general education students with and without disabilities are **equal and valued contributing members** of their class and school communities
- 1.1.5 commit to **each district being accountable** for demonstrating progress of all students in age-grade level general education curriculum at their neighborhood schools

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Rating

## Focus Area 1: PLACEMENT AND SETTINGS

### 1.2 To what extent does your statewide system facilitate AN INCLUSIVE MINDSET that:

- 1.2.1 demonstrates an **unwavering belief** in the importance of inclusive education for improving student outcomes
- 1.2.2 is **informed by the research** documenting the unintended negative consequences of segregated education
- 1.2.3 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
- 1.2.4 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
- 1.2.5 views **all students as general education** students with special education as a service delivered in general education settings
- 1.2.6 demonstrates the understanding that **challenging behavior** is a method of communication that can be effectively addressed within neighborhood schools and general education classes
- 1.2.7 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

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Rating

## Focus Area 1: PLACEMENT AND SETTINGS

### 1.3 To what extent does your statewide system facilitate PLACEMENT IN NEIGHBORHOOD SCHOOLS that:

- 1.3.1 **communication and collaboration** across all personnel and departments indicating that placement in neighborhood schools is expected across the system
- 1.3.2 **collective responsibility and collaborative decision-making** among all school personnel, families, and the community to maintain the placement of all students in neighborhood schools
- 1.3.3 annual monitoring and public reporting of disaggregated data on **school placement patterns** (Pre-K to 21) for students with significant cognitive disabilities to identify and disrupt structures that are barriers to placement of students in inclusive preschools and neighborhood schools
- 1.3.4 schools reflecting the **natural proportions** of students with disabilities within the community from which the schools draw enrollment
- 1.3.5 an **IEP review process** that requires goals and strategies for moving students with significant cognitive disabilities to their neighborhood schools
- 1.3.6 multi-year plans to **develop capacity** across districts to **return students** with significant cognitive disabilities from out-of-district placements to **neighborhood schools**

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## Focus Area 1: PLACEMENT AND SETTINGS

### 1.4 To what extent does your statewide system facilitate PLACEMENT IN GENERAL EDUCATION CLASSES with:

- 1.4.1 **communication and collaboration** across all personnel and departments indicating that placement in general education classes is expected across the system
- 1.4.2 **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
- 1.4.3 all students with significant cognitive disabilities **assigned to general education classes prior** to the assignment of other general education students, which is followed by personnel scheduling to meet student needs
- 1.4.4 all students with significant cognitive disabilities **in general education classes** with age-grade level peers for a minimum of 80% of the school day
- 1.4.5 **natural proportions** of students with disabilities within each class reflecting the same proportions as the community from which the schools draw enrollment
- 1.4.6 an **IEP review process** that requires goals and strategies for moving students with significant cognitive disabilities to **general education classes**
- 1.4.7 monitoring of **cultural and linguistic relevance of family resources** and supports related to the importance of placement and inclusive practices for students with significant cognitive disabilities in general education classes

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Rating



## Focus Area 1: PLACEMENT AND SETTINGS

### 1.5 To what extent does your statewide system promote **EFFECTIVE GENERAL EDUCATION SETTINGS** that:

- 1.5.1 demonstrate that all students' **contributions are valued** and they are **equal members** of their school, class, and age-grade level communities
- 1.5.2 are **universally designed** to ensure equal access to all district and school programs, services, and extra-curricular activities for students with significant cognitive disabilities along with their classmates who do not have disabilities
- 1.5.3 include school personnel, peers, and family members who are taught to be **effective communication partners** for students using AAC systems
- 1.5.4 reflect the use of **various configurations** of individualized support and modifications during general education classes, lessons, activities, and routines to meet students' needs
- 1.5.5 enable implementation of IEP **transition goals** for students with significant cognitive disabilities in **grades 6-12** within general education classes, activities, and routines
- 1.5.6 enable implementation of IEP **transition goals** for students with significant cognitive disabilities (**18-21 years**) in post-secondary education and other community settings with their same age-grade level peers

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## Focus Area 1: PLACEMENT AND SETTINGS

### 1.6 To what extent does your statewide system promote **SUPPORTS AND SERVICES** that:

- 1.6.1 enable each student to **make progress** in the age-grade level curriculum and essential skills for participation in school and community life with instruction embedded within general education classes, lessons, activities, and routines
- 1.6.2 provide **continuous support for multimodal communication** among age-grade classmates and adults across general education classes, lessons, activities, and routines
- 1.6.3 facilitate **sharing and monitoring discipline-specific practices** among teachers, related service providers, paraprofessionals, and other faculty and staff during general education classes, lessons, activities, and routines
- 1.6.4 use **flexible staffing models** and **natural support networks** that increase the time students with significant cognitive disabilities are in general education classes, lessons, activities, and routines
- 1.6.5 provide individualized behavior supports that **return students** with significant cognitive disabilities to neighborhood schools and/or general education classes, lessons, activities, and routine
- 1.6.6 address the **individualized transition needs** of students with significant cognitive disabilities (18-21 years) and result in competitive employment, community living, and community engagement
- 1.6.7 ensure all students are included in all **state accountability systems**, regardless of the location and type of services they receive

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## Focus Area 1: PLACEMENT AND SETTINGS

### 1.7 To what extent does your statewide system promote STATE EDUCATION LEADERS who:

- 1.7.1 share responsibility for a single inclusive system of education with structures, processes and policies that blend special and general education services
- 1.7.2 share responsibility across leaders and increase the percentage of students with significant cognitive disabilities in general education classes in their neighborhood schools
- 1.7.3 analyze state and district 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

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## Focus Area 1: PLACEMENT AND SETTINGS

### 1.8 To what extent does your statewide system promote IMPROVEMENT PLANNING AND IMPLEMENTATION PRACTICES that:

- 1.8.1 **convene a state 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
- 1.8.2 are based on a clear set of **values, high expectations, and a philosophy** that every student can learn
- 1.8.3 demonstrate a systemic acceptance and promotion of **change as a normal and positive process** that uses implementation science methods and strategies to promote continuous improvement
- 1.8.4 include **reflection** on inclusive education practices by instructional personnel and other stakeholders
- 1.8.5 engage **families, self-advocates, and allies** from diverse backgrounds in the development and implementation of improvement plans
- 1.8.6 identify and remove **systemic barriers** and **increase the placement** of students with significant cognitive disabilities in general education classes in their neighborhood schools
- 1.8.7 provide and evaluate the **impact of technical assistance and coaching to disrupt systemic inequities** in the placement of students with significant cognitive disabilities
- 1.8.8 use **funding and other resources** to develop, implement, evaluate, and sustain placement in neighborhood schools and general education classes

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## Focus Area 1: PLACEMENT AND SETTINGS

### 1.9 To what extent does your statewide system promote STATE PERSONNEL PRACTICES that:

- 1.9.1 ensure all state communications use **person-first language**, unless otherwise specified by self-advocates, maintain confidentiality, and respect diversity of human variability
- 1.9.2 include systematic proactive **recruiting, training, and retaining strategies** informed by data and reflective practice, that ensure qualified personnel for facilitating placement of students with significant cognitive disabilities in neighborhood schools and general education classes
- 1.9.3 **braid** special and general education professional development opportunities that promote shared responsibility for placement of students with significant cognitive disabilities in neighborhood schools and general education classes
- 1.9.4 provide **state coaches and inclusive education facilitators** with experience and expertise that support district and school personnel to provide effective services for students with significant cognitive disabilities in general education classes in their neighborhood schools
- 1.9.5 ground all district, school, and program **evaluation tools** in evidence-based practices for inclusive education
- 1.9.6 engage in formal and informal **partnerships with universities and national experts** to build the capacity of state and district administrators, teachers, paraeducators, state leaders, researchers, and advocates to support placement of students with significant cognitive disabilities in neighborhood schools and general education classes

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## Focus Area 1: PLACEMENT AND SETTINGS

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 State Education Leaders	
1.8 Improvement Planning and Implementation Practices	
1.9 State Personnel Practices	

## Focus Area 1: PLACEMENT AND SETTINGS

<b>Summary Table: Sets of Features for <i>Placement and Settings</i></b>	<b>Rating</b>
<b>1.1 MISSION AND VISION STATEMENTS CLASSES</b>	
<b>1.2 AN INCLUSIVE MINDSET</b>	
<b>1.3 PLACEMENT IN NEIGHBORHOOD SCHOOLS</b>	
<b>1.4 PLACEMENT IN GENERAL EDUCATION</b>	
<b>1.5 EFFECTIVE GENERAL EDUCATION SETTINGS</b>	
<b>1.6 SUPPORTS AND SERVICES</b>	
<b>1.7 STATE EDUCATION LEADERS</b>	
<b>1.8 IMPROVEMENT PLANNING AND IMPLEMENTATION PRACTICES</b>	
<b>1.9 STATE PERSONNEL PRACTICES</b>	



### 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