

Valley View Elementary School's Inclusive Academic Programs and Support



Multiple Tiered Systems of Support (MTSS)

Rocklin Unified School District has adopted Multiple Tiered Systems of Support (MTSS) which is an integrated framework that focuses on strong delivery of core instruction, differentiated and student-centered learning, academic and behavioral data that informs instruction and programs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS integrates a data collection and assessment system, that includes universal screening, diagnostics, and progress monitoring to inform decisions appropriate for each tier of service delivery.

Tier I Instruction for ELA

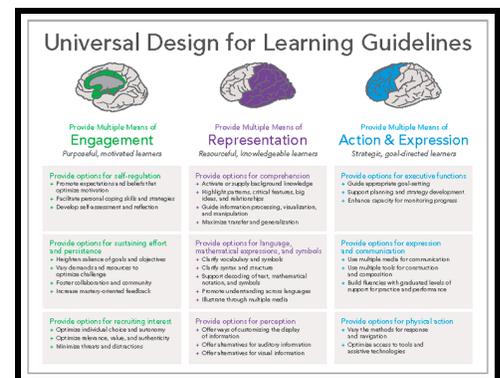
Tier I begins with a strong delivery of California Common Core State Standards aligned classroom instruction. In 2017, the District adopted Benchmark English Language Arts Program for students in grades K-5 and College Board's Springboard Program for students in grades 6. Both curricula provide a balanced and rigorous approach to reading and writing instruction, as well as opportunities for differentiation. RUSD is beginning to implement Universal Design for Learning which includes instructional strategies to ensure students have opportunities for learning through differentiated content, processes, and product. Students are assessed in the beginning, middle, and spring of each school year to help teachers understand how to design instructional support for all students, including gifted and high achievers.

Universal Design for Learning (All Students)

Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, including cognitive neuroscience that guides the development of flexible learning environments that can accommodate individual learning differences.

Recognizing that the way individuals learn can be unique, the UDL framework first defined by David H. Rose, Ed.D. of the Harvard Graduate School of Education and the Center for Applied Special Technology (CAST) in the 1990s, calls for creating curriculum from the outset that provides:

- *Multiple means of representation* to give learners various ways of acquiring information and knowledge



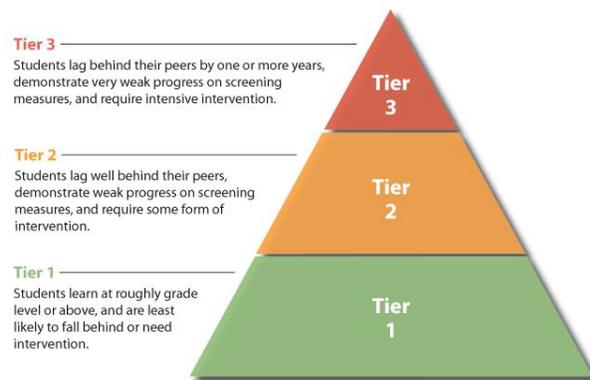
- *Multiple means of expression* to provide learners alternatives for demonstrating what they know
- *Multiple means of engagement* to tap into learners' interests, challenge them appropriately, and motivate them to learn

Curriculum, as defined in the UDL literature, has four parts: instructional goals, methods, materials, and assessments. UDL is intended to increase access to learning by reducing physical, cognitive, intellectual, and organizational barriers to learning, as well as other obstacles. UDL principles also lend themselves to implementing inclusionary practices in the classroom.

Graphic Representation of UDL

Tier II and III are Responses to Intervention - RTI

There is an enormous body of [research](#) indicating that all students make the most academic progress when they are provided with increasingly intensive interventions and/or opportunities to accelerate. The type of tiered intervention system is referred to as “Response to Intervention” or RTI.



One way to insure that regular RTI interventions/accelerations take place is by implementing a teaching model in which all students within a grade level are regularly assessed and placed in leveled groups for a forty minute block of targeted instruction four days weekly. For example, students grade level may be placed in one of four levels based on their needs including an intensive group who receives research-based curricula (needs significant support), a strategic group (needs some support), and benchmark (at grade level group), and an accelerated group (requires extension).

Through this process, students neither become overwhelmed or bored. Instead, their instructional needs are being routinely met through targeted, small group instruction or through accelerated learning opportunities. Movement between the different instructional tiers is fluid and based on student performance. Grade level teachers continually make the necessary changes in student placement in order to meet each student’s individual learning needs. This process results in all students reaching their full potential more rapidly.

Tier II - Strategic Instruction

W.I.N. (also known as Whatever I Need) is a time and opportunity to meet the needs of all learners whether below, on, or above grade level standards. For students not on grade level, this is another layer of support in addition to the time dedicated to core instruction. This instruction focuses primarily on providing more explicit instruction with increased opportunities to practice and learn previously taught skills during core. This instruction uses research based materials and strategies. Students who are on or above grade level receive additional instruction to extend their thinking and knowledge, as well. The composition of the groups is based on data from multiple assessments. All students participate in our WIN program. In 2017-18, our WIN focus is dedicated to English-Language Arts, specifically - reading comprehension strategies, vocabulary, and fluency. These skills may be taught within the context of other subject areas including science, social studies, math, engineering, technology and art. This program serves to advance all learners' knowledge.

Tier III - Intensive Instruction

Based on responsiveness to the interventions provided at Tier II some students may be referred to Tier III. These students will receive more intensive interventions designed to accelerate their rate of learning. This instruction is designed to address specific individual student needs using research based materials and trained personnel. Instruction is often through the collaboration of general and special education staff, and may include further assessment for a specific learning disability.

Inclusive Special Education Programs

Research shows that students with different support needs learn together, they experience better academic and behavioral outcomes, social relationships, high school graduation rates, and post-school success. At Valley View Elementary School, inclusive education provides the support students need to learn and participate in instructional activities in meaningful ways.

Resource Specialist Program - RSP (Qualifying Students)

The Resource Specialist Program is a function of special education. It is the least restrictive special education option for students needing additional academic support in mathematics and English-Language Arts.



In the RSP model, students are placed in a general education class and receive specialized academic instruction (SAI). Small group instruction is provided during the day to deliver the needed support. The amount of SAI for students in the RSP program is determined by the IEP team and based on their current goals.

Student Criteria to Consider for Optimal Success in the RSP Model

A student can access grade level curriculum in a large group setting with accommodations and modifications.

A student has minimal or no behavioral concerns and if there are issues, these can be easily mitigated by the classroom teacher.

Co Teaching

Co-teaching is a function of special education. It is a **minimally restrictive** option for students that can benefit from routine access to general education content and peers.



Students in a coteaching model are placed in a general education classroom. With support from the general education teacher and special education teacher, curriculum delivery is made accessible to the special education students participating in the classroom.

Student Criteria to Consider for Optimal Success in a Co-Teaching Model

A student can access and make progress towards grade level curricula in a large group setting with appropriate accommodations and modifications.

A student has minimal or no behavioral goals and/or can readily respond to appropriate behavioral supports which can be easily mitigated by the classroom teacher and/or instructional aide.

Special Day Class (Qualifying Students)

The Special Day Class program is a function of special education and is a **moderately restrictive** option that provides regular structured inclusion, specialized academic instruction (SAI), and behavioral support.

Student Considerations for Optimal Success in the Special Day Class Model

For the student to receive educational benefit, he/she requires targeted and intensive small group instruction to make progress towards their IEP goals in mathematics and English-Language Arts.

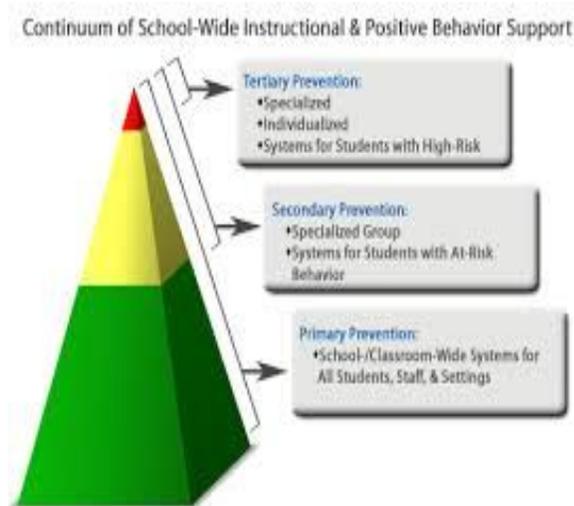
A student has some behavioral goals that can be supported in a small group setting and by an instructional aide during inclusion.

A student has the ability to attend and respond to models of appropriate peer behavior, language, and social skills in a general education setting.

Valley View Elementary School's Inclusive Behavioral Programs and Support

Positive Behavior Interventions and Supports.

PBIS stands for Positive Behavior Interventions and Supports. PBIS provides the multi-tiered system of supports for Valley View Elementary to organize evidence based **behavioral interventions** into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Attention is focused on Tier 1, creating and sustaining school-wide, classroom, and individual systems of support for all students, so that misbehavior is less rewarding, and desired behavior is more effective. For some students, Tier 2 includes specific interventions that support students socially and behaviorally. Finally, a few students who have more intensive behavioral needs may require individual and specialized services. This system supported by a structured use of data by our school team in order to make determinations about student needs and monitor their success with behavioral interventions.



The evidence based features of School-Wide PBIS include:

- Prevention by being proactive
- Defined and taught positive social expectations
- Acknowledgement of positive behaviors
- Consistent, appropriate consequences for problem behavior
- On-going collection and use of data for team based decision making for students who need “more”
- A continuum of intensive, individual intervention supports
- The evaluation of our systems to ensure effective practices

Tier I - Clear Expectations for Behavior for ALL Students

The purpose of PBIS is to ensure schools have more effective and equitable learning environments. In Tier 1, this is begun through the establishment of clear expectations for behavior. These are taught, modeled, and reinforced across all settings and by all staff. This provides a school

environment that supports students in their social and academic interactions. All school staff are active participants in the school-wide PBIS program.

Valley View Elementary School-Wide Rules:

- Be Safe
- Be Respectful
- Be Responsible



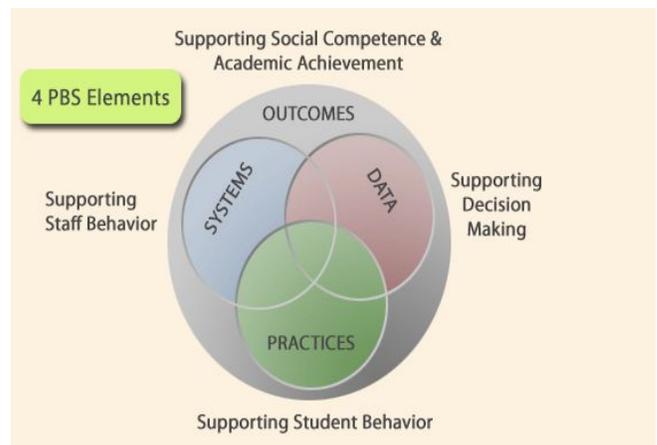
Our three positively stated rules facilitate the teaching of behavioral expectations across school settings. By focusing on three simple rules it is easier for students to remember and it will improve teaching and consistency across staff through the use of a common language. As research has shown, recognizing students for following the rules is more valuable than catching them breaking the rules.

Tier I - Consequences

In order to maximize student instructional time, our staff address problem behavior in their classroom as much as possible. We have developed a clear discipline plan based on teaching expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom. The following pages contain materials outlining the consequence system at our school:

Data Informed Decision Making

Data-informed decision-making aligns instruction and behavioral supports with student and staff needs. Our school team analyzes data from office discipline referrals to identify problem areas, and determine interventions which are needed to reinforce the behavior expectations. These interventions are primary prevention and are proven to reduce school behavior problems and promote a positive school culture. School behavior teams also work to establish systematic strategies for at-risk students and use functional behavior assessments to develop individualized interventions for students who present the most significant behavior challenges.



Tier II - Interventions for Struggling Students

The Tier II-III Intervention Team is comprised of an administrator, special education staff, teachers, and a behavior specialist when needed. The team uses data to identify students and provide appropriate interventions such as Check in Systems or Social Skills Groups. The team monitors the interventions for students needing more support than provided in Tier I. Students can be referred through a request for assistance by school staff and families. Students may also be referred from data (attendance, office discipline referrals, etc.) Staff will complete a Request for Assistance form and email it or send it to the Intervention Team leader.

Tier III - Intensive Interventions for Students

Valley View Elementary's goal is to provide a continuum of supports that begins with the whole school and extends to intensive supports for individual students and their families who have intensive needs or who are in crisis. The site may utilize the services of our School Based Therapist or a District Behaviorist, or may refer families to outside resources and services. In each case, actions plans for supporting students with their social, emotional, and academic success are developed and monitored throughout the process.