

Parker Whitney 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.

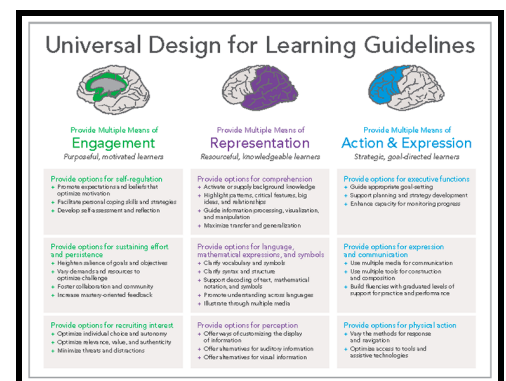
Parker Whitney Elementary is committed to addressing the needs of the whole child. We focus on academics, social emotional behavior and personal achievement. During the 2017-18 school year, Parker Whitney is committed to incorporating a tiered intervention model to meet the needs of all learners. Student learning is personalized and individual, whether to support reinforcement of basic concepts or to accelerate a student in deepening their learning.

Tier I Instruction for ELA

Tier I begins with a strong delivery of California Common Core State Standards aligned with 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 of 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 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:

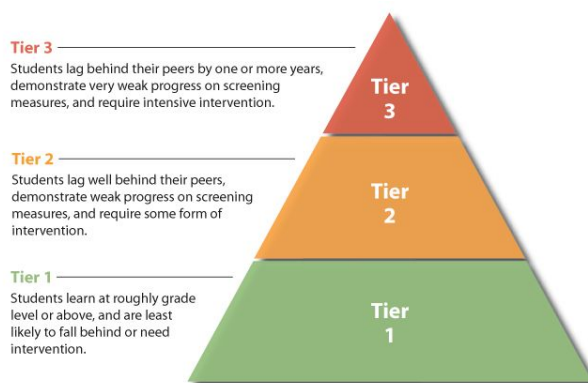
- *Multiple means of representation* to give learners various ways of acquiring information and knowledge,
- *Multiple means of expression* to provide learners alternatives for demonstrating what they know, and
- *Multiple means of engagement* to tap into learners' interests, challenge them appropriately, 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 at a grade level might be placed in 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

During Panther Parade, those students who may be struggling in reading based on classroom performance and on screening assessments are provided supplemental support. This first layer of additional support occurs outside of the time dedicated to core instruction, in small groups. This instruction focuses primarily on providing more explicit instruction with increased opportunities to practice and learn skills taught in the core using research based materials and strategies.

Rocklin Unified School District uses flexible student grouping in Tiers II and III and is implementing it this year across the district. Each student at Parker Whitney in grades Kindergarten through sixth grade is assessed and will begin to participate in RTI rotations from October-May. In 2017-18, the instructional time block will be dedicated to English-Language Arts, specifically - reading comprehension strategies, vocabulary, and fluency. After this time, students will return to their homeroom class and continue English Language-Arts instruction for another hour and a half focusing on additional Common Core state standards.

Tier III - Intensive Instruction

Based on targeted assessments that analyze a student's area of struggling, and of his/her responsiveness to the interventions provided at Tier II or III, some students will be referred to Tier III. These students must receive more intensive interventions which are designed to accelerate their rate of learning. This is done by increasing the frequency and duration of explicit, targeted instruction. 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 when 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 Parker Whitney Elementary, inclusive education is about providing 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) either through a push in model and/or pull out to a small group setting. Small group instruction is provided during the day to deliver the needed support. The amount of SAI required by a student in the RSP program is determined by the IEP team and based on the 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 minimal 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 co-teaching model are placed in a general education classroom. With support from the general education teacher and special education teacher, curriculum and/or delivery are 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. For example, a student participating in the Launchpad program, as determined by his/her IEP team, might include:

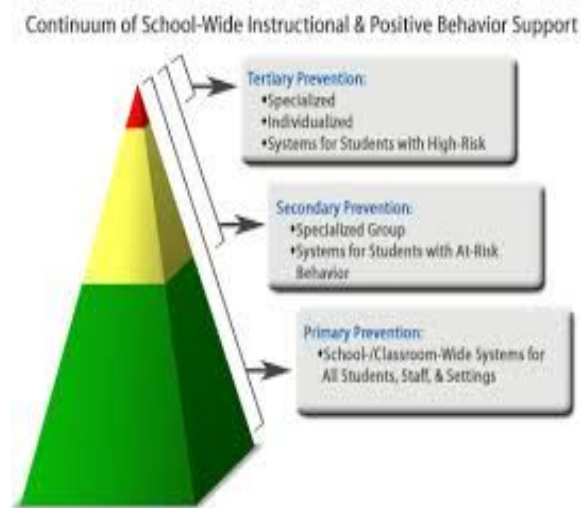
- Regular inclusion in a general education classroom during morning business, science instruction/science lab, the arts, physical education, Spanish, recess/lunch and other special activities to provide general education peer models and socialization.
- Daily blocks of specialized academic instruction in a structured, small group setting (no greater than 4:1) in mathematics and English-Language Arts with a credentialed special education teacher.
- Structured scaffolding with gradual increase of student independence in academics, socialization, and behavioral regulation.

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.

Parker Whitney Elementary 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 Parker Whitney 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 that is 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 is 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 1 - 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 begins 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 programming, including General Education and Special Education staff, Certified and Classified staff, bus drivers and cafeteria and custodial staff, even volunteers and substitute teachers.

PW Panther GRRReat Expectations School-Wide Rules:

- Be Respectful
- Be Responsible
- Be Resourceful



Our few positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on three simple rules it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff through the use of a common language. Positively stated rules are important, because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior.

Tier 1 - Consequences

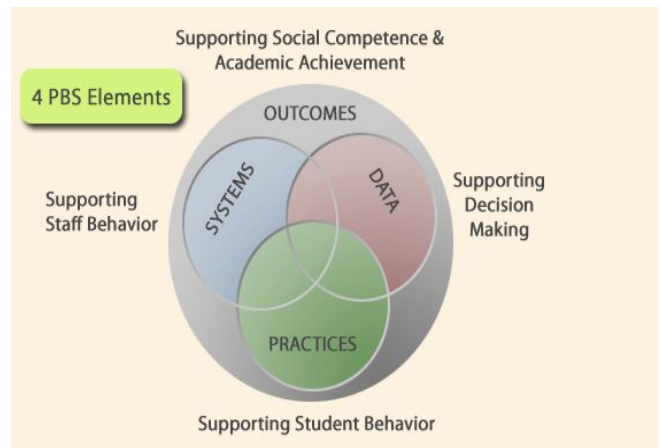
In order to maximize student instructional time our staff address problem behavior in their classroom as much as possible. We have developed a clear discipline plan, which teaches expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom.

The following pages contain materials outlining the consequence system at our school:

- Office Discipline Referral form (*available October 2017*)

Data Informed Decision Making

Data-informed decision-making aligns instruction and behavioral supports to student and staff needs. Our school team analyzes data from office discipline referrals to identify problem areas, and they brainstorm interventions in how to teach and 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 2 - 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, provide appropriate interventions such as Check in Systems or Social Skills Groups. Then, they monitor the interventions for students needing more support than Tier I interventions provide. Students that are not progressing with Tier I supports may need additional interventions. Students can be referred through a request for assistance by school staff and families. Students will 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.

INSERT REQUEST FOR ASSISTANCE FORM

Tier 3 - Intensive Interventions for Students

Parker Whitney's goal is to provide a continuum of supports that begins with the whole school and extends to intensive, wraparound 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 our 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.