

**Puesta del Sol**  
*NOV 17, 2017*  
**PTA  
PRINCIPAL  
COFFEE**

**Brillamos**  
*por*



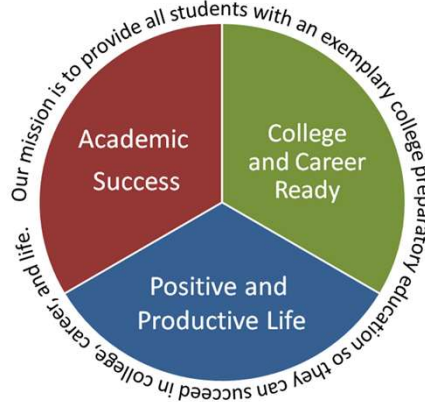
DIVERSIDAD. AMOR. UNIDAD.

**TODAY'S PTA PRINCIPAL COFFEE**

- I. **Student Support Process in BSD and Puesta del Sol**
- II. **Student Services Teams at Puesta del Sol**
- III. **Q & A**



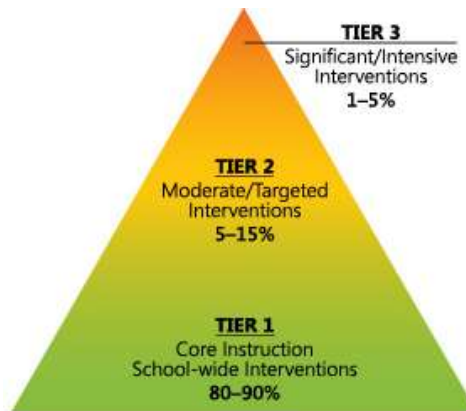
# THE BELLEVUE SCHOOL DISTRICT



Every Student,  
Every Classroom,  
Every Day



# MULTI-TIERED SYSTEMS OF SUPPORT



## MULTI-TIERED SYSTEMS OF SUPPORT – TIER 1

Modifying instruction through differentiation to meet students' diverse learning needs.

Differentiate Content, Process, Products and/or Learning Environment

Examples may include:

- Varied reading materials
- Daily 5 (Los cinco diarios) with diverse literacy activities
- Varied groupings—large, small, or individual
- Amity instructional assistance
- Manipulatives, hands-on supports, Total Physical Response
- Varying length of time for tasks
- Collaborative and independent tasks



## MULTI-TIERED SYSTEMS OF SUPPORT – TIER 2

Organizing group-level supports in classrooms and grade levels based on patterned needs.

Academic Examples may include:

- Targeted small group instruction on Reading fluency, Math facts, etc.
- Reading Clubs
- Focused Amity support
- Added small-group instruction during independent activity time (exploraciones, silent reading, Dream Box, etc.)



### MULTI-TIERED SYSTEMS OF SUPPORT – TIER 3

Identifying and attending to high-level individual academic needs.

Tier 3 Academic Examples may include Tier 2 Supports and:

- Individualized instruction during class-wide activity time (exploraciones, silent reading, Dream Box, etc.)
- Focused skill development practice with Amity intern or VIBES volunteer
- Family study and academic support plan
- Referral to Step 1 and Step 2 Student Services Supports
- Possible evaluation and qualification for 504 Plan or IEP via Special Education



### MULTI-TIERED SYSTEMS OF SUPPORT – TIER 1

All students receive instruction to develop social-emotional intelligence.

Examples include:

- Second Step Curriculum and Child Protection Unit in K-2
- Yale's RULER (Mood meter, Class Charter)
- DESSA-mini screening tool for social-emotional competence
- Community building activities
- Monthly Virtues with Virtues Assemblies
- Positive Behavior Intervention Supports (PBIS) (School-wide expectations, common lessons)
- Panorama Student Survey in Grades 3-5



## ELEMENTARY TIER 1 SOCIAL EMOTIONAL LEARNING CURRICULUM

Program	Levels	Social Emotional Learning Curriculum Resources	Supplemental Character Development	Restorative Practices
<b>Early Learning</b>	Preschool	Second Step Core Program	The Virtues Project (new rotation of virtues for 2016-2018)	Affective Statements
<b>Elementary School</b>	Primary (K-2)	Second Step Core Program Child Protection Unit (CPU)		Affective Questions
	Intermediate (3-5)	The RULER Approach		<b>Talking Circles</b>
	<i>Supplemental Intervention (2<sup>nd</sup> – 5<sup>th</sup> Grade)</i>	<i>ZooU Online assessment and skill builder</i>	Restorative Circles	



## THE VIRTUES PROJECT

### 2016-2018 BSD Virtues

**Virtues of the Month**

September	October	November
compassion	respect	thankfulness
December	January	February
confidence	kindness	integrity
April	May	June
perseverance	cooperation	courage

**Las Virtudes del Mes**

septiembre	octubre	noviembre
la compasión	el respeto	las gracias
diciembre	enero	febrero
la confianza	la bondad	la integridad
abril	mayo	junio
la perseverancia	cooperación	el valor

**每月美德**

九月	十月	十一月
同情心	合作	感恩
十二月	一月	二月
信心	友好	正直
四月	五月	六月
毅力	勇气	原谅 = 宽恕

## K-2 SECOND STEP

### Second Step (Committee for Children)

Unit 1: Skills for Learning

Child Protection Unit

Unit 2: Empathy

Unit 3: Emotion Management

Unit 4: Problem Solving



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**Skills for Learning**

- Focus Attention
- Listen
- Ignore distractions
- Be Assertive
- Use Self-Talk

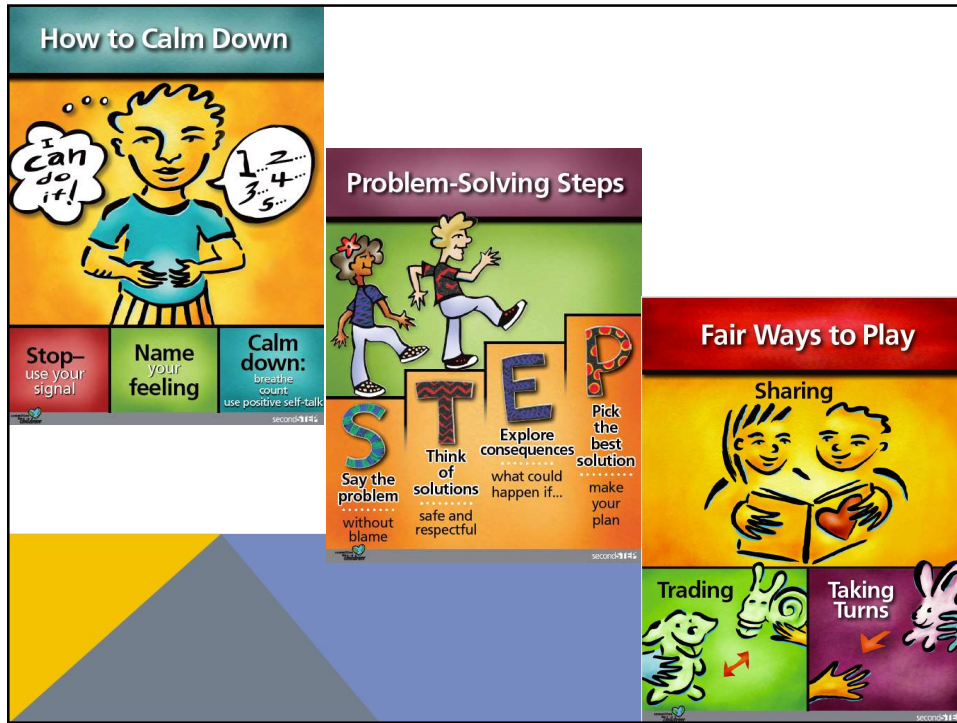
**Empathy**  
is feeling or understanding what someone else is feeling.

- Look at her face and body for clues.
- What is his point of view?
- How does she feel?
- How can I help?
- What is a kind thing to say?

Compassion is empathy in action!

**NEVER-NEVER RULES**

- Never touch guns
- Never play with fire
- Never ride on wheels without wearing a helmet
- Never go in water without an older person watching
- Never use a sharp tool without an older person's help
- Never ride in a car without wearing a seatbelt
- Never touch a dog without asking the person in charge
- Never cross the street without checking all ways for traffic



### 3-5 THE RULER APPROACH

The RULER Approach (Yale Center for Emotional Intelligence)

Anchor 1: Charter

Anchor 2: Mood Meter

Anchor 3: Meta-Moment

Anchor 4: Blueprint

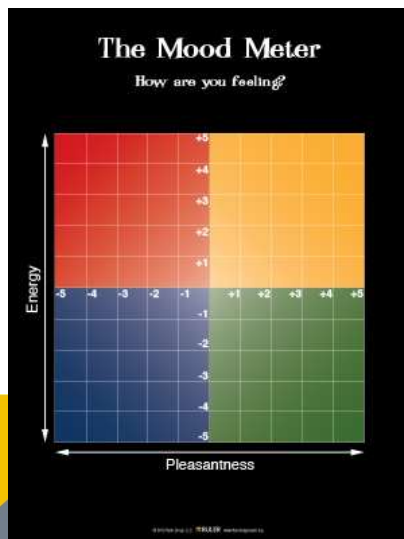


### 3-5 THE RULER APPROACH

- R**ecognizing emotions in self and others
- U**nderstanding the causes and consequences of emotions
- L**abeling emotions accurately
- E**xpressing emotions appropriately
- R**egulating emotions effectively

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### MOOD METER



**MOOD METER APP**  
 BUILD EMOTIONAL INTELLIGENCE THAT LASTS A LIFETIME

How are you feeling?


Developed by Researchers at the Yale Center for Emotional Intelligence [www.yale.edu](http://www.yale.edu)  
 Learn more about the App [www.moodmeterapp.com](http://www.moodmeterapp.com)

- Build greater self-awareness to make more informed decisions
- Increase your emotion vocabulary to communicate more accurately
- Learn effective emotion regulation strategies to manage stress
- Track your emotions over time to notice patterns at home and work


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### TAKE A META-MOMENT




1. Something happens




2. Sense




3. Stop



4. See your best self



5. Strategize



6. Succeed!

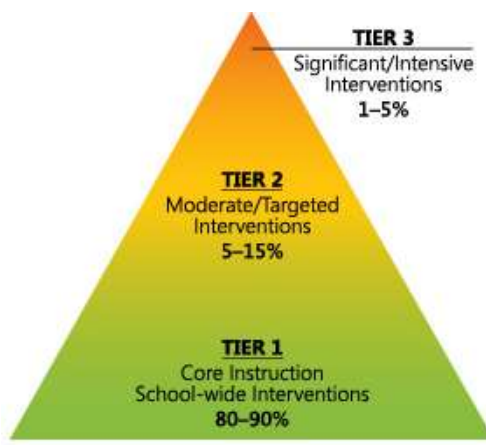
## Solve problems with The Blueprint



Describe	What happened?	
RULER Skill	Me	Other Person
Recognize & Label	How did I feel?	How did ____ feel?
Understand	What caused my feelings?	What caused ____'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did ____ express and regulate his/her feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now?	

## TIER 2 DATA AND INTERVENTIONS FOR SEL

### Social Emotional Needs Data

- DESSA MINI for all students
  - Completed for all students
- DESSA Full when more information is needed to identify needs
  - Used to better identify specific needs for planning interventions



## TIER 2 DATA AND INTERVENTIONS



**Social Emotional Learning  
Tier 2 Interventions**

- Zoo U – Online tool to teach SEL skills to students
- Additional Classroom lessons based on overall classroom need
- Small Group Intervention- Small groups of students meet with counselor to develop skills to address needs. Usually meets weekly for 6-8 weeks

**TIER 3**  
Significant/Intensive Interventions  
1-5%

**TIER 2**  
Moderate/Targeted Interventions  
5-15%

**TIER 1**  
Core Instruction  
School-wide Interventions  
80-90%



## TIER 3 SUPPORTS

- Supports available to students who continue to struggle after Tier 2 Supports have been tried
- Teacher, parent of Student Support Team may refer student for Tier 3 Interventions
- Students go through a Referral Process to determine eligibility

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Significant/Intensive Interventions  
1-5%

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Moderate/Targeted Interventions  
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**TIER 1**  
Core Instruction  
School-wide Interventions  
80-90%

## IF A STUDENT IS EXPERIENCING SUSTAINED DIFFICULTIES WITH ACADEMICS OR SEL:

### Step 1 – (Problem Solving Team)

- Teacher, admin, counselor, ITCL teacher leader, (possibly other grade level colleagues and parent/guardian)
- Review student's strengths and areas of concern, including possible root causes
- Brainstorm Tier 2 supports/interventions to try
- Determine interventions and sets goals for the student's progress that are measureable and observable



## PROGRESS MONITORING

- If student is making satisfactory progress, parent is notified and intervention is continued until no longer needed
- If student is not making satisfactory progress, new intervention/s may be initiated

Or...

- The students may be referred to Step 2 (Referral Team) to consider whether an evaluation is warranted



## STEP 2 – REFERRAL TEAM

- In attendance: Parent/guardian, teacher, admin, school psychologist, Special Education teacher, and (when possible) counselor
- Purpose of team is to determine if an evaluation is warranted following interventions
- Outcome:
  - Teacher and team leave with consensus on next steps
  - Parent/guardian leave with home support plan or next steps
  - Team determination to move on to evaluation for 504/IEP



## STEP 3 – ELIGIBILITY TEAM

- Between Step 2 and Step 3 a Special Education or 504 evaluation occurs
- In attendance: Parent/guardian, teacher, admin, school psychologist, Special Education teacher, and (when possible) counselor
- Outcome: Special Education IEP, 504 Plan or continue with Tier 2/3 supports



## 504 PLAN

- A 504 Plan is a legal document that provides a student with accommodations in the classroom
- The student must have a diagnosis of some kind such as ADHD
- The 504 team consisting of parent, teacher, counselor and administrator meet to determine eligibility and what accommodations are needed
- 504 Plan lasts for a year unless changes are needed before the year
- Examples of accommodations are preferential seating, extra time, provision for classroom breaks, etc.
- A 504 plan does not provide specialized instruction



## INDIVIDUALIZED EDUCATION PLAN (IEP)

- An IEP provides a qualified student with accommodations as well as specially designed instruction by the special education teacher.
- Student must qualify for an IEP with an evaluation and meet state and District requirements for qualification.



## LEARNING DISABILITIES

- For the purposes of special education, to qualify under the category of Specific Learning Disability, a student must have a severe discrepancy between measured cognitive ability and academic achievement as measured by state approved tests. In general, a student needs to be at least two grade levels behind to qualify.



## What are Learning Disabilities?

**From the federal special education law, the Individuals with Disabilities Education Act (IDEA), a “specific learning disability” (SLD) is:**

“a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of mental retardation\*, of emotional disturbance, or of environmental, cultural, or economic disadvantage.”

\*Now known as intellectual disability.

*From The State of  
Learning Disabilities:  
Facts, Trends and  
Emerging Issues (2014)*



## What are Learning Disabilities?

### What we know about LD:

- Arise from neurological differences in brain structure and function
- Affect a person's ability to receive, store, process, retrieve or communicate information
- Considerable frequency of genetic links to LD, ADHD and related disorders within members of the same family
- LD also as consequence of impacts to brain development before and during birth (e.g., maternal malnutrition)
- Postnatal events resulting in LD may include traumatic injuries, severe nutritional deprivation and environmental toxins

From *The State of Learning Disabilities: Facts, Trends and Emerging Issues* (2014)



## Associated Deficits and Disorders

### Attention Deficit/Hyperactivity Disorder (ADHD):

A brain-based disorder that results in significant inattention, hyperactivity, distractibility or a combination of these characteristics.

It is estimated that as many as one-third of those with LD also have ADHD, and like learning disabilities, this disorder is linked both to heredity (genetics) as well as to brain structure and function.

Unlike LD, features of this disorder can be attributed to neurochemical imbalances that can be effectively treated with a combination of behavioral and, as needed, pharmacological therapies.

From *The State of Learning Disabilities: Facts, Trends and Emerging Issues* (2014)



## ADHD

- ADHD is a medical diagnosis and school staff cannot diagnose it.
- If you think your child may have ADHD, consult with your physician. The school can provide information to help with the diagnosis.
- If the student is diagnosed, and requires accommodations, contact the counselor to set up a 504 meeting.
- Students with ADHD or other health conditions do not automatically qualify for special education. The student must also be significantly low in an academic area and qualify for specially designed instruction.



## IF YOU HAVE A CONCERN ABOUT YOUR CHILD

If you are concerned about your child's progress in either academics or behavior, first make an appointment to speak with the classroom teacher.


- The teacher can give you an idea of where the child falls in the range of the class and how he/she performs in the classroom
- The classroom teacher can explain what support the student is receiving in the classroom
- The teacher may suggest a Step 1 Team meeting to discuss the concerns





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 Q & A 