

#### **Fundamental I: Core Curriculum and Instruction**

- A. **Position Statement:** *All students are provided Tier I core instruction as aligned to the Nevada Academic Content Standards (NVACS).*
- B. **Expectations:**
- The Core Actions are evident in planning throughout the PLC process and observable in instruction. Schools use primary and supplementary curricular materials, horizontally and vertically articulated, and documented.
  - ALL intervention time is scheduled outside Tier I core instruction periods.
  - Students receiving intervention are provided equitable access/opportunities for non-core and elective instruction with the collaboration of families in these instructional decisions.
  - School leaders monitor and support the improvement of culturally responsive instructional practices of teachers to ensure student success.
  - Families are critical partners in core instruction.

#### **Fundamental IV: Multi-Tiered System of Supports**

- A. **Position Statement:** *ALL students are provided Tier I core instruction in the general education classroom environment and their individual needs are addressed through collaboration among general education staff, special education staff, and ELL staff and families.*
- B. **Expectations:**
- The MTSS process aligns the *functioning of school leadership structures to create student academic and behavioral success.*
  - The ICEL model is used in the MTSS referral process: instruction, curriculum, and learning environment are ruled out as “causal” factors before attributions to learners requiring interventions are made.
  - Using local and district measures, explicit connections are made between academic and behavioral indicators to monitor effectiveness of core instruction and interventions, including student responsiveness to core instructional practice and intervention as necessary.
  - Functioning PLC’s and MTSS teams meet on a regular basis to review student outcomes and determine needed supports.
  - Documentation of student interventions and outcomes are maintained in the MTSS tab of IC
  - A special education referral is only considered after interventions at all tiers have been implemented with fidelity and student outcomes are insufficient. (MTSS is the evaluation strategy for determining specific learning disabilities).
  - Families are a critical partner in the MTSS process and schools actively engage families in problem solving, outreach to underrepresented families and partner with families to build their capacity to support their children’s learning.

#### **Fundamental II: Inclusive Practice**

- A. **Position Statement:** *Through collaboration among general education, special education, and ELL staff, ALL students will be provided Tier I core instruction in the general education classroom environment.*
- B. **Expectations:**
- ALL instructional staff embrace and demonstrate ownership for ALL students.
  - All resource teachers (special education, ELL, GATE, etc.) are included in PLCs and unit/lesson planning.
  - All students are held to grade level expectations and beyond. These expectations are communicated to families in family-friendly, jargon-free language.
  - Scaffolding is a key component of differentiated classrooms.
  - All staff participate in professional learning to develop crucial cultural competency to enhance understandings and practices with diverse students and families in alignment with the federal Dual Capacity Building Framework for Family-School Partnerships.
  - Time is reserved in each teacher’s schedule for collaborative planning that enhances inclusive practice.

#### **Fundamental III: Climate and Engagement**

- A. **Position Statement:** *School staff use relevant student data (race/ethnicity, student behavior, student access, family engagement, school climate, academic achievement) and effective practices when making decisions to optimize the learning environment to ensure student success.*
- B. **Expectations:**
- Positive, proactive, and restorative relationships are built with ALL students and families.
  - Knowledge of student backgrounds and interests as well as relationships with families drives positive engagement strategies and relevance of class work and homework assignments.
  - Schools honor and recognize students’ and families’ funds of knowledge by creating welcoming, inviting cultures, giving voice, and connecting family engagement to student learning.
  - Administration and teachers, through the PLC and collaborative structures, will explore disproportionality and associations between relevant indicators and student success.
  - Reinforcing positive behavior is exhausted before the use of office referrals and other disciplinary strategies that limit access to instruction.
  - Schools implement PBIS and SEL frameworks, and monitor effectiveness through the MTSS process
  - Schools track and monitor student behavior through IC.
  - Teachers intentionally work toward developing cultural connections for more effective culturally responsive instruction and learning opportunities in and outside of the classroom.