

ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT
Student Services

RSP SUPPORT CLASS FORMAT

Setting up the structure for RS Support Class (Study Skills/Strategies for Success)

Typical 55 min. class:

- First 5-10 minutes – review planner, do DOL (based on grade level standards 9-10) and /or math warm up – based on ELA or Math/ALGEBRA Standards that are on the CAHSEE

- Next 25 Minutes Strategies – follow curriculum map for SFS 9, 10, 11
 - ✓ SQ3R, SQ4R
 - ✓ Reciprocal Teaching – Questioning, summarizing
 - ✓ Cornell System
 - ✓ Note taking – short cuts
 - ✓ KWL
 - ✓ Graphic Organizers
 - ✓ Work on CAHSEE ELA/MATH standards

- Specific Home Work Help – students need to bring homework/assignments
If no homework or assignments to work on – then
 - ✓ Work on goals/objectives in reading, writing, or math
 - ✓ Work on self – advocacy
 - ✓ Work on Transition activities

If the course is offered in a 90 min or 2hr block – adjust the time frame/structure

BLOCK Recommendation:

- 5-10 Review Planner

- 10 minutes DOL or Math review per CAHSEE standard

- 20 Minutes – Teach strategies (see above), CAHSEE Standard problems

- 30 Minutes work on Goal/objectives in Math or Self Advocacy Skills

- 30 Minutes work on Goal/objectives in Writing or ELA or EL

- Or re-teach concepts from English, Science, Math, Social Studies classes – include vocabulary review – use strategies from the SFS Handbook

(Students can work on specific homework if they bring it to class)

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Teachers need to collect data and assignments (from GE/or SFS or Study Skills (support class) that show evidence of working on Goals/objectives – BUILD A PORTFOLIO of work samples that show evidence of working on goals/objectives.

*NOTE: Have student's keep track of their goals/objectives – this is part of self advocacy – for every goal/objective they need 5-10 or more of work samples.

- Students should be actively engaged in the learning process (not sitting and talking, free reading (unless an assignment), listening to music, etc.)

Set Up Point System for the class: KEEP IT SIMPLE – refer to RS Support Weekly Point Sheet (attached).

Suggested Point System (See chart)

- Participation/Attendance 1pt.
- Planner check 1pt.
- Homework/assignment 1pt.
- Follow Rules/Behavior 1pt.
- Work on G/O or other 1pt.

- TOTAL $\overline{5 \text{ pts/day}} = 25\text{pt/week} = A$

Teachers/aides monitor points daily – chart can be done electronically – points totaled automatically. See attached point sheet

SFS 9, 10, 11 and Study Skills – follow same format as above/recommend use same point system as indicated in the above description.

The goal for RS Support Class (Strategies for Success 9,10, 11 or Study Skills) is to have independent learners – students should be taught a routine, if no home work then, choice A, B, or C

RS Study Skills classes are being phased out by grade level. Last year Study Skills at 9th grade level was phased out:

2006-2007 – Study Skills for 10th grade students will be phased out – add SFS 10

2007-2008 - Study Skills for 11th grade students will be phased out – add SFS 11

2008-2009 – Study Skills for 12th grade students will be phased out – add SFS 12

Giving RS support – on the service page:

RSP support (NOT RESOURCE INCLUSION) - Our District gives support through collaboration and consultation with the GE teachers – this is part of the service % that is written in for the primary service.

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RS teachers should be in a “cohort”, “pod” or “house” with general ed. teachers preferably at a grade level or at the most two grade levels. One resource teacher and instructional aide would support their own caseload who are placed with approximately 4-8 GE teachers.

RS teachers/and their instructional aide need to support their own caseload in GE classes.

RS teachers need to determine if their students need a RS support class (14% support) to work on goals and objectives and to support GE Core classes or if “Watch and Consult” 1-2% is enough support for their students. If RS students are on “Watch and Consult” and are doing well in General Education courses (“C” or better) and there is no need for continued RS support, the team may want to consider exiting the student from Special Education. If so a full assessment would need to be completed and reviewed prior to proposed dismissal. If RS students aren’t being successful in GE courses, RS teachers need 1) to find out if accommodations/modifications per the IEP are being provided, 2) is the student attending and doing homework, 3) is the course work too difficult for the student even with accommodations/modifications? An IEP may need to be held to discuss what is happening with the student, how to address concerns about failing (after school tutoring within GE program, coming into resource center for additional support, possible change of courses, or program).

RS teachers need to have their own caseload in their RS support classes. Each RS teacher would need to have two sections of RS support class to support their caseload. This allows for flexibility of scheduling. If the RS support class size is 10-15 students then the RS would need to have the support of their instructional aide in these RS support classes.

For incoming 9th grade RS students 2006-2007 – Many may just need the additional GE interventions – they would be on “Watch and Consult” 1-2% RSP support - RST will need log sheets to show “Watch and Consult” service was given. If next year RS students do need additional support through RS support class the percent of RS services would be 14%. Since the RS student can get intervention in Math and/or ELA in the GE program – this should be considered first. Then add RS support class if the team agrees the student needs more support for work on goals and objectives, organizational skills, or if needs daily contact with case carrier.

Weekly Point Card Strategies for success

Last Name: _____

First Name: _____

Date	Be Prepared Attendance Participation	Notebook Daily Planner Check	Homework /or Completing Assignments / for GE	BiWeekly Report from GE teacher	Mini ELA/Math or Strategies Lesson or G/O	Total
						0
						0
						0
						0
						0
Total/wk						0

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Total/wk						0

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Total/wk						0

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Total/wk						0