

Multi-Tiered Support Framework



MULTI-TIERED SUPPORT FRAMEWORK:
Proactive solutions. Lifelong learners.

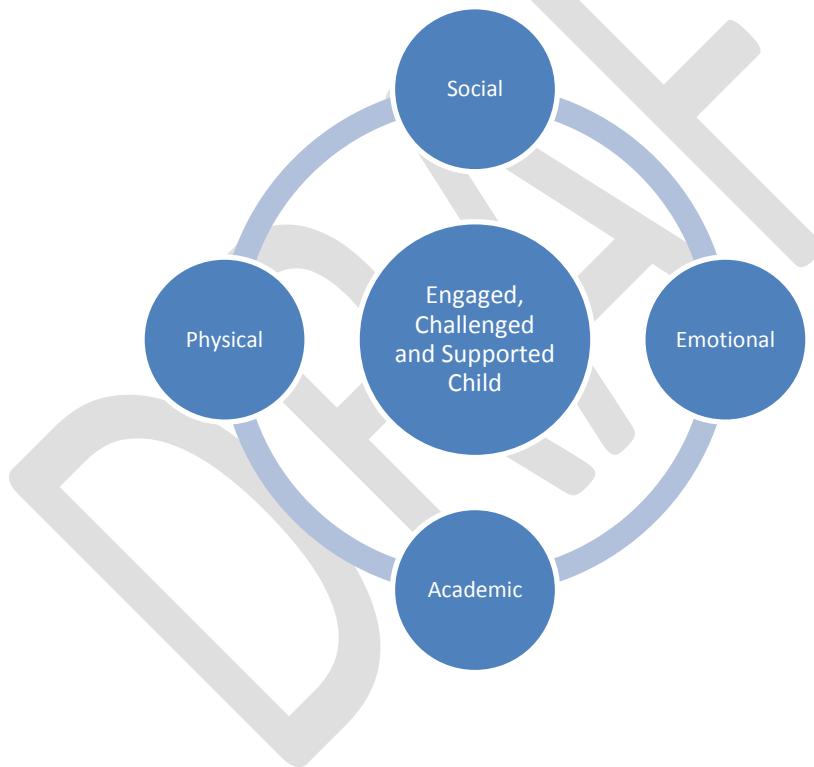
**Alexandria City Public Schools
Division Procedural Guidelines
2013-14**

Statement of Intent:

Alexandria City Public Schools (ACPS) believes that all students can achieve their potential and actively contribute to our local and global communities. It is the intention of ACPS to provide the environment, resources, and commitment to ensure that each and every student succeeds – academically, emotionally, physically, and socially.

ACPS is committed to a multi-tiered system of services and supports that is needs-based and holistic. This system is aligned with early identification, data-based decision making, and implementation of evidence-based practices of appropriate intensity and duration.

Students not achieving or underachieving in school will be provided services and interventions that consider the complete child.



Design Principles:

In order to accomplish this task, the following design principles will be followed by every school:

1. The school division will provide a curriculum, curriculum-aligned assessments, and resources to support the curriculum.
2. Individual schools are expected to use division assessment tools (universal screeners) for the purpose of screening in a standard and systematic way along with multiple measures to inform instruction.
3. Schools have the expectation that their Tier 1 or Core reading/language arts and mathematics curricula (provided by ACPS's Curriculum and Instruction Department) will be of suitable intensity to meet the current needs of the vast majority of their students. Students are considered in Tier I if they are on or above grade level OR making adequate progress to close the gap. For example an ELL student that is just learning English will be below grade level. However, support in the Core should be scaffold in order to allow them to rapidly make progress towards closing the gap. If these students are making rapid progress, even though below grade level, they are still considered Tier I.
4. Students with educational or behavioral needs will receive intervention of appropriate intensity, to meet their given needs.
5. Individual schools will choose their Tier 2 and Tier 3 interventions based on the needs of their at-risk students or students in need of enrichment. The C and I and Student Support and Institutional Advancement departments and their offices are dedicated to helping schools identify appropriate interventions for their students.
6. Services should be proactive to prevent student failure.
7. Schools will submit yearly plans regarding how they will monitor student achievement (through universal screeners and other data points), identify students in need of additional support, assess student needs in a holistic manner, and deliver interventions needed for student success.
8. Each school will have teams that review student data and provide appropriate interventions at three levels: 1) the grade level/department or content/academy level teams 2) School Level Team, and 3) Special Education Team.
9. The Core program should support at least 80% of the students in being successful. If at least 80% of the students are not successful in the core program (both academic and student support) instruction and school-wide supports need to be re-examined. Tier II should be composed of not more than 10 to 15% of the students and Tier III no more than 5 to 10% of the students.

Work Flow:

1) Grade level or content/academy level teams review each child individually that is not succeeding or is underachieving, using multiple data points. The review is done in a holistic manner looking at student needs in the academics, physical, social, and emotional domains. Root cause leverage points are identified, a plan to address the leverage points is developed and implemented, and student progress is monitored for at least four to six weeks.

2A) If the plan is working, it is continued and modified as needed.

OR

2B) If the plan is not working, it is modified and/or the child is referred to the School Level Team. This team reviews individual children in a 360 degree manner, including the plan implemented by the grade level or content/academy level team. Root cause leverage points are identified, a plan to address the leverage points is developed and implemented, and student progress is monitored for at least four to six weeks. It is anticipated that more resources can be brought to the intervention plan by the school level team.

3A) If the plan is working, it is continued and modified as needed.

OR

3B) If the plan is not working it is modified and/or the child may be referred to the Special Education Committee if the team suspects the child has a disability.

Supporting Students Holistically:

When a student is before a team, whether at the grade or content level or at the school level, the presenting issues should be reviewed for root causes in a 360 degree manner: socially, emotionally, academically, and physically. Possible areas for review include:

Social	Emotional	Academic	Physical
Cultural validation	Positive recognition	Classroom supports and structures for learning	Nutrition and wellness
Relationship with adults	Family and personal dynamics	Literacy	Living situation
Peer relationships	Behavior	Mathematics	Attendance
Extra-curricular involvement	Student voice	Classroom/school structures to engage students	
		College and career readiness	
		Grades	

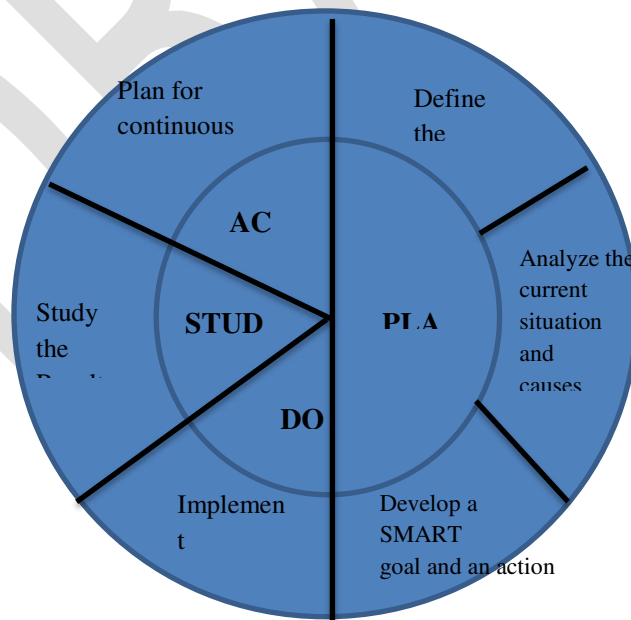
Team Compositions and Primary Responsibilities:

Grade Level or Content/Academy Teams

The purpose of Grade Level or Content/Academy Teams is to prevent student failure by constantly monitoring student progress and proactively intervening while using an existing school structure to collaboratively analyze data, enlist the expertise of the team to share strategies on how to address individual students' needs, develop/modify a previously developed Individual Achievement Plan (IAP)/Individual Career Achievement Plan (ICAP) and progress monitor the outcomes for students. The team with which a teacher normally plans, reviews data, etc. serves as the Grade Level or Content/Academy Team. Appropriate Student Support Team members should be asked to join the teacher level team when student data indicates or staff suspect that supports outside of the classroom are also needed. In addition, the Student Support Team should keep the teacher level team informed of students they are supporting so that all interventions are integrated and aligned.

Grade level teams should keep minutes or records on each student discussed so that all team members as well as the Student Support Team can access the records to ensure they are communicating thoroughly about students. A sample student referral and record form is included in the back of this guide.

The following steps outline how a grade level or content/academy team might function.



PLAN

1. Review Universal Screening data and other relevant data as available and identify students who need additional assistance to succeed in school.

2. Identify what intervention(s) each student will receive, who will provide the intervention(s) to the student, and how often the student will receive the intervention(s). Interventions can be provided in the Core instruction, as a Tier II intervention or as a Tier III intervention. As a team, identify what data will be collected and monitored to determine if students are making progress towards their goal.

DO

3. Implement the Interventions

4. Progress monitor and document via the Individual Achievement Plan (IAP)/Individual Career Achievement Plan (ICAP)

STUDY

5. Determine a schedule for your team of when you will review data or progress monitor for individual students.

6. During the meeting, analyze individual student data for students receiving interventions and decide next steps as appropriate.

ACT

7. Continue implementation with modifications as needed or refer to the School Level Team

Decision Tree

Student Progress	Possible Next Steps
Goal achieved	<ul style="list-style-type: none">• Exit intervention• Set new goal and support
Good progress towards goal	<ul style="list-style-type: none">• Continue current intervention.• Provide less intense intervention (lower tier)• Schedule next progress monitoring• Add an additional goal
Questionable	<ul style="list-style-type: none">• Modify current intervention• Provide more intense intervention (higher tier)• Schedule next progress monitoring• Seek other specialist's advice
Not adequate progress towards goal	<ul style="list-style-type: none">• Modify current intervention.• Provide more intense intervention (higher tier)• Seek other specialist's advice• Refer to School Level Team

5 Minute Checklist

Student Name: _____

Student Progress:

- Goal achieved
 - Good progress towards goal
 - Questionable
 - Not adequate progress towards goal
-

Decision:

- Exit
 - Set new goal and supports
 - Continue current intervention
 - Modify current intervention
 - Provide more intense intervention (higher tier)
 - Provide less intense intervention (lower tier)
 - Schedule next progress monitoring time
 - Seek other specialists advice
 - Schedule School Level Team meeting
-

Notes:

School Level Team

The purpose of the School Level Team is to assist students to be successful in the general education classroom (PreK-12). This team is comprised of a multi-disciplinary group of individuals who create a forum for discussing academic, social, emotional, and physical concerns using a systematic approach in a supportive professional environment. Team members engage in the process of evaluating the current instructional strategies and other supports that were implemented at the grade/class level, analyzing data to address the needs of the student, selecting and implementing new strategies, and developing and/or revising a previously developed Individual Achievement Plan (IAP) or Individual Career Achievement Plan (ICAP) to document and progress monitor improved outcomes for the student. A request to the School Level Team is for the purpose of assisting students who are at-risk. It is **not** a vehicle for referring students to the Special Education Committee. Referring sources to the School Level Team may include but are not limited to the grade level or content/academy level chair, parents, nurses, school administrators, school social workers, specialists, and guidance counselors. Student interventions should begin at the grade or class level first except in the most dire of circumstances.

The School Level Team members should include an administrator, a student management system coordinator or PBIS liaison, academic interventions coordinator or Rtl liaison, grade level or content/academy teacher representative(s), specialist (special education teacher, ELL teacher, reading teacher, math teacher, etc. as appropriate), and Student Support Team representatives (psychologist, counselor, social worker).

The primary functions of the School Level Team include:

PLAN

1. analyzing academic, behavioral, attendance, social, emotional, and physical concerns students may be experiencing that are impacting their success in school;
2. evaluating current strategies based on current data;
3. revising and/or developing an IAP/ICAP for implementation/data collection;

DO

4. implementation of the plan by identified staff

STUDY

5. conducting follow-up meeting(s) to evaluate and study the effectiveness of the interventions

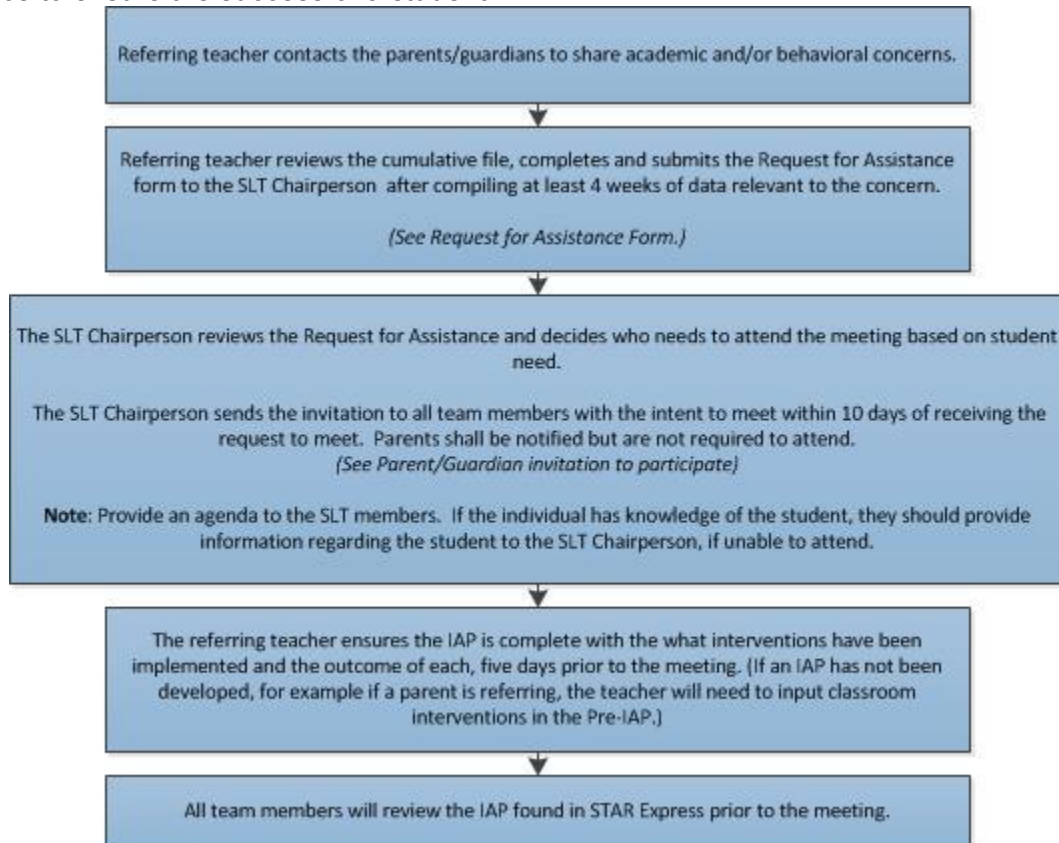
ACT

6. revising or continuing the plan based on the data.

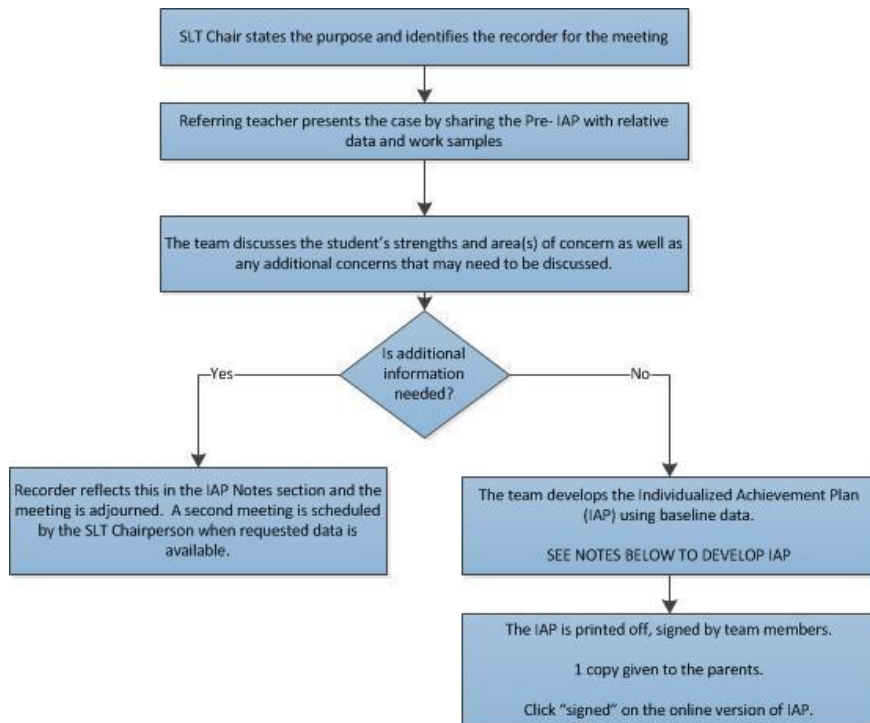
Procedural Guidelines

Step 1~ Prior to the SLT meeting:

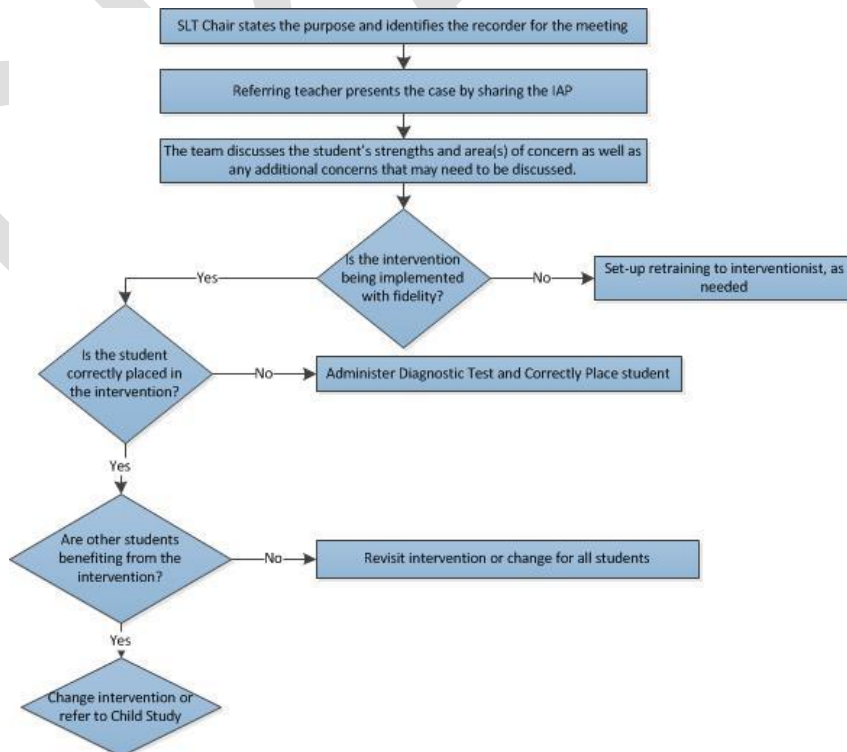
Students are referred to the SLT by a staff member or parent who requests additional assistance to ensure the success of a student.



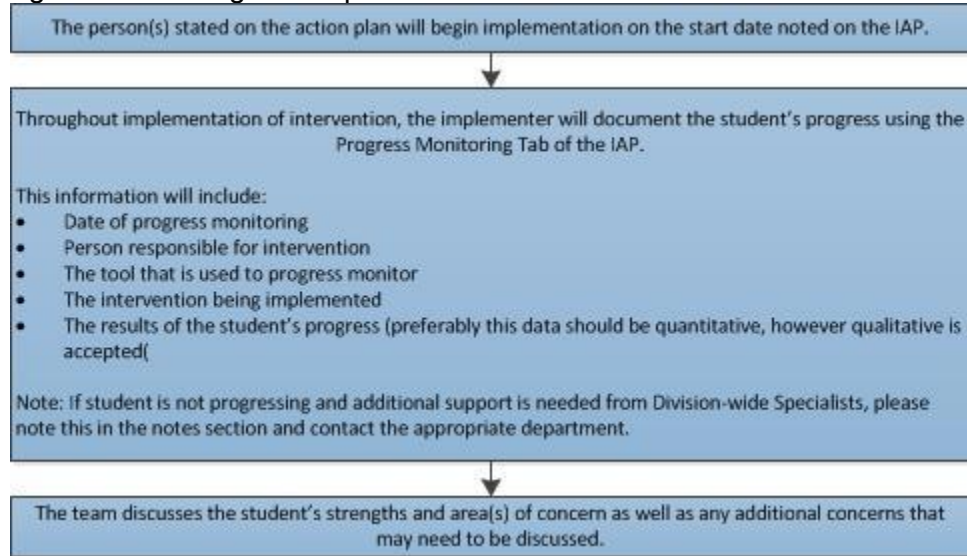
Step 2~ Convene the SLT meeting and follow the steps outlined below:
Option A: Develop an IAP



Option B: Review and revise a current IAP and send a revise copy of the IAP home to the parents



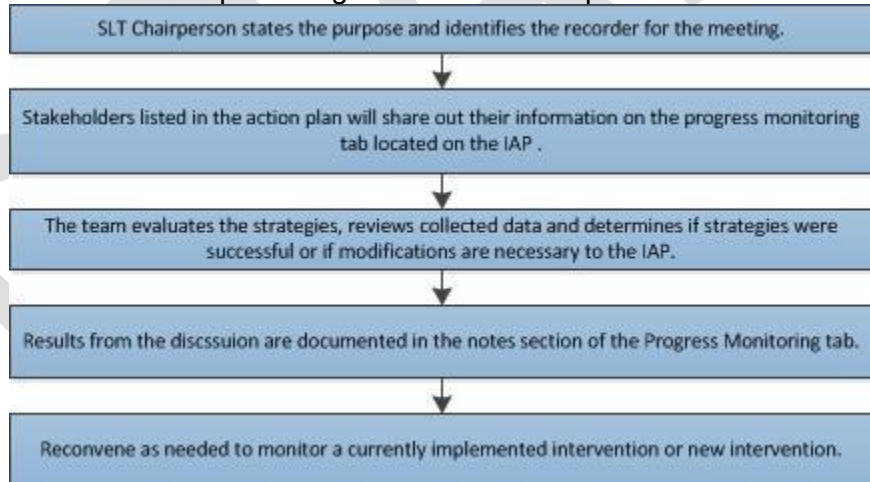
Step 3~ Progress Monitoring and Implementation of Intervention



Step 4~ Prior to the Follow-up Meeting(s):

- The SLT Chairperson provides written notice to all team 10 days prior to the specified Follow-Up Meeting date listed on the IAP

Step 5~ Convene the Follow-up Meeting and follow the steps outlined below.



Tiers of Support:

Interventions will be targeted to meet the leverage point root causes identified as to why the student is not succeeding or is underachieving in school. The level of intervention increases in intensity, frequency and duration as the tiers increase from level I to level III. Tier I is the Core Curriculum and the level at which 80% or more of the students are successful. Interventions can be provided within this Core level through differentiation, scaffolding, etc.

Tier II services increase in intensity from Tier I and may be delivered in one or a combination of the following ways: flexible skill group across classes within a grade, small counseling groups, mentoring groups, flexible skill grouping across classes/across grades, before and after school programs, coordinated programs in addition to the core curriculum, an intervention period for everyone, or a double period of instruction in language arts or math.

Tier III services increase in intensity, duration, and/or frequency from Tier II services. These services may also include one-on-one services.

Sample Supports for the Various Tiers

Tier I	Tier II	Tier III
ACPS Curriculum Guides	Research Proven Interventions	Research Proven Interventions
Elem. Rdg Guidelines	Read 180	One-on-one tutoring
PBIS Plan	I Can Learn	One-on-one counseling
EAP Classes	Counselor Groups	Reading Recovery
Breakfast/Lunch	Attendance Clubs	Corrective/Mastery Reading
School-wide Expectations and Student Management Plan	Small Group Direct Instruction	Therapeutic Intervention
Cooperative Learning Structures	Corrective/Mastery Reading	
RAP Classes	Team Alphie	
Differentiated Instruction	Therapeutic Intervention	
TAG Services		
Health Screenings		
Conflict Resolution		
Honors/AP Classes		
Team Building		

Universal Screeners

Universal Screeners will include, but not limited to, Phonological Awareness Literacy Screening (PALS), Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), and/or the Number of Office Discipline Referrals (ODR).

Literacy

- Students 4 years old to 3rd grade
 - Phonological Awareness Literacy Screening (PALS)
 - Administered fall, mid-year, and spring as required by VDOE guidelines
- Students reading at a 2-2 instructional level and above
 - Scholastic Reading Inventory (SRI)
 - Grades 2-5, administered quarterly
 - Grades 6-8, administered three times a year

Mathematics

- Grades 2-8
 - Scholastic Math Inventory (SMI)
 - Administered three times a year

Reporting Requirements:

What is CEIS?

Coordinated Early Intervening Services (CEIS) are services provided to general education students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment.

What is the reporting requirement?

The regulations require that each school division that implements CEIS to report to the VDOE on the number of children who received CEIS and the number of those children who subsequently received special education and related services during the following two-year period (i.e., the two years after the child has received CEIS). A copy of the school's Multi-Tiered Plan will be due at the beginning of the school year. This plan will be posted on Blackboard along with the school's SEP. The results of the year's work or the number of students referred at the various levels, etc. (See next page) is due to the Office of Special Education no later than June 30 of each year.

Yearly Reporting:

Number of Students Referred to the School Level Team: _____

Number of Students Receiving Intervention due to School Level Referral: _____

Number of Students Referred to the Special Education Committee: _____

Number of Students Found Eligible for Special Education Services: _____

DRAFT

School Level Plan Template

School Name: _____

School Year: _____

Purpose of the team:

ACPS is committed to a multi-tiered system of services and supports that is needs-based and holistic. This team’s work is aligned with early identification, data-based decision making, and implementation of evidence-based practices of appropriate intensity and duration.

Students not achieving or underachieving in school will be provided services and interventions that consider the complete child.

This ‘solution-finding’ team provides a forum in which representatives of the staff can engage in dialogue around academic achievement and school climate/behavior. The team will analyze data to inform decision making, coordinate and align services, share teaching and learning strategies, implement preventive processes as well as evaluate existing programs and procedures.

Team Members and Meetings:

This team will meet on a consistent basis to provide consistent oversight and guidance to the implementation of Response to Intervention and Positive Behavioral Interventions and Supports in the school. Each member of this team is vital and brings essential knowledge to the table. The work of the team members is cyclical in nature in that the team members share information from the meetings as well as bring feedback to the team to inform and move efforts forward.

The meeting dates of this team are as follows:

Please indicate the meetings dates and times for the School year.

In order to help to facilitate the meeting, it is recommended that roles and responsibilities include recorder, time keeper, meeting facilitator, and data manager. Team members may consider rotating these roles.

Name	Position	Expertise	Roles and Responsibilities

Design of Tiered Support

Identify the strategies provided at each tier for the school.

	Tier I	Tier II	Tier III
Academic			
Reading			
Math			
Writing			
Social			
Emotional			
Physical			

Identify the academic assessments and behavioral checkpoints provided at the school for universal screening, progress monitoring and diagnostic.

	Assessment	Who receives assessment	How often is assessment administered?	Benchmarks or Cut Scores
Universal Screener				
Progress Monitoring				
Diagnostic				

Universal Screeners will include, but not limited to, Phonological Awareness Literacy Screening (PALS), Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), Number of Office Discipline Referrals (ODR).

Progress monitoring tools may include, but not limited to, AIMSweb, running records, ACCESS for ELLS, and number of Office Discipline Referrals (ODR) for specific students.

Diagnostic tools may include, but not limited to, Developmental Reading Assessment (DRA), Kindergarten Diagnostic Assessment for Math (KDA), and Functional Behavior Assessment (FBA).

It is recommended that schools establish fidelity and/or inter-rater reliability with these assessments.

Processes and Procedures to support Tiered Framework

- Identification Process
 - Detail the criteria which determines how students are identified to receive Tiered interventions (i.e., How is it determined that a student receives Tier II intervention?)
- Exiting or Moving throughout the Tiers Process
 - Detail how students exit out of a tiered intervention or move throughout the tiers (i.e, How does a student move from Tier III to Tier II? How is it determined that a student no longer needs TierII or Tier III support?)
- New Student Process
 - Academic- Identify how you will assess/gain baseline knowledge of student’s present level. (i.e., will the student be assessed immediately upon enrollment, will the student wait for the upcoming testing window

- depending on time, etc.)
- Social- Identify how will your team will orient student to school-wide expectations and procedures. Review cumulative records and invite parents to identify any supports that may be needed.
 - Emotional – Review cumulative records and invite parents to identify any supports that may be needed.
 - Physical Review cumulative records and invite parents to identify any support that may be needed.
 - Referral Process
 - Detail the process for supporting students in a holistic way when a student is not finding success or underachieving (academically, socially, emotionally, physically.) with a focus on the student rather than programs

Administrators and staff will be held accountable for implementing a comprehensive Multi-Tiered System of Supports through self -evaluation and Division monitoring and support in the areas of: student progress data, implementation data, and adherence to plan.

The school's plan should be submitted in conjunction with the School's Education Plan at the beginning of the new school year. The school's Multi-Tiered Support System Plan will be posted on Blackboard along with the School's Education Plan.

Request for Student Assistance

Name: _____

Grade _____

DOB _____

ELL Y/N _____

Homeroom Teacher _____

Referring Source: _____

Parent/Teacher Conference Date (s): _____

Parent/Teacher Conference Summary: _____

Parent notification of School Level Team referral: yes no Date of notification: _____

Reason for Request (Check all that apply)

<input type="checkbox"/> Mathematics	<input type="checkbox"/> Behavioral (Describe behaviors in observable terms below)
<input type="checkbox"/> Reading	<input type="checkbox"/> Attendance
<input type="checkbox"/> Writing	<input type="checkbox"/> Other, (Specify)
<input type="checkbox"/> Speech/ Language	
<input type="checkbox"/> Spoken language	
<input type="checkbox"/> Written language	
<input type="checkbox"/> Articulation	
<input type="checkbox"/> Oral Language Comprehension	
<hr/>	
<input type="checkbox"/> Medical	

For Academic concerns please complete strengths and challenges below. (Describe in detail)

Strengths:

Challenges:

--

Does the student currently have an IAP? yes no

If the student does not currently have an IAP in the area of concern, has the Pre-IAP been completed? yes no

For Behavioral concerns please complete the table below.

Strategies/Accommodations Attempted	How long has the strategy been attempted?	Did the strategy work?	What is the evidence?

Return completed form to School Level Team Chairperson. Given to School Level Team Chairperson on (date)_____.

Follow-up Letter to Parents

Individual Achievement Plan Parent Update

Student: _____

Date: _____

School: _____

Grade: _____

Dear _____,

An Individual Achievement Plan (IAP) was previously created for your child to ensure that he/she is maximizing his/her fullest potential. Goals were developed to provide a laser like focus in addressing your child's needs with specific action steps to help obtain his or her goals. Your child's progress has been monitored frequently and we recently met as a collaborative team to modify the current plan and/or develop a new set of goals. Please review the updated plan to see the progress your child has made as well as the revised action steps.

We appreciate your support in our effort to help your child be successful in school. If you have any questions please contact me at _____.

Sincerely,

Teacher