Stillwater Area Public Schools

Learning Supports

Implementation Plan

May 2012

# Table of Contents

Areas and items to add:
Referral to problem-solving team forms and procedures……………………………..
Procedures for problem-solving teams……………………
Documentation procedures for SLD assessments…………………..

Written by: Learning Supports Design Team

Introduction

Learning Supports is a framework for providing high quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals, and applying child response data to drive effective educational decisions. The overall Learning Supports approach is intended to address barriers to learning by insuring effective instruction and systematically providing other tiered educational services for the whole child, across six Learning Supports arenas. The content arenas are:

- Classroom-based Approaches
- Support for Transitions
- Family Engagement in Learning
- Community Support
- Crisis Assistance and Prevention
- Student and Family Interventions
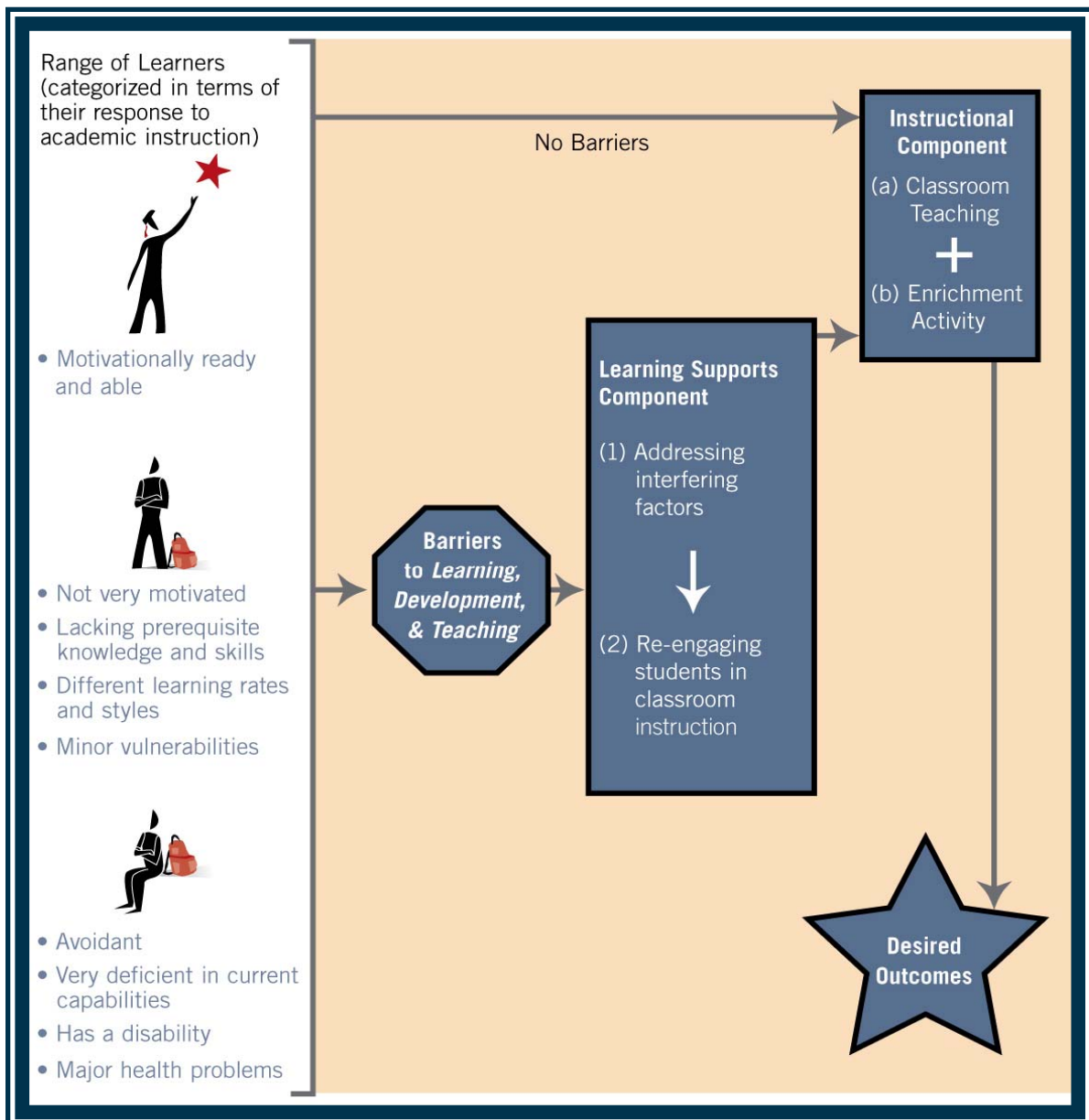
District Vision

Stillwater Area Public Schools District vision consists of a long-range strategic plan adopted by the School Board to guide our District over the next four to five years. Our vision focuses on a number of strategic directions and activities designed, among other things, to provide increased learning opportunities and academic achievement for all students, deliver personalized learning opportunities within the PreK-12 educational program and to provide a safe and caring environment to facilitate learning.   The roadmap provided by our vision is a tight conceptual fit with the tenants of a fully functional Learning Supports system.

Expected Outcomes

The following outcomes are expected with the implementation of Learning Supports and the problem-solving model (PS) in the Stillwater Area Public Schools. These expected outcomes dovetail with the strategic directions of the district vision.

- o   Maximum impact on increased achievement from core instruction for all students.
- o   Maximum effect on student behavior from behavioral supports and increased pro-social behavior.
- o   Effective, targeted instruction and early intervention for at-risk students.
- o   Reduction in the over-representation of diverse student groups in low academic performance, special education and alternative education programs.
- o   Narrowing of the achievement gap between the NCLB subgroups as evidenced by MCA-III assessments.
- o   Increased graduation rate and decreased drop-out rate.
- o   Decreased discipline referrals, suspensions, and expulsions.
- o   Improved attendance rates.
- o   More positive attitudes toward school and academics.
- o   Enhanced special education effectiveness through appropriate identification.
- o   Enhanced English Language Learner effectiveness.
- o   Improved integrity of academic, behavioral, and attendance interventions through fidelity monitoring.

The four basic questions of education (Dufour, Dufour, Eaker, & Many, 2006) have served as critical focal points to guide instruction, curriculum, assessment, interventions, professional development, and programs in Stillwater Area Public School. A comprehensive system of Learning Supports expands upon and strengthens our entire educational system with an additional proactive focus on problem prevention. An additional question has been added (in bold) to communicate the addition of a comprehensive system of learning supports in the district.

1. What exactly do we expect all students to learn?
2. **How will we (a) prevent as many problems as feasible, (b) respond as early as possible after problems appear, and (c) provide effectively for students whose problems are severe and chronic?**
3. How will we know if and when they have learned it?
4. How will we respond when some students don't learn?
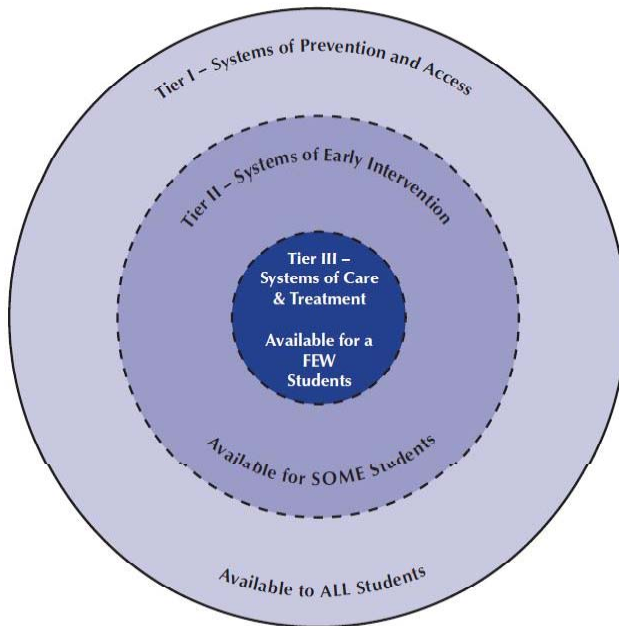5. How will we respond when some students already have learned?

Learning Supports Underlying Assumptions

o We believe all students can learn; some will need different time and support.

o We will not address every issue in a child's life but we will address those that affect learning.

o We will provide more time and different support to meet student needs by addressing barriers to learning. The intensity of support a student receives increases as a student displays a lack of progress toward grade level indicators of success.

o We will provide different support to meet the needs of students who have already demonstrated mastery of grade level indicators of success.

o We will develop, follow, and continually evaluate systematic processes that lead to the very best instruction and support for students.

o We will provide high quality, standards-based instruction.

o We will collaborate vertically and horizontally throughout the system within an integrated structure of Instruction, Learning Supports, and Management.

o We will use a balanced assessment system [including summative, benchmark, and formative assessment] to provide crucial information for success of the system, school, classroom, and individual student.

o We will use research or evidence-based practice in core instruction and support.

o Special Education and Regular Education staff will work collaboratively to provide a seamless continuum of service for students, in a least-restrictive environment.

o We believe that teacher quality is directly related to student achievement; we will provide high quality professional development that supports student achievement, is job- embedded, and on-going.

o We believe that a comprehensive and systematic approach to address all barriers to student learning is essential to our students' success.

Multi-Tiered Model of Learning Supports

RtI models are typified by a three-tiered model of interventions shown as a pyramid that focuses on the broad areas of academic and behavioral performance. A unified and comprehensive system of learning supports expands the RtI conceptualization. It not only stresses a continuum of interventions, it frames what needs to be in place to enable learning, engage students, and keep them engaged. In particular, it stresses the need to strengthen the classroom and school-wide context in ways that enhance the effectiveness of initiatives such as response to intervention. The illustration below highlights our revision of the Rti model of tiered interventions and supports. Note that between the tiers the borders are dashed line to symbolize permeability which allows students to flow from one tier to the next as dictated by need.

Connecting Learning Supports and Response to Intervention (RtI)

Tier I – Systems of Prevention and Access

Tier II – Systems of Early Intervention

Tier III – Systems of Care & Treatment

Available for a FEW Students

Available for SOME Students

Available to ALL Students

Learning Supports extends the notion of three tiers of interventions for just academics and behavior to include six "arenas" of learning supports. This system is a comprehensive approach to addressing all potential barriers to learning and teaching. Learning Supports can be described as:

1. The resources, strategies and practices used by schools.
2. Providing physical, social, emotional and intellectual supports.
3. Enabling all students to have an equal opportunity for success in school.
4. Directly addressing barriers to learning and/teaching and re-engaging disconnected students.

Below is a general description of the six arenas of Learning Supports. Within each of these arenas many different strategies and practices can be put into place at different development levels.

Arena 1 – Classroom-Based Approaches
- High quality, researched-based, standards-based academic and behavioral curricula delivered with fidelity for all students
- A continuum of moderate intensity academic and behavioral interventions available to some students
- A continuum of highly intensive academic and behavioral interventions available to a few students
- A system-wide balanced assessment program of student learning and progress which is linked to student data and potential interventions
- Systemic collaborative models such as PLC's
- Opening the classroom door to bring in available supports
- Redesigning classroom approaches to enhance teacher capability to prevent and handle problems and reduce the need for out of class referrals
- Enhancing and personalizing professional development
- Curricular enrichment and adjunct programs
- Classroom and school-wide approaches used to create and maintain a caring and supportive climate

Arena 2 – Student and Family Interventions
- Providing support as soon as a need is recognized and doing so in the least disruptive ways
- Referral resources and interventions for students and families
- Enhancing access to direct interventions for health, mental health and economic assistance
- Care monitoring, management, information sharing and follow up assessment to coordinate individual interventions and check whether referrals and services are adequate and effective
- Mechanisms for resource coordination and integration to avoid duplication, fill gaps, garner economies of scale and enhance effectiveness

Arena 3 – Family Engagement In Learning
- Addressing specific support and learning needs of families
- Improving mechanisms of communication and connecting school and home
- Involving homes in student decision-making
- Enhancing home support for learning and development
- Recruiting families to strengthen school and community

Arena 4 – Community Support
- Planning and implementing outreach to recruit a wide range of community resources
- Systems to recruit, screen, prepare and maintain community resource involvement
- Reaching out to students and families who don't come to school regularly – including truants and dropouts
- Connecting school and community efforts to promote child and youth development and a sense of community

Arena 5 – Support for Transitions
- Welcoming and social support programs for newcomers

- School-to-school transitions
- Daily transition program (e.g., before/after school, lunch)
- Articulation programs
- Summer or intersession programs
- School-to-career/higher education
- Broad involvement of stakeholders in planning for transitions

Arena 6 – Crisis Assistance and Prevention
- Ensuring immediate assistance in emergencies so students can resume learning
- Forming a school-focused Crisis Team to formulate a response plan and take leadership for developing prevention programs
- Mobilizing staff, students and families to anticipate response plans and recovery efforts
- Creating a caring and safe learning environment
- Working with neighborhood schools and community to integrated planning for response and prevention

It is important to conceptualize that Learning Supports arenas can be delivered at the tier 1 level (for all students), tier 2 level (for some students) and tier 3 (for a few students) depending on student needs. Therefore, it is important to develop resources, strategies and practices within all 18 segments of learning supports (6 arenas X 3 tiers) as depicted by the diagram below.

Tiered Learning Supports By Arena

© 2012 Christopher Balow, Ph.D.
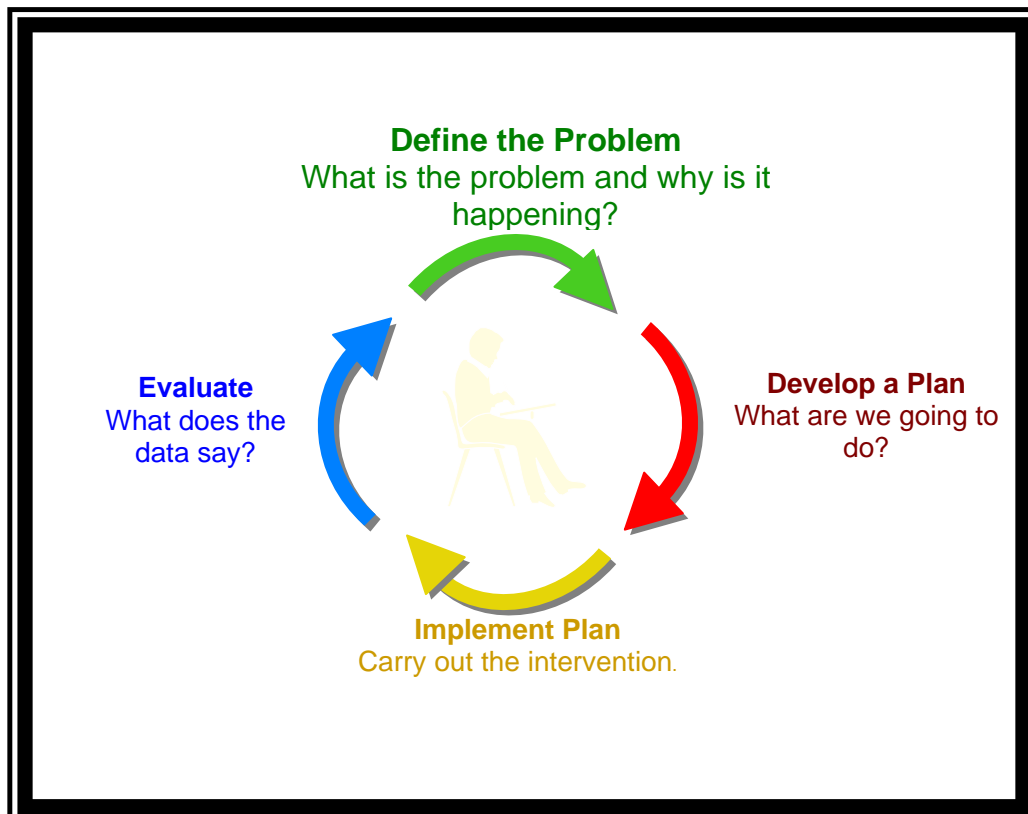Stillwater Area Public Schools
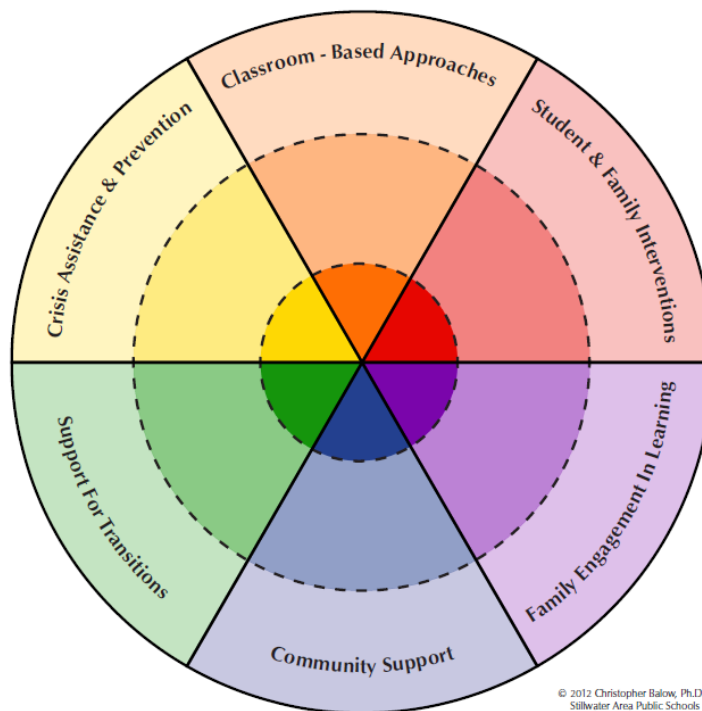
Appendix A contains a district-wide mapping of tiered learning supports organized by developmental level. This document will always be evolving as we add learning supports to fill gaps or to address newly identified needs within the six arenas.

Problem-Solving (PS) Model

Stillwater Area Public Schools uses the problem solving process to guide the development of established and individualized interventions as well as for making all educational decisions. The Problem-Solving Model involved process that consists of a sequence of steps:

- o Problem Identification - Clearly defined problem in concrete, observable terms. Defining a discrepancy statement that states the current status of the problem and the desired outcome. This step may appear simple but unless the correct target is determined the process will likely not produce a beneficial result.
- o Problem Analysis - In-depth analysis of all factors that may be affecting the identified problem. Consideration must be given to factors such as the learner(s), curriculum, teaching and environmental factors.
- o Plan Design and Implementation - Design of an intervention plan that includes clear and measureable goals, a clearly defined sequences of intervention steps, a plan for data collection and analysis, clearly defined timelines and desired targets.
- o Plan Evaluation - Review and analyze data to determine if goals have been achieved. Consider factors that may have contributed to a positive or negative outcome. Recycle the problem-solving process if goal is not attained or maintain if successful.

With respect to establishing a unified and comprehensive system of learning supports, Stillwater Area Public Schools will also use the problem-solving model in developing and implementing how the district and schools enhance policy and practice and rework the operational infrastructure for system and school improvement.

Define the Problem
What is the problem and why is it happening?

Develop a Plan
What are we going to do?

Implement Plan
Carry out the intervention.

Evaluate
What does the data say?

Stillwater Area Public Schools - Learning Supports Leadership Team

Schools should expect that development of a unified and comprehensive system of learning supports will take several years to fully implement and that this initiative will include a sizable number of components. Because of its complexity and large scope, Learning Supports requires careful planning. It is therefore recommended as the first step in Learning Supports implementation that a district-level team-referred to hereafter as the "Learning Supports District Leadership Team" be created.

Learning Supports District Leadership Team Purpose
The Learning Supports District Leadership Team has several functions: (1) to draft and update an on-going district Learning Supports implementation plan, (2) to keep all schools throughout the district in compliance with good Learning Supports practices, and (3) to identify and make available to schools the resources required to implement Learning Supports successfully.   The Learning Supports District Leadership Team should be viewed as the highest functioning and most impactful team within the school district as this team will direct program design and allocate resources to meet district goals. The Learning Supports District Leadership Team should be multi-disciplinary. Its membership will of course include those district leaders who control resources and personnel that can be allocated to Learning Supports. Additionally, the Learning Supports District Leadership Team should include representatives from elementary, middle, and high schools (McDougal, Graney, Wright & Ardoin, 2009).

- o Assessing readiness - by gauging the district's level of 'Learning Supports Readiness', assessing possible staff reluctance or resistance to Learning Supports, educating stakeholders in the school community about the Learning Supports model and identifying those strengths and challenges from both within and outside of the school or district that could affect implementation of Learning Supports.
- o Drafting a multi-year plan - that will guide the district in the implementation of Learning Supports while using existing resources. The Leadership Team's Learning Supports Plan should encompass a three-year implementation schedule. Each year, that plan is updated to accommodate changes in district funds and resources, changes in state and federal guidelines and regulations, and new findings in Learning Supports research.
- o Supervising Development of a Unified and Comprehensive System of Learning Supports - The Learning Supports Leadership Team oversees that a unified and comprehensive system of learning supports is established-in a uniform manner throughout the school district. For example, the team ensures, over an appropriate span of time, that schools develop all 18 segments of learning supports (6 arenas X 3 tiers) as depicted by the diagram on p. 8 and establish effective school-based leadership and team implementation mechanisms.

Learning Supports District Leadership Team Composition
The Stillwater Area Public Schools will assemble a multi-disciplinary team to serve as the Learning Supports District Leadership Team. The team will include influential district administrators and decision-makers such as those who control resources (e.g., staff development funds; instructional budgets) or supervise staff across the district that will participate in Learning Supports Leadership Team. Members of the Learning Support District Leadership team shall each serve on at least one district-wide subcommittee organized around each of the 6 arenas of Learning Supports. Each of the six Learning Support subcommittees will be comprised of selected staff from schools and at least one representative from the District team. Various work tasks will flow from the district team to the

subcommittees and information will flow from the school level to the district team through the subcommittee structure.

Learning Supports District Leadership Team Members

- o Superintendent or designee
- o Assistant Superintendent of Business
- o Executive Director of Elementary Curriculum, Leadership and Innovation
- o Executive Director of Secondary Curriculum and Professional Development
- o Director of Student Support Services
- o Director of Human Resources
- o Learning Support Coordinator
- o School Board representative
- o 2 Elementary Principal representatives
- o High School Principal
- o Jr. High School Principal representative
- o Assessment and Evaluation Coordinator
- o Diversity Coordinator
- o Director of Community Education
- o Mathematics curriculum specialist(s)
- o Remedial Services Coordinator
- o Gifted and Talented Coordinator

Learning Supports District Leadership Team Meetings
Team meetings should follow a fixed schedule, with a standard set of meeting agenda items regularly brought up for team discussion:

- o Regularly scheduled meetings. The Learning Supports District Leadership Team will meet at least quarterly to allow it to effectively oversee the Learning Supports implementation process across the district—and to respond to problems or challenges as they emerge.
- o Standing meeting agenda. In addition to those topics brought up for discussion by team members, the Learning Supports District Leadership Team will establish a small set of standing agenda items— key discussion topics that are revisited at each meeting. Examples of topics that might be included on a team's standing meeting agenda might include: "Vision 2014 implementation", "school-wide literacy screenings", "resources for classroom interventions", "special education eligibility" or "update in state RtI guidelines and regulations".
- o Work Groups. The Learning Supports District Leadership Team is designed to be a somewhat large, representative body. To enable the ongoing work, it is essential to establish small work groups to carry out specific tasks. For example, the team's work may be divided up to focus on specific system development concerns and the 6 arenas outlined on pages 7 and 8 (i.e., Classroom-based Approaches, Support for Transitions, Family Engagement in Learning, Community Support, Crisis Assistance and Prevention, Student and Family Interventions). Each work group would meet as frequently as needed to complete its work. The full Learning Supports District Leadership Team will then meet to review and approve recommendations.

Stillwater Area Public Schools - Building Learning Supports Teams

Each building will establish a building administrative leader for the system and a Learning Supports Leadership Team comprised of key staff members that will meet regularly to focus on development and establishment (over an appropriate span of time) of the school's

- o unified and comprehensive system of learning supports (i.e., all 18 segments of learning supports as depicted by the diagram on p. 8
- o leadership and work group implementation mechanisms for Learning Supports

The administrative leader and the Learning Supports Leadership Team be responsible and accountable for

- o establishing a systematic method to analyze building level data to identify areas of need within the six Learning Supports arenas
- o ensuring problem-solving teams (e.g., PLCs focused on individual students) are functioning effectively (e.g., have a sound system for referrals, triage, and case management; are using the problem-solving model for data-based decision making).

[Note: See Appendix B for a flow chart that describes the building PLC efforts at the elementary level. This flow chart will help buildings to follow a systematic process to meet the needs of all students. A similar process will need to be developed at the secondary level.]

The administrative leader, the Learning Supports Leadership Team, and the various work groups would meet as frequently as needed to complete its work. The Learning Supports Leadership Team will review and approve work group recommendations.

Gifted/Talented and Learning Supports

Early RtI frameworks failed to capture the unique learning needs of students that are identified as gifted and talented. These early conceptualizations focused primarily on students that were struggling and below grade level expectations. The unique learning needs of the gifted and talented should also be addressed through the tiered Learning Supports model of services.

It is the position of The Association for the Gifted of the Council for Exceptional Children that the RtI be expanded in its implementation to include the needs of gifted children. The use of the Learning Supports framework functions fully for both struggling and for gifted students as it addresses all barriers to *learning.*

Stillwater Schools Learning Supports teams will use the same problem-solving model to address the needs of the Gifted and talented.

Appendices

Appendix A – Mapping Learning Supports x Tier x Developmental Level
Appendix B – Elementary Learning Supports Process Flow Chart
Appendix C – Secondary Learning Supports Process Flow Chart

 Problem-Solving Team Flowchart
2. Required special education evaluation procedures - reading
3. SLD eligibility checklist – reading
4. Implementation – Professional Development Calendar
5. District Tiered, Developmentally-Leveled Map of Supports
6. Learning Supports District Leadership Team Meeting Agenda Template

Appendix A – Mapping Learning Supports x Tier x Developmental Level

Tier I – Learning Supports Available for All Students by Development Level

Arena	PreK to K-2	3-6	7-9	10-12
Classroom-Based Approaches	• Pre-K alignment with K-12 curriculum • Youth enrichment programming – Skills for lifelong learning and recreation • Cooperative Learning Teams • Differentiated Instruction • Morning meetings • Positive Behavioral Interventions and Supports (PBIS) • Responsive Classroom • Second Steps (EC and elementary)	• Cooperative Learning Teams • Differentiated Instruction	• Cooperative Learning Teams • Differentiated Instruction	• Four Question Math Instruction • 5-Point Scale • Differentiated Instruction • College Prep classes
Student Family Interventions	• Morning meetings	• Morning meetings		
Family Engagement	• Parent-Teacher Conferences • Community building and support for new immigrants, preschool families, etc. • Sibling or child care to support involvement in groups and activities • Community education parent/child learning activities • New parent	• Parent-Teacher Conferences • PTA	• Parent-Teacher Conferences • PTA	• Parent-Teacher Conferences • PTA • Leadership training

	support in partnership with hospital(s) • ECFC Advisory Council • PTA •			
Community Involvement	• Opportunities and facilities for physical activity (connect with CHAT) • District census • Skill-building and enrichment for adults • Free AM and PM child care for ABE • After school safety and supervision – EXPAND • Service learning • CHAC • Life Skills (e.g. Driver's Ed, swimming) • Bike and Water Safety Assembly • CLIMB Theater	• Opportunities and facilities for physical activity (connect with CHAT) • Skill-building and enrichment for adults • Life Skills (e.g. Driver's Ed, swimming) • Bike and Water Safety Assembly • CLIMB Theater •	• Opportunities and facilities for physical activity (connect with CHAT) • Skill-building and enrichment for adults • Life Skills (e.g. Driver's Ed, swimming) • CLIMB Theater •	• Opportunities and facilities for physical activity (connect with CHAT) • Skill-building and enrichment for adults • Life Skills (e.g. Driver's Ed, swimming) • CLIMB Theater •
Support for Transitions	• Early Childhood Screening • Countdown to Kindergarten mailing	• 6th grade transition to Junior High – Friday Night Live		
Crisis Prevention	• SAC social/emotional skill building • Nursing services • Student Wellness Center • Positive Behavior Interventions and Supports (PBIS) • Training re: bullying based on bullying policy	• SAC social/emotional skill building • Nursing services • Peer Mediators • Positive Behavior Interventions and Supports (PBIS)	• SAC social/emotional skill building • Nursing services • Training re: bullying based on bullying policy	• SAC social/emotional skill building • Nursing services • Training re: bullying based on bullying policy

		• Training re: bullying based on bullying policy		

Tier II– Learning Supports Available for Some Students by Development Level

Arena	PreK to K-2	3-6	7-9	10-12
Classroom-Based Approaches	• MN Reading Corps • ELL cluster for 4-year-olds • Seeking Educational Equity and Diversity (SEED) • Elementary math and science support • Targeted enrichment for special populations • Integrated preschool • SAIL – Targeted services • First Place Math • Math with Me • Read with Me • EL Team Teaching • Gifted Clusters • Project M Cubed • Summer Success • Soar to Success • Universal Design for Learning	• MN Reading Corps • Seeking Educational Equity and Diversity (SEED) • Elementary math and science support • Targeted enrichment for special populations • SAIL – Targeted services • Flipped classroom • Math with Me • Read with Me • EL Team Teaching • GATE program (grades 4 through 6) • Summer Success	• Seeking Educational Equity and Diversity (SEED) • SAC: Homework • SAIL – Targeted services • Jr. High Standards Recovery • EL Team Teaching • Read 180 • 7th through 9th grade Honors program • Summer Success • Jr. High Skills Builder (math) • Grades 7 through 9 Compacted Science •	• Seeking Educational Equity and Diversity (SEED) • Summer skills retention in math and reading • Summer Algebra • Credit recovery • Credit by assessment • Cog Tutor • Read 180 • GRAD Prep • GRAD Remediation

Student Family Interventions	• Delayed or early entrance into kindergarten • Social skills groups	• Social skills groups	• Synergy (6th grade and Jr. High social justice) • Lov'n the Skin I'm In (6th grade and Jr. High female identity development) • YCAPP – Alternative to Suspension program • Social skills groups	• Social skills groups
Family Engagement	• Families All Matter • EL Parent education • Home visits • Hispanic Family Nights • Parent education for parents of Gifted/Talented students • Report/consult with Homeless Liaison	• Families All Matter • EL Parent education • Home visits • Hispanic Family Nights • Parent education for parents of Gifted/Talented students • Report/consult with Homeless Liaison	• Parent education for parents of Gifted/Talented students	
Community Involvement	• Oak Park Volunteer Tutoring program • Inter- and Intra-District Classroom Partnerships • Big Brothers/Big Sisters	• Oak Park Volunteer Tutoring program • Inter- and Intra-District Classroom Partnerships • Big Brothers/Big Sisters	• Big Brothers/Big Sisters	• Big Brothers/Big Sisters
Support for Transitions			• YCAPP Social Worker support for transitions following	

Crisis Prevention	- Counselor support from Family Means - Behavior Intervention room - Counseling within school (school psychologists, Student Advocates, guidance counselors)	- Counselor support from Family Means - Behavior Intervention room - Counseling within school (school psychologists, Student Advocates, guidance counselors)	- suspensions - Peer Buddies - Chemical Health and Nutrition Specialist (partnership with Lakeview) - Counselor support from Family Means - TAP grant in partnership with Canvas Health (formerly HSI) - Counseling within school (school psychologists, Student Advocates, guidance counselors)	- Chemical Health and Nutrition Specialist (partnership with Lakeview) - Counselor support from Family Means - TAP grant in partnership with Canvas Health (formerly HSI) - Counseling within school (school psychologists, Student Advocates, guidance counselors)

Tier III– Learning Supports Available for a Few Students by Development Level

Arena	PreK to K-2	3-6	7-9	10-12
Classroom-Based Approaches	- One-on-one classroom volunteers - Learning Labs - Assistive Technology - Extended School Year (ESY) - ECSE Sign Language classes - Grade/subject acceleration - SRA/Reading Mastery - Speech/Language	- Assistive Technology - Extended School Year (ESY) - SRA/Reading Mastery - Speech/Language intervention - EL Direct Instruction - Setting I and II services (K-12 special ed) - System 44 (Scholastic	- Assistive Technology - Extended School Year (ESY) - Speech/Language intervention - EL Direct Instruction - Setting I and II services (K-12 special ed) - Homebound services - Learning Labs	- Assistive Technology - Extended School Year (ESY) - Speech/Language intervention - EL Direct Instruction - Wilson Reading - Setting I and II services (K-12 special ed) - Homebound services

	intervention • EL Direct Instruction • 504 Accommodation Plans • Birth – 3 years Home-Based (ECSE) • Ages 3 to 5 years Center-Based (ECSE) • Setting I and II services (K-12 special ed) • program) • Homebound services	Reading • Homebound services • Acme Learning Academy • Learning Labs • One-on-one classroom volunteers		
Student Family Interventions	• Adaptations, accommodations and modifications as determined by IEP	• Adaptations, accommodations and modifications as determined by IEP	• Adaptations, accommodations and modifications as determined by IEP	• Adaptations, accommodations and modifications as determined by IEP
Family Engagement	• Referrals to/from County agencies • ECSE Family Night classes (Movers and Shakers; CID) • Special Education Advisory Council (SEAC) • Daily contact with SAC (after school care) parents	• Referrals to/from County agencies • Special Education Advisory Council (SEAC) Daily contact with SAC (after school care) parents	• Referrals to/from County agencies • Special Education Advisory Council (SEAC)	• Referrals to/from County agencies • Special Education Advisory Council (SEAC)
Community Involvement	• Community Transition Integration Committee (CTIC) • Head Start placements	• Community Transition Integration Committee (CTIC)	• Community Transition Integration Committee (CTIC) • PLACE (partnership with Washington Co. Juvenile Detention)	• Community Education targeted enrichment for adults with developmental disabilities (combine with ESY) • PLACE (partnership with Washington

				Co. Juvenile Detention)
Support for Transitions	• IEP meetings • 504 Plans	• IEP meetings • 504 Plans	• IEP meetings • 504 Plans	• IEP meetings • 504 Plans • PAES program (work simulation program for special education students) • 18- to 21-year-old transition program for special education students who qualify
Crisis Prevention	• Use of sensory spaces and materials • CPI and PCM (restraint and de-escalation) • Behavior Intervention Plans (BIP)	• Use of sensory spaces and materials • CPI and PCM (restraint and de-escalation) • Behavior Intervention Plans (BIP)	• Behavior Intervention Plans (BIP)	• Behavior Intervention Plans (BIP)

Appendix A – Mapping Learning Supports x Tier x Developmental Level

Tier I – Learning Supports Available for All Students by Development Level

Arena	PreK to K-2	3-6	7-9	10-12
Classroom-Based Approaches	• Pre-K alignment with K-12 curriculum • Youth enrichment programming – Skills for lifelong learning and recreation • Cooperative Learning Teams • Differentiated Instruction • Morning meetings • Positive Behavioral Interventions and Supports (PBIS)	• Cooperative Learning Teams • Differentiated Instruction	• Cooperative Learning Teams • Differentiated Instruction	• Four Question Math Instruction • 5-Point Scale • Differentiated Instruction • College Prep classes

	• Responsive Classroom • Second Steps (EC and elementary)			
Student Family Interventions	• Morning meetings	• Morning meetings		
Family Engagement	• Parent-Teacher Conferences • Community building and support for new immigrants, preschool families, etc. • Sibling or child care to support involvement in groups and activities • Community education parent/child learning activities • New parent support in partnership with hospital(s) • ECFC Advisory Council • PTA •	• Parent-Teacher Conferences • PTA	• Parent-Teacher Conferences • PTA	• Parent-Teacher Conferences • PTA • Leadership training
Community Involvement	• Opportunities and facilities for physical activity (connect with CHAT) • District census • Skill-building and enrichment for adults • Free AM and PM child care for ABE • After school safety and supervision – EXPAND • Service learning	• Opportunities and facilities for physical activity (connect with CHAT) • Skill-building and enrichment for adults • Life Skills (e.g. Driver's Ed, swimming) • Bike and Water Safety	• Opportunities and facilities for physical activity (connect with CHAT) • Skill-building and enrichment for adults • Life Skills (e.g. Driver's Ed, swimming) • CLIMB Theater	• Opportunities and facilities for physical activity (connect with CHAT) • Skill-building and enrichment for adults • Life Skills (e.g. Driver's Ed, swimming) • CLIMB Theater •

		Assembly		
	• CHAC • Life Skills (e.g. Driver's Ed, swimming) • Bike and Water Safety Assembly • CLIMB Theater	• CLIMB Theater •	•	
Support for Transitions	• Early Childhood Screening • Countdown to Kindergarten mailing	• 6th grade transition to Junior High – Friday Night Live		
Crisis Prevention	• SAC social/emotional skill building • Nursing services • Student Wellness Center • Positive Behavior Interventions and Supports (PBIS) • Training re: bullying based on bullying policy	• SAC social/emotional skill building • Nursing services • Peer Mediators • Positive Behavior Interventions and Supports (PBIS) • Training re: bullying based on bullying policy	• SAC social/emotional skill building • Nursing services • Training re: bullying based on bullying policy	• SAC social/emotional skill building • Nursing services • Training re: bullying based on bullying policy

Tier II– Learning Supports Available for Some Students by Development Level

Arena	PreK to K-2	3-6	7-9	10-12
Classroom-Based Approaches	• MN Reading Corps • ELL cluster for 4-year-olds • Seeking Educational Equity and Diversity (SEED) • Elementary math and	• MN Reading Corps • Seeking Educational Equity and Diversity (SEED) • Elementary math and science support	• Seeking Educational Equity and Diversity (SEED) • SAC: Homework • SAIL – Targeted services • Jr. High	• Seeking Educational Equity and Diversity (SEED) • Summer skills retention in math and reading • Summer

	• science support • Targeted enrichment for special populations • Integrated preschool • SAIL – Targeted services • First Place Math • Math with Me • Read with Me • EL Team Teaching • Gifted Clusters • Project M Cubed • Summer Success • Soar to Success • Universal Design for Learning	• Targeted enrichment for special populations • SAIL – Targeted services • Flipped classroom • Math with Me • Read with Me • EL Team Teaching • GATE program (grades 4 through 6) • Summer Success	Standards Recovery • EL Team Teaching • Read 180 • 7th through 9th grade Honors program • Summer Success • Jr. High Skills Builder (math) • Grades 7 through 9 Compacted Science •	Algebra • Credit recovery • Credit by assessment • Cog Tutor • Read 180 • GRAD Prep • GRAD Remediation
Student Family Interventions	• Delayed or early entrance into kindergarten • Social skills groups	• Social skills groups	• Synergy (6th grade and Jr. High social justice) • Lov'n the Skin I'm In (6th grade and Jr. High female identity development) • YCAPP – Alternative to Suspension program • Social skills groups	• Social skills groups
Family Engagement	• Families All Matter • EL Parent education • Home visits • Hispanic	• Families All Matter • EL Parent education • Home visits • Hispanic	• Parent education for parents of Gifted/Talented students	

	Family Nights • Parent education for parents of Gifted/Talented students • Report/consult with Homeless Liaison	Family Nights • Parent education for parents of Gifted/Talented students • Report/consult with Homeless Liaison		
Community Involvement	• Oak Park Volunteer Tutoring program • Inter- and Intra-District Classroom Partnerships • Big Brothers/Big Sisters	• Oak Park Volunteer Tutoring program • Inter- and Intra-District Classroom Partnerships • Big Brothers/Big Sisters	• Big Brothers/Big Sisters	• Big Brothers/Big Sisters
Support for Transitions			• YCAPP Social Worker support for transitions following suspensions • Peer Buddies	
Crisis Prevention	• Counselor support from Family Means • Behavior Intervention room • Counseling within school (school psychologists, Student Advocates, guidance counselors)	• Counselor support from Family Means • Behavior Intervention room • Counseling within school (school psychologists, Student Advocates, guidance counselors)	• Chemical Health and Nutrition Specialist (partnership with Lakeview) • Counselor support from Family Means • TAP grant in partnership with Canvas Health (formerly HSI) • Counseling within school (school psychologists,	• Chemical Health and Nutrition Specialist (partnership with Lakeview) • Counselor support from Family Means • TAP grant in partnership with Canvas Health (formerly HSI) • Counseling within school (school psychologists,

			Student Advocates, guidance counselors)	Student Advocates, guidance counselors) •

Tier III– Learning Supports Available for a Few Students by Development Level

Arena	PreK to K-2	3-6	7-9	10-12
Classroom-Based Approaches	• One-on-one classroom volunteers • Learning Labs • Assistive Technology • Extended School Year (ESY) • ECSE Sign Language classes • Grade/subject acceleration • SRA/Reading Mastery • Speech/Language intervention • EL Direct Instruction • 504 Accommodation Plans • Birth – 3 years Home-Based (ECSE) • Ages 3 to 5 years Center-Based (ECSE) • Setting I and II services (K-12 special ed) • program) • Homebound services	• Assistive Technology • Extended School Year (ESY) • SRA/Reading Mastery • Speech/Language intervention • EL Direct Instruction • Setting I and II services (K-12 special ed) • System 44 (Scholastic Reading • Homebound services • Acme Learning Academy • Learning Labs • One-on-one classroom volunteers	• Assistive Technology • Extended School Year (ESY) • Speech/Language intervention • EL Direct Instruction • Setting I and II services (K-12 special ed) • Homebound services • Learning Labs	• Assistive Technology • Extended School Year (ESY) • Speech/Language intervention • EL Direct Instruction • Wilson Reading • Setting I and II services (K-12 special ed) • Homebound services
Student Family Interventions	• Adaptations, accommodations and modifications as	• Adaptations, accommodations and modifications as determined by	• Adaptations, accommodations and modifications as determined by	• Adaptations, accommodations and modifications as determined by

	determined by IEP	IEP	IEP	IEP
Family Engagement	• Referrals to/from County agencies • ECSE Family Night classes (Movers and Shakers; CID) • Special Education Advisory Council (SEAC) • Daily contact with SAC (after school care) parents	• Referrals to/from County agencies • Special Education Advisory Council (SEAC) Daily contact with SAC (after school care) parents	• Referrals to/from County agencies • Special Education Advisory Council (SEAC)	• Referrals to/from County agencies • Special Education Advisory Council (SEAC)
Community Involvement	• Community Transition Integration Committee (CTIC) • Head Start placements	• Community Transition Integration Committee (CTIC)	• Community Transition Integration Committee (CTIC) • PLACE (partnership with Washington Co. Juvenile Detention)	• Community Education targeted enrichment for adults with developmental disabilities (combine with ESY) • PLACE (partnership with Washington Co. Juvenile Detention)
Support for Transitions	• IEP meetings • 504 Plans	• IEP meetings • 504 Plans	• IEP meetings • 504 Plans	• IEP meetings • 504 Plans • PAES program (work simulation program for special education students) • 18- to 21-year-old transition program for special education students who qualify
Crisis Prevention	• Use of sensory spaces and materials • CPI and PCM (restraint and de-escalation)	• Use of sensory spaces and materials • CPI and PCM (restraint and de-escalation)	• Behavior Intervention Plans (BIP)	• Behavior Intervention Plans (BIP)

	• Behavior Intervention Plans (BIP)	• Behavior Intervention Plans (BIP)		

Appendix B – Learning Supports Process Flow Chart (Elementary Only)

Tier 1: PLC's create yearly SMART Goals based upon building and district goals. PLC's evaluate student data (MCA, PS, easyCBM, common assessments, other) on an on-going basis.   PLC's collaborate to address learning and behavioral needs of all students. Building Learning Support Teams (LST) can assist PLC's in developing tier I academic and behavioral interventions. However, if students are not responding to tier I academic or behavioral interventions:

Building Data Team identifies students for placement directly into intervention program according to entrance criteria.

Date: _____

Dear Parent(s)/Guardian(s):

Your child has been identified as in need of/benefiting from extra small group instruction in
_____ either within the classroom, or outside of the classroom. An
individual Student Intervention Plan has been developed detailing the kind of instruction your child will receive,
and when/with whom it will take place. Please see the attached document.

We will monitor your child's progress with this intervention, and hope to see progress toward goals outlined in
your child's intervention plan. If adequate progress is not seen, we will make necessary changes to the
intervention, sent a new intervention plan home, and/or contact you to help us determine the next course of
action.

If you have any questions or concerns, please feel free to contact me at any time.

Sincerely,

General Education Teacher

CC: Cumulative File
Attachments: Individualized Student Intervention Plan

Required Procedures for Evaluation of Specific Learning Disabilities in Reading (SLD)

Eligibility Criteria – Specific Learning Disability - Reading:

1. Slow rate of educational progress
   - At least 12 data points have been collected through the use of appropriate progress monitoring techniques.
     AND
   - At least 7 weeks of one or more researched-based interventions have been implemented with a high degree of integrity.
   - Slope - Given the established trendline:

     a) trendline slope is below a 95% confidence interval around the target slope,
     _OR_

     b) > 2 years to reach aimline, target or grade level content standards given current intensive interventions

2. Discrepancy From Peers
   - <=5th National %ile on an "approved assessment."
     The standard error of measurement of assessment measures can be considered in determining the magnitude of the discrepancy.
   - Discrepancy on state standards. A discrepancy may be identified if a student has not mastered most major content standards in reading based on age or grade expectations.

3. Significant Educational Needs
   - Based upon team determination, the education interventions required by the individual cannot be sustained without special education services.
   - The team will consider the intervention history, knowledge of the student's need gathered through an analysis of instruction, curriculum, environment and the learner.
   - The team will outline all strategies, accommodations and modifications that will enable the student's performance to improve.

4. The child has a disorder in one or more of the basic psychological processes.
   - The team will determine the nature and presence of an information processing disorder.
   - Inadequate or lack of acquisition of information, lack of organizational skills, following written or oral directions, spatial arrangements, correct use of developmental order in relating events, transfer of information onto paper, visual and auditory memory, verbal and nonverbal expression, motor control for written tasks such as drawing or copying.

1. Observations of Student
   - Observation of child in classroom documenting academic performance and behavior in the areas of difficulty
   - During routine class instruction before and after referral
   - Document relevant behavior that impacts academic functioning

2. Exclusionary factors
   o Document relevant behavior that impacts academic functioning
   o Visual or hearing impairment, cognitive disability, EBD, LEP, environmental/cultural/economic influences, Lack of appropriate instruction
   o Lack of appropriate instruction
7. Verified by:
   o Child was provided appropriate instruction in general ed with qualified staff
   o Repeated assessment data reflecting child's progress, which was provided to parents.
   o All team members certifies report reflects the member's conclusion.
   o District TSES manual includes SRBI procedures

Required Documentation Procedures:

1. Complete standard special education due process forms via SPED Forms (e.g., notice of assessment plan, rights brochure).
2. On the proposed assessment plan indicate Learning Supports procedures (see exemplars).
3. Completion of required forms in online *Learning Supports Management System*
   o Problem Identification Screening Form (all tabs)
   o ICEL-RIOT Matrix
   o Intervention Planning Form (all tabs)
   o Problem-Solving Checklist (all items completed)
4. Complete at least one observation of the intervention as a fidelity check.
5. Notify the Director via email if the team suspects the student may be eligible for special education services under Learning Supports process.
6. Complete the Learning Supports SLD eligibility checklist (paper form for file)
7. Include in the special education file all data graphs demonstrating low rate of student progress.
8. Parent permission form for Learning Supports process, if applicable for pre-referral cases.
9. Parent SLD Evaluation Info guide and parental rights brochure given to parent.

Specific Learning Disabilities
Eligibility Checklist - Reading Only
Stillwater Area Public Schools

STILLWATER AREA SCHOOLS

Student Name: _____ Building: _____ Grade: _____

Initial Evaluation ☐   Reevaluation ☐   Date of Evaluation Report _____

Federal Setting ___ ELIGIBLE: ☐**YES** ☐**NO** Area of Eligibility: ☐ Reading Decoding ☐ Reading Comp ☐ Both

A student has a specific learning disability and is in need of special education and related services when the student meets the criteria described in Items A, B, C, D, E, and F.

A. Evaluation Summary Report (ESR) documents that the student's rate of progress (slope) is significantly discrepant from national expectations.   ☐ **Yes** ☐ **No**

Reading Area: _____ Student's growth rate: _____ Min. Target growth rate: _____ Months to target _____

Reading Area: _____ Student's growth rate: _____ Min. Target growth rate: _____ Months to target _____

An intervention of at least 7 weeks and at least 12 data points were collected during implementation**:** ☐ **Yes** ☐ **No**

B. ESR documents that the student's level of achievement is significantly discrepant from national expectations.   ☐ **Yes** ☐ **No**

Reading Measure: _____   5th Percentile Score (+- SEM): _____

C. The ESR provides evidence that team used a problem solving process to determine that the student failed to respond to two, scientifically-based interventions as evidenced by criterion 1-4:   ☐ **Yes** ☐ **No**

1. The team provided a clear definition of the presenting problem that is described in objective, measureable terms. The presenting problem is defined in a problem statement that describes the degree of discrepancy between the demands of the educational setting and the individual's performance.   ☐ **Yes**   ☐ **No**

2. The team collected data to analyze the problem through a systematic, data-based process where specific hypotheses were articulated indicating why the problem is occurring. Data were used to identify whether a pattern of strengths and weaknesses in performance exists and were used to design appropriate interventions and data was collected that was valid, and reliable, and allowed for frequent and repeated measurement of intervention effectiveness. Data collection procedures included review of existing information, observation, interviews, and informal testing.   ☐ **Yes**   ☐ **No**

3. The team designed and implemented an intervention tailored to the student's needs. Interventions were designed based on the preceding analysis, the defined problem, parent input, and professional judgements about the potential effectiveness of interventions. The interventions are described in an intervention plan that includes goals and strategies, a progress monitoring plan, a decision-making plan for summarizing and analyzing progress monitoring data, and responsible parties. These intervention plans were implemented as developed and verified through direct observation with responsible parties.
☐ **Yes**   ☐ **No**
4. Evaluation of intervention effects. The effectiveness of interventions is evaluated through a systematic procedure in which patterns of individual performance (strengths and weaknesses) were analyzed and summarized. Decisions regarding the effectiveness of interventions focused on comparisons with initial levels of performance. ☐ **Yes**   ☐ **No**

D. The ESR provides a statement of educational needs that must be addressed through special education services. ☐ **Yes** ☐ **No**
E. The pupil has an information processing condition that occurs in a variety of settings. ☐ **Yes**   ☐**No**

F. The underachievement is not the result of other factors such as vision, hearing, motor impairment, mental impairment, EBD, environment, cultural or economic variables, and/or lack of scientifically based instruction in basic skill areas.
☐ **Yes**   ☐**No**

Burns, M., & Riley-Tillman, T. C. (2009). Learning Supports and eligibility decisions: We need to wait to succeed. *NASP Communique, 38*(1), pp. 1, 10, 11.

McDougal, J. L., Graney, S. B., Wright, J. A., & Ardoin, S. P. (2009). *RtI in practice: A practical guide to implementing effective evidence-based interventions in your school.* New York: John Wiley & Sons.