

# LEVELS OF SUPPORT

## NORTH KANSAS CITY ELEMENTARY SCHOOLS

ACADEMIC		BEHAVIOR
<p>Teacher implements Universal Academic Plan.</p> <p>Screenings are conducted 3 or more times per year according to the district assessment plan.</p> <p>Screenings indicate that at least 80% of students are meeting grade-level expectations</p> <p>Screenings identify students who fall below the 25th percentile in reading, math, and/or writing.</p> <p>Data teams meet regularly to review screening and intervention data.</p> <p>Students below the 25th percentile receive additional instruction with an evidence-based intervention (see list)</p> <ul style="list-style-type: none"> <li>• At least 3 times per week / 15 minutes per session</li> <li>• Small group of 8 students or less (depending on intervention)</li> <li>• Ambitious goal for success is set (see guidance document)</li> <li>• Progress is monitored weekly (min. 7 data points/4 weeks)</li> <li>• Fidelity of instruction and progress monitoring is documented</li> <li>• Data and progress toward goals is reviewed at least quarterly</li> </ul>	<p><b>TIER 1</b></p> <p>QUALITY CLASSROOM INSTRUCTION</p>	<p>Teacher provides evidence of implementation of Tier 1 behavior system/<b>Universal Behavior Plan</b> - evidence of teaching school-wide and classroom expectations and implementation of reinforcement system (i.e. token system, class dojos, table teams, etc.).</p> <p>Teacher/Principal ensures Tier 1 Behavior system/PBS is being followed (4/1 ratio) and is documented.</p> <p>Teacher submits referrals through Educator’s Handbook for specific behaviors as outlined in the building behavior plan/staff handbook. Teacher conducts a parent conference/communication and documents communication. Teacher teaches replacement behaviors.</p> <p>CW-FIT (if teachers are trained)</p>
<p>Students not making progress in Tier 2 - or with significant needs as determined by team - receive intensive research based intervention (see list)</p> <ul style="list-style-type: none"> <li>• At least 4 days per week / 30 minutes per session</li> <li>• Small group of 6 or less (depending on intervention)</li> <li>• Goal, progress monitoring, and fidelity checks in place</li> <li>• Data and progress toward goals is reviewed at least monthly</li> </ul>	<p><b>TIER 2</b></p> <p>ADDITIONAL SMALL GROUP</p>	<p>Each school has clear procedures for staff/students to access Tier 2 (Data decision rules or nomination/referral form).</p> <p>If Tier 1 fidelity checklist is followed and violent/disruptive/problem behavior continues, refer student to PBS/PST/CARE Team.</p> <p>PBS/PST/CARE Team provides additional ideas of strategies classroom teacher tries for a Tier 2 intervention based on the function of the behavior (check-in/check out, social skill training, etc.)</p> <p>Data is collected by the teacher: Check-in/Check-out data, or individual behavior plan data (needs to have yes/no or 1,2,3 system to check for progress) is collected in a manner that can be organized and analyzed. Progress monitoring occurs daily. Minimum of 4-6 weeks.</p> <p><b>Emotional Health student support as needed</b></p> <p><b>* If student exhibits frequent high-intensity and/or dangerous behaviors, you may consider moving straight to Tier 3 with approval of the administrator.</b></p>
<p>Students that do not respond/do not make adequate progress to Tier 2 and 3 interventions may be referred to the Special Education Support Team (SEST). The team will provide suggestions for next levels of support.</p> <ul style="list-style-type: none"> <li>• Referrals should be submitted to school psychologist with completed SEST referral form</li> <li>• SEST meetings are held weekly August-April</li> </ul>	<p><b>TIER 3</b></p> <p>INTENSIVE SMALL GROUP/ INDIVIDUAL BEHAVIOR PLAN</p> <p><b>Next Levels of Support</b></p>	<p>If student is not making progress, work with school psychologist and behavior team to develop an individual behavior plan (based on ABC chart) with intensive supports that includes baseline data, specific goal and is based on the function of behavior.</p> <p>Progress monitoring occurs daily. School psychologist will check in with classroom teacher to review data regularly and assist with data collection as needed. Minimum 4-6 weeks.</p> <p>If student is unsuccessful with Tier 3 intervention, school psychologist will take student to the psych team to determine next steps.</p> <p><b>Emotional health student support as needed</b></p> <p>Submit ACCESS help if PBS/PST/CARE strategies are unsuccessful based on data collection and weekly conferences with the school psychologist/counselor.</p> <p>ACCESS help team provides additional support and strategies and continues to collect data</p> <p>If behavior is severely violent/disruptive on a consistent basis, school psychologist can schedule a meeting with the District Elementary Support Team to provide data on highly violent/highly disruptive student/s (team meets weekly). Required data will need to be submitted three days in advance of the meeting</p> <p>District Elementary Support Team meets with the PST representative to determine which next levels of support are needed to support the student</p> <p>Additional levels of support may include referral to Elementary Academy, Special Education or intensified support in Regular Education, or modified daily schedule</p>