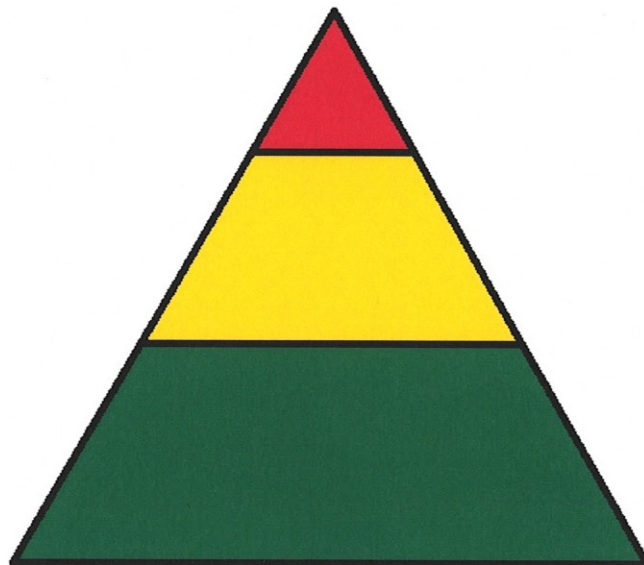




East Voyager Academy

Problem- Solving Manual



Be Kind, Work Hard, Act Smart

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VISION AND MISSION

North Carolina Department of Public Instruction (NCDPI)

Vision: Every NC Pre-K - 12 public education system implements and sustains all components of a multi-tiered system of support to ensure college, career, and community readiness for all students.

Mission: NCDPI will prepare and support LEAs to implement a multi-tiered system of support for total school improvement by providing professional development, coaching and technical assistance, research and evaluation, and communication and visibility that results in college, career, and community readiness for all students.

Belief: We believe that NC MTSS is the most effective and efficient approach to improving district, school, and student outcomes, thereby ensuring a sound basic education for ALL.

East Voyager Academy

Mission Statement: The mission of East Voyager Academy is to graduate its students with English Chinese bilingual proficiency, strong academics, and cultural diversity awareness.

Vision Statement: East Voyager Academy, as a national leader in academic achievement and language immersion education, cultivates global understanding, and fosters life-long learning skills to prepare students to become productive, competent, and engaged citizens of the 21st century.

EVA MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

MTSS is a multi-tiered framework that promotes school improvement through engaging, research-based academic and behavioral practices.

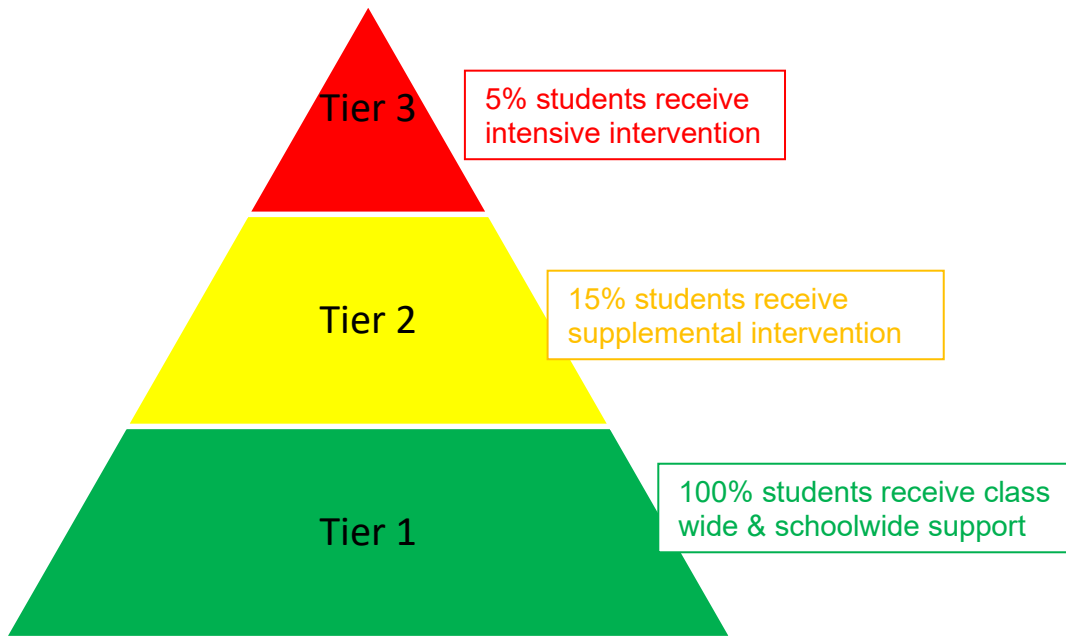
We believe that all children can grow and learn in an environment that fosters understanding and provides effective instruction tailored to meet each learner's needs-academically, behaviorally, and emotionally.

School-based teams use multiple student data points and a structured problem-solving model to improve student's learning outcomes. Schools provide educational support to all students at increasing intensity (core, supplemental, and intensive) based on their individual needs. The goal is to prevent problems and intervene early so that all students can be successful.

Core Supports: This level includes a high-quality curriculum and instruction in the classroom that all children receive. It has supports such as school-wide positive behavioral interventions and supports (PBIS) and break-out learning groups.

Supplemental Supports: When students are experiencing difficulties at school despite core supports, they may have supplemental supports added to their day. These supports include additional targeted, supplemental instruction for small groups of students who need more specific skill support.

Intensive Supports: When a student is not making progress despite core and supplemental supports, they begin to receive intensive supports and interventions customized to meet their individual needs.



Note: The problem-solving team will consider whether a student's lack of progress results from a suspected disability. If a disability is suspected, the student will be referred to the IEP team and interventions must continue concurrently while the issue of the suspected disability is resolved.

A parent has the right to request, in writing, an evaluation for special education at any time. If the parent makes this request, the student must be referred to the IEP team while interventions continue.

Parents must be notified, in writing, regarding a student's response to intervention at each level (tier). The parent notification of intervention will be used and a copy retained in the student's cumulative folder.

PROBLEM-SOLVING TEAM (PST)

"Problem Solving Team" is an umbrella term often used to describe groups of individuals that meet to analyze data and determine solutions to problems or areas of concerns within the school environment.

In a MTSS, there can be multiple problem-solving teams. Professional Learning Communities, Intervention Teams, and Student Support Teams are all examples of teams that generally meet to discuss school-wide areas of concern related to the environment, instruction, and curriculum for all students or groups of students.

Specialized teams, such as the Individualized Education Program (IEP) Team, are also problem-solving teams; however, its purpose is initiated for individual students who are suspected of a disability or who have already been identified with a disability and are coordinated according to the regulatory requirements of the IDEA.

Duties of the Problem-Solving Team (PST) include:

Assisting teachers in individualizing instruction to meet the needs of all students. Assisting in developing intervention strategies to be used by teachers

Meeting monthly to monitor and review student progress

Monitoring, collecting data, and evaluating the efficacy of intervention strategies
Providing an efficient data analysis of students' response to intervention
Promoting a constructive, problem-solving process among teachers
Assist in helping teachers increase teacher skills in differentiating instruction and addressing all students' academic and behavioral issues

Definition of and Duties of the IEP Team:

This is the problem-solving team to which a student is referred when a disability is suspected, or a parent requests a formal evaluation. This team will:

Engage in the problem-solving necessary to determine if a formal evaluation for special education and related services will occur and

Ensure that the appropriate procedures and documentation are completed in compliance with federal regulations and state policies.

Implementing interventions before a referral to the IEP Team is not required if a disability has been suspected by the parent or school staff or a parent or teacher has requested a formal evaluation in writing. However, interventions may need to be implemented concurrently with the formal evaluation timeline to provide the IEP Team a required comprehensive evaluation component when eligibility for special education and related services will be determined.

DIRECTIVES AND PROCEDURES

East Voyager Academy has set implementation guidelines on how MTSS and Problem-Solving processes should be developed and implemented. There are guidelines for team creation, identifying the specific group and individual needs, data collection, progress monitoring, and decision-making.

Create the PST Team

There are typically 5-7 team members. The Problem-Solving Team can be consisting of an administrator, a counselor, an EC teacher, a school psychologist, reading/math specialists, a behavioral specialist, gradelevel or departmental chairs, instructional coaches, general education teachers, and related service providers as needed. This is not an exhaustive list. The members may vary depending on the need.

Each team has a chairperson or facilitator. Because the PST is considered a general education team, an EC teacher should not be the chair.

The PST is required to meet minimally monthly. However, the team often meets more frequently.

Roles will be assigned to help manage the meeting. Suggestions include Timekeeper, Notetaker, Facilitator, Case Manager, and Fidelity Monitor.

Where to Start

Problem-solving begins with the classroom teacher identifying groups of students having similar difficulties (for example, "Looking at my classroom data, I see I have four students who are having a hard time progressing in math.") or an individual student who is having difficulties which place their progress in the bottom 20% of the grade level.

The appropriate problem-solving school team then needs to ask itself:

Why are these students having a difficult time progressing?

What is the *specific* problem and why is it occurring?

What prior differentiated instruction and in-class intervention have been done to support the students? How did it work?

What are we going to do about it?

To determine this, the team needs to look at data.

Data-Based Decisions

The most crucial part of identifying students' needs is utilizing current and existing data. Without data, everything is guesswork. Data provides quantitative information to inform decision-making. With data, teams can pinpoint missing skills to create supplemental and intensive interventions which are more likely to help the student be successful.

What is Data?

Data is the information used to determine the progress a student is making on instructional materials provided throughout a student's day.

Data is always obtained from multiple measures and sources. This may include, but is not limited to, diagnostic programs/curriculum-based assessment measures, screeners, and behavioral check-in charts.

There are many points of data the team may find in their school. Examples include I-Ready, IXL, Lexia, grades in PowerSchool. This list consists of some of the potential data to be considered, but it is not an exhaustive list, and data to be considered may vary from case to case.

Drilling Down

Data helps guide the team toward specific areas of difficulty. For our hypothetical math students, it's not just that "they can't do math." Using data and probes, the team realizes that the student didn't master two-digit addition and could not master skills have built upon it.

Intervention Selection

It starts with baseline data-what can the student do, what should the student be doing based on class/grade level.

Intervene based on specific areas of concern.

Remember, there must be interventions in **each** area for which there are concerns.

It is recommended to provide the intervention in the specific area at least nine weeks

What does problem-solving look like?

Step 1: Define the problem by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they currently know and can do?" When engaged in problem-solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"

Step 2: Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid / non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly reduce and eliminate those barriers.

The problem-solving team should ask the following **Five Essential Questions** each time progress monitoring data is discussed for groups of students:

Has our problem-solving shifted from overall instruction, environment, and curriculum for groups of students to individual, student-centered concerns?

Are there any individual students that are consistently not making progress with interventions?

Are there any individual students that are unlikely to achieve grade-level standards by the end of the school year?

Does the data indicate that a disability may cause a consistent lack of progress with an intervention?

Does the individual student's progress in the general curriculum have characteristics typically associated with a disability?

Step 3: Develop and implement a plan driven by the team's problem analysis results by establishing a performance goal for the group of students or the individual student and developing an intervention plan

to achieve the goal. Plan development should include how the student's or group of students' progress will be monitored and how implementation integrity will be supported. Ask, "What are we going to do?"

Step 4: Measure response to instruction/interventions by using data gathered from progress monitoring at agreed-upon intervals to evaluate the effectiveness of the intervention plan based on the students' or group of students' response to the intervention. Progress monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

Other Basic Requirements: Part of the problem-solving process includes obtaining the following pieces of data at the supplemental or intensive level of support.

Vision and Hearing Screenings

Social Developmental History

Observation Across Settings

Core Supports

Core support (sometimes referred to as Tier I) includes general academic, behavioral, and social-emotional instruction and support designed and differentiated for all students. Core academic instruction should be aligned with the North Carolina Standard Course of Study (NCSCOS). Core behavioral and social-emotional instruction should be aligned with locally developed expectations.

The delivery of instruction at this level should include evidence-based, whole group, small group strategies, and differentiated instruction based on the learners in the group and the teacher's expertise.

In an effective Core (Tier I), 80% of students meet and/or exceed state and locally developed standards with Core instruction alone (i.e., with no additional supports). Suppose more than 20% of students need additional support. In that case, Core's effectiveness will be examined, and the School Leadership Team will evaluate all data using a structured problem-solving model to determine any needed changes.

How do we know if Core Supports are adequate or not?

When teams begin to examine student responsiveness to Core supports, it is important to the following:

Are students provided with well-designed, well-delivered, evidence-based core instruction?

How often does the school-based leadership team problem solve Core to determine the effectiveness of academic, behavioral, and social-emotional supports?

What assessment tools or processes are used to identify instructional needs and the students' response to instruction?

What percentage of all students achieve standards/benchmarks/behavioral expectations (approximately 80% or more) with core supports alone?

What percentage of students in subgroups achieve standards/benchmarks/behavioral expectations (Approximately 80% or more) with Core supports alone?

How are parents and students involved or engaged in supporting effective Core supports?

What are the decision rules to determine if the student(s) will require supplemental and more intensive, individualized intervention/support?

Evaluating Core Supports

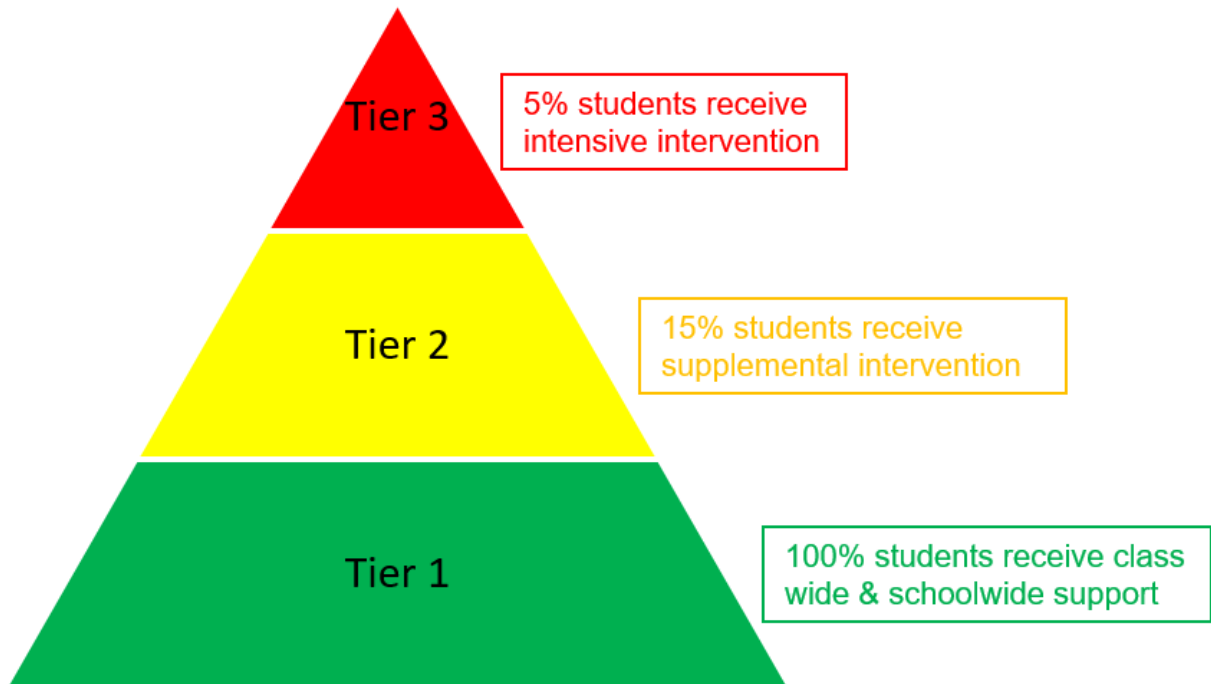
At first, it may seem that evaluating core supports would be complex. However, there are broad data points available that reflect the broad nature of core supports that classrooms and grade levels can be compared against.

Note: The problem-solving team must consider whether a student's lack of progress results from a suspected disability. If a disability is suspected, the student must be referred to the IEP team and interventions must continue concurrently while the issue of the suspected disability is resolved.

A parent has the right to request, in writing, an evaluation for special education at any time. If the parent makes

this request, the student must be referred to the IEP team while interventions continue.

Parents will be notified, in writing, regarding a student's response to intervention at each level (tier). The parent notification of intervention will be used, and a copy retained in the student's cumulative folder.



Supplemental Supports

Supplemental support (sometimes referred to as Tier 2), targets students not making adequate progress in the core curriculum. Students are provided small-group, supplemental instruction in addition to the time allotted for core instruction.

Tier 2 includes instruction, strategies, and programs designed to supplement, enhance and support the core curriculum.

Teachers monitor student progress frequently using multiple assessments, curriculum-based measurement, running records, fluency, and behavioral data.

The potential impact of each of the following variables is addressed when intensifying intervention supports:

- Increased instructional time
- Smaller group size
- Increased opportunities to respond with feedback
- Increased explicitness of instruction
- Changing intervention program
- Changing intervention skill focus

How do we know if the supplemental supports/interventions are working?

Evaluating Supplemental Supports

To determine if the interventions are working, data is collected through measures that can specifically

determine if each student is making progress or not .

It is recommended that the Tier 1 and Tier 2 intervention is provided at least 3 times per week and it is recommended monitoring is conducted 2 times per week to provide the team with at least 2 data points per week (the more, the better). These progress monitoring points measure the skill improvement against the baseline data before the start of the intervention.

All groups receiving supplemental instruction in each grade level are monitored. This is often done by the grade-level teacher PLC.

Remember, MTSS is not a "pathway to special education" or testing.

The purpose of core, supplemental, and intensive supports is *to determine and provide the student's support level to be successful in the general education curriculum.*

Progress monitoring is completed by both the individual qualified staff providing the supplemental instruction and a broader problem-solving team.

When interpreting progress monitoring data, current research indicates that length of time of intervention rather than the number of data points is the primary method of determining when to assess a student's response. Data point rules are used to see if they made progress or not, but these decisions cannot be made if they have not been given enough time to make progress. A general rule of thumb (although each case will differ) is to monitor for a minimum of nine weeks and calculate the trend line with at least 7-10 data points to determine student response.

One student may never need more than core supports, while another may always need supplemental or intensive supports to be successful.

Moving Between Levels

When the problem-solving team meets to determine a student 's progress (response or lack of response to intervention), there are several possible outcomes.

There are three possible outcomes in supplemental supports:

A student may gain the necessary skill to be successful and return to only receiving core supports.

A student may do great with supplemental support, but when the team tries to ease those supports, the student struggles again; therefore, the student may need supplemental support. Or,

A student may not make adequate progress and need to move to the most intensive level of support.

The problem-solving team should ask the following Five Essential Questions each time progress monitoring data is discussed for groups of students:

Has our problem-solving shifted from overall instruction, environment, and curriculum for groups of students to individual, student-centered concerns?

Are there any individual students that are consistently not making progress with interventions?

Are there any individual students that are unlikely to achieve grade-level standards by the end of the school year?

Does the data indicate that a disability may cause a consistent lack of progress with an intervention?

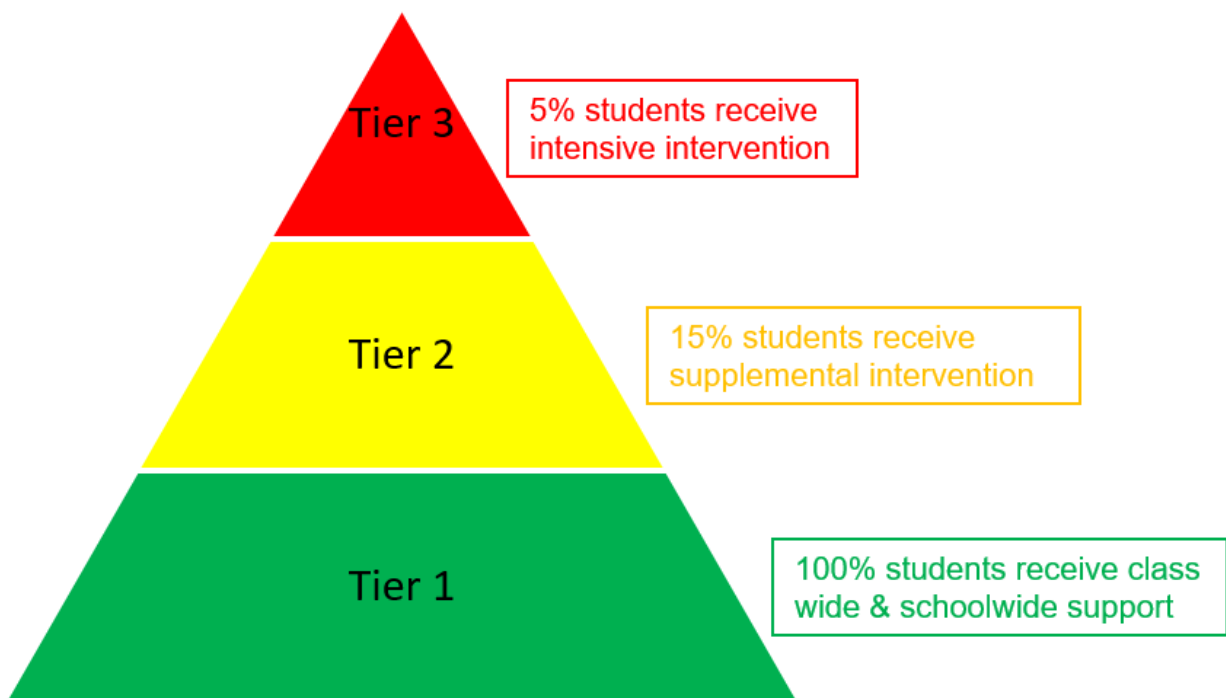
Does the individual student's progress in the general curriculum have characteristics typically associated with a disability?

Once the team has determined by the progress monitoring data that the student is not making adequate progress and that they have been addressing the appropriate skill deficit(s), if they do not suspect a disability, they will typically move to implement a more intensive level of intervention.

Note: The problem-solving team must consider whether a student's lack of progress results from a suspected disability. If a disability is suspected, the student must be referred to the IEP team and interventions must continue concurrently while the issue of the suspected disability is resolved.

A parent has the right to request, in writing, an evaluation for special education at any time. If the parent makes this request, the student will be referred to the IEP team while interventions continue.

Parents will be notified, in writing, regarding a student's response to intervention at each level (tier). The parent notification of intervention will be used and a copy retained in the student's cumulative folder.



Intensive Supports

Intensive support (sometimes referred to as Tier 3) targets students not making adequate progress at the core or supplemental levels. Students are typically provided instruction or intervention individually with the instructor at the intensive level. It is recommended that vision, hearing, social-developmental history, and observational data be collected. Parents should be notified of screenings.

The potential impact of each of the following variables is addressed when intensifying intervention supports:

- Increased instructional time
- Smaller group size
- Increased opportunities to respond with feedback
- Increased explicitness of instruction
- Changing intervention program
- Changing intervention skill focus

How do we know if the intensive supports/interventions are working?

Evaluating Intensive Supports

To determine if the interventions are working, data is collected through measures that can specifically determine if each student is making progress or not.

As noted previously, it is recommended the intervention is provided at least 3 times per week and it is recommended monitoring is conducted 2 times per week to provide the team with at least 2 data points per week (the more, the better). These progress monitoring points measure the skill improvement against the baseline data before the start of the intervention.

When interpreting progress monitoring data, current research indicates that length of time of intervention rather than several data points be the primary method of determining when to assess a student's response. Data point rules are used to see if they made progress or not, but these decisions cannot be made if they have not been given enough time to make progress. A general rule of thumb (although each individual case will differ) is to monitor for a minimum of ten weeks and calculate the trend line with at least 7-10 data points to determine student response.

Once the team has determined by the progress monitoring data that the student is not making adequate progress and that they have been addressing the appropriate skill deficit(s), if they do not suspect a disability, they will typically move to implement a more intensive level of intervention.

The intensive support is completed by both the individual qualified staff who provide supplemental instruction and a broader problem-solving team.

Intensive supports should be monitored using tools to monitor the specific skills. However, general outcome measures should be utilized as well to determine if the student's skills are generalizing and improving global skills.

Remember, MTSS is not a "pathway to special education." MTSS employs a systems approach to using data-driven problem-solving to maximize growth for all. The belief is that a MTSS is the most effective and efficient approach to improving student outcomes, thereby ensuring a sound basic education for all. Nothing in the MTSS definition, vision, mission, or belief creates a structure that must be adhered to before suspecting a disability or referring a student for an evaluation for special education and related services.

The purpose of core, supplemental, and intensive supports is to determine and provide the student's support level to be successful in the general education curriculum.

Note: The problem-solving team must consider whether a student's lack of progress results from a suspected disability. If a disability is suspected, the student will be referred to the IEP team and interventions will continue concurrently while the issue of the suspected disability is resolved.

A parent has the right to request, in writing, an evaluation for special education at any time. If the parent makes this request, the student will be referred to the IEP team while interventions continue.

Parents must be notified, in writing, regarding a student's response to intervention at each level (tier). The parent notification of intervention must be used, and a copy retained in the student's cumulative folder.

What is the legal mandate about suspecting a disability?

Child Find is the safeguard and mandate put in place to identify children with disabilities. Therefore, the problem-solving team must consider whether the student's lack of progress results from a suspected disability.

Depending on the team's responses to the Five Essential Questions on the Moving Between Levels (page 9) the team may suspect a disability. If a disability is suspected, the student will be referred to the IEP Team and interventions will continue concurrently while the issue of a suspected disability is resolved.

Other Child Find Responsibilities

If a parent verbally requests an evaluation (also known as a referral to special education), the staff should advise the parent to make the request in writing and send it to the appropriate contact person at their child's school. Upon receipt of the letter, the contact person shall request the EC personnel to schedule an IEP team meeting to discuss the parent request. This begins the regulatory/procedural timeline associated with initial referrals/evaluations.

It is important to note that interventions are not required for all eligibility categories. Emotional Disability, Intellectual Disability, Other Health Impairment, Specific Learning Disabilities, and Traumatic Brain Injury are the only disability categories that specifically require interventions. However, those interventions are required as part of the evaluation procedures. A MTSS or RTI is only referenced explicitly within the Policies for Specific Learning Disabilities. This is because the MTSS or RTI intervention data now serves as the assessment data for determining if a student has a specific learning disability.

What is a Disability?

There are 14 disabling conditions in education for which a student may be identified to qualify for IEP or 504 Supports. For further guidance, consult with NCDPI's policy.

What are the disability categories that a problem-solving team or parent can suspect?

When considering whether a disability is suspected, the team should have a clear suspicion of an area of disability. This suspicion is based on data points and an understanding of the 14 disabling conditions under which a student may receive specially designed instruction or 504 supports.

[Policies Governing Services for Children with Disabilities \(Amended August 2020\)](#)

Educational Disability Categories

Autism Spectrum Disorder
Deaf and Blind
Deafness
Developmental Delay
Hearing Impairment
Intellectual Disability
Multiple Disabilities
Orthopedic Impairment
Other Health Impairment
Serious Emotional Disability
Specific Learning Disability
Speech/Language Impairment
Traumatic Brain Injury
Visual Impairment

The category of Specific Learning Disability has sub-areas: oral expression, listening comprehension, basic reading, reading fluency, reading comprehension, math calculation, math problem solving, written expression.

This student isn't making progress with our support, and/or we suspect a disability; now what do we do?

Role of the Problem-Solving Team

As discussed earlier, PST's analyze groups of students and their responses to the environment, instruction, and curriculum and then implement appropriate supports.

If the problem-solving team's intent starts focusing inward on the individual learner, the team has reached a point where it must raise the question of whether or not a disability is suspected (see Five Essential

Questions). If yes, the appropriate problem-solving team may participate as an IEP Team member.

If a student has not made adequate progress after an appropriate time, a referral for an evaluation will must be made.

Role of the IEP Team

It is important to note that *a referral does not mean that the IEP team has an obligation to evaluate*. However, if the problem-solving team suspects, then they have an *obligation to refer*. This ensures that the procedural requirements are met and the proper problem-solving team—the IEP Team—determines the next course of action.

Note: Interventions may run concurrently with the evaluation conducted with the 90-day timeline. As well, if the IEP team determines an evaluation is not warranted based on the available data, interventions

should continue and/or be updated to match the student 's needs.

How do we involve parents and guardians?

Parents and Problem Solving

Parents/guardians are important partners in the problem-solving process. Therefore, communication between school and home is essential. Thus, the school team must take steps and be aware of regulations to protect parents' rights.

Parents or guardians will be notified, in writing, regarding the student's response to intervention at each level beyond Core.

The "Parent Notification of Intervention" Letter will be used. A copy of the "Parent Notification of Intervention" Letter will be retained in the student's cumulative file. See appendices for copies of the notification template in both English and Spanish.

The "Parent Notification of Intervention" Letter will be sent each time the intensity of intervention increases from the core to supplemental and supplemental to intensive.

"Parent Notification of Intervention" Letter may also be sent when the student successfully responds to intervention and move from intensive to supplemental and/or supplemental to the core.

At EVA, these notifications and other progress monitoring are sent out at the beginning of the school year in K-8 and anytime a student moves from one level (tier) of support to another. The problem-solving teams are responsible for creating these notifications.

We received a parent letter requesting testing for their child. What do we do next?

Parent Letters Requesting Evaluation

Administration will include in the orientation week the next steps for receiving a formal parent request for testing their student(s).

Faculty members (principal, regular and special education teachers) should be made aware that the receipt of a letter begins a 90-day timeline. They will give the letters to the special education teacher or administrators and should be aware that the matter is urgent due to the 90-day timeline.

When a request for testing is received, the PST member responsible for moving the letter forward should mark the date the school received the letter, initial it, make a copy for their records, and give the original to the Special Education contact so that an IEP initial referral can be scheduled.

The Problem-Solving Chair should consider making a plan with EC Contact to notify them when a letter is received.

Interventions occur concurrently with the evaluations conducted during the 90-day timeline.

A parent has the right to request, in writing, an evaluation for special education at any time. If the parent makes this request, the student will be referred to the IEP team while interventions continue. Parents will be notified, in writing, regarding a student's response to intervention at each level (tier). The parent notification of intervention will be used and a copy retained in the student's cumulative folder.

SUPPLEMENTAL MATERIALS AND APPENDICES

Essential Questions to Ask During Problem-Solving Team Meeting

Is a Disability Suspected?

Has our problem-solving shifted from overall instruction, environment, and curriculum for groups of students to individual, student-centered concerns?

Are there any individual students that are consistently not making progress with interventions?

Are there any individual students that are unlikely to achieve grade-level standards by the end of the school year?

Does the data indicate that a disability causes a consistent lack of progress with an intervention?

Does the individual student's progress in the general curriculum have characteristics typically associated with a disability?

Parent/Guardian Notification of Intervention

Dear Parent/Guardian of (_____) _____

A multi-tiered system of support (MTSS) is a framework which promotes school improvement through engaging, research-based academic and behavioral practices. All students are part of an MTSS and receive Core (Tier I) instructional supports.

As part of an MTSS and upon review of progress monitoring data, problem-solving teams identify groups of students that need additional support(s) with grade level standards in reading, math, behavior or social emotional learning. These supports are sometimes organized by tiers and are described as interventions.

This letter provides written notification of: (1) the amount and nature of student performance data that will be collected and general education services that will be provided; (2) strategies for increasing the student's rate of learning ; (3) and your right to request an evaluation if you suspect your student's difficulties are because of a disability.

Currently, the student will be receiving support as below:

Supplemental Interventions (Tier II)	Intensive Interventions (Tier III)
Reading	Reading
Math	Math
Behavior	Behavior
Social and Emotional Learning	Social and Emotional Learning

Student Performance Data to be Collected:

- i-Ready (math/reading) report EOG test report (3-8 grade math/3-8 grade reading/5th grade science)
 Grades from PowerSchool Others (Please indicate below)

General Education Services (Intervention Support) being Provided:

- Small group instruction Tutoring during school hour Tutoring after school
 Others (Please indicate below)

Strategies for Increasing the Rate of Learning:

- MTSS service in reading MTSS service in math

We are available to meet with you to discuss these interventions. If you have additional concerns, please let us know so that we can arrange for a parent/teacher conference.

Sincerely,

Notificación de Intervención para los Padres/Tutores Legal

Estimado Padre y/o Tutor Legal: [name]

Un Sistema de apoyo de Varios Niveles (MTSS por sus siglas en ingles) es un marco que promueve la mejora escolar a través de prácticas académicas y conductuales atractivas y basadas en investigaciones. Todos los estudiantes son parte de un MTSS y reciben apoyo educativo básico (Nivel I).

Como parte de un MTSS y tras la revisión de los datos de seguimiento del progreso, los equipos de resolución de problemas identifican grupos de estudiantes que necesitan apoyo adicional con estándares de nivel de grado en lectura, matemáticas, comportamiento o aprendizaje socioemocional. Estos apoyos a veces se organizan por niveles y se describen como intervenciones.

Este documento proporciona notificación por escrito de: (1) la cantidad y la naturaleza de los datos de desempeño del estudiante que se recopilarán y los servicios de educación general que se brindarán; (2) estrategias para aumentar el ritmo de aprendizaje del estudiante; (3) y su derecho a solicitar una evaluación si sospecha que las dificultades de su estudiante se deben a una discapacidad

Actualmente, el estudiante recibirá apoyo de la siguiente manera:

Intervenciones Suplementarias (Nivel II)	Intervenciones Intensivas (Nivel III)
Lectura	Lectura
Matemáticas	Matemáticas
Conducta	Conducta
Aprendizaje social y emocional	Aprendizaje social y emocional

Datos de rendimiento de los estudiantes que se recopilarán:

- Informe i-Ready (matemáticas/lectura) Informe de prueba EOG (matemáticas de grado 3-8/lectura de grado 3-8/ciencia de grado 5)
 Calificaciones de PowerSchool Otras (Por favor indique abajo)

Servicios de educación general (apoyo de intervención) que se brindan:

- Instrucción en grupos pequeños Tutoría durante el horario escolar Tutoría después de la escuela
 Otras (Por favor indique abajo)

Estrategias para aumentar la tasa de aprendizaje:

- Servicio MTSS en lectura Servicio MTSS en matemáticas

Estamos disponibles para reunirnos con usted para discutir estas intervenciones. Si tiene inquietudes adicionales, háganoslo saber para que podamos organizar una conferencia de padres y maestros.

Atentamente,

Parent/Teacher Conference Notes

<i>Student's Full Name</i>	
<i>Date of Conference</i>	

Purpose of Conference:

Describe the Student's Progress Using Current Performance Data:

Describe the Parent's Concerns

Describe the Performance Data to be Collected:

Strategies to Increase the Student's Rate of Learning:

Other Relevant Information:

Signatures of Conference Participants:

Role	Name	Signature	Date

Notas de la Conferencia de Padres y Maestros

Nombre completo del estudiante	
Fecha de la Conferencia	

Propósito de la Conferencia:

Describe el progreso del estudiante utilizando los datos de rendimiento actuales:

--

Describe las Preocupaciones de Los Padres:

--

Describe los datos de rendimiento que se recopilarán:

--

Estrategias para aumentar el ritmo de aprendizaje del estudiante:

Otra información relevante:

--

Signatures of Conference Participants:

Papel	Nombre	Firma	Fecha

Individual Problem-Solving Team Screening Notification

Referral Information						
Student Name:		Date of Referral:		Referring Teacher(s):		Parent/Guardian Name:

As we have previously discussed, your child is currently experiencing difficulty in the following areas: . It has been recommended that the Problem-Solving Team (PST) obtain screening information on your child and if needed, offer suggestions as to how we can best serve him/her in our school. The Problem-Solving Team at our school will work collaboratively to create strategies and interventions that may help your child to be more successful at school (see Parent Notification of Intervention).

We may need further information about your child, including concerns you may have about your child at home or at school, strengths that you see in your child, and developmental information. During this process, members of the Problem-Solving Team may also observe your child in classroom settings to help us to identify and implement strategies. This problem-solving process may include one or more of the following:

- Informal reading, math, and/or written languages diagnostics/evaluations
- Review of formal assessment information
- Vision and hearing screenings
- Classroom observations
- Parent Conferences
- Use of various instructional interventions
- Review of school records

During this process, we will keep you informed as we work with the Problem-Solving Team. If you have any questions, please call the school.

Sincerely,

Problem Solving Chair

Method of Delivery:

Date of Delivery:

Evaluación individual del equipo de resolución de problemas - Notificación

Referral Information						
Student Name:		Date of Referral:		Referring Teacher(s):		Parent/Guardian Name:

Como hemos discutido anteriormente, su hijo actualmente está experimentando dificultades en los siguientes áreas: . Se ha recomendado que el Equipo de resolución de problemas (PST) obtenga información de evaluación sobre su hijo y, si es necesario, ofrezca sugerencias sobre cómo podemos servirle mejor en nuestra escuela. El Equipo de resolución de problemas de nuestra escuela trabajará en colaboración para crear estrategias e intervenciones que puedan ayudar a su hijo a tener más éxito en la escuela (consulte la Notificación de intervención a los padres).

Es posible que necesitemos más información sobre su hijo, incluidas las inquietudes que pueda tener sobre su hijo en el hogar o en la escuela, las fortalezas que ve en su hijo e información sobre el desarrollo. Durante este proceso, los miembros del Equipo de resolución de problemas también pueden observar a su hijo en el salón de clases para ayudarnos a identificar e implementar estrategias. Este proceso de resolución de problemas puede incluir uno o más de los siguientes:

- Diagnósticos/evaluaciones informales de lectura, matemáticas y/o lenguajes escritos
- Revisión de la información de la evaluación formal
- Exámenes de la vista y la audición
- Observaciones en el aula
- Conferencias de padres
- Uso de diversas intervenciones educativas.
- Revisión de expedientes escolares

During this process, we will keep you informed as we work with the Problem-Solving Team. If you have any questions, please call the school.

Atentamente,

Método de entrega:

Fecha de entrega:

Parent Input Form

Demographic Information	
Student Name:	Date of Birth:
Person Completing Form:	Relationship to Student:
Student's address:	Phone:
To whom does the student live? Both Parents Mom Dad Other Guardian Foster Parent Group Home	
If the student does NOT live with parents, have parental rights been legally terminated? Yes No	
If a parent is not in the home, how often does the student see them? Daily Weekly Monthly Yearly Never	
Primary language spoken in the home:	
Primary language used by the student:	

Family History			
Is there any immediate family (parents, siblings, grandparents) history of:			
Anxiety disorder	ADHD	Autism Spectrum Disorder	
Bipolar Disorder	Conduct Disorder	Depression	
Drug or Alcohol abuse	Schizophrenia	Other:	
Is there any family history of intellectual disability? Yes No			
If so, the relationship to student: mom dad grandparent brother sister Other: _____			
Has the student experienced any of the following?			
Separation or Divorce of parents	Marriage/Remarriage of parents		
Death of an immediate family member	Chronic illness/life-threatening injury of self or family		
Placed in foster care	Physical abuse or neglect of themselves		
Witnessed abuse of a family member	Emotional abuse or neglect of themselves		
Student involvement in legal/law enforcement issues	Parent involvement in legal/law enforcement issues		
Homelessness	Student/family involvement with DSS		
Been significantly impacted by a natural disaster	Witnessed violence (shooting, robbery, etc.)		

Health Information			
Please list any diagnosed physical or genetic conditions for your child:			
Please list any diagnosed mental health conditions for your child:			
Does your child receive any mental health/therapy services? Yes No			
Please list any daily, prescribed medications your child takes:			
Has the child ever suffered a serious head injury? Yes No			
If so, were they unconscious as a result? Yes No Are there any lasting side effects? Yes No			
Has the child experienced any of the following:			
Frequent ear infections	Frequent stomachaches	Weight problems (under/over)	
Frequent colds	Lead poisoning	Self-harm (cutting, etc.)	
Excessive high temperatures	Meningitis	Attempted suicide	
Asthma	Seizures	Eating disorder	
Allergies	Injured in car accident	Born addicted to any substances	
What time does the student typically go to bed? _____ How many hours of sleep do they typically get? _____			
Do they sleep through the night? Yes No			
Do they have trouble falling asleep? Yes No			

How much screen time (phone, tv, video game system/pc) does the student have daily?
Does the student need: glasses hearing aids not applicable
Does the student have access to adequate nutrition and housing? Yes No

Education Information

Did the student attend preschool? Yes No	Did the student attend kindergarten? Yes No
Was the student ever homeschooled? Yes No	
If so, what curriculum was used? _____	What was registered name of the school? _____
Has the student repeated a grade? Yes No	Have they skipped a grade? Yes No
If so, what grade?	
Has the student been frequently absent (more than 10 days per year) from school? Yes No	
Has the student switched schools in the past? (i.e., moved from one elementary school to another) Yes No	
Has the student previously had any of the following:	
<input type="checkbox"/> An IEP/special education	<input type="checkbox"/> A 504 plan
<input type="checkbox"/> Gifted services	<input type="checkbox"/> School-based intervention
<input type="checkbox"/> Private speech services	<input type="checkbox"/> Private physical therapy
<input type="checkbox"/>	<input type="checkbox"/> A behavior plan
<input type="checkbox"/>	<input type="checkbox"/> Private tutoring
<input type="checkbox"/>	<input type="checkbox"/> Private occupational therapy

Strengths and Needs (Everyone has both strengths and needs!)
What do you most enjoy about your child?
What do you find most difficult about raising your child?
What do you find works well at home to address any of these concerns?
Does the student appear to be concerned about their performance in school? Yes No

Hobbies/Activities

Check all activities in which this child participates in with the family or community:			
<input type="checkbox"/>	Movies or Television	<input type="checkbox"/>	Meals
<input type="checkbox"/>	Visits with relatives	<input type="checkbox"/>	Shopping
<input type="checkbox"/>	Video games	<input type="checkbox"/>	Board or other games
<input type="checkbox"/>		<input type="checkbox"/>	Conversations
<input type="checkbox"/>		<input type="checkbox"/>	Church
<input type="checkbox"/>		<input type="checkbox"/>	Trips

OBSERVATION DATA

Two observations in different settings are required as part of the EC evaluation. It is recommended these observations be completed when a student begins receiving intensive interventions. Observations may also be required if a student's area of EC eligibility is changed or if a secondary disability is added. **Observations must be completed by a licensed professional staff member who is not the student's teacher.**

Student Name _____ Grade _____

Observer _____ Position _____ Date _____

Class Observed Teacher _____

Activity Observed: One-to-One Small Group Independent Study Large Group
 Transition Lunch Outside Play General Ed Class EC Class

Student Behaviors:

<input type="checkbox"/>	Attentive	<input type="checkbox"/>	Careless, doesn't complete tasks	<input type="checkbox"/>	Demands excessive attention
<input type="checkbox"/>	Talks out of turn	<input type="checkbox"/>	Constantly out of seat	<input type="checkbox"/>	Daydreams
<input type="checkbox"/>	Easily distracted	<input type="checkbox"/>	Contributes to class discussion	<input type="checkbox"/>	Avoids groups
<input type="checkbox"/>	Overactive, restless	<input type="checkbox"/>	Short attention	<input type="checkbox"/>	Does not follow directions
<input type="checkbox"/>	Immature behaviors	<input type="checkbox"/>	Displays leadership ability	<input type="checkbox"/>	Unusual language
<input type="checkbox"/>	Withdrawn	<input type="checkbox"/>	Easily frustrated	<input type="checkbox"/>	Speech problems
<input type="checkbox"/>	Works independently	<input type="checkbox"/>	Aggressive	<input type="checkbox"/>	Other
<input type="checkbox"/>	Disruptive	<input type="checkbox"/>	Obscene language	<input type="checkbox"/>	
<input type="checkbox"/>	Trouble finding place	<input type="checkbox"/>	Repetitive behaviors	<input type="checkbox"/>	
<input type="checkbox"/>	Disorganized work habits	<input type="checkbox"/>	Avoids eye contact	<input type="checkbox"/>	

Additional comments addressing/summarizing students' academic needs (strengths/weaknesses), behavioral skills (strengths/weaknesses) and functional skills, (including any apparent functions of behavior observed, i.e., gain attention, avoids work, etc.)