



Principals' Training Center

PTCnet Survey Summary

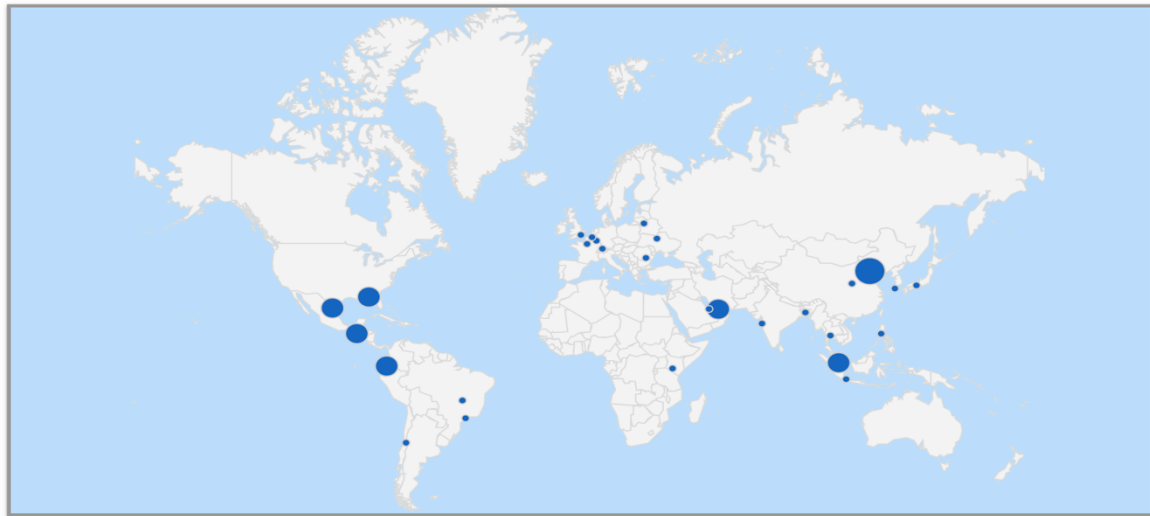
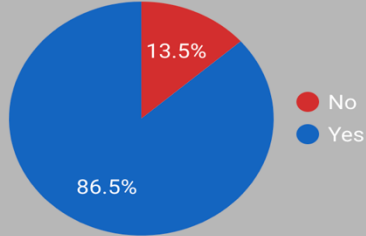
TOPIC:	SEN - Defining Levels of Support		
QUERY:	Please contribute to this brief survey to provide some insight into how you are defining levels of support within your student services programs.		
QUERY SUBMITTED AND COLLATED BY:	Melissa Schaub		
TOTAL NUMBER OF RESPONSES:	34		
Date conducted	03-04-2019		

Responses:

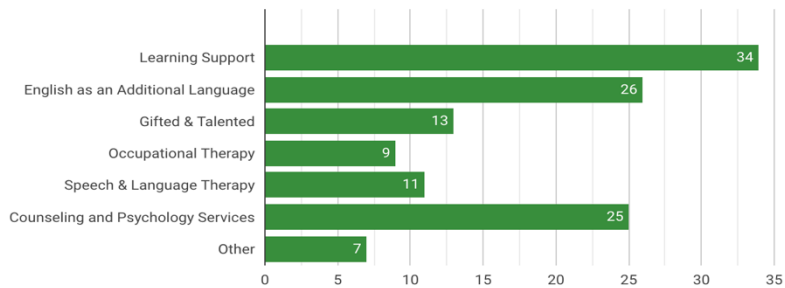
SEN - Defining Levels of Support PTC Net

Number of Schools Responding:
34

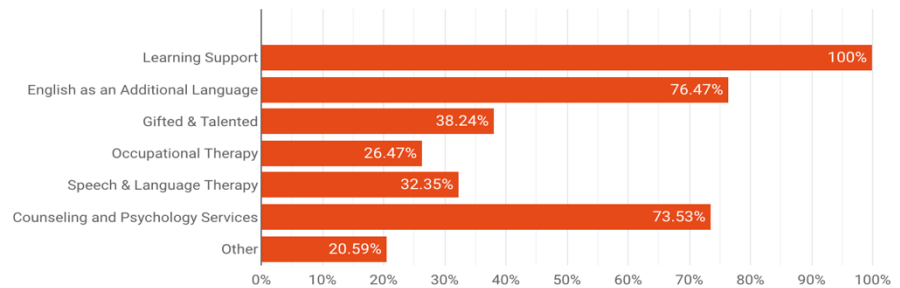
Categorized Level of Support?



Number of Services Provided



Percentage of schools offering service





How do you categorize the level of support? (Responses)

- RTI
- We use the RTI model: Tier 1, 2, 3
- Standard RTI Framework for Learning Support - WIDA scores for tiers of support for ELL
- Level of support is categorized based on intensity of need for Learning Support Students (mild, moderate, and intense). The ELL program has a similar categorization that is based on the WIDA Model scores (beginning, intermediate, and advanced). RTI is a function of general education but is supported by learning support. Students are categorized based on intensity of intervention (Tier I - Tier III).
- Tier 1- monitor Tier 2- push in support Tier 3- pull out small group or 1 to 1 support
- Tier 1: A whole-school instructional delivery model. Students receive differentiated instruction provided by their regular classroom teachers. Tier 2: In addition to tier 1 supports, students receive short-term, goal and research driven interventions that are articulated, documented, and reported for parent communication Tier 3: In addition to tier 1 supports, students will have at a minimum not responded to at least one cycle of tier 2 intervention. With a non-response, the intensity of the intervention will have to be increased. Generally, organizational structures (eg time or student to teacher ratio), assessment methods (eg more formative or more detailed diagnostic), or instructional methods (eg more opportunities to respond, more guided practice, more direct instruction, etc) are the areas where intensity is increased.
- It is more defined with WIDA. As for Learning Support we utilize student IEP from their previous schools, MAP scores, DRA results and recommendations from their evaluations. We have a push-in and pull-out model for both ESOL and Learning Support. We are looking to define our program further.
- RTI and MTSS (Tier 1, 2 and 3)
- Tier 1 - Classroom support, Tier 2 - Supplemental Support (120 minutes per week), Tier 3 - Intensive Support (an additional 90 minutes per week)



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PTCnet Survey Summary

- Tier 1, Tier 2 and Tier 3
- Tier 1 refers to classroom instruction for all students that utilizes evidence-based materials and practices to teach core subject areas (e.g. reading, writing, and math). Ongoing assessment data is used to monitor student progress and identify areas in which additional student support is indicated. Tier 2 refers to supplemental, evidence-based, targeted intervention when strategies at Tier 1 have proven insufficient. Students at Tier 2 are those who benefit from support in order to show expected growth. Tier 2 instruction is systematic, explicit and aligned with Tier 1 instruction. Instructional interventions may be delivered to individuals or small groups with similar strengths and/or needs. Students in Tier 2 receive a formal, short-term intervention plan. Tier 3 refers to evidence-based, intensive, targeted interventions for students whose needs are not being sufficiently met by Tier 1 or Tier 2 instruction. Students at Tier 3 require a curriculum that differs significantly in pace, level, and complexity from that of their peers. Tier 3 instruction may take place in addition to Tier 1 instruction; If progress monitoring and diagnostic assessments indicate that a student is not making adequate progress, he or she may be referred for further evaluation and/or possible programmatic changes. Students in Tier 3 receive a formal long-term intervention plan or a Student Support Plan (SSP).
- We are now moving to a MTSS system with 3 tiers of support.
- MTSS: Tier 1, 2, 3
- Mild - Typically, these students have a range of achievement from on or above grade level to below grade level by about 1-2 years in any given area. Mild levels of learning needs are met predominantly by co-teaching, in-class support, accommodations, and small-group support. Moderate - The following factors are considered in determining a moderate level of support: ♣ Identified cognitive or learning disability with evidence of at least 2 grade levels behind peers ♣ Existing level of support in math and language work identified as insufficient ♣ Has already repeated a year ♣ Amount of required teacher time in the classroom ♣ How much support is needed for social and emotional development A moderate level of Learning Support can be identified by the amount of time that the student requires support from the department, and can include, but is not limited to the following: ♣ Individual instruction ♣ Resource room support in varying amounts ♣ Co-taught classes ♣ Modified curriculum or class exemptions ♣ Social/ Emotional Skills Support (within context or separately depending on needs) ♣ Need for multiple support services including Occupational Therapy, Physical Therapy, Speech Language Therapy, Counseling, medical needs Intensive – Identified students who have a cognitive or developmental disability that requires modified curricular expectation and functional life skills development. Typically, these students require multiple therapies. Of course, students don't always fit neatly into these categories and every effort is made to match student need to service.



Principals' Training Center

PTCnet Survey Summary

- RTI
- 4 levels for Learning Support, 4 levels for EAL students. Definition are quite lengthy.
- Level one, differentiation; occasional and support from the Educational Assistant within the classroom. Level two, after school enrichment or/and in class support. Level three, support from a specialist teacher in the class and/or as part of a pullout program. Level four the same as 3 plus support from a professional outside the school (therapist, psychologist, psychiatrist, etc.)
- STEP 1—REFERRAL TO STUDENT SUPPORT TEAM - student goes into tier 1 where they are monitored, supported and evaluated by the SEND support staff. STEP 2—EVALUATION AND DETERMINATION OF ELIGIBILITY If no progress is made, a referral form will be given to teacher to complete and return to the SST. The student may be placed in Tier 2. Members of the SST will and the student's parents are involved in the review progress when a short-term Individual Education Plan (IEP) is developed. STEP 3—DEVELOPMENT OF THE INDIVIDUAL EDUCATION PLAN (IEP) FOR TIER 2 AND TIER 3 - When Tier 1 and Tier 2 interventions have been provided but the student fails to make adequate progress, the student will move to Tier 3 so that they can receive more intensive support. Students with SEND will have an Individual Education Plan (IEP) written for them. STEP 4—IMPLEMENTATION OF THE INDIVIDUAL EDUCATION PLAN (IEP) STEP 5—INCLUSION TEAM MONITORS STUDENT PROGRESS AND REVIEWS SERVICES
- We don't officially categorize, but we do look at needs and adjust service delivery (eg, push-in or pull-out) according to needs.
- Monitor, Monitor with Accommodations, Learning Support Level 1 (Push-in only), LS Level 2 (Push-in and Pull-out), LS Level 3 (Push-in, Pull-out, Individualized Core class and/or Para support), and Specialized Learning Support (Intensive Needs)
- Learning Support Categories Early Intervention - Grades PreK-2 only, short interventions to target specific skills; Tier 2 - student who require short term support or minimal long term support (i.e. accommodations, push-in for one class); Tier 3 - students who receive more intensive support and/or support for over a year EAL Categories EAL Advance, EAL Intermediate, EAL Beginner - Set by WIDA scores and observations
- we use the terms mild (at least average IQ, requiring 1-2 periods a day of learning support), moderate (average or lower IQ, with significant learning disabilities) and intensive (lower IQ, non-diploma track, focus on functional academics and life skills)



Principals' Training Center

PTCnet Survey Summary

- Levels of Need / Support Key LS 1: Mild - In class support (has a SP) Up to 12 months below grade level “with documentation.” in-school support (in-class support, co-taught classes, small/ skills group) LS 2: Mild/Moderate - In class + LS/ELL block (has an IEP) 12 to 24 months below grade level. Receives in-school support (Learning Support/ELL class, in-class support, small/skills group, social skills group, sensory integration support) LS 3: Moderate - In class + LS/ELL block + need for therapies/external counseling/1:1 (has an IEP) More than 24 months below grade level, social/emotional behaviors impacting academic performance, need for specialist therapies like OT, Speech and Language, psychological counseling. Receives combination of in-school support and small/skills group (shadow assistant in class, social skills group, 1:1, therapies)
- Levels of Support at PSI Learning Support department provides differentiation coaching and strategy development for all tiers. Tier 1: General education high quality differentiated instruction. Students do not require additional assessment, instructional, or contact time. This group makes up approximately 85-90% of the total school population. Tier 2: Mild level of support This list is not inclusive of all factors and not all factors need to be present to constitute a mild level of support being needed: Identified students who may need accommodations but not direct learning support intervention. This group could include students with emotional/behavioral needs. Identified students who need some support which would not exceed one Primary class period per day or one Secondary subject area and may be delivered within class support or through a learning support period. Typically these students have a range from on or below grade level by about one year. Students will have either a Monitor Form or an Individualised Learning Plan (ILP) This group makes up approximately 10-12% of the whole school population Tier 3: Moderate Support This list is not inclusive of all factors and not all factors need to be present to constitute a moderate level of support being needed: Identified cognitive or learning disability with evidence of at least 2 grade levels behind peers Need for support in both a push in and pull out model which could exceed 40 minutes a day but majority of program needs can be met within the general classroom setting Need for Individualized Instruction (1:1) but has ability to be unsupervised for periods of time Modified classwork and/or learning outcomes High level of Social/Emotional Support Need for multiple therapies such as Speech, Occupational Therapy, counselling, behaviorist, however these supports can be successfully accessed remotely or through occasional visits arranged and funded by the family Students have an ILP This group makes up <3% of the total school population Tier 4: Intensive Support: PSI does not currently have the facilities or faculty to provide students with intensive special education support. These factors are considered in determining that a student requires an intensive level of support: A cognitive or developmental disability that requires completely modified curricular expectations and functional life skills development. Need for a high level of support from multiple therapies that must be delivered frequently and in person for the child to benefit Majority of student needs can not be met within the general education class setting Need for Individualized assistance at all points of the school day and can not be unsupervised
- In LS, we have booster groups, additional support, and withdrawal (small group instruction) in the primary sections. In the secondary sections, we have small group instruction and one-to-one coaching sessions. In counseling, we offer short-term brief



Principals' Training Center

PTCnet Survey Summary

counseling in bursts of 3,6, or 9 sessions. We also offer drop-in counseling sessions. In EAL we offer small-group instruction and, in secondary, we're experimenting with one-on-one or small group support options.

- Our levels of support vary with the perceived need of the student.