

## Student Intervention Services



### UNIVERSAL SCREENING

Assesses student strengths, cultural responsiveness, and linguistics. Identifies needs for support in enrichment or intervention.



### PROGRESS MONITORING

Tracks student performance and rate of learning. Uses a variety of assessment and learning tools.



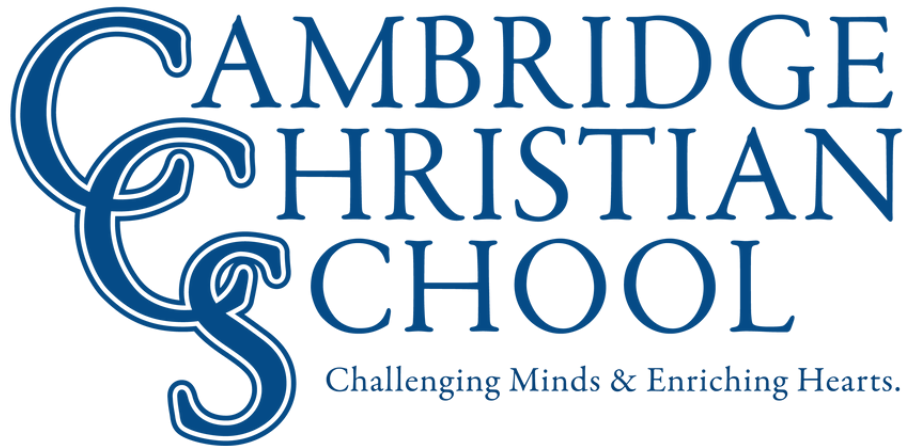
### MULTI-TIERED SUPPORT

Tiered system that specifies needed intervention. Individualized plans are used to support.



### DATA-BASED DECISIONS

Focused on research-based instructional strategies and differentiation.



**Serving All Students**



### **COST DIFFERENCES**

Resource teacher support will be included in tuition cost



### **EXPERIENCE & KNOWLEDGE OF EDUCATOR**

Mrs. Eastlund - two-years in special education, tutored through Sylvan learning, additional certifications in supporting children through trauma, and years of teaching both in the public schools and at CCS. Her experience will serve students in the areas of cognitive, academic, emotional and behavioral support



### **MULTI-TIERED SUPPORT**

Tiered system that specifies needed intervention. Individualized plans are used to support. One of the focuses is to build gap knowledge for students that have received pull-out services.



# STUDENT SERVICES PROCESS

1

Referral & Initial Meeting

2

Observation & Data Analysis

3

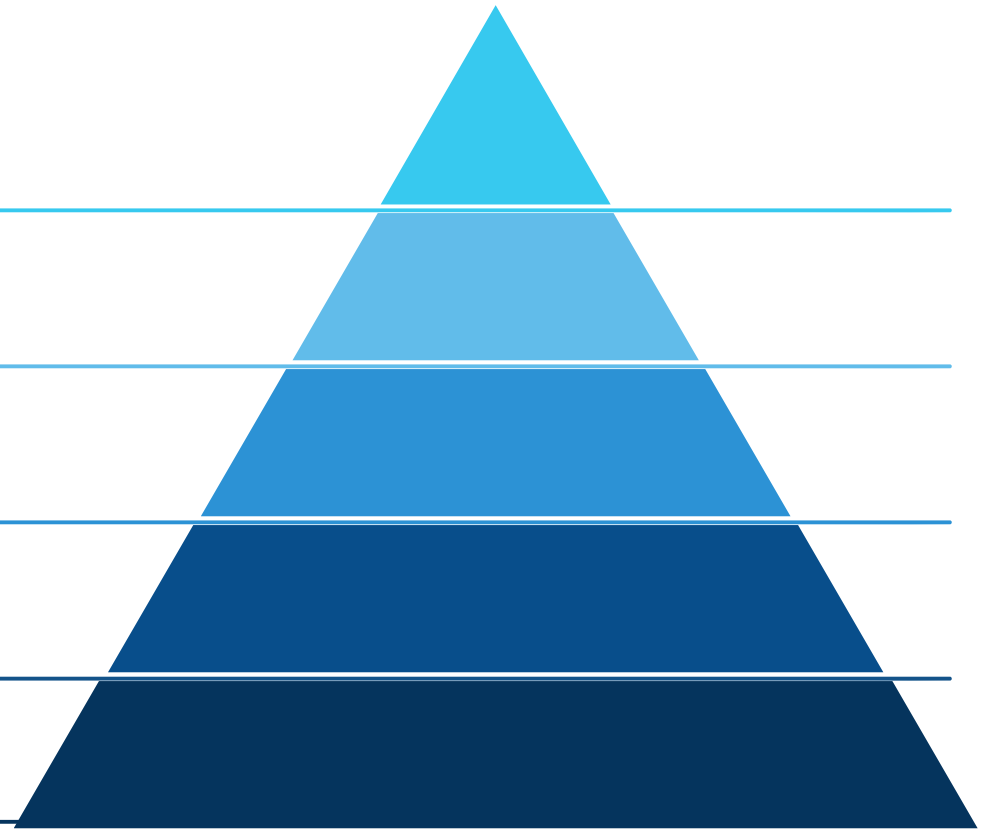
Tiered Intervention Plan Meeting

4

Training & Implementation

5

Continuous Improvement Check-In's



**PARENTS/  
FAMILIES**

- Request to Teacher or Principal
- Attend initial meeting

- Provide documentation (if needed) and observation notes

- Attend planning meeting to determine intervention needs
- Collaboratively problem solve

- Provide continued partnership support with child and educational staff

- **Attend regular meetings if needed**
- Provide continued partnership support with child and educational staff

**ADMIN/  
TEACHERS**

- Schedule & attend initial meeting
- Prepare initial data analysis

- Complete tiered observations
- Gather and analyze assessment data

- Schedule & attend planning meeting to determine intervention needs
- Collaboratively problem solve

- Train educational staff if needed
- Use evidence-based strategies agreed upon
- Implement plan with fidelity according to compliance policies

- Provide evidence of compliance
- Attend regular check-in meetings
- Adjust intervention plan as needs arise
- Continue to partner with child and family

# MULTI-TIERED SUPPORT

## TIER 3:

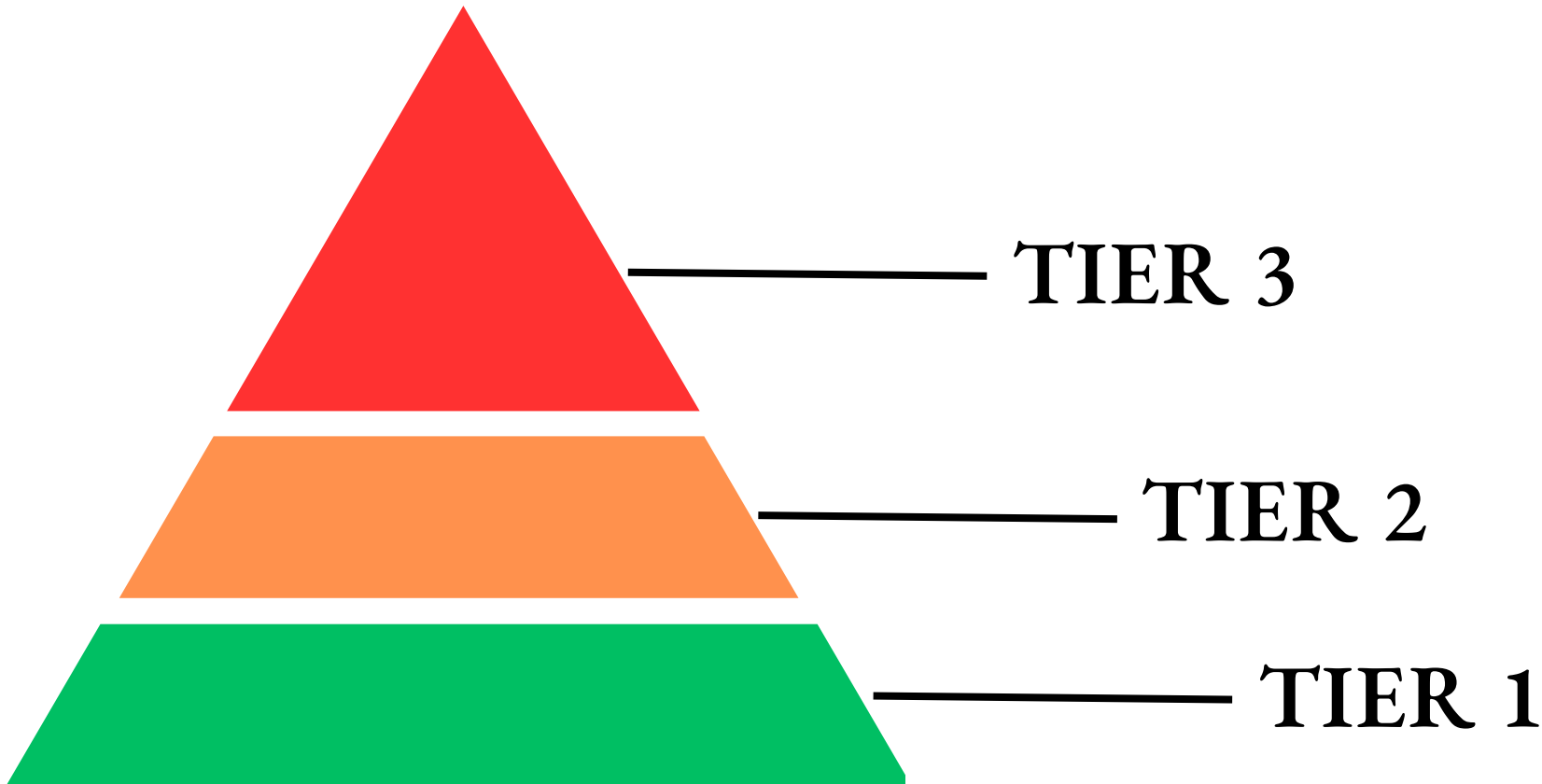
Individualized intensive interventions. Student data is continuously tracked and check-in's occur daily or weekly. An evaluation might be needed to qualify for extended services. CCS may not be able to meet the needs of students in this tier.

## TIER 2:

Targeted small group interventions for at-risk students. Tier 2 students continue to participate in regular lessons in the classroom and also receive tier 1 support. A student can move back to tier 1 or be referred for additional services in tier 3.

## TIER 1:

The whole class. All students in the general education classroom are in Tier 1. Student progress is tracked through homework, tests, and other data measures. If a child is struggling, the student may be referred to tier 2.



# EXAMPLE INTERVENTION STRATEGIES

## TIER 3

### ACADEMIC

- Pull-out services & individual tutoring
- Weekly progress monitoring
- Individualized assessments and assignments
- One-on-one instructional services
- Specialized staff
- Evidence-based intervention curriculum resources

### BEHAVIORAL

- Mentoring
- Social skills development
- Check-in/check-out
- Individual, visual schedule
- Structured breaks
- Reflections
- Restorative practices

## TIER 2

### ACADEMIC

- Small group tutoring
- Small group differentiated instruction
- Modified assignments and/or assessments
- Extended time given
- Progress monitoring monthly
- Tier 2 curriculum intervention resources

### BEHAVIORAL

- Available specialized staff
- Social skill groups
- Processing or reflective breaks
- Increased reinforcement
- Check-in/Check-out plan
- Home/school plans
- Self-management development

## TIER 1

### ACADEMIC

- Differentiated small groups
- Modified assessments and/or assignments
- Choice options provided
- General progress monitoring
- Schoolwide curriculum resources
- Varied activities that teach to different learning styles

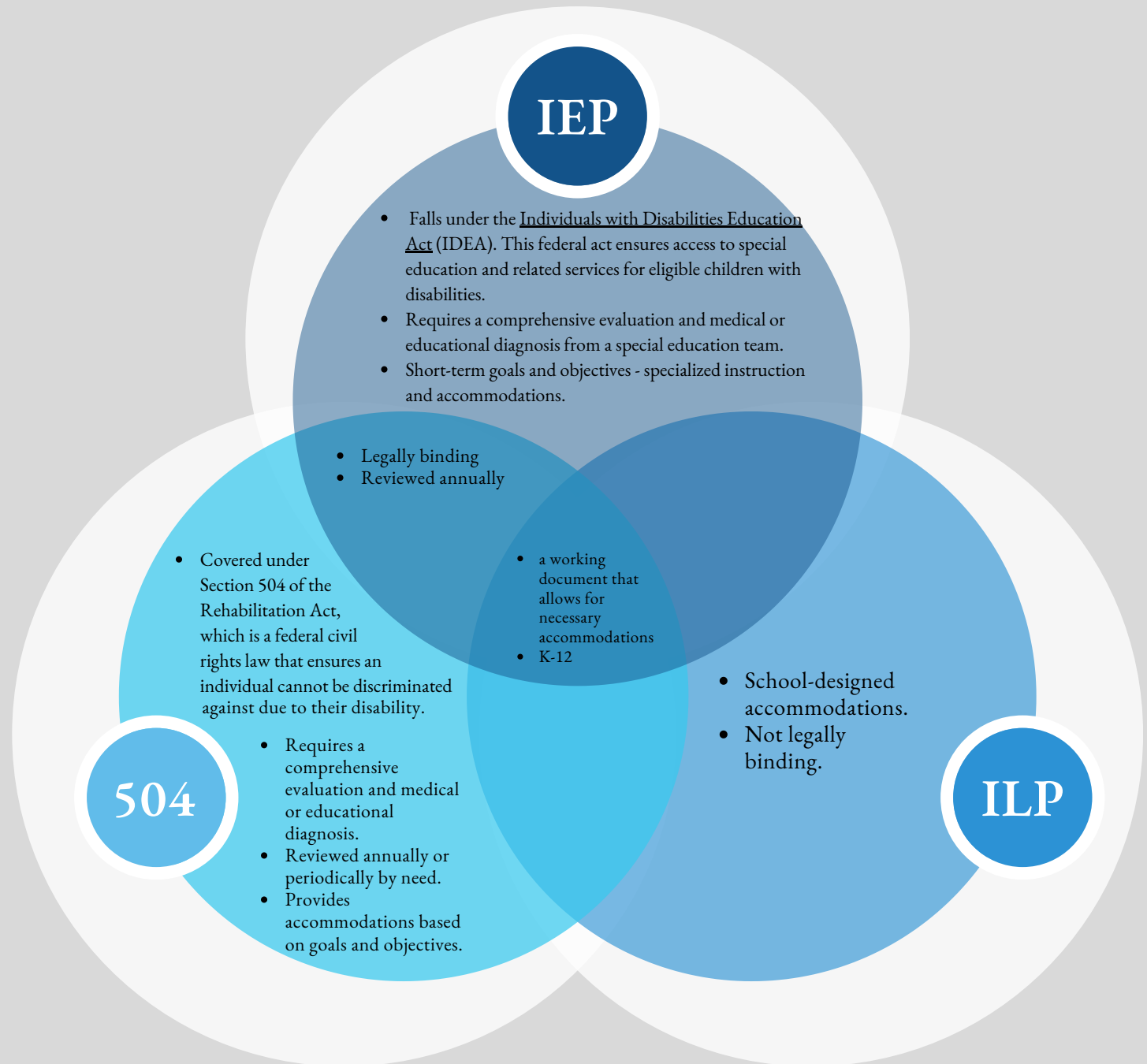
### BEHAVIORAL

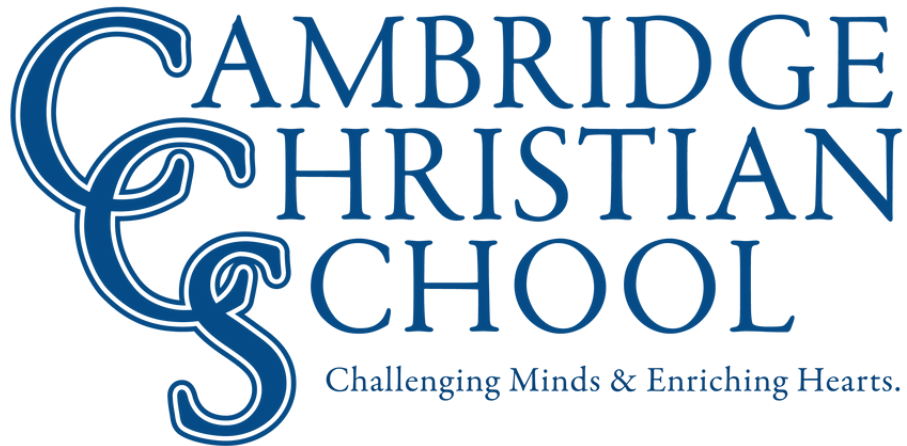
- Non-verbal cues
- Movement breaks
- Classroom management plans
- Positive reinforcements
- Coping skills
- Social skills
- Character building

# IEP

# 504

# ILP





## Resources



### **Mercedes Dahlager - Cedez**

#### **Paige Education Expert**

Providing several tests including:

The Gibson Test

Woodcock Johnson

Search and Teach Test

CCS will coordinate testing with Mercedes and parent for testing.

#### **Integrative Services**

Providing neuropsychological services  
diagnosing dyslexia

#### **Fraser**

Providing many assessment services

#### **Kelly Haws, EdD**

While listed on the IEW website as a certified IEW expert, Dr. Haws is able to do dyslexia and Woodcock Johnson testing.