

EC State Complaint Form – North Carolina

FOR NCDPI USE ONLY		
Case No. & DRC	Date Received	Report Due
	____ / ____ / ____ <i>month day year</i>	____ / ____ / ____ <i>month day year</i>

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Complaint and Supporting Facts: Write a statement about the violation(s) of the IDEA, federal regulations, Article 9 of GS 115C, or NC Policies Governing Services for Children with Disabilities that occurred. Write the facts on which the above statement is based. Describe the nature of the problem of the child, including specific facts relating to the problem.

Introduction:

This is a formal, systemic complaint under Section 616(a)(1)(C) of the IDEA and 34 CFR 300.600 and is being filed on behalf of the students attending public schools in NC.

Below outlines the failure of the North Carolina State Educational Agency (SEA) to effectively supervise North Carolina’s Department of Instruction (NCDPI)’s oversight of Districts and Local Educational Agencies (LEA) in their development and implementation of a Response to Intervention (RTI), Multi -Tiered System of Support (MTSS).

North Carolina’s Department of Public Instruction (NCDPI) has the responsibility of supervising Local Education Agencies (LEAs) to ensure compliance with Part B of the IDEA. Section 616(a)(1)(C) of the IDEA and 34 CFR 300.600 requires States to monitor implementation of Part B by LEAs. The State must have effective policies and procedures in place to ensure that noncompliance with IDEA requirements are identified and corrected in a timely manner.

NCDPI must ensure that LEAs properly identify, locate, and evaluate all children in need of special education and related services, as required by 34 CFR 300.111. NCDPI and LEAs within North Carolina must ensure that the use of RTI strategies do not result in the delay or denial of evaluations for children who are eligible for special education and related services. Please reference OSEP’s letter, dated January 21, 2011, “Subject: A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation For Eligibility under the Individuals with Disabilities Education Act (IDEA)”.

<https://sites.ed.gov/idea/files/idea/policy/speced/guid/idea/memosdcltrs/osep11-07rtimemo.pdf>

Because of NCDPI’s failure to effectively **exercise its general supervisory responsibility to identify and correct noncompliance related to** the Districts and LEAs implementation of MTSS/RTI and Child Find requirements, NCDPI is unable to ensure that FAPE has been made available to all eligible children within North Carolina in accordance with 34 CFR 300.101.

Nature of the Problem:

A review of District and LEA MTSS/RTI handbooks and websites found evidence of a pattern of practices that violates the IDEA's Child Find obligations and FAPE requirements. The evidence shows a lack of supervision and culpable liability at the NCDPI.

- I. A review of District and LEA's MTSS/RTI handbooks and websites describes the RTI process where all tiers of RTI must be completed prior to a referral for special education. **This denies a child their rights under Child Find.** The MTSS/RTI handbooks and websites contain inconsistent, misleading, and inaccurate information that is more likely than not to exclude or unnecessarily delay a child from being identified, located and evaluated as a child with a disability in accordance with NC 1501-2.9(a)
- II. North Carolina has intentionally paired MTSS and an RTI-based approach to evaluation and identification of students with Specific Learning Disability (SLD). However, the 'entry data requirements' into the MTSS/RTI process (as described in the attached handbooks) is exclusionary and stipulates that children must be 'behind' in several areas to be considered for entry. If the MTSS/RTI Handbooks are implemented as written, a child would first have to meet entry requirements before being moved to an elevated tier, and before a disability could be suspected by the LEA. Therefore, a child who is getting good grades could not be considered for MTSS/RTI under the narrow entry criteria within the handbook. **This is in violation of NC 1501-2.9, Child Find and IDEA.**

Please reference the memo titled, "*A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA)*" that was published on 1/2/2011 by the US Department of Education, Office of Special Education Programs (OSEP): <https://sites.ed.gov/idea/files/idea/policy/speced/guid/idea/memosdcltrs/osep11-07rtimemo.pdf>

- III. The handbooks do not notify teachers that a parent has the right to request a special education evaluation **at any time** if a parent suspects a disability and that specialized instruction may be needed **in accordance with NC 1503 3.5 and IDEA 300.311.a.7.**
- IV. When identifying a child who may be eligible for special education in the category of SLD, a child should not be compared to their classmates or peers if most children in a class or school are not meeting State approved standards. Many handbooks describe comparing children to their peer group without any regard to the fact that most children in the class and school are not meeting State approved standards. The fact that children are being compared to a group of children who are not meeting State approved standards delays and denies special education eligibility.

Please refer to Page 46652 of the Federal Register

“Discussion: The first element in identifying a child with SLD should be a child’s mastery of grade-level content appropriate for the child’s age or in relation to State-approved grade-level standards, not abilities. This emphasis is consistent with the focus in the ESEA on the attainment of State-approved grade-level standards for all children. State-approved standards are not expressed as “norms” but represent benchmarks for all children at each grade level. The performance of classmates and peers is not an appropriate standard if most children in a class or school are not meeting State approved standards. Furthermore, using grade-based normative data to make this determination is generally not appropriate for children who have not been permitted to progress to the next academic grade or are otherwise older than their peers. Such a practice may give the illusion of average rates of learning when the child’s rate of learning has been below average, resulting in retention. A focus on expectations relative to abilities or classmates simply dilutes expectations for children with disabilities. We will

modify § 300.309(a)(1) to clarify that, as a first element in determining whether a child has an SLD, the group must determine that the child does not demonstrate achievement that is adequate for the child’s age or the attainment of State-approved grade-level standards, when provided with learning experiences and instruction appropriate for the child’s age or State-approved grade-level standards in one or more of the areas listed in § 300.309(a)(1).”

- V. The “2020 NC Policies Governing Services for Children with Disabilities, Addendum - Specific Learning Disabilities” includes identification procedures that are not based on scientific research. North Carolina’s SLD policy defines a comprehensive evaluation in section 1503-2.5(d)(11).

NC DPI 1503-2.5(d)(11)(i)(F) specifically allows for informal diagnostic assessments when stating one of the required screenings and evaluations of a comprehensive evaluation includes a “Review of existing data to include documentation of the systematic problem- solving process (which would include formal and/or informal diagnostic assessments) and observation data of core instruction”

The Federal Register, page 46648, addresses identification procedures that are not based on scientific research.

“Discussion: The Department does not support the use of identification procedures that are not based on scientific research. Models or procedures that claim to assist in identifying a child with an SLD, but which are not based on sound scientific research, are not appropriate and should not be adopted by LEAs or States.”

The term “diagnostic reading assessment” is defined in IDEA. A diagnostic reading assessment must be based on scientifically based reading research. It is incorrect for the State to define diagnostic assessments as “formal and/or informal diagnostic assessments”. Please see the definitions of “scientifically based reading research” and “Screening, diagnostic, and classroom-based instructional reading assessments” below.

20 U.S.C. §6368(6)

(6) Scientifically based reading research The term “scientifically based reading research” means research that —

- (A) applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties; and
- (B) includes research that—
 - (i) employs systematic, empirical methods that draw on observation or experiment;
 - (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - (iii) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
 - (iv) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

20 U.S.C. §6368(7)

(7) Screening, diagnostic, and classroom-based instructional reading assessments

(A) In general

The term “screening, diagnostic, and classroom-based instructional reading assessments” means—

- (i) screening reading assessments;
- (ii) diagnostic reading assessments; and
- (iii) classroom-based instructional reading assessments.

(B) Screening reading assessment

The term “screening reading assessment” means an assessment that is—

- (i) valid, reliable, and based on scientifically based reading research; and
- (ii) a brief procedure designed as a first step in identifying children who may be at high risk for delayed development or academic failure and in need of further diagnosis of their need for special services or additional reading instruction.

(C) Diagnostic reading assessment

The term “diagnostic reading assessment” means an assessment that is—

- (i) valid, reliable, and based on scientifically based reading research; and
- (ii) used for the purpose of—
 - (I) identifying a child's specific areas of strengths and weaknesses so that the child has learned to read by the end of grade 3;
 - (II) determining any difficulties that a child may have in learning to read and the potential cause of such difficulties; and
 - (III) helping to determine possible reading intervention strategies and related special needs.

(D) Classroom-based instructional reading assessment

The term “classroom-based instructional reading assessment” means an assessment that—

- (i) evaluates children's learning based on systematic observations by teachers of children performing academic tasks that are part of their daily classroom experience; and
- (ii) is used to improve instruction in reading, including classroom instruction.

VI. OSEP's 2017 Monitoring Visit Letter to Texas

<https://www2.ed.gov/fund/data/report/idea/partbdmsrpts/dms-tx-b-2017-enclosure.pdf>) found that teachers within an Independent School District (ISD) and across different districts did not have a shared understanding of when a child should enter an elevated tier or when a student should stop receiving interventions provided through an elevated tier of RTI. A review of several MTSS/RTI handbooks from across the state of NC reveals a lack of documentation when defining what level of progress would be sufficient for a child to stop receiving interventions through an elevated tier of RTI, or when a child should be moved to the next tier.

Across the twelve ISDs that OSEP visited, teachers could not always define what level of progress would be sufficient for a child to stop receiving interventions provided through an elevated tier of RTI. In different schools within the same ISD and across different ISDs, staff expressed a lack of clarity as to which children enter tiers two or three, how long children are served in each tier, and when children move from one tier to the next within the RTI framework. School staff often explained that a child moves beyond tier one when the child does not meet the teacher's established academic benchmarks. Once the child receives services under tier two of RTI, some school staff noted that the child's progress is generally monitored against individual RTI goals. Teachers indicated that a child moves to an elevated tier of intervention (tier three, or in one instance, tier four) when the child is not making enough progress against such individual RTI goals. Through interviews, school staff explained that if a child demonstrates progress through RTI interventions, the child may either continue to receive RTI interventions, sometimes receiving a new intervention within the same tier, or return to general classroom instruction. While ISD's certainly have flexibility in implementing RTI, the lack of clarity in LEA- and school-level implementation contributed to the delay or denial in the identification and evaluation of children suspected of having disabilities and needing special education and related services.

- VII. Inconsistencies between LEA's and individual schools across North Carolina indicates that NCDPI have failed to supervise the implementation of a consistent and valid model. MTSS/RTI **does not** remove the obligation of the Child Find mandate in the Individuals in Education Act 2004 (**Sec 300.111) Section 504 or Policies Governing Services for Children with Disabilities - Child Find – (NC 1501-2.9).**
- VIII. The NCDPI acknowledges that a child's rights under IDEA exist. However, NCDPI does not effectively supervise or monitor LEAs to ensure those rights are protected as evidenced below.

References:

The State Board of Education is constitutionally responsible for supervising and administering the free public-school system, providing technical assistance and monitoring the activities of Local Education Authorities (LEA's). Article IX of the North Carolina State Constitution states that the system of free public schools will be **general and uniform**.

“The general supervision and administration of the free public-school system shall be vested in the State Board of Education. The State Board of Education shall establish all needed rules and regulations for the system of free public schools, subject to laws enacted by the General Assembly. In accordance with Sections 7 and 8 of Article III of the North Carolina Constitution, the Superintendent of Public Instruction, as an elected officer and Council of State member, shall administer all needed rules and regulations adopted by the State Board of Education through the **Department of Public Instruction**”.

IDEA (2004) (sec.300.149) SEA responsibility for general supervision specifies that monitoring and enforcement responsibilities are charged to the State Educational Agency (SEA) and States that receive IDEA federal funding must have a system of general supervision that monitors the implementation of IDEA by Local Educational Agencies (LEAs).

IDEA (2004) (sec 300.111) Child Find

(1) The State must have in effect policies and procedures to ensure that—

(i) All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are **identified, located, and evaluated**.

Section 504 (Rehabilitation Act 1973) states an LEA is responsible for evaluating students who, because of a suspected disability, need special education and related services under Section 504 (34 CFR §104.35(a)). Districts must annually: Identify and locate all children in the district's jurisdiction who are disabled under Section 504 and are not receiving a public education (34 CFR §104.32(a)); and: Notify students with disabilities and their parents or guardians of the district's responsibility under Section 504 (34 CFR §104.32(b))

North Carolina Policies Governing Services for Children with Disabilities - Child Find – (NC 1501-2.9)

The LEA must have in effect policies and procedures that ensure that –

(a)(1)(i) All children with disabilities three through twenty-one residing in the LEA, including children who are homeless children or are wards of the state, regardless of severity of their disability, and who are in need of special education, are identified, located and evaluated.

(c)(1) Children who are suspected of being a child with a disability and in need of special education **even though they are advancing from grade to grade;**

The North Carolina Department of Public Instruction Integrated Academic & Behavior Systems Division web site states: (The 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. NC DPI believes that MTSS is the most effective and efficient approach to improving school outcomes and student performance thereby ensuring equitable access to a sound basic education.*

(Mission) -- Local Educational Agencies are responsible for developing and implementing a multi-tiered system of supports (MTSS) within their district. As the SEA the Department of Public Instruction has the responsibility for a 'system of general supervision that monitors the implementation of IDEA by Local Educational Agencies' (**IDEA sec.300.149**)

NCDPI SLD - NC 1501-2.7 Full Educational Opportunity Goal (FEOG)

The State must have in effect policies and procedures to demonstrate that the State has established a goal of providing full educational opportunity to all children with disabilities aged birth through 21 and a detailed timetable for accomplishing that goal. State law assigns the Department of Health and Human Services the responsibility for birth through two.

SLD Policy Fact Sheet #8 references guidance issued by OSEP in 2011 that states:

“Caution must be taken not to delay a referral for evaluation beyond when an individual or the team suspects a disability. Neither an MTSS framework nor participation in a process based on the child's response to intervention replaces the right of a child with a disability to be identified as such and to receive special education services”. (OSEP, 2011).

Facts:

1. Rea View Elementary School, Union County

Rea View MTSS/Intervention Handbook 2019-2020 – Please see Appendix A

<https://www.ucps.k12.nc.us/cms/lib/NC01910453/Centricity/Domain/37/Rea%20View%20MTSS%20Handbook.pdf>

Page 8 of Rea View Elementary School's 2019-2020 MTSS handbook specifies the Data Decision Rules required for entry into MTSS. **Data Decision Rules are listed as:**

Literacy

(1-5) 1 year behind in reading level.

(1-2) – and Report Card's consistently showing a level 1.

(3) – and BOG score of 1

(4-5) – and must have scored a 1 or 2 on EOG

(3-5) – and consistently 69% or below on grade level/formal classroom assessments

(K) Beginning with Mid-Year Assessments, ½ year behind in reading level, and a report card grade of a 1.

(1-5) Student's reading level is on grade level. (K-2) – Report Card's consistently averaging a level 3.

(3-5) – Consistently averaging 70% or above on grade level/formal classroom assessments.

Based on data collected through the student's intervention and goal, inconsistent data or lack of growth will increase tiered support levels.

Math

(1-2) – Report Card's consistently showing a level 1.

(3-5) – Consistently 69% or below on grade level/formal classroom assessments

(4-5) – and must have scored a 1 or 2 on EOG

(1-5) – and Student's iReady Diagnostic is Red/2 or more levels below

(K-2) – Report Card's consistently averaging a level 3.

(3-5) – Consistently averaging 70% or above on grade level/formal classroom assessments.

Based on data collected through the student's intervention and goal, inconsistent data or lack of growth will increase tiered support levels.

Behavior/ Social-Emotional Discipline Referrals: If the student gets 2 referrals for similar-type behaviors within 9 weeks, students will be referred to the Tier II Team. Student shows 4 weeks without concerning behavior with support. If the student can then do 4 more weeks without the support, based on data collected through the student's intervention and goal, inconsistent data or lack of growth.

The entry data requirements in the published 2019-2020 MTSS handbook for Rea View Elementary School are exclusionary and prohibitive to a child who may be advancing from grade to grade. A child could not be considered for entry into MTSS under these requirements unless they were 'failing'.

Consideration for Exceptional Children eligibility at Rea View Elementary School (page 12) **is not acknowledged until Tier 3 is complete** (after two 6-10 weeks cycles have been repeated).

"Throughout this tier, progress monitoring data is collected at a minimum of 1-2 times per month over a period of 6-10 weeks".

Eligibility for consideration into the 'Exceptional Children's program' (Special Education) is not a factor for consideration until page 12 the MTSS Handbook:

"Teachers and MTSS team will review the data to determine if a student should remain in the intervention, be exited from the intervention and moved back to only Supplemental Instruction, or be possibly considered for eligibility in the exceptional children's program".

The requirement for a child to pass through each cycle of MTSS and each Tier prior to being considered for Special Education eligibility is unnecessarily delaying the process of consideration. ***This is more likely than not a Denial of FAPE (300.101(c)(1)) and is in violation of NC 1501-2.9, Child Find (34 CFR 300.111).***

At no point does the handbook reference a parent's right to an evaluation at any time or acknowledge that the public agency can refer a child for an evaluation. **This is a violation of the NC Policies Governing Services for Children with Disabilities - Child Find – (NC 1501-2.9) and IDEA (300.301).**

The SEA has failed in its supervisory and monitoring duties to ensure that staff at Rea View Elementary School have a clear understanding of the MTSS process. Allowing a child to remain unnecessarily in the MTSS cycle when/if the LEA or parent suspects the child may be a child with a disability and in need of special education or related services, is inconsistent with Child Find.

A reasonable person would not be aware of their 'procedural safeguards' or available rights under the IDEA or state laws when reading this handbook. The published 2019-2020 MTSS Handbook Public Schools is available on the Rea View Elementary School website currently.

Violations References:

- 1.) NC 1501-2.9, Child Find (34 CFR 300.111)
- 2.) NC 1501-1.1, Free appropriate public education (34 CFR 300.101(c)(1))

2. Western Union Elementary School, Union County

Western Union Elementary MTSS/Intervention Handbook – Please see Appendix B

<https://www.ucps.k12.nc.us/cms/lib/NC01910453/Centricity/Domain/1104/Western%20Union%20Elementary%20MTSS%20Handbook%2018-19.pdf>

****Note**** The handbook being referenced is dated 2018-2019 but the link currently active on the school website is: 'WUES MTSS 19-20 Handbook'. **The above link directs you to the 2018-2019 MTSS Handbook.****

Western Union Elementary School's 2018-2019 MTSS Handbook, page 8, gives the 'Data Decision Rules' required for entry into MTSS which states:

Data Decision Rules Below are the Data Decision Rules for reading, math and behavioral interventions.
Intervention Entry Rules Intervention Exit Rules Intervention Intensity Increase Rules

Literacy Fall:

- (1-3) - Well Below on DIBELS & 1 year behind in TRC level
- (3) - Additionally, BOG score of 1
- (4-5) - F&P 1 year behind & must have scored a 1 or 2 on EOG
- 1-2) Report Card's last 2-3 terms were a level 1.

Winter/Spring:

- (K-5) Report Card Last 2-3 term Grade of D or F(or 1s)
- (K) Well Below on DIBELS &(every 2 weeks) not having shown growth. Grades drop, showing consistent 1s, and/or D's and below

Math Fall:

- (K-5) iReady Diagnostic - Red/2 or more levels below - Use of Classroom assessments below grade level
- (4-5) - Additionally must have scored a 1 or 2 on EOG

Winter/Spring:

- (K-5) iReady Diagnostic - Red/2 or more levels below - Report Card Last 2-3 term Grade of D or F. (or 1s)
- (4-5) - Additionally must have scored a 1 or 2 on EOG
- (3-5) Report Card Last 2-3 terms Grade of D or F. Consistent Grades on Report Card:
- (K-2) 2-3's.
- (3-5) Last 2-3 terms Grades C and above student shows consistent on grade level work. (And) iReady diagnostic shows on grade level or slightly below. (or) (3-5) EOG Score of IV or V. IXL-based measurement tool or NCENSI has the student having completed 5 assessments (every 2 weeks) not having shown growth. Grades drop, showing consistent 1s, and/or D's and below

The entry data requirements in the published handbook for Western Union Elementary School are exclusionary and prohibitive to a child who may be advancing from grade to grade. A child could not be considered for entry into MTSS UNLESS they satisfied these requirements. A child who was not failing would not be permitted entry into MTSS using these criteria. **This is a violation of NC 1501-2.9 and a Denial of FAPE (300.101c1)**

Consideration for Exceptional Children eligibility at Western Union Elementary School (page 12) is not acknowledged until Tier 2 and Tier 3 is complete (after two 6-10 weeks cycles have been repeated).

“Throughout this tier, progress monitoring data is collected at a minimum of 1-2 times per month over a period of 6-10 weeks”.

Eligibility for consideration in the ‘Exceptional Children’s program’ (Special Education) is not a factor for consideration until page 12 the MTSS Handbook:

“Teachers and MTSS team will review the data to determine if a student should remain in the intervention, be exited from the intervention and moved back to only Supplemental Instruction, or be possibly considered for eligibility in the exceptional children’s program”.

The requirement to pass through each cycle of MTSS prior to being considered for Special Education eligibility is a cause for unnecessary delay in the Child Find process. **More likely than not, this is a Denial of FAPE (300.101(c)(1)).**

The Western Union MTSS Handbook does not reference a parent’s right to an evaluation at any time or acknowledge that the public agency can refer a child for an evaluation. **This is a violation of the NC Policies Governing Services for Children with Disabilities - Child Find – (NC 1501-2.9) and IDEA (300.301).**

The SEA has failed in its supervisory and monitoring duty to ensure that the staff at Western Union Elementary School have a clear understanding of the MTSS process. Allowing a child to remain unnecessarily in the MTSS cycles if the LEA or parents suspect the child may have a disability and may need special education or related services is inconsistent with IDEA. A reasonable person would not be aware of their ‘procedural safeguards’ or available rights under the IDEA or state laws when reading this handbook.

3. Montgomery County Schools

Montgomery County Schools Multi-Tiered System of Support Handbook – Please see Appendix C

<https://www.montgomery.k12.nc.us/cms/lib/NC01000976/Centricity/Domain/42/2019-2020%20MCS%20MTSS%20Handbook.pdf>

The Montgomery Schools MTSS Process Guide Goals 2019-2020 is a Three-Tiered Instructional Intervention Model with 'entry requirement' as follows:

- Below researched based thresholds on multiple measures of early literacy or math
- previous grade retention

Tier 2 support: "students not meeting benchmarks"

Tier 3 support: "students 'showing significant barriers to learning the skills required for school success'"

Page 11 of the Montgomery County Schools Handbook references the Tier 1, 2 & 3 Breakdown of MTSS.

Pages 15 and 16 references a flow chart for the MTSS model and page 17 contains the 'Multi-Tiered System of Support Problem Solving Flowchart' which guides educators through each stage of the process.

The final box in the chart states "Student is not making adequate progress after differentiated core, Tier 2 & Tier 3 interventions were implemented with fidelity. Problem solving team should complete a referral review with SPED Teacher and School Psychologist to determine if a SPED evaluation is the next step".

The requirement to pass through each Tier of MTSS **prior** to any consideration being given for referral to special education is delaying the eligibility process unnecessarily. There is also no reference to a parent or a public agency being able to initiate a request for an initial evaluation. **This is a Denial of FAPE (300.101(c)(1)) and a violation of the NC Policies Governing Services for Children with Disabilities - Child Find – (NC 1501-2.9)**

MTSS Parent Notification of Meeting Form (page 28 -31) - The 'parent documents' do not inform parents of their right to request an evaluation or how to initiate a request. A reasonable person would not be aware of their "procedural safeguards" or any available rights when reading this handbook.

This is a violation of the NC Policies Governing Services for Children with Disabilities - Child Find – (NC 1501-2.9) IDEA (300.111)

Tier 2 Supplemental Support (page 44)

Flow chart guides educators through each stage of the Tier 2 process.

"If at least 2 cycles (6 weeks of effective interventions (80%of the group shows an adequate ROI) are provided and student does not show adequate growth, move the student to Tier 3and begin individual student problem solving"

The requirement to pass through each cycle of MTSS **prior** to being considered for special education is unnecessarily delaying the eligibility process. There is no reference to a parent or a public agency being able to initiate a request for an initial evaluation. A reasonable person would not be aware of their 'procedural safeguards' or available rights when reading this handbook. **This is a Denial of FAPE (300.101c1) (300.301) and a violation of the NC Policies Governing Services for Children with Disabilities - Child Find – (NC 1501-2.9).**

Tier 3 Intensive Support (page 50) describes the definition of MTSS intensive support in Montgomery Schools:

“Intensive support describes the expectations, instructional routines and materials utilized with students requiring the most intensive level of support in a building. This is in addition to Core and Supplemental supports, and is intended to accelerate a student’s rate of learning to result in a lessening/closing of gaps between the student’s performance and grade level expectations. Planning intensive support involves a team of professionals that include those knowledgeable about the student, the individual needs of the student, and resources available to assist the acceleration of student learning (may include specialists, administrators, and student; must include student’s parent/guardian and teachers); this team is known as the PLC/MTSS Problem-Solving Team. Intensive support individualizes a student’s instruction in order to accelerate learning and close gaps”.

Documentation of the environment, curriculum, and instruction is defined on page 51 of the MTSS handbook however no reference is made for consideration of a special education referral.

The Tier 3 Academic Flowchart on page 52 guides educators through considerations of Tier 3.

“Tier 3 Intensive Intervention (minimum of 2 cycles of Tier 2 interventions implemented with fidelity with little to no growth”.

The final box on the Tier 3 Academic flow-chart states:

“If at least 2 cycles (6 data points) of effective interventions (80% of the group shows adequate ROI) are provided and student does not show adequate growth, schedule student for Referral meeting to consider for SPED.”

The requirement to pass through each cycle of MTSS **prior** to being considered for special education is delaying eligibility consideration unnecessarily. Allowing a child to remain in the MTSS process if the LEA suspects a disability and the child may need special education or related services is inconsistent with IDEA Child Find. There is no reference to a parent or a public agency being able to initiate a request for an initial evaluation and parents would not be aware of their rights. A reasonable person would not be aware of their ‘procedural safeguards’ or available rights when reading this handbook.

This is a Denial of FAPE (300.101c1) (300.301) This is a violation of the NC Policies Governing Services for Children with Disabilities - Child Find – (NC 1501-2.9).

The SEA has failed in its supervisory and monitoring duties to ensure that Montgomery County Schools and their educators have a clear understanding of the MTSS process. The MTSS handbook does not inform parents of their right to an evaluation. Allowing a child to remain in the MTSS cycles if an LEA or parents suspect the child may have a disability and could need special education or related services is inconsistent with IDEA. The published 2019-2020 MTSS Handbook is available on the Montgomery Schools website.

4. Craven County Schools 2018-2020 MTSS Plan

2018-2020 MTSS Plan – Please see Appendix D

https://docs.google.com/document/d/1oKdOgwNeNTSLBLJwUBJIG6jSCjVcYkW_gZK_GNHLN4A/edit

“The use of data-based problem solving to make education decisions is a critical element of MTSS implementation. This includes the use of data-based problem solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school-wide implementation of MTSS.

While several models for data-based problem solving exist, the four-step problem solving approach includes: 1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for implementing evidence-based strategies to attain goals, and 4) evaluating the effectiveness of the plan” (page 6).

Phase 2: Initial Implementation (Addition of Supplemental Support) on page 9 states:

‘Begin to develop standard protocols for intervention groups based on your school’s needs’

[Standard Protocol template](#)

Craven County Schools - School Performance results show that 12 of the 25 schools in Craven County did not meet expected growth in 2019-2020 (see table below)

[School Performance Results / Overview](#)

The Craven County School MTSS Handbook does not reference that a parent or a public agency has a right to initiate a request for an evaluation if a child is suspected of having a disability and in need of special education or related services. Parents would not be aware of their right to do so. A reasonable person would not be aware of their ‘procedural safeguards’ or available rights when reading this handbook.

Page 19 “Appendix B Digital Resources” directs users to the link ‘General Resources’. The link to ‘Parent Brochure’ contains information for parents:

“Here are some questions you can ask: * Is my child performing at grade level? * What kind of extra support does my child receive to help him/her reach grade level expectations? * How can I contribute to the development of a plan for my child? * What can I do to help with the interventions at home? * How will I know if the interventions are working”?

At no point does the ‘Parent Brochure’ inform a parent of their right to an evaluation at any time.

This is a violation of the NC Policies Governing Services for Children with Disabilities - Child Find – (NC 1501-2.9) IDEA (300.301).

The SEA has failed in its supervisory and monitoring duties to ensure that Craven County Schools and their educators have a clear understanding of the MTSS process. The MTSS handbook does not inform parents of their right to an evaluation. A reasonable person would not be aware of their ‘procedural safeguards’ or available rights when reading this handbook. This is inconsistent with IDEA. The published 2019-2020 MTSS Handbook is accessible on the Craven County Schools website.

5. Cedar Fork Elementary School Wake County Public School System

Information regarding MTSS at Cedar View is found under ‘Academics and Programs’ on their website.

Please see Appendix E <https://www.wcpss.net/cedarforkes>

Special Education - Special education services (an IEP) might be considered for students who continue to struggle and show a slow rate of response to Tier 3 interventions and strategies, as this might indicate the presence of an educational disability. However, students who are referred for consideration of special education are required to meet additional criteria in order to qualify for this level of service. Parents sometimes request for their student to be “tested” for suspected learning or behavioral disabilities. The school will always formally respond to these requests by scheduling a referral meeting with the Individualized Education Program (IEP) team. However, a referral for special education testing requires the team to determine the appropriateness of the request in consideration of previous intervention support, present performance, and learning history. It is our experience that sometimes parent requests

for testing are made in an effort to solicit help for a struggling student. All parents are strongly encouraged to first communicate their concerns to their child's teacher and to discuss the appropriateness of a referral for additional support at Tier 2 or 3 of the MTSS process”.

This information does not fully explain a parent's right to a referral for a special education evaluation if they suspect their child has a disability. A reasonable person would not be aware of their 'procedural safeguards' or available rights when reading this handbook.

It is a reasonable expectation that a parent would assume they would be provided information regarding their rights under IDEA along with a complete explanation of all the procedural safeguards available to them. The information posted to Cedar Fork Elementary School website is misleading and incomplete.

The US Department of Education encourages the use of supports for struggling learners that can be delivered in a general education environment. However, school districts still have an obligation under IDEA to ensure that evaluations for special education are not delayed or denied because of the implementation of such supports.

One of IDEA's foundational principles is the right of parents to participate in educational decision making regarding their child. The law is very specific about what school systems must do to ensure that parents have the opportunity to participate, if they so choose. The information relating to Special Education and the MTSS process does not explain the procedural safeguards available to ensure their rights are protected. ***More likely than not, this is a violation of the NC Policies Governing Services for Children with Disabilities - Child Find – (NC 1501-2.9) and IDEA (300.301).***

Violations References:

NC 1501-2.9, Child Find (34 CFR 300.111)
NC 1501-1.1, Free appropriate public education (34 CFR 300.101(c)(1))

The SEA has failed in its supervisory and monitoring duties to ensure that Craven County Schools and their educators have a clear understanding of the MTSS process. The MTSS handbook does not inform parents of their right to an evaluation. A reasonable person would not be aware of their 'procedural safeguards' or available rights when reading this handbook. This is inconsistent with IDEA. The published 2019-2020 MTSS Handbook is accessible on the Craven County Schools website.

6. Wake County Public School System - Wake Forest Charter Academy

WAKE FOREST CHARTER ACADEMY Parent and Student Handbook 2020-2021 – Please see Appendix F
[https://www.nhaschools.com/schools/wake-forest-charter-academy/en/getmedia/c9c3b3f6-e697-466b-bbe6-d638533db39b/Wake-Forest-\(NC\)-Final-2020-21.pdf](https://www.nhaschools.com/schools/wake-forest-charter-academy/en/getmedia/c9c3b3f6-e697-466b-bbe6-d638533db39b/Wake-Forest-(NC)-Final-2020-21.pdf)

The MTSS process is explained in the sections 'Academic Excellence: Student Support Services and Special Education'

“Parents should be informed if the MTSS is considering a referral of their student to the Special Education team. Prior to initiating a special education evaluation, written parental consent/permission must be obtained. Information gathered through implementation of interventions identified by the MTSS will be taken into consideration as a part of the special

education evaluation, along with progress monitoring and other data sources provided by the parent, educational staff, and others as deemed appropriate”.

“The MTSS’s review of documentation of intervention strategies and the student’s response (progress monitoring data), in addition to a referral for special education testing, fulfills the Child Find requirement under IDEA and state special education requirements”.

The MTSS process as described does not clearly explain that a parent or public agency can request an evaluation for special education eligibility at any time they suspect a child may be a child with a disability and that the child is not required to pass through multiple MTSS ‘interventions prior to this occurring. Allowing a child to remain in the MTSS process if the LEA suspects a disability and the child may need special education or related services is inconsistent with IDEA Child Find and does not fulfill the Child Find requirements as stated.

The ‘review of intervention strategies’ and the ‘students’ response’ (progress monitoring data) prior to a referral for special education testing is inconsistent with Child Find. Additionally, the Parent Student Handbook does not explain to the parents/students what Child Find is and why it’s important. A reasonable person would not be aware of their ‘procedural safeguards’ or available rights when reading this handbook.

More likely than not, this is a violation of the NC Policies Governing Services for Children with Disabilities - Child Find – (NC 1501-2.9) and IDEA (300.301).

The SEA has failed in its supervisory and monitoring duties to ensure that Wake County Public School System, Wake Forest Charter Academy (N.H.A.) and their educators have a clear understanding of the MTSS process. The MTSS handbook does not inform parents of their right to an evaluation. A reasonable person would not be aware of their ‘procedural safeguards’ or available rights when reading this handbook. This is inconsistent with IDEA.

7. Alexander County Schools

Alexander County Schools homepage is reached by following the link to the homepage: <https://www.alexander.k12.nc.us/> Please see Appendix G

Information regarding Exceptional Children is accessed via “Departments” on the Alexander County Schools homepage. The document “Frequently Asked Parent Questions” explains the MTSS process for parents. A copy of this Q&A document can be viewed here:

<https://docs.google.com/document/d/1LQDcyqMga1cLaTgbU4vDURsVzqPy3OW0NCEnBnos3po/edit>

“Is MTSS really special education under another name?

“MTSS is not a special education program. The model does promote early intervention for students who may struggle with core academic learning and/or behavior and attempts to close achievement gaps so that the gaps do not become pronounced as students advance through school”.

The MTSS process as described in the Q&A document does not clearly explain that a parent or public agency can request an evaluation for special education eligibility **at any time** if they suspect a child may be a child with a disability. The document does not clearly explain that the child is not required to pass through multiple MTSS ‘interventions prior to this occurring. Allowing a child to remain in the MTSS process if the LEA suspects a disability and the child may need special education or related services, is inconsistent with IDEA Child Find and does not fulfill the Child Find requirements as stated.

More likely than not, this is a violation of the NC Policies Governing Services for Children with Disabilities - Child Find – (NC 1501-2.9) and IDEA (300.301).

“When a teacher recognizes that a student’s skills are significantly discrepant from his or her peers, must the student receive supplemental support before receiving intensive, Tier 3 intervention?”

“A teacher will collaborate with their school’s Grade Level Problem Solving Team. The team will analyze assessment results and classroom performance. The team will determine the appropriate steps to take to serve the needs of the child and inform parents/guardians about intervention plans. In some cases, the analysis might suggest that learning challenges are so significant that intensive Tier 3 interventions are necessary immediately”.

The Frequently Asked Parent Questions document does not explain what Child Find is and why it is relevant. A reasonable person would not be aware of their ‘procedural safeguards’ when reading this document.

The requirement to pass through each cycle of MTSS **prior** to being considered for special education is delaying eligibility consideration unnecessarily. Allowing a child to remain in the MTSS process if the LEA suspects a disability and the child may need special education or related services is inconsistent with IDEA Child Find. There is no reference to a parent or a public agency being able to initiate a request for an initial evaluation and therefore parents would not be aware of their rights.

More likely than not, this is a violation of the NC Policies Governing Services for Children with Disabilities - Child Find – (NC 1501-2.9) and IDEA (300.301).

“How are parents involved in the MTSS process?”

Parents are an important part of the MTSS process. Universal screening data will be shared with parents. If a student is recommended to receive an intervention, parents will be notified of that recommendation. In addition, student progress will be shared with parents regularly. When a student is referred for Tier 3 interventions after limited progress has been noted despite intervention, the parent will be notified and their input will be gathered. Parents may be invited to participate in the problem solving process. If a decision is made to conduct an evaluation for the purpose of determining eligibility for special education services, the problem solving team will notify the parent and hold a meeting to obtain written consent for the special education evaluation”.

*The Frequently Asked Parent Question document does not make it clear to parents that they have the right to ask for an evaluation for Special Education at any time if they suspect their child may be a child with a disability. The document infers that a child **must** pass through each tier of intervention prior to this being a consideration. It is not made clear that parents have a right to active and meaningful participation in the decision-making process regarding their child’s education. One of IDEAS founding principles is the right of parents to participate in educational decision making regarding their child.*

“Parents may be invited to participate in the problem solving process.”

*A parent would not be aware of their right to participate in meetings related to the provision of a free and appropriate public education or educational placement of their child. The requirement to pass through each cycle of MTSS prior to being considered for Special Education eligibility is a cause for unnecessary delay in the Child Find process. **More likely than not, this is a Denial of FAPE (300.101(c)(1)).***

The Frequently Asked Parent Questions document does not reference a parent’s right to an evaluation at any time or acknowledge that the public agency can refer a child for an evaluation. **This is a violation of the NC Policies Governing Services for Children with Disabilities - Child Find – (NC 1501-2.9) and IDEA (300.301).**

“How are parents involved in the MTSS process?”

Parents are an important part of the MTSS process. Universal screening data will be shared with parents. If a student is recommended to receive an intervention, parents will be notified of that recommendation. In addition, student progress will be shared with parents regularly. When a student is referred for Tier 3 interventions after limited progress has been noted despite intervention, the parent will be notified and their input will be gathered. Parents may be invited to participate in the problem solving process. If a decision is made to conduct an evaluation for the purpose of determining eligibility for special education services, the problem solving team will notify the parent and hold a meeting to obtain written consent for the special education evaluation”.

Question 10 of the document describes parental involvement in the MTSS process. Parents are not fully informed of their rights under IDEA Child Find nor does the document explain procedural safeguards available if a child is suspected of a disability. The Frequently Asked Parent Questions document would lead a reasonable person to assume that a special education evaluation would not be available until a student has passed through Tier 2 and entered Tier 3 after limited progress has been made. This potentially delays children from being identified and is inconsistent with Child Find.

More likely than not, this is a violation of the NC Policies Governing Services for Children with Disabilities - Child Find – (NC 1501-2.9) and IDEA (300.301).

The SEA has failed in its supervisory and monitoring duty to ensure that Alexander County School District fully informs parents of their rights throughout the MTSS process. Allowing a child to remain unnecessarily in the MTSS cycles if the LEA or parents suspect the child may have a disability and may need special education or related services is inconsistent with IDEA. A reasonable person would not be aware of their ‘procedural safeguards’ or available rights under the IDEA or state laws when reading the document “Frequently Asked Parent Questions.”

The NCDPI has failed to monitor and supervise LEA’s throughout the state of North Carolina. 1 through 7 are examples of how RTI and MTSS strategies are being used to delay and deny a timely evaluation when there is already evidence a child may be suspected of disability.

This is a clear example of the ‘wait to fail’ model, written into policy handbooks and published onto school websites.

The examples used in this complaint are a ‘snap-shot’ of the material that is published across the state and is clearly systemic in nature. Parents are not being made aware of their rights and the lack of correct (or IDEA compliant) information contained in the documentation is vague and ambiguous. The failure of the NCDPI to exercise its general supervisory responsibility to identify, supervise and monitor non-compliance it is reasonable to assume the NCDPI cannot ensure that Child Find has been implemented or that a Free and Appropriate Public Education has been made available to all eligible children residing in North Carolina.

Proposed Solution: Describe a proposed resolution of the problem to the extent known and available to you at this time.

Proposed resolution:

1. The North Carolina State Educational Agency (SEA) and North Carolina's Department of Instruction (NCDPI) must meet its legal obligation to monitor and supervise Districts and Local Educational Agencies (LEA) in their development and implementation of a Response to Intervention (RTI) with regards to Child Find and Special Education eligibility.

The State must develop a plan to systematically review the implementation of RTI across the state of North Carolina in regards to Child Find and special education eligibility. In addition, when the State finds that a LEA is not in compliance with IDEA, the State must have a process in place to **enforce compliance with IDEA**. It is not enough to tell a school district "this is the way RTI should be implemented" and then have no process in place to monitor and supervise LEAs and, when needed, enforce IDEA.

2. The North Carolina State Educational Agency (SEA) and North Carolina's Department of Instruction (NCDPI) must ensure that all district and school handbooks, websites or published information relating to the MTSS/RTI process informs parents of their right to request a special education evaluation at any time they suspect their child may have a disability. This information should be written in plain understandable language with prominent placement at the beginning of the documentation.
3. The North Carolina State Educational Agency (SEA) and North Carolina's Department of Instruction (NCDPI) must ensure that all district and school handbooks and policies do not compare a child to their classmates or peers if most children in a class or school are not meeting State approved standards when identifying a child who may be eligible for special education in the category of SLD.
4. Continuing education training for all LEA's in the area of suspected SLD.
5. Continuing education training for all LEA's in the elements that make up a comprehensive evaluation.
6. Continuing education training for all LEA's regarding the MTSS/RTI process and special education eligibility. This training must ensure that LEAs are fully aware that:
 - a child does not have to pass through the Tiers of MTSS/RTI prior to a referral for Special Education
 - a child does not have to pass through the Tiers of MTSS/RTI before a LEA or parent can suspect a disability
7. Statewide training in Child Find and how it impacts MTSS/RTI.
8. Parents should have easy access to information about the MTSS/RTI process. Many LEA websites require a username and password before a parent can access Student Handbooks, MTSS/RTI Handbooks, FAQs, and other documentation about MTSS/RTI. The requirement of a username and password is an unnecessary obstacle and should be removed.

Early Resolution: A complaint investigation takes up to 60 days. You may work with the public agency to resolve the complaint at the local level. If both parties agree to mediation, the EC Division can appoint an impartial mediator to assist with resolving the complaint. A mediation request form will be sent upon receipt of the formal complaint.



Signature of Complainant (Required)

Date signed: *September 27, 2020*

APPENDIX

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Appendix A:
Rea View MTSS/Intervention Handbook

Rea View MTSS/Intervention Handbook

2019-2020



[School Mission/Vision]

Overview

NC MTSS (North Carolina Multi-Tiered System of Support) is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.

MTSS is broken into six critical components: leadership, data-based problem solving, data evaluation, three tiers instruction/intervention, building capacity/infrastructure for implementation and communication and collaboration

At Rea View, all students are included in the MTSS process using the Standard Treatment Protocol (STP). Students are selected for tiers using our Universal Screening Process which is based on multiple forms of data. Students are allowed throughout tiers based on their progress. The MTSS team makes the final decision on when and how students move (when needed) throughout tiers.

The MTSS team will lead the school through this process, but it involves input from the entire staff. Using this model includes the participation from staff, parents, stakeholders and community members.

**Rea View MTSS Team
2018-2019**

Team Member	Position
Jeni Parker	Principal
Kate Anderson	Assistant Principal
Liz Pecora	Counselor
Michelle Dougherty	Grade Level Rep
Rene Mills	Grade Level Rep
Dana Munoz	Grade Level Rep
Keri Stout	Grade Level Rep
Mary Grace Stoner	Grade Level Rep
Brady Pyfer	Grade Level Rep
Tiffany Adcox	Staff Representative
Leesa Martins	Staff Representative
Jeni Jacobus	School Psychologist

Critical Components

North Carolina's MTSS Critical Components Leadership Leadership is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem solving.

Building the Capacity/Infrastructure for Implementation

School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually include ongoing professional development and coaching with an emphasis on data-based problem solving and multi-tiered instruction and intervention; scheduling that allows staff to plan and implement instruction and intervention; and processes and procedures for engaging in data-based problem solving.

Communication and Collaboration

Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to a lack of consensus, lack of feedback to implementers to support continuous improvement, and not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained. Data-Based Problem Solving The use of data-based problem solving to make education decisions is a critical

Data-Based Problem Solving

The use of data-based problem solving to make education decisions is a critical element of MTSS implementation. This includes the use of data-based problem solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school-wide implementation of MTSS. While several models for data-based problem solving exist, the four-step problem solving approach includes: 1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for implementing evidence-based strategies to attain goals, and 4) evaluating the effectiveness of the plan.

Three-Tiered Instructional/Intervention Model

The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier 1 includes the instruction all students get; Tier 2 includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes intensive, small group or individual interventions for students showing significant barriers to learning the skills required for school success. It is important to consider both academic and social-emotional/behavioral instruction and interventions when examining this domain.

Data Evaluation

Given the importance of data-based problem solving within an MTSS model, the need for a data and evaluation system is clear. In order to do data-based problem solving, school staff need to understand and have access to data sources that address the purposes of assessment. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes for improving MTSS implementation.

Universal Screening Process

In order to maintain a standard system of identifying students for the proper tier, Rea View uses a Universal Screening Process. Data is collected from multiple sources to assist with determining which students might need an academic or behavioral/social-emotional intervention.

Data Sources

Academic Data	Behavioral Data	Attendance
EOG	Office referrals	# of absences
iStation Reading Levels	Counselor referrals/sessions	# of tardies
F&P	Social Worker referrals/sessions	
District Assessments	Educator's Handbook Minors	
iReady Diagnostic		
Grades		
Classroom Assessments		
NC Check-ins		

Data Decision Rules

Below are the Data Decision Rules for reading, math and behavioral interventions.

	Intervention Entry Rules	Intervention Exit Rules	Intervention Intensity Increase Rules
Literacy	<p>(1-5) 1 year behind in reading level.</p> <p>(1-2) – and Report Card's consistently showing a level 1.</p> <p>(3) – and BOG score of 1</p> <p>(4-5) – and must have scored a 1 or 2 on EOG</p> <p>(3-5) – and consistently 69% or below on grade level/formal classroom assessments</p> <p>(K) Beginning with Mid-Year Assessments, ½ year behind in reading level, and a report card grade of a 1.</p>	<p>(1-5) Student's reading level is on grade level.</p> <p>(K-2) – Report Card's consistently averaging a level 3.</p> <p>(3-5) – Consistently averaging 70% or above on grade level/formal classroom assessments.</p>	<p>Based on data collected through the student's intervention and goal, inconsistent data or lack of growth will increase tiered support levels.</p>
Math	<p>(1-2) –Report Card's consistently showing a level 1.</p> <p>(3-5) – Consistently 69% or below on grade level/formal classroom assessments</p> <p>(4-5) – and must have scored a 1 or 2 on EOG</p> <p>(1-5) – and Student's iReady Diagnostic is Red/2 or more levels below</p>	<p>(K-2) – Report Card's consistently averaging a level 3.</p> <p>(3-5) – Consistently averaging 70% or above on grade level/formal classroom assessments.</p>	<p>Based on data collected through the student's intervention and goal, inconsistent data or lack of growth will increase tiered support levels.</p>
Behavior/ Social-Emotional	<p>Discipline Referrals: If the student gets 2 referrals for similar-type behaviors within 9 weeks, students will be referred to the Tier II Team.</p>	<p>Student shows 4 weeks without concerning behavior with support. If the student can then do 4 more weeks without the support,</p>	<p>Based on data collected through the student's intervention and goal, inconsistent data or lack of growth</p>

		they will be removed.	will increase tiered support levels.
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UCPS Independent Reading Level Benchmarks

mark level is NOT the sole indicator for the end of the marking period. Please use all sources of data, such as the Reading Continuum by Fountas and Pinnell

Nine-Week Benchmarks

		1 st	2 nd	3 rd	4 th
Kindergarten	4 Above 3 Expected 2 Below 1 Well Below	4 = B or higher 3 = A 2 = RB 1 = PC	4 = C or higher 3 = B 2 = A 1 = PC or RB	4 = D or higher 3 = C 2 = B 1 = A	4 = E or higher 3 = D 2 = C 1 = B or lower
Grade 1		4 = F or above 3 = E 2 = C or D 1 = B or below	4 = H or above 3 = G 2 = E or F 1 = D or below	4 = J or above 3 = I 2 = G or H 1 = F or below	4 = K or above 3 = J 2 = H or I 1 = G or below
Grade 2		4 = L or above 3 = K 2 = I or J 1 = H or below	4 = L or above 3 = K 2 = J 1 = I or below	4 = M or above 3 = L 2 = K 1 = J or below	4 = N or above 3 = M 2 = K or L 1 = J or below
Grade 3		4 = O or above 3 = N 2 = L or M 1 = K or below	4 = O or above 3 = N 2 = M 1 = L or below	4 = P or above 3 = O 2 = N 1 = M or below	4 = Q or above 3 = P 2 = N or O 1 = M or below
Grade 4		4 = R or above 3 = Q 2 = O or P 1 = N or below	4 = R or above 3 = Q 2 = P 1 = O or below	4 = S or above 3 = R 2 = Q 1 = P or below	4 = T or above 3 = S 2 = Q or R 1 = P or below
Grade 5		4 = U or above 3 = T 2 = R or S 1 = Q or below	4 = U or above 3 = T 2 = S 1 = R or below	4 = V or above 3 = U 2 = T 1 = S or below	4 = W or above 3 = V 2 = T or U 1 = S or below

Standard Treatment Protocol for Interventions Reading, Math, Behavior/Social-Emotional, Attendance

Literacy

https://drive.google.com/open?id=1181OiwKV6mKL3ONchAL8DEd3s57b_hb6bxY7oLnAw1M

Math

<https://drive.google.com/open?id=1KvntH8NwktVwZMIUZdsHito7keEeZSDzERsMyJGwidw>

Behavior

https://drive.google.com/open?id=1H_1kG-Pz6tU2E3bzjWM8NfSUVy9PjMCRoVCE827Ik78

Reading

- Students will receive small group instruction 3 times a week for 15 minutes in groups of no more than 4-5 students.

Math

- Students will meet with a teacher for 2-3 times a week for 15 minutes of groups of no more than 4-5 students, plus continued support through iReady.

Behavior/Social-Emotional

- Check-In/Check-Out - Students will work with a mentor to check in and out each day.
- Behavior Points Chart - Students will complete an individual points chart working towards their own personal goal. Goals and rewards will be based on individual interests. Students will receive the reward each time to earn their goal.

Attendance

- Student will create individual plan with the guidance counselor.

Data Process and Evaluation

Interventions at Rea View are completely data driven. As students move throughout tiers, the support they receive is layered. Below is the data process for each tier. Data is collected over time, evaluated by our MTSS team and along with the student's teacher(s), a decision is made.

Tier 1 (Core Instruction)- In Tier 1 or Core Instruction, students receive academic instruction based on state standards. Teachers utilize the gradual release of responsibility framework in order to produce academic proficiency in the majority of students. Rea View has also adopted common school-wide behavior expectations. These common behavior expectations are explicitly taught to all students. If at least 80% of all students (in all subgroups) are meeting academic or behavior benchmarks, this instruction is effective. If less than 80% of students are successful with this instruction, teachers must evaluate the effectiveness of core instruction.

Foundational core plans for literacy and math are written by PLCs as a part of Tier 1.

Tier 2 (Supplemental)- In Tier 2 or Supplemental Instruction, approximately 20% of students, receive supplemental supports in addition to core instruction. This layer of support is given in small groups and based on standard treatment protocol. Supplemental instruction is designed to close the gap between current performance and desired performance. If at least 75-80% of students receiving supplemental instruction are improving at a rate sufficient to close the gap, the intervention is considered effective. If below 75% percent of students are improving at a rate sufficient to close the gap, fidelity of intervention must be examined.

Throughout this tier, progress monitoring data is collected at a minimum of 1-2 times per month over a period of 6-10 weeks.

Teachers and MTSS team will review the data to determine if a student should remain in the intervention, be exited from the intervention, or be moved to Tier 3/Intensive Instruction.

Tier 3 (Intensive)- In Tier 3 or Intensive Instruction, approximately 5% of students, receive intensive supports in addition to supplemental and core instruction. Like Tiers 1 and 2, these supports are also evidence-based practices and research-based programs designed to improve performance.

The MTSS team will use the data from Tier 2 in conjunction with our universal screening process and standard treatment protocol to decide on the Tier 3 support the student will receive. Tier 3 support is tailored to the unique needs of the student and typically delivered one-to-one. At this level, the student will now receive support from all three tiers.

Throughout this tier, progress monitoring data is collected at a minimum of 1-2 times per week over a period of 6-10 weeks.

Teachers and MTSS team will review the data to determine if a student should remain in the intervention, be exited from the intervention and moved back to only Supplemental Instruction, or be possibly considered for eligibility in the exceptional children's program.

TIER 3

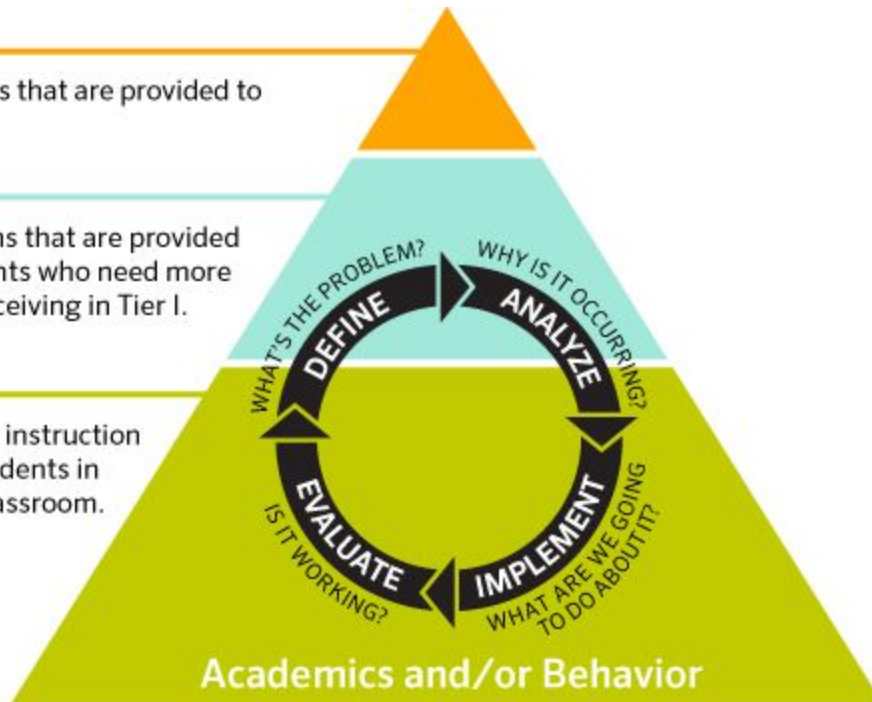
refers to the interventions that are provided to individual students.

TIER 2

refers to the interventions that are provided to small groups of students who need more support than they are receiving in Tier I.

TIER 1

refers to the high quality instruction that is provided to all students in the general education classroom.



What do the tiers look like at Rea View Elementary?

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> • Balanced Literacy • Guided Reading/Small group reading instruction • Dreambox • MyOn • The 3 E Model for Math Instruction • School wide rules/PBIS • LLI (if applicable) • Guidance Support for behavior and attendance 	<ul style="list-style-type: none"> • iReady • Orton-Gillingham (if applicable) • Florida Center for Reading Research • Skill/behavior Groups • Mentoring for attendance 	<ul style="list-style-type: none"> • Math Intervention Small Groups/1-on-1 • Reading Intervention Small Groups/1-on-1 • FBA/BIP (Behavior)

UCPS MTSS Flowchart

<https://drive.google.com/open?id=1TOUHGFapgPF78mZcx4arZfSfv-BLmOtMpQ9HtzKf8Ho>

UCPS MTSS Forms

<https://www.ucps.k12.nc.us/site/default.aspx?PageID=5980>

Appendix B:
Western Union Elementary MTSS/Intervention Handbook

Western Union Elementary

MTSS/Intervention Handbook

2018-2019



Vision Statement: We envision an innovative and inspiring learning environment where all students receive an individualized, quality education which optimizes their gifts while challenging them to succeed. We will cultivate a thriving school where our community has pride and a vested interest in the achievements of all.

Mission Statement: WUES empowers students to be responsible citizens and life-long learners by providing a nurturing environment that supports creativity, critical thinking and active learning.

Overview

NC MTSS (North Carolina Multi-Tiered System of Support) is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.

MTSS is broken into six critical components: leadership, data-based problem solving, data evaluation, three tiers instruction/intervention, building capacity/infrastructure for implementation and communication and collaboration

At Western Union Elementary, all students are included in the MTSS process using the Standard Treatment Protocol (STP). Students are selected for tiers using our Universal Screening Process which is based on multiple forms of data. Students are allowed throughout tiers based on their progress. The MTSS team makes the final decision on when and how students move (when needed) throughout tiers.

The MTSS team will lead the school through this process, but it involves input from the entire staff. Using this model includes the participation from staff, parents, stakeholders and community members.

**[School Name] MTSS Team
2018-2019**

Team Member	Position
Kristi Williford	Principal
Kate Anderson	Assistant Principal
Whitney Herwig	Counselor
Ashley Erb	Grade Level Representative
Nick Brooks	Grade Level Representative
Kelly Karalunas	Grade Level Representative
Amber Gordon	Grade Level Representative
Miranda Thomas	Grade Level Representative
Dawn Duty	Grade Level Representative
Gina Roberts	EC
Jennifer Dobbins	Interventionist
Sarah Johnson	School Psychologist

Critical Components

North Carolina's MTSS Critical Components Leadership Leadership is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem solving.

Building the Capacity/Infrastructure for Implementation

School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually include ongoing professional development and coaching with an emphasis on data-based problem solving and multi-tiered instruction and intervention; scheduling that allows staff to plan and implement instruction and intervention; and processes and procedures for engaging in data-based problem solving.

Communication and Collaboration

Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to a lack of consensus, lack of feedback to implementers to support continuous improvement, and not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained. Data-Based Problem Solving The use of data-based problem solving to make education decisions is a critical

Data-Based Problem Solving

The use of data-based problem solving to make education decisions is a critical element of MTSS implementation. This includes the use of data-based problem solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school-wide implementation of MTSS. While several models for data-based problem solving exist, the four-step problem solving approach includes: 1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for implementing evidence-based strategies to attain goals, and 4) evaluating the effectiveness of the plan.

Three-Tiered Instructional/Intervention Model

The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier 1 includes the instruction all students get; Tier 2 includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes intensive, small group or individual interventions for students showing significant barriers to learning the skills required for school success. It is important to consider both academic and social-emotional/behavioral instruction and interventions when examining this domain.

Data Evaluation

Given the importance of data-based problem solving within an MTSS model, the need for a data and evaluation system is clear. In order to do data-based problem solving, school staff need to understand and have access to data sources that address the purposes of assessment. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes for improving MTSS implementation.

Universal Screening Process

In order to maintain a standard system of identifying students for the proper tier, [School Name] uses a Universal Screening Process. Data is collected from multiple sources to assist with determining which students might need an academic or behavioral/social-emotional intervention.

Data Sources

Academic Data	Behavioral Data	Attendance
EOG	Office referrals	# of absences
MClass	Counselor referrals/sessions	# of tardies
F&P	Social Worker/CEH referrals/sessions	
District Assessments	Educator's Handbook Minor Incidents	
iReady Diagnostic		
Grades		
NC Check Ins		

Data Decision Rules

Below are the Data Decision Rules for reading, math and behavioral interventions.

	Intervention Entry Rules	Intervention Exit Rules	Intervention Intensity Increase Rules
Literacy	<p>Fall: (1-3) - Well Below on DIBELS & 1 year behind in TRC level (3) - Additionally BOG score of 1 (4-5) - F&P 1 year behind & must have scored a 1 or 2 on EOG (1-2) Report Card's last 2-3 terms were a level 1.</p> <p>Winter/Spring: (K-5) Report Card Last 2-3 term Grade of D or F. (or 1s) (K) Well Below on DIBELS & <RB for TRC (1-3) - Well Below on DIBELS & 1 year behind in TRC level (3) - Additionally BOG score of 1 (4-5) - F&P 1 year behind & must have scored a 1 or 2 on EOG</p>	<p>(K-3) Student's TRC level on Mclass shows at or above grade level, and DIBELS on level. (note: If DIBELS is yellow, student will do a 4-6 week trial period without support to see if TRC is maintained. If red, student will continue Tier II supports.)</p> <p>(4-5) Student's F&P shows at or above grade level</p> <p>Consistent Grades on Report Card: (K-2) 2-3's. (3-5) Last 2-3 terms Grades C and above</p>	<p>Less than grade level expected growth in TRC or F&P</p> <p>(and/or) Less than grade level expected growth in their intervention skill.</p> <p>Grades drop, showing consistent 1s, and/or D's and below</p>
Math	<p>Fall: (K-5) iReady Diagnostic - Red/2 or more levels below - Use of Classroom assessments below grade level (4-5) - Additionally must have scored a 1 or 2 on EOG</p> <p>Winter/Spring: (K-5) iReady Diagnostic - Red/2 or more levels below - Report Card Last 2-3 term Grade of D or F. (or 1s) (4-5) - Additionally must have scored a 1 or 2 on EOG (3-5) Report Card Last 2-3 terms Grade of D or F.</p>	<p>Consistent Grades on Report Card: (K-2) 2-3's. (3-5) Last 2-3 terms Grades C and above</p> <p>Student shows consistent on grade level work.</p> <p>(And) iReady diagnostic shows on grade level or slightly below.</p> <p>(or) (3-5) EOG Score of IV or V.</p>	<p>IXL-based measurement tool or NCENSI has the student having completed 5 assessments (every 2 weeks) not having shown growth.</p> <p>Grades drop, showing consistent 1s, and/or D's and below</p>

Behavior/ Social- Emotional	<p>Option 1- Tier I Points: Student does not score enough points to participate in the SOAR celebration 2 six-weeks in a row (based on behavior, not organization.)</p> <p>Option 2 - Discipline Referral: If the student gets 2 referral for similar-type behaviors within approx. 4 months, student will be referred to the Tier II Team.</p> <p>Option 3: Minor Incidents: If the student has 3 or more similar incidents within 6 weeks, teacher can refer student to the Tier II Team.</p>	<p>Option 1: Student has 2 6-weeks in a row of earning the SOAR celebration. If the student can make it a 3rd 6 weeks without support, they will be exited.</p> <p>Option 2 & 3: If a student can complete 2 6-weeks without the same-type behavior, and can make it a 3rd 6 weeks without support, they will be exited.</p>	All students completing the Tier II behavior support system and still not making growth based on their goal will be referred to Tier III.
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UCPS Independent Reading Level Benchmarks

Six-Week Benchmarks

		1 st	2 nd	3 rd	4 th	5 th	6 th
Kinder	4 Above 3 Expected 2 Below 1 Well Below	4=A or higher 3=PC 2=NA 1=NA	4=B or higher 3=A 2=<A 1=NA	4=C or higher 3=B 2=A 1=<A	4=D or higher 3=C 2=A/B 1=<A	4=D or higher 3=C 2=B 1=A	4=E or higher 3=D 2=C 1=B or lower
Grade 1		4=F or above 3=D/E 2=C or D 1=B or below	4=G or above 3=F 2=D or E 1=C or below	4=H or above 3=G 2=E or F 1=D or below	4=I or above 3=H 2=F or G 1=E or below	4=J or above 3=I 2=G or H 1=F or below	4=K or above 3=J 2=H or I 1=G or below
Grade 2		4=L or above 3=J/K 2=I 1=H or below	4=L or above 3=K 2=I or J 1=H or below	4=L or above 3=K 2=J or K 1=I or below	4=M or above 3=L 2=J or K 1=I or below	4=M or above 3=L 2=K 1=J or below	4=N or above 3=M 2=K or L 1=J or below
Grade 3		4=N or above 3=M 2=K/L 1=J or below	4=O or above 3=N 2=L/M 1=K or below	4=O or above 3=N 2=L/M 1=K or below	4=P or above 3=O 2=M/N 1=L or below	4=P or above 3=O 2=M/N 1=L or below	4=Q or above 3=P 2=N/O 1=M or below
Grade 4		4=Q or above 3=P 2=N/O 1=M or below	4=R or above 3=Q 2=O/P 1=N or below	4=R or above 3=Q 2=O/P 1=N or below	4=S or above 3=R 2=P/Q 1=O or below	4=S or above 3=R 2=P/Q 1=O or below	4=T or above 3=S 2=Q/R 1=P or below
Grade 5		4=T or above 3=S 2=Q/R 1=P or below	4=U or above 3=T 2=R/S 1=Q or below	4=U or above 3=T 2=R/S 1=Q or below	4=V or above 3=U 2=S/T 1=R or below	4=V or above 3=U 2=S/T 1=R or below	4=W or above 3=V 2=T/U 1=S or below

Standard Treatment Protocol for Interventions Reading, Math, Behavior/Social-Emotional, Attendance

Literacy

https://drive.google.com/open?id=1181OiwKV6mkL3ONchAL8DEd3s57b_hb6bxY7oLnAw1M

Math

<https://drive.google.com/open?id=1KvntH8NwktVwZMIUZdsHito7keEeZSDzERsMyJGwidw>

Behavior

https://drive.google.com/open?id=1H_1kG-Pz6tU2E3bzjWM8NfSUVy9PjMCRoVCE827Ik78

Reading

- Students will receive small group instruction 3 times a week for 15 minutes of groups of no more than 4-5 students.

Math

- Students will meet with a teacher for 2 times a week for 15 minutes of groups of no more than 4-5 students, plus continued support through iReady and/or IXL.

Behavior/Social-Emotional

- Check-In/Check-Out - Students will work with a mentor to check in and out each day.
- Behavior Points Chart - Students will complete an individual points chart working towards their own personal goal. Goals and rewards will be based on individual interests. Students will receive the reward each time they earn their goal.

Attendance

- Student will create individual plan with the guidance counselor.

Data Process and Evaluation

Interventions at Western Union are completely data driven. As students move throughout tiers, the support they receive is layered. Below is the data process for each tier. Data is collected over time, evaluated by our MTSS team and along with the student's teacher(s), a decision is made.

Tier 1 (Core Instruction)- In Tier 1 or Core Instruction, students receive academic instruction based on state standards. Teachers utilize the gradual release of responsibility framework in order to produce academic proficiency in the majority of students. [School Name] has also adopted common school-wide behavior expectations. These common behavior expectations are explicitly taught to all students. If at least 80% of all students (in all subgroups) are meeting academic or behavior benchmarks, this instruction is effective. If less than 80% of students are successful with this instruction, teachers must evaluate the effectiveness of core instruction.

Foundational core plans for literacy and math are written by PLCs as a part of Tier 1.

Tier 2 (Supplemental)- In Tier 2 or Supplemental Instruction, approximately 20% of students, receive supplemental supports in addition to core instruction. This layer of support is given in small groups and based on standard treatment protocol. Supplemental instruction is designed to close the gap between current performance and desired performance. If at least 75-80% of students receiving supplemental instruction are improving at a rate sufficient to close the gap, the intervention is considered effective. If below 75% percent of students are improving at a rate sufficient to close the gap, fidelity of intervention must be examined.

Throughout this tier, progress monitoring data is collected at a minimum of 1-2 times per month over a period of 6-10 weeks.

Teachers and MTSS team will review the data to determine if a student should remain in the intervention, be exited from the intervention, or be moved to Tier 3/Intensive Instruction.

Tier 3 (Intensive)- In Tier 3 or Intensive Instruction, approximately 5% of students, receive intensive supports in addition to supplemental and core instruction. Like Tiers 1 and 2, these supports are also evidence-based practices and research-based programs designed to improve performance.

The MTSS team will use the data from Tier 2 in conjunction with our universal screening process and standard treatment protocol to decide on the Tier 3 support the student will receive. Tier 3 support is tailored to the unique needs of the student and typically delivered one-to-one. At this level, the student will now receive support from all three tiers.

Throughout this tier, progress monitoring data is collected at a minimum of 1-2 times per week over a period of 6-10 weeks.

Teachers and MTSS team will review the data to determine if a student should remain in the intervention, be exited from the intervention and moved back to only Supplemental Instruction, or be possibly considered for eligibility in the exceptional children's program.

TIER 3

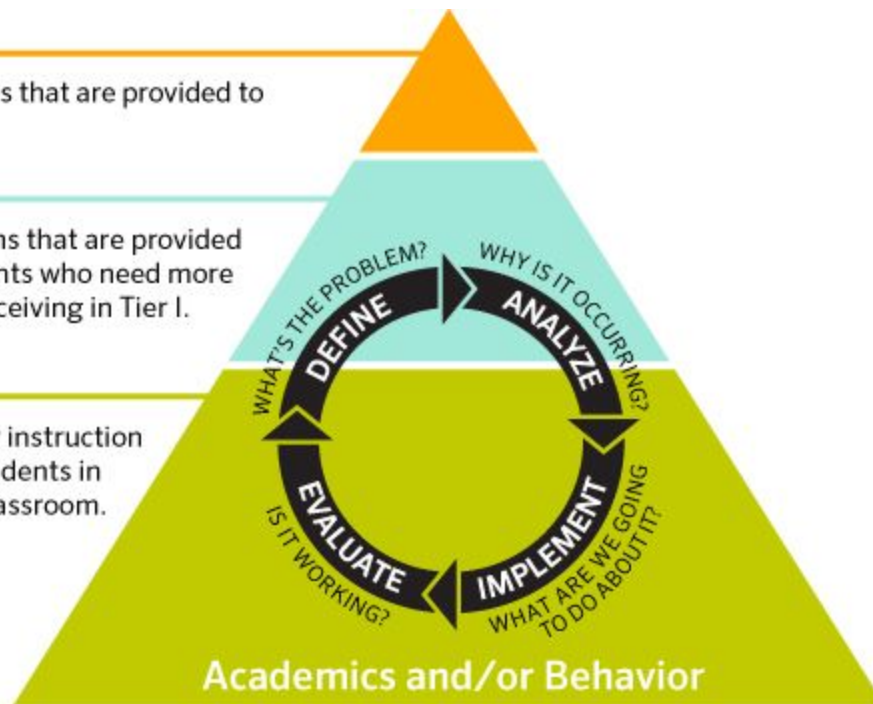
refers to the interventions that are provided to individual students.

TIER 2

refers to the interventions that are provided to small groups of students who need more support than they are receiving in Tier I.

TIER 1

refers to the high quality instruction that is provided to all students in the general education classroom.



What do the tiers look like at Western Union

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> • Guided Reading/Small group reading instruction • Raz-Kids • Dreambox • MyOn • PBIS • The 3 E Model for Math Instruction • School wide rules/PBIS 	<ul style="list-style-type: none"> • iReady • Orton-Gillingham • Florida Center for Reading Research • Check in/Check Out • Skill/behavior Groups • Mentoring for attendance 	<ul style="list-style-type: none"> • Math Intervention Pull Outs • Reading Intervention Pull Outs • FBA/BIP (Behavior)

UCPS MTSS Flowchart

<https://drive.google.com/open?id=1TOUHGFAPgPF78mZcx4arZfSfv-BLmOtMpQ9HtzKf8Ho>

UCPS MTSS Forms

<https://www.ucps.k12.nc.us/site/default.aspx?PageID=5980>

Appendix C:
Montgomery County Schools Multi-Tiered System of Support Handbook



Montgomery County Schools

Multi-Tiered System of Support

Handbook

Learn. Adapt. Teach.

Vision Statement:

The Learning Team will champion strategies that will create personalized instruction to meet the needs of all learners through engaging, high-quality, rigorous lessons, driven by data.

Mission Statement:

Learn. Adapt. Teach.

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29	MTSS Parent Input Form
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53	SLD Eligibility Criteria: Data Mapping Template
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63	Check In Check Out (CICO) Forms
64	ABC Observation Form
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66	Simple Functional Behavior Assessment
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Montgomery County Schools
MTSS Process Guide/Goals
2019-2020

When?	Who?	What?
August 2019		
August 26-November 22	<ul style="list-style-type: none"> Kindergarten 	<u>Kindergarten Entrance Exam</u>
August 26-30	<ul style="list-style-type: none"> Grades 1-5 Principal Instructional Facilitator Differentiation Coordinator All Instructional Staff Leadership Team 	<u>Elementary Data Chats Grades 1-5</u> → Prior Reading EOG data → EOY mClass → EOY iReady → Lexile → Data spreadsheet or create document showing BOY data and goals → PLC needs to start the "Evaluate and Revise the Plan" section of Tier 1
August 26-September 24	<ul style="list-style-type: none"> Grades K-12 	<u>WIDA Screener/W-APT</u>
September 2019		
September 3-30	<ul style="list-style-type: none"> Grades K-12 Principal Instructional Facilitator Differentiation Coordinator All Instructional Staff Counselors (behavior) 	<u>Tier 1 Plans Complete</u> → Grade level or departmental → Completed Tier 1 RIOT forms in RTI stored → Academic and Behavior Plans Completed by September 30
September 3-13	<ul style="list-style-type: none"> Grades K-8 	<u>PLC 1st Quarter NC SCOS/Essential Standards Review</u>
September 3-27	<ul style="list-style-type: none"> Grades K-8 	<u>iReady Diagnostic</u>
September 3-27	<ul style="list-style-type: none"> Grades K-3 	<u>iStation BOY/HOLD ON THIS</u>
September 3-October 4	<ul style="list-style-type: none"> Grades 9-12 	<u>Common Formative (English II, Biology, Math I, Math II)</u> Create and administer common formative assessments
September 11	<ul style="list-style-type: none"> Grades 3-5 	<u>Math Frameworks PD</u>
September 11	<ul style="list-style-type: none"> Grades K-2, 6-12 	<u>PD</u>
September 10-17	<ul style="list-style-type: none"> Grade 3 	<u>BOG 3rd Grade</u>
September 20	<ul style="list-style-type: none"> Grades K-12 All Instructional Staff 	<u>Intervention/Enrichment Block Plan and Implementation</u> → Using disaggregated data, begin creating a plan for intervention/enrichment time implementation

September 23	• Grades K-12	School Improvement Plans Due
October 2019		
October 7-16	<ul style="list-style-type: none"> • Grades K-12 • Principal • Instructional Facilitator • Differentiation Coordinator • All Instructional Staff • Counselors (behavior) 	CFA Analysis and Plan → Review CFA and progress monitoring data → Complete any related Tier documents for students in Tier 2 and 3
October 10	• Grades K-12	PD
October 14-25	• Grades 9-12	Pre-ACT and CCRA
October 21-31	• Grade 3	Read to Achieve Mid-Year 3rd Grade
October 21-31	• Grades 9-12	First Semester District Assessment & NC Check-In #1 NC Math I Semester I
November 2019		
November 4-15	• Grades K-8	PLC 2nd Quarter NC SCOS/Essential Standards Review
November 4-15	• Grades K-12	CWT Data Analysis and Report to SIT
November 12-22	• Grades 3-8	Fall District Assessments: NC Check-Ins Grades 4-8 ELA, Grade 3-8 Math, Grade 5 Science, and NC Math I Year Long
November 12-22	• Grades 9-12	NC Check-In #2 NC Math I Semester I
December 2019		
December 2-13	• Grades 9-12	WorkKeys
December 2-18	<ul style="list-style-type: none"> • Grades K-12 • Principal • Instructional Facilitator • Differentiation Coordinator • All Instructional Staff • Counselors (behavior) 	CFA Analysis and Plan → Review CFA and progress monitoring data → Complete any related Tier documents for students in Tier 2 and 3
December 12-18	• Early College	Ready EOC Assessments (Biology, English II, and Math I) and NC Final Exams
January 2020		
January 2-24	• Grades K-8	iReady MOY
January 2-24	• Grades K-3	iStation MOY/HOLD ON THIS
January 13-17	• Grades 8-12	Ready EOC Assessments (Biology, English II, and Math I) and NC Final Exams
January 23-31	• Grades K-12	CWT Data Analysis and Report to SIT
January 23-31	• Grades K-8	PLC 3rd Quarter NC SCOS/Essential Standards Review
January 27-February 7	• Grades 3-8	NC Check-In #2 NC Check-Ins Grades 4-8 ELA, Grade 3-8 Math, Grade 5 Science, and NC Math I Year Long Check-In #1 Grade 8 Science
January 27-March 6	• Grades K-12	ACCESS for ELL

February 2020		
February 4-28	<ul style="list-style-type: none"> Grades K-5 Principal Instructional Facilitator Differentiation Coordinator All Instructional Staff Leadership Team 	Elementary Data Chats Grades K-5 → MOY iStation/HOLD ON THIS → MOY iReady in Reading AND MATH → MOY Lexile → PLC needs to complete a new "Evaluate and Revise the Plan" section of Tier 1 → Revisit data spreadsheet or created document showing BOY data and goals and updated with MOY information and set new goals
February 3-13	<ul style="list-style-type: none"> Grades 9-12 	NC Check-In #1 NC Math I Semester II
February 5	<ul style="list-style-type: none"> Grades K-12 	PD
February 10-19	<ul style="list-style-type: none"> Grades K-12 Principal Instructional Facilitator Differentiation Coordinator All Instructional Staff 	CFA Analysis and Plan → Review CFA and progress monitoring data → Complete any related Tier documents for students in Tier 2 and 3
February 24-28	<ul style="list-style-type: none"> Grade 8 	NC Check-In #2 Grade 8 Science
February 25 and March 17	<ul style="list-style-type: none"> Grade 11 	ACT
February 25-28 and March 2-6	<ul style="list-style-type: none"> Grade 11 	CCRAA Grade 11 and Extend LA Grade 11
March 2020		
March 12	<ul style="list-style-type: none"> Grades K-12 	HS Parent Conferences/ES & MS PD
March 30-April 8	<ul style="list-style-type: none"> Grades K-12 	CWT Data Analysis and Report to SIT
March 30-April 8	<ul style="list-style-type: none"> Grades K-8 	PLC 4th Quarter NC SCOS/Essential Standards Review
March 31-April 9	<ul style="list-style-type: none"> Grades K-12 Principal Instructional Facilitator Differentiation Coordinator All Instructional Staff 	CFA Analysis and Plan → Review CFA and progress monitoring data → Complete any related Tier documents for students in Tier 2 and 3
April 2020		
April 1-9	<ul style="list-style-type: none"> Grades 9-12 	Second Semester District Assessment
April 1-9	<ul style="list-style-type: none"> Grades 3-12 	Spring District Assessments: NC Check-Ins #3 Grades 4-8 ELA, Grade 3-8 Math, Grade 5 and 8 Science, NC Check-In #3 NC Math I Semester II and NC Check-In #2 Math I Year Long
April 1-10	<ul style="list-style-type: none"> Grade 12 	WorkKeys
April 2	<ul style="list-style-type: none"> Grades K-12 	ES & MS Parent Conferences/ HS PD
April 27-May 15	<ul style="list-style-type: none"> Grades K-8 	iReady EOY
May 2020		
May 4-22	<ul style="list-style-type: none"> Grades K-3 	iStation EOY/HOLD ON THIS
May 18-22	<ul style="list-style-type: none"> Middle College 	Ready EOC Assessments and NC Final Exams

May 28-June 10	<ul style="list-style-type: none"> Grades 3-8 	<u>Ready EOG Assessments 5&8 Science, 3-8 Math and Reading, NC Final Exams 6-8 Science and Social Studies</u>
June 2020		
June	<ul style="list-style-type: none"> Grades K-5 Principal Instructional Facilitator Differentiation Coordinator All Instructional Staff Leadership Team 	<u>Elementary Data Chats Grades K-5</u> → EOY iStation/HOLD ON THIS → EOY iReady in Reading AND MATH → EOY Lexile → PLC needs to complete a new "Evaluate and Revise the Plan" section of Tier 1 → Revisit data spreadsheet or created document showing BOY/MOY data and goals and updated with EOY information
June 4-10	<ul style="list-style-type: none"> Grades 9-12 	<u>Ready EOC Assessments and NC Final Exams</u>
June 8-12	<ul style="list-style-type: none"> Grades K-12 	<u>CWT Data Analysis and Report to SIT</u>
June	<ul style="list-style-type: none"> Grades K-12 Principal Instructional Facilitator Differentiation Coordinator All Instructional Staff Leadership Team 	<u>End of Year Process</u> → Update all information for students in RTI stored for students receiving 2-1 or 3-2-1 support → Other goals to be determined

Overview

Of

MTSS

NC MTSS Implementation Guide

The purpose of this LiveBinder is to explicitly outline processes, practices, and resources necessary to establish a Multi-Tiered System of Support (NC MTSS). This LiveBinder is a companion to the blended professional development created and delivered by the Division of Integrated Academic and Behavior Systems (IABS) at the NC Department of Public Instruction. The blended professional development is delivered through face-to-face and online content from the NC IABS Consultants to District MTSS Teams.



Details



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Introduction to MTSS

- NC MTSS & NC State Board of Education
- Six Critical Components

Establishing Readiness and Sustainability for Implementation

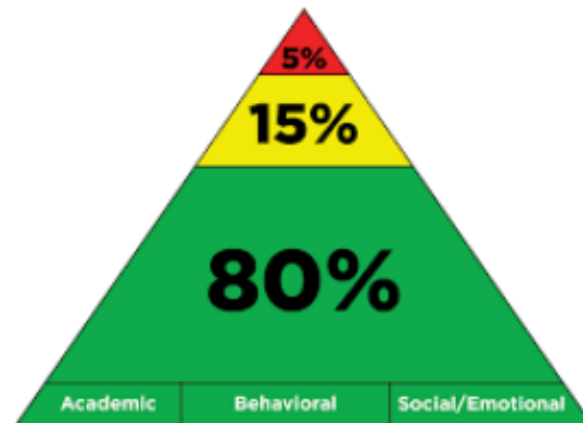
- Establishing Common Language and Understanding
 - NC MTSS Factsheet
 - MTSS Overview for School Teams
 - MTSS Overview for School Teams- Participant Notes
- Beliefs
- Preparing for Change
 - Developing the "Compelling Why"
- Recommended Teaming Structures
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The NC MTSS Implementation Guide is a LiveBinder site full of valuable resources, webinars, and PD for developing the MTSS program. You can access the site by the link below:

<https://www.livebinders.com/play/play?id=2052295>



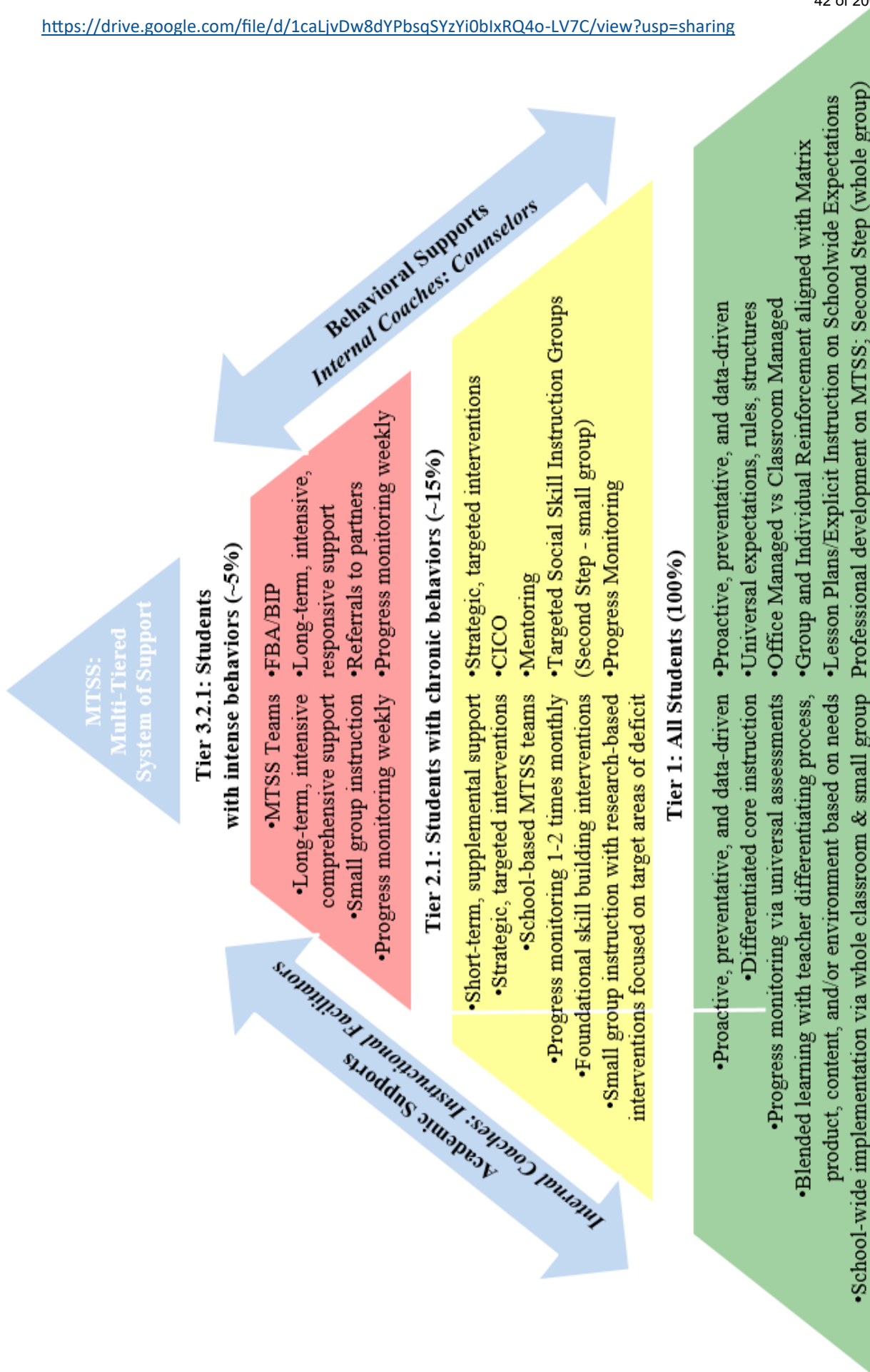
Montgomery County Schools
Multi-Tiered System of Support (MTSS)
Tier Breakdown for MTSS



Academic Systems	Behavioral Systems
Grade Level Learners: $\geq 80\%$ of Student Needs are Met with Core	
Tier 1-80%:	Tier 1-80%:
<ul style="list-style-type: none"> • ALL Students • Preventative • Proactive 	<ul style="list-style-type: none"> • ALL Students • Preventative • Proactive
Strategic Learners: $\leq 15\%$ of Students Need Instruction Beyond the Core	
Tier 2-15%:	Tier 2-15%:
<ul style="list-style-type: none"> • SOME Students (At-Risk) • Small Group Intervention • High Efficiency • Rapid Response 	<ul style="list-style-type: none"> • SOME Students (At-Risk) • Small Group/Individual Intervention • High Efficiency • Rapid Response
Intensive Learners: $\leq 5\%$ of Students Need the Most Intensive Interventions	
Tier 3-5%:	Tier 3-5%:
<ul style="list-style-type: none"> • INDIVIDUAL Students • Assessment Based • Individual Intervention • High Intensity/Longer Duration 	<ul style="list-style-type: none"> • INDIVIDUAL Students • Assessment Based • Individual Intervention • Intense Durable Procedures

MCS MULTI-TIERED SYSTEM OF SUPPORT

Aligned staff, documents, data-based decision making, professional development, and coaching



North Carolina's MTSS Critical Components

Leadership

Leadership is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem-solving.

Building the Capacity/Infrastructure for Implementation

School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually include ongoing professional development and coaching with an emphasis on data-based problem-solving and multi-tiered instruction and intervention, scheduling that allows staff to plan and implement instruction and intervention, and processes and procedures for engaging in data-based problem-solving.

Communication and Collaboration

Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to a lack of consensus, lack of feedback to implementers to support continuous improvement, and not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained.

Data-Based Problem Solving

The use of data-based problem-solving to make education decisions is a critical element of MTSS implementation. This includes the use of data-based problem-solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school wide implementation of MTSS. While several models for data-based problem-solving exist, the four step problem-solving approach includes: 1) defining the goals and objectives to be attained, 2) identify possible reasons why the desired goals are not being attained, 3) developing a plan for implementing evidence-based strategies to attain goals, 4) evaluating the effectiveness of the plan.

Three Tiered Instructional/Intervention Model

The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Core (Tier 1) includes the instruction all students receive; Supplemental (Tier 2) includes additional instruction or intervention provided to students not meeting benchmarks; and Intensive (Tier 3) includes intense, small group or individual interventions for students showing significant barriers to learning the skills required for school success. It is important to consider both academic and social-emotional/behavioral instruction and interventions when examining this domain.

Data-Evaluation

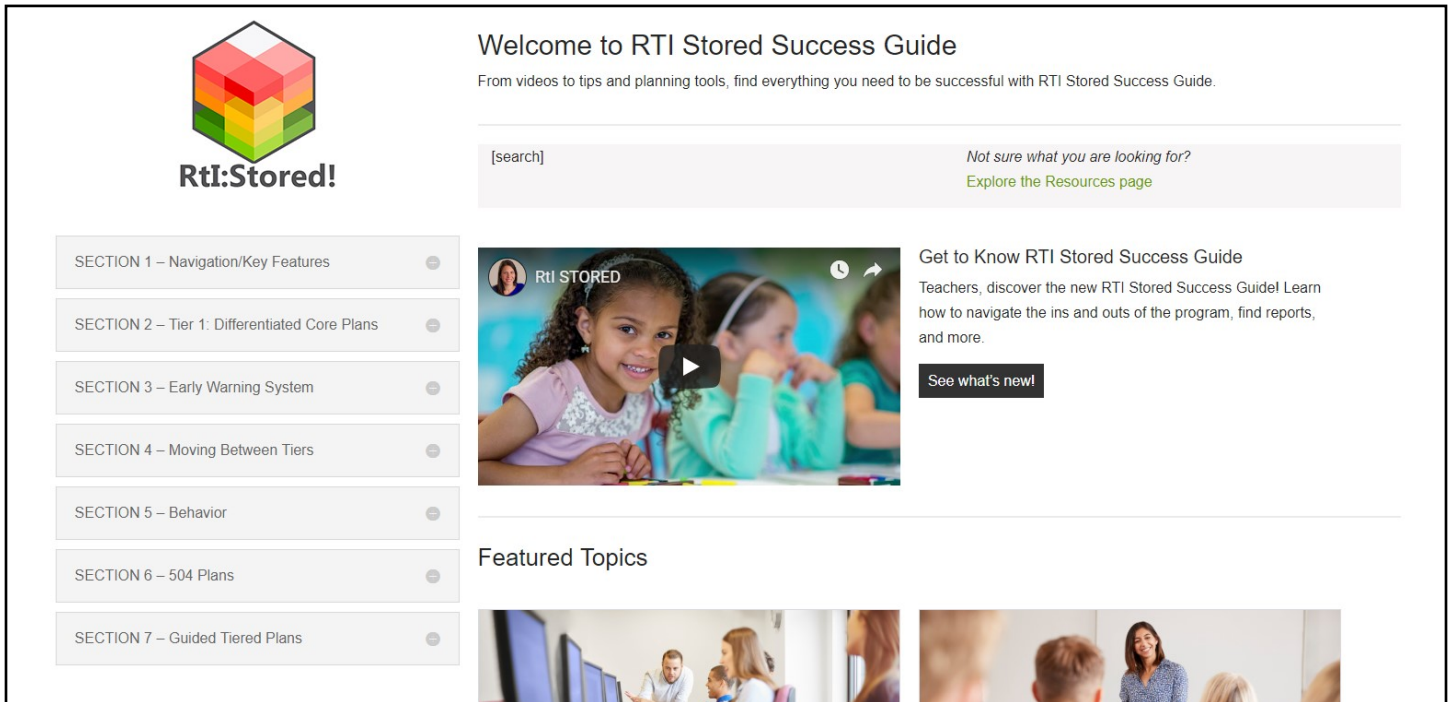
Given the importance of data-based problem-solving within an MTSS model, the need for data and evaluation system is clear. In order to do data-based problem-solving, school staff need to understand and have access to data sources that address the purposes of assessment. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes for improving MTSS implementation.

(North Carolina's critical components were adapted from collaboration with Florida's MTSS work)

July 2019

RTI:STORED!

MCS MTSS Documentation Storage Online Program



RtI:Stored!

Welcome to RTI Stored Success Guide
From videos to tips and planning tools, find everything you need to be successful with RTI Stored Success Guide.

[search] [Not sure what you are looking for? Explore the Resources page](#)

- SECTION 1 – Navigation/Key Features
- SECTION 2 – Tier 1: Differentiated Core Plans
- SECTION 3 – Early Warning System
- SECTION 4 – Moving Between Tiers
- SECTION 5 – Behavior
- SECTION 6 – 504 Plans
- SECTION 7 – Guided Tiered Plans

Get to Know RTI Stored Success Guide
Teachers, discover the new RTI Stored Success Guide! Learn how to navigate the ins and outs of the program, find reports, and more.
[See what's new!](#)

Featured Topics

RtI:Stored is where Montgomery County School's stores all MTSS documentation and Tier plans. For help using the platform, ask the school's Instructional Facilitator or visit the Success Guide at the link provided below.

<https://ileadr.com/rti-stored-success-guide/>

MTSS

Consists of Teachers, IF, Administrator

Teacher of Student Puts Progress Monitoring Data in RTI Stored

Core Instruction - Tier 1
Differentiated Core (RIOT) Interventions

Discuss

Academics

Behavior

Attendance

STUDENT PLACED IN TIER 2

Student Continues Receiving Core Instruction and Differentiated Core

Cycle 1

2 or 3 Strategic Interventions
Direct Instruction 2 to 3 days/week
3-4 Progress Monitoring Data Points

Student Making Adequate Growth

Not Making Adequate Growth

Continue Cycle 1

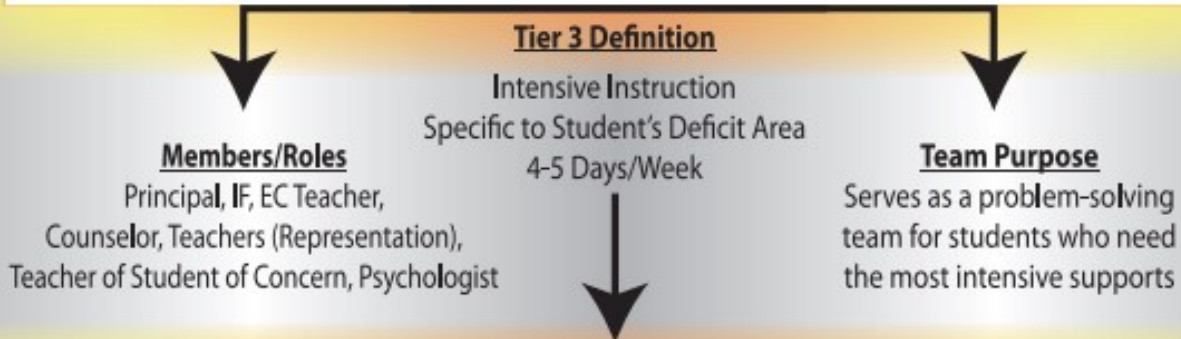
Modify Plan
Choose New Intervention
3-4 Progress Monitoring Data Points

Student Making Adequate Growth
Continue Cycle 2

Student Not Making Adequate Growth



TIER 3



PROCESS

Student Makes Adequate Growth

1. Team receives referral from teacher
2. Meeting calendared (IF-Academic /Counselor-Behavior)
3. At the meeting
 - Team drills down to determine which foundation skill is missing
 - Intervention plan created RTIStored
 - Team problem - solves/selects intervention
 - Teacher implements intervention/collects progress monitoring data
 - Team meets to review data points



Student Making Adequate Progress

Return to Tier 2



Student Does Not Make Adequate Growth

1. Team modifies intervention plan in RTIStored
2. Team selects 2nd intervention
3. Teacher implements intervention/
Collects progress monitoring data
4. Vision screening completed - (put in RTIStored in Tier 2)
5. Observations of student scheduled and completed
6. Meeting scheduled with parent and team
to discuss data
7. At the meeting: The Team
 - Shares information and data collected
 - Discusses interventions tried/results/concerns
 - Reviews data points of Tier 3 and 2nd intervention
 - Completes social development history in RTIStored



Student Not Making Adequate Progress

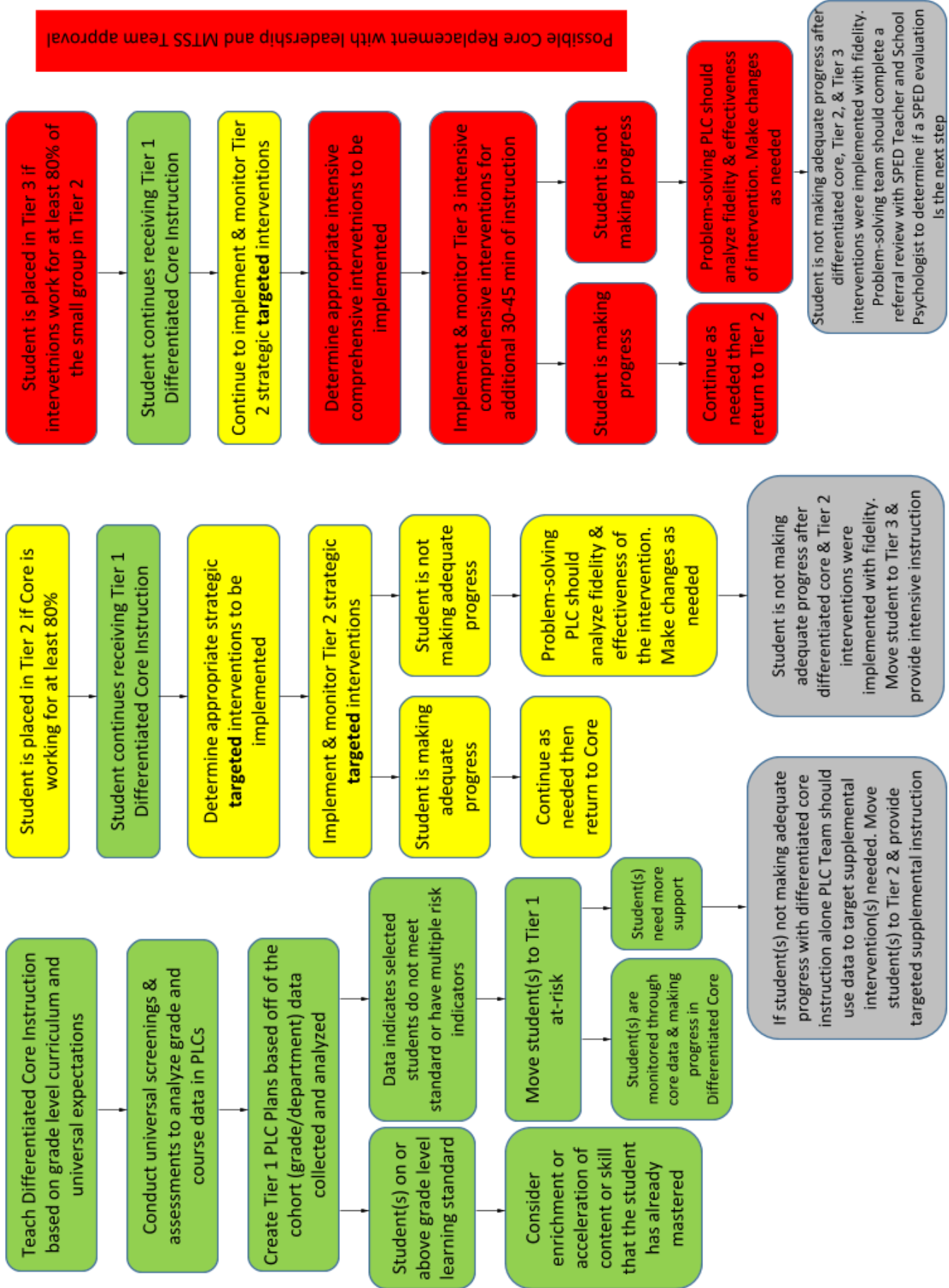
Refer to EC for testing

Information Shared with EC Teacher (RTIStored)

1. Social development history
2. Areas of concern
3. Tier 2 differentiated core with progress monitoring data
4. Tier 2 implementation plan with progress monitoring data
5. Tier 3 implementation plan with progress monitoring data

https://drive.google.com/open?id=1pPNFmpVhBG1Px_iztlzXugaaw7mUdNx4ByDgOpcWRCU

Multi-Tiered System of Support Problem-Solving Flowchart

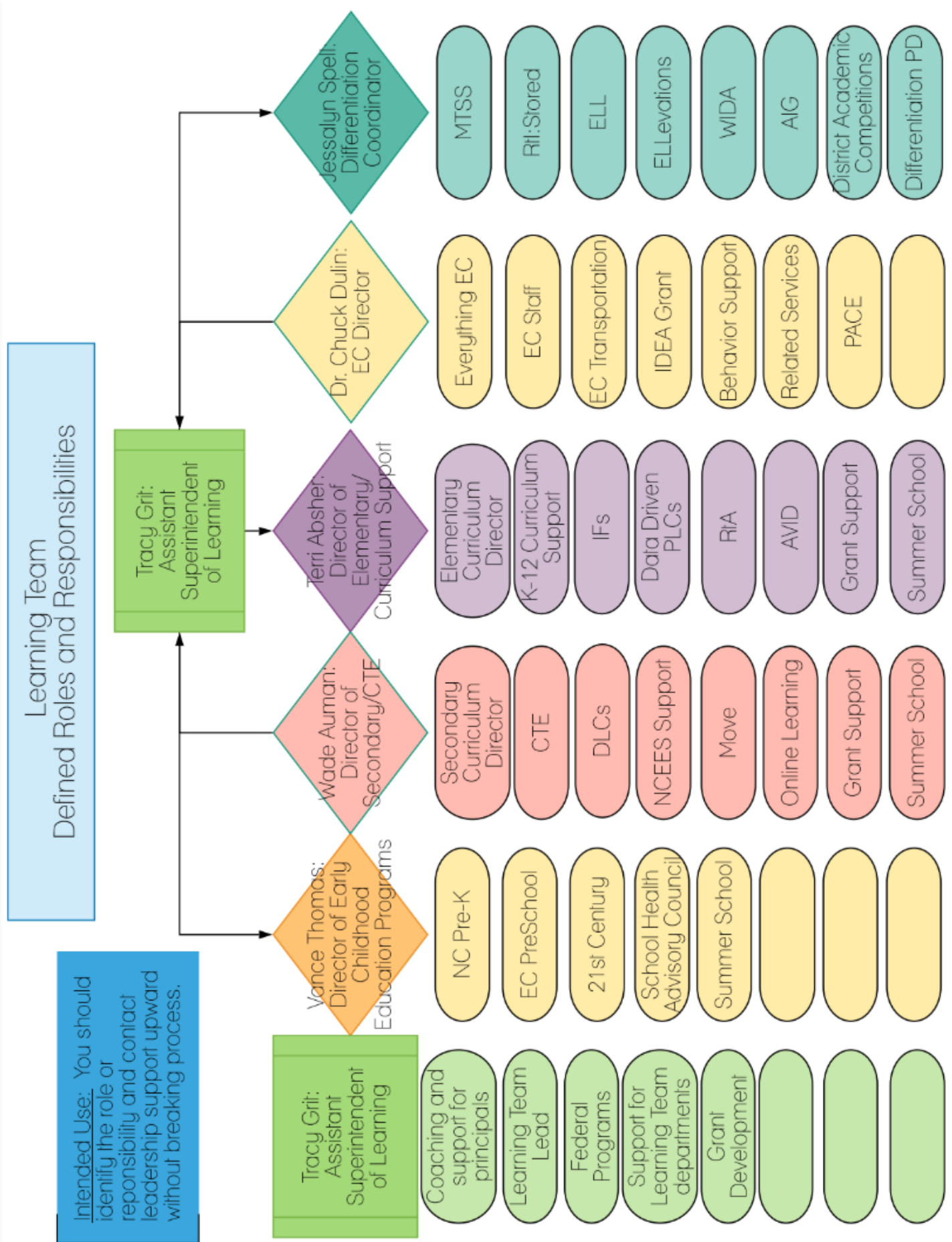




Montgomery County Schools
MTSS Implementation Walk-Through


Component: Read the component, observe, study, and interview staff at the school to determine level of implementation.	Level of Implementation 1 = Not observed 2 = Partially Present 3 = Fully Present 4 = School-wide: Authentic	Comments: Provide any additional comments of observations related to the component or ideas for moving implementation forward.	Priority Level: 1 = Low 2 = Mid 3 = High
Data and Assessment			
Universal Academic and Behavior Screenings are used three times per year to determine risks.	1 2 3 4		
Progress monitoring is completed on students who receive tier 2 and 3 interventions to determine the effectiveness of the tailored support.	1 2 3 4		
The principal meets with the MTSS goal team to review school-wide core instruction and tiered support data.	1 2 3 4		
Teachers graph data results of core instruction assessment and individual student progress monitoring to measure rate of improvement of core and interventions.	1 2 3 4		
Teachers use a universal data and documentation system to problem-solve tier 1, tier 2, and tier 3.	1 2 3 4		
Process and Procedures			
School holds a minimum bi-monthly PLCs to monitor student data and plan interventions.	1 2 3 4		
Admin, IF, EC, Counselor, and Teachers (Grade Specific) are present in Bi-Monthly MTSS PLC.	1 2 3 4		
The school leadership team creates a strong culture of problem-solving with all departments within the	1 2 3 4		

school and with families of students.				
The school leadership team carefully monitors data and adjusts schedules and resources to best fit current student needs.	1	2	3	4
The school has a PLC matrix that outlines the work of PLCs regarding assessment, data, and instruction for the school year.	1	2	3	4
Fidelity of Implementation				
The school leadership team has a process to assess fidelity of interventions and progress monitoring.	1	2	3	4
The principal reviews MTSS data reports monthly and works with SIT or MTSS goal team to improve implementation.	1	2	3	4
The principal and school improvement team work collaboratively to allocate resources needed for MTSS implementation.	1	2	3	4
The school improvement plan includes at least one goal that addresses MTSS implementation and it monitored at monthly SIT meetings.	1	2	3	4



Beginning the MTSS Process

https://docs.google.com/document/d/1T8XRpwwfvyEaXmyJITkyE_p2T22qMv3yyfJMaYUgkQYo/edit?usp=sharing



Montgomery County Schools
Multi-Tiered System of Support (MTSS)

Decision Making Matrix

	Attendance	Behavior	Academic Performance
Elementary	5+ tardies/early dismissals within a single quarter, absent more than 10% of the enrolled days	More than 2 office discipline incidents	Below research-based thresholds on multiple measures of early literacy or math, previous grade retention
Middle	5+ tardies/early dismissals within a single quarter, absent more than 10% of the enrolled days	More than 2 office discipline incidents	Below targets on multiple measures of reading and/or math, failing core classes, historical repeated failure on summative assessments, grade retention
High	5+ tardies/early dismissals within a grading period, absent more than 10% of the enrolled days	More than 2 office discipline incidents	Failing core classes, poor credit earning behavior, multiple course failures, historical repeated failure on summative assessments, grade retention

If guidance is needed when completing your Tier 1 plans for Math and Reading in RtI:Stored, refer to this Problem Solving Form for assistance and planning meetings.



Montgomery County Schools
Multi-Tiered System of Support (MTSS)

Tier 1 Core Problem Solving Form

This form can be used to help complete the Core Tier 1 Plan in RtI:Stored

Reviewing data from EOGs and iReady at regular intervals during the school year allows grade levels to evaluate the effectiveness of core support, set goals for core support, and make changes to goal support to reach the targets.

School	
Date of Meeting	
Staff Involved	

Step 1: Problem Identification

Based on screening data, is our core support sufficient for most students at our grade level (80% or more students meeting thresholds)?

Grade:	Current Percent of Students Meeting Threshold	Goals for Percent of Students in Green
Area:	%	Goal: 80% Date:

Step 2: Problem Analysis

Based on screening data, if our core support is not sufficient for most students (80% or more students meeting thresholds), what are the actionable reasons (factors within our control as a school) why this data indicates a high number of students at risk? If core supplement appears sufficient for most students in an area, most to step 3 in order to document your core support.

Describe the Actionable Reasons Below:

Step 3: Plan Implementation
How will we reach the goals set in Step 1?

<u>Instruction</u>	<u>Curriculum</u>	<u>Environment</u>

Step 4: Plan Evaluation
How will we monitor the plan?

Implementation Assistance:

What professional development, coaching, and/or resources are needed to support your commitments to implement the agreed-upon plan?

--

Meeting Dates for MOY and EOY to reevaluate the plan:

MOY Meeting Date	EOY Meeting Date



Montgomery County Schools Multi-Tiered System of Support (MTSS) Procedures for Referral to MTSS

When a student presents academic, behavioral, communication (language), cognitive, or sensory difficulties that could possibly be remediated by the use of research-based interventions...

The Regular Education Teacher or Preschool Teacher

- Informs the parent of their concerns regarding the student and their intent to implement strategies in the classroom.
- Implements interventions in the classroom.
- Documents the student's response to the strategies and communicates the results with the parent.
- If strategies are unsuccessful, notifies the Instructional Facilitator (IF) that assistance is needed from MTSS.
- Obtains and completes the Google Forms sent by the IF completing the *At Risk Student Referral Form* and, when applicable, the *Input Form for Problem Behaviors*.
- Gathers the following applicable existing information for review at the first MTSS meeting and brings copies to the MTSS meeting, or uploads to Rtl:Stored:
 - Class quizzes and tests
 - Previous EOG scores
 - Current grades
 - Attendance records
 - Discipline records (from Educator's Handbook)
 - Appropriate anecdotal records, observation reports, and work samples
 - Other pertinent information: benchmark scores, iReady data, etc...

The Instructional Facilitator (IF)

- Serves as the coordinator for MTSS
- Confers with the teacher to determine who should be included in MTSS based on concerns about the student or being flagged At Risk in Rtl:Stored
- Provides the Google Forms for the student to complete
- Completes/ensures that all documents are thoroughly completed during/after the MTSS meetings-this includes forms completed by the MTSS Meeting Recorder:
 - MTSS Meeting Summary
 - MTSS Student Support Plan
 - Other student forms as applicable
- Schedules MTSS meetings and notifies all required participants
- Sends home parent letter notification of student beginning MTSS process and, if applicable, parent information form.
- Maintains, uploads, and completes all documents in Rtl:Stored.

During the First Meeting, the MTSS Team

- Reviews the teacher's concerns and pertinent data
- Solicits parent concerns
- Records decisions on the MTSS Student Support Plan-*one for each student discussed*
 - Prioritizes the concerns
 - Selects appropriate research-based interventions for the classroom/determines desired outcomes
 - Determines the length of implementation
 - Determines the person responsible for implementing interventions
 - Determines the progress monitoring plan and shares Google Doc with person responsible
 - Determines the date for progress monitoring to occur and who will be responsible
- Completes the MTSS Meeting Summary Form and saves in school's MTSS Google Folder
- Designates someone to share the meeting information with the parent, if not in attendance
- Establishes a date for the next MTSS meeting



Montgomery County Schools
Multi-Tiered System of Support (MTSS)
MTSS Team Process Checklist

Name: _____ DOB: _____ Age: _____ Grade: _____

School Name: _____ Teacher Name: _____

Date	Activity
	Teacher notifies parent, Principal, and Instructional Facilitator (IF) that there is a need to begin the MTSS process for an unresolved academic and/or behavior problem.
	IF Provides the teacher with the following MTSS referral forms: <input type="checkbox"/> Request for MTSS-REQUIRED At Risk Student Referral Form for MTSS (Google Form) <input type="checkbox"/> Request for MTSS-Teacher Input Form for Addressing Problem Behaviors (Google Form)
	Classroom teacher completes the request forms online
	Student data and supporting evidence is gathered (iReady, EOG Scores, Benchmark/Check-In Scores, BOG Scores, common assessments, behavior charts, parent contact logs)
	IF schedules the first MTSS meeting and invites parent (optional) and additional MTSS members based on the needs of the student
	IF sends parent invitation/notification of the meeting along with the MTSS Team-Parent Input Form
	Initial MTSS Meeting Date: _____ Time: _____ <input type="checkbox"/> Send reminder notices to MTSS members, including parent <input type="checkbox"/> MTSS reviews documentation and data <input type="checkbox"/> Review the MTSS Plan for Tier 1, and <u>set Tier 2</u> interventions <input type="checkbox"/> MTSS Meeting Summary Completed
	Implementation of intervention strategies being monitored
	Second MTSS Meeting Date: _____ Time: _____ <input type="checkbox"/> Send reminder notices to MTSS members, including parent <input type="checkbox"/> MTSS reviews documentation and <u>evaluates success</u> of intervention strategies, MTSS team decides on a plan of action <input type="checkbox"/> Develop new interventions <input type="checkbox"/> Continue current interventions, if successful <input type="checkbox"/> MTSS Meeting Summary Completed
	MTSS Meeting #___ Date: _____ Time: _____
	MTSS Meeting #___ Date: _____ Time: _____
	MTSS Meeting #___ Date: _____ Time: _____
	MTSS Meeting #___ Date: _____ Time: _____
	Interventions successful. Student remains in general education with Core/Tier 1 supports. MTSS file is closed.
	Interventions successful. Student remains in general education with Tier 2 or 3 supports.
	Interventions unsuccessful. Complete required Data Mapping Template and have vision, hearing, and speech screenings completed. Note: Send parent notification of screenings.

These two Google Forms will be sent by the instructional facilitator to the requesting teacher to complete prior to the first MTSS meeting about their student. This information will help the MTSS team make informed decisions for interventions.

REQUIRED- At Risk Student Referral Form for MTSS

When completing a referral for MTSS, please fill out this form with accuracy.

Student Name

Your answer

Date of Birth

Date

mm/dd/yyyy

MTSS Teacher Input Form for Addressing Problem Behaviors

When completing a referral for MTSS, please fill out this form with accuracy.

Student Name

Your answer

Date of Birth

Date

mm/dd/yyyy



Montgomery County Schools
Multi-Tiered System of Support (MTSS)

MTSS Parent Notification of Meeting Form

Student Data Information

Date Letter Sent	
Student Name	
School/Teacher Name	
Parent Name(s)	

Initial MTSS Meeting

We are requesting assistance from our Multi-Tiered System of Support (MTSS) Team on behalf of your child. This is a regular education process whose function is to provide insight and specific suggestions to help the classroom teacher and school staff work with your child most effectively. We made this request because:

Subsequent MTSS Meeting

As you know, your child is being served through the MTSS process. This team meets periodically to assess progress of the interventions plan and make new decisions based on plan outcomes.

- Enclosed you will find a MTSS Parent Input Form which is designed to give us more information about your child. We are interested in any information which you feel could help us better understand your child. Please complete these forms and return to your child's teacher as soon as possible. All information will be regarded as confidential, and is accessible only to those having a legitimate need to know it.

A meeting has been set for _____ (date) at _____ (time). We will meet at _____ School in Room _____.

Through the collective efforts of the MTSS team, we hope to develop successful methods of helping your child have a more productive school year. Parental input is considered very important and your attendance is appreciated and invited. We appreciate your support of our efforts. If you have any questions, please contact your child's teacher.

Sincerely, _____ (Name/Title) _____ (Phone #)

Complete and return this section to the school.

Student Name: _____

____ Yes, I will attend the MTSS Meeting for my child on _____

____ No, I cannot attend the MTSS Meeting. Please contact me with the results.

Parent Signature: _____ Date: _____



Montgomery County Schools
Multi-Tiered System of Support (MTSS)
MTSS Parent Input Form

(This form should be used when more in depth parental input is desired, or when the parent is making the MTSS referral)

Student Data Information	
Student Name	
Date of Birth and Age	
School/Teacher Name	
Parent Name(s)	
Parent Phone #'s	
Home Address	

Relevant Health Information
<p>Identify any physical/health concerns that you feel may be interfering with your child's academic/school success. <i>Provide any health documentation or forms to the School Nurse.</i></p>
Student Background Information
<p>What would you like your child to be able to do? Describe.</p>

What has been tried to help your child? Describe.

Child Strengths (Check all that apply):

- | | | |
|--|--|-------------------------------------|
| <input type="checkbox"/> Positive Attitude | <input type="checkbox"/> Finishes what he/she starts | <input type="checkbox"/> Motivated |
| <input type="checkbox"/> Hard Worker | <input type="checkbox"/> Handles conflict well | <input type="checkbox"/> Organized |
| <input type="checkbox"/> Trustworthy | <input type="checkbox"/> Takes pride in appearance | <input type="checkbox"/> Athletic |
| <input type="checkbox"/> Works well in groups | <input type="checkbox"/> Artistically talented | <input type="checkbox"/> Cooperates |
| <input type="checkbox"/> Works well by himself/herself | <input type="checkbox"/> Musically talented | <input type="checkbox"/> Creative |
| <input type="checkbox"/> Respectful | <input type="checkbox"/> Good sense of humor | Other: _____ |
| <input type="checkbox"/> Possesses leadership skills | <input type="checkbox"/> Responsible | |

Concerns about how my child is learning (Check all that apply):

- | | | |
|---|--|--|
| <input type="checkbox"/> Poor Grades | <input type="checkbox"/> Does not work well by himself/herself | <input type="checkbox"/> Poor writing skills |
| <input type="checkbox"/> Disorganized | <input type="checkbox"/> Does not work well with others | <input type="checkbox"/> Poor reading skills |
| <input type="checkbox"/> Does not finish work | <input type="checkbox"/> Gives up easily | <input type="checkbox"/> Poor math skills |
| <input type="checkbox"/> Does not follow directions | <input type="checkbox"/> Does not remember things | <input type="checkbox"/> Poor study skills |

Concerns about how my child behaves (Check all that apply):

- | | | |
|---|--|---|
| <input type="checkbox"/> Is bullied | <input type="checkbox"/> Physically hurts others | <input type="checkbox"/> Says mean things |
| <input type="checkbox"/> Bullies others | <input type="checkbox"/> Is sexually appropriate | <input type="checkbox"/> Shy/withdrawn |
| <input type="checkbox"/> Destroys property | <input type="checkbox"/> Argues | <input type="checkbox"/> Gets mad easily |
| <input type="checkbox"/> Steals/cheats/lies | <input type="checkbox"/> Avoided by peers | <input type="checkbox"/> Is easily distracted |
| <input type="checkbox"/> Annoys people | <input type="checkbox"/> Is late and/or skips school | <input type="checkbox"/> Gives up easily |

Additional Information that you feel will help the school assist your child.

Parent Signature: _____ Date: _____

Please return this form to your child's teacher as soon as possible.



Montgomery County Schools
Multi-Tiered System of Support (MTSS)
MTSS Team Meeting Summary

Meeting Information	
School Name	
Meeting Date	
Start Time	
End Time	

Meeting Information	
School Name	
Meeting Date	
Start Time	
End Time	

MTSS Team Members	
Name	Role

MTSS Team Members	
Name	Role

Purpose of the Meeting	
•	
Student Name	Discussion/Decision

Purpose of the Meeting	
•	
Student Name	Discussion/Decision



Montgomery County Schools
Multi-Tiered System of Support (MTSS)

Student Support Plan

Name: DOB: Age: Grade:

Concern #1: *(Be specific and provide as much detail as possible)*

If applicable, Concern #2: *(Be specific and provide as much detail as possible)*

If applicable, Concern #3: *(Be specific and provide as much detail as possible)*

Desired Outcome: *(Please include specific data points (ex. In six weeks student will read 60 words per minute)*

Intervention #1:

Intervention #2:

Intervention #3:

Person Responsible for the Intervention:

Length of Intervention:

Beginning Date:

Reevaluate Date:

Which days per week will the intervention be implemented?

Progress Monitoring Plan

Who will progress monitor? What specific tool will be used?

What day of each week will progress monitoring occur? *(progress monitoring needs to occur on the same day each week)*

On what date(s) will the Progress Monitor (if not the teacher) check in with the teacher about the intervention?

Observed Improvement: *(Check one and attach graphs or other documents to support observed improvement)*

Met Goal

Made improvement, but did not meet goal

Did not make improvement

Outcome Option for this Intervention: *(check one)*

Strategies were successful. Student remains in general education without the need for further intervention or with intervention.

Progress was noted. Continue present interventions/services on Tier 2 with no changes until the next meeting date:

Interventions minimally/not successful. Continue MTSS Process and proceed to Tier 3 and develop a new plan at next meeting date:

Interventions exhausted. Complete the Data Tracking Chart for SLD 2020. Refer to EC for comprehensive evaluation. Disability suspected.



Montgomery County Schools
Multi-Tiered System of Support (MTSS)

Progress Monitoring Data Sheet

(A data sheet must be completed for each intervention)

Name: DOB: Age: Grade:

Intervention:

Date	Assessment Tool	Data Point

Tier 1:

Differentiated

Core Instruction

Tier 1 Differentiated Core Instruction

Tier 1 is: Differentiated core instruction for all students in all content areas, including behavior

Examples of Tier 1 Academics:

Instruction – instructional methods you are using to teach content to the students

Examples (can include, but not limited to):

- Gradual Release of Responsibility (I do, We do, You do)
- Direct Instruction
- Readers/Writers Workshop
- Teach – Reteach – Enrich
- Total Active Participation
- Balanced Literacy
- C-R-A (Concrete Representational Abstract) Model
- Number Talks

Curriculum – the content that you teach students and expect them to learn

Examples (can include, but not limited to):

- NC State Standards
- Lucy Calkins – Units of Study – Phonics, Reading & Writing
- iReady
- Math Frameworks
- Math: Launch, Explore, Discuss

Environment – the atmosphere in which students learn

Examples (can include, but not limited to):

- Varied Grouping (whole group, small group, focused group, stations)
- Collaborative Grouping
- Positive redirection
- School/Class behavior matrix
- Intervention time available
- Multiple teachers/Team Teaching/Co-Teaching/Inclusion

Examples of Tier 1 Behavior:

Instruction - instructional methods you are using to teach content to the students

Examples (can include, but not limited to):

- Positively reinforce behaviors demonstrated from Matrix
- Refer to Matrix when correcting behaviors & prompt students as needed with reminders of what expected behaviors are & also refer when providing positive reinforcement/praise

Curriculum – the content that you teach students and expect them to learn

Examples (can include, but not limited to):

- Tier 1 School-wide Matrix (behaviors outlined for all settings of school)
- Office vs. Classroom Behavior Management
- School-wide Reinforcement System

Environment – the atmosphere in which students learn

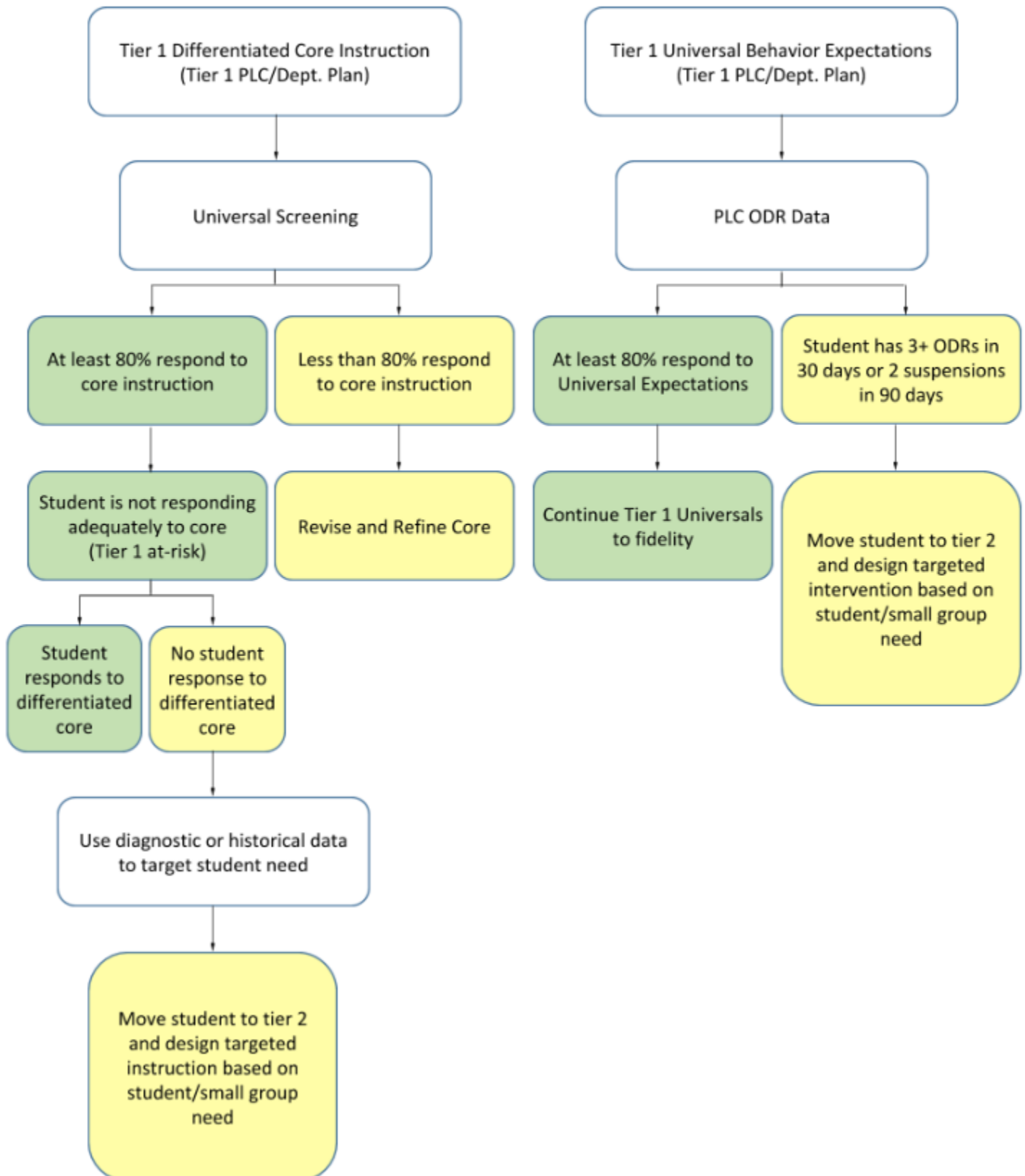
Examples (can include, but not limited to):

- Explicit language & instruction of Tier 1 behavior expectations
- Teach, model, practice ALL behaviors with class at the beginning of the year & after each break (more when necessary) & all students to practice behaviors and routines
- Matrix is posted in every common area of the school & in ALL classrooms
- Opportunities to practice behavioral expectations
- Staff actively supervision students at all times (including transitions/unstructured times)

Tier 1 Academic & Behavior Flowchart

Tier 1 Academic

Tier 1 Behavior




<https://drive.google.com/open?id=1u79zYAhAkKpY6RYFUB-icOHf5W4Sa3TYUViPZN2YyI0>

Instructional Expectations



Daily Expectations For ALL Classrooms	<p>To be posted and up-to-date:</p> <ul style="list-style-type: none"> • Outline of activities during class (including homework, warm-up, schedule) • Plan-Do-Study-Act Cycle- Dated • Classroom Mission Statement and Norms • Lesson plans readily available per board policy (3120) • Lesson Plans follow district expectations • 2 positive parent contacts per year • K-2 LetterLand lesson posted outside door 	<ul style="list-style-type: none"> • Common Core/Essential Standards in the lesson plan and instruction • Learning Target or “I Can” statement (aligned to Curriculum Map) • Grades posted in PowerSchool weekly • Encouraged weekly newsletters, emails, communication with parents
	<p>Environment/Instruction:</p> <ul style="list-style-type: none"> • Teacher acts as facilitator • Students engaged • Relevance/Real world connections • Display of authentic work to demonstrate student learning outcomes and measures of learning with comments/feedback • Data used as a relevant tool to drive classroom instruction • High time on task/time management 	<ul style="list-style-type: none"> • Evidence of positive teacher/student relationships • Frequent parent contacts & conferences • Frequent teacher/student conversations • Meeting the needs of ALL students with differentiated instruction • Fidelity to Personalized Education, 504, and Individualized Education Plans (PEPs, 504, IEPs) • Project-based learning and meaningful tasks • Teach with a sense of urgency
	<p>Intervention/Enrichment:</p> <ul style="list-style-type: none"> • 30-45 minutes daily • Targeted direct-instruction based on data 	<ul style="list-style-type: none"> • Research-based strategies • Differentiated for ALL levels of learners
	<p>Technology Integration:</p> <ul style="list-style-type: none"> • 4 C's of technology- Creating, Critical Thinking, Communication, Collaboration • Practice positive digital citizenship 	<ul style="list-style-type: none"> • Digital assessments with data analysis tools • Real-time engagement • Blended teaching and learning, with digital tools and media-rich resources

Vision	Mission	Core Values		
<p>Montgomery County Schools will graduate life-ready, globally competitive students that perform academically in the top 25 of NC school systems.</p>	<p>MCS will graduate life-ready, globally competitive citizens by engaging in rigorous educational experiences and by building positive relationships and strong partnerships.</p>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">High Expectations High Ethical Standards Motivated to Achieve Child Centered</td> <td style="text-align: center;">Service and Safety Driven Continuous Improvement Focus Data-driven Decisions Results Matter</td> </tr> </table>	High Expectations High Ethical Standards Motivated to Achieve Child Centered	Service and Safety Driven Continuous Improvement Focus Data-driven Decisions Results Matter
High Expectations High Ethical Standards Motivated to Achieve Child Centered	Service and Safety Driven Continuous Improvement Focus Data-driven Decisions Results Matter			

<p>Literacy For ALL Classrooms</p>	<p>Daily schedule that incorporates Balanced Literacy reading strategies: Reading, Writing, and Speaking Across the Curriculum</p> <ul style="list-style-type: none"> • Differentiated instruction in ALL classrooms • Essential Vocabulary posted (minimum 10 words per week using Marzano’s Background Knowledge) • Interactive teacher read aloud • Response journals in ALL Classrooms • Integrated writing practices • Student conferencing • Word study Comprehension strategies 	<p>Elementary</p>	<p>120-150 minute Literacy Block: 90 minutes uninterrupted +30 minutes for Writing 120 minutes total</p> <ul style="list-style-type: none"> • See Balanced Literacy Model found at http://montgomery.k12.nc.us/Page/6924 • Resources found at http://goo.gl/MJ8r9M • 30-45 minute additional intervention/enrichment block • K-2 LetterLand deployed with fidelity (required)
<p>Math For ALL Classrooms</p>	<p>Math Block that incorporates inquiry, problem based lessons and the eight (8) mathematical practices:</p>  <p>Math instruction engaging students across key mathematical phases:</p> <ul style="list-style-type: none"> • Concrete presentation of material • Representational presentation of material • Abstract presentation of material 	<p>Elementary</p>	<p>60-90-minute Balanced Active Math Lesson to include:</p> <ul style="list-style-type: none"> • 30-60 minutes of whole group instruction that includes cooperative groups, investigations, discussions, sharing strategies, journaling, inquiry, & problem solving • 30+ minutes of small group differentiated instruction • Use of vetted and approved resources <p>Balanced Active Math Lesson to include:</p> <ul style="list-style-type: none"> • Whole group instruction that includes cooperative groups, investigations, discussions, sharing strategies, journaling, inquiry, & problem solving • Small group differentiated instruction • Use of vetted and approved resources • Use of frequent formative assessments to drive instruction

<p>Vision</p> <p>Montgomery County Schools will graduate life-ready, globally competitive students that perform academically in the top 25 of NC school systems.</p>	<p>Mission</p> <p>MCS will graduate life-ready, globally competitive citizens by engaging in rigorous educational experiences and by building positive relationships and strong partnerships.</p>	<p>Core Values</p> <p>High Expectations High Ethical Standards Motivated to Achieve Child Centered</p> <p>Service and Safety Driven Continuous Improvement Focus Data-driven Decisions Results Matter</p>
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27 Equitable Practices

From: “Closing the Gap: Creating Equity in the Classroom” Research Brief 2017 Hanover Research

Engagement Strategies

1. Welcomes students by name as they enter the classroom.
2. Uses eye contact with all students.
3. Uses proximity with all students equitably.
4. Uses body language, gestures, and expressions to convey a message that all students’ questions and opinions are important.
5. Uses class building and team building activities to promote peer support for academic achievement.
6. Uses random response strategies.
7. Uses cooperative learning structures.
8. Structures heterogeneous and cooperative groups for learning.
9. Uses probing and clarifying techniques to assist students to answer.
10. Acknowledges all students’ comments, responses, questions, and contributions.
11. Seeks multiple perspectives.
12. Uses multiple approaches to consistently monitor students’ understanding of instruction, directions, procedures, processes, questions, and content.
13. Identifies students’ current knowledge before instruction.
14. Uses students’ real life experiences to connect school learning to students’ lives.

Learning Environment Strategies

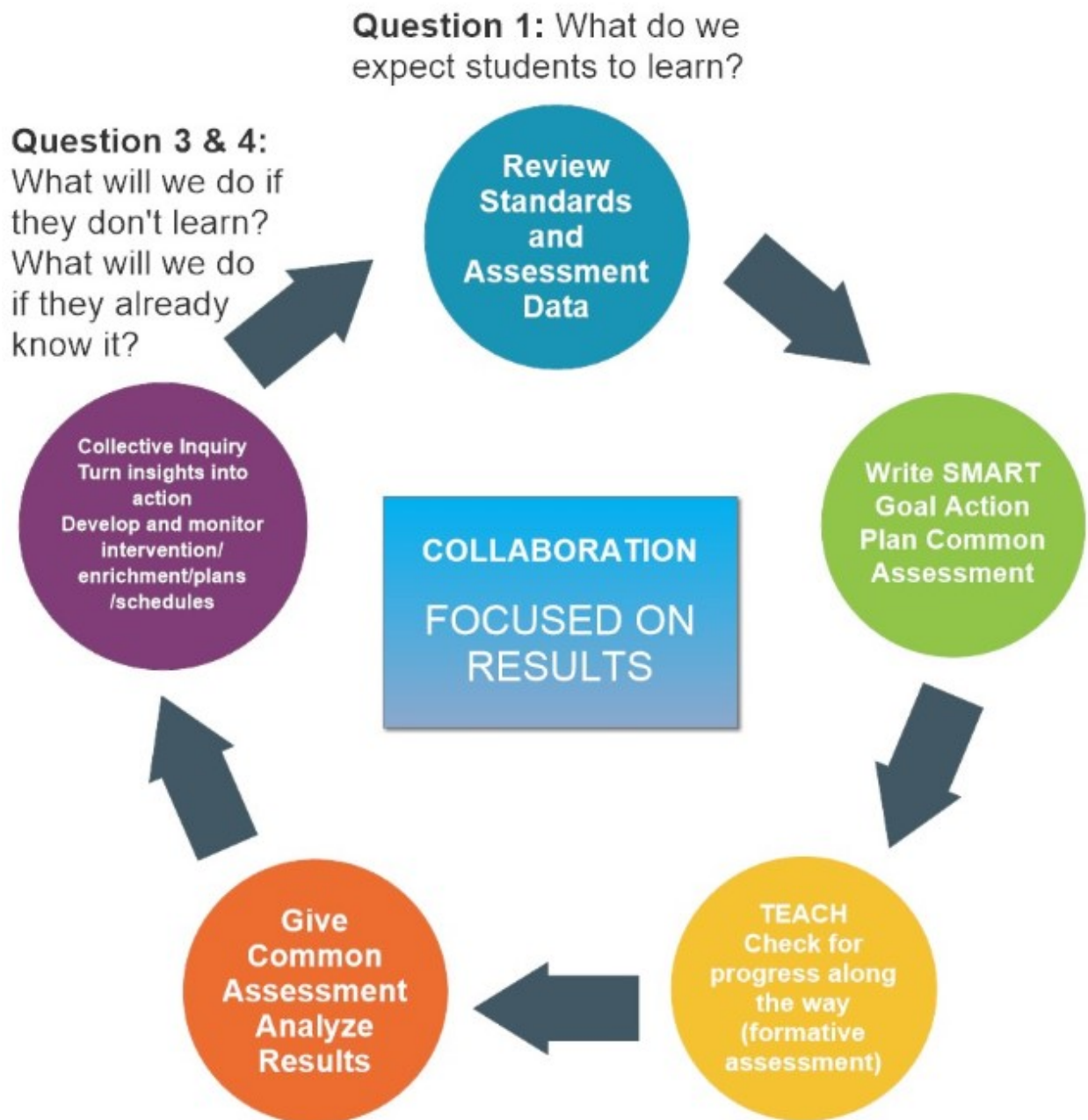
15. Arranges the classroom to accommodate discussion.
16. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural background represented by students.
17. Uses a variety of visual aids and props to support student learning.
18. Learns, uses, and displays some words in students’ heritage language.
19. Models use of graphic organizers.

Feedback Strategies

20. Uses wait time.
21. Asks students for feedback on the effectiveness of instruction.
22. Provides students with eh criteria and standards for successful task completion.
23. Gives students effective, specific oral and written feedback that prompts improved performance.
24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation.
25. Explains and models positive self-talk.
26. Asks higher-order questions equitably of all students.
27. Provides individual help to all students.

MCS PLC Cycle

1. Establish PLC teams & meeting schedules
2. Establish roles & responsibilities for team members (timekeeper, recorder, etc.)
3. Establish PLC norms, mission & goals)



Question 2: How do we know if students have learned?

<https://drive.google.com/open?id=147J6R3XMDCBtEsoHGQ1QNkezAwelojQb>

Classroom Walk Through Tool

Each school is provided with an individualized link to this form on Google Forms

MCS Classroom Walk Through Tool 2018-19		
Subject:	Grade:	Date:
1. FOCUS ON CURRICULUM AND INSTRUCTION		
1a. Current PDSA learning target and SMART goal are visible in age appropriate language. The strategies are current, aligned to PDSA target, and focused on instruction (DO). Classroom PDSA trend data are current and clearly displayed in graph form. PDSA trend data are discussed and analyzed (STUDY) for previous cycle. PDSA indicate improvements in teaching/learning strategies (ACT).		
<input type="checkbox"/> Yes <input type="checkbox"/> No		
1b. Lesson plans include vetted resources and are aligned to the current standards.		
<input type="checkbox"/> Yes <input type="checkbox"/> No		
1c. Based on the 8 Mathematical Practices and shifts, math teachers plan for opportunities for students to...		
<input type="checkbox"/> Explain their thinking to others and respond to others' thinking <input type="checkbox"/> Engage in rigorous tasks, not only "naked" problems <input type="checkbox"/> Apply the math they know to real world problems <input type="checkbox"/> Actively participate in inquiry-based lessons <input type="checkbox"/> None observed		
1d. Identify components of College & Career Ready Anchor Standards observed.		
<input type="checkbox"/> Guided Reading <input type="checkbox"/> Foundational Skills <input type="checkbox"/> Language <input type="checkbox"/> Reading Literature <input type="checkbox"/> Speaking and Listening <input type="checkbox"/> Practice w/ Complex text <input type="checkbox"/> Word Study/Academic Vocabulary <input type="checkbox"/> Writing <input type="checkbox"/> None observed <input type="checkbox"/> Reading & writing grounded in evidence from the text <input type="checkbox"/> Reading Informational Text		
2. FOCUS ON INSTRUCTION		
2a. Teacher's Level of adoption of technology into teaching and learning process.		
<input type="checkbox"/> Substitution <input type="checkbox"/> Augmentation <input type="checkbox"/> Modification <input type="checkbox"/> Redefinition <input type="checkbox"/> None observed		
2b. Identify Instructional Practices. (mark all that apply)		
<input type="checkbox"/> Coaching/Conferencing <input type="checkbox"/> Lecture <input type="checkbox"/> Providing opportunity for practice <input type="checkbox"/> Discussion <input type="checkbox"/> Presentation <input type="checkbox"/> Informal formative assessment <input type="checkbox"/> Learning Centers <input type="checkbox"/> Kinesthetic - Movement <input type="checkbox"/> Use of technology <input type="checkbox"/> Modeling/Demo <input type="checkbox"/> Testing <input type="checkbox"/> Use of technology to support 21 st <input type="checkbox"/> Teacher directed Q & A <input type="checkbox"/> Providing directions century learning goals <input type="checkbox"/> Hands on <input type="checkbox"/> Monitoring/Facilitating <input type="checkbox"/> None observed		
2c. Identify Grouping Format.		
<input type="checkbox"/> Whole Group <input type="checkbox"/> Pairs <input type="checkbox"/> Individual <input type="checkbox"/> Small groups		
2d. Identify research-based instructional strategies. (mark all that apply)		
<input type="checkbox"/> Setting Objectives <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Generating/Testing Hypotheses <input type="checkbox"/> Providing Feedback <input type="checkbox"/> Summarizing <input type="checkbox"/> Non-linguistic Representation <input type="checkbox"/> Similarities/Differences <input type="checkbox"/> Cues, Questions, Advance <input type="checkbox"/> None observed <input type="checkbox"/> Reinforcing Effort/Providing Recognition Organizers <input type="checkbox"/> AVID strategies (if applicable) <input type="checkbox"/> Note-taking		
2e. There is evidence of instructional differentiation.		
<input type="checkbox"/> Content <input type="checkbox"/> Process <input type="checkbox"/> Product <input type="checkbox"/> Environment <input type="checkbox"/> Not evident		
3. FOCUS ON THE LEARNER		
3a. Identify student actions.		
<input type="checkbox"/> Listening <input type="checkbox"/> Testing <input type="checkbox"/> Reading <input type="checkbox"/> Performance/Demonstration/Presentation <input type="checkbox"/> Writing <input type="checkbox"/> Using technology to meet 21 st century learning goals (4 C's) <input type="checkbox"/> Using Manipulatives <input type="checkbox"/> Using technology to practice skills/demonstrate mastery <input type="checkbox"/> Practicing Skills/Problem-solving		
3b. Determine Levels of Class Engagement.		
<input type="checkbox"/> Highly Engaged – Most students are leading the learning. <input type="checkbox"/> Engaged – Most students are authentically engaged in learning. <input type="checkbox"/> Well managed - Most students are willingly compliant, ritually engaged in learning. <input type="checkbox"/> Dysfunctional – Many students actively reject the assigned task or substitute another activity.		
4. FOCUS ON CLASSROOM ENVIRONMENT		
4a. Classroom ground rules/norms and mission are clearly posted.		4b. There is evidence of a college-going culture (if applicable).
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No
4c. Models/examples of quality, grade-level appropriate student work with meaningful feedback are purposefully posted/utilized.		

INSTRUCTIONAL ROUNDS

Area of focus:

Writing Across the Curriculum

Equitable Practices

PDSA

Differentiation

Engagement Percentage: _____

HIGHLIGHTS (2)	OFIs (2)	FEEDBACK (suggestions to support OFIs)

<https://drive.google.com/file/d/1x5CgLQtkip5ALXzjkLI4uNW2jkCcCwI3/view?usp=sharing>

Tier 2: Supplemental Support

MTSS Tier 2 Defined

Tier 2 is Supplemental Instruction:

Supplemental support is designed to supplement, not supplant, Core. The focus of Supplemental support is on meeting standards established in the core; however, it typically involves additional skill-focused, evidence-based instruction in a small group setting that is connected to Core. A standard protocol approach is usually applied during Supplemental support. In a standard protocol approach, data from a comprehensive data-evaluation system, including screening data, is used to identify groups of students who share an academic and/or behavioral need and those students receive the same instructional strategies.

Documentation of Supplemental support includes two components: www.rtistored.com

- Documentation of the Environment, Curriculum, and Instruction is defined by the district team and/or school leadership team (i.e.. Intervention Matrix)
- Documentation of the Learners requiring Supplemental instruction and data-evaluation is defined by the school leadership team and/or grade level teams

DOCUMENTATION of the environment, curriculum, and instruction is defined by the District MTSS Team and/or School Leadership Team and includes consideration of the following elements:

1. Environment

- *Physical factors*
 - Group arrangement, access to resources, and visual support
 - *School-wide, classroom, and small group behavioral expectations, rules, and routines*
 - Expectations for attendance during supplemental support
 - Methods and strategies for maintaining 4:1 positive to negative or corrective teacher to student interactions
 - Methods for providing feedback (affirming, corrective/instructive) feedback to students regarding targeted behavioral skill development
- *Instructional environment*
 - Master schedule includes allotments for resources (time/personnel) to provide Supplemental support and the following:
 - Frequency of instruction (i.e, daily, weekly, 16 week session)
 - Time allotted for instruction (per session; length of unit/program)
 - Group size

2. Curriculum (academic and behavior)

- Materials/resources utilized
- Skills/standards addressed and alignment to Core
- Describe scope and sequence of delivery
- Capacity for differentiation of materials

3. Instruction (academic and behavior)

- Design of instruction (including opportunities/need for explicit instruction and differentiation)
- Student engagement/responses (describe methods for securing student engagement, eliciting frequent student responses)
 - Methods for individual and group feedback (i.e., praise, encouragement, correction)
 - Opportunities for scaffolding (i.e., teaching background knowledge, pre-teaching critical vocab.)
 - Description of practice (including deliberate practice, retrieval practice, distributed practice)

Tier 2 Academic and Behavior Flowchart



https://drive.google.com/open?id=168V4Fa9hUzw4zdHgiRPI_CWUav7gBJo1SB4fFcSbk7M

<https://drive.google.com/open?id=1XINLz82LLEyCXg90JukfCEGugVxh4r1j3E6AJHe9HU>

Tier Two Intervention Protocol

Definition: Direct instruction from the teacher on a targeted gap.

Tier Two Intervention Protocol		Definition: Direct instruction from the teacher on a targeted gap.	
<p>Standard Protocol</p> <p>Evidence: Intervention Plans, Tier 2 Growth, Progress Monitoring</p> <p><i>Areas of Concern:</i></p>	<p>Reading</p>	<p>Math</p> <p>(before you start)</p>	<p>Counting: Mysterious Cookie Jar Counter to 100 Subitizing: Conceptual Subitizer to 20 Maker of small collections Comparing Numbers: Matching Comparer One to One Object Corresponder Patterning: Dog and Bone Math Hopscootch</p>
<p>Letter Sound/Name Recognition:</p>	<p>Quick Dash</p> <p>FCRR - Letter Naming Fluency & Routine</p>	<p>Standard Protocol</p> <p>Evidence: Intervention Plans, Tier 2 Growth, Progress Monitoring</p> <p><i>Areas of Concern:</i></p> <p>Early Numeracy link:</p> <p>Counting - Kinder to 100 1st to 150 2nd to 999</p> <p>Quantity and Magnitude: (Subitizing/Unitizing) Kinder to 10 1st to 20 2nd - Place Value</p> <p>Comparing Numbers - Patterning -</p>	<p>Counting: Mysterious Cookie Jar Counter to 100 Subitizing: Conceptual Subitizer to 20 Maker of small collections Comparing Numbers: Matching Comparer One to One Object Corresponder Patterning: Dog and Bone Math Hopscootch</p>
<p>Phoneme Manipulation/Seg:</p>	<p>Rubberband Words</p> <p>Elkonin Boxes</p> <p>Letters and Sounds</p>	<p>Basic Concepts:</p> <p>Adding and Subtracting - CRA (using base 10 blocks) Decomposition</p> <p>Multiplication / Division - CRA (using base 10 blocks) Partial Products</p>	<p>Break and Make</p> <p>Number Line Strategies Compare Problems</p> <p>Bar model - How to teach using Bar Models</p> <p>Ten Frames - Ten Frames (11-19) OAG</p>
<p>Decoding (Blending):</p>	<p>Roller coaster/Finger tap</p> <p>Mapping</p>		

			<p>Concrete Intervention: -Make arrays with objects -Partitive division -partial products see link</p> <p>Representational Intervention: -Draw arrays -Bar Models</p> <p>-Play circles and stars Expanded form multiplication</p> <p>Abstract Intervention:</p>
<p>Fluency:</p>	<p>Frye's Sight Words Frye's Fast Phrases Timed-Paired Reading (paragraph then passage)</p>	<p>Fluency:</p>	<p>Fearsome 15: Follow the Rules Flash Cards Taped Problems Operational Fluency (6-8) Math Fluency Folder Number Talks</p>
<p>Vocabulary:</p>	<p>Anita Archer's explicit instruction routine</p> <ul style="list-style-type: none"> ● Fryer ● Vocab Alive ● Interactive Notebook 	<p>Comprehension of Mathematical Situations:</p>	<p>Numberless Word Problems</p> <p>Teaching Word Problems - Rules to Follow</p> <ol style="list-style-type: none"> 1. Not key words, but Math Situations 2. Use Unifix cubes for concrete or Physical Bar Model. 3. Create with cubes and draw the problem for representational model. 4. Scaffold students out of concrete to representational understanding of the situation.
<p>Comprehension:</p>	<p>Joan Sedita- Keys Videos</p> <ul style="list-style-type: none"> o Main Idea> Two Column> Summary Graphic Organizers: Two Column, Retell Ropes, Story Wheels 		

INTERVENTION RESOURCES

This list and manual is not intended to be an extensive compilation of strategies for the many different problems that may be addressed by the MTSS process. There are many materials and resources available via various research based websites. Some research based websites that can be used as a reference include the following:

- RtI:Stored Intervention Tools
- <http://www.pbisworld.com>
- <https://ies.edu.gov/ncee/>
- www.interventioncentral.org
- <http://www.fcrr.org>
- Elementary Social Stories: <http://kidsandream.webs.com/page12.htm>
- Social Skills for Middle School Students: <http://www.cccoe.net/social/skillslist.htm>
- http://www.jimwrightonline.com/php/rti/rti_wire.php

Tier 3: Intensive Support

Definition of Tier 3 Intensive Support

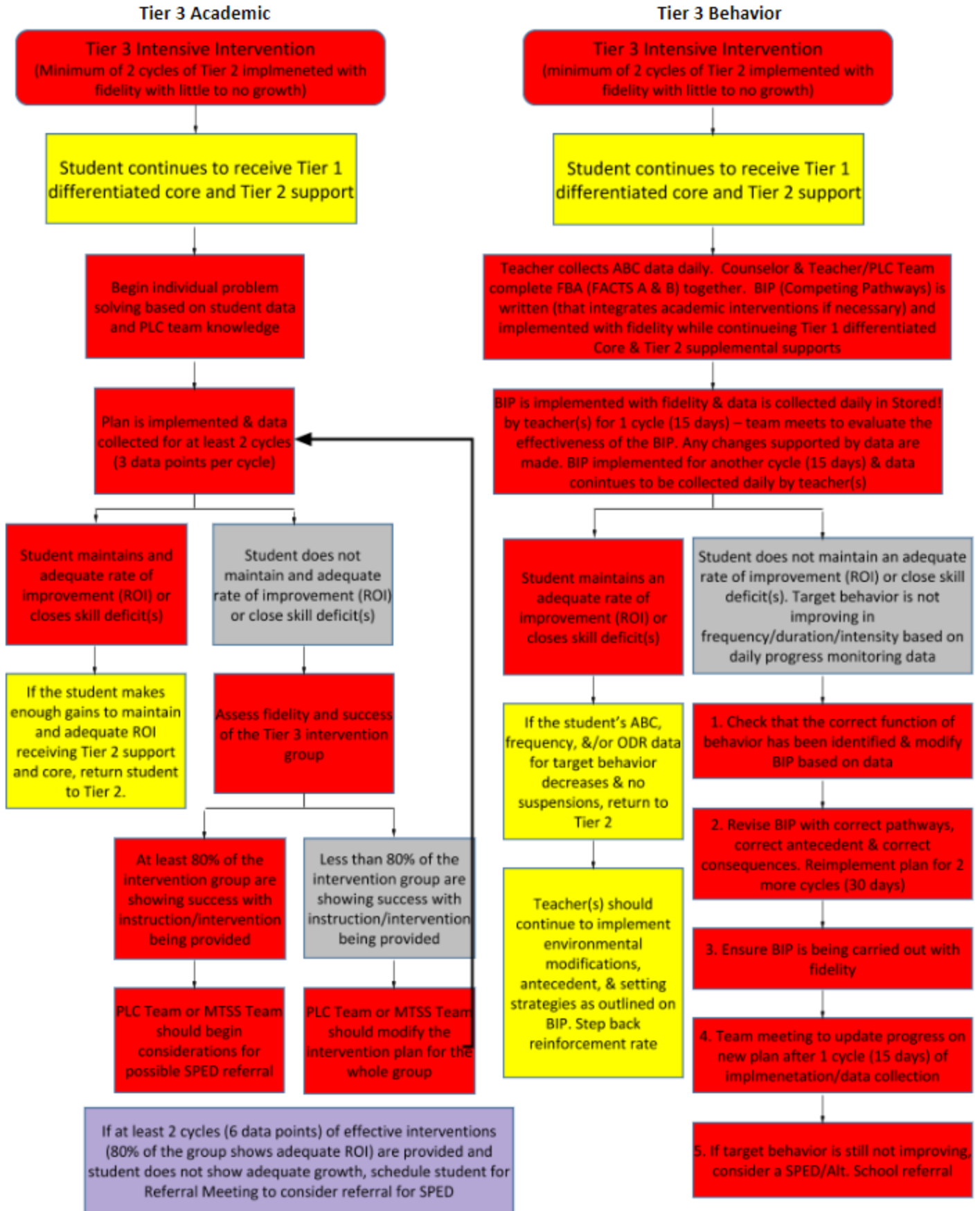
Tier 3 Intensive support describes the expectations, instructional routines and materials utilized with *students requiring the most intensive level of support in a building. This is in addition to Core and Supplemental supports, and is intended to accelerate a student's rate of learning to result in a lessening/closing of gaps between the student's performance and grade level expectations. Planning intensive support involves a team of professionals that include those knowledgeable about the student, the individual needs of the student, and resources available to assist the acceleration of student learning (may include specialists, administrators, and student; must include student's parent/guardian and teachers); this team is known as the PLC/MTSS Problem-Solving Team. Intensive support individualizes a student's instruction in order to accelerate learning and close gaps.*

Documentation of Intensive Supports includes 2 components: www.rtistored.com

- Documentation of the Environment, Curriculum and Instruction is defined by the District and/or the School Leadership Team
 - Documentation of problem-solving for students requiring intensive support by the Individual Problem-Solving Team
-

1. Documentation of the environment, curriculum, and instruction is defined by the District Team and/or School Leadership Team and includes consideration of the same elements as tier
2. Documentation of problem-solving for students requiring intensive support by the Individual Problem-Solving Team. Review/compile the following information:
 - Learner History
 - ◇ Attendance
 - ◇ Transience
 - ◇ Grades
 - ◇ Past test scores
 - ◇ Family involvement
 - ◇ Response to instruction and intervention
 - ◇ Office discipline referrals, classroom behavior data, social contracts
 - ◇ Instructional time lost due to discipline incidents
 - Problem Identification
 - ◇ Identify area(s) of need based on multiple data sources
 - ◇ Ascertain the gap between where the student is and where they should be (baseline data)
 - ◇ Obtain evidence that this is the right problem to work on
 - Problem Analysis
 - ◇ Team creates hypothesis regarding why the problem is occurring by analyzing the data
 - ◇ Review evidence of specialized data gathering to answer the question why (observations, diagnostic assessments, interviews, reviewing records, etc.)
 - ◇ Determine root cause of student gap(s) (i.e., skill, performance, function)
 - ◇ Define precise problem statement (i.e., what + why)
 - Plan Implementation
 - ◇ Develop SMART (Specific, Measurable, Attainable, Relevant, Time-Bound) goal
 - ◇ Plan description (who will deliver, what, when, where, and how often)
 - ◇ Define method of monitoring progress, and for monitoring fidelity of implementation
 - ◇ Establish review date
 - Plan Evaluation
 - ◇ Determine plan for regular data analysis and team response based on intensity of needs
 - ◇ Recommend next steps

Tier 3 Academic and Behavior Flowchart



SLD 2020 Eligibility Criteria: Data Mapping Template

<https://drive.google.com/file/d/1CcMNYlEb8p2p5ywgMqU6VaCVbLf7Glx0/view?usp=sharing>

SLD Eligibility Criteria: Data-Mapping Template

This template is intended for use by school teams to organize student data and other relevant information and align these data with the criteria for SLD identification.

CRITERION 1:

The student was provided with learning experiences and instruction appropriate for the child's age or state approved grade level standards. This includes appropriate instruction and scientific research-based intervention in reading, including the essential components of reading instruction as defined in Section 1208(3) of the ESEA (i.e. phonemic awareness, phonics, vocabulary, fluency and comprehension) and/or appropriate instruction and scientific research-based intervention in math.

EVIDENCE TO SUPPORT REQUIREMENT:					
REQUIREMENT:	Grade level:	Measure:	Target:	% Meeting Target:	Date:
<p>A) Percentage of students¹ in the same grade² as the referred student meeting the proficiency benchmark in the most recent universal data³ available on all students</p>					
<p>B) Effective implementation of core instructional practices provided to the student:</p>	<p>The child was provided:</p> <p>1) <i>appropriate instruction in regular education settings</i> SUMMARIZE the evidence:</p> <p>2) <i>delivered by qualified personnel;</i> SUMMARIZE the evidence:</p>				

¹ For students from cultural and/or linguistic minority populations, consider whether to compare this student's performance with that of peers who are from the same language and/or cultural background

² This may include comparison to other groups such as culturally and linguistically similar peers, classroom, school, and/or other comparison groups (such as culturally and linguistically similar peers, classroom and/or school). These data must be relevant to the area(s) of concern (e.g., reading, math, writing, listening, oral language).

³ Universal screening includes administering measures or collecting other data to allow broad generalizations to be made regarding the future performance and outcomes of all students at individual and group level (e.g. classroom, grade, school, district). The purpose is to give district and school teams a broad view of the overall health of instruction for all students as well as to identify those students requiring more intensive intervention and enrichment.

SLD Eligibility Criteria: Data-Mapping Template

ASSURANCE THAT THE STUDENT HAS HAD ACCESS TO INSTRUCTION AND INTERVENTION:

C) Student attendance: (Current academic year)	Total # of student absences: _____ Total # of school days: _____ Percentage of days absent: _____ Was the student absent (absences would also include tardies, partial day attendance, removal from classroom, suspension (in-school/out-of-school) greater than 10% of the total school days? Y N															
Additional attendance data:	Academic year: _____ Total # of student absences: _____ Total # of school days: _____ Percentage of days absent: _____ Was the student absent (absences would also include tardies, partial day attendance, removal from classroom, suspension (in-school/out-of-school) greater than 10% of the total school days? Y N Academic year: _____ Total # of student absences: _____ Total # of school days: _____ Percentage of days absent: _____ Was the student absent (absences would also include tardies, partial day attendance, removal from classroom, suspension (in-school/out-of-school) greater than 10% of the total school days? Y N															
D) Scientific research-based interventions which align to the academic area(s) of concern (e.g. critical components of reading, math, writing, listening comprehension, oral expression, etc.)	<table border="1"> <tr> <td data-bbox="854 1314 992 1545">Intervention(s) delivered:</td> <td data-bbox="854 846 992 1314">Frequency⁴:</td> <td data-bbox="854 543 992 846">Intensity (altered variables to intensify intervention):</td> <td data-bbox="854 182 992 543">Duration⁵:</td> <td data-bbox="854 182 992 182">Group Size:</td> </tr> <tr> <td data-bbox="992 1314 1101 1545"></td> <td data-bbox="992 846 1101 1314"></td> <td data-bbox="992 543 1101 846"></td> <td data-bbox="992 543 1101 846"></td> <td data-bbox="992 543 1101 846"></td> </tr> <tr> <td data-bbox="1101 1314 1154 1545"></td> <td data-bbox="1101 846 1154 1314"></td> <td data-bbox="1101 543 1154 846"></td> <td data-bbox="1101 543 1154 846"></td> <td data-bbox="1101 543 1154 846"></td> </tr> </table>	Intervention(s) delivered:	Frequency ⁴ :	Intensity (altered variables to intensify intervention):	Duration ⁵ :	Group Size:										
Intervention(s) delivered:	Frequency ⁴ :	Intensity (altered variables to intensify intervention):	Duration ⁵ :	Group Size:												
E) Evidence of intervention delivery by qualified personnel. Instructor was																

⁴ Documentation that the intervention length and frequency is in accordance with the identified research-based criteria that supports effective results

⁵ Documentation that the intervention length and frequency is in accordance with the identified research-based criteria that supports effective results

SLD Eligibility Criteria: Data-Mapping Template

equipped with training, coaching and sufficient materials.					
F) Evidence that the intervention was delivered to the student for the planned number of sessions and allotted time.	Total # of days that the intervention was provided: _____ Total # of days that student was present for the full allotted time of intervention: _____				
G) Percentage of students ⁶ in the same interventions as the referred student yielding successful response to the intervention:	Was the student absent greater than 10% of the total days of intervention provided?	Y	N		
	Grade level of monitoring:	Measure:	Proficiency Standard:	% Proficient ⁷ :	Date:
H) Student attendance, specific to intervention delivery:	Total # of days that student was absent from intervention: _____ Total # of days that the intervention was provided: _____				
	Was the student absent (absences would also include tardies, removal from classroom, suspension (in-school/out-of-school) greater than 10% of the total days of intervention provided? Y N				

⁶ For students from cultural and/or linguistic minority populations, consider whether to compare this student's performance with that of peers who are from the same language and/or cultural background

⁷ The recommended data decision rule for intervention effectiveness is that 75-80% of students within an intervention group should be responding positively to that intervention. (MTSS livebinder /media/get/MTUwMzcwMDg=)

SLD Eligibility Criteria: Data-Mapping Template

CRITERION 2:

Primary factors to rule-out as a primary cause of academic concerns:

FACTOR:	DATA REGARDING EACH FACTOR:
Visual, hearing or motor disability:	Vision Screen Results: DATE: _____ <input type="checkbox"/> Pass <input type="checkbox"/> Fail Far: R 20/____ L 20/____ Both 20/____ Near: R 20/____ L 20/____ Both 20/____ Evidence that this factor has been ruled-out as the primary cause of the existing educational concerns:
Additional Vision information:	Evidence that this factor has been ruled-out as the primary cause of the existing educational concerns:
Hearing Screen Results:	DATE: _____ dB _____ Hz <input type="checkbox"/> Pass <input type="checkbox"/> Fail Evidence that this factor has been ruled-out as the primary cause of the existing educational concerns:
Additional hearing information:	Evidence that this factor has been ruled-out as the primary cause of the existing educational concerns:
Motor information:	Evidence that this factor has been ruled-out as the primary cause of the existing educational concerns:
Intellectual disability:	Summary of evidence that this factor has been ruled-out as the primary cause of the existing educational concerns:
Emotional disturbance:	Summary of evidence that this factor has been ruled-out as the primary cause of the existing educational concerns:
Cultural factors:	Summary of evidence that this factor has been ruled-out as the primary cause of the existing educational concerns:
Environmental or economic influences:	Summary of evidence that this factor has been ruled-out as the primary cause of the existing educational concerns:
Loss of instructional time: Not due to factors that include,	Summary of evidence that this factor has been ruled-out as the primary cause of the existing educational concerns: Absences equating to 10% or more of instructional/intervention time? Y N

SLD Eligibility Criteria: Data-Mapping Template

but are not limited to, absences, tardies, high mobility rates, and suspensions	<p>If Yes, percentage of absences from instruction: _____</p> <p>percentage of absences from intervention: _____</p> <p>Excessive tardies and/or partial day attendance? Y N</p> <p>If Yes, percentage of tardies and/or partial day attendance this school year: _____</p> <p>High mobility rates? Y N</p> <p>If Yes, number of schools attended (this year): _____</p> <p>number of total schools attended: _____</p> <p>Suspensions (In school/Out-of-school)? Y N</p> <p>If Yes, number of in-school suspensions (this year): _____</p> <p>number of out-of-school suspensions (this year): _____</p>
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SLD Eligibility Criteria: Data-Mapping Template

CRITERION 3: Inadequate academic achievement is based on evidence from multiple sources of data indicating the child does not achieve adequately for the age or grade-level standards in which the child is enrolled in one or more of the following areas when provided with learning experiences and instruction appropriate for the child’s age or State-approved grade-level standards.

CRITERION 4: Insufficient rate of progress¹:

When provided with:

- 1) high-quality core instruction that a majority of students are responding to, (refer to documentation in Criterion 1, Sections A&B)
- 2) scientific, research-based intervention(s) matched to area(s) of need, (refer to documentation in Criterion 1, Sections D&E)
- 3) the child demonstrates either:
 - a. a lack of response to instruction and intervention, or,
 - b. is responding at a rate that is insufficient to reduce their risk of failure after an appropriate period of time

DATA SOURCES:	MEASURE(S)	DATE(S) GIVEN:	STUDENT'S SCORES:	TARGET GRADE-LEVEL/STANDARD SCORES:	BELOW TARGET?	SIGNIFICANTLY DISCREPANT ⁸ FROM PEERS? ⁹
Outcome assessment data (if applicable) <i>Skill area:</i>					Y N	Y N
Interim/benchmark assessment data <i>Skill area:</i>					Y N	Y N
Universal screening data <i>Skill area:</i>					Y N	Y N
Progress monitoring data <i>Skill Area:</i>					Y N	Y N
Progress monitoring data <i>Skill Area:</i>					Y N	Y N

⁸ Significantly discrepant indicated by risk on early warning system

⁹ Including students who are linguistically similar, when such comparisons are available

SLD Eligibility Criteria: Data-Mapping Template

Progress monitoring data <i>Skill Area:</i>					Y	N	Y	N
Diagnostic assessment data <i>Skill Area:</i>					Y	N	Y	N
Diagnostic assessment data <i>Skill Area:</i>					Y	N	Y	N
Additional information (if applicable):		Has a pattern of low skills been established?	Has a pattern of insufficient progress been established?		Y	N	Y	N
REQUIREMENT:								
A) Lack of response?								
Y N								
B) Insufficient response?								
Y N								
Intervention matched to student need?								
Y N								
Intervention time and intensity appropriate?								
Y N								
Intervention delivered with fidelity?								
Y N								
Intervention effectiveness								
Preponderance of Evidence ¹⁰ ?								
Evidence Sources:								
Y N								
Summary/data reflecting the problem-solving process:								

¹⁰ Evidence must be derived from multiple sources of data that have been documented and considered

SLD Eligibility Criteria: Data-Mapping Template

Areas of Specific Learning Disability identified:

Basic reading skills	Mathematics calculation
Reading fluency skills	Mathematics problem solving
Reading comprehension	Listening comprehension
Written expression	Oral Expression
NO SPECIFIC LEARNING DISABILITY IDENTIFIED	

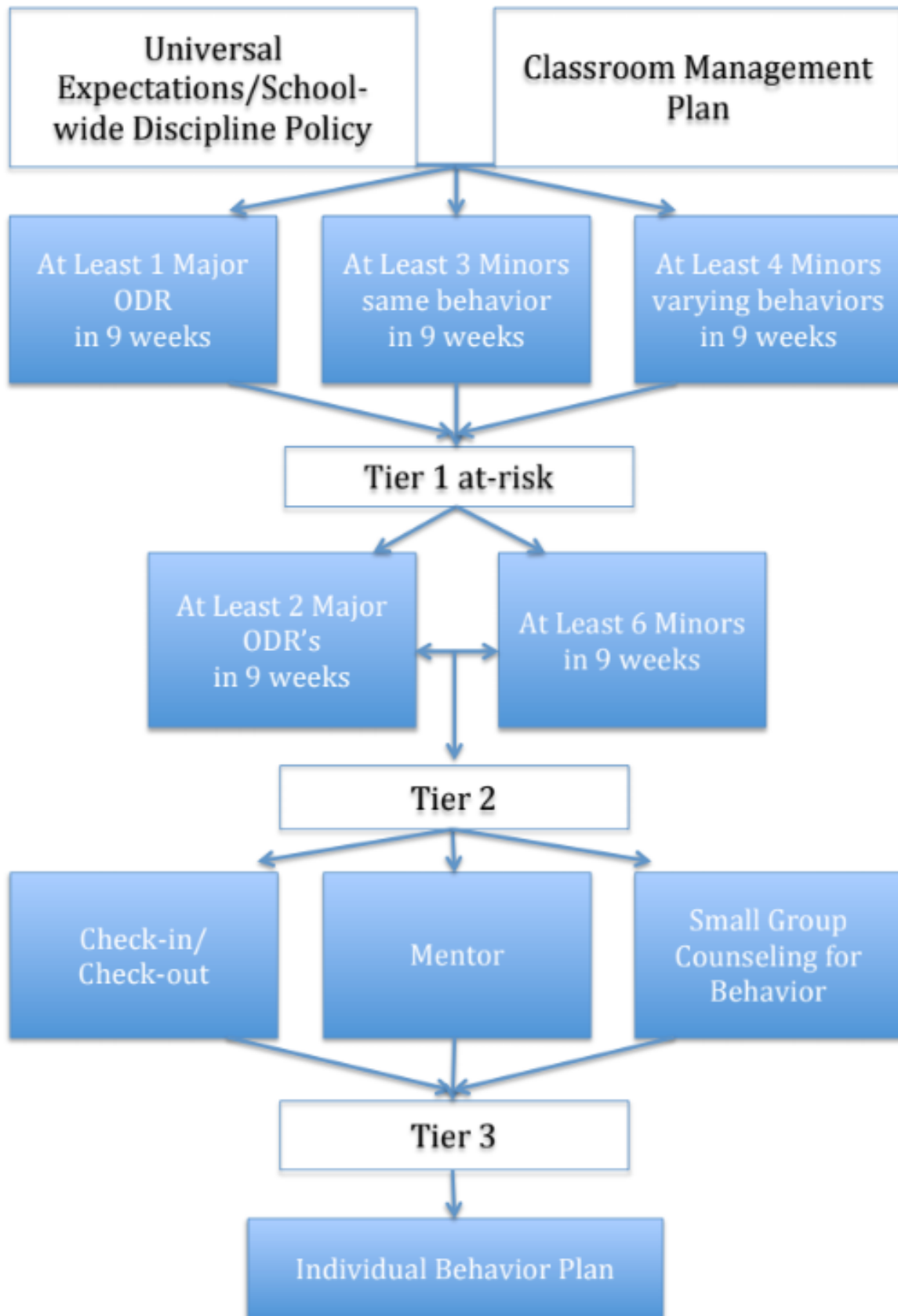
CRITERION 5: Educational need		
Question:	Evidence/Data:	Difference from what is available through general education resources?
Does the disability adversely affect educational (academic and/or functional) performance? Y N		
Does the student demonstrate an instructional need for specially designed instruction ¹¹ ?	Instruction (Methodology): Curriculum (Content): Environment (Delivery): Learner needs:	Y N Y N Y N Y N

¹¹ Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction —
 (i) To address the unique needs of the child that result from the child's disability; and
 (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

Behavior

Support

Behavior Flowchart



Check In Check Out (CICO) Forms

Montgomery County Schools
Multi-Tiered System of Support (MTSS)
Check In/Check Out
K-2 Tracking Document

Name: _____ Date: _____

- = 2 points
- = 1 point
- = 0 point

Points earned: _____

Points possible: _____

Did you reach your daily goal? Yes No

Goals	Morning	Reading	Math	Enhancements	Lunch	Recess	Transitions

Teacher Comments:

Parent Comments:

K-2 CICO Document:

https://docs.google.com/document/d/1MmBtz0jNFZ4WEziTD52RjkahZe_RIIIMeM2nOUHO9eml/edit?usp=sharing

Graphs to Chart Overall Data for MTSS Meetings:

Daily: <https://drive.google.com/file/d/1vUI8LvP5lvPMGdzPLkGKPFnZJs317H23/view?usp=sharing>

Weekly: <https://drive.google.com/file/d/129kPoGdScfeaVZKOJFiy-f0DXSlwiVZo/view?usp=sharing>

3-5 CICO Document:

<https://drive.google.com/file/d/1nt7XqMZke101OobF0guR2mZqunFBTEi8/view?usp=sharing>

Graphs to Chart Overall Data for MTSS Meetings:

Daily: <https://drive.google.com/file/d/1vUI8LvP5lvPMGdzPLkGKPFnZJs317H23/view?usp=sharing>

Weekly: <https://drive.google.com/file/d/129kPoGdScfeaVZKOJFiy-f0DXSlwiVZo/view?usp=sharing>



Check In Check Out Point Sheet Grades 3-5

Points Possible _____
Points Received _____
% of Points _____
Goal Met _____

- 2 – Great Job!
- 1 – So, so
- 0 – Doesn't meet goal

Name: _____
Date: _____

GOALS:

Target Behaviors	MATH	SOCIAL STUDIES	SPECIALS	RECESS	LANGUAGE ARTS	SCIENCE
	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Parent Signature: _____

6-12 CICO Document Creation Guide:

<http://pbissmissouri.org/wp-content/uploads/2017/06/5.0-MO-SW-PBS-Tier-2-Workbook-Ch-5-CICO.pdf>

Graphs to Chart Overall Data for MTSS Meetings:

Daily: <https://drive.google.com/file/d/1vUI8LvP5lvPMGdzPLkGKPFnZJs317H23/view?usp=sharing>

Weekly: <https://drive.google.com/file/d/129kPoGdScfeaVZKOJFiy-f0DXSlwiVZo/view?usp=sharing>

Coming Soon!

<https://docs.google.com/document/d/1cyBZGhmwqgZtnF3MvwiARnCpzEPQresGIUkl-JzCwPM/edit?usp=sharing>



Montgomery County Schools
Multi-Tiered System of Support (MTSS)
ABC Observation Form

Student Name:

Date:

Observer:

Time:

Setting:

Staff/Teacher:

Task/Lesson/Subject Area:

Antecedent Events	Behavior	Consequent Events
Describe what happened immediately prior to the behavior.	Describe what the student did in objective, observable terms.	Describe what happened immediately following the behavior.

For an example of a completed form, click below:

<https://docs.google.com/document/d/1UeuOQxU8PB-daFKtJLt8fYltCVjuIOGHBaOnMdbJyNQ/edit?usp=sharing>

<https://drive.google.com/file/d/1snJgUld2Gjmgkeyb0BxaQxWEf6o7aZde/view?usp=sharing>

A-B-C CHECKLIST

Student Name: [REDACTED] Class: [REDACTED] School: [REDACTED]

Behavior of Concern: [REDACTED]

Date:	Time:	Location/Setting:	
<p>Antecedent (before behavior)</p> <p><input type="checkbox"/> Given direction/task/activity</p> <p><input type="checkbox"/> Asked to wait</p> <p><input type="checkbox"/> New task/activity</p> <p><input type="checkbox"/> Difficult task/activity</p> <p><input type="checkbox"/> Preferred activity interrupted</p> <p><input type="checkbox"/> Activity/Item denied (told "no")</p> <p><input type="checkbox"/> Loud, noisy environment</p> <p><input type="checkbox"/> Given assistance/correction</p> <p><input type="checkbox"/> Transition between locations/activities</p> <p><input type="checkbox"/> Attention given to others</p> <p><input type="checkbox"/> Presence of specific person</p> <p><input type="checkbox"/> Attention not given when wanted</p> <p><input type="checkbox"/> Left alone (no indiv. Attention)</p> <p><input type="checkbox"/> Left alone (no approp. activity)</p> <p>Other:</p>	<p>Behavior</p> <p><input type="checkbox"/> Refusing to follow directions</p> <p><input type="checkbox"/> Making verbal threats</p> <p><input type="checkbox"/> Disrupting class (describe)</p> <p><input type="checkbox"/> Crying/whining</p> <p><input type="checkbox"/> Screaming/yelling</p> <p><input type="checkbox"/> Scratching</p> <p><input type="checkbox"/> Biting</p> <p><input type="checkbox"/> Spitting</p> <p><input type="checkbox"/> Kicking</p> <p><input type="checkbox"/> Flopping</p> <p><input type="checkbox"/> Running away/bolting</p> <p><input type="checkbox"/> Destroying property</p> <p><input type="checkbox"/> Flipping furniture</p> <p><input type="checkbox"/> Hitting Self</p> <p><input type="checkbox"/> Hitting Others</p> <p><input type="checkbox"/> Verbal Refusal</p> <p>Other:</p>	<p>Consequences (after behavior)</p> <p><input type="checkbox"/> Verbal redirection</p> <p><input type="checkbox"/> Physical assist/prompt</p> <p><input type="checkbox"/> Ignored problem behavior</p> <p><input type="checkbox"/> Kept demand on</p> <p><input type="checkbox"/> Used proximity control</p> <p><input type="checkbox"/> Verbal reprimand</p> <p><input type="checkbox"/> Removed from activity/location</p> <p><input type="checkbox"/> Given another task/activity</p> <p><input type="checkbox"/> Interrupted/blocked and redirected</p> <p><input type="checkbox"/> Left alone</p> <p><input type="checkbox"/> Isolated within class</p> <p><input type="checkbox"/> Loss of privilege</p> <p><input type="checkbox"/> Calming/soothing: verbal/physical/both</p> <p><input type="checkbox"/> Peer remarks/laughter</p> <p><input type="checkbox"/> Time-out (duration)</p> <p>Other:</p>	<p>Observer:</p> <p>Notes:</p>
<p>Duration:</p> <p><input type="radio"/> < 1 min</p> <p><input type="radio"/> 1-5 min</p> <p><input type="radio"/> 5-10 min</p> <p><input type="radio"/> 10-30 min</p>	<p>Intensity:</p> <p><input type="radio"/> Low</p> <p><input type="radio"/> Medium</p> <p><input type="radio"/> High</p>	<p>Duration:</p> <p><input type="radio"/> 1/2-1 hr</p> <p><input type="radio"/> 1-2 hr</p> <p><input type="radio"/> 2-3 hr</p> <p><input type="radio"/> 3+ hr</p>	



Montgomery County Schools
Multi-Tiered System of Support (MTSS)

Simple Functional Behavior Assessment

Student:

Date:

Completed by:

Sources of Data
<input type="checkbox"/> Record Review <input type="checkbox"/> Scatterplot <input type="checkbox"/> ABC Logs <input type="checkbox"/> Other:
Describe Problem Behavior(s)
Describe in specific observable terms. Prioritize 2-3, if more than one. What does the behavior look/sound like? Does it begin at a low intensity and escalate? Describe.
Estimated frequency:
Triggers/Antecedent
What typically occurs before or during behavior? Specific demands or situations?
Where is the behavior most likely to occur? What locations?
With whom? When?
Setting Events? Home difficulties, peer influence, etc?
Describe any related medical, health, or medication issues.
Consequences
What typically actually happens immediately after problem behavior? Think about the last couple times it happened.
What does the student obtain? Attention? Something else?
What does the student avoid? Demands? Negative interactions?
Current Plan/Strategies
Describe the current plan or strategies being used.
Describe parent/home involvement regarding the student's school behavior.
Student Input
Has the student expressed concerns/difficulties that may relate to the problem behavior?
Other

Student Strengths:
Possible Motivators/Reinforcers:
Possible Replacement Behavior(s):
Summary/Hypothesis Statement:



Montgomery County Schools
Multi-Tiered System of Support (MTSS)

Behavior Intervention Plan

Name: DOB: Age: Grade:

School Name: Teacher Name:

Date of Plan Creation:

Description of Problem Behaviors:
Summary of FBA and/or ABC Observation: <i>(conduct at least three observations and attach)</i>
Hypothesis Statement:
Intervention Plan
Objectives/Student Goals:
Teaching Strategies/Replacement Behaviors/Prevention:
Positive Reinforcement:
Planned Consequences:
Home Interventions:
Plan for Review
What measures/data will determine success?
Signatures
Student:
Teacher:
Parent:
Principal/MTSS Team Member:

Additional
Information
For
SLD 2020

NC MTSS Implementation Guide
By: millerat

SLD Eligibility

- Countdown to SLD Policy Change 2020
- Defining SLD
- Module 3 Preview Video
- Module 3 Listening Guide
- Defining SLD
- Suspection of a Disability
- OSEP Guidance on FAPE
- SLD Fact Sheet # 1
- SLD Fact Sheet # 2
- SLD Fact Sheet # 3
- SLD Fact Sheet # 4
- SLD Fact Sheet # 5
- SLD Fact Sheet #6
- SLD Fact Sheet #7
- Problems with current system
- 2020 SLD Policy Explained
- SLD Policy Change Summary
- Criteria # 1
- Criteria #1 Adequate Instruction
- Adequate Instruction Decision Guidelines
- Criteria #2 Rule out Exclusionary Factors
- Criteria # 3 Determine inadequate achievement
- Criteria # 4 Insufficient Progress
- Observations required
- Criteria # 5 Adverse effect and requires special education
- Evaluation planning
- SLD Eligibility Readiness-Minimum Standards

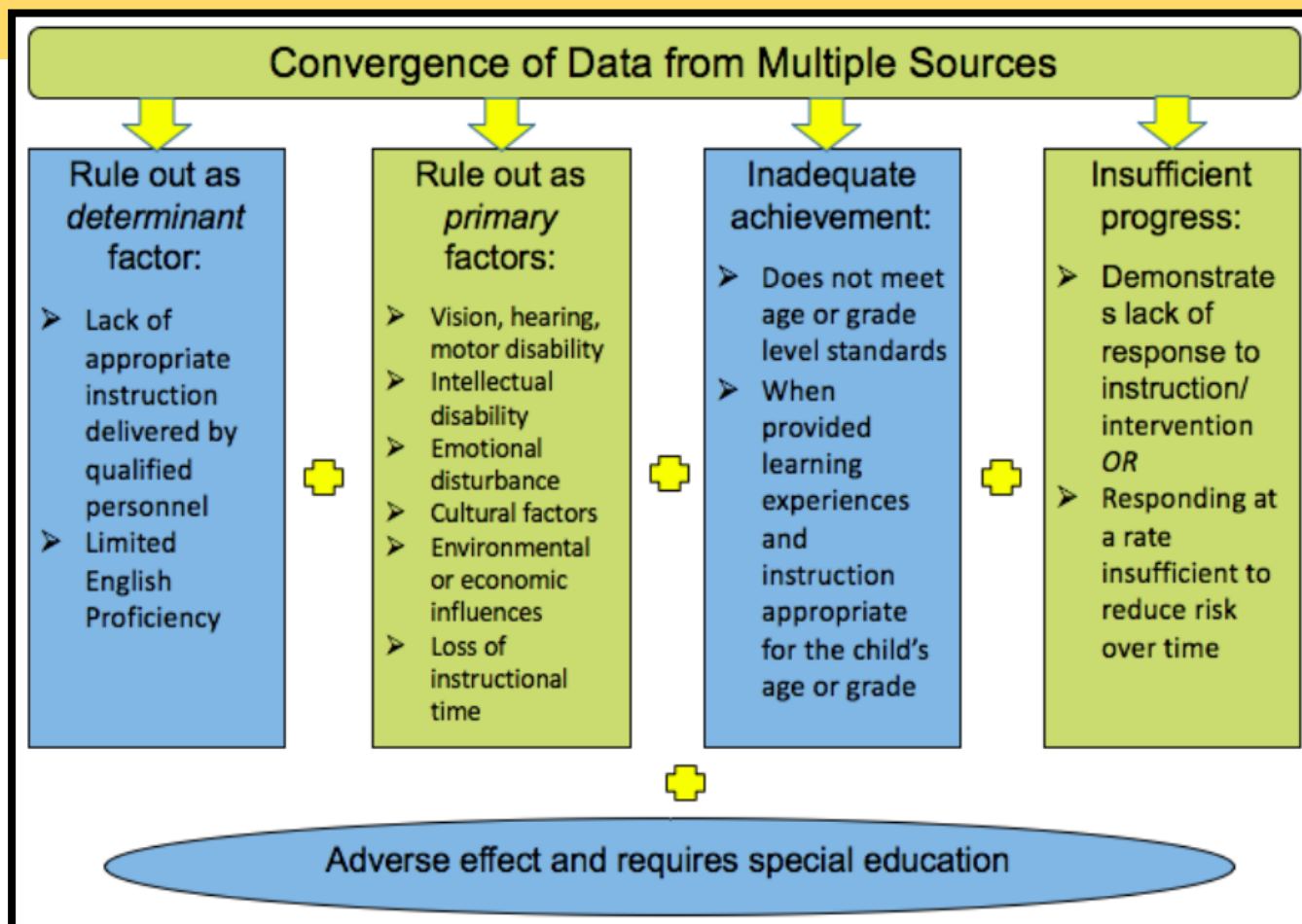
The NC MTSS Implementation Guide is a LiveBinder site full of valuable resources, webinars, and PD for developing the MTSS program.

On the sidebar located to the left on the home screen, click on SLD Eligibility to see the drop down menu of information to guide the implementation of SLD 2020.

You can access the site by the link below:

<https://www.livebinders.com/play/play?id=2052295>

SLD FACT SHEETS



- ◆ SLD Fact Sheet #1: <https://www.livebinders.com/media/get/MTcwMjc3MjM=>
- ◆ SLD Fact Sheet #2: <https://www.livebinders.com/media/get/MTcwMjg0MDA=>
- ◆ SLD Fact Sheet #3: <https://www.livebinders.com/media/get/MTcwMjg0MDQ=>
- ◆ SLD Fact Sheet #4: <https://www.livebinders.com/media/get/MTc0MjMzODE=>
- ◆ SLD Fact Sheet #5: <https://www.livebinders.com/media/get/MTc0MjMzNjk=>
- ◆ SLD Fact Sheet #6: <https://www.livebinders.com/media/get/MTgzMzk5NjY=>
- ◆ SLD Fact Sheet #7: <https://www.livebinders.com/media/get/MTg1MjY1MjM=>



MULTI-TIERED SYSTEM OF SUPPORT

Integrated Academic & Behavior Systems
NC Department of Public Instruction

NC MTSS Definition

NC MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.

NC MTSS Vision

Every NC Pre K-12 public education system implements and sustains all components of a Multi-Tiered System of Support to ensure college and career readiness for all students.

NC MTSS 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. NCDPI believes that MTSS is the most effective and efficient approach to improving school outcomes and student performance thereby ensuring equitable access to a sound basic education.

For more information contact:

Jessalyn Spell

Differentiation Coordinator

jessalyn.spell@montgomery.k12.nc.us

(910) 576-6511 ext 240

Appendix D:
Craven County Schools MTSS Plan



2018-2020

MTSS PLAN

Craven County Schools MTSS Team Members

Dr. Meghan Doyle Superintendent	Dr. Cheryl Wilson Director of Curriculum and Instruction
Rennie Lee Director of Middle School Education	Tammy Cullom Director of Elementary Education
Mrs. Kathy Leffler Principal, Arthur Edwards Elementary School	Mrs. Deborah Langhans Director of Secondary Education
Mrs. Kathy Pike School Counselor	Mrs. Lynn Hardison Director of Exceptional Children's Programs
Mrs. Suzanne Bogle Lead School Psychologist	Mrs. NeShawn Dawson Assistant Director of Exceptional Children's Program
Dr. Suzanne Averitt MTSS Coordinator	
Mrs. Pam Collins MTSS Coordinator	

Section 1: Mission

Section 2: Purpose

Section 3: Definition

Section 4: Critical Components of MTSS

Leadership

Building Capacity

Communication and Collaboration

Data-Based Problem Solving

Three-Tiered Instruction/Intervention Model

Data Evaluation

Section 5: Craven County Schools MTSS Implementation Matrix

Section 6: Appendices

Appendix A: Professional Development Opportunities

Appendix B: Digital Resources

Appendix C: MTSS Glossary

Section 1: Mission

Craven County Schools will prepare and support schools to implement a Multi-Tiered System of Support(MTSS) for total school improvement by providing professional development, coaching and technical assistance, research and evaluation, and communication and visibility that result in college and career readiness for all students. CCS believes that MTSS is the most effective and efficient approach to improving school outcomes and student performance thereby ensuring equitable access to a sound basic education.

Section 2: Purpose

The purpose of this document is to assist schools in reaching full implementation of a Multi-Tiered System of Supports (MTSS) by the 2019-2020 school year. It is designed to allow school teams to determine the most appropriate “next steps”, based on their Self-Assessment of MTSS (SAM), strategic goals, and the identified needs of individual schools, to move them forward in implementation.

Section 3: Definition

As defined by the North Carolina Department of Public Instruction, “NC MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.”

The tiers of MTSS include:

- **Core Instruction**- on grade level academic and/or behavioral (e.g., social-emotional, attendance, discipline) instruction that includes differentiation for struggling students as well as students working above grade level
- **Supplemental Instruction** (in addition to Core Instruction)-acceleration and/or remediation in prerequisite grade level skills for students who are at-risk academically or behaviorally, or enrichment for students working above grade level.
- **Intensive Instruction** (in addition to Core and Supplemental Instruction)-more intensive or more frequent instruction on prerequisite grade level skills for students who are at-risk academically and/or behaviorally, or more intensive enrichment opportunities for students performing well above grade level.

Section 4: Critical Components of an MTSS

An MTSS is comprised of six critical components: Leadership, Building Capacity, Communication and Collaboration, Data-Based Problem Solving, Three-Tiered Instructional Model, Data Evaluation. **As schools begin to implement MTSS, the first three of these components are the most crucial. Once the foundation is laid, schools begin to focus on the remaining three components.**

The NC Department of Public Instruction has described each of the components in the following manner:

Leadership

Leadership is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem solving.

Building the Capacity/Infrastructure for implementation

School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually include ongoing professional development and coaching with an emphasis on data-based problem solving and multi-tiered instruction and intervention; scheduling that allows staff to plan and implement instruction and intervention; and processes and procedures for engaging in data-based problem solving

Communication and Collaboration

Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to lack of consensus, lack of feedback to implementers to support continuous improvement, and not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustain.

Data-Based Problem Solving

The use of data-based problem solving to make education decisions is a critical element of MTSS implementation. This includes the use of data-based problem solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school-wide implementation of MTSS. While several models for data-based problem solving exist, the four-step problem solving approach includes: 1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for implementing evidence-based strategies to attain goals, and 4) evaluating the effectiveness of the plan.

Three-tiered Instructional/Intervention Model

The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier 1 includes the instruction all students get (including differentiation); Tier 2 includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes intensive, small group or individual interventions for students showing significant barriers to learning the skills required for school success. It is important to consider both academic and social-emotional/behavioral instruction and interventions when examining this domain.

Data Evaluation

Given the importance of data-based problem solving within an MTSS model, the need for a data and evaluation system is clear. In order to do data-based problem solving, school staff need to understand and have access to data sources that address the purposes of assessment. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes for improving MTSS implementation.

(North Carolina's critical components were adapted from collaboration with Florida's MTSS work.)

**Please note: It is possible that you will find you have reached milestones in one or more phases. When determining your “next steps” for implementation, please read through all phases to identify implementation gaps.*

Phase 1: Developing Implementation (Focus on Core Instruction)

Participants	Milestone #1	Milestone #2	Milestone #3	Milestone #4	Milestone #5	Milestone #6	Milestone #7
All staff members MTSS Cycle	Schoolwide overview of MTSS and PBIS	Schoolwide completion of Beliefs Survey.	Analyze Core Instruction at the school/grade level and/or department level. See Instructional Toolbox	Problem solve Core Instruction (Elementary and Middle Schools -Math and ELA) (High School -EOC courses)	Develop schedule to progress monitor Core Instruction Action Plan every 6-9 weeks and update the plan as needed and note changes on problem solving template and core analysis sheet.	Repeat milestone 4 & 5 after MOY	Analyze EOY data and plan for instructional changes for the following year using the core analysis sheet. Develop grade level/school lists of at-risk students Grade Level At-Risk Worksheet
MTSS Team	Form an MTSS team MTSS Team Roles and Responsibilities	Initial MTSS /PBIS Team training.	Communicate expectations for Core instruction; Academic and Behavioral and analyze the Core Analysis	Design school wide PD based on Belief Survey, Core Analysis, and Tier 1 Problem Solving	Analyze school wide data quarterly (behavior, attendance, academic)	Conduct individual student problem solving as needed	Complete the SAM and develop strategic plans based on results. (Between April and June)

Phase 2: Initial Implementation (Addition of Supplemental Support)

Participants	Milestone #1	Milestone #2	Milestone #3	Milestone #4	Milestone #5	Milestone #6	Milestone #7
All Staff Members	<p>Schoolwide review of overview of MTSS and PBIS</p> <p>Overview for new staff</p>	<p>Schoolwide completion of Beliefs Survey.</p> <p>Beliefs Survey</p>	<p>Analyze Core Instruction at the school/grade level and/or department level. (BOY and MOY)</p> <p>See Instructional Toolbox</p>	<p>Problem solve Core Instruction (Elementary and Middle Schools-Math, ELA, Behavior, and Attendance)</p> <p>(High School-EOC courses)</p> <p>(BOY, MOY, EOY)</p>	<p>Form intervention groups (supplemental) using Standard Protocols and based on grade level data.</p> <p>Complete Student Summary Sheet on students identified as at-risk</p>	<p>Analyze progress monitoring data (student outcomes and implementation fidelity every 6-8 weeks.</p> <p>Analyze Core instruction every 12 weeks.</p>	<p>Analyze EOY data and plan for instructional changes for the following year using the core analysis sheet.</p>
MTSS Team	<p>Communicate school wide expectations and plan for implementation of MTSS and PBIS to staff, families, and community</p>	<p>Analyze results of Beliefs Survey</p>	<p>Design PD opportunities based on Belief Survey, Core Analysis, and Tier 1 Problem Solving</p>	<p>Begin to develop standard protocols for intervention groups based on your school's needs</p> <p>Standard Protocol template</p>	<p>Analyze school wide fidelity of implementation data and make plans for increased fidelity as needed. (Analyze and share this data at least 3 times a year)</p>	<p>Conduct individual student problem solving as needed</p>	<p>Complete the SAM and develop strategic plans based on results.</p> <p>(Between April and June)</p>

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Phase 3: Full Implementation (Complete Multi-Tiered System of Supports)

Participants	Milestone #1	Milestone #2	Milestone #3	Milestone #4	Milestone #5	Milestone #6	Milestone #7
All Staff	Schoolwide review of overview of MTSS and PBIS Overview for new staff	Schoolwide completion of Beliefs Survey. Beliefs Survey	Analyze Core Instruction at the school/grade level and/or department level. (BOY and MOY) See Instructional Toolbox	Problem solve Core Instruction <i>Including gap analysis of subgroups</i> (BOY, MOY, EOY) Place students in appropriate supplemental instructional groups (using standard protocol)	Document student progress (academic, behavioral, attendance) toward goals using a Rate of Improvement Model	Identify students in need of intensive instructional support. Schedule meetings to discuss those students with MTSS team	Analyze EOY data and plan for instructional changes for the following year using the core analysis sheet.
MTSS Team	Communicate school wide expectations and plan for implementation of MTSS and PBIS	Analyze results of Beliefs Survey	Design PD opportunities based on Belief Survey, Core Analysis, and Tier 1 Problem Solving	Complete a grade level/school wide gap analysis of core (academic, behavioral, attendance)	Monitor student rates of improvement as comparison data to help determine students in need of	Establish and communicate a schedule for meetings to conduct individual student problem solving	Complete the SAM and develop strategic plans based on results. (Between April and June)

					intensive support		
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Appendix A

MTSS Implementation Professional Development

PD Contacts:

Suzanne Averitt, Elementary and Military Connected Schools

Pam Collins, Middle and High Schools

Implementation Stage	Professional Development	Target Audience
Developing/Initial	*MTSS Overview (required)	All Staff members
Developing	*MTSS Team training (required)	MTSS team
Developing	Assistance Developing PBIS Plan	PBIS Team
Developing/Initial	Facilitating Core Analysis	Grade level/Departmental PLCs
Developing/Initial	Facilitating Core Problem Solving	Grade level/Departmental PLCs
Developing/Initial	MTSS Team Support in Schoolwide data analysis	MTSS Team
Developing	Assistance Developing Major/Minor Offenses list	PBIS Team/staff

Developing	Classroom Management : Managing Minor Behaviors	PBIS Team / staff
Developing	Data analysis Support Specific to Behavior	PBIS Team
Developing	Assistance with Development of Schoolwide Professional Development Plan	MTSS Team/School Admin
Developing/Initial	(Student Summary Sheet) A.K.A. Demographic sheet/at-risk identification training	MTSS Team/School Admin
Developing/Initial/Full	Assistance with individual student problem solving	MTSS Team
Initial	Assistance using data to create intervention groups	Grade Level/Departmental PLCs
Initial	Assistance developing Standard Protocols for Supplemental Support	Grade Level/Departmental PLCs
Initial	Assistance with analysis of Implementation Fidelity (SAM)	MTSS Team/School Admin
Initial/Full	The use of Rate of Improvement for decision making	MTSS Team/PLCs/School Admin

Appendix B

Digital Resources

[MTSS Instructional Toolbox Home](#)

Craven County Schools' resource page-this page includes CCS specific forms and information to assist with implementation of MTSS.

[NCDPI MTSS Livebinder](#)

Comprehensive guidance for implementing and sustaining North Carolina's MTSS framework for school improvement.

[Florida Center for Reading Research Home Page](#)

“The Florida Center for Reading Research (FCRR) is a multidisciplinary research center at Florida State University. FCRR explores all aspects of reading research-basic research into literacy-related skills for typically developing readers and those who struggle, studies of effective prevention and intervention, and psychometric work on formative assessment.”

[Florida Center for Reading Research Student Activity Centers](#)

A source for research based learning activities that can be used during Core instruction during literacy stations and/or as materials for Supplemental or Intensive supports. These materials address phonemic awareness, phonics, vocabulary, fluency and comprehension skills and are grouped by grade level bands (K-1, 2-3,4-5) that promote ease of use when teachers are in need of off grade level materials.

[PBIS](#)

This website offers schools quick and easy access to find answers to their PBIS questions

[PBIS World](#)

This webpage lists typical behavioral concerns, a description of each and suggested interventions specific to the identified behavior.

[Keystoliteracy.com](#)

This website provides free templates and printables of effective literacy instruction.

Appendix C

Term	Definition
Accommodation	Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured. Accommodations provide access to buildings, curriculum, and assessments.
Baseline	A measure of performance prior to intervention. These initial data are used to monitor changes or the improvement in an individual performance.
Behavior Matrix	Clearly defined school wide expectations for behavior
Common Assessments	Formative, informal, and benchmark assessments
Common Assignments	Core instruction that focuses on a common standard
Core Analysis	Documenting how we teach, what we teach, and the environment where teaching occurs (Instruction, Curriculum, Environment). This should happen at least twice a year.

Curriculum-Based Measurement (CBM)	Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics, and written language.
Data-based Decision Making	An ongoing process of collecting and using data to make instructional decisions about Core, Supplemental, and Intensive support.
Data Decision Rules	Formal procedures that inform our actions around data. How will we determine if our instruction is effective for our population? How will we decide if students are at risk? How will we address student risk - Core, Supplemental, or Intensive? How will we know instructional changes are working for our population? How will we determine that our interventions and intervention systems are effective? How will we determine if students receiving interventions are progressing?
Demographic Sheet	Documentation of student academic, behavior, and attendance data, parent contacts, instructional strategies used to address student needs, and progress monitoring data that shows if interventions are effective and if student is progressing.
Gap	Difference between expected and current student outcomes relative to academic, behavior, and social emotional goals
Intervention	The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.
Modifications	Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

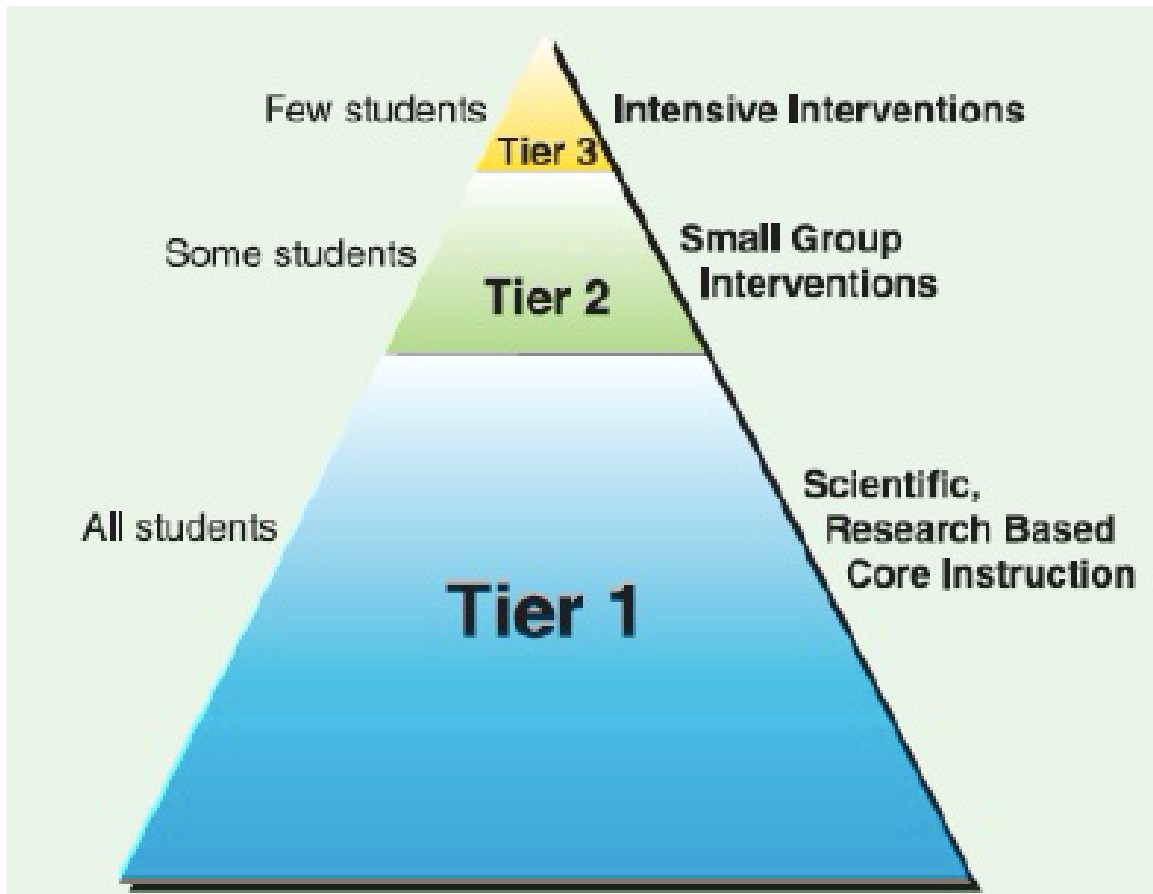
Multi-Tiered System of Supports (MTSS)	A multi-tiered framework, which promotes school improvement through engaging, research-based academic and behavioral practices. A system approach using data-driven problem solving to maximize growth for all.
Positive Behavior Intervention and Supports (PBIS)	A proactive approach to establishing the behavioral instructional supports and social culture needed for all students in a school to achieve social, emotional, and academic success.
Precise Problem Statement	Use the data to identify your grade level's most crucial instructional concern. Look at the Big Picture - be very specific. What - Do we have a problem or many? What is the problem? Where - Where are the problems occurring When - When are the problems occurring? Who - Do we have a system of support that increases student success? Why - Why is the problem(s) occurring?
Progress Monitoring	is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.
Rate of Improvement (ROI)	The use of progress monitoring data to determine the rate at which a group of students or individual student is progressing toward goals. Determining responses involves two key items against peer expectations: How low? and how slow?
Response to Intervention/Instruction (RtI)	Early identification and support of students with in need of academic supplemental or intensive instructional support
School-wide Evaluation Tool (SET)	A tool that is designed to assess and evaluate the critical features of school wide effective behavior support across each academic school year.
Self-Assessment of MTSS (SAM)	Self-Assessment of MTSS Implementation - contains 39 items in 6 domains (Critical Components). The purpose is to help school-level and district-level personnel identify and prioritize implementation steps.
Six Critical Components of MTSS	Leadership, Building the Capacity/Infrastructure, Communication and Collaboration,

	Data-Based Problem Solving, Three Tiered Instructional/Intervention Model, Data Evaluation
Standard Protocol	Use of same empirically validated intervention for all students with similar academic or behavioral needs; facilitates quality control.
Team Initiated Problem Solving (TIPS)	A problem-solving model that encourages dialogue within PLCs using a continuous improvement approach
Tier I - Differentiated Core Instruction (All Students)	Whole group and differentiated Core Instruction - Consider the instruction, curriculum, environment (ICE)
Tier II - Supplemental Instruction (20% of students)	Supplemental Support - academic practices exist that include strategies addressing integrated common student needs, are linked to Tier 1 instruction, and are monitored using assessments/data sources tied directly to the academic, behavior and social-emotional skills taught
Tier III - Intensive Instruction (5% of Students)	Intensive Support - academic practices exist that include strategies that are developed based on students' needs, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to the academic, behavior and social-emotional skills taught
Tier 1 Problem-Solving	Use data to make education decisions at the grade level or departmental level. <ol style="list-style-type: none"> 1. Define the goals and objectives to be attained 2. Identify gaps in learning (less than 80% of students meeting the expectations) 3. Identify possible reasons why the desired goals are not being attained 4. Develop a plan for implementing evidence-based strategies to attain goals 5. Evaluate the effectiveness of the plan.
Tiered Fidelity Inventory (TFI)	An inventory that provides a valid, reliable, and efficient measure that guides both initial implementation and sustained use of school wide PBIS

Universal Screener	Screening is conducted to identify or predict students who may be at risk for poor learning outcomes. Screeners are brief, conducted with all students at a grade level, followed by progress monitoring NOTE: At the middle and high level, student academic, behavior, and attendance history is the screener
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Appendix E:
Cedar Fork Elementary School MTSS FAQ (website)

Multi-Tiered Systems of Support



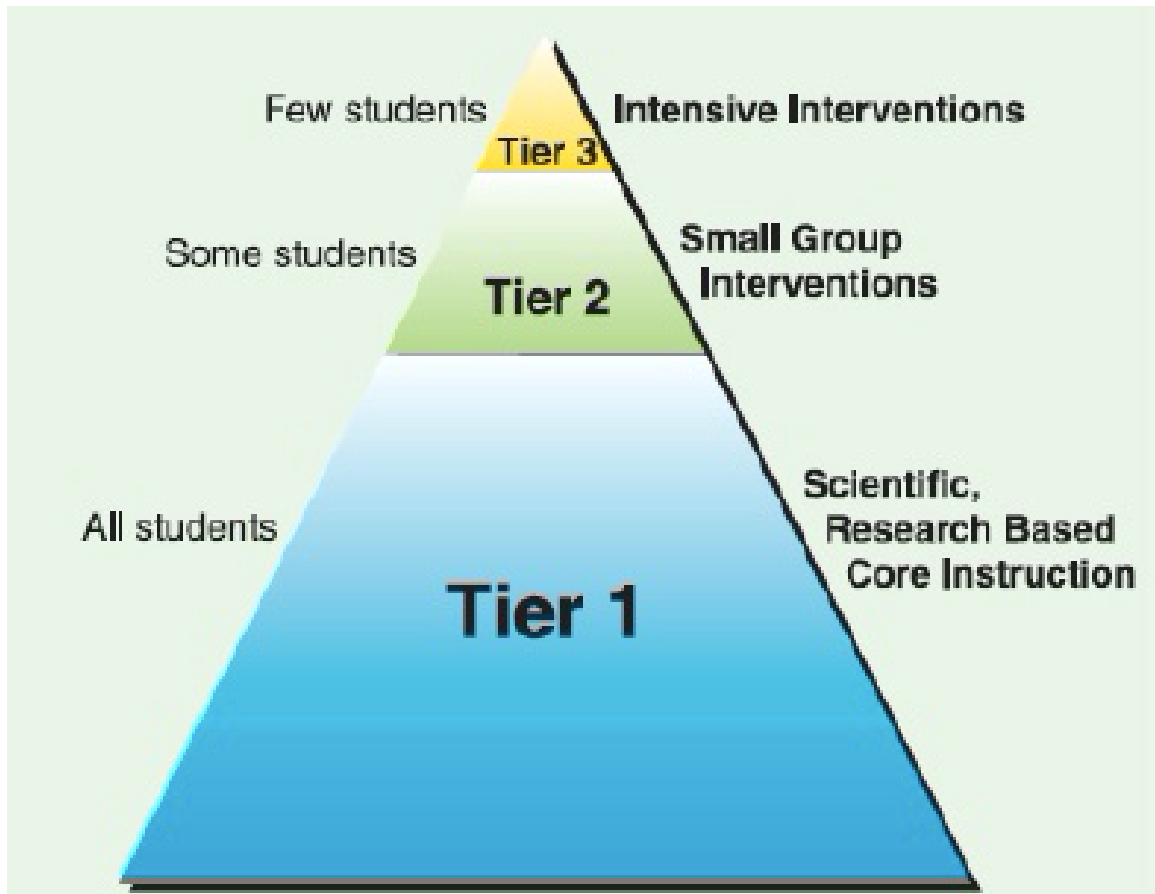
Tier 1

Tier 1 refers to the foundational practice of providing all students with sound research-based core curriculum through the use of a range of solid instructional strategies. Tier 1 includes the general curriculum provided by the school, with which most students are successful. All students receive Tier 1 level instruction.

Tier 1 instruction is provided primarily by students' homeroom teachers, but may also include instruction from other teachers such as classroom grouping or differentiation. Brief universal screenings are administered in the fall, winter, and spring to ensure that students are responding to instruction at a specific level and rate that has been established as being predictive of year-end academic success. Cedar Fork uses the mClass assessments in reading as a universal screening. Parents receive information on how a student is performing academically at regular scheduled parent/teacher conferences.

Levels of Support:

Multi-Tiered Systems of Support



Levels of Support:

Tier 1 Support

Tier 2 Support

Tier 3 Support

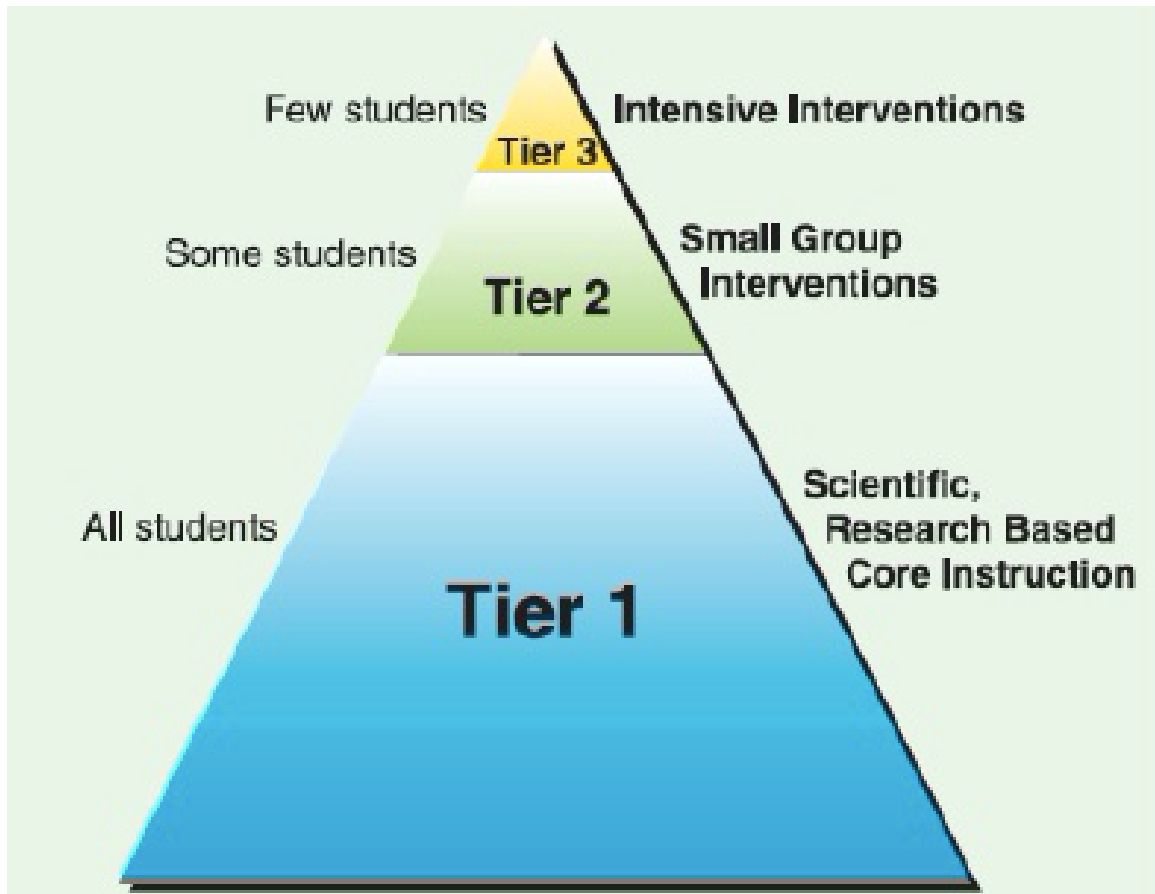
Special Education Services - IEP

Tier 2

Tier 2 support is provided to students who fall below the academic standards that are expected and promoted at Tier 1. Parents will be notified by the teacher if their child is identified to receive strategic Tier 2 support. This support is often documented in a Tier 2 Plan. Once a need is identified, the grade-level team of teachers and other specialists (as needed) collaborate to develop plans for individuals or small groups of students who are

in need of this level of support. People involved in the creation of a Tier 2 Plan include the classroom teacher and other grade-level teachers. Teachers may also consult specialists such as intervention teachers, instructional resource teachers, administration, school counselors, or school psychologist, if needed to develop good Tier 2 plans. This intervention addresses targeted student needs, and often can be provided within the regular classroom or within a smaller learning setting, such as with support from a reading intervention teacher. Programs that are provided within a smaller group setting include a more structured effort to help below grade level students meet grade level standards. Students receiving Tier 2 support are monitored regularly in between universal screenings to determine if the student is benefiting from ongoing strategies and support. Parents receive information on how a student is responding to Tier 2 intervention through regular communication with the teacher. Tier 2 is part of the regular education program.

Multi-Tiered Systems of Support



Levels of Support:

Tier 1 Support

Tier 2 Support

Tier 3 Support

Special Education Services - IEP

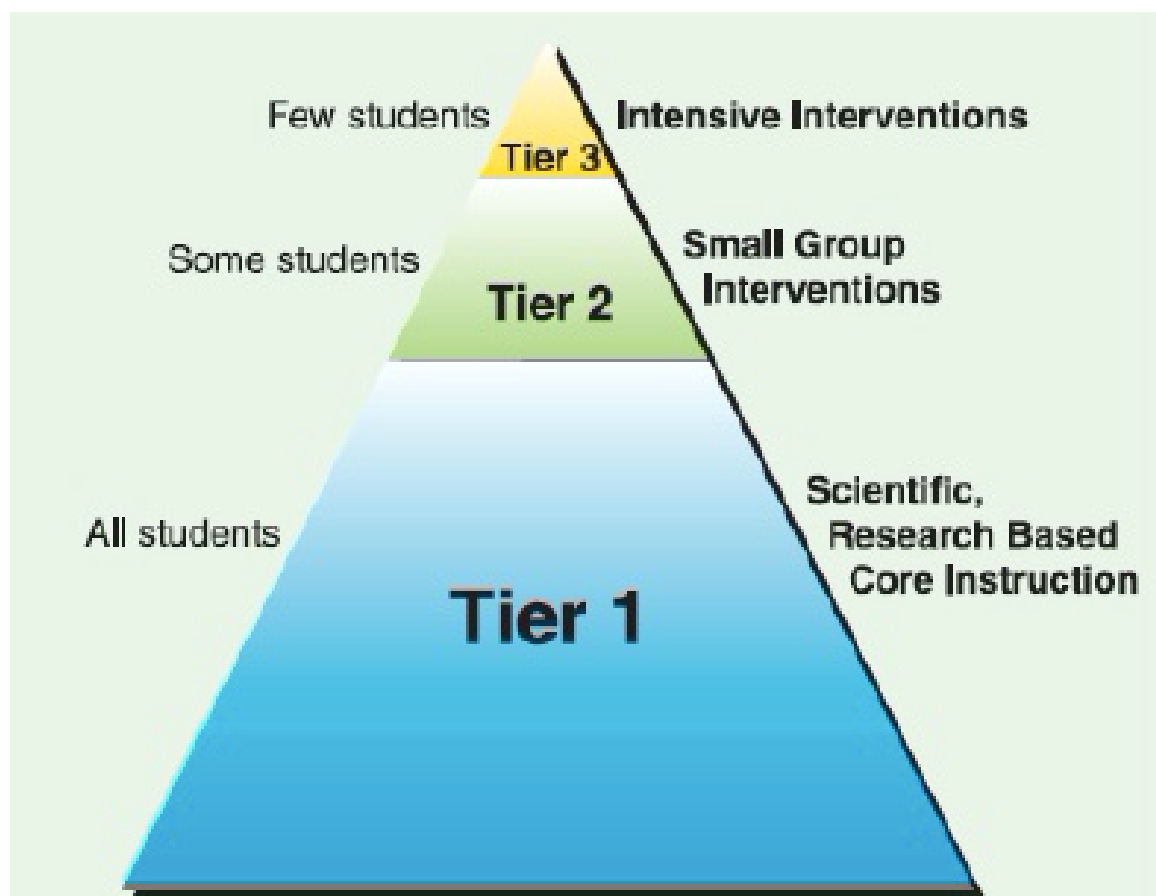
Tier 3

(formerly known as Student Support Team, or SST)

Tier 3 refers to the most intensive level of intervention support and is reserved for the small percentage of students who, after receiving strategic support at Tier 2, continue to demonstrate significant delays in their academic growth in one or more areas. When a

student demonstrates a need for this intensive level of support, Cedar Fork's Tier MTSS Team develops an intensive plan of intervention, called a Tier 3 plan. People involved in the creation of a Tier 3 plan include the student's homeroom teacher, another teacher from that grade level, an administrator, and the school psychologist. Other people often involved in the Tier 3 plan include a school counselor, intervention teachers, and other specialists as necessary. At this level of intervention, parents are encouraged to participate in intervention planning. The Tier 3 team collects additional information about a student to aid in developing interventions. This information includes vision and hearing screenings, classroom observations by a staff member other than the classroom teacher, a speech and language screening completed by Cedar Fork's speech-language therapist, and family input. The goal of the Tier 3 team is to strengthen and support the individual student through the development and implementation of an individualized academic plan. After careful review of the student's learning and intervention history and drawing on the student's strengths and needs, the team collaborates to identify additional resources and targeted interventions that have the greatest potential to accelerate student progress based on short-term goals. Progress at the Tier 3 level is typically monitored once a week. The overall, and sometimes longer-term, objective is to have the student catch up to grade level academic standards. If the concern is behavioral in nature as well as academic, a Behavior Intervention Plan (BIP) may be considered. Tier 3 is part of the regular education program.

Multi-Tiered Systems of Support



Special Education

Special education services (an IEP) might be considered for students who continue to struggle and show a slow rate of response to Tier 3 interventions and strategies, as this might indicate the presence of an educational disability. However, students who are referred for consideration of special education are required to meet additional criteria in order to qualify for this level of service. Parents sometimes request for their student to be “tested” for suspected learning or behavioral disabilities. The school will always formally respond to these requests by scheduling a referral meeting with the Individualized Education Program (IEP) team. However, a referral for special education testing requires the team to determine the appropriateness of the request in consideration of previous intervention support, present performance, and learning history. It is our experience that sometimes parent requests for testing are made in an effort to solicit help for a struggling student. All parents are strongly encouraged to first communicate their concerns to their child’s teacher and to discuss the appropriateness of a referral for additional support at Tier 2 or 3 of the MTSS process.

Appendix F:
Wake Forest Charter Academy Parent Student Handbook

WAKE FOREST CHARTER ACADEMY

1851 Friendship Chapel Road
Wake Forest, NC 27587
Phone: (919) 263-8673

Parent and Student Handbook 2020-2021

A charter school managed by
National Heritage Academies, Inc.



Parent and Student Handbook

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Board of Directors

Hilda Parlér, Founder/President
 Marilyn Bonnett, Vice President
 Salina Gary, Secretary
 Mark Marley, Treasurer
 Nicholas Gorneault, Director
 Scott Dabal, Director
 Willie Thompson, Director

Board meetings are open to the public.
 Meeting dates and times are posted at the school and on the website.

WFCA Educator Creed

I am a Wake Forest Charter Academy Educator.
 I strive to achieve teacher excellence.
 I exemplify high moral character.
 I work diligently to prepare for my students.
 I know that my students' success in school and life depends on my own commitment.

Student Creed

I am a Wake Forest Charter Academy Student.
 I strive to achieve academic excellence.
 I exemplify high moral character.
 I will work diligently to prepare for my future.
 I know that my success in school and life will depend on my own actions.

School Mission

Wake Forest Charter Academy students will learn to become powerful, critical and independent thinkers, successful collaborators, and enthusiastic contributors to their learning processes in preparation for success in a vibrant, symbiotic world as they and our teachers, parents and community prepare them for college and career readiness.

National Heritage Academies

National Heritage Academies is a network of public charter schools serving families and students in multiple states. Our early childhood, elementary, and middle school programs are designed to put children on a solid path to success in high school, college, and beyond. As a network, all National Heritage Academies schools share a common vision, while each individual school enjoys the flexibility of tailoring their program to meet the needs of their specific community.

NHA's Parent Relations Department provides guidance to parents and the school in resolving concerns. Once the classroom teacher, dean, and/or principal have been contacted regarding your concern, you may also reach out to the Parent Relations team to discuss any additional needs.

Parent Relations Contact Information:

Phone: (877) 642-7471 (Monday-Friday; 8:30 a.m.-4:30 p.m.)

Email: info@nhaschools.com

National Heritage Academies
 3850 Broadmoor Avenue
 Grand Rapids, Michigan 49512
www.nhaschools.com

Our Purpose, Vision, and Philosophy

Purpose and Vision

Working in partnership with parents and the community, the school's purpose is to challenge each child to achieve. We offer a challenging, character-based education through a rigorous curriculum with high academic and social expectations with the vision to better educate more children.

Educational Philosophy

The educational philosophy is based on the principles set forth in *Effective Schools Research* developed by Professor Ronald R. Edmonds. *Effective Schools Research* recommends research-based school attributes that are associated with quantifiably improved student learning.

In his book, *What Works in Schools*, Robert J. Marzano translates these principles into the following factors:

School-Level Factors:

- A guaranteed and viable curriculum
- Challenging goals and effective feedback
- Parent and community involvement
- A safe and orderly environment
- Collegiality and professionalism

Teacher-Level Factors:

- Instructional strategies
- Classroom management
- Classroom curriculum design

Student-Level Factors:

- Home environment
- Learned intelligence and background knowledge
- Student motivation

The school employs a continuous improvement model that focuses on principles and practices that are simple and supported by research.

The school supports its researched-based approach to education by including the following practices in its daily operation of the school:

College Readiness: The school's focus on a liberal arts education provides the academic foundation necessary to succeed in an increasingly global and competitive society. In grade school, the vast majority of time is spent on mastering the core subjects of English, history, mathematics, reading, and science. Furthermore, the school's first priority is to bring students up to grade level in reading and math, so they will be able to master other subjects as well. In all grades, at least twice as much time is spent on language arts and mathematics as is spent on other academic subjects.

Longer School Day: School days are approximately seven hours long, which is longer than most traditional public schools. This includes at least six hours of daily instructional time.

Structured Discipline: Students are expected to follow a clearly defined and structured discipline program. This program encourages personal responsibility and respect for others. As a result, students who might have had behavior problems at other schools often are drawn back into a positive learning environment.

Moral Focus Program: Part of the school's purpose is to instill a strong moral identity in each of our students. The Moral Focus curriculum comprehensively identifies the skills, behaviors, and virtues students will need for character growth and development to prepare them for success, both academically and throughout their lives. The curriculum includes explicit and integrated instruction around three key components of character to provide students with a strong foundation for leading an ethical life. The Moral Focus program is an essential part of every student's education.

Parental Involvement: Research indicates that a leading predictor of student success is parental involvement; therefore, parents are included in many aspects of the education program. The school governance structure relies on significant parental input and cultivates a close working partnership between staff members and parents. In addition, parents are asked to volunteer by participating in playground activities, becoming a member of school committees, or helping in the classroom, library, or office. To encourage involvement, parents sign a "Commitment to Excellence Contract" upon their child's enrollment, committing to active involvement in the school.

American Heritage: Students learn that it is appropriate to demonstrate a great deal of both pride in the history of the United States and gratitude for our unique roots and founding by gifted men and women.

The Four Pillars of NHA

Academic Excellence

National Heritage Academies has invested significant financial resources in the development of a strong academic program that provides students with an excellent academic foundation. In partnership with NHA, we have carefully selected the finest curriculum to be used by our teaching staff in order to accomplish our purpose. All of our curriculum meets or exceeds the state educational standards.

Moral Focus

We believe that a strong moral identity is foundational to student success. It is our goal not only to support the virtues parents try to instill at home but also to explicitly teach students the skills, behaviors, and virtues necessary for leading an ethical life. NHA's nine monthly virtues are Wisdom, Respect, Gratitude, Self-control, Perseverance, Courage, Encouragement, Compassion, and Integrity. Students will learn to internalize these virtues through the intentional and consistent focus on the application of Moral Focus concepts throughout all aspects of school life. This integration is essential for students to learn the importance of developing and maintaining strong personal character and to create a learning environment built on a foundation of respect and care where everyone works hard to achieve academic goals and improve school culture. The Moral Focus program is an essential part of every student's education.

Student Responsibility

In addition to preparing our students for academic success, we seek to develop a strong sense of responsibility in each child. We want students to take personal ownership of their success or failure, regardless of their background or previous experiences. This includes sound decision-making, an ability that is becoming critical in our ever-changing, complex world. Students must meet high expectations both academically and behaviorally. Our teachers work with students and parents to promote the responsibility necessary for success both in and out of school.

Parental Partnership

A successful learning experience would not be possible without the partnership and dedication of our students' parents. Parental participation in each school's program is solicited and highly encouraged. Our parents are involved on leadership committees, in the classroom, and in the details that make a school function effectively. NHA parents know they are always welcome and that they are a key to the success of every NHA student.

NHA believes that open communication between school and home improves the quality of the educational experience. Every marking period parents receive detailed written reports of student performance and accomplishments. These reports are coupled with fall and spring parent-teacher conferences. The reports and conferences include interpretation of internal and external measures of assessment. Teachers and parents may also schedule additional meetings.

At all other times throughout the year, parents can use NHA's secure school website via the internet to view their child's grades and progress. This web-based information center provides parents with both classroom information and student academic data. The secure school website promotes the increased accountability of all participants in the educational process—teachers, students, and parents.

Academic Excellence: Curriculum

The school uses the National Heritage Academies (NHA) curriculum, a rigorous and challenging curriculum uniquely designed to prepare students for high academic achievement in successive schooling environments. Our goal is to graduate students who not only have had the opportunity to experience academic excellence but also have acquired the knowledge and skills necessary to thrive in high school and beyond.

English Language Arts

The NHA English Language Arts curriculum, aligned with the North Carolina Standard Course of Study, provides students with the knowledge, skills, and strategies necessary for success in listening, reading, speaking, viewing, and writing. Early reading instruction focuses on the building blocks of reading—phonemic awareness, phonics, vocabulary, comprehension, and fluency. These building blocks lay the foundation for the intellectual processes necessary for students to remember, understand, analyze, evaluate, and apply the ideas they encounter while reading.

Mathematics

To provide students with the mathematical skills they will need in everyday life as well as in the rigors of high school and post-high school mathematics, NHA has developed a strong mathematics curriculum, aligned with the North Carolina Standard Course of Study, that emphasizes communicating, computational and procedural skills, making connections, reasoning and proofing, problem solving, and using representations. Students learn to represent and communicate ideas through graphs, mathematical terms, models, signs, symbols, and writing.

Science

NHA has developed an engaging science curriculum that encourages students to participate actively in scientific inquiry while developing scientific literacy. When participating in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others. Students' scientific knowledge is developed in the areas of The Nature of Science, The Living Environment, Physical Science, and Earth and Space Science.

Social Studies

NHA's Social Studies curriculum includes the examination of historical documents so students can demonstrate their understanding of the major themes, developments, and turning points in our nation. The curriculum is strong in the study of national and world geography. We build a strong knowledge of economic principles so students understand the impact of economic forces, both internationally and personally, in their daily lives. Additionally, the curriculum is comparative in examination of world cultures. This creates a point of reference by which students compare the freedoms of American life with non-democratic societies, both historically and currently. Our students are reminded of the rights and liberties they enjoy and the due reasons to participate in and protect those liberties.

Art

Art classes allow students to explore the many different aspects of art while acquiring an understanding of the significant role art has played in the expression of ideas throughout history. Hands-on art projects help develop student creativity and self-expression and are frequently related to current classroom topics.

Music

Students are exposed to a wide variety of music education and many periods of music during their classes. Basic music concepts such as beat, rhythm, fast/slow, high/low, and music notation are taught from kindergarten through 8th grade. Students also spend time developing an appreciation for different genres of music and their great composers. All concepts are introduced in kindergarten and further developed in each subsequent grade level.

Physical Education

Physical Education is a sequence of developmental experiences in which students learn through movement. Students work on individual skill development and learn about teamwork and the importance of sportsmanship. In addition, they are given the opportunity to develop a positive attitude toward lifelong physical activity.

Educational Technology

The technology education program at our school equips students with digital literacy skills needed to be productive, safe, and technologically savvy life-long learners. The progressive K - 8 technology curriculum scaffolds student learning of technology from foundational computer skills to coding and innovative design. Our NHA Technology Standards (2017) are derived from the national technology standards for students published by the International Society for Technology in Education. Online safety, digital citizenship and cyberbullying awareness and prevention is taught annually in compliance with the Children's Internet Protection Act.

Moral Focus

We believe it is imperative to equip students with both the moral and academic foundations necessary to interact successfully in today's society. Our Moral Focus Program is centered on the study of nine Virtues: Wisdom, Respect, Gratitude, Self-control, Perseverance, Courage, Encouragement, Compassion, and Integrity. Virtues are fundamental to a great education, and great schools place equal importance on developing the heart and mind of students.

MONTHLY VIRTUES				
WISDOM (September)	RESPECT (October)	GRATITUDE (November)	SELF-CONTROL (December)	PERSEVERANCE (January)
COURAGE (February)	ENCOURAGEMENT (March)	COMPASSION (April)	INTEGRITY (May)	

Character is defined by which virtues our students determine are important to their lives, and there are certain necessary steps to acquire or strengthen those virtues. Our Moral Focus Program is structured around a clearly defined process for teaching and learning virtues. That process outlines those steps, allowing teachers to intentionally guide students through the process of teaching virtues. They provide them with the opportunity to learn virtues in a way that will not only affect their mind but also change their heart.

- Step 1: Introduction - Define the virtue
 - Students learn to name the virtue and simply define it in terms they understand as a foundation for their journey. (focus for the 1st week of each month)
- Step 2: Connection - Understand the importance of the virtue to create personal meaning and value

- Students learn to describe the value and meaning of a virtue, a necessary step that motivates them to put forth the effort to put virtue into action. (focus for the 2nd week of each month)
- Step 3: Reflection - Recognize the positive impact the virtue has and know exactly how to display it
 - Students learn what it looks like and sounds like through intentional modeling and careful study, allowing them to recognize it in others. (focus for the 3rd week of each month)
- Step 4: Application - Find ways to display the virtue and be intentional about practicing it
 - Students are given regular opportunities to practice virtues. Practice is the key to virtues becoming a learned behavior or habit. (focus for the 4th week of each month)

To support the Moral Focus program, time is dedicated each day to the teaching of Moral Focus virtues. The four steps of the process described above form the core of Moral Focus instruction. Each month is broken down into four weeks of instruction that correspond to the four steps for teaching virtues. Each grade bases instruction on a definition of each virtue designed for its grade level. The definitions scaffold in complexity from grade to grade, allowing students to deepen their understanding and extend their ability to display each virtue.

This comprehensive approach provides students with a strong foundation for leading a moral life. Students will learn to internalize these virtues through the intentional and consistent focus on the application of Moral Focus concepts throughout all aspects of school life. This integration is essential for students to learn the importance of developing and maintaining a strong personal character and the qualities necessary for success as both a student and a citizen. Additionally, all students are given the opportunity to participate in service-learning projects.

Academic Excellence: Achievement

Honors Ceremonies

Special recognition is given to those students in grades K-8 who have achieved excellence in their academic progress as well as in the Moral Focus.

Student Grade Placement, Acceleration, Promotion, or Retention

The principal is authorized to make initial grade placement of a student and to promote, accelerate, or retain students after initial grade placement. After initial grade placement, a student is expected to progress through the grades one year in each grade, receiving the benefits of academic, social, and physical growth usually accompanied with a full year of development. On occasion, it may be in the best interest of the student to have a new grade placement, be accelerated more than one grade, or be retained in the current grade. In this event, supporting documentation with interventions already offered to the student will be provided by the school. If a student's parent or teacher believes one of these grade changes should be considered, a written request for consideration should be provided to the principal, including the reasons for such consideration. The final decision regarding placement, acceleration, promotion, or retention of a student rests solely with the principal.

The principal shall consider the following when making such decisions:

1. The education record of the student, including but not limited to a student's grades, standardized test scores, reading, speaking, and math skills, the curriculum of each grade, the available teacher(s) skill(s) delivering the instruction, and available programs
2. Attendance
3. Discipline
4. The physical, social, and emotional readiness of the student for the curriculum of each grade
5. The recommendation of the student's parents and teachers
6. The applicable laws governing these decisions.

The goal of placing, accelerating, promoting, or retaining a student is to enhance the opportunity for the student to achieve learning goals, meet state and school performance expectations, and to be prepared for high school, college, and career plans.

Special Education Students

The decision to retain a student with a disability is approached with great caution. The Principal makes the final decision regarding the promotion and retention of students with disabilities. A student with a disability may not be retained based on his/her disability, but may be retained for other factors.

English Learner Students

The retention of an English Learner (EL) student is a decision that is carefully considered by the building principal. The principal, in collaboration with the EL Coordinator and EL teacher should consider evidence related to the student's performance in each subject area when making this determination. An English Learner student may not be retained solely based on a lack of language skills but may be retained for other factors.

Academic Excellence: Student Support Services and Special Education

It is the goal of the school to provide appropriate educational opportunities for all students.

It is the school's obligation to provide appropriate educational opportunity to all students with suspected disabilities or disabilities, as defined under the Individual with Disabilities Education Act ("IDEA") and state special education rules and regulations. For additional specifics regarding a student's special education rights, parents are encouraged to review the *Procedural Safeguards* that are available from a school administrator or special education provider.

Child Find

The IDEA includes a Child Find Mandate. Child Find requires all school districts to locate, identify, and evaluate all children with disabilities regardless of the severity of their disability. This obligation encompasses all children who are suspected of having a disability, including children receiving passing grades and "advancing from grade to grade." Parents who suspect that their child may have a disability and is in need of special education and related services may initiate a free evaluation of their child by contacting the school principal and providing a written request for an evaluation under IDEA and/or Section 504. The school must take the parents' request into consideration and provide a response consistent with state and federal special education requirements. If the school does not suspect a disability, it may refuse to conduct an evaluation. If the school refuses, it must give the parents written notice explaining the reason(s) why it is declining to initiate an evaluation, what data the decision was based upon, and other factors considered. The parents then have the right, if they choose, to request a due process hearing to seek a ruling to conduct an evaluation.

Rehabilitation Act of 1973 - Section 504 (General Education)

Section 504 of the Rehabilitation Act of 1973, 29 USC 794, (sometimes referred to as "Section 504") prohibits discrimination against individuals with disabilities solely on the basis of their disability. If a parent has Section 504 questions, please contact the school's principal who has been designated as the Section 504 Coordinator. The Section 504 Coordinator is responsible for investigating and resolving complaints. In addition, any individual who desires information related to the Rehabilitation Act of 1973, or the Americans with Disabilities Act, may contact the school's principal or the NHA Special Education Department at (616) 222-1700. The school does not discriminate against individuals seeking to access a program or service of the school based on disability. Where an individual desires to participate in a program or service and needs a reasonable accommodation in order to do so, he/she should contact the school's principal to request an accommodation. In addition, if an individual suspects that his/her child has a disability which may qualify him/her for support under Section 504, the individual should contact the school's principal to begin the referral process. Upon initiation of the Section 504 referral process, parents will be provided with a copy of the Section 504 Procedural Safeguards and Parent/Student Rights which contains complaint and due process procedures.

The Multi-Tiered Systems of Support

The Multi-Tiered Systems of Support (MTSS) is a committee of school personnel set up by the principal to ensure ongoing and effective support for students and classroom teachers. Parents are informed if their child is being considered for referral to the MTSS for behavioral and/or academic support. The MTSS is a general education intervention process, and team membership will generally include: a building administrator, the student's general education teacher, and a staff member knowledgeable in accommodations and interventions. Parents may also be invited to participate in this meeting. The

team provides a forum to discuss the student's academic and behavioral data and needs. In addition, the team generates, initiates, and monitors implementation of interventions designed to address the individual needs of the student. This includes use of the resources of the school, family, and the community. This process creates awareness and understanding of the issues affecting the student and his/her academic and behavioral performance. The MTSS may serve as the pre-referral intervention-planning team for those "unidentified" students whose difficulties may suggest the presence of a disability. As appropriate, the MTSS may refer a student to the special education team for formal assessment. Parents should be informed if the MTSS is considering a referral of their student to the Special Education team. Prior to initiating a special education evaluation, written parental consent/permission must be obtained. Information gathered through implementation of interventions identified by the MTSS will be taken into consideration as a part of the special education evaluation, along with progress monitoring and other data sources provided by the parent, educational staff, and others as deemed appropriate. The MTSS's review of documentation of intervention strategies and the student's response (progress monitoring data), in addition to a referral for special education testing, fulfills the Child Find requirement under IDEA and state special education requirements.

The Individualized Education Program

The school will comply with the IDEA and state regulations, and all students identified as having a disability will be provided an Individualized Education Program (IEP) designed to address their unique needs. All required components of the IEP will be addressed, including but not limited to: a description of the student's present level of academic achievement and functional performance, including disability-related needs, goals and objectives, supplementary aides and services, program services, ancillary services, extended school year, etc. All students with disabilities are considered general education students first. Each IEP is designed to assure that eligible students receive a free appropriate public education (FAPE) and specialized instruction delivered by highly qualified special education staff within the least restrictive environment (LRE). Prior to the opening of school, registration forms are reviewed to identify students with current IEPs from previous schools attended. The parents are informed of their rights, procedures, and responsibilities under special education law. Decisions regarding an IEP are made by the IEP Team. This team has required participants which minimally include general and special education providers, administrators, and the parent(s).

The IDEA includes specific rights for parents of children with disabilities. This information is contained in the document commonly referred to as the Procedural Safeguards. We encourage parents to review this document carefully so they are fully informed of their rights. Copies of this document are provided at a minimum of at least once per school year and otherwise as required by law.

Educational Placement of Students with Disabilities

The school is committed to educating students with disabilities in the least restrictive environment (LRE) in order to meet their educational needs as determined by the students' IEP Teams. This means that, to the maximum extent appropriate, children who are disabled are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In an effort to meet the LRE requirements, the school must ensure that a continuum of placement options is available to students with disabilities including: services provided within the general education classroom, pull-out services, special classes, home instruction, instruction in hospitals and institutions; and in unique circumstances, access to programs and services located in settings outside the school. Placement decisions are the determination of the Individualized Education Program Team

(IEPT).

Transfer Students:

In-State transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in the same state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide the child with a free appropriate public education, including services comparable to those described in the prior IEP, until the public agency adopts the prior IEP or develops, adopts, and implements a new IEP that is consistent with federal and state laws.

Out-of-State Transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in a different state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide such a child with a free appropriate public education, including services comparable to those described in the prior IEP until the public agency conducts an evaluation, if determined to be necessary by the agency, and develops a new IEP, if appropriate, that is consistent with federal and state laws. The evaluation conducted is considered an initial evaluation as special education eligibility within the new state must be determined.

In order to comply with these transfer requirements, under certain circumstances the school may need to contract with another school/entity for the provision of educational services.

Parent Participation

Parents are an important member of the school community and have the right to participate in meetings involving the evaluation, identification, and educational placement of their student. Parents will be invited to participate and share information about their student prior to and during the IEPT meeting. Parents are encouraged to review the *Procedural Safeguards* so that they are fully informed of their rights.

Crisis Management: De-escalation, Isolation, and Restraint of Student

The school is committed to maintaining a safe learning environment for all students, staff, and visitors. It is the policy of our school to utilize only approved physical restraint in response to emergency or crisis situations and consistent with state law. Use of restraint procedures should: (a) not be viewed as a behavior change or intervention strategy, (b) be implemented only under extreme situations and as a matter of last resort, (c) be implemented only by trained personnel, and (d) be accompanied by schoolwide proactive positive behavior supports to prevent the need for their use. When such activities are utilized, documentation procedures are required in addition to timely communication with parents and other key members of the educational system. This documentation must remain on file at the school and is considered part of the student's educational record.

Moral Focus

Philosophy

At NHA, we believe it is our job to ensure our students leave us not only with a quality education but also with strong moral character to guide them. They will inevitably be faced with challenges throughout their lives that we cannot anticipate but for which we must prepare them. One of our primary academic goals is college readiness for all students, and we can achieve that goal by focusing on our rigorous academic program, along with a focus on development of character.

Through an intentional focus on the development of character, our students will acquire all of the skills they will need to prepare them for college and the challenges they will face in life. Moral Focus provides students with a moral foundation to stand on and the strength to withstand whatever comes their way. Parents are the first and most important influence on the development of a child's character, but it is our job to partner with you by reinforcing those positive values in the classroom. Guiding the growth and development of character can often be more impactful in the lives of our students than anything else we teach them. It is during this critical period of their lives that they will learn how to be the adults they will one day become.

It is an essential component of the education of our students that simply cannot be left out. The role teachers play in shaping the character of their students is one of profound importance. It is a responsibility that NHA takes very seriously through our work to maintain an intentional and consistent focus on the character development of our students and the character being modeled for them.

Moral Focus Expectations

Our Moral Focus program greatly impacts the development of a positive school culture. Each classroom works diligently to uphold the following expectations related to the implementation of Moral Focus.

- Moral Focus monthly virtues are posted in all classrooms and around the school.
 - Students will be able to identify the Moral Focus virtue of the month.
- Monthly virtues are explicitly taught through lessons, activities, or assemblies.
 - Students will be able to define each Moral Focus virtue.
- Moral Focus virtues are incorporated throughout day-to-day interactions.
 - Students will be able to provide examples of behavior that exemplify each Moral Focus virtue.
 - Teachers will be able to capitalize on teachable moments using the Moral Focus virtues.
 - Teachers will redirect student behavior referencing the Moral Focus virtues.

MONTHLY VIRTUES				
WISDOM (September)	RESPECT (October)	GRATITUDE (November)	SELF-CONTROL (December)	PERSEVERANCE (January)
COURAGE (February)	ENCOURAGEMENT (March)	COMPASSION (April)	INTEGRITY (May)	

By intentionally teaching the Moral Focus virtues and weaving them into the fabric of the classroom, teachers are better able to support their efforts in creating systems that support students in taking responsibility for what they need to do and how they need to do it with a sense of urgency that increases the time spent learning. Teachers intentionally guide students as they acquire or strengthen virtues in their lives. Through this process, they provide students with the opportunity to learn virtues in a way that not only will affect their minds but also will change their hearts. To support teachers as

they work to develop the character of the students they serve, time is dedicated each week to the teaching of Moral Focus virtues.

Moral Focus Assemblies

To support the Moral Focus program and philosophy, regular Moral Focus assemblies are held. During assemblies, students recite the Pledge of Allegiance to the Flag of the United States of America and the Student Creed. The staff and/or students lead a brief discussion of the month's virtue and perform a skit or lead another activity to exemplify the virtue. At times, students are recognized for outstanding citizenship and academic achievement. Parents and friends are encouraged to attend the assemblies.

Student Responsibility: Homework

Philosophy

The school staff believes that homework is an important component of the educational process. It is expected that the following objectives will be accomplished through regular and well-planned homework:

- Students will develop more self-direction and individual responsibility.
- Students will develop independent study skills.
- Students will become organized.
- Students will learn to budget their time.
- The learning process will be expanded through extensions not accomplished in the school setting.

Guidelines

1. Parents and students should expect homework each weekday evening. Students may also be assigned homework to complete during the weekend.
2. Assigned homework that requires completion is part of each student's evaluation. Any homework assignment that is not turned in on time will receive no or only partial credit depending on the student's grade level.
3. Homework will be planned and assigned for specific instructional purposes related to classroom objectives.
4. The quantity of homework will be within reason. As the school year progresses, the amount of homework and the number of days homework is assigned may increase depending on the maturity and ability of the students.

Make-Up Work

Students have an obligation to complete assignments missed during illness, suspension, or unexpected absence from school. In keeping with our belief that students should develop a sense of responsibility, we expect them, with their parents' help, to contact their teachers to secure missed assignments. Students are guaranteed one school day for each day absent from school to make up their work. Additional time may be given at the teachers' discretion.

In cases of prolonged absence due to illness, the student's teachers should be called, so necessary arrangements can be made to have assignments picked up.

Student Responsibility: Technology Use and Internet Safety Practices and Procedures

Students are offered access to the National Heritage Academies (NHA) computer network for creativity, communication, research, and other tasks related to the NHA academic program. All use of computers, furnished or created data, software, and other technology resources as granted by NHA are the property of NHA and are intended for school business and educational use. Students are to use the computer network responsibly. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and using the NHA computer network and the school's technological resources.

The school educates students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

General Rules

1. **Privacy:** The school and NHA reserve the right to monitor internet traffic and to retrieve and review any data composed, sent, received, or stored using the NHA network or internet connections, including email. Users do not enjoy any expectation of privacy when using any NHA technology or transmissions originating within or around school property.
2. **Bullying:** The school prohibits cyberbullying, an act involving the use of information and communication technologies, including but not limited to email, text messages, blogs, instant messages, personal websites, online social directories and communities, video-posting sites, and online personal polling websites to support deliberate or repeated hostile behavior by an individual or group that is intended to defame, harm, threaten, intimidate, or harass students, staff members, or the school during or outside school hours and on or off school premises.
3. **Materials and Language:** Use of or accessing profane, abusive, pornographic, obscene, and/or impolite materials or language is not permitted. Accidental access should be reported to the instructor immediately. Intentional circumvention of web filtering is prohibited.
4. **Installing/Copying:** Students are not to install or download any hardware, software, shareware, or freeware onto any media or network drives. Software installed by anyone other than the network administrator will be removed. Downloading of non-work-related files is permitted only with an instructor's permission. Students may not copy other people's work or intrude into other people's files. All copyright laws must be respected. Use of any other organization's network or technology resources via the NHA network requires the instructor's permission and must comply with the rules appropriate for that network.
5. **Access:** Users may not access the computer network without proper authorization. Users are to use their own username and password when using a computer. Users must log out when they are finished with their work and are not to log in to a computer for someone else or tell others their password. Students are to notify the instructor if someone else is thought to know their passwords.
6. **Data Protection:** Users must not attempt to damage or destroy equipment or files. Though efforts are made by NHA to ensure the safety and integrity of data, NHA makes no warranties of any kind, either expressed or implied, for the service it provides. NHA will not be responsible for any

damage to data.

7. **Storage:** Users are to delete their files and materials they no longer need.
8. **Printing Resources:** Paper and toner are costly, and excessive use is wasteful. Documents must be proofread before printing. Users are to print only the needed part(s) of documents. Students must obtain permission from an instructor before printing documents.

Internet Use

The World Wide Web is a vast collection of resources readily available to any user on any computer connected to the internet. NHA integrates the use of these resources into student instruction. Student internet usage is permitted only in the presence and supervision of a teacher, the child's parent, or other designated adult school personnel. NHA is not responsible for the accuracy or quality of information obtained through the internet or the NHA computer network.

Some material accessible via the internet contains illegal, defamatory, inaccurate, or potentially offensive language or images. While the school uses internet resources to achieve educational goals, there is always a risk of students accessing other materials. However, we believe that the benefits of using technology outweigh the disadvantages. Teachers are trained in the appropriate use of technology with students; but ultimately, parents of students are responsible for setting and conveying the expectations regarding the use of media and information sources at home and at school.

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress to address concerns about access to the internet and other information. Under CIPA, schools must certify that they have certain internet safety measures in place. These include measures to block or filter pictures that (a) are obscene, (b) contain child pornography, or (c) when computers with internet access are used by minors are harmful to minors. Schools subject to CIPA must adopt a policy such as this to monitor online activities of minors and to address (a) access by minors to inappropriate matter on the internet and World Wide Web, (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications, (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online, (d) unauthorized disclosure, use, and dissemination of personal information regarding minors, and (e) restricting minors' access to harmful materials.

NHA complies with CIPA by deploying a web content filtering product called OpenDNS, which categorizes internet sites and sends updates to NHA site-based hardware. A process is in place for changing the categorization of websites. The following categories are currently in place:

- **Obscenity and Pornography Filtering:** OpenDNS allows schools and libraries to manage internet access to over 90 URL categories pertinent to CIPA.
- **Accurate Web Filtering:** OpenDNS offers the best-of-breed filtering database.
- **Filtering of Search Engine Images:** OpenDNS filters inappropriate images that can be found in search engine query results.
- **Monitoring:** OpenDNS reporting tools Explorer, Reporter, and Real-Time Analyzer offer many different ways to monitor and report online activities of minors.
- **Policy Management:** OpenDNS allows customization of internet policies, based on a user or group, with the ability to set appropriate policies based on age or need.

Student Responsibility: Search and Seizure Practices and Procedures

Lockers Are School Property

All lockers assigned to students are the property of the school. At no time does the school relinquish its exclusive control of its lockers. The school principal or his/her designee shall have custody of all combinations to all lockers or locks. Students are prohibited from placing locks on any locker without the advanced approval of the school principal or his/her designee.

Legitimate Use of School Lockers

The school assigns lockers to its students for their convenience and temporary use. Students are to use lockers exclusively to store school-related materials and authorized personal items such as footwear, grooming aids, lunches, or outer garments. Students shall not use lockers for any other purpose, unless specifically authorized by school board policy, the school principal, or his/her designee prior to students bringing the items to school. Students solely are responsible for the contents of their lockers.

Search of Locker Contents

Searches of school lockers and their contents deter violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for students and personnel. Accordingly, the board of directors authorizes the principal or his/her designee, upon reasonable suspicion under the circumstances, to search lockers and locker contents at any time, without notice, and without parental or student consent.

The principal or his/her designee shall not be obligated but may request the assistance of a law enforcement officer in conducting a locker search. The principal or his/her designee shall supervise the search. In the course of a locker search, the school principal or his/her designee shall respect the privacy rights of the student regarding any items discovered that are not illegal or in violation of school policies and rules.

Seizure

When conducting locker searches, the principal or his/her designee may seize any illegal or unauthorized items, items in violation of board policy and/or school policies or rules, or any other items reasonably determined by the principal or his/her designee to be a potential threat to the safety or security of others and report the finding of such items to law enforcement officials to the extent required by law. Such items include but are not limited to the following: contraband, controlled substance analogues or other intoxicants, dangerous weapons, explosives, firearms, flammable materials, illegal controlled substances, poisons, and stolen property. Any items seized by the school principal or his/her designee shall be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent of a student shall be notified by the principal or his/her designee of items removed from the locker.

Search and Seizure of Electronic Devices

Cell phones, PDAs, iPods, MP3 players, video equipment, cameras, gaming devices, and any other electronic devices are not permitted on school grounds or at school-related events unless approved by the principal. If approved, an electronic device shall not be used in a manner that disrupts the educational process or purpose, including but not limited to posing a threat to academic integrity, violating confidentiality or privacy rights of another individual, or violating the Student Code of

Conduct. If the principal or his/her designee has a reasonable suspicion that a violation has occurred, he/she shall have the right to search for and confiscate the electronic device.

Search and Seizure of Person and/or Personal Property

The school will conduct a search if the principal (or principal designee) has a reasonable suspicion that a violation of the Student Code of Conduct has occurred. When determining the nature and scope of the search, the principal (or the principal designee) will consider the age and sex of the student as well as the nature of the act of misconduct. The search may include the student's person, backpack, purse, pockets, shoes, and/or other personal property. A physical search of a student's person will be conducted only when there is a reasonable suspicion that the student has an illegal weapon, drug, and/or alcohol on his/her person. A physical search may only be conducted by a staff member of the same sex as the pupil. School personnel shall not conduct strip searches or body cavity searches of any pupils under any circumstances.

Student Responsibility: Student Code of Conduct

Our goal is to offer a quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the playground decrease both the learning and safety of others and their own opportunities to learn. Therefore, our staff takes a very proactive role in enforcing the Student Code of Conduct outlined below.

Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to others, and being considerate of others' and the school's property.

Acts of Misconduct

The acts of misconduct listed in this Student Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students.

A student violating any of the acts of misconduct listed in this Student Code of Conduct may be disciplined under this Student Code of Conduct. Additionally, a student who engages in an act of misconduct that violates the law may be referred to the appropriate police authority. A student who engages in an act of misconduct when the student was enrolled in another school for which the disciplinary action has not been fully served may be required to serve out the length of the suspension or expulsion.

Students are expected to follow the Code of Conduct when

- on school property
- in a motor vehicle being used for a school related purpose
- at a school-related activity, function, or event
- at any time or place (including en route to or from school) when the student's behavior has a direct or immediate effect on maintaining order, safety, health, and discipline in the school

Acts of misconduct include, but are not limited to, the following:

- Failure to cooperate or comply with directions of school personnel and volunteers
- False allegations against staff, volunteers, or students
- Falsification of records or scholastic dishonesty (including cheating and plagiarism)
- Misuse of copyrighted materials
- Improper or disrespectful communications to staff, volunteers, or students
- Use of profane and/or inappropriate language
- Disruption of school
- Bullying and harassment
- Cyberbullying pursuant to state law
- Criminal sexual conduct as defined by state law
- Improper dress in violation of the dress code
- Indecency (either with clothing/exposure, pictures, or public display of affection)
- Any public display of affection having sexual connotations
- Violations of building rules and regulations
- Violations of rules or policies as set forth in the Parent and Student Handbook

- Any and all forms of smoking, tobacco possession or use including e-cigarettes/vaporizers and paraphernalia
- Trespassing, loitering
- Suspended or expelled student on school property or attending school activities
- False alarms
- Possession of electronic device(s) defined by school policy
- Defacement/damage of property or theft/possession of stolen property
- Coercion, extortion, or blackmail
- Arson
- Possession of firework(s), explosive(s), and/or chemical substance(s)
- Possession and/or sale of alcohol and/or drugs (narcotic drugs, look-alike substances, and illegal chemical substances)
- Possession of look-alike weapons
- Possession of dangerous weapons as defined by state law and dangerous weapons or instruments not otherwise enumerated herein
- Possession of personal protection devices (such as tasers, mace, pepper spray, etc.)
- Fighting, assault and/or battery on another person
- Gang-related activity
- Violation of Technology Use and Internet Safety Practices and Procedures
- Persistent disobedience
- Verbal assault
- Malicious or willful types of behavior that endanger the safety of others
- Extreme acts of defiance and/or threats toward teachers/other adults/fellow students
- Criminal acts other than as enumerated herein
- Excessive tardiness or absences as defined in the Attendance Policy

Parents or students who are unsure of what conduct is prohibited by each act should consult with the principal.

Bullying or Harassing Behavior

The school prohibits any type of bullying or harassing behavior by students. Bullying or harassing behavior is defined as any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication that takes place on school property, at any school-sponsored function, on a school bus, or that causes a substantial disruption to school operations and/or interferes with the rights of other students and that:

- Places a student in actual and reasonable fear of harm to his or her person or damage to his or her property or
- Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. "Hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior, and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

Procedures:

1. Any school employee who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior shall report the incident to the principal. A student, volunteer, or visitor who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior should, and is strongly encouraged to, report the incident to a teacher, other staff member, or the principal.
2. A report of bullying or harassing behavior should be done in written form, providing as much information as possible. The report may be done anonymously.
3. Any staff member who receives a report of bullying or harassing behavior shall immediately forward the report to the principal who will ensure that a prompt investigation is completed. The investigation is to be complete within three (3) school days after a report or complaint is made.
4. Within two (2) school days of receiving a report of a prohibited act of bullying, the principal or his/her designee shall notify the parent of the alleged victim of bullying and the parent of the alleged perpetrator of bullying. Upon completion of the investigation report, the principal or his/her designee shall notify the parent of both the victim and perpetrator of the result of the investigation.
5. There will be no reprisal or retaliation against any person who reports an act of bullying or harassment. Such reprisal or retaliation by a student is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.
6. Any student who is found to have falsely accused another of bullying or harassment is subject to remedial action in accordance with the Student Code of Conduct. Bullying or harassing behavior is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.

Disciplinary Procedures

A student may be disciplined at any level, depending upon the frequency and/or severity of the act of misconduct. A Behavior Referral Report will be completed for each violation of the Code of Conduct, and copies will be made for the parent and kept in the student's file. Discipline records will be included in any student file properly requested by the parent to be transferred to a subsequent school. Corporal punishment is prohibited as a means of discipline.

Level 1 EARLY INTERVENTION: The behavior may be a violation of the code of conduct or a disruption of the orderly operation of the classroom or a school activity. The inappropriate behavior with the student is addressed.

Level 2 PARENT NOTIFICATION: The parent is notified by mail or a note home of the misbehavior.

Level 3 PARENT CONTACT: A conference with the parent is held in order to discuss the incident and appropriate disciplinary action.

Level 4 BEHAVIOR SUPPORT PLAN (BSP): When Level 2 and 3 behaviors become chronic or a student accumulates more than ten (10) suspension days in a semester, the dean and/or principal shall schedule a meeting with the parents in order to implement a Behavior Support Plan or BSP. A BSP will take into consideration the motivation for the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and disciplinary consequences that will take place if the behavior continues. The BSP is an intervention tool and does not require parent consent to implement. Copies are made for the parent and kept in the student's file. Violation(s) of the BSP will result in disciplinary action and a revised BSP. In the event of multiple (3-5) violations and revisions of

the BSP, the School Principal, or the Principal's designee in the Principal's absence, has the discretion to impose additional disciplinary measures or recommend the student to the Board for additional disciplinary measures up to and including expulsion.

Level 5 SUSPENSION OF TEN (10) SCHOOL DAYS OR FEWER OR OTHER DISCIPLINARY INTERVENTIONS: When the act of misconduct disrupts the school environment, the resulting consequence issued by the school administration may include suspension of up to 10 school days, or other disciplinary interventions such as restitution, counseling and exclusion from school activities. The school administration may convene a meeting with the student, parents and others to develop or update an existing Behavior Contract that outlines the expected behavior and disciplinary action. The Behavior Contract will be signed by school administration and offered to the student and parent(s) for signature. Copies are made for the parent and kept in the student's file. The student will be granted a right to due process as described in the Due Process Procedures of this Code of Conduct.

Level 6 LONG-TERM SUSPENSION OR EXPULSION: When the act of misconduct is considered a crime under state law, constitutes extreme non-compliance with school rules resulting in aggravating circumstances, or is so extreme that it threatens the safety of others, the student may serve a long-term suspension or, if age fourteen (14) or older, be expelled from the school. The student will be granted a right to a due process hearing. A 365-day suspension is a denial to a student of the right to attend school and to take part in any school function for a full 365 days. The Board must suspend a student for 365 days for possession of a firearm or destructive device on school property or a school-sponsored event. If a teacher is assaulted or injured by a student and as a result the student is long-term suspended or reassigned to alternative education services, the student shall not be returned to that teacher's classroom unless the teacher consents. No student shall be suspended for more than two days or expelled from school solely for truancy or tardiness offenses.

Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws.

Due Process Procedures

The following due process procedures govern only the suspension or the expulsion of a student from the school's regular educational program. If a student charged with violation of this Student Code of Conduct has been returned to the regular school program pending a decision, then such action of reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision.

A. Suspension of Ten (10) School Days or Fewer

As a general rule, prior to any suspension of the student, the principal and/or dean shall provide the student with the following due process:

1. The student will be informed of the charges against him/her, and if the student denies the charges, the principal and/or dean shall provide the student with an explanation of the evidence.
2. The student shall be provided an opportunity to explain his/her version of the facts.

If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the principal and/or dean

may immediately suspend the student, and as soon thereafter as reasonable, provide the student with his/her due process rights as set forth in this section.

If, after providing the student with his/her due process rights, the principal and/or dean determine that the student has engaged in a prohibited act under this Student Code of Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed ten (10) school days. The principal and/or dean, or his/her designee, shall inform (in person or by phone) the student's parent (in English and in the parent's primary language when readily available) of the suspension and of the reasons and conditions of the suspension. The student shall be provided the right to take home textbooks, complete homework assignments, and an opportunity to make-up exams. A decision to suspend a student for ten (10) or fewer school days is final and not subject to further review or appeal.

B. Suspension for Eleven (11) or More School Days and Expulsion

The board of directors will hear all long-term suspensions and expulsions.

1. The principal and/or dean may recommend to the board of directors the long-term suspension of any student who willfully engages in conduct that violates a provision of the Student Code of Conduct that authorizes long-term suspension or expulsion.
2. The board of directors shall provide the student an opportunity for a hearing before imposing a long-term suspension. If the student declines a hearing or if no hearing is timely requested, the board of directors shall review the circumstances of the recommendation for long-term suspension or expulsion and may:
 - a. Impose and/or decline to impose the recommended suspension or expulsion or
 - b. Modify and impose the recommended suspension or expulsion
3. A parent shall be notified by the principal in writing (in English and in the parent's primary language when readily available) of the principal's recommendation to suspend or expel. The written notice shall:
 - a. Provide a description of the incident and the student's conduct that led to the long-term suspension recommendation with reference to the provision of the Code of Conduct the student is alleged to have violated.
 - b. If a hearing is desired, the student or parent must notify the principal in writing within four (4) days of receiving the notice. If a hearing is timely requested, it will be held and a decision issued before a long-term suspension is imposed. If the student or parent requests a postponement of the hearing or if the hearing is requested beyond the time set for such request, the hearing shall be scheduled; but the student shall not have the right to return to school pending the hearing. If neither the student nor the parent appears for the hearing, the parent and student are

deemed to have waived the right to a hearing, and the board of directors shall conduct the review set out in Section B2 above.

Should a hearing be timely requested, the hearing will be conducted by the board of directors. For the hearing the student will be provided procedural due process pursuant to state law including, but not limited to, the following:

- a. The right to be represented at the hearing by counsel or a non-attorney advocate
 - b. The right to be present at the hearing, accompanied by his or her parents
 - c. The right of the student, parent, and the student's representative to review before the hearing any audio or video recordings of the incident and, consistent with federal and state student records laws and regulations, the information supporting the suspension that may be presented as evidence at the hearing, including statements made by witnesses related to the charges unless the identification of the witness could create a safety risk for the witness.
 - d. The right of the student, parent, or the student's representative to question witnesses appearing at the hearing
 - e. The right to present evidence on his/her own behalf, which may include written statements or oral testimony relating to the incident leading to the suspension
 - f. The right to have a record made of the hearing
 - g. The right to make his or her own audio recording of the hearing
 - h. The right to a written decision, based on evidence presented at the hearing, either upholding, modifying, or rejecting the principal's recommendation of suspension and containing at least the following information:
 - i. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated
 - ii. Notice of what information will be included in the student's official record
 - iii. The student's right to appeal the decision and notice of the procedures for such appeal
- c. Advise of the right to retain an attorney of their choice and at their expense to represent the student in the hearing and the right to review and obtain copies of the student's educational records prior to the hearing.
 - d. Include what information will be included in the student's official record and the procedure for expungement of this information.

Students who receive a long-term suspension may be offered alternative education services during the long-term suspension period. All discipline decisions made by the board of directors are final.

MISCELLANEOUS PROVISIONS

A. Request for Readmission

All students suspended for 365 days or expelled may, after 180 calendar days from the date of the beginning of the student's suspension or expulsion, request in writing readmission to the school.

B. Voluntary Agreements

At any time, the principal or his/her designee may enter into a written contract with the student and his/her parent(s) setting forth the parties' agreement in settlement of disciplinary charges or restitution related to damage to or loss of school property. In such cases, the written agreement shall be final and binding and may not be later challenged by the principal or his/her designee or the student or his/her parent(s).

C. Suspended/Expelled Students on School Property or Attending School Activities

A suspended or expelled student who enters onto school property or appears at a school activity, event, or function without the permission of a building administrator shall be deemed to be trespassing.

D. Maintaining Class Progress

When practical in the judgment of the principal, a student may be permitted to maintain progress during the disciplinary period.

Definition of Terms

Behavior Referral Report is a specific written record of the student's act of misconduct. It documents the date, nature of the offense, and the disciplinary action taken by the teacher, principal and/or dean.

Attendance Corrective Action Plan (A-CAP) is a written document that identifies the causes for excessive tardiness and/or absences and what steps will be taken to minimize the number of occurrences. It is signed by the parents, student, and staff member.

Behavior Support Plan (BSP) is a written document that identifies the cause of repeated misconduct and what steps will be taken in order to help a student overcome inappropriate behavior. It may be signed by the parents, student, and staff member.

Behavior Contract is a written document that outlines the expected behavior and disciplinary action for a student. It may be signed by the parents, student, and staff member.

In-School Suspension refers to a decision to temporarily remove a student from the mainstream classroom and to place the student in a segregated environment within the school building that allows the student to continue to progress in their coursework but denies him/her access to regular classroom instruction and social interaction with their peers. In the event the school implements in-school suspension, the In-School Suspension room must be supervised by an adult employee of the building at all times.

Out-Of-School Suspension refers to a decision to temporarily remove a student's right to attend school or any school-related activity not to exceed ten (10) school days. A meeting with the parents may be convened to discuss the incident that led to the suspension and to develop a Behavior Contract for the future.

Long-Term Suspension refers to a decision to temporarily remove a student's right to attend school or any school-related activity for a specified period of time which exceeds ten (10) school days. Once a student accumulates more than ten (10) school days of suspension in a semester, the next act of misconduct may result in a long-term suspension. If the act of misconduct leading to the long-term suspension occurs before the final quarter of the school year, the suspension shall be no longer than the remainder of the school year in which the offense was committed. If the act of misconduct leading to the long-term suspension occurs during the final quarter of the school year, the suspension may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year. A meeting with the parents is convened to discuss the incident that led to the suspension and to implement or modify a BSP for the future.

Expulsion is defined as a decision to remove a student fourteen (14) years of age or older from school whose continued presence in school constitutes a clear threat to the safety of other students or school staff.

Parental Partnership: Communication

Effective communication between the school and home is vital to the successful academic, emotional, and social well-being of students. To keep parents informed of school events and student growth, the school communicates often with parents through email newsletters, telephone calls, and individual and group meetings.

Secure School Website

National Heritage Academies is committed to student achievement and parental involvement. NHA maintains a secure website containing student information to link these two core values. This secure online tool can be accessed by visiting the school website and logging in through the Parent Portal link in the upper right corner of the homepage. Administrators and teachers daily update student records, analyze data, and communicate important information on this site.

NHA recognizes the value of informed and involved parents in the learning process. The website provides another way for parents to stay connected to the school. The online connection begins as soon as a student applies to attend an NHA school. The parent(s) of the applicant are sent a letter with detailed instructions for accessing their own *free* online account. After following these instructions, parents can log on to the system from any computer or mobile device with Internet access and review their child's admissions information, attendance, and grades. Using the website, parents can also email staff members, review important information, check calendars, and subscribe to automated email updates about their child. Questions related to the website should be directed to info@nhaschools.com.

Parent Satisfaction Survey

Measuring and understanding parent satisfaction is an important part of our culture. In an effort to understand school-wide parent satisfaction, our students' parents are surveyed once per year. Parents are expected to complete one survey per household.

Parent-Teacher Conferences

Parent-teacher conferences are conducted face-to-face twice each school year. In addition, parents are encouraged to inquire about their child's performance any time during the school year. We believe that, by continually monitoring students' progress, the parent-teacher conferences will serve as a review with very few surprises.

During each conference, teachers review the student's progress and discuss his/her strengths and opportunities. Parents are encouraged to ask questions in order to learn as much as possible about their child's performance. We aim to make parent-teacher conferences a positive experience for everyone involved.

Parental Partnership: Attendance

Regular attendance establishes good work habits and self-discipline. Our school records attendance every morning, afternoon, and during each middle school class period.

Arrival

K-5 grade students will arrive at school between 7:40 a.m. and 8 a.m., and 6th through 8th grade students should arrive at school between 8 a.m. and 8:20 a.m. After exiting their vehicle, students should proceed directly into the building. They may not run, shout, or otherwise act in a disorderly manner. All students wearing hats should remove them upon entering the building. Prompt arrival is essential for an orderly opening ceremony.

Dismissal

School dismisses for K-5 grade students at 3:15 p.m. and for 6th through 8th grade students at 3:25 p.m. In the interest of students' safety and teachers' preparation time, parents are asked to pick up their children immediately after dismissal and no later than 3:35 p.m. for K-5 students and 3:45pm for Middle School students and their K-5 siblings.

Tardiness and Early Dismissal

Students are considered tardy if they arrive to their homerooms after the start of either class or morning ceremony, if held prior to class. Parents must walk tardy students into the school office and sign them in on the sign-in sheet. Early dismissals from school will be marked accordingly in the student's record. Parents who dismiss their child early from school, for any reason, must sign the child out.

If a tardy arrival is due to a doctor or dental appointment, a note from a physician may be requested. Tardy arrivals are excused for only the following reasons:

- Personal illness or injury
- Funerals
- Doctor or dental appointments (which could not be arranged outside school hours)
- Religious observances
- Late arrivals due to weather conditions (which do not require a parent note)
- Authorized tardy arrival (approved by the principal)

We consider abuse of late arrivals and/or early dismissals as lost instructional time, which may be addressed by the principal.

Please Note: When a student accumulates 10-20 late arrivals and/or early dismissals, a parent meeting may be held, and an Attendance Corrective Action Plan may be initiated.

Absences

All absences are to be verified by communication from the parent to the school office. This communication should be documented for record-keeping purposes. Voicemail is available before and after school hours.

If an absence is not verified by communication from the parent, the absence is considered unexcused. An absence may be excused if communication is provided by the parent within five days following the

absence and meets the guidelines below for an excused absence. The communication should contain the following information:

- Student's name
- Teacher's name
- Date of absence
- Reason for absence
- Phone number
- Signature of parent

If an absence is due to illness and lasts five days or more, a note from a physician may be requested. Absences are excused only for the following reasons:

- Personal illness or injury
- Funerals
- Doctor or dental appointments (which could not be arranged outside school hours)
- Religious observances
- Authorized absence (approved by the principal)

Excused absences may be investigated by the principal and could result in a referral to the District Attorney, Director of Social Services, and/or the County Juvenile Court or other disciplinary action in accordance with applicable law.

Absences (Excused and Unexcused)	Procedures & Notifications
0	Notification of Attendance Expectations to all parents/guardians
10% of total school days	Parent Meeting and Completion of Attendance Corrective Action Plan (ACAP)*
18 days	Appropriate Consequence*

*Potential referral to District Attorney, Director of Social Services, and/or the County Juvenile Court with certified return receipt to parent. Such referral shall be issued pursuant to the Truancy section of the Parent and Student Handbook. Factor considered in grade promotion. No student shall be suspended for more than two days or expelled from school solely for truancy or tardiness offenses.

Note: Any student who accumulates 15 consecutive school days of unexcused absences will be subject to potential withdrawal from the school.

Truancy

A student is truant if unexcused absences total ten (10) or more school days in a school year. If truant, the student is referred to the District Attorney, Director of Social Services, and/or the County Juvenile Court.

The principal may act as the school's attendance officer or delegate that duty. The school's attendance officer investigates possible school attendance violations and takes other necessary actions to enforce the compulsory education laws.

Family Vacations

Parents planning to take their child on a trip must notify the principal or secretary at least two (2) weeks before departure by filling out an extended absence form. The form can be obtained in the front office. The student's absence will be an unexcused absence. Lengthy trips are discouraged and may be cause for withdrawal. It becomes the student's responsibility, with the help of the parents, to make arrangements with each teacher for missed assignments and to complete assigned work upon his/her return to school. The student is to complete all assignments within the same number of days as the length of the vacation. Incomplete assignments will not receive credit. Students who miss an announced test during their absence will take the test when all missed work is completed and within the same number of days missed due to the vacation.

Family Death or Terminal Illness

If there is a death, terminal illness, or similar traumatic situation in a student's family that may affect his/her attendance, emotional well-being, and/or level of concentration, the office staff members should be notified.

Illness During the School Day

If a student becomes ill during the school day, appropriate arrangements will be made for the student's care while waiting for parent pick-up. Students with vomiting or fever must be symptom-free for at least 24 hours before returning to school or as determined by a health care provider.

Voluntary Withdrawal

To withdraw a student, a parent must complete a Student Withdrawal form available in the office.

Parental Partnership: Dress Code

To enable students to reach high academic standards, the school has put in place a dress code designed to reduce distractions. Implementing a dress code promotes student learning and increased academic instruction time. Interpretation of the Dress Code is at the principal and staff's discretion and their decision is final.

Dress code guidelines prohibit student dress or grooming practices which present a health or safety risk to the student or others, disrupt the educational program, or limit a student from achieving educational goals because of blocked vision or restricted movement.

Uniform Preferred Vendor Information

The School's preferred uniform vendor is Image Builders. To purchase shirts and ties, you may contact Image Builders' toll-free customer service hotline at (855) 654-6243. For additional information, please visit the School's web site.

Uniform Requirements

Uniform Tops

- Grades K-5: All shirts must be a short- or long-sleeve bright green, gray or white polo.
- Grades 6-8: All shirts must be a long- or short-sleeve white dress shirt with a navy blue/bright green tie.
- Grade 7-8 only: Students must wear a navy blue blazer on non-PE or non-spirit days. Students may also wear solid navy blue sweaters and vests.
- Undershirts (t-shirts worn under uniform shirts) must be white and must fit appropriately under the uniform shirts. Undershirts must not have longer sleeves than uniform shirts.
- Shirts must be tucked neatly into bottoms.

Uniform Bottoms

- Grades K-6: Dress bottoms must be solid navy blue.
- Grades 7-8: Dress bottoms must be solid navy blue. Students may also wear solid khaki bottoms with navy blue blazer.
- Athletic, spandex and denim materials, yoga-style pants, carpenter loops, and decorative embroidery are not permitted.

Uniform Shoes

- Shoe colors may be navy, black, brown, white, or any school color (royal blue and green).
- Shoes must be loafer style, dress shoes, tennis shoes, or closed toed sandals.

Uniform Headwear & Accessories

- Belts, if worn, must be plain solid black, navy blue, or brown.
- Socks must be solid black, brown, navy, or white.
- Tights and leggings worn underneath uniform bottoms must be solid white, black or navy.

General Expectations

Tops

- Shirts and tops must cover the back, shoulders, chest, and midriff. Undergarments must not be visible.

- Spaghetti strap shirts, halter tops, tank tops, undershirts, muscle shirts, sheer, or any other clothing items that show bare midriff are not permitted.

Bottoms

- Pants, capris, and shorts must be fitted or belted at the waist to prevent sagging and undergarments must not be visible.
- Shorts must extend past the mid-thigh (mid-thigh is determined as halfway between inseam and knee).
- Skirts, skorts, dresses, and jumpers must be no more than two (2) inches above the knee in length.
- Pajama pants are not permitted without administrative permission.

Shoes

- For safety reasons, students are required to wear shoes appropriate for indoor and outdoor activity.
- Shoes that are unsafe (for example flip-flops or shoes with wheels) are not permitted.
- Slippers are not permitted without administrative permission.
- Athletic shoes with non-marking soles are to be worn for P.E. class.

Headwear & Accessories

- Hats and hoods, except for religious or medical purposes, must not be worn inside the school building.
- Any jewelry, chain, or other apparel posing a safety risk is not permitted.
- Ear piercings are permitted.
- Hair must not obstruct vision or distract from the learning environment.
- Sunglasses are not permitted inside unless for medical purposes.

Miscellaneous

- Revealing clothing is prohibited. All clothing must fit appropriately and must not be excessively tight or loose. Such clothing includes all sheer, low-cut, or otherwise revealing garments.
- Areas typically covered by undergarments must not be visible.
- Clothing, accessories, or grooming may not depict or advertise weapons, alcohol, tobacco, drugs, drug paraphernalia, sexual or obscene language or images, threats, or racial or ethnic slurs/symbols, or promote conduct expressly prohibited by the Student Code of Conduct.
- Wearing, carrying, and displaying gang paraphernalia, names, signs, or symbols is prohibited.
- School spirit-wear may be worn only with administrative permission.

Parental Partnership: Title I Parent and Family Engagement Policy

The school has adopted a policy addressing the importance of parent and family engagement. The Title I Parent and Family Engagement Policy, included below, was jointly developed with and agreed upon by parents and family members of Title I participating children. In addition to existing policies and guidelines, the school also recognizes the need for a policy that meets the requirements under Section 1116 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds (ESSA) Act of 2015 (P.L. 114-95).

Parents and family members of students are vital contributors in the education of their children. Accordingly, they are encouraged to participate in the development and structure of Title I activities and to be kept informed about programs in which their children belong. Moreover, they are to be kept informed of the academic progress their children make as a result of participation in these programs, for it is through mutual understanding and close cooperation between the school and home that a student's academic success improves. Two-way communication between the school and home, both verbal and written, provides a sound base for a good partnership to provide an effective educational program for all students. Full realization of the partnership will be achieved through the ongoing commitment and active participation by both home and school. The policy describes how federal and applicable state requirements for parental engagement will be met and sets the school's expectations and objectives for meaningful parent and family involvement and engagement.

1116(a)(2)(A) The school will involve parents and family members in the joint development of the Title I program, the School Improvement Plan, and the process of school review and improvement by including parents on the School Improvement Team and other committees that review the Title I program.

ESSA Section	Ways in Which School Staff Accomplish these Activities
<p>1116 (c) (1) The school shall convene an Annual Title I Parent and Family Meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, to explain requirements of Title I, and their right to be involved.</p>	<p>Early in the school year, parents and family members are invited to an annual Title I Parent and Family Meeting to meet the staff, learn more about Title I programs, ask questions, and give suggestions. The following information is part of the meeting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I requirements <input type="checkbox"/> The right for parents and family members to be involved and to provide input on the Title I program, the Title I Parent and Family Engagement Policy, the School-Parent Compact/Commitment to Excellence Contract, and the Homeless Dispute Resolution process <input type="checkbox"/> How progress is measured and how they receive feedback about their child's progress. <p>Parents and family members who are unable to make this meeting are invited to schedule a meeting with school staff to go over the information at a time that is convenient for them.</p>
<p>1116 (c) (2) The school shall offer flexible number of meetings at times convenient to parents and provide transportation, childcare, or home visits as it relates to parental involvement.</p>	<p>Meetings are offered at times convenient for parents and family members and if needed, transportation, childcare, and home visits can be arranged. Teachers, deans and principal also available by email, voicemail, and appointment.</p>

<p>1116(a)(2)(D), 1116(a)(2)(E) and 1116 (c) (3) The school shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent and family engagement policy and joint development of the schoolwide program plan.</p>	<p>Parents and family members are involved in the planning, review, and improvement of the school's parent and family engagement policy, and in the joint development of the School Improvement Plan, Parent and Family Engagement Plan, and Title I Program. At least annually the school, parents, and family members convene to evaluate the School Improvement Plan, Parent and Family Engagement Policy and Title I Program. This assessment includes metrics so the school can evaluate the effectiveness of parent and family engagement policy initiatives and the level of responsiveness to parent and family concerns. This assessment initiative helps the school identify the following:</p> <ol style="list-style-type: none"> a. barriers to greater parent and family participation; b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers, and; c. strategies to support successful school and family interactions. <p>The school uses the findings of this assessment initiative to design evidence-based strategies for more effective parent and family engagement and to revise, if necessary, this Parent and Family Engagement Policy. Further, these metrics may be used as a measure in the performance evaluations of the school, principals, and staff. Examples of metrics include, but are not limited to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Responses to, and the results of, the annual Parent Satisfaction Survey <input type="checkbox"/> Increase or decrease in the number of parents and family members involved in school activities <input type="checkbox"/> Percent of signed School-Parent Compacts/Commitment to Excellence Contracts <input type="checkbox"/> Attendance at parent-teacher conferences <input type="checkbox"/> Workshops and learning experiences offered for parents and family members
<p>1116 (c) (4) (A) The school shall provide parents of Title I children timely information on Title I programs.</p>	<p>In order to build meaningful, consistent, and effective communication between the home and the school, parents and family members of Title I children are provided timely information regarding the school programs in the following ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annual Fall Title I Parent and Family Meeting <input type="checkbox"/> Annual Spring Parent and Family SIP Meeting <input type="checkbox"/> The Parent and Student Handbook <input type="checkbox"/> Regular school and classroom newsletters <input type="checkbox"/> The annual school calendar <input type="checkbox"/> Special event and reminder notices <input type="checkbox"/> Report cards <input type="checkbox"/> Parent-teacher conferences <input type="checkbox"/> Parent and Family Nights <input type="checkbox"/> School assemblies/ceremonies (parents invited) <input type="checkbox"/> The School-Parent Compact/Commitment to Excellence Contract

<p>1116 (c) (4) (B) The school shall provide parents of Title I children a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure progress, and the achievement levels of challenging State academic standards students are expected to meet.</p>	<p>Parents of Title I children are provided a description and explanation about the school’s curriculum, assessments, and proficiency level expectations. Efforts are made to assist parents of Title I children in understanding challenging State academic standards and the achievement levels established for students, the school curriculum, and school expectations and assessment results. This is accomplished by scheduling regular parent and family meetings throughout the school year.</p>
<p>1116 (c) (4) (C) The school shall provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, and to participate as appropriate, in decisions relating to their child’s education, and to respond to any suggestions as soon as practicably possible.</p>	<p>Parents and family members have opportunities to share suggestions, participate in decision making on issues relating to their child’s education, and respond to any suggestions as soon as possible in the following ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annual Fall Title I Parent and Family Meeting <input type="checkbox"/> Annual Spring Parent and Family SIP Meeting <input type="checkbox"/> Parent and Family Learning Events <input type="checkbox"/> Meetings with the principal as needed and or upon request
<p>1116 (c) (5) The school shall ensure that if the schoolwide program plan is not satisfactory to parents of participating students, submit any parent comments on the plan when the school makes the plan available to the local education agency.</p>	<p>At least one parent representative participates on the School Improvement Planning Committee and is included in the school’s comprehensive needs assessment process. Parents and family members have the opportunity to attend the annual Spring Parent and Family SIP Meeting and submit comments about the school improvement plan and goals via a survey or directly to school administration. Any comments from parents on the plan are submitted to the local education agency by the school in conjunction with submission of the school’s improvement plan.</p>
<p>1116 (d) (1) The school shall jointly develop, with parents, a school parent compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. This compact must describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment and the ways in which each parent will be responsible for supporting their children’s learning, volunteering in their child’s classroom, and participating in decisions relating to the education of their children and positive use of extra-curricular time.</p>	<p>The School-Parent Compact/Commitment to Excellence Contract was developed with input from parents and family members and is reviewed and evaluated annually for needed revisions to meet the needs of the families served. This contract describes how the parents, school staff, and students share the responsibility for improving student achievement. It is given to all parents prior to school opening and is presented to parents and family members annually for further development. Parent and family-member input is collected through parent and family meetings and surveys.</p>

<p>1116 (d) (2) (A) The school-parent compact must address the importance of communication between teachers and parents on an ongoing basis through elementary parent/teacher conferences, at least annually, during which the compact will be discussed with parents as it relates to the individual child's achievement.</p>	<p>The School-Parent Compact/Commitment to Excellence Contract is shared annually at parent-teacher conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.</p>
<p>1116 (d) (2) (B) The school-parent compact must provide for frequent reports to parents on their child's progress.</p>	<p>Student progress is reported to parents in several different ways at a variety of times throughout the school year including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unit assessment results sent home with students <input type="checkbox"/> NWEA results given to parents during Parent-Teacher Conferences <input type="checkbox"/> State test results given to parents annually <input type="checkbox"/> Report cards <input type="checkbox"/> myNHA is a tool parents can use at home to access student progress
<p>1116 (d) (2) (C) The school-parent compact must afford parents of children receiving Title I services, reasonable access to staff, opportunities to volunteer, and participate in their child's class, and observation of classroom activities.</p>	<p>Parents of all children including those receiving Title I services are encouraged to visit the school for volunteer training and information, participate in and/or observe their child's classes, actively volunteer in the life of the school, and attend other meetings and events. In addition, the school encourages parents and family members to offer their ideas and suggestions to the school staff.</p>
<p>1116 (d) (2) (D) The school-parent compact must ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language family members can understand.</p>	<p>Private meetings with parents are held to explain information as needed. Information is shared with parents in a language and format they can understand. Examples include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bilingual staff for interpretation <input type="checkbox"/> Offering translators during parent meetings <input type="checkbox"/> Translation of documents
<p>1116(a)(2)(B) and 1116 (e)(1) The school shall provide assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.</p>	<p>The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of 1116 (e)(1), and how to monitor a child's progress and work with educators to improve the achievement of their children.</p>

<p>1116(a)(2)(B) and 1116 (e) (2) The school shall provide materials and training to help parents work with their children at home to improve their children’s achievement.</p>	<p>The school provides materials and training to help parents and family members develop and use at-home skills that support their children’s academic achievement and social development. Parents and family members are given techniques and strategies that they may use to improve their children’s academic success and to assist their children in learning at home. A Parent Needs Assessment survey is conducted during a Parent and Family Night. Some of these activities may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Math games <input type="checkbox"/> Reading skills games <input type="checkbox"/> Kindergarten orientation <input type="checkbox"/> Writing skills <input type="checkbox"/> District standards and assessments <input type="checkbox"/> Community resources <input type="checkbox"/> Helping with homework
<p>1116 (e) (3) The school shall educate staff, with the assistance of parents, in the value and utility of parents’ contributions. Staff shall receive guidance in ways to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and to build relationships between the parents and the school.</p>	<p>The school educates principals, teachers, student services personnel, and other staff, with the assistance of parents, regarding the value and utility of parental contribution, ways to reach out to, communicate with, and work with parents as equal partners, ways to implement and coordinate parent and family programs, and ways to build ties between parents and family members and the school.</p>
<p>1116(a)(2)(C) and 1116 (e) (4) The school shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children. Further the school must coordinate and integrate Title I parent and family engagement strategies with other relevant Federal, State, and local laws and programs.</p>	<p>The school coordinates and integrates, to a feasible and appropriate extent, parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and other Federal, State, and local programs, including public preschool programs to encourage parents and family members to fully participate in the education of their children.</p>
<p>1116 (e) (5) The school shall ensure information related to school and parent programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language parents can understand.</p>	<p>Information is shared with parents in a language and format they can understand. Examples include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bilingual staff for interpretation <input type="checkbox"/> Offering translators during parent meetings <input type="checkbox"/> Translation of documents <input type="checkbox"/> Private meetings with parents to explain information as needed

<p>1116 (e) (14) The school shall provide other reasonable support for parental involvement activities as parents may request.</p>	<p>Parents are provided with other reasonable support such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent Room with community resources listed and computer access <input type="checkbox"/> Parent and Family Learning Events based on parent survey results <input type="checkbox"/> Voice of Parent results used for decision making regarding school safety and student behaviors <input type="checkbox"/> Translation of documents
<p>1116 (f) The school shall provide full opportunities for the informed participation of parents and family members with limited English proficiency, parents with disabilities, and parents of migratory children.</p>	<p>Staff provide opportunities for full parent and family participation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bilingual staff or translators are available for interpretation and translation of important documents for limited English proficient parents and families of migratory children <input type="checkbox"/> School administration will meet with families who have limited English proficiency, families with members who have disabilities, families experiencing homelessness, and migratory families to provide information regarding support available to them <input type="checkbox"/> Hearing Assistance <input type="checkbox"/> Wheelchair accessible campus

Parental Partnership: Visitor and Volunteer Guidelines

Visitors and volunteers are expected to review and honor the following guidelines while visiting or volunteering for the school. Violation of these guidelines endangers the safety of students and their right to an education. Those not abiding by these guidelines may be barred from the building and/or prevented from participating in future volunteer opportunities. Please contact the school's office for information on becoming a volunteer.

General

1. Potential volunteers must complete the appropriate level of background check before a volunteer assignment begins. Parents and guardians may complete the online Volunteer Authorization Release Form on the parents' form site to begin the background check process. Individuals who do not have access to the parents' form site must obtain a Volunteer Authorization Release Form in the school office.
2. All visitors and volunteers must be processed through the electronic visitor management system, using their driver's license and must wear a form of identification provided by the school. They may also be required to submit to a criminal background check.
3. All visitors and volunteers must sign both in and out in the school office. They may not walk directly to any classroom unless given permission by the office staff.
4. All visitors and volunteers must reinforce and demonstrate the school's Moral Focus Philosophy.
5. The distribution of literature, without prior approval from a dean or the principal, is prohibited.
6. Visitors and volunteers must abide by staff instructions, asking for clarification if necessary.
7. Corporal punishment is prohibited.
8. The school is a public school with a Board policy of neutrality regarding religion. Visitors and volunteers may neither show preference for any one religion over any other religion nor share their personal religious views with students.
9. Appropriate dress is required.
10. The use of any of the following is strictly prohibited: tobacco, marijuana, e-cigarettes/vaporizers and paraphernalia, alcohol, or any otherwise illegal drug.

Classrooms

1. The teacher is ultimately responsible for the students and activities in his/her classroom.
2. Volunteers should enter classrooms quietly and wait for a break in the activity before communicating with the teacher and students.
3. Student infractions must be addressed by the classroom teacher.
4. Classroom issues regarding students are confidential. Visitors and volunteers may not talk with others about the learning or disciplinary needs of any child other than their own.
5. Classroom visitors are allowed for a limited time and must have the principal's permission.

Field Trips

1. Volunteer drivers must provide a valid driver's license, proof of insurance, and a sufficient number of seat belts to transport their assigned students. Field trip volunteers, volunteer drivers, and overnight chaperones will be required to submit to a criminal background check.
2. Volunteers must follow all instructions provided by the teacher or school.
3. Smoking is prohibited in the presence of students.
4. Volunteer drivers must drive directly to the event and return directly to school (or pre-approved location) immediately after the event. "Side trips" are prohibited.
5. Volunteer drivers should leave radios off and avoid playing music.

6. Volunteers must behave appropriately when participating on field trips.

Field trips are a privilege, not a right, and participation is determined at the teachers' and administrators' discretion.

Become a Volunteer

Our highest priority is keeping our schools safe, so we've established a variety of security levels based on available volunteer opportunities. Please review the levels below to understand the security requirements for each opportunity and the necessary corresponding forms that must be completed before serving.

Level 1: Volunteers can work in classrooms and the office, but cannot handle money.

- Requirements: Volunteer Authorization Release Form, State-Issued Photo ID

Level 2: Field trip chaperones, drivers, recess monitors are Level 2.

- Requirements: Volunteer Authorization Release Form, State-Issued Photo ID, Background Check

Level 3: They can chaperone overnight field trips and tutor students.

- Requirements: Volunteer Authorization Release Form, State-Issued Photo ID, and Background Check

Please contact the school as soon as possible if you're interested in serving as a volunteer, as paperwork and background checks can take time to process.

General School Procedures

Transportation

Although transportation is not required to be provided by the school, the school will assist families in facilitating transportation needs through providing information to parents regarding carpooling, private carriers, and public transportation possibilities.

Drivers

Traffic congestion can occur on a daily basis during the arrival and dismissal process. Parents are asked to be patient and to plan on some delays, particularly during inclement weather. Please contact the front office should you have questions about the arrival and dismissal process.

Bicycles

Riding bicycles to and from school is strongly discouraged due to safety reasons. If it is necessary for a student to ride a bicycle to school, he/she must park and lock the bicycle in the school's bike rack before school begins and leave it untouched until school is dismissed. The school does not assume responsibility for damage or theft of bicycles. The student should register his/her bike with the police department and must wear a bicycle helmet.

Walkers

Parents or guardians who wish their students to walk home from school must complete the Student Walk Home Release form. Students who walk to and from school should go directly home or to their other regular after-school care location following dismissal for their own safety and security. Failing to do so may cause undue worry for parents and staff members.

Meals

For grades K-8, the school schedule allows for a minimum of a 20-minute lunch period and a 15-minute recess period. A nutritious lunch, including milk, may be purchased at school; or students may bring a sack lunch from home. Provisions to warm meals and snacks will not be provided in any form (i.e. electronic lunch boxes or microwavable meals).

All parents are required to complete a Free/Reduced Lunch Application available from the school office. Students not qualifying for subsidized meals must prepay. Lack of prepayment will result in discontinued meal service. Parents are encouraged to pay for meals using the free online secure service at www.mypaymentsplus.com. The account can be set up using the student's ID number, and payments can be made with either a credit card or check. At www.mypaymentsplus.com, parents can make payments, view their balance, and monitor purchased meals. Any remaining balance upon a student withdrawing from school will be refunded upon request.

Snacks

A snack period may be offered at the discretion of the teacher. Students must bring their own snacks from home as they are not provided by the school. During the snack time, students must be in their seats. They may talk quietly with those sitting near them. Snacks should be nutritional (e.g., fruit, vegetables, cheese and crackers). Candy, pop/soda, and sweets are not acceptable.

Recess

As in the classroom, the supervising adult is the authority during recess. When playing games, students are encouraged to include anyone interested in participating. Games that are abusive, demeaning, or play-fighting are not permitted. All students are to remain in the designated recess area. Students

may not use playground equipment while waiting for school to begin, waiting for rides, or following dismissal. There is an afternoon recess for kindergarten only.

Holiday Celebrations

Birthdays

Because birthday celebrations tend to disrupt the normal progress of the day, students are encouraged to donate a book to the classroom rather than bring treats for their classmates. If parents do choose to bring a treat, it should be a healthy treat (i.e. fruits, vegetable, snack mix, etc.). Sugary snacks are not encouraged. All shared items with the class should be prepackaged.

Halloween

Halloween is not celebrated at the school. Consequently, costumes are not worn to school.

Harvest Celebration

Grades K-8 may celebrate on the last day of school before Thanksgiving recess.

Christmas/Winter Holiday

Classes may have a small party at the end of the last day before the Christmas/winter holiday.

St. Valentine's Day

Students in grades K-4 are encouraged to celebrate by making homemade valentines for their classmates. A class list will be supplied by the teacher for parents' convenience. Students who bring valentines must give one to each of their classmates. Students in grades 5-8 make special valentines at school that are shared with veterans, senior citizens, hospitalized children, or members of the armed services.

Field Trips

When students travel away from school, they are subject to the same rules, regulations, and appropriate politeness observed at the school. As in the classroom, the teacher will judge behavior as acceptable or unacceptable. Misbehavior or disregard of school policies can result in denial of field trip privileges. Signed permission slips must be on file with the teacher for each student on each field trip.

Lost and Found

The school does have a lost and found bin. Unclaimed items are donated to charity at the end of every marking period.

Personal Items

The school will not accept responsibility for the personal items of students. We expect students to leave belongings that are not necessary for their education at home. Any personal items that staff members judge to be unsafe, inappropriate for school, or interfering with students' educational focus will be confiscated and held in the office or remain in the possession of a staff member until the parents retrieve them. The school shall not be responsible for any items lost or damaged while in its possession.

Students shall not possess cell phones, PDAs, iPods, MP3 players, video equipment, cameras, gaming devices, and electronic devices during the instructional day at school or school-related events. Subject to the Search and Seizure Practices and Procedures, the possession of such electronic devices

during those restricted times constitutes the consent to search for and confiscate the device(s) by school personnel. Confiscated devices may be returned at the end of the school day.

Coaches and personnel in charge of extracurricular activities may make exceptions to this rule upon obtaining the principal's permission.

Any exceptions to this general rule sought by parents for specific health or safety concerns should be brought to the attention of the principal. The principal's determination is final.

Emergency School Procedures

In the case of severe weather (e.g., major snowstorm, ice storm, dangerous wind chills, heavy fog), the principal will notify local radio and TV stations regarding the decision to close school or delay its opening. A phone, email, or text message will also be sent out to each family through our SchoolMessenger calling system.

Severe Thunderstorm Watch or Warning

If school is already in session when the watch or warning is issued, the school stays open. The staff takes safety precautions.

Tornado Watch

Students remain in school, and the staff takes safety precautions. Students are released to parents or other designated adults upon request.

Tornado Warning

All students and staff members remain in the building and take shelter in designated areas. Students may be detained beyond the usual dismissal time. Students are released to parents or other designated adults upon request.

Emergency Drills

Emergency drills are held throughout the year. In some instances, parents may be informed following a drill.

Tobacco Use and Non-Smoking Policy

The school is a non-smoking facility. Any and all forms of smoking, including but not limited to e-cigarettes/vaporizers and paraphernalia, and tobacco use are prohibited anywhere on school property, in all indoor facilities, and in the presence of students.

Payments Made to School

Checks written to the school that are returned for insufficient funds are processed through a service called Payliance. If a check is returned, Payliance contacts the person who wrote the check to collect the check's face value plus a collection fee. If he/she cannot be contacted or fails to respond properly, the check may be resubmitted to the bank with applicable collection fees.

Medical Information

To maintain a healthy learning environment, students are offered certain health services and are required to provide evidence of required immunizations.

Health Screenings

Our students in grades K, 1, 3, and 5 receive vision screening through the Health Department. Every child entering a North Carolina school for the first time is required to obtain a health assessment that includes a medical history and physical examination that includes vision and hearing screenings and, if appropriate, testing for anemia and tuberculosis.

Immunization Requirements

A certificate of immunization must be presented for each student on their first day of attendance showing evidence of age-appropriate vaccination in accordance with state law and regulation. If a certificate of immunization is not provided on the first day of attendance, it must be presented within thirty calendar days. Your healthcare provider and/or local health department are available to assist you in your child's vaccination requirements.

Medical exemptions can only be requested by a **physician licensed to practice medicine in North Carolina**. Parents may request in writing a religious exemption from immunization.

Please refer to the North Carolina Immunization Branch (NCIB) website (see link) for the most current information regarding minimum required immunizations and additional important details regarding the vaccines: <http://www.immunize.nc.gov/schools/schools.htm>

Garrett's Law

Garrett's law, enacted in 2004, mandates NC schools provide parents and guardians with information about [meningococcal meningitis](#) and [influenza](#) and the vaccines that protect against these diseases. The law was expanded in 2007 to mandate information also be provided about [human papillomavirus \(HPV\)](#) and the vaccines available to protect against HPV.

Medication Administration

Only necessary medications that must be given during regular school hours will be administered.

All medications, whether prescribed or over the counter, require written permission from the custodial parent. They must complete the Medication Administration Permission form (one form per medication). The form must be renewed each school year or upon any change in medication or dosage.

Though we encourage a physician's written permission in all cases, a physician signature is required under the following conditions:

- Any possession or use of an inhaler or epinephrine injector
- Any self-possession or self-administration of any medication

Parents must include any prescribed treatment or care plan. An emergency care plan from the physician is required for asthma and epinephrine medications.

Prescribed medication must be delivered to the school in the original container prepared and labeled by a pharmacy. The label must include the dosage and frequency of administration. Over-the-counter medication must be in the original package with the student's name affixed to the package.

The medication supplied to the school must be in the exact dosage prescribed, so the individual administering medications is not responsible for dividing or splitting pills. All medication must be picked up by the parent at the end of the school year or upon a student's withdrawal. Any medication not picked up will be discarded.

If a parent is accompanying his/her child on a field trip, the parent will be required to administer the child's medication.

Notifications

Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their child's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents should submit a written request to the school principal clearly identifying the record(s) they wish to inspect. A school official will make arrangements for access and notify the parents of the time and place the records may be inspected.
- The right to seek an amendment of the student's education records that the parent believes are inaccurate, misleading or in violation of the student's rights of privacy. Parents should submit a written request to the school principal, clearly identifying the part of the record they want amended and specifying its inaccuracy. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing to challenge the content of the student's education records. Hearing procedures will be provided to the parents when a hearing is requested.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school does not need written consent to disclose a student's education records if the disclosure meets one or more of the following conditions and the disclosure is to or for: (see 20 U.S.C. §1232g; 34 CFR Part 99.31):
 1. School administrators, teachers, support staff, NHA personnel and other school officials which have a legitimate educational interest
 2. Persons or organizations with whom the school or NHA has outsourced services or functions and which have a legitimate educational interest (e.g., attorneys, auditors, medical consultants, special and supplemental education providers, therapists)
 3. Officials of another school where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment, and as long as a proper records release request is received by the sending school
 4. Certain federal and state officials and educational authorities (for audit, evaluation, reporting, or compliance purposes) or state and local authorities concerning the juvenile justice system in accordance with state statute
 5. Appropriate parties in connection with financial aid to a student
 6. Organizations conducting studies for, or on behalf of, the school or NHA to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction
 7. Accrediting organizations to carry out accrediting functions
 8. Compliance with a judicial order or lawfully issued subpoena after the school makes a reasonable effort to notify the parent of the order or subpoena
 9. Appropriate parties in a health or safety emergency
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA:

Family Policy Compliance Office

U.S. Department of Education
 400 Maryland Avenue SW
 Washington, DC 20202-5920

Right to Know under Federal Law

Parents of students have the right to know the professional qualifications of the school's classroom teachers and requires the school to give this information to parents in a timely manner if they ask for it. Specifically, parents have the right to ask for the following information about each of their child's classroom teachers:

- Whether the State Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches
- Whether the State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances
- The teacher's college major
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees
- Whether any teachers' aides or similar paraprofessionals provide services to their child and, if they do, their qualifications

Rights under the Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights concerning student privacy, parental access to information, and administration of physical examinations to minors. These include the right to:

- Consent before students are required to submit to a survey, which is funded in part or in whole by a program of the U.S. Department of Education, that concerns one or more of the following protected areas ("protected information survey"):
 1. Political affiliations or beliefs of the student or student's parent
 2. Mental or psychological problems of the student or the student's family
 3. Sexual behavior or attitudes
 4. Anti-social, demeaning, illegal, or self-incriminating behavior
 5. Critical appraisals of others with whom respondents have close familial relationships
 6. Legally-recognized privileged relationships, such as with lawyers, doctors, or ministers
 7. Religious affiliations, beliefs, or practices of the student or parent
 8. Income, other than as required by law, to determine program eligibility
- Receive notice and an opportunity to opt a student out of the following:
 1. Any other protected information survey, regardless of funding
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student (except for hearing, vision, scoliosis, or any other physical exam or screening permitted or required under state law)
 3. Any activity involving the collection, disclosure, or use of personal information or the marketing, selling, or distributing of such information to others
- Inspect the following, upon request and before administration or use:
 1. Surveys created by a third party before their distribution by a school to its students
 2. Instruments used to collect personal information from students for marketing, sales, or other distribution purposes
 3. Instructional material used as part of the educational curriculum

The school protects student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will also both directly notify parents through U.S. Mail, email, parent meetings, or the Parent and Student Handbook of the specific or approximate dates (if such events are planned and/or scheduled) of the above activities and provide an opportunity to opt a student out of participating in them. *Parents who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5920

Boy Scouts of America

The school does not discriminate against any group officially affiliated with either the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code (as a patriotic society) that wishes to conduct a meeting within an open forum. The school does not deny such access or opportunity or discriminate for reasons based on the membership or leadership criteria or the oath of allegiance to God and country of the Boy Scouts of America or the youth groups listed in Title 36 of the United States Code (as a patriotic society).

Title IX

The school certifies compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C 1681 et seq. (Title IX), and its implementing regulation, at 34 C.F.R. Part 106, which prohibits discrimination based on sex. The school, as a recipient of federal financial assistance from the United States Department of Education, is subject to Title IX and does not discriminate based on sex, sexual orientation, gender, gender identity and expression, or pregnancy in employment or any educational program or activity it operates.

If students, their parents/guardians, or anyone else on their behalf believe they have been subjected to discriminatory harassment, including but not limited to harassment related to the students' sex, sexual orientation, gender, gender identity and expression, or pregnancy by school board members, staff, students, vendors, contractors, or other persons doing business with the School, it should be immediately reported to the school principal (Title IX Coordinator) of the school and should provide specific details regarding the event, the date of the event, and the parties involved. The complaint will be considered confidential and will be expeditiously investigated by the Title IX Coordinator with the assistance of NHA legal counsel as necessary and appropriate.

Unsafe School Choice Option

A student attending a persistently dangerous school or a student who is a victim of a violent criminal offense on school property has the right to transfer to another safe school in the district, if his/her parent requests a transfer. If there is not another safe school in the district providing instruction at the student's grade level, the school shall contact neighboring districts to request that the student be permitted to transfer to a school in one of those districts.

Asbestos Management Plan

The Asbestos Hazard Emergency Response Act (AHERA) requires us to annually notify parents, students, staff members, and others who regularly occupy the school building of compliance with AHERA. An Asbestos Management Plan (AMP) has been developed for the school and is on file in the

school office. Parents may schedule an appointment with the principal if they wish to review the AMP.

Pesticide Notification

The school aims to control pest populations and to reduce the use of active pesticides throughout the school by implementing an integrated pest management program. The health and safety of all persons within the school's facilities are of primary concern. In addition to providing parents with this annual notification, the school will notify parents in advance of individual pesticide applications of non-emergency applications of pesticides such as an insecticide, fungicide, or herbicide, other than a bait or gel formation, that is made to the school ground or building. Please note that notification is not given for the use of sanitizers, germicides, disinfectants, or antimicrobial cleaners. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without prior notice to prevent injury to students, but parents will be notified following any such application. Advance notice will be posted on the front door and posted in a public, common area of the school other than the entrance. A parent can also request to be notified by letter postmarked at least 72 hours before the application is to take place. Please contact the school office if you wish to be notified by letter or wish to review the school's integrated pest management program or records. Your school will provide additional information regarding this.

Wake Forest Charter Academy 2020-21 School Year

July/August						
Su	M	T	W	Th	F	Sa
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July 13-16 - NHA Leadership Summit
 July 17 - New Principal Training
 July 27-31 - New Teacher Summit
 10th New Staff PD; 11th-14th Staff PD; 13th Open House
 17th First Day of School

September						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7th Labor Day
 25th Early Release @ 1pm Data Day

October						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

16th Staff PD
 19th Fall PT Conferences
 30th Regional PD

November						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11th Veterans' Day; 12th End of 1st Trimester
 20th Data Day
 23rd-27th Thanksgiving Break
 30th School Resumes

December						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

17th 80th Day; 18th Staff PD
 21st-Jan 1st Winter Break

January						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1st New Year's Day
 4th Staff PD; 5th School Resumes
 18th MLK Day

- Early Release Day
- Students Do Not Report/ Staff Report All Day
- Students Report Half Day/ Staff Report All Day
- Students/ Staff Do Not Report

Board Approved: 7/16/2020

February						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

1st 100th Day of School
 12th Staff PD
 15th Presidents' Day

March						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

3rd End 2nd Trimester
 10th Early Release @ 1pm Data Day
 16th-17th Principals Mtg
 26th Early Release @ 1pm Staff PD
 29th-April 2nd Spring Break

April						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5th School Resumes
 16th Regional PD
 19th Spring PT Conferences

May						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

28th Staff PD
 31st Memorial Day

June						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

7th End of 3rd Trimester, Last Day of School
 8th-9th Staff PD

July						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Last Update: 6/8/2020

180 School Days

K-5 8:00am-3:00pm; MS 8:30am-3:20pm School Hours

8:00-11:30pm (half)

1181 Instructional Hours

COMMITMENT TO EXCELLENCE CONTRACT

To successfully challenge each child to achieve, parents, students, and teachers must work together, committed to the school's high expectations and standards. Each parent, student, and teacher is asked to pledge his/her commitment by signing below:

Parent/Guardian Commitment: *I fully commit to my child's education in the following ways:*

- I understand that my child is enrolled in this school so he/she has opportunities to achieve.
- I realize that the expectations and standards at this school are high and agree to support them.
- I understand and agree to be bound by all provisions outlined in the Parent and Student Handbook and acknowledge receipt of the Parent and Student Handbook by signing below.
- I will monitor my child's attendance and homework completion, and I will read school correspondence.
- I will participate in parent-teacher conferences and volunteer for school activities when possible.
- I understand that my child must behave respectfully and responsibly to protect the safety, interest, and rights of others in the school. I will model appropriate behavior while in the school.

Please add any other commitment statements you would like to note:

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

Student's Commitment: *I fully commit to this school in the following ways:*

- I am enrolling in this school, because I want to achieve. I will put forth my best effort every single day.
- I agree with my school's expectations, standards, and requirements because I have high expectations for myself.
- I understand and agree to follow the Student Code of Conduct and Dress Code in the Parent and Student Handbook.
- I will attend school all day, every day, unless I have an excused absence.
- I will complete my homework, submit it on time, and contact my teacher about any questions.
- I will behave respectfully and responsibly to protect the safety, interests, and rights of others in the school. I will accept responsibility for my actions.

Student Signature

Student Printed Name

Date

Student Signature

Student Printed Name

Date

Student Signature

Student Printed Name

Date

Student Signature

Student Printed Name

Date

Teacher's Commitment: *I fully commit to this school in the following ways:*

- I will provide each student opportunities to achieve.
- I will communicate with parents on a regular basis via personal contact, weekly newsletters, or progress reports and will make myself available to students and parents for any concerns they may have.
- I will display integrity and respect to students, parents, and staff members through my words and actions.
- I will protect the safety, interests, and rights of all individuals in the classroom.

Teacher Signature

Teacher Printed Name

Date

School-Wide Volunteer Opportunities



The school Board and staff members support the school's commitment to parental involvement, believing strongly that it is a main ingredient for student success. On the back of this page is a listing of the volunteer opportunities available to parents at the school. The committees are listed first, followed by committee support and other opportunities. Please check all opportunities in which you are interested. As you participate in these opportunities, you will be fulfilling the Commitment to Excellence Contract by helping to provide an exemplary educational experience for our students. We will thank you for helping to make our school exemplary for our children.

Volunteer opportunities specific to your child's classroom are on a separate form.

Volunteers may be required to submit to a criminal background check.

Parent name(s): _____

Address: _____

Phone number: _____

Best time to be reached: _____

Children's names and grades:

Name: _____ Grade: _____

Name: _____ Grade: _____

Name: _____ Grade: _____

Name: _____ Grade: _____

Name: _____ Grade: _____

Please check all opportunities in which you are interested.

Committee Membership

Boosters

Organize fund-raising projects throughout the year.

Hospitality

Plan special events for all the school's families.

Moral Focus

Plan ongoing activities and projects related to the monthly virtue.

Staff Appreciation

Plan and coordinate Teacher Appreciation Day and other events to recognize staff.

Technology

Support the NHA Master Technology Plan by increasing computer literacy.

Ambassadors

Plan and conduct events to attract families to enroll in the school.

Library

Coordinate efforts for volunteers to help with classroom library duties.

Other Opportunities

Lunch/Playground Supervision

Supervise classes during lunch or recess on a weekly, bi-weekly, or monthly basis.

Music

Assist with music programs (e.g., decorating, organizing).*

Office Help

Assist office staff as needed.

Physical Education

Assist with Field Day.

* Denotes areas which include some tasks that may be completed at home.

Wake Forest Charter Academy Signature Days and Events

Title	Description
\$1 T-shirt Day	\$1 T-shirt Day is a day that students can pay \$1 to wear their favorite (school appropriate) t-shirt. Students still wear uniform bottoms and uniform shoes. This day is celebrated the first Thursday in every month.
GO NUTS DAY!	Go No Uniform To School day is a day when students can wear regular (school appropriate) clothes to school. They are free to wear their own tops, bottoms, and shoes.
Dress Code Jeans Day	Dress code jeans day is the last Friday of each month. Students can wear their favorite blue jeans with a uniform shirt or spiritwear.
Spiritwear Day	Spiritwear day is every Friday. Students can wear their uniform bottoms with WFCAs school paraphernalia.
Make it-Take-it Night	Make-it-Take-it Night is a Kindergarten through fifth grade event for parents to come see.
Science Night	Science Night is typically held in April. Students in all grades are offered the opportunity to showcase their science projects. The winners receive prizes and recognition.
Reading Month	Reading month is celebrated in March. During this month we offer fun reading incentives. This month has a kick off and a culminating assembly to share and celebrate our reading goals as a school.
Locker Move In Celebration	Locker Move In is a party for our middle school students to come in early and decorate their lockers. This date is typically announced before the end of school and happens before school begins. This is a great time to come, meet new friends, and make sure your locker has all the newest accessories.
Energy Week	Energy week happens in October. Formerly known as Bucket Week, Energy week is a week of filling the school with positive energy, enlightenment, and hope that leads to forward thinking and true accomplishment.
Week of Compassion	Our week of compassion is held in April. This is a week full of showing compassion for others. This is also our spring canned food drive.
African American Wax Museum	The African American Wax Museum is held in February in honor of Black History Month. This living museum is hosted by our 3 rd , 4 th , and 5 th graders.
Wolf Store	The WOLF Store is our schoolwide store. Students can earn Wolf Bucks throughout the month for showcasing their moral focus virtues. They can spend or save their bucks each month to buy cool items from the school store.
DARE Program	Our DARE program is offered to our 5 th graders. We partner with the Wake Forest Police Department each year to offer our students education involving drug, alcohol, and preventive measures for bullying.
Jump Rope for Heart	Jump Rope for Heart is a program offered in January. We partner with the American Heart Association to offer a fun jump rope event for our K-5 students.

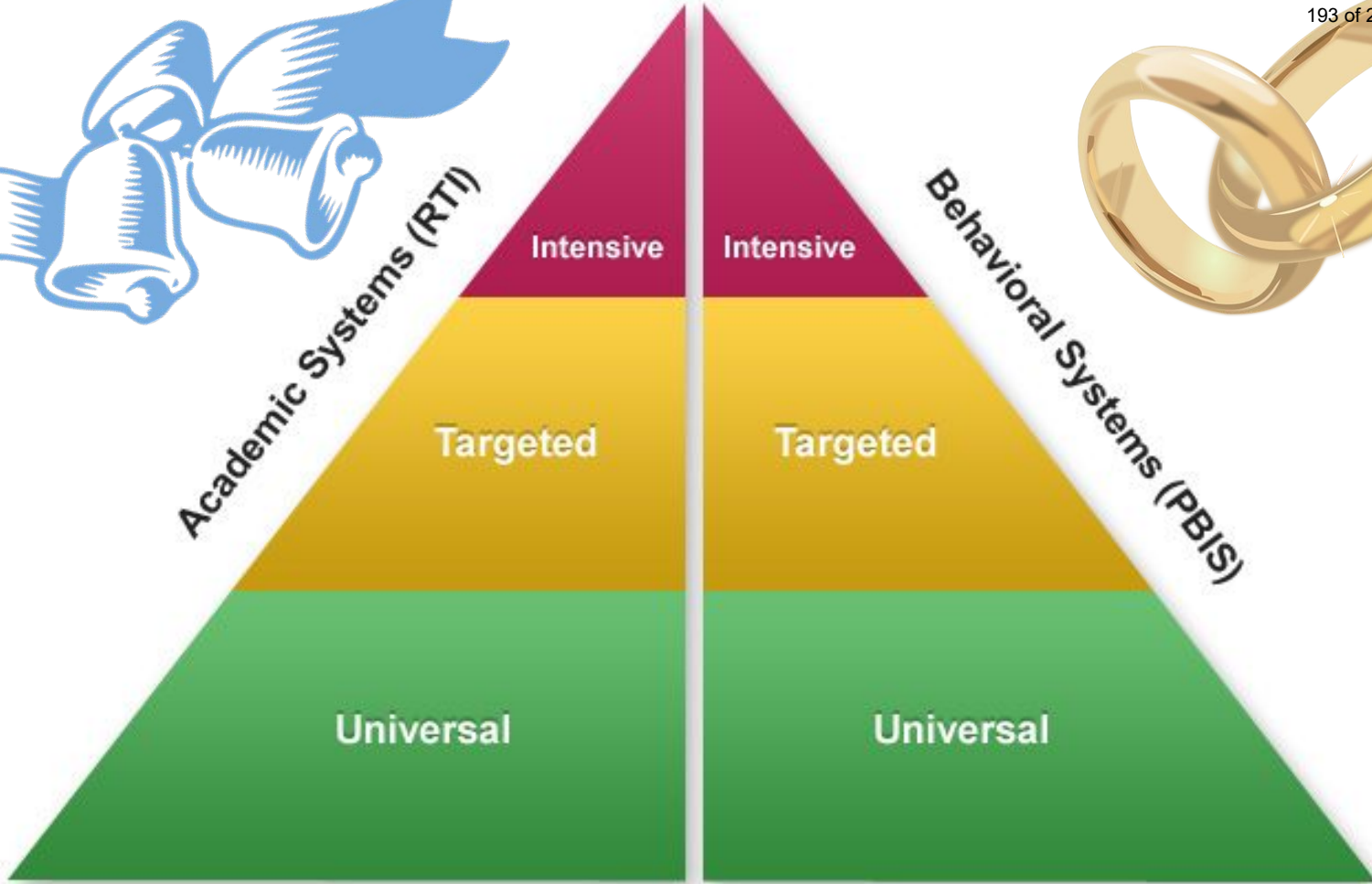
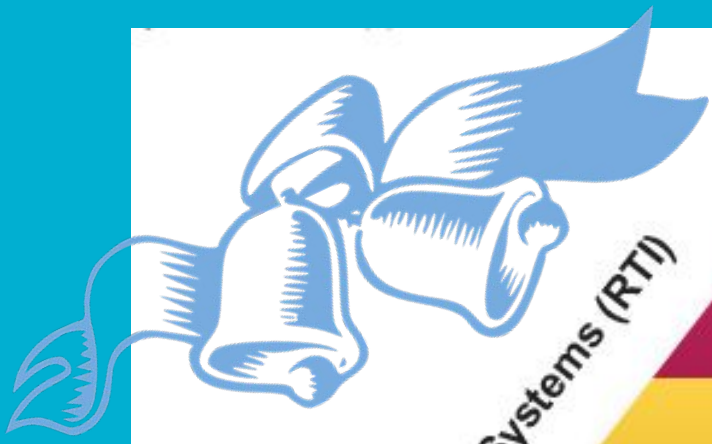
WATCH D.O.G.S.	WATCH D.O.G.S. is one of the nation's largest and most respected school-based, family, and community engagement, organizations in the country. The kickoff event is held in September and all dads, uncles, and grandpas are welcome to attend and sign up to spend a day at WFCA!
Gratitude Feast	The Gratitude Feast is an event held in November and we celebrate being thankful. This event is a potluck and open to all WFCA families.
Healthy Snack Day	Healthy Snack Day is a celebration of healthful living. Students typically bring healthy snacks to share with their friends.
Moral Focus Assemblies	Moral Focus Assemblies are held on Mondays. These assemblies highlight our moral focus virtues of the month. Students present the virtue and how they can apply it to their everyday lives.
Book Fair	The Scholastic Book Fair is held twice a year. Students can purchase books for themselves and for their classroom teachers. The book fair at the end of the year is typically scheduled as a BOGO (Buy one, get one free)!

Appendix G:
Alexander County, "What is MTSS?" (website)



What is MTSS?

Multi-Tiered System of Supports



Academic Systems (RTI)

Behavioral Systems (PBIS)

Intensive

Intensive

Targeted

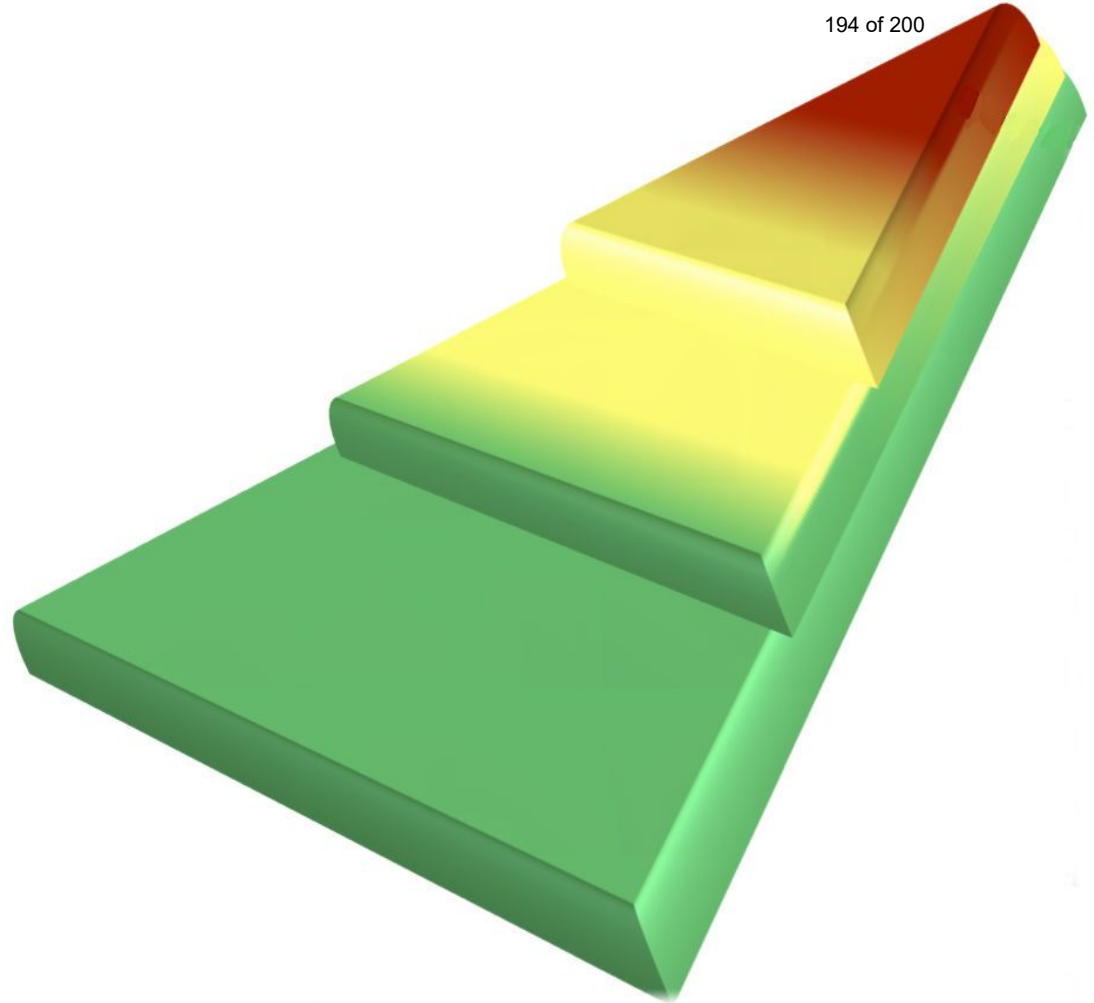
Targeted

Universal

Universal

Layered Support

Interventions and strategies are implemented in addition to current instruction.



Tier 1 - All Students

- Core Instruction
- All Students
- Includes differentiation strategies

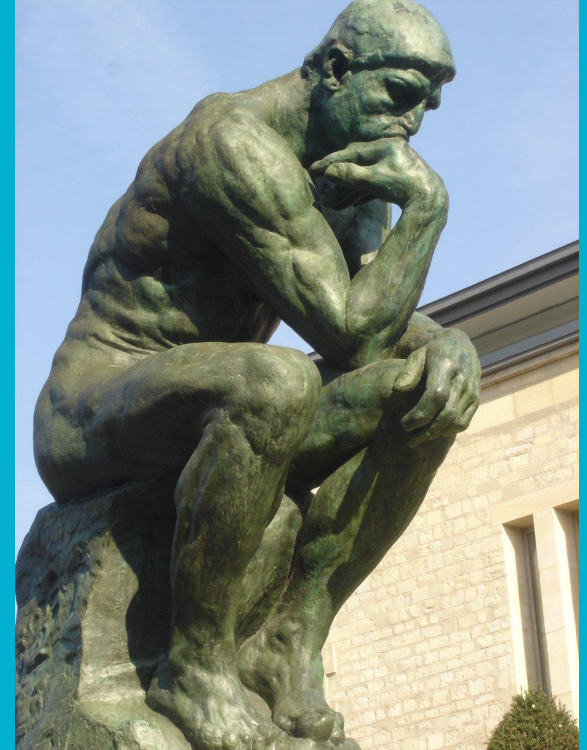


Some students don't get it.....

Tier 2: How do we decide?

Consider multiple factors including:

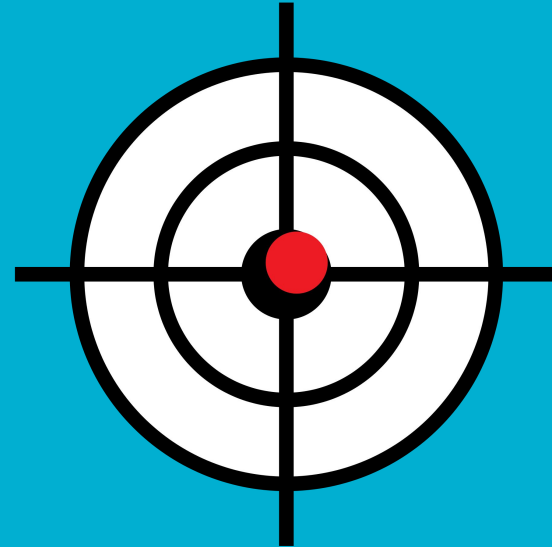
- Classroom performance
- Assessment data (EasyCBM, Benchmarks & CFAs, EOGs)
- Social interactions
- Change in student behavior



Tier 2 - Targeted group

-
- ≈ 20% of your students
 - Grade level meetings (PLCs)
 - Student progress (or lack of)
 - Document discussion and interventions
 - Supplement (not supplant)

Some students STILL don't get it.....



What Now?

Interventions have targeted:

- Instruction
- Curriculum
- Environment

.....Time for SST (school level problem solving)



Tier 3 - Intensive

-
- ≈ 5% of your students
 - SST - schedule a time
 - EC testing? 504? Maybe....

Is this an “EC referral?”

Not exactly. The process could result in a referral.

It is:

Documentation for how we support struggling students!!