Marshall Public Schools

Child Study Process Handbook

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Introduction

The Child Study Process Handbook outlines the procedures and practices of the pre-child study and child study process in Marshall Public Schools. The child study process is based on a response to intervention model. Response to intervention is a multi-tiered, problem-solving approach designed to address academic and behavioral difficulties of students. It is an integrated school improvement model that is standards-driven and incorporates both prevention and intervention activities.

Underlying Tenets of the Child Study Process

1. ***We believe that Marshall Public Schools can effectively teach all children.***
Response to intervention practices are based on the belief that all children can learn. It is the responsibility of district and building personnel to identify the curricular, instructional, environmental conditions and resources that make possible continuous growth in learning.

2. ***Marshall Public Schools will intervene early.***
To increase the likelihood of success, intervention must occur at the earliest indication of academic or behavioral need. Effective prevention and/or intervention practices should be modified based on ongoing monitoring of student progress.

3. ***Marshall Public Schools will use a tiered system of interventions and practices.***
A continuum of scientifically-based instructional interventions, strategies, and resources that meets the academic, emotional, and behavioral needs of students must be provided. These interventions and practices must be effective, efficient, and linguistically / culturally responsive, differentiated in both makeup and intensity, and must be delivered with fidelity.

4. ***Marshall Public Schools will use a collaborative decision-making process within the intervention model.***
A scientific inquiry model will be implemented by building and district personnel to collaboratively develop intervention and action plans, monitor student progress, and make data-based decisions regarding student response to intervention.

Tier 1 Instruction

Tier 1 is the lowest level of intervention for a student and is provided solely by the classroom teacher. The focus is improving the core classroom instruction that all students receive. Tier 1 instruction is designed to address the needs of the majority of a school's students. By using a proven curriculum and best practices, flexible grouping, ongoing assessment, and targeting specific skills, classroom teachers are able to meet instructional goals.
Tier 1 instruction encompasses the following basic elements:

Reading (RK – 5)

Focus	For all students in class
Program	MPS English Curriculum
Grouping	Multiple and flexible grouping formats to meet student needs
Time	90 minutes per day
Assessment	Universal Screening: ● NWEA (MAP) Benchmark Assessments: ● Marshall Public Schools Benchmark Assessments ● MAP Skills Assessments ● Words Their Way Spelling Inventory
Interventionist	General education classroom teacher
Setting	General education classroom

Writing (RK - 5)

Focus	For all students in class
Program	Lucy Calkins
Grouping	Multiple and flexible grouping formats to meet student needs
Time	
Assessment	● Lucy Calkins
Interventionist	General education classroom teacher
Setting	General education classroom

Math (RK – 5)

Focus	For all students in class
Program	MPS Mathematics Curriculum
Grouping	Multiple and flexible grouping formats to meet student needs
Time	60 minutes per day
Assessment	Universal Screening: ● NWEA Benchmark Assessments: ● MPS Benchmark Assessments
Interventionist	General education classroom teacher
Setting	General education classroom

Tier 1 Prevention and Intervention

- Highly qualified teachers
- Instructional coaching model
- Professional development
- Research based curriculum design
- Marshall Instructional Model
- Systemic assessment program
- High interest, real life application of skills embedded in curriculum
- Preschool initiative
- Increased time for instruction
- Strategic reading focus
- Integrated curricula
- Career Pathways
- Dropout recovery program
- 9th grade transition
- Credit recovery

Tier 2 Instruction

For 15 to 25 percent of students, focused instruction within the general education classroom setting is not enough. These students require supplemental instruction in addition to the standard classroom instruction and curriculum.
The supplemental instruction in Tier 2 is designed to meet the needs of these students by providing additional individual or small group instruction. This may include technology-assisted instruction to support and reinforce skills taught by the classroom teacher.

Tier 2 interventions are successful when:
- Specific weaknesses are identified using assessment data
- Measurable goals are written to address weaknesses
- Strategies and interventions are implemented to address specific weaknesses
- Student progress toward goals is monitored using achievement data
- Interventions are adjusted based on student achievement data

Focus	For students identified with marked difficulties and who have not responded to Tier 1 efforts
Program	Programs, strategies, and practices designed and used to supplement, enhance, and support Tier 1
Grouping	Individual or homogeneous small group instruction (1:3, 1:4, or 1:5). It is important that group members be at the same ability/ instructional level
Time	Minimum of 30 minutes per day, three to four days per week in addition to core instruction
Assessment	Progress monitoring weekly
Interventionist	Personnel determined by the school
Setting	Appropriate setting designated by the school: may be within or outside of the classroom

Tier 3 Instruction

A small percentage of students who have received Tier 2 supplemental instruction will continue to have significant difficulty in acquiring grade level skills. These students require instruction that is more explicit, more intensive, and specifically designed to meet their individual needs.

Tier 3 interventions are successful when:

- They occur more frequently than Tier 2 interventions
- The duration is longer than Tier 2 interventions
- Progress monitoring of student progress is conducted more frequently

In some cases, Tier 3 interventions are the same as those implemented in Tier 2, although intensified in frequency and duration. In other cases, Tier 3 interventions may be different from those implemented in Tier 2.

Focus	For students identified with marked difficulties and who have not responded to Tier 2 efforts
Program	Programs, strategies, and procedures designed and used to **supplement**, enhance, support, or **replace** Tier 1 and 2.
Grouping	Individual or homogeneous small group instruction (1:3, 1:4, or 1:5). It is important that group members be at the same ability/ instructional level
Time	Minimum of 60 minutes per day, five days per week in addition or as a replacement of core instruction
Assessment	Progress monitoring at a minimum weekly
Interventionist	Personnel determined by the school
Setting	Appropriate setting designated by the school: may be within or outside of the classroom

Tier 2 and Tier 3:

Sample Intervention Providers: Classroom teacher, Title I teacher, reading specialist, literacy coach, tutor, paraprofessional, special education teacher

Sample Intervention Programs: Earobics, Soar to Success, Reading Recovery, Great Leaps, Quick Reads, Wilson Reading, Reading Mastery, Fundations, KidBitz, College Ed.

Purpose of the Child Study Process
The child study process is an intervention activity designed to meet the needs of students experiencing learning and adjustment problems through the development of specific interventions and strategies tailored to meet identified weaknesses. A Student Intervention Plan is developed prior to making a referral to the Child Study Team. A Child Study Action Plan is developed by the Child Study Team if Tier 1 strategies do not result in marked improvement. The process involves administrative, instructional, and support personnel in providing alternatives and interventions within the general education setting.

Objectives of the Child Study Process
1. Analyze student learning and behavioral characteristics and needs.
2. Assess aspects of the curriculum, teaching methods, and environmental factors that influence student learning and adjustment.
3. Develop, implement, and monitor a Student Intervention Plan or Child Study Action Plan within the general education program to improve student performance.
4. Determine and justify the need for formal assessment with documentation of unsuccessful results of the Student Intervention Plan and Child Study Action Plan.

Child Study Team Members
The Child Study Team is made up of school and division personnel. The Child Study Team will consist of at least three persons, no more than five, including:

- School psychologist (must attend if child study meeting may lead to a referral for evaluation).
- Building designee who schedules and conducts meetings and maintains records of Team actions.
- The student's classroom teacher.
- Teacher Consultant
- Specialists in the problem area. This may include, but is not limited to: reading specialist, counselors, occupational therapist, school social worker, speech/ language pathologist, special education teacher.

<u>**Pre-Child Study Procedures**</u>

Tier 1 Early Intervention/ Pre-Child Study
Increasing student achievement and adjustment to school require specific and early intervention based on student data. As teachers and school personnel identify students exhibiting difficulty in the general education setting, the following procedures will be initiated and followed by the classroom teacher.

- The classroom teacher will consult with parents and school personnel as appropriate: other teachers, counselor, reading specialist, administrators, support staff
- Using Student Intervention Plan form, the teacher will:
    - identify specific weaknesses to target based on student performance data.
    - identify classroom based interventions and/or strategies to implement to address targeted weaknesses.
    - use classroom assessments to monitor student progress.

Timeline
The amount of time spent in Tier 1 with a Student Intervention Plan will vary from student to student. Adequate time should be allowed for strategies/ interventions to be fully implemented so that accurate student data can be obtained to document their effectiveness. Typically, this process takes 6 weeks.

Completing the Student Intervention Plan
The classroom teacher will follow the process below when identifying weaknesses, selecting strategies and interventions, and monitoring progress. The teacher's efforts will be documented on the Student Intervention Plan form. Typically, this process is followed with teachers using grade level colleagues and school based specialists as support. Schools may decide to follow this process using the support of school administrators as well. In either case, these are Tier 1 activities done prior to Child Study that are delivered within the general framework of the classroom and documented on the Student Intervention Plan.

1. **Using data to identify weaknesses (Column One):** Teachers use screening and progress monitoring assessments to identify specific weaknesses. These weaknesses, and the supporting data, are recorded in the first column of the Student Intervention Plan. Record only one weakness in each space. <u>*It is important to note that it is not always possible to address several weaknesses at one time and priority should be given to the 1-3 skills that will serve as prerequisites for future learning.*</u> As students progress toward achieving goals, additional goals may be added.
2. **Determining goals (Column Two):** Based on grade level benchmarks/expectation and what students need to be able to do, in the second column, teachers will write a goal in relation to each identified weakness. It is important that goals are specific and measurable. Goals need to be specific, measurable, achievable, relevant, and time related (SMART).
3. **Identifying strategy or intervention (Columns Three and Four):** Teachers will select instructional strategies or interventions that are intended to address the identified

weaknesses. These strategies or interventions are ones that will be implemented within the general education classroom.

4. **Starting/ending date (Column Five):** The teacher will record the starting date to note when strategies or interventions will be implemented and an anticipated ending date. The ending date will indicate when the Student Intervention Plan will be reviewed to determine student progress toward established goals.
5. **Data for progress monitoring (Column Six):** The teacher will determine what data she/he will use to monitor the progress of the student's attainment of the goals. Data may be collected from both formal and informal assessment measures. Assessments should measure the performance of the specific skills or strategies that were targeted.
6. **Results of intervention (Column Seven):** After interventions and strategies to address the identified weaknesses have been implemented, the Student Intervention Plan will be reviewed by the teacher to determine if the student has met or made progress toward the established goal(s). The teacher will use results from recent progress monitoring assessments to determine student progress toward goals.

Reviewing the Student Intervention Plan

There are three possible outcomes after a Student Intervention Plan has been implemented, monitored, and reviewed by the classroom teacher. See the chart below for an explanation of possible outcomes and next steps.

Possible Outcomes	Next Steps
The implemented interventions/strategies have resulted in *improved* student performance and the student is successfully functioning in the general education classroom, requiring minimal support to meet established grade level benchmarks. →	The Student Intervention Plan may be terminated. Student progress will continue to be monitored by the classroom teacher **OR** Student Intervention Plan may be modified to reflect student progress and remain in effect for a specified amount of time in order to monitor continued student progress.
The implemented interventions/strategies have resulted in *some improvement* but the student still fails to reach benchmarks set for the grade level. The student may need additional time with interventions. →	The Student Intervention Plan may be modified to reflect the addition of different strategies or interventions or additional time with current interventions. The Student Intervention Plan is monitored and reviewed <u>regularly</u> by the classroom teacher to ensure continued progress toward grade level benchmarks.
The implemented interventions/strategies have *not resulted in significant improvement* and the student regularly fails to meet established benchmarks. →	The teacher follows procedures for referring the student to the Child Study Team.

Procedures for Referral to the Child Study Team

If the classroom teacher determines that the implementation of the Student Intervention Plan (Tier 1 interventions) did not result in *significant improvement*, he/she will follow the procedures below for referring a student to the Child Study Team.

Typically it is the classroom teacher who was responsible for implementing the Student Intervention Plan who will refer a student to the Child Study Team. However, a parent, guardian, student, or others including a state agency may initiate a referral to the Child Study Team. **With the exception of emergency situations, this practice should be discouraged, and an attempt made to follow pre-child study procedures prior to the referral to the Child Study Team.**

Step 1 Classroom Teacher's Role (or other referring source)

The teacher will complete the Referral to Child Study Team and submit to the appropriate school designee with a copy of the completed Student Intervention Plan, supporting documents, and student performance data. The classroom teacher shall notify the student's parents or legal guardian of the referral to Child Study Team using the Notice of Child Study Meeting letter. Parents must be notified in their native language if they are not fluent in English or in another mode of communication if they are not able to read. A record of notices and contacts informing the parent of the meeting must be maintained in the student's educational record, Part 1.

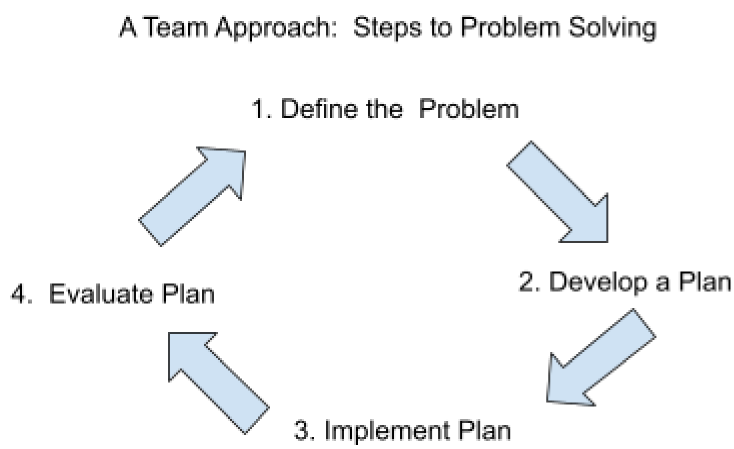
Step 2 Building Designee

The designee will schedule the child study meeting and inform appropriate members of the Child Study Team.

The Child Study Team Meeting Process

Child Study Team members will work using a collaborative, problem solving model. The Team functions to:

- Clearly describe the student's areas of weakness in a manner that is specific and measurable.
- Analyze student achievement data as it relates to the areas of weakness.
- Create an action plan to address the identified weaknesses.
- Support the classroom teacher as he/she continues to instruct the student.
- Reconvene to evaluate the effectiveness and results of the action plan.
- Utilize student data to make recommendations regarding the need for additional interventions or for a referral for evaluation to special education.



1.Define the problem

Gather background information

The *Student Intervention Plan* and the *Referral to Child Study Team* will provide relevant information on student performance and previous intervention activities. Additionally, while preparing for the child study meeting, the classroom teacher and building designee should consider:

- Recent achievement data
- Previous state and local assessment results
- Health records (vision and hearing screenings, if appropriate, and investigate health concerns that appear to impact learning or adjustment)
- Available confidential reports
- Attendance records
- Work samples and observation reports
- Office Referral and/or PowerSchool Log Entries

- If appropriate, ask a teacher or specialist to screen student for the purposes of determining appropriate instructional strategies for curriculum implementation. This screening is not an evaluation for eligibility for special education and/ or related services, and does not require parental consent.
- Previous intervention strategies or programs
- Parental concerns and information on the child's development

Once the background data has been collected and reviewed, the Child Study Team will be able to clarify the problem by:

- Describing, in observable and measurable terms, the weaknesses that need to be addressed by the Team. *Providing baseline data of where the student is currently performing is an important task at this step.*
- Analyzing the problem by generating hypotheses in more than one domain about why the behavior is occurring. Domains include: *curriculum, instruction, school/classroom environment, peer relations, home/ community, and child characteristics.*

Step 1 Common Pitfalls	Guiding Questions
● The concern is vague or general ● Description is not behavioral ● Jumping to generating interventions before problem has been analyzed	● What is it you would like the student to do to be successful? ● What does the solved problem look like? ● Do we fully understand the problem yet?

2. Develop a plan

Once the problem is defined, a specific plan of action must be designed to address the problem. The Child Study Action Plan will be completed during the child study Team meeting. The action plan must:

- Be specific.
- Have clearly defined goals and desired outcomes. For example, "By January 31, John will be able to correctly name the sounds of 20 letters."
- State what data will be used for progress monitoring.

It is important for the child study Team to develop a Child Study Action Plan that uses different practices and materials than those previously used with the student. Given the problem and hypotheses, the Team should brainstorm possible interventions and strategies. The Team should evaluate alternatives and act on the following:

- Select interventions for implementation. What materials will be used? What specific methods, strategies, or best practices will be used?
- Who will serve as the interventionist to implement the intervention/ strategy: teacher, tutor, assistant, specialists, etc?

- In what setting will the plan be implemented (classroom, pull-out program)?
- What time of day will the plan be implemented (during the day, before/after school)? How long will the plan be in place (3 weeks, 6 weeks, 15 school days)?
- For example, if student is struggling with literacy, one intervention may be for phonics and another for processing.

Step 2 Common Pitfalls	Guiding Questions
● Goal is vague, not in behavioral terms ● Setting a goal by stating absence of the behavior	● Would we have the goal if we reversed the description of the problem? ● What are the replacement behaviors we would like to substitute for the problem behavior?
● Evaluation of ideas as they are generated ● Limiting suggestions to what is currently in place ● Tendency to see a specific place or person as an intervention ● Selecting interventions that are unrelated to the hypothesized reason for the problem ● Giving referring teacher sole responsibility for implementing interventions (i.e. not providing assistance via teacher consultants, interventionists, curriculum coaches)	● Let's just list ideas now and evaluate later ● If we could do anything, what intervention would we design? ● Is that an intervention, or a place where an intervention occurs? ● Will that intervention address the cause of the problem? ● How can we share responsibility for implementation? ● Who will implement the intervention? ● What method and materials will be used? ● When and how often will the intervention occur? ● Where will the intervention occur? ● Who will support the teacher as he/she continues to instruct the child?

3. Implement the plan

- Decide how the plan will be monitored. Who will monitor the plan? How often will the plan be monitored?
- What data will be used to show student progress? How will student data be displayed or charted to show student progress?
- Decide on a review date for the plan.

Step 3 Common Pitfalls	Guiding Questions Monitoring
● Failure to specify goal or review date ● Failure to thoroughly describe intervention ● Failure to incorporate monitoring procedures ● Intervention is not implemented as	● What do we expect and when do we expect it? ● How will _____ be implemented? ● What data will we use to evaluate the effectiveness of this intervention on the review date?

planned ● Intervention is restricted to a specialized service	● Problem-solving about reasons why plan would fail to be implemented, and develop a plan to address ● Strategy is taught to others

4. Evaluate the results of the plan (Review Meetings)

Ongoing assessment of student achievement data is needed to determine the effectiveness of the plan. At review meetings, the effectiveness of the Child Study Action Plan is reviewed by comparing current results to baseline measures. The results of progress monitoring are recorded on the original Child Study Action Plan. The plan may be revised as necessary. Follow the process below to evaluate the plan:

- Review the goals and objectives of the Child Study Action Plan.
- Collect, organize, and analyze student achievement data.
- Ask and answer the following questions:
    - Did the student meet/exceed the goals and objectives?
    - If the intervention has not yet ended, is the child making appropriate progress toward goal?

Step 4 Common Pitfalls	Possible Remedies
● Data from monitoring procedures are not available	● Clarify/ revise monitoring procedure

There are four possible outcomes that may result from a child study review meeting. See the chart below for an explanation of possible outcomes and next steps.

Possible Findings	Next Steps
The student is responding to strategies/ interventions and is not suspected to be disabled.	Continue with effective strategies and interventions in general education classroom. The Child Study Action Plan can be terminated or left in place to monitor continued student progress for a specified amount of time.
The student has not met the stated goals but has made some progress.	Continue with effective strategies and interventions while revising the Child Study Action Plan by following steps 2 and 3 (developing and implementing plan) to add or replace strategies or interventions. Another review meeting should be scheduled.
The student is not responding to strategies/interventions and is suspected of	Request a formal assessment: Notice of Intent SE-1, Permission to Evaluate SE-2,

having a disabling condition.	and Student Referral for Formal Assessment SE-3. Identify components needed to determine the educational needs of the child.

Suggestions for Conducting Efficient Meetings

- Define the problem
- Review *relevant* data
- Hypothesize why problem is occurring
- Brainstorm possible interventions/ strategies
- Select most appropriate interventions/strategies
- Develop plan
- Define implementation
- Schedule review meeting to evaluate

Referral for 504 Consideration

A Section 504 is a federal law which prohibits discrimination against persons with disabilities. The law provides:

> No otherwise qualified individual with a disability. . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

For a student to have a disability which may be protected under this law, he or she must: (1) have a mental or physical impairment, (2) which substantially limits, (3) one or more major life activities. For a student to be considered an "eligible student" under Section 504, all three criteria must be fulfilled.

504 Referral

- A student who, because of a suspected disability, is believed to need services under Section 504 is typically referred for a Section 504 evaluation by a parent, guardian, teacher, other certified school employee, the student if 18 years of age or older, or other concerned adult individual. Upon the receipt of a referral:
    - The referral should be reduced to writing. (Form B in District 504 Manual)
    - The parent should be provided written notice of the referral, and be asked to provide written consent to a Section 504 evaluation. (Form D in District 504 Manual)
    - The parent should be provided with a copy of "Section 504 Notice of Procedural Safeguards" (Form C in District 504 Manual) with notice of the referral.

Once the District has received parent consent to evaluate, the District may begin the 504 process as outlined in the Marshall Public Schools District 504 Manual. If a parent refuses to consent to an initial evaluation, the District may, but is not required to, use due process hearing procedures to seek to override the parent's refusal to consent to the evaluation. Additionally, if a parent refuses to consent to an evaluation that is necessary for a determination of eligibility, the 504 Team may determine that the student is not eligible under Section 504.

Referral for Special Education Consideration

At the child study review meeting, if the Child Study Team suspects that the child has a disability and finds that a child needs formal assessments to determine the need for special education services, follow the guidelines below:

1. Create and complete the REED in Illuminate:

- Current Classroom Assessment Data (Required)
  - teacher provides data paperwork (Grades, STAR, MAP, Math, ELA, etc.)
  - School Counselor or Teacher Consultant will pull current report card
  - School Counselor or Teacher Consultant will translate into data statements.
- Historical Classroom Assessment Data (Required)
  - Grades, STAR, MAP, etc. - 3 years back when applicable
  - Resource Teacher or Teacher Consultant will look for patterns and will summarize and translate into data statements.
- Areas of Strength (Required)
  - Building Designee -Math, Science, Social Studies
  - Interventionist - Reading and Writing
- Areas of Weakness (Required)
  - Building Designee -Math, Science, Social Studies
  - Interventionist - Reading and Writing
- Parent Input (Required)
  - 3 years of historical and current input
  - Teacher sent to parent or completes via phone/face-to-face conversation
  - School Counselor to translate into data statements and enter into REED document
- School Based Observations (Required)
  - Required
  - School Counselor completes
  - Can be formal or informal observations (work habits, social interactions, accommodations utilized, work completion, on task/off task
  - Must be written in data statements
- Additional Evaluation Data (Required)
  - Social, emotional, adaptive (can be log entries/office referrals)
  - School Counselor completes
- School Attendance/Mobility History (Required)
  - Attendance, mobility, programs/services
  - School Counselor, Teacher Consultant, or Building Designee
- State Assessment Results (Required if applicable)
  - M-STEP
  - Completed by Resource Teacher

2. Complete the Plan Page of the REED

- School Psychologist and other ancillary staff (Speech, OT, SSW, PT) add in their evaluation components.

3. Send completed REED packet home for parent signature.

4. When REED packet is returned to school, give to principal for signature. Principal will then send to Special Education Department.

Special Circumstances

When a parent provides a written request for an evaluation due to a suspected disability prior to a Child Study Team meeting or Staffing:

- A Child Study Team meeting or Staffing must be convened, which must include the parent/guardian requesting the evaluation, as soon as possible and no later than 10 days.
    - If the Child Study Team and parent/guardian agrees that an evaluation is appropriate, follow the referral steps above. A Child Study Action Plan should be developed for implementation during the evaluation period.
    - If the Child Study Team and parent/guardian does not agree that an evaluation is appropriate, it should continue with the development of a Child Study Action Plan and provide a Prior Written Notice indicating that an evaluation is being denied and outlining the reasoning behind this proposed action.

APPENDIX OF BLANK FORMS