

GLOSSARY OF TERMS

BIP	Behavior Intervention Plan
CARE	Children At Risk in Education
ELL	English Language Learners
ESOL	English for Speakers of Other Languages
ESE	Exceptional Student Education
FBA	Functional Behavior Assessment
IEP	Individual Education Plan
PLC	Professional Learning Communities
MTSS	Multi-Tiered System of Support

DEFINITION OF TERMS

Multi-Disciplinary Team - A group of professionals [including the parent(s)] from various areas of expertise who meet to discuss students' educational progress and provides interventions and/or assessments if warranted.

Contact Information

School Contacts

School

School Phone

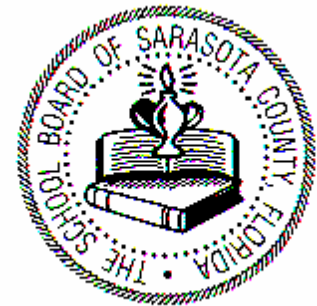
Contact Person

District Contacts

Supervisor of Student Services
927-9000

Supervisor of Exceptional Student Education
927-9000

A Parent Guide To The Multi-Tiered System Of Support Process



General Education Intervention Procedures Purpose:

¹“It is the local school district’s responsibility to develop and implement coordinated general education intervention procedures for students who need additional academic and behavioral support to succeed in the general education environment.”

Multi-Tiered System of Support is designed to effectively provide timely support to students, parents, and teachers. Through the increased use of data and communication, we will improve: a) the accuracy of identified skill deficits, b) the use of effective intervention strategies, and c) the application of appropriate school, district, and community resources. It is our goal to enable students to perform to the best of their ability in the general education environment.

General Education Intervention/Intervention Strategies:

The following are typical strategies that may be implemented during the problem solving process:

Parent Conferences*	Student Conference
Data Collection*	Counseling
Review the Cumulative Folder*	Peer Collaboration
Vision Screening+	Hearing Screening+
Developing a Plan of Action	Observations*
Functional Behavior Assessment	Language Functioning
Referral to Community Services	Anecdotal Records*
Individual Interventions for: Academics, Attendance, Behavior, and/or Language*	Speech Observation Prescriptive Assessment

*Required for Most Referrals

+Required if Outdated

Children At-Risk in Education (CARE) Team

The purpose of the CARE Team is to create a multi-disciplinary team to review a student’s progress in the general education curriculum. The team will assess the effectiveness of the interventions and services, identify the student’s strengths and areas of need, and make appropriate recommendations. These recommendations may include continued interventions and/or evaluation(s).

¹**Florida Statutes and State Board of Education Rules.** Rev.ed. Florida Department of Education Bureau of Exceptional Education and Student Services, 2011.

CARE Team Membership and Roles:**Parent/Guardian**

Parents/Guardians provide critical information and insight to their child’s learning needs. Examples of this information include: family history, developmental issues, past school experiences, community involvement, interests, strengths, etc.

Teacher(s)

Teacher(s) provide current information and progress monitoring data regarding academic/behavioral/social progress. Teacher(s) review strategies and interventions implemented and the student’s response to these supports.

Administration

Administrators provide general educational expertise and facilitate looking at the needs of the whole child. Administrators provide knowledge of available resources and programs to promote educational achievement and ensure the fidelity of general education instruction/intervention. Administrators are ultimately responsible for fidelity of ensuring the compliance with federal, state, and district standards & procedures.

School Counselor

School Counselors are specifically trained in facilitating students’ academic and career planning, social, emotional, and behavioral achievement, as well as helping students to develop interpersonal communication skills. Counselors are an integral part of the problem solving instruction/intervention process. They are involved in many parent/teacher/student conferences. Based on parent/teacher/student conferences, counselors frequently provide individual and/or small group interventions for social, emotional, behavioral, attendance and academic concerns when appropriate.

ESE Liaison

The ESE Liaison is responsible for compliance, ensuring that federal, state and district procedures are followed. They also can give suggestions for appropriate interventions. The ESE Liaison ensures that appropriate general education activities are completed prior to referral for evaluation. At the completion of the evaluation, the CARE Team determines, based on State Board Rules and District Policies, if the student meets criteria for any ESE programs. The liaison then schedules an eligibility staffing.

School Psychologist

The school psychologist has specific training to address a student’s learning and/or adjustment difficulties in the academic setting. As recommended by the CARE team and with parent consent, the School Psychologists may conduct an individual psychoeducational evaluation. The psychoeducational evaluation report may include the following elements and will be reviewed and considered by the CARE team in collaboration with the parent(s) to generate appropriate classroom accommodations and instructional modifications:

- **Intellectual Assessment:** Utilized to assess a student’s intellectual abilities and to provide information on their ability to acquire information.
- **Academic Assessment:** Utilized to assess a student’s specific academic skill development.
- **Cognitive Process Assessment:** Utilized to assess a student’s ability to acquire, store, process, and retrieve information.
- **Behavioral / Emotional Assessment:** Utilized to assess a student’s behavioral, emotional, and personality characteristics.
- **Adaptive Assessment:** Utilized to assess a student’s self-help and independent functioning skills.

School Social Workers

School Social Workers facilitate communication and connection between home and school; working to remove barriers to educational success. Within the community, they help families obtain needed services. Within the school setting, they may provide individual or group intervention to children who are experiencing social/emotional and/or behavioral issues which interfere with academic progress. They work with truancy workers, teachers, parents and school staff to address attendance problems.

School Social Workers participate in problem solving throughout the prevention and intervention process. When the C.A.R.E. team recommends evaluation and the parent consents, the School Social Worker may complete assessments to assist in identifying needed services in the school, home, and community:

- **Social & Developmental History:** Presents information on the student’s birth, developmental and medical history and their behavioral and emotional characteristics over time and across settings.
- **Behavioral/Emotional Assessment:** Utilized to assess a student’s behavioral, emotional and personality characteristics as they appear in the home and community setting.
- **Adaptive Measure:** Utilized to assess a student’s self-help and independent functioning skills.

Speech-Language Pathologist

Prior to evaluation, the Speech Language Pathologist’s role involves collaborating with teachers/teams to interpret existing data. SLPs may assist in the development of specific interventions to target deficit areas impacting the student’s academic, behavioral or social development. SLPs are specifically trained to conduct hearing screenings and diagnostic evaluations of communication impairments which affect student learning. These include the areas of articulation, stuttering, voice and language. Following completion of the communication evaluation, the SLP assists the CARE Team in determining if the student has met criteria for the speech impaired and/or language impaired programs according to State/District policies.

Other staff, such as: Occupational Therapist, Physical Therapist, Behavior Teacher, School Nurse, Compliance Liaison, Program Specialist may be present if needed.