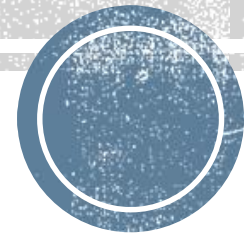


Visioning for Student Support

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Purpose

- Review **current APS processes** {ATSS (CLT, IAT), SPED, 504} that support student needs
- Determine where APS can **consolidate processes** to reduce any redundancy and improve efficiency
- Build **consistent practices** and processes across all schools and levels
- **Build capacity** within staff to fluidly move within these processes to support students
- Provide support and **consistent guidance** to families



Where are we now and where are we going?



In the spring we gathered a group to begin to brainstorm ideas on how to streamline some of our processes.

A smaller group has met over the summer to begin to draft out the framework of student support.

During Administrative Conference and into the fall different stakeholder groups will get an opportunity to provide feedback, ask questions and help map out the processes.

Beginning in the Winter and into the Spring different groups will help map out additional needs such as training, staffing, and budget implications.

Training and implementation will occur.



Proposed Process

Teacher

- When there is an **academic**, **social-emotional** or **behavioral** concern about a student, the expectation is that a teacher begins to implement some supports within the classroom setting.
- The teacher can begin with reviewing our APS resources such as intervention protocols, ELL Considerations etc.

CLT

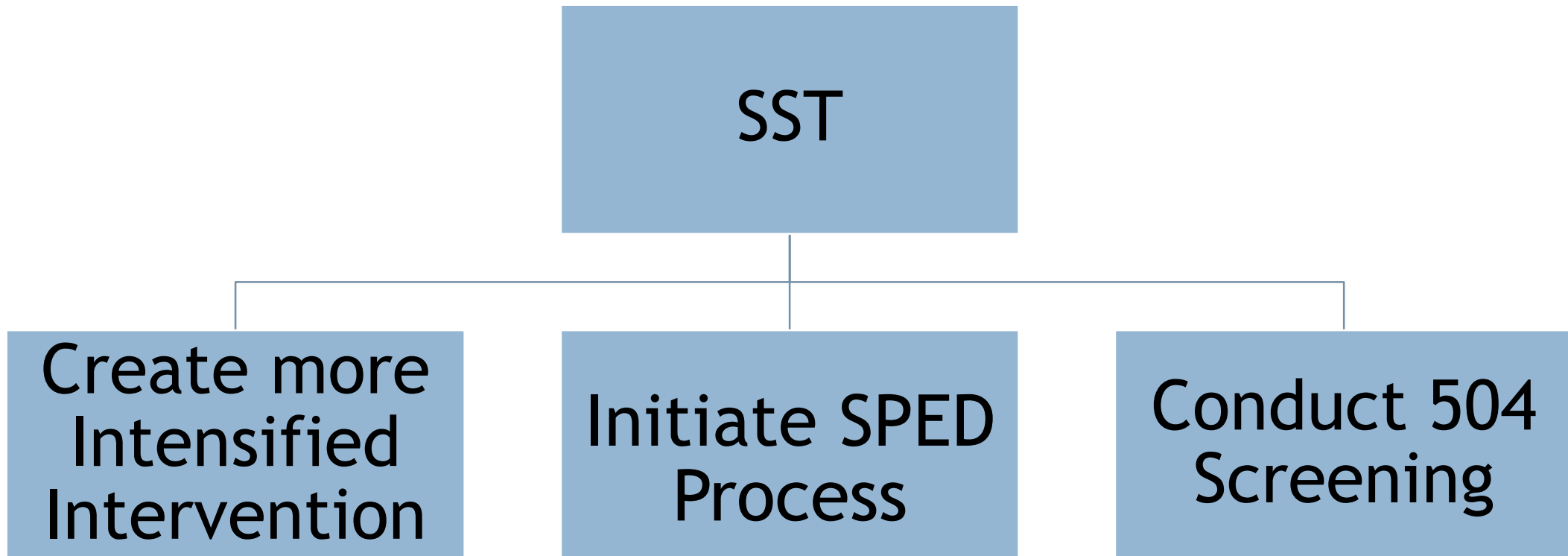
- If, after implementing some supports within the classroom, the student is not making progress, the **teacher should confer with the Collaborative Learning Team (CLT)**.
- Collaborative teams work collectively to review data, identify additional supports, implement, monitor progress and determine any next steps.

Student
Support Team

- If the intervention is **not successful** and the student is not making progress, then the classroom teacher should make a referral to the **Student Support Team to schedule a meeting**.



3 Outcomes of Student Support Team (SST)



Outcomes of Eligibility Process



During an eligibility meeting the team will review data and determine if a disability exists. If so, the team will then determine if student requires special education services or not.



If not, the team will determine if the student meets the requirements for 504. If so, the team will roll into a 504 screening and create 504 plan.



If the student is not eligible for special education or 504 then the school will continue to provide interventions and supports.



Feedback Today

Today you can work in groups to provide any feedback, make comments or ask questions. We will spend 4 minutes per question.

Guiding Questions for Feedback:

- In thinking about ways your child's school is delivering supports for students what practices are working?
- What practices seem inconsistent and need to be strengthened?
- What types of communication about ATSS, IAT, 504 or Special Education would be helpful for parents to receive?
- What types of trainings would be helpful for parents?
- If you have a concern about your child (academic, behavior or social emotional) how do you communicate that to your child's school?
- Currently, how does your child's school communicate progress related to academics, behavior or social emotional well-being? If you could change anything, what would you recommend for improvement?

