

Educational Support Services

DEFINITION OF TERMS

Educational Support Services

Includes all available services, exclusive of regular classroom teaching, designed to enhance the pupil's learning. These services include:

Occupational Therapy • Health Services
Basic Skills Instruction (Math and/or Reading)
I&RS • Gifted/Talented Programming
Corrective Reading • Special Education
Speech/Language • English as a Second Language (ESL)
School Counseling • Physical Therapy
Assistive Technology

At Risk Students

“At Risk” students are those children who fall into one or more of the following categories:

- They have a diagnosed medical condition.
- They move into the district and experience transitioning difficulties.
- They have a history of truancy.
- They demonstrate significant academic delays..
- They demonstrate atypical social/emotional behavior.
- They have been a victim of violence or witness to violence.
- They experience unusually stressful emotional/social situations, i.e. divorce, separation, death in the family..
- Any other condition that may interfere with academic success

I&RS (Intervention and Referral Services)

A committee composed of building instructional and support staff, including district support personnel, under the leadership of the building principal/assistant principal. The committee provides an appropriate forum for the exchange of ideas and the development of instructional strategies designed to address the instructional needs of students experiencing difficulty. The committee, in consultation with the classroom teacher, determines which instructional strategies should be implemented in the classroom, and which additional school level support services may be most beneficial to students. The committee supports the teacher in his/her efforts to provide an appropriate program in the least restrictive learning environment.

RTI – Response to Intervention

Response to Intervention is a model for providing early intervention, one that efficiently and flexibly delivers educational assistance to at-risk learners to close skill or performance gaps with peers. In its simplest terms, RTI can be defined as the “change in [a student’s] behavior or performance as a function of an intervention” (Gresham, 2001, p2).

Intervention resources are arranged in three levels, or tiers:

- Tier I: Interventions are universal, and available to all students. Teachers often deliver these interventions in the classroom (e.g., providing additional drill and practice in reading fluency for students with limited decoding skills). Tier I interventions are those strategies that instructors are likely to put into place at the first sign that a student is struggling.
- Tier II: Interventions are individualized, and tailored to the unique needs of struggling learners. They are reserved for students with significant skill gaps who have failed to respond successfully to Tier I strategies.
- Tier III: Interventions are the most *intensive* academic supports available in a school and are generally reserved for students with chronic and severe academic delays or behavioral problems. In many schools, Tier III interventions are available only through special education.

Intervention Plan

Intervention plans are only developed as an outcome of the I&RS process. Developed by member(s) of the I&RS team, in collaboration with the referring classroom teacher, to address the unique learning/behavioral needs of a student who is not meeting specific curricular and/or behavioral expectations. Strategies are documented in a written intervention plan and are goal oriented and data driven. They are signed by the case coordinator, classroom teacher and the principal. Although parent consent is not required to initiate the plan, parent signature is strongly recommended. Intervention Plans are designed to be short-term support for students. These plans are to be reviewed at least once each marking period at I&RS.

504 Plans

Section 504 is an Act, which prohibits discrimination against persons with a handicap in any program receiving Federal financial assistance. The Act defines a person with a handicap as anyone who:

- Has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
- Has a record of such an impairment; or
- Is regarded as having such impairment.

Modifications

Modifications are strategies utilized by teachers that go above and beyond what is regularly implemented in the classroom. Modifications may include, but are not limited to, extended time for tests, shortened homework assignments, reduction of written work, and tests being read aloud.