

BLACK RIVER SCHOOL

EDUCATIONAL SUPPORT SYSTEM

The Educational Support System (ESS) has been defined by the Vermont Department of Education as Consisting of a range of supports and services, instructional strategies and accommodations, needed to increase the ability of a school to meet the needs of all students in the general education environment. The goal of the ESS is for all students to achieve the basic skill areas, meet Vermont standards, and experience success in school.

The Educational Support System shall:

- Be integrated to the extent appropriate with the general education curriculum
- Provide a range of support and remedial services, including instructional and behavioral interventions and accommodations
- Be designed to provide students with needed accommodations and supplementary aids and services regardless of their eligibility for categorical programs
- Assist all students in working toward attainment of the Vermont Framework and Grade Level Expectations
- Provide clear procedures and methods for handling a student who disrupts a class, including provisions of educational options, support services and consultation or training for staff where appropriate
- Ensure collaboration with families, community health and human services
- Collaborate, to the extent appropriate, with families and community health and human service agencies to assist educators in meeting the academic needs of all students
- Develop a child find system to identify students who are experiencing social and academic difficulties at school. Discipline referrals, attendance records and student grades are several methods to identify students not succeeding in school.

EDUCATIONAL SUPPORT TEAM:

The Educational Support System shall consist of an Educational Support Team (EST) composed of staff from a variety of teaching and support service positions and shall incorporate a range of referral, support and remedial services as well as the means to determine the effectiveness of accommodations or services recommended by the team.

The Educational Support Team shall:

- Provide a procedure for timely referral for evaluation for special education or other categorical program eligibility when warranted.
- Be composed of staff from a variety of teaching and support services positions.
- Screen referrals of individual students to determine what classroom accommodations and supplementary aids and services have been tried.
- Determine whether any additional accommodations, supplementary aids or services, or referral to other public or private agencies may appropriately meet a referred student's educational needs.
- Assist teachers in planning and providing supplementary aids and services and other accommodations to students in need of classroom supports or enrichment activities.
- Collaborate, to the extent appropriate, with families and community health and human service agencies to assist educators in meeting the academic needs of all students.
- Develop a means to determine the effectiveness of accommodations and supplementary aids and services provided through ESS.
- Maintain a written record of all team actions.

Core members of the Educational Support Team (EST) will be appointed by the principal at the beginning of each school year. The core team will oversee the entire process of accessing referrals, documentation and scheduling meetings. Every effort will be made to ensure the attendance of the student's parent or guardian. When applicable and appropriate, the student will be considered for participation in the EST process.

All participants in the EST process shall adhere to school's signed agreement on student confidentiality. Student records will be maintained in an administrator's office. Documentation will be noted in the student's permanent records to ensure that EST information is forwarded when a student graduates or transfers to another school.

The EST Core Team will identify professional development activities for team members or school staff that addresses team procedures, collaborative strategies, interventions and accommodations that will enhance the opportunities for all students to achieve success in the regular classroom.

EST PROCEDURES:

1. When a student experiences difficulty adjusting to school studies and/or routines, the teacher(s) will meet with the student to develop intervention strategies. The plan of action must be of significant duration so that one could reasonably expect to see improvement.
2. A teacher or parent/guardian may refer a student directly to the EST Core Team by completing both sides of the Educational Support Team Referral Form. The Core Team will decide whether to schedule an EST meeting or recommend other strategies. The Core Team may seek additional information for making the determination of whether an EST meeting is necessary.
3. The EST team will meet to clarify concerns and help develop an intervention plan including classroom strategies and support services. The plan may also include strategies for parents/guardians to attempt at home. A student advocate for the student's plan will be identified and will monitor the plan of action. The actual plan will be documented using the EST Student Plan.
4. If after appropriate interventions have been tried and results documented, further evaluations may be necessary. The Core Team will forward all EST information to initiate the referral process.

SCHOOL PROGRAMS AND RESOURCES:

The Black River School offers a wide range of academic supports and services. In addition to the school's comprehensive assessment system which includes testing at all grade levels, our Special Education Teachers and the Speech Pathologist can provide specialized testing to help determine a student's academic strengths and weaknesses.

The Student Support Specialist is available to help students, teachers and parents in designing plans and strategies to help in the social and behavioral development of students. The Student Assistance Counselor also works with students and their parents on issues relating to substance use. The school counselor, nurse and school-based mental health clinician are also available to help in the social, physical and emotional development of students. The Student Assistance Team also helps students, teachers and parents in need of addition support and guidance.

The After School Program provides students with a wide range of enriching activities and academic support. Special middle level programs are available to help students with homework, academic projects and improve poor grades. Peer Helpers (when available) are used to help students with academic work.

The EST Team is working collaboratively with the Southeastern Vermont EBD Project. This model is based on the concept of gathering and interpreting student data based on four behavior categories and then using the information to develop appropriate EST student plans.

Teachers and EST members are strongly encouraged to use the following materials to help in assessing student problems and/or in developing pre-referral strategies and EST plans:

Hawthorne Educational Books/Materials

Pre-Referral Intervention Manual

Behavior Intervention Manual

Teacher's Resource Guide (Learning & Behavior Problems)

BLACK RIVER SCHOOL

2010-11 SCHOOL YEAR

The Educational Support Team Core Team is composed of the following members:

Principal	Student Support Specialist
School Counselor	School Nurse
SAP Counselor	Special Education Teachers
School-Based Mental Health Clinician	School /Community Liaison

Meeting Schedule:

The EST Team will meet every Thursday afternoon (2:35) in the Middle School Resource Room. September/January meetings will be devoted to reviewing the progress and plans of all EST students and determining which students no longer need EST services. The team will have its first meeting on September 2, 2010 and April 14, 2011 will be the last meeting of the school year.

Team Participants:

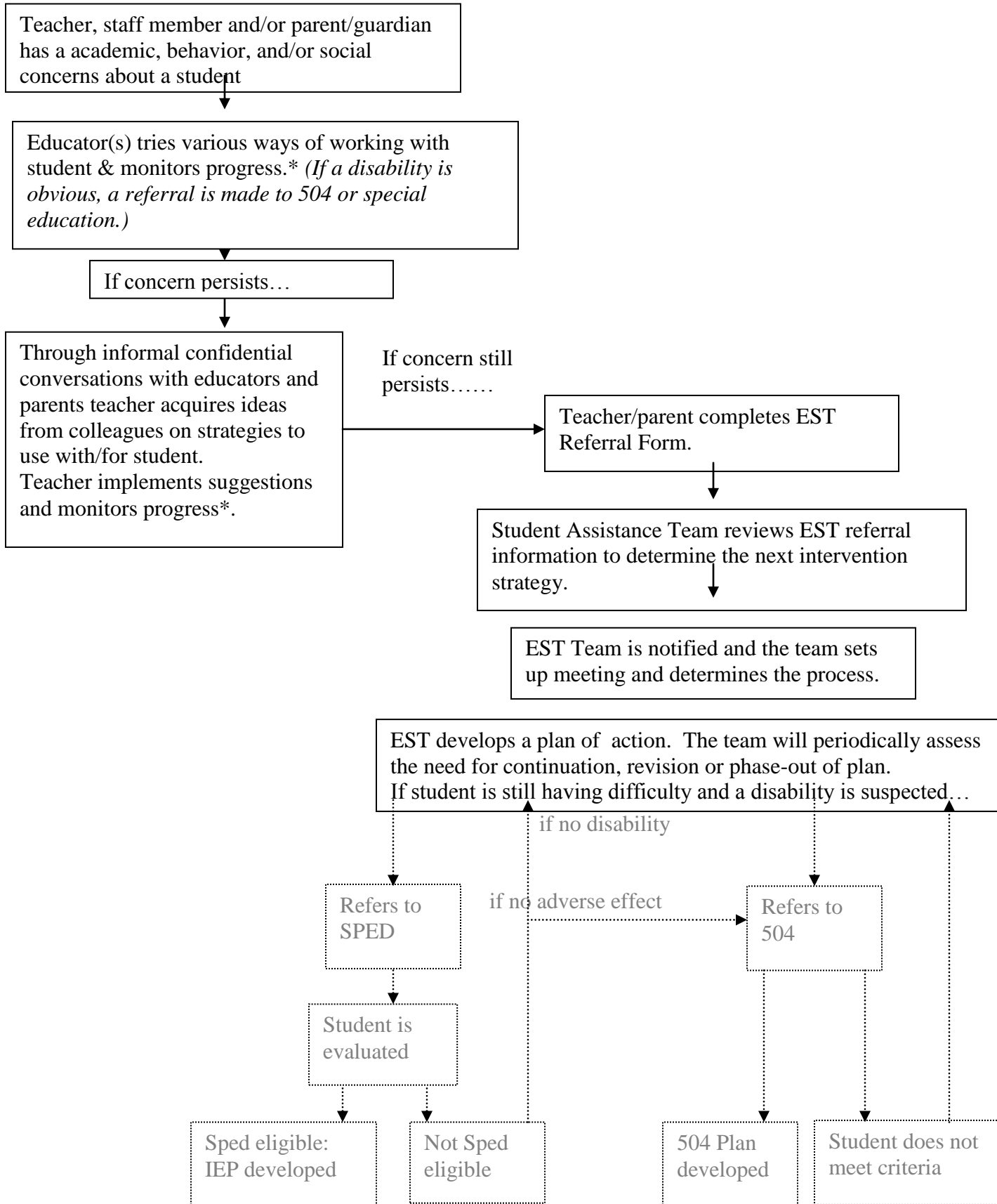
The core team will be inviting specific participants to meetings based on the range of supports and services that may be needed for the student to experience success in the general education environment. Participants may include: teachers, paraeducator, parent/guardian, student and professionals working with the student/family outside of the school setting.

Meeting Structure:

Each member of the core team on a rotating basis will have one of the following responsibilities: Facilitator, Time Keeper, Jargon Buster, Data Collector and Snack Provider. The guidance secretary will manage the scheduling process.

BLACK RIVER SCHOOL

Middle School or High School Educational Support Team Process



GUIDELINES FOR GATHERING FAMILY INPUT
(To be used during conversation/interview with family member)

Student _____ Grade _____ Date _____

Person Contacted _____ Relationship _____

1. I am calling because _____ is having difficulty at school and I'd like to talk to you about it and get your input.

Explain/describe your concerns:

2. How do you think _____ feels about school this year?

3. Is there anything going on in _____'s life that might be contributing to what we're seeing at school?

4. Have any of _____'s former teachers had similar concerns? If so, what did they try? How did it work?

5. What do you think might help _____ in school?

6. Is there anything else you can share with me that might help me/us help _____?

Completed by _____

GUIDELINES FOR GATHERING STUDENT INPUT

(To be used during conversation/interview with student)

Student _____ Grade _____ Date _____

Completed by _____

1. I'm concerned that you are having some difficulty at school and I'd like to talk with you about it. *Explain/describe your concern:*
2. How do you feel about school this year?
3. Is there anything going on in your life that might be contributing to what is going on at school?
4. Have you had similar problems before in school? If so, what did you and your teacher(s) try? How did it work?
5. What do you think might help you in school?
6. Is there any adult in school that you feel connected to?
7. Is there anything else you can share with me that might help me help you?

BLACK RIVER SCHOOL EST STUDENT PLAN

Student _____

Date _____

Completed by _____

In attendance _____

Strengths:

Concerns:

Action Steps:	What	When	Person Responsible
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_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

How will we know if the plan is working?

Student Advocate: _____

Follow-up Meeting Date: _____

(meeting notes on back page)

