

Tier I—Everest System of Support—D.C. Everest Area School District

This flowchart describes the progression used to monitor academic, behavioral, social, emotional needs while considering culturally-responsive practices.

Teacher has concerns about a student who:

- Is struggling to meet grade-level expectations (academic/behavioral/social/emotional).
- Far-exceeds grade-level expectations (academic).

Teacher &/or ESS team:

- Reviews multiple sources of academic &/or behavioral/social/emotional data to identify Tier I supports needed. See ESS/ Assessment Canvas course for potential supports.
- Documents strengths/interests, concerns/needs, and initial supports on ESS form in eduCLIMBER.

Teacher &/or ESS team member:

- Implements supports for about 6-8 weeks and monitors student progress.
- Differentiates instruction and behavioral approaches to meet student needs.
- Documents progress &/or support changes on ESS form in eduCLIMBER.

After 6-8 weeks, the ESS team reviews/discusses student progress.

Adequate Progress Made:

- ESS team discusses need for continued Tier I supports and documents decision on ESS form.
- If supports will continue, team continues documentation while supports continue. Team reviews progress regularly.

Adequate Progress Not Made:

- ESS team discusses need for Tier II intervention and documents decision on ESS form.
- ESS team notifies Tier II/III representative of need for collaboration.

Tier II/III—Everest System of Support—D.C. Everest Area School District

This flowchart describes the progression used to monitor academic, behavioral, social, emotional needs while considering culturally-responsive practices. Depending on implementation, many interventions fall under both Tiers. There is not a designated number of interventions to be provided at each Tier. SLD referrals need a minimum of two interventions that were progress-monitored weekly using a district-designated tool. Students who have been referred continue to receive tiered supports/interventions while referral is in progress. Students not meeting special education eligibility requirements continue to receive tiered supports/interventions.

ESS team participation is evaluated and updated to include additional members if necessary. Parent/Guardian must be informed and provided opportunity to contribute to discussion.



Prior to intervention starting, ESS team:

- Discusses and completes Tier II/III Documentation section of ESS Form
- Determines level of support and decides on an appropriate scientifically-researched or evidence-based intervention (see ESS/Assessment Canvas resource for interventions provided by classroom teachers)
- Plans and establishes roles and responsibilities of team members
- Chooses a district-designated progress-monitoring tool/establishes schedule
- Schedules mid-point review meeting

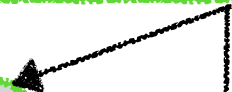


During intervention, ESS team:

- Reviews/discusses progress halfway through intervention if intervention updates parent/guardian on progress.
- Documents data review and any decisions on ESS form in eduCLIMBER
- Schedules end-of intervention review meeting



Near the end of intervention, ESS team reviews progress.



Adequate Progress Made:

- ESS team discusses need for continuing the intervention and documents decision on ESS form.
- If intervention will continue, team continues documentation while intervention continues. Team reviews progress regularly.

Adequate Progress Not Made

1st Unsuccessful Intervention: ESS Team repeats process above to identify alternative or change to intervention, implement intervention, review intervention.

2nd, 3rd, + Unsuccessful Intervention: ESS Team repeats process above to identify alternative or change to intervention, implement intervention, review intervention OR ESS Team considers referral to special education.