



Educational Support Team (EST) Process for ANWSD

2017-2018

EST: is a plan of services and interventions for students who are significantly below standard/norm in either social/emotional or academic areas, the weaknesses must be supported by data evidence.

- EST services/interventions can be provided both within the classroom and outside the classroom setting. These services are designed to describe an equitable partnership between the classroom teacher(s) and the supplemental service providers (for example reading interventionist who provides supplemental reading instruction, school counselors who provide social skills groups, etc.)
- EST should guarantee three things: a) students who need supplemental services can get them without backlog/delay. b) We will ensure that services are indeed taking place. c) We will monitor the effectiveness of the services, by monitoring student growth, in order to make determine that the services are effective.
- EST meetings should be regularly scheduled to take place at least once a month during the school year, in the teacher's classroom, by teaching team (to include the classroom teacher, the other folks who work with the classroom teacher) to review needy students and develop/modify their plans/monitor progress. These meetings should be facilitated by the building principal. Note: other EST meetings can be held during the month if necessary, if there is a clear need to do so. Also, at this time, special education/504 students shouldn't be discussed at the EST meeting (instead, ask for an IEP or 504 meeting to take place, in order to discuss documented concerns).
- Three times/year, there should be a "class action" EST plan creation/modification, following the District assessment schedule, in order to make sure that any child who is academically falling 2+ grades below standard are not overlooked and can get supplemental services (in addition to focused instruction by the teacher in the classroom) right away.
- It is encouraged that there is "parity" around the supplemental instruction services (both classroom/supplemental) in that the amount of time for small group instruction outside the classroom should be equal to the amount of small group instruction that the classroom teacher is providing that student. This documented on the child's plan.

How does a student get on an EST plan? Using the ANWSD referral form,

1. The teacher has identified with evidence and data that the student is struggling in particular, specific area(s). For example, instead of just saying a child struggles with reading, the teacher will be able to show/say, "Johnny has adequate comprehension, but struggles with accuracy and fluency." The teacher has also identified areas where the student is strong.

2. The teacher has reached out and gotten ideas/strategies from other colleagues who have strength in this area, and even perhaps, previous year's teacher, in order to put in place remediation for these challenges. It will be important to keep documentation of consultations for ideas/strategies to address these challenges/issues, in case a referral is made in the future.
3. NOTHING SEEMS TO BE WORKING!!!!
4. The teacher then filled out the EST referral form to describe strategies that they have used with the student to address their areas of need for a minimum of six weeks. This includes compiling evidence and artifacts that these interventions were done (in a folder, ready to show if needed). This also includes the documentation of the consultations that were done. This also includes contacting parents for their ideas of what might help.
5. Interventionist may fill out a short form to document students needing 8 sessions or fewer of targeted intervention with agreement from the principal.
6. Each building will have a standing "EST" team meeting that is comprised of the classroom teacher as well as any supplemental professionals who work regularly with the student, or subject specialists relevant to the concerns, and the principal. The EST referral form will be shared and processed with team. If new interventions are agreed to need take place, those will be written on both the EST meeting notes form, and then later put on the EST Plan form. NOTE; as plans are created, principals will be keeping an eye out to make sure that parity of services happen between the classroom teacher and interventionist(s). It is the teacher's responsibility to communicate with the parents to share what the plan for services is, and make sure that parents get a copy of the written plan.
7. At subsequent monthly EST meetings, the principal will divide the agenda as follows: 2/3 of the meeting is to review the "needy" students currently on EST plans, and monitor the evidence of their progress. 1/3 of the meeting will be to discuss if there are any new students "popping" outside of the testing windows or to dig deep into those students who were NOT progressing. The students who are not progressing will have their plans modified at that very session. Students who are progressing will have notes about their progress documented on their EST plans.
8. Any student who is not making progress, overtime (at least six months) and with confirmed high-quality interventions documented, the team should consider making a Special Ed referral. If this is considered, the principal will do an informal initial consult (with Kara Griswold), to see if it makes sense at the time to make a referral. If a parent makes a request for an evaluation, the referral process will be followed.