

Procedure for Entering and Exiting Students for Section 31a Services- Elementary

District:

The Department of Improvement and Innovation's (DII) Research, Evaluation, and Compliance Specialist works with the Data Manager to obtain a student list for all students in the district that includes all areas of Section 31a eligibility criteria that can be known at the District level. The Research, Evaluation, and Compliance Specialist then provides buildings with a Section 31a eligibility Excel worksheet with all students registered to that building listed on it twice yearly. Worksheets are populated with relevant eligibility information prior to dissemination. Principals are asked to identify students eligible for Section 31a services based on the eligibility criteria spelled out on the worksheet. Principals are also asked to identify which students are receiving 31a services as well as what services or interventions they are receiving and submit this form to the DII via Dropbox.

Buildings:

Buildings identify students in need of 31a services through a four-step selection procedure similar to the Title I Student Selection Procedure used by the District. This procedure is used to identify students most at-risk for not meeting academic benchmarks in one or more core curriculum area based on multiple measures of student progress that are consistently deployed throughout the District. All services and interventions are provided to Section 31a eligible students through a Multi-Tiered System of Support (MTSS).

1. The classroom teacher administers a screening assessment (e.g., AIMSweb) to all students in order to determine whether each student is at, above, or below grade-level benchmarks in reading and mathematics. Screening assessments are administered at least three times each year in the fall, winter, and spring.
2. Students that are determined to be below benchmark based on their screening assessment results are referred to their grade-level Professional Learning Community (PLC). The grade-level PLCs typically consist of the building principal, classroom teachers, a special education teacher, and the reading and/or math specialist.
3. The members of the PLC discuss each referred student's current skill levels and any strategies that they have utilized to support that student's academic progress. If the PLC determines, based on screening data and previous supports, that intervention is appropriate, the student's Section 31a eligibility is checked against the building's Section 31a eligibility list provided by the DII. If the student is Section 31a eligible, the classroom teacher informs the principal and interventionist a student is being referred for services. The classroom also informs the student's parent/s of the student's eligibility for Section 31a services and explains that the student will be further assessed by the reading and/or math specialist. NOTE: Section 31a services are in addition to regular classroom instruction, not in place it.
4. The reading and/or math specialist will complete additional diagnostic assessments to confirm the student's need for services as well as to propose a plan of support (employing Section 31a services). Determination of the most appropriate services given to a student will be decided by the grade-level PLC based on student need and availability of resources. Eligible students may continue to receive services until they have been in Tier I (on grade-level benchmark) for two consecutive data periods.