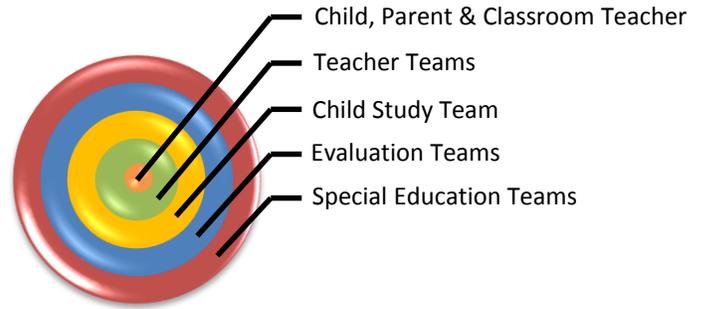




## Circles of Support

West Linn-Wilsonville School District

How do we create learning communities for the greatest thinkers and most thoughtful people...for the world?



The Child Study Process is designed to improve instruction for all learners and to ensure that every child knows he/she is a competent contributor to the school community and that he/she belongs. Therefore, the process begins with the child, the parent, and the classroom teacher knowing the child deeply within a strengths-based framework.



### The Child, Parents and Classroom Teacher

We believe in every child's growing academic and social development and his or her ability to continually acquire new learning and new skills along the way, supported by highly skilled teachers. Children learn in different ways, at varying rates, and may show their understanding in a number of ways. Children come to us believing that we will believe in them and help them find their greatness.

The child, parents and classroom teacher form a critical partnership, collaborating to support each child, every child in their progress toward college and career readiness and their individual life goals. From day one, the relationship between student and teacher is at the heart of learning and has the power to ensure successful learning outcomes. To know each student well, teachers are continually taking note of students' learning in response to instruction. Teachers make connections with students, and from those relationships come to understand their aspirations and learning needs.

Teachers recognize their students' individual growth and progress. Each day in the classroom, the teacher provides high quality instruction, clear learning targets based on rigorous standards, effective student engagement strategies, meaningful activities, and a culture of strong moral and performance character.

Teachers work in partnership with parents. Parents provide valuable insight into their children's experiences, learning styles, attitudes, hopes and dreams. If there is a concern about a child's learning or social progress, parents are immediately invited in the circle of support to help problem-solve and generate actions the teacher can take. There are opportunities for parents and teachers to learn together, respond to information, and contribute to the growing understanding of each student's learning needs.



### Teacher Teams

Teachers collaborate with grade level or department colleagues on a regular basis, to analyze student learning—including individual students' successes and responses to instruction. When there is a concern about an individual student teachers invite colleagues into the support

conversation—employing a growth mindset and reinforcing our commitment to growing our expertise and honing our craft. Colleagues may include grade level or department teachers, learning specialists, counselors, instructional coordinators or other specialists.

Teacher Teams collaborate. Schools set up regular systems and opportunities for teachers teams to review student data, observe students in their instructional environment and work collaboratively to improve instruction. Teacher Teams share their observations, strategies that work and questions as part of creating a strong learning culture, embracing a Growth Mindset.



## **Child Study Team**

Every school has a Child Study Team which meets regularly and generally includes the School Counselor, a building administrator, specialists and general education teachers. An ELD Teacher should be included in a meeting if an emerging bilingual student’s needs are being presented. The role of the Child Study Team is to be an additional circle of support for a child and their teacher.

The focus of the Child Study Team is instruction. Using a strengths-based approach, the Child Study Team starts with evidence of student learning and the teacher’s multiple instructional strategies to support the student. The Team determines what additional actions can be taken while keeping the child fully engaged—and on a “winning streak”—within their classroom.

The Child Study Team works together with the teacher to determine what new strategies and action will be taken, the duration, and how to monitor and document progress. The teacher continues to use classroom-based assessment tools, but with more frequency—bringing evidence of student learning back to the Child Study Team and recording data in ePEP. Members of the Child Study Team also observe the child in their learning environment.

After multiple rounds of instructional interventions, the Child Study Team meets to summarize what they have learned about the child, recording their decision on the Child Study Summary Form. A School Psychologist may join the team for the summary conversation.

Parents are informed—by the classroom teacher—that the Child Study Team will be meeting to gather more strategies and input to support their child. Parent input is requested and parents may participate during this process with the teacher and Child Study Team.



## **Evaluation Teams** (Evaluation Planning and Eligibility)

Occasionally, after reviewing data from classroom-based interventions, the Child Study Team may determine that a formal evaluation is needed to give more insight into a student’s lack of academic or social progress. This evaluation may provide additional ideas for how the instructional strategies and classroom environment can be adjusted. This will also help the district fulfill its Child Find obligation to identify students with disabilities.

The Evaluation Planning Team reviews the concerns from the teacher, Child Study Team and parents and discusses areas of possible disability. Parents are invited to participate in the Evaluation Planning Team to provide input and written consent for an evaluation. The evaluation

plan includes questions about the student's learning that are used to determine the purpose and focus of the evaluation. Notes and documentation are carefully recorded in ePEP.

Parents may also request an evaluation at any point in the Circles of Support. When this happens, the principal and the Evaluation Planning Team meet with the parent(s) and take notes in the parent input section of the Child Study Tab in ePEP. The parent shares their concerns, and the teacher presents evidence of the student's progress. At the end of the meeting, one of the following must happen (record the decision on the Child Study Summary Form):

1. The Evaluation Planning Team decides to conduct an evaluation right away
2. The parents decide an evaluation is not needed
3. The Evaluation Planning Team decides to initiate a Child Study process, including additional interventions with careful documentation and data review at a specified date



## **Special Education Teams**

When a child is identified with a disability, members of the Special Education Team join the classroom teacher in planning and providing support to the student in the classroom. This may include consultation, small group or individual instruction in the classroom and/or in a separate setting when needed. State and federal laws provide guidelines for how support is designed, given, monitored and reported to parents through an Individualized Education Program (IEP). The classroom teacher remains the child's primary instructor, in collaboration with the special education teacher, and supports the child in all learning areas.

The process for Special Education is communicated, supported and revised as needed by the Special Education Team. Through special education and related services, a specialist provides additional expert intensive instruction. This specially designed instruction adds to and works in partnership with the classroom instruction. This helps maximize learning and eliminate academic and social gaps, while preserving access to the inclusive classroom community.



## **The Child**

We believe each child, every child deserves a rich and cohesive school day with the fewest possible disruptions. Each child deserves the most skilled and qualified teacher(s) masterfully adjusting instruction in the moment in order to leverage every learning opportunity. Great attention and diligence should be placed on a child's sense of self and belonging and social and academic sense of competence. This supports every child's right to access the general education curriculum in the Least Restrictive Environment.

Every child comes to us believing that we believe in them...and will be guided in finding their aspirations and greatness. Our teachers—general education and special education—working together, are the sources of learning, caring, inspiration and daily instruction that create the circles of support for each child.