

Tiered System of Supports Health Assessment (SAMPLE)

PURPOSE

The purpose of this tool is to provide Tier 3 teams a way to assess the functioning of their Tier 2 and Tier 3 processes for supporting students. Team members will respond by reflecting on the key foundational components of their Tiered System of Supports. This tool can be completed in its entirety or in parts, depending on the school's needs and context.

DIRECTIONS:

Begin by completing the section above the tool. As you complete each section of the tool, use relevant data to support your response. For statements where you selected "Partially in place" or "Not in place," please provide context in the Notes section. Refer to the *Tiered System of Supports Health Assessment Tool Guidance* and the *Tiered System of Supports Health Assessment Planning Tool* as you complete this assessment.

Completed By: **Student Support Team**

Date of Assessment: **9/20/21**

- ☒ Initial Assessment (first one completed)
☐ Follow-Up Assessment
☐ End-of-Year Assessment (preceded by initial)

- ☐ Full Assessment
☐ Partial Assessment

Tiers 2 and 3: Whole-Child Alignment

Component: Key Principles	In place	Partially in place	Not in place	Notes:
A. Our school has a tiered intervention system that addresses academic, social, emotional and behavior needs in an integrated, not isolated way, leveraging expertise of diverse school staff members, as needed.	✓	<input type="checkbox"/>	<input type="checkbox"/>	
B. School staff both recognize that all children need fluctuating levels of support throughout their academic career and support the needs of all students without referencing students by tier level, diagnosing them or placing blame on students for their challenges.	<input type="checkbox"/>	<input type="checkbox"/>	✓	Students are often referenced in relation to the tier of support. Training on language of how to discuss referred students might be helpful.
C. Student and family strengths are emphasized over their challenges.	<input type="checkbox"/>	✓	<input type="checkbox"/>	There should be more emphasis on strengths. We do not highlight this enough as a school.
D. School staff continuously reflect on schoolwide systems and educator practice.	<input type="checkbox"/>	<input type="checkbox"/>	✓	We do this in isolated cases; it is not a common practice in our tiered supports system.
E. Our system incorporates attunement and responsiveness by promoting the importance of staff deeply knowing our students.	✓	<input type="checkbox"/>	<input type="checkbox"/>	

F. School staff acknowledge the role environment plays in the ability to demonstrate skill and mindset and recognizes and addresses underlying issues in the environment.	<input type="checkbox"/>	√	<input type="checkbox"/>	Some staff have demonstrated this understanding; however, it may not be consistent among all staff.
G. Staff are encouraged to engage outside stakeholders, including the student's family, to increase collaboration and the likelihood of positive outcomes for the student.	√	<input type="checkbox"/>	<input type="checkbox"/>	
H. Our system demonstrates cultural competence and avoids reinforcing bias by acknowledging and leveraging the voice of diverse perspectives in the development of our student support system.	<input type="checkbox"/>	√	<input type="checkbox"/>	We have begun some training on ways to be more culturally aware; however, more work needs to be done.
I. Our school reinforces the importance of strong Tier 1/Universal practices and ensures Tier 1 strategies have been exhausted before making a Tier 2/Tier 3 referral.	√	<input type="checkbox"/>	<input type="checkbox"/>	

Tiers 2 and 3: Identification and Referral Phases

Components: Process of Identification and Referral	In place	Partially in place	Not in place	Notes:
A. School staff recognize the difference between Tiers 2 and 3 and understand the protocol for Tier 3 direct referrals.	<input type="checkbox"/>	√	<input type="checkbox"/>	There is still a lack of clarity on the difference between Tier 2 and Tier 3.
B. Staff understand how to recognize early indicators that a student needs additional support.	√	<input type="checkbox"/>	<input type="checkbox"/>	
C. School staff reflect on and consider strengths and assets of the student(s) they are referring.	<input type="checkbox"/>	√	<input type="checkbox"/>	Some staff members have demonstrated their knowledge of student strengths; however, this is not consistent among all staff.
D. School staff reflect on their relationship with the student and the effectiveness of their own classroom practices that they have already tried prior to making a referral.	<input type="checkbox"/>	√	<input type="checkbox"/>	Most staff members have tried interventions prior to referring; however, their relationship with their students is not always considered.
E. Staff understand the value of and submit the data necessary for each tier.	√	<input type="checkbox"/>	<input type="checkbox"/>	
F. School staff are easily able to access a variety of individual student data (e.g., attendance, testing data) as part of their referral, as needed.	√	<input type="checkbox"/>	<input type="checkbox"/>	

G. Staff reflect on and provide documentation on the quality and frequency of their interaction with the student's caregiver.	<input type="checkbox"/>	√	<input type="checkbox"/>	Staff document caregiver outreach. However, reflecting on the quality is not done in an intentional manner.
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Tiers 2 and 3: Collaboration Phase and Student Support Planning

Components: Meeting Logistics and Team Functioning	In place	Partially in place	Not in place	Notes:
Tier 2 and Tier 3 Collaboration Phase				
A. Tier 2 and Tier 3 teams meet regularly or routinely in a predetermined, confidential space. <i>Tier 2 teams meet weekly (ideally)</i> <i>Tier 3 teams meet ideally no less than twice a month</i>	√	<input type="checkbox"/>	<input type="checkbox"/>	
B. There is a process and opportunity to meet and consult with student support and other service providers within the school to support students without attending a Tier 2 meeting.	√	<input type="checkbox"/>	<input type="checkbox"/>	
C. Tier 2 and Tier 3 meetings have established norms, are paced well (using an agenda with time delineation) and assign preestablished roles for each meeting (Facilitator, Note Taker, Timekeeper).	<input type="checkbox"/>	√	<input type="checkbox"/>	We usually have an agenda and roles, but we have not formally developed norms.
D. Tier 2 teams have grade-wide representation.	√	<input type="checkbox"/>	<input type="checkbox"/>	
E. The Tier 3 team consists of a multidisciplinary body of representatives from the school community (leadership/admin, referring teacher, caregiver, intervention specialist/clinical support, mental health provider or someone with mental health experience).	√	<input type="checkbox"/>	<input type="checkbox"/>	
F. The Tier 3 team seeks out and includes the voice of the student's family and other community relationships.	√	<input type="checkbox"/>	<input type="checkbox"/>	
Tier 2 and Tier 3 Student Support Planning				
A. Tier 2 and Tier 3 teams review and interpret student academic and social-emotional needs to identify goals, leveraging student strengths to support identification of goals and integrated supports.	√	<input type="checkbox"/>	<input type="checkbox"/>	
B. Tier 3 meetings include a social history (relevant historical information about students' development, family context, academic and social-emotional capacity).	<input type="checkbox"/>	<input type="checkbox"/>	√	Social histories are usually collected for students in need of an IEP, but not as part of a Tier 3 meeting.

C. Tier 2 teams identify and consider integrated supports for individuals and groups of students.	√	<input type="checkbox"/>	<input type="checkbox"/>	
D. Tier 3 team focuses on individual students.	√	<input type="checkbox"/>	<input type="checkbox"/>	
E. Tier 2 integrated supports are holistic, centering on the school environment, relationships and experiences and leverage student support for their expertise, as needed.	<input type="checkbox"/>	√	<input type="checkbox"/>	Most student plans do not emphasize change in teacher practice.
F. Tier 2 and Tier 3 integrated supports take into consideration teacher (and other stakeholder) capacity and opportunities for collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	√	
G. Tier 3 integrated supports leverage caregiver support, seeing them as the experts of their child, as integrated supports are considered in the home as well.	<input type="checkbox"/>	√	<input type="checkbox"/>	We do not necessarily consider interventions in the home when leveraging caregiver support.
H. Tier 2 and Tier 3 teams reflect on data regarding student context, strengths, stakeholder perspective and needs to determine 2-3 goals that reflect specifically what will be improved.	<input type="checkbox"/>	√	<input type="checkbox"/>	We usually have more than 3 goals. Student strengths are not discussed consistently.
I. Tier 2 and Tier 3 student support plans (electronic or on paper) are designed to include, but are not limited to: <i>(check all that apply)</i> <ul style="list-style-type: none"> o student identification information o student strengths o presenting concerns (academic and social-emotional) o interventions tried o interactions with caregiver 	<input type="checkbox"/>	√	<input type="checkbox"/>	We need to add a place for student strengths on our plans.
J. Tier 2 and Tier 3 student support plans include, but are not limited to: <i>(check all that apply)</i> <ul style="list-style-type: none"> o a section for clearly articulated goals o the integrated supports to achieve those goals o person responsible for providing the supports o date by when to accomplish goals o date of follow-up review of progress monitoring data and level of progress o a section for recording progress monitoring data 	<input type="checkbox"/>	√	<input type="checkbox"/>	It is not always clear on the plans who is responsible for the intervention supports listed. The addition of dates would support accountability.

Tiers 2 and 3: Implementation and Progress Monitoring Phases

Component:	In place	Partially in place	Not in place	Notes:
A. Stakeholders responsible for interventions are informed and understand how to track progress (parents, other school staff members, external agencies/programs).	<input type="checkbox"/>	√	<input type="checkbox"/>	We are not always consistent with following up with external stakeholders.
B. Tier 2 and Tier 3 teams create and document progress monitoring plans for stakeholders to use when implementing integrated supports.	<input type="checkbox"/>	<input type="checkbox"/>	√	We do not currently have a plan for monitoring implementation of plans.
C. Stakeholders implement the identified supports consistently and with fidelity and collect progress monitoring data.	<input type="checkbox"/>	√	<input type="checkbox"/>	There is some evidence of supports being implemented but there is not a way to document that data.
D. Student Support plans include date for follow-up and review and a space to collect the necessary data on quality of implementation to determine next steps for the student.	<input type="checkbox"/>	<input type="checkbox"/>	√	We need to ensure we have a clear process and place to document how students are progressing.