

Tiered System of Supports Health Assessment Guidance

PURPOSE

The purpose of this tool is to provide you with support as you complete the *Tiered System of Supports Health Assessment* and the *Tiered System of Supports Health Assessment Goal Setting/Action Planning Tool*.

DIRECTIONS:

Use this document to guide you through completing all aspects of the *Tiered System of Supports Health Assessment*.

Overview

The *Tiered System of Supports Health Assessment* is divided into four sections:

Tool heading:

- Completed By and Date of Completion
- Initial, Follow-Up or End-of-Year Assessment
- Full or Partial Assessment

System components:

- Key Principles of Whole-Child Alignment
- Tier 2/Tier 3 Identification and Referral Processes
- Tier 2/Tier 3 Collaboration and Student Support Planning
- Tier 2/Tier 3 Implementation and Progress Monitoring Processes

Rating of degree to which aspects exist:

In place	Demonstrated consistently
Partially in place	Demonstrated inconsistently OR only some aspects of the component exist
Not in place	No evidence of the component existing in your current Tiered System of Supports

Notes section:

- Complete for aspects where you indicated “Partially in place” or “Not in place”; provide examples or context for your response.

Getting Started

Review the assessment tool to determine the following:

- What data will be needed to conduct the assessment?
 - Copy of referral form, student support plan, meeting agenda, etc.
- Who will complete the assessment?
 - Where possible, at least two team members should complete the assessment to provide different perspectives (a student support team member and a Tiered System of Supports team member **OR** the entire Tiered System of Supports team)
- Determine whether this is an initial, follow-up or end-of-year assessment.
- Determine whether you will do a full or partial assessment**

- Determine the date you will conduct the assessment

****NOTE:** You can make decisions about how to complete this tool, whether in full or in part, by doing one aspect of each section. For example, you might have different team members complete different components of the tool at different points during the year. Please note that this may also require some observations of Tier 2 and Tier 3 meetings.

Conducting the Assessment

- Once you have gathered the data and determined as a team (or with assistance from the school administration and student support team) how the assessment will be conducted, respond to the aspects in each component by selecting “In place,” “Partially in place” or “Not in place.”
- For components that are “Partially in place” or “Not in place,” complete the Notes section to provide context. For example, a team may select “Partially in place” for including a social history at the Tier 3 team meetings. The Notes section might be a place to indicate that the one barrier to including a social history is that the social worker has difficulty finding time to complete one.

Planning for Implementation

- After completing the health assessment (determine as a team, if necessary), review and **highlight the components that are areas of strength and components that are areas of growth**. Document those areas on the [Tiered System of Supports Health Assessment Goal Setting/Action Planning Tool](#). Ideally, school teams would select their top choices for both strength and growth areas.
- **Respond to reflection questions**. Use the information on the [Tiered System of Supports Health Assessment](#).
- **Determine goals**. School teams may have several goals; however, it is important to prioritize which goals can be realistically accomplished first. Be sure to include a date by when the goal will be accomplished.
- **Determine action steps**. Each goal can have several action steps. Action steps are the activities needed to support the achievement of each goal.
- **Determine who is responsible for each action step**. For each goal, there maybe be several stakeholders responsible in supporting the work to achieve that goal. It is important to clarify who will work on what to increase productivity and efficiency.
- **Determine completion date**. Goals should have a timeline for completion. This allows the team or team members to focus on specific tasks and ensure there is movement toward accomplishing identified goals.
- **Resources needed**. Each team and school will have varying degrees of resources available to them and may require some additional support.

Progress Monitoring

- **Repeat the assessment as needed**. Ideally, a full assessment should be completed more than once per year. A school may decide periodically, throughout the school year, to complete different sections based on need. Regularly reflecting on the data supports the functioning of the system and allows the ongoing monitoring of patterns and trends that could unintentionally reinforce biased processes, leading to an inequitable environment for students.

Tiered System of Supports Health Assessment

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 Goal Setting/Action-Planning Tool* as you complete this assessment.

Completed By:

Date of Assessment:

- ☐ 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"/>	<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"/>	<input type="checkbox"/>	
C. Student and family strengths are emphasized over their challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. School staff continuously reflect on schoolwide systems and educator practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E. Our system incorporates attunement and responsiveness by promoting the importance of staff deeply knowing our students.	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	
G. School 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"/>	<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"/>	<input type="checkbox"/>	
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"/>	<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"/>	<input type="checkbox"/>	
B. Staff understand how to recognize early indicators that a student needs additional support.	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	
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"/>	<input type="checkbox"/>	
E. School staff understand the value of and submit the data necessary for each tier.	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	
G. School 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"/>	<input type="checkbox"/>	

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"/>	<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"/>	<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"/>	<input type="checkbox"/>	
D. Tier 2 teams have grade-wide representation.	<input type="checkbox"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>	
C. Tier 2 teams identify and consider integrated supports for individuals and groups of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. The Tier 3 team focuses on individual students.	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	
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"/>	<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"/>	<input type="checkbox"/>	
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"/>	<input type="checkbox"/>	
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"/>	<input type="checkbox"/>	
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"/>	<input type="checkbox"/>	

Tiers 2 and 3: Implementation and Progress Monitoring Phases

Component: Implementation and Progress Monitoring	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"/>	<input type="checkbox"/>	
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"/>	<input type="checkbox"/>	

C. Stakeholders implement the identified supports consistently and with fidelity and collect progress monitoring data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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"/>	<input type="checkbox"/>	

View a completed sample [here](#).

Tiered System of Supports Health Assessment Goal Setting/Action Planning Tool

PURPOSE

The purpose of this planning form is to assist schools in documenting their identified areas of strength and areas of growth as indicated on the *Tiered System of Supports Health Assessment*. Schools will use this form to create goals and action steps that will improve their Tiered System of Supports. Schools should complete this form after conducting the Tiered System of Supports Health Assessment.

DIRECTIONS:

Please complete this planning form after you have conducted the *Tiered System of Supports Health Assessment*. This form should ideally be completed by the student support team; however, it can also be completed by the Tiered System of Supports team lead and/or by school administration.

Completed By:

Date of Assessment:

- ☐ Initial Assessment (first one completed)
- ☐ Partial Assessment (i.e., focusing on only a few components)
- ☐ Follow-Up Assessment (frequency: no less than twice a year)

Review of Responses on Tiered System of Supports Health Assessment

Areas of Strength	1.
	2.
	3.
Areas of Growth	1.
	2.
	3.

Reflection

As you reflect on your current data, note the areas where you indicated "Partially in place" or "Not in place." What are some potential barriers to having them in place? What might be some next steps to make them an area of strength?

Looking at the data where it currently stands, in what ways does the system reinforce equity and equitable outcomes for students, families and staff? If you are unable to identify them, what might be a next step? (examples: professional development for staff, staff book study, home-school communication strategies)

Are there parts of our Tiered System of Supports that require additional professional learning for teachers and staff? Is there a need to create the time and space for ongoing capacity building and adult learning connected to the Tiered System of Supports that is grounded in a whole-child approach? Are there existing learning structures already in place?

Based on the Tiered System of Supports Health Assessment and your reflections above, please complete the following table:

Goals	Action Steps	Person(s) Responsible	Date	Resources Needed
<i>What outcome are you expecting to see? What will be different?</i> <i>Be sure to include the date the goal will be accomplished.</i>	<i>How will you accomplish this goal? What are the steps that will be taken? (there may be several action steps per goal)</i>	<i>Who will complete these actions?</i>	<i>The date the action step will be complete</i>	<i>What materials or added support are needed?</i>
1.				
2.				
3.				

View a completed sample [here](#).

Now that you have completed the assessment and have determined some areas you want to refine, we have a variety of tools by phase to assist you with your refinement:

- **Identification and Referral Phases**
 - **Identification Phase**
 - [Two Approaches to Identifying Students Who May Need Additional Support](#) (Identification Phase)
 - [Indicators of Need](#)
 - [Identification Phase Guiding Questions](#)
 - **Referral Phase**
 - [Two Approaches to Identifying Students Who May Need Additional Support](#) (Referral Phase)
 - [Referral Phase Guiding Questions](#)
 - [Student Referral Form](#)
 - [Sample Referral Form, traditional approach](#)
 - [Sample Referral Form, whole-child approach](#)
 - [Data Collection Checklist](#)
- **Collaboration Phase**
 - [Two Approaches to Discussing Students and Creating Student Support Plans](#)
 - [Collaboration Phase Team Membership](#)
 - [Collaboration Phase Team Roles and Meeting Guidance](#)
 - [Before, During, After Meeting Guidance for Set-up Team](#)
 - [Before, During, After Meeting Guidance for Participants](#)
 - [Caregiver Letter](#)
 - [TS Community Stakeholder Letter](#)
 - [Caregiver Interview](#)
 - [Collaboration Phase Meeting Norms](#)
 - [Collab Phase Tier 2 Meeting Agenda](#)
 - [Collab Phase Tier 3 Meeting Agenda](#)
 - [Guiding Questions Collaboration Phase](#)
 - [TS Student Support Plan and Sample](#)
- **Implementation and Progress Monitoring Phases**
 - [Data Tracker](#)
 - [Progress Monitoring Form](#)