

Behavioral Support Services in the Indian River School District

Placement or Intervention	Supports
<p>Multi-Targeted System of Support (MTSS)</p> <p>Targeted Intervention for Student Success (TISS)</p>	<ul style="list-style-type: none"> ● The MTSS process encompasses all areas of need a student may exhibit throughout a school day in which data is collected, analyzed and supports are provided in order to provide supports in order for the student to show positive progress. ● Data is reviewed every 6 weeks (intervention cycle) to determine if the student is making progress, remaining the same, or has declined. The supports and services are modified based on the data for each individual student. ● The MTSS process is in place within each school in the Indian River School District.
<p>Student Support Suite (SSS) at each secondary school</p> <p>Georgetown Middle Millsboro Middle Selbyville Middle Indian River High School Sussex Central High School</p>	<ul style="list-style-type: none"> ● SSS is a supportive service available to all IRSD students at the middle and high school levels. ● The SSS is staffed with a dually certified (special education and regular education) teacher. ● Continuation of current academic activities as SSS teacher collaborates daily with school staff. ● Small group instructional support. ● One-on-one instructional support as needed. ● Daily check ins with support suite staff. ● Immediate support, as needed, by a faculty member who is assigned in the suite. ● Weekly counseling, teaching and practice of mindfulness techniques, coping strategy instruction. ● Family check-ins. ● Access to mental health or school-based counselor for individual sessions as needed/requested. ● <i>Behavior plan development/modification with supportive teaching of supports to student/staff.</i>
<p>Building Intensive Learning Centers (ILC) all schools throughout the district</p> <p>IEP team placement decision with family and home school after supports in the A and B settings have proven unsuccessful. Ongoing data collected through the MTSS and IEP process.</p>	<ul style="list-style-type: none"> ● Data-driven interventions implemented in a lower student to staff ratio classroom setting providing a more intensive level of services based on IEP goals/needs. ● Instruction is provided by a certified special education teacher ● One-on-one support as needed. ● Students participate with peers in larger classroom settings throughout the day for no more than 20% of the day. These opportunities may include homeroom, recess, specials, science or social studies, and Positive Behavior Intervention Support (PBIS) activities. ● Data collected through the IEP and MTSS processes are used to support the student in academic areas as well as behavior if needed. For students with behavior needs, daily data collection may take place based on behavior plan. ● Access to district behavior specialist for classroom and plan supports as needed. ● Transitional support to the next appropriate least restrictive

	<p>setting based on student's success towards IEP goals.</p> <ul style="list-style-type: none"> ● Participates in all school-based events. ● <i>Behavior plan development/modification with supportive teaching of supports to student/staff.</i>
<p>District Intensive Learning Centers (ILC)</p> <p>John M. Clayton, Georgetown Middle School, Indian River High School and Sussex Central High School</p> <p>IEP team placement decision with family and home school after all supports have been exhausted at the home school. Ongoing data collected through the MTSS and IEP process supports the shift in placement.</p>	<ul style="list-style-type: none"> ● Data-driven interventions implemented in a low student to staff ratio classroom setting based on IEP goals/needs. ● Weekly group and individual counseling provided by School-based counselor, Special Outreach Service provider, or an IRSD Mental Health Counselor. ● Instruction provided by certified special education teacher. ● One-on-one support as needed. ● Social/Emotional Curriculum incorporated into daily schedule to include but not limited to mindfulness techniques, Positive Action and/or Second Step. ● Immediate access to counselor support when needed. ● Transitional support to regular education classrooms as per schedule and IEP transition plan. This also applies to the transition to the student's home school for the elementary and middle levels. ● Access to district behavior specialist for classroom and plan supports as needed. ● Daily data collection on behavioral goals within the IEP. ● Opportunity to participate in all school-based events. ● <i>Behavior plan development/modification across all classroom settings. Instruction on specific supports and plan implementation with the student.</i>
<p>High Road Classrooms</p> <p>John M. Clayton Elementary Georgetown Middle School</p> <p>(IEP team placement decision with family, home school, and district Department of Special Services. Ongoing data collected through the MTSS and IEP process supports the shift in placement.)</p>	<ul style="list-style-type: none"> ● Indian River School District contracts with High Road Schools to provide a more intensive service for special education students with intense behavioral needs. ● 2:6 staff to student ratio. ● Intensive, specialized classroom-wide behavior support plan. ● Social-Emotional curriculum is used in group counseling sessions and incorporated into the daily schedule. ● Individual counseling with a Mental Health Counselor or Special Outreach Service provider. ● Tailored academic options to include instructional programs and web-based products and interventions to meet the day-to-day social-emotional demand of the student. ● Daily data collection based on behavioral IEP goals. ● Transitional support to regular education classrooms, to home school, and/or to community events. ● Participate in community-based activities and have the opportunity to participate in school-based events. ● District liaison and home school participate in meetings regarding student progress, goals.
<p>Character Academic Motivational Program (CAMP)</p> <p>Southern Delaware School of the Arts</p>	<ul style="list-style-type: none"> ● CAMP is a district-wide program for middle and high school students as a supportive opportunity in lieu of extended out of school suspension based upon the district discipline matrices. Students and families are offered and must agree for the student to participate in this opportunity along with the home schools Administration prior to the placement. ● CAMP is also utilized as a part of our First Offense Waiver

<p>For students with an IEP meeting to discuss the program and change of placement prior to starting the placement.</p>	<p>program for drug and alcohol first time offenses for students, as per the Indian River School District policy JG: Student Discipline. During this time students receive all aspects of CAMP with additional counseling in drugs/alcohol.</p> <ul style="list-style-type: none">● Placement in CAMP is either 5 or 10 school days. Criteria for number of days of placement considers the students grade level and/or offense type.● 1:10 staff/student ratio.● Dually certified teachers for each of the classrooms.● Link to student's home school work (core content classes, pathway courses, and other courses taking per student's individual schedule) with supported small group and/or individualized instruction as needed.● Daily check in with CAMP staff.● Daily group counseling with school counselor.● Individual counseling at least 1 time per week.● Initial session with counselor (Day #1) to review expectations and purpose of the program as well as set goals to support the return to his/her home school. The goals/needs expressed link to counseling sessions and whole group lessons.● CAMP team provides:<ul style="list-style-type: none">○ Updates to student's home school regarding academic and behavior progress.○ Recommendations for home school regarding.○ Accommodations that worked in the small group setting.○ Recommendations for supportive services to continue upon the students return to their home school.
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