



January 10, 2019

Via Email and U.S. Mail

Members of the State Public Charter School Authority Board
2080 East Flamingo Road
Suite 230
Las Vegas, NV 89119

Re: Additional Information Requested on Tiered Interventions at NCA

Dear Members of the Authority,

We appreciate the opportunity to present to you regarding our social emotional learning interventions offered at Nevada Connections Academy. I'd like to take this opportunity to provide additional information on the tiered support systems in place at our school, per your request.

We take a tiered approach with our three main modes of intervention at NCA: Social Emotional Intervention, Academic Intervention, and Behavioral Intervention.

SOCIAL EMOTIONAL LEARNING INTERVENTION

- Our certified social emotional learning trainer provided initial training to all staff at the beginning of the 2019-2020 school year. Subsequent bi-weekly social emotional trainings are provided each month for continuous staff development and support throughout the year.
 - **Tier I SEL Intervention**
 - All students are placed with a homeroom teacher who has been trained and receives continuous bi-weekly training to address students' social and emotional learning needs. A teacher will refer a student for Tier II intervention using the established protocol discussed and reinforced in bi-weekly staff SEL trainings.
 - **Tier II SEL Intervention**
 - SEL Tier II supports consist of Child Welfare IAs and SEL mentors.
 - **Child Welfare Issue Aware tickets** (IAs) are an individualized monitoring system assigned to specific certified counseling staff to support individual student needs. A student that has been designated as needing Tier II Child Welfare IA intervention will receive weekly, bi-weekly, or monthly support and contact from a certified NCA counselor. The amount of contact each month will be determined based upon the individual student's need.
 - **Social Emotional Mentors** are assigned by homeroom teacher referral as specified in the protocol outlined in the staff social emotional learning training. Social Emotional Mentors make weekly contact with students and provide guidance and one-on-one support as outlined in the bi-weekly staff trainings. Social Emotional Mentors are NCA staff members

that volunteer their time to mentor students using the guidelines outlined in the bi-weekly staff trainings.

- **Tier III SEL Intervention**
 - SEL Tier III supports also consist of Child Welfare IAs and SEL mentors, with a higher level of the support.
 - **Tier III Child Welfare IA intervention** is determined by need when the assigned counselor determines that a student is in need of more intensive support and intervention. Intensive support can include but is not limited to more frequent contact each week, daily journaling with counselor guidance, outside community resources for physical or mental well-being, etc.
 - **Tier III Social Emotional Mentor intervention** is determined by need when a Social Emotional Mentor teacher refers their individual mentee as needing more intensive support as outlined in the protocol in the staff SEL training. Tier III Social Emotional Mentor support requires a minimum of twice weekly contact; however, some students may require daily or multiple times per day contact based upon their individual needs.

ACADEMIC INTERVENTION

- NCA uses the Response to Intervention (RTI) approach as required by Nevada State Law to address student academic needs.
 - **Tier I Academic Intervention**
 - All teachers monitor their students using best teaching practices for the virtual environment. Teachers were provided RTI training at the beginning of the 2019-2020 school year and continue to participate in monthly professional development training sessions led by the NCA leadership team to bolster best teaching practices and identify students in need of potential Tier II and Tier III supports.
 - **Tier II Academic Intervention**
 - Students in need of Tier II academic supports are identified in required monthly grade level PLC meetings. Students placed upon Tier II academic intervention plans receive an additional 60-90 minutes of support instruction per week based upon the student's Greatest Area of Need (GAN) as determined by virtual classroom observation, individual assessment observation, and/or diagnostic testing results. Tier II supports include but are not limited to one-on-one instruction, small group instruction, ST Math, Lexia, PowerUp, USA Test Prep, etc.
 - **Tier III Academic Intervention**
 - Students in need of Tier III academic supports are identified in required monthly grade level PLC meetings. All students on Tier II plans are discussed at each monthly meeting to determine if they should continue Tier II supports or if Tier III supports are needed for the student to show growth and progress toward their GAN goals. Tier III supports include the same supports as listed for Tier II; however, the intervention time is increased to 90-120 minutes of additional support instruction per week based upon the student's GAN. Students who are not showing grade level appropriate progress with Tier III Academic Interventions are referred to the Special Education team for evaluation and assessment for the potential need of Special Education services.

BEHAVIORAL INTERVENTION

- To ensure that all students are participating in their education, NCA has specified protocols for when a student becomes disengaged with our program.
 - **Unresponsive process**
 - The unresponsive process is used when students and Learning Coaches fail to return teacher contact attempts. Students and their Learning Coaches are referred to NCA administration so that contact can be reestablished and the student has the opportunity to re-engage in the program.
 - **Truancy process**
 - In order to remain in compliance, students must complete the required instructional hours each week and communicate with their homeroom teacher via phone, LiveLesson and/or webmail. Caretakers must also record student attendance regularly, review student grades and progress and communicate with student's homeroom teacher. If these requirements are not met, students will be at risk for being reported as truant.
 - *Round 1 Truancy*- Student is significantly behind in lessons and notification regarding this is sent to the Caretaker and student through webmail. Student's homeroom teacher will set up a call with the student and caretaker to create a plan to help get the student back on track.
 - *Round 2 Truancy* - Student is not showing progress and has fallen further behind. Notification regarding this is sent to the Caretaker and student through webmail. Included in that webmail is a LiveLesson recording that must be watched by the parent and student. Once watched, they sign a Truancy Contract. Student's homeroom teacher will set up another call with the student and caretaker to adjust plan to help get the student back on track.
 - *Round 3 Truancy* - Student continues to show no progress and fall further behind. Another notification is sent through webmail and contact is made with their grade level administration. During this call, the truancy contract is reviewed, progress is discussed and a new plan is put in place. A call is scheduled two weeks later to review progress. If no progress is made, caretaker agrees to withdrawal student and enroll them in a school where they can be more successful.

Over the last few years, NCA has shifted to a holistic student approach. Recent research under the Aha Process framework suggests that students' emotional well-being is one of the key indicating factors in a student's academic success. By ensuring that all NCA staff are trained to identify students in need of social emotional support, academic support, and/or behavioral support, all students at NCA are placed upon an individualized path to success maximizing each student's potential for growth and learning.

Sincerely,

/s/ Dr. Chris McBride
NCA Superintendent

cc: Dr. Scott Harrington