

Wantagh UFSD
Elementary District Multiple-Tiered Systems of
Support and Response to Intervention

*A framework for making instructional decisions based on data
in order to accelerate learning for all students.*



**Why use Multiple-Tiered Systems of Support (MTSS)
and Response to Intervention(RTI)
at Wantagh?**

When a district embraces and promotes the use of RTI as the primary method for determining the instructional and behavioral needs of all students – not just those experiencing difficulties in learning – implementation proceeds more smoothly and is more likely to be successful.
(Batsche, 2015)

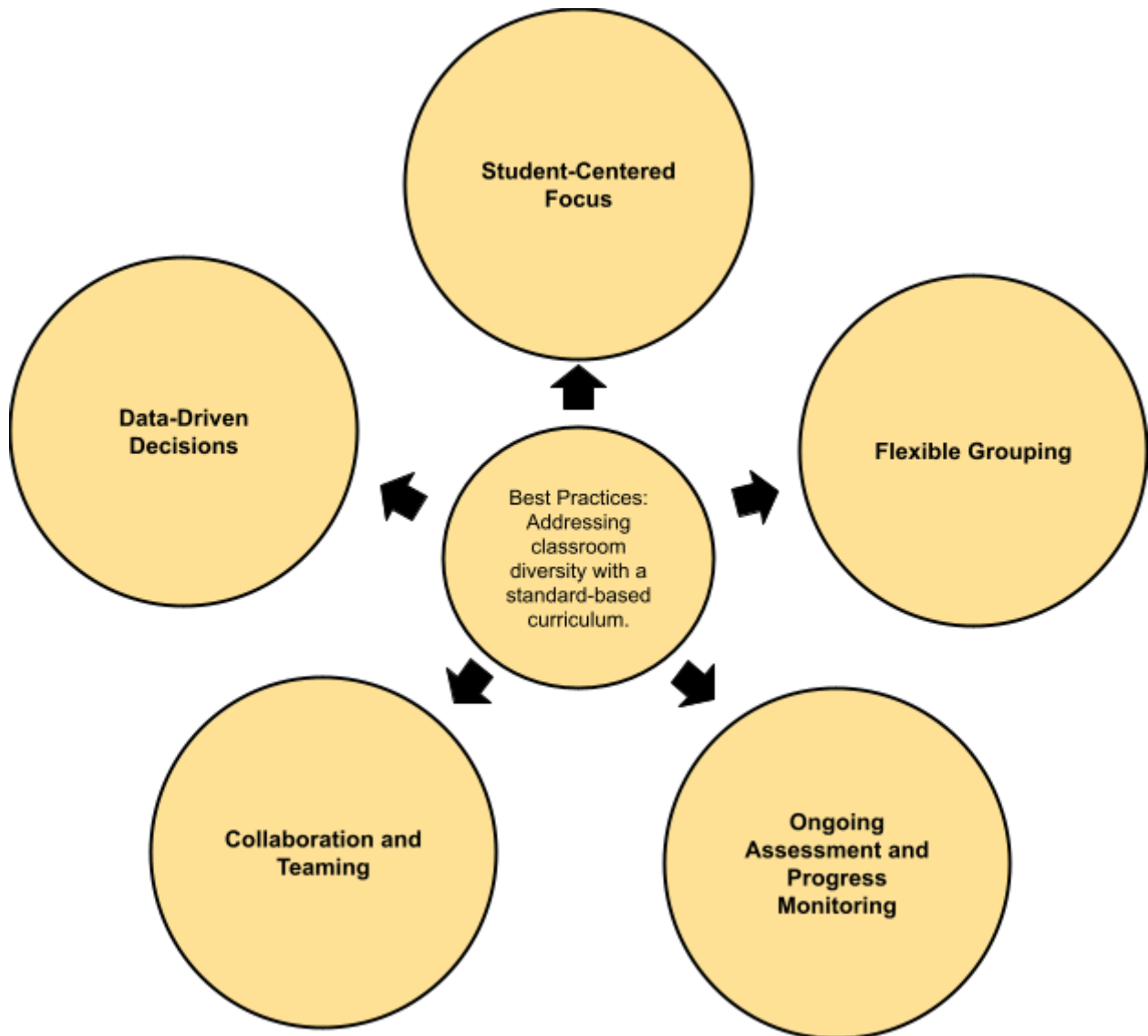
A **Multi-Tiered Systems of Support (MTSS)** is a framework for how school districts can build the necessary systems to ensure that each and every student receives a high quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth.

Response to intervention (RTI) is a process used by educators to help students who are struggling with a skill or lesson; every teacher will use interventions (a set of teaching procedures) with any student to help them succeed in the classroom—it's not just for children with special needs or a learning disability.

Wantagh UFSD

District Multiple-Tiered Systems of Support and Response to Intervention

A framework for making instructional decisions based on data in order to accelerate learning for all students.



Goal

The goal of a multi-tiered intervention process is accelerating learning for all. An essential assumption is that all students can learn, and will, given the right opportunities. It cannot be stressed enough that this process is designed to support general education. Origins of the practice emerged through special education research and practice, and its federal funding began there, but it is intended to apply to every child. (Renaissance Learning, 2011)

This plan formalizes the process, as required by the New York State Education Department. “Effective on or after July 12, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.” [8 NYCRR section 200.4 (j)]

In accordance with Commissioner’s Regulations, the School District has established administrative practices and procedures for implementing District-wide initiatives that address a Response to Intervention (RTI) process applicable to all students. For students suspected of having a potential learning disability, the District will provide appropriate RTI services pursuant to Commissioner’s Regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

Minimum Requirements of the District’s Multiple-Tiered Systems of Support and Response to Intervention

- Scientific, research-based instruction in reading provided to all students in the general education class by qualified personnel. Instruction in reading, per Commissioner’s Regulations, shall mean scientific, research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
- Screenings shall be provided to all students in the class to identify those students who are not making academic progress at expected rates.
- Scientific, research-based instruction matched to student needs. There are increasingly intensive levels of targeted interventions for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- Repeated assessments of student achievement which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- The application of information about the student’s response to intervention to make educational decisions about changes in goals, instruction and/or services and the

decision to make a referral for special education programs and/or services. Instruction Support Team (IST) will review students information to make decisions regarding student progress and further invention strategies.

- Written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:
 - the amount and nature of student performance data that will be collected and the general education services that will be provided as enumerated in Commissioner’s Regulations
 - strategies for increasing the student’s rate of learning.
 - the parents’ right to request an evaluation for special education programs and/or services.

Structure of Response to Intervention Program

The District’s multi-tiered intervention process will consist of multiple tiers of instruction/assessments to address increasingly intensive levels of targeted intervention to promote early identification of student performance needs and/or rate of learning, and to help raise achievement levels for all students.

Instructional Support Teams (IST), whose members may include, but are not limited to, regular education teachers, special education personnel, the school psychologist, reading specialists, and administrators will be available for each building to address the implementation of the District’s RTI process.

The IST’s responsibilities shall include, but are not limited to, the following:

- determining the level of interventions/student performance criteria appropriate for each Tier.
- analyzing information/assessments concerning a student’s response to intervention and making educational decisions about changes in goals, instruction and/or services.
- determining whether to make a referral for special education programs and/or services.

Types of Interventions

The District will provide multiple tiers of increasingly intensive levels of targeted intervention and instruction for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards. It is expected that use of the Tier Level of instruction will be specific to each student’s needs and will be an ongoing process, with students entering and exiting tiers of intervention according to the

analysis of student performance data and progress monitoring.

Tier One Instruction

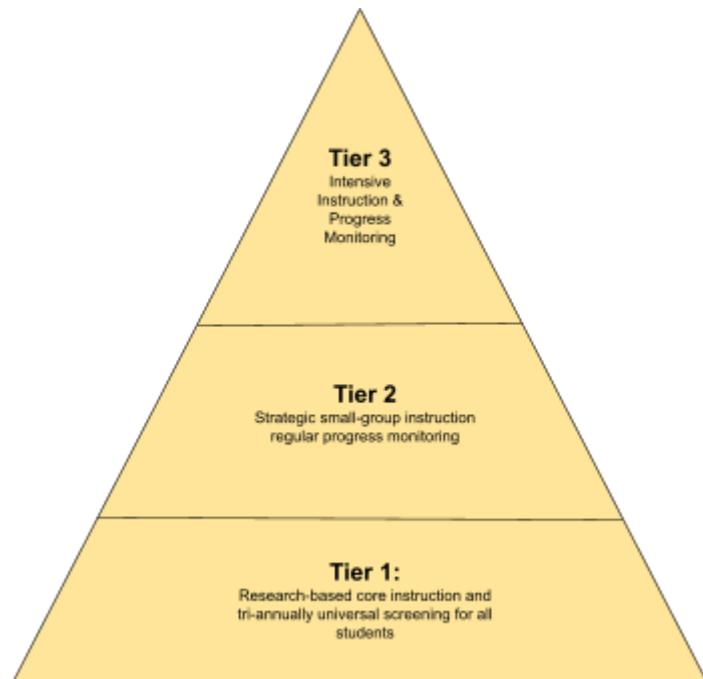
Tier One instruction is provided to all students in the general education setting. The use of scientific, research-based instruction in the areas of reading will be provided by the general education teacher and/or other qualified personnel as appropriate. It will emphasize proactive, preventative core instructional strategies in the classroom setting. Group and/or individualized instruction, assessment and reinforcement activities will be provided as deemed appropriate by the classroom teacher.

The analysis of Tier One student performance data will be used to identify those students who need additional intervention at the Tier Two level of instruction.

Tier Two Instruction

In general, Tier Two instruction will consist of small group, targeted interventions for those students identified as being “at risk” who fail to make adequate progress in the general education classroom. Tier Two instruction will include programs and intervention strategies designed to supplement Tier One interventions that are provided to all students in the general education setting.

Tier Two instruction may be provided by specialized staff, such as reading teachers, as determined by the IST. At the conclusion of Tier Two instruction, the IST will review the student’s progress and make a determination as to whether Tier Two interventions should be maintained; the interventions will be stopped if satisfactory progress has been made; or the student referred for Tier Three instruction.



Tier two interventions can be provided inside or outside of the classroom. WIN periods and teacher station work can be utilized to provide Tier two interventions.

Tier Three Instruction

Tier Three instruction is the provision of more intensive instructional interventions tailored to the needs of the individual student and is provided to those students who do not achieve adequate progress after receiving interventions at the Tier Two level. Based upon the significant

needs of the student, Tier Three instruction may include more intensive periods of intervention program and services than those provided in the first two tiers.

Tier Three instruction will be provided by those specialists, as determined by the IST, who are best qualified to address the individual student's targeted area(s) of need. If deemed appropriate by the Team, and in accordance with applicable law and regulation, a referral of the students may be made to the Committee on Special Education.

Instruction Support Team

The Instruction Support Team(IST) will meet once a month, based on a six day cycle, at each school. Months that have four weeks can allow for additional time if needed. Teachers who have students that are in need of a discussion for support, need to complete the appropriate information prior to the assigned meeting date in order to ensure that the IST has the appropriate members on the panel.

Unclassified Students - In each of the elementary schools, IST convenes to identify the interventions that are appropriate for each individual student's need for support in the areas of literacy, math, PT, OT, speech, behavior etc. The IST, led by the Supervisors of Elementary Curriculum and Instruction, reviews data and makes decisions regarding the appropriateness of the interventions used and recommends changes in the student's instructional program based on the analysis of the data. For students receiving Tier II or Tier III intervention, the principals meet with the professional staff who provide intervention in order to monitor the students' performance in the targeted areas. Students are referred back to the IST who then determine whether students are making progress and when, or if, a referral to the CSE is appropriate.

Classified Students - Anything that applies to a classified student's existing or modified IEP accommodations, including PT, OT, and speech, will be reserved for the CSE team. Classified students whose progress monitoring data indicates a need for additional support unrelated to the students classification can be discussed and arranged when needed through the IST team.

Instructional Support Team Members

Supervisors Elementary Curriculum and Instruction

Building Administrators*

Psychologist*

Guidance Counselor*

Special Education/Reading

Speech

Reading

Math

Social Worker*

Occupational Therapy

Physical therapy

Instructional Coach/Classroom Teacher

*Suggested presence at all IST meeting

The Intervention Team shall monitor the progress of those students in need of or currently receiving intervention services beyond that provided to all students in the general education classroom. The Team shall meet with the student's teacher(s) and will determine if: an action plan is needed, further adjustments need to be made to the student's current action plan program, and/or a change made to the Tier Level of intervention provided. Monitoring of student progress shall be an ongoing part of the program from the initial screening to completion of the process, as applicable. Parents may also request that the progress of their child be reviewed by the team.

Fidelity measures will also be completed by Team members to assess whether the intervention was implemented as intended and uniformly applied. Clear benchmarks will be established for student performance and performance charts will be plotted at the completion of the instructional period/intervention process.

Student Progress Reports: Parents or persons in parental relation to students receiving intervention services shall be provided with reports on student's progress at least once each trimester during the regular school year. In addition, there will be an opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing intervention services, at least once per semester during the school year.

Student Records – Program Descriptions: Each service provider will keep a record of services provided to a student. Such a record will include parent notifications, diagnostic records, a plan, tracking of interventions, measurable goals, and progress monitoring of the student's skills and goals. A description of services and ongoing dated comments will be included. All records will be maintained electronically through the year and filed in the student's Intervention file at the end of the year, as required by Title I regulations.

Data Days

Data Days occur two to three times a year, for each grade level, following the close of a trimester. During this time the team will look closely at a variety of progress monitoring tools, student work, and additional classroom data to inform instructional decisions. It is encouraged that teachers identify plateauing student progress, provide evidence of students' work, and work together to identify means to address changes in progress.

Resources

For more information on the process, please visit:

"New York State RTI Guidance Document." www.nysrti.org. NYSED. Albany, NY: 2010.

Making RTI Work. Renaissance Learning, Inc. Wisconsin Rapids, WI: 2011.

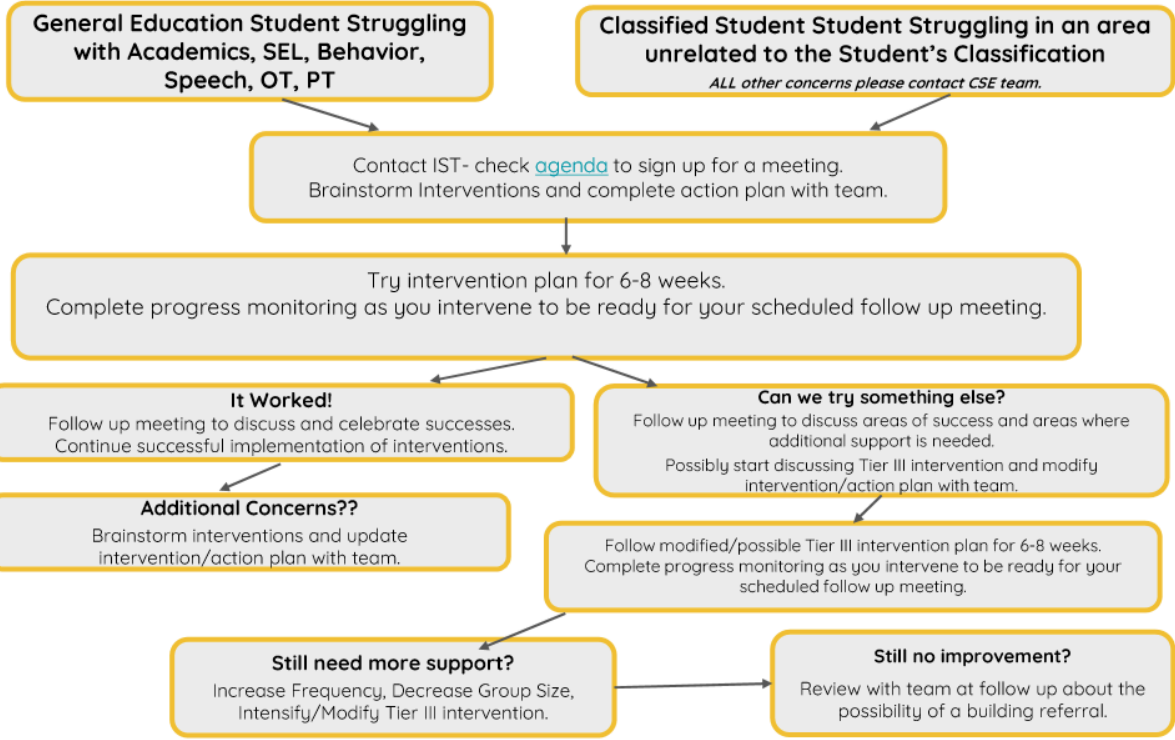
Hanson, Helene, M. "RTI & DI: Response to Intervention & Differentiated Instruction." Dude Publishing, NPR. Port Chester, NY: 2009.

Regulatory References

34 Code of Federal Regulations (CFR) Sections 300.309 and 300.311

Education Law Sections: 3208, 4002, 4401, 4401a, 4402, 4410

New York Code of Rules and Regulations (NYCRR) Sections 100.2 (ii), 200.2(b)(7), 200.4 (a), 200.4 (j)(3)(i), 200.4 (j)(5)(i)(g)



Elementary PD & Assessment Dates TEMPLATE

Distributed to Teachers in September - Feel Free to Edit

HALF DAY PROFESSIONAL LEARNING - Tentative Based on Need

Fall PD	Winter PD
2nd and 3rd week of October by grade.	Last week of January and First week of February by grade.

1st ASSESSMENT PERIOD

ELP & Math Screener Kindergarten iReady window opens - Rolled into Branching Minds F&P Assessment window opens - Entered into Branching Minds by -	DATA/CASE STUDY SESSIONS <i>1-2 hours per grade, per building</i> December - Man December - FL December - WES <i>Grade level times TBD</i>
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2nd ASSESSMENT PERIOD

F&P Assessment & i-Ready window opens - iReady Rolled into Branching Minds F&P entered into Branching Minds by -	DATA/CASE STUDY SESSIONS <i>1-2 hours per grade, per building</i> February - FL March-MAN March - WES <i>Grade level times TBD</i>
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3rd ASSESSMENT PERIOD

F&P Assessment & i-Ready window opens -
iReady Rolled into Branching Minds
F&P entered into Branching Minds by -

***** Acadience Reading & Math administered by AIS as needed**

