



Roadmap to Success for Struggling Learners:
A Guide to Intervention and Referral Services
(I&RS)
Through
Multi Tiered System of Supports (MTSS)

Revised October 2018

What is I&RS?

The Intervention and Referral Services (I&RS) process is designed to assist students who are experiencing learning, behavior, health, or social-emotional difficulties and to assist staff in addressing the student's learning, behavior, health, or social-emotional needs.

The I&RS process for general education students is intended as a primary way in which general education teachers or specialists can assist a student who is at risk for educational difficulties within the general education environment. I&RS programs exist primarily to focus on particular student needs using available resources within the general education environment. The end result of I&RS activities should be student improvement through direct assistance to the student or support to staff who play a role in the student's school day.

The Hoboken Charter School shall adopt an appropriate multidisciplinary team approach for planning and delivering the services necessary to help students meet academic, behavioral, health, or social-emotional needs. This team will be designated the I&RS Team. In many instances, the action plan developed by the I&RS Team will include the use of the Multi Tiered System of Supports, or MTSS model.

The mission and process of the I&RS Team

The primary purposes of the I&RS team are to identify students in need and then plan and provide appropriate intervention(s) for those students within the general education community; to identify the responsibilities of building staff who participate in the planning and provision of intervention and referral services; to actively involve parents/guardians in the development and implementation of the I&RS plans; to review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan; to provide professional development to general education staff members who either refer students to the I&RS or who assist in providing the intervention and referral services; and, finally, to coordinate the services of community-based social and health agencies.

I&RS Team Composition

Person Requesting Assistance - Requests for help from the I&RS team for educational problems can be made by any individual who works with students on behalf of the school district, as well as by parents. Persons requesting assistance are bound by all of the same applicable rules of privacy, ethical standards and I&RS procedures as are regular members of the I&RS team.

Building Principal or Vice Principal - The administrator will collaborate with team members to make decisions and fully develop and implement I&RS action plans.

General Education Teacher - The team should have a representative of the instructional staff. The team may choose to include more than one general education teacher to represent various grades or disciplines.

Special Education Teacher - The team should have a representative of the instructional staff. The team may choose to include more than one special education teacher to represent various grades or disciplines.

Student Support Staff - One or more representatives from among the following student support titles should be included on the team as determined by the needs of the student in question: behaviorist, school social worker, school counselor, learning disabilities teacher-consultant, speech language specialist and school nurse.

HCS I&RS Request for Assistance Process

Phase 1: Request for Assistance

Requesting staff member:

- Completes and submits I&RS assistance packet via Google Forms
- Receives a date and time for an information gathering meeting with the I&RS Coordinator within 24 hours
- Notifies parent/guardian of request for assistance to I&RS as well as current academic or behavioral concerns

Parents and/or students have the right to initiate requests for assistance. Please refer them to I&RS Team Coordinator for assistance.

I&RS Team Coordinator:

- Receives request for assistance packet
- I&RS Coordinator schedules an information gathering meeting with the staff member requesting assistance

Phase 2: Information Collection

Requesting staff member:

- Receives Problem Solving Map to prep for the information gathering meeting
- Meets with the I&RS Coordinator and provides information about the student

I&RS Team:

- I&RS Coordinator conducts information gathering meeting with the staff member requesting assistance
- Coordinator (and other team members as needed) observes the student in class and compiles summary of present level of performance
- Reaches out to parents to gather information (if needed)
- I&RS Coordinator schedules meeting through Google Calendar and notifies team
- I&RS Coordinator creates a brief summary of the student (including observations, teacher interview, request for assistance) for the team to review at least 48 hours in advance of the meeting

Phase 3: I&RS Team Meeting

Requesting staff member:

- Attends the I&RS meeting to discuss the student and identify supports
- Collaborates with I&RS team to create an action plan and data tracking system to address the concerns

I&RS Team:

- Holds I&RS meeting to discuss request for assistance and identify supports by going through the problem-solving process with the staff member requesting assistance
- Meeting agenda:
 - summarize concerns and develop 1-2 goals/outcomes
 - brainstorm outcome 1
 - brainstorm outcome 2
 - review data tracking, set goals setting, develop implementation plan
- Collaborates with staff member to create an action plan and data collection system
- I&RS Coordinator schedules follow up meeting with referring staff member for 6 weeks to review plan and progress
- Action plan implementation and data collection must begin within one week of meeting

Phase 4: Parent/Guardian Notification

· I&RS Team:

- Coordinator follows up with parent/guardian and reviews action plan
- If Coordinator is unable to reach the parent, the action plan is still implemented

Phase 5: Implement I&RS Action Plan

Staff member(s):

- Implements action plan
- Collect data and document results of action plan to track progress in preparation for the follow up meeting

I&RS Team

- I&RS Coordinator schedules meeting to review action plan/data collection with relevant staff (specials, gen ed teachers, special educators, etc.)
- I&RS Coordinator check-ins with staff throughout the implementation process
- Team provides support throughout the implementation of the action plan

Phase 6: I&RS Team Meeting – Six-Week Follow-Up

Requesting staff member:

- Attends the I&RS follow-up meeting to share data and progress
- Collaborates with I&RS team to revise/continue action plan as needed

I&RS Team:

- Holds I&RS meeting to discuss action plan implementation, data collection and student progress (parents are invited, but not required to attend)
- Meeting agenda:
 - summarize action plan and student progress
 - review progress and data for outcome 1
 - review progress and data for outcome 2
 - revise action plan, next steps
- Collaborates with staff member to revise an action plan and data collection system
- Reaches out to Special Educator Coordinator for CST referral (if needed)
- Schedule follow up meeting with staff member to review plan and progress

What is MTSS?

Multi Tiered System of Supports is a framework that focuses on core instruction, differentiated and student centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. The MTSS process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For MTSS implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- *High-quality, scientifically based classroom instruction.* All students receive high-quality, research-based instruction in the general education classroom.
- *Ongoing student assessment.* Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the MTSS process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- *Tiered instruction.* A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- *Parent communication.* Schools implementing MTSS provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

The MTSS Model

A comprehensive MTSS model combines effective instruction, progress monitoring and functional assessment linked to strategic intervention. At the core is a data-based, functional assessment, problem solving process. While there are many sound problem-solving models and processes, effective ones have four primary components:

- **Problem identification:** "What is the problem?"
- **Problem Analysis:** "Why is the problem occurring?"
- **Intervention:** "How will we solve the problem?"
- **Evaluation:** "Did the intervention work to solve the problem?"

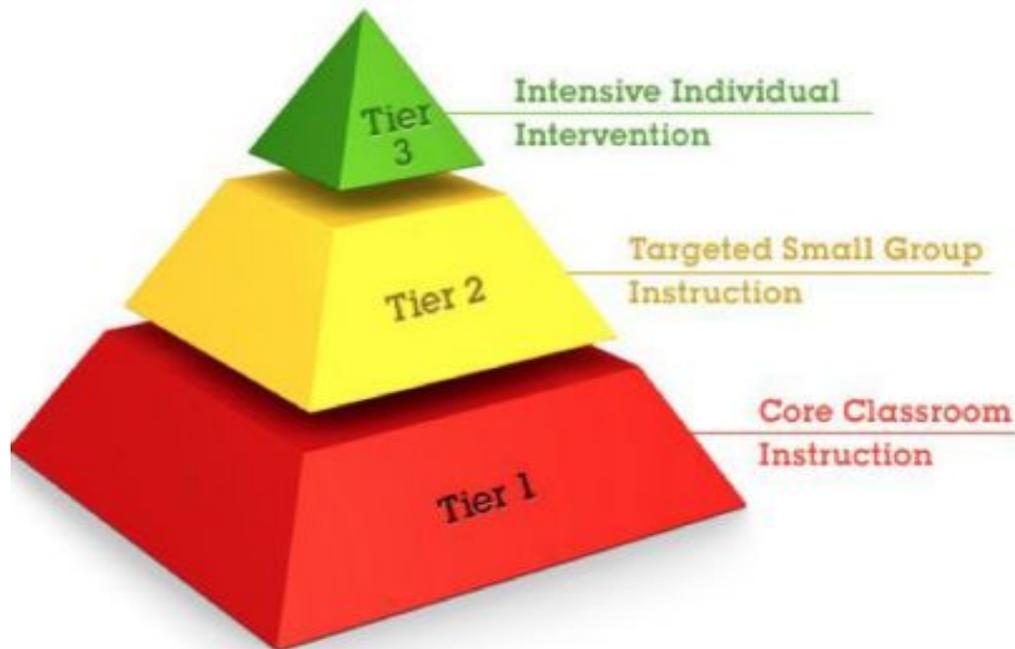
MTSS begins in the general education classroom with evidence-based curricula taught by teachers who use effective instructional and differentiated practices and who are supported by effective classroom management and positive classroom processes.

The goal of MTSS is to support the learner to become an independent self manager of emotions and behaviors. The focus is on favorable student

outcomes that will best equip the learners to ultimately become ready for college and careers.

Academics: MTSS involves the ongoing process of providing effective, differentiated instruction to all students and determining their mastery of material through authentic curriculum-based, formative assessments and progress monitoring. Student grades, work samples, and authentic assessments; teacher observations and evaluations and evaluations (current and prior); state standardized assessments and other benchmark assessments; and student self-reports should be used as part of universal screening.

Behavior: MTSS also involves the ongoing process of creating and maintaining positive classroom climates, using effective classroom management strategies and social skills instruction, as well as to determine students' mastery and demonstration of pro social skills through classroom assessments, behavioral observations and reports from teachers and other staff in the classroom.



RTI (Response To Intervention)
3 Tiers of Support

Tier 1:

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state mandated standardized tests receive supplemental instruction during the school day in the regular classroom. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurements.

Tier 2 :

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. Interventions are provided in the areas of reading and

math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

It should be noted that at any point in an MTSS process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An MTSS process cannot be used to deny or delay a formal evaluation for special education.

The Core Principles of MTSS in the Hoboken Charter School:

- The belief that we can effectively teach all children
- The knowledge that we must intervene early using a multi-tiered instructional delivery approach that supports all students
- The use of research-based interventions and instructional strategies is essential
- The process of continual monitoring of student progress to inform our instruction

The MTSS Process in the Hoboken Charter School will consist of:

1. The screening of all students
2. Identification of students who may be at-risk
3. Determination of deficit skills and problem area
4. Selection and implementation of intervention strategies
5. Progress monitoring to evaluate the student's response to intervention

English Language Learners

Every region of our country is experiencing a shift in racial and ethnic composition and this shift is projected to continue over the next few decades. Educators will have to be prepared to meet the needs of the increasing diversity of students to prepare all children to become productive members of our country. It is especially crucial to understand the particular needs of students who come from homes where English is not the dominant language. To provide ELLs with rigorous, culturally responsive instruction, a strong MTSS Tier 2 model must be in place. This model holds significant promise for better serving English Language Learners (ELLs) who are at-risk for academic difficulties.

Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs and differentiated to meet students' diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier 2 instruction should also be tailored to meet ELLs' language needs and should be incorporated into research-based intervention strategies.

How Is Tier 2 Intervention Effectively Implemented for ELLs?

Teachers provide intensive reading interventions to ELLs demonstrating low reading skills immediately when needed. These interventions can be effectively implemented as early as 1st grade, as well as for more mature readers with reading difficulties.

Teacher ensure that interventions are sufficiently intense by retaining small groups (3–6 students) who are provided intervention for a minimum of 180 minutes per week.

When students receiving literacy instruction in English demonstrate weak reading skills or have evident reading difficulties, do not wait for English oral language to improve before providing reading interventions. Use appropriate practices for building oracy skills and vocabulary development as well as reading skills.

MTSS Screening Indicators

K-2 Screening Indicators

Indicator	Timeframe	Threshold
Mathematics	Fall, Winter, Spring	Below established normed percentile on MAP Pre and post test assessment data
Reading	Fall, Winter, Spring	Below established normed percentile on MAP Fountas and Pinnell Instructional Reading level at least 2 levels below benchmark Well Below Benchmark on DIBELS
Behavior	Per Year	2 incidents of HIB or 1 Suspension 2 or more administrative detentions
Attendance	Per Trimester	10% missed instructional time
Mobility	Per Year	One or more moves in past two years

3-8 Screening and Indicators

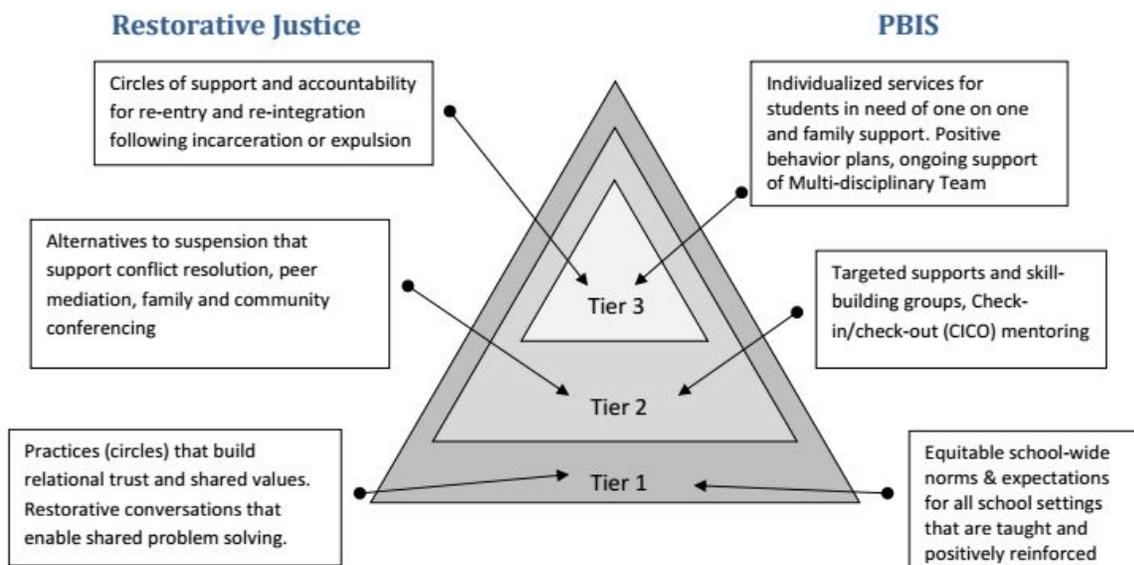
Indicator	Timeframe	Threshold
Mathematics	Fall, Winter, Spring	Below established normed percentile on MAP Approaching Expectations or below on PARCC Assessment
Reading	Fall, Winter, Spring	Below established normed percentile on MAP Fountas and Pinnell Instructional Reading level at least 2 levels below benchmark Approaching Expectations or below on PARCC Assessment
Behavior	Per Year	2 incidents of HIB or 1 Suspension 2 or more administrative detentions
Attendance	Per Marking Period	10% missed instructional time
Mobility	Per Year	One or more moves in past two years
Course Performance	Per Semester	D, F, or not meeting standards in any course
EOY	End of Year	Failed one or more courses

9-12 Screening and Indicators

Risk Indicator	Timeframe	Threshold
Mathematics	Fall, Winter, Spring	Below established normed percentile on MAP Partially meeting expectations or below on PARCC Assessment
Reading	Fall, Winter, Spring	Below 25th percentile on MAP Partially meeting expectations or below on PARCC Assessment
Attendance	Per Marking Period	10% missed instructional time
Behavior	Per Marking Period	1 or more days of suspension
Mobility	Per Year	One or more moves in past two years
Course Performance	Per Semester	D, F, or not meeting standards in any course
GPA	Per Marking Period	Below 2.5 on 4.0 scale
End of Year Indicator	Per Year	Failed one or more classes

Positive Behavior Interventions & Supports

Response to Intervention (RtI) Framework



Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.

The PBIS Process

1. Establish commitment and maintain team
2. Establish school-wide behavior expectations
3. Establish an ongoing system of reward
4. Establish a site-specific discipline system
5. Establish a data system to monitor progress and aid in decision-making

Behavior Instruction

Some educators do not believe it is their responsibility to teach the behaviors that students must display while at school, or to teach the behaviors that will enable them to learn how to learn. Our belief would then be: If not us, then who? If we are not satisfied with student behavior and we believe that behavior is impacting student learning, then what are our options? Do nothing? Doing the same things we have always done? Rather, we must collectively assume responsibility for improving behavior and collaboratively support students and one another. Improving student behavior is not easy, but it is possible.

MTSS Review

Tier 1

- Engaging, differentiated instruction for *all* students
- Multiple opportunities to respond to instruction
- Immediate corrective feedback
- Scaffolded practice of new skills
- Cumulative review of previously taught skills
- Daily 10- to 15- small-group supports to more homogenous groups of student based on need

Tier 2

- More time and differentiated supports for students who have not mastered the essentials, as measured by regular common formative assessments
- Students grouped more homogeneously during these flex times
- Students who have not yet mastered essentials receive support in smaller groups
- Other staff may join the grade-level teachers to reduce teacher-student ratio during flex time
- To make optimal use of additional staff, schools may choose to stagger times during which each grade level has flex time
- Purpose of Tier 2 is for students to master prioritized grade-level or course content

Tier 3

- For students who have not responded to Tier 1 and Tier 2 supports
- For students who have been screened to be multiple grade levels behind their peers in foundational skills
- Intensive supports provided in addition to Tier 1 and Tier 2 supports
- Supports are targeted as possible; e.g., on phonemic awareness, single-syllable phonics, or multisyllabic phonics
- Given the constraints of the school's schedule and the immediacy and severity of student needs, Tier 3 supports may need to be provided, temporarily, in place of other important content
 - Schools can creatively schedule these supports:
 - Providing them when students would otherwise be working independently, such as during workshop, center, or inner peace time
 - Alternating what content that the student misses from week to week
 - Providing these supports when students are not receiving instruction in the essentials of the grade level
- The support should be adjusted to match student needs and revised until the student is adequately responding to intervention.

References

What is RTI?

<http://www.rtinetwork.org/learn/what/whatisrti>

Effective Approaches to RTI (2012). International Center for Leadership in Education, Inc.

Weber, Chris. RTI Roadmap for School Leaders. Lead +Learn Press. (2014)

Positive Behavior Interventions and Support (PBIS) What is PBIS?

<http://www.sjUSD.org/student-services/pbis/what-is-pbis/>

Brown, Julia and Sanford, Amanda. RTI for English Language Learners: Appropriately Using Screening and Monitoring Tools to Improve Instructional Outcomes. (2012)

<http://www.rti4success.org/sites/default/files/rtiforells.pdf>

Creating an RTI Model for ELL's Academic Success

NYC Department of Education

<http://schools.nyc.gov/NR/rdonlyres/4F75733C-5E47-42CC-8B22-13F17B3D124D/0/maindocumentfinal.pdf>