Multi-Tiered System of Supports (MTSS)
Response to Intervention (RtI)

November 2016

Bridges Parent Group

Welcome
Norms

Learning is changing...

Teacher-Centered

Designed to sort & order students

Struggling students??
Answer: refer to special education

Student-Centered

Instruction matched to needs, interests, readiness

Struggling students??
Answer: RESPOND problem solve & intervene

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DIVERSE Student Needs

No one can do this alone!

Over 7,200+ students

504 Health Plans

718 students on an IEP

592 504 Plans

1,279 students with a WEP

Asian or Pacific Islander - 2.5%;

Black, Non-Hispanic - 1.9%;

Hispanic - 3.0%; Multiracial - 3.6%;

White-Non-Hispanic - 88.9%; S

Students with Disabilities - 8.8%;

Economically Disadvantaged- 11.5%;

Limited English Proficiency - 1.3%

100% are in RtI/MTSS

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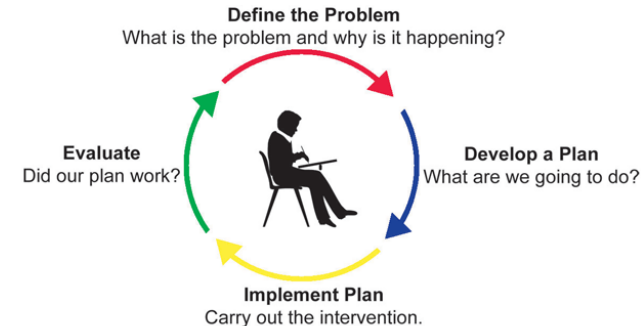# We must come together to help _ALL Students Learn_

NEED A SYSTEM OF SUPPORT

COLLABORATION

PROBLEM-SOLVING

What does coming together to help ALL STUDENTS LEARN look like in FHSD?

Multi-tiered System of Support

(Commonly known as RTI -Response to Intervention)

A systems approach/framework

Screening (a data-based method for identifying students' academic and/or behavioral needs)

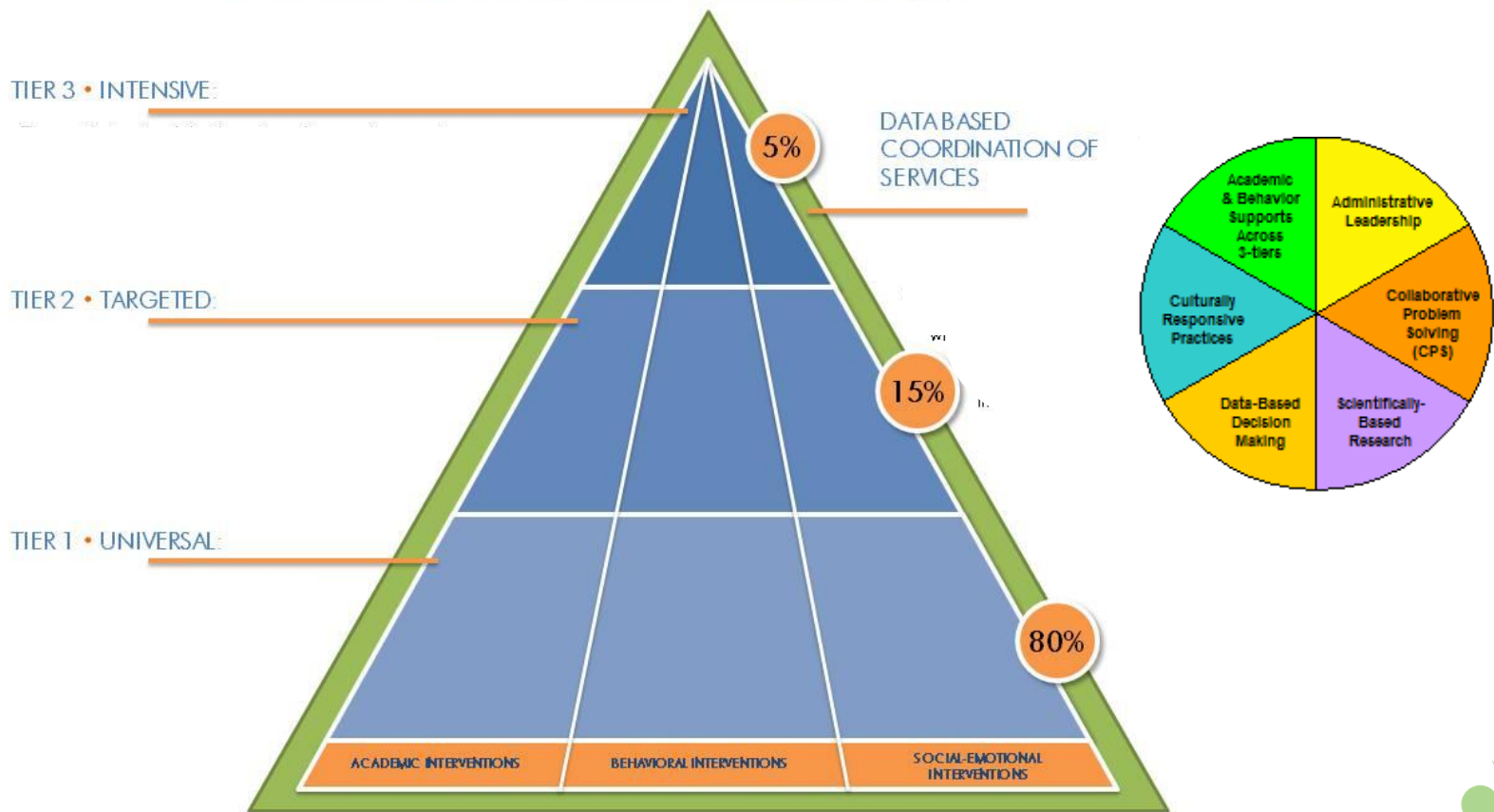Proactively providing tiers of behavioral and academic support
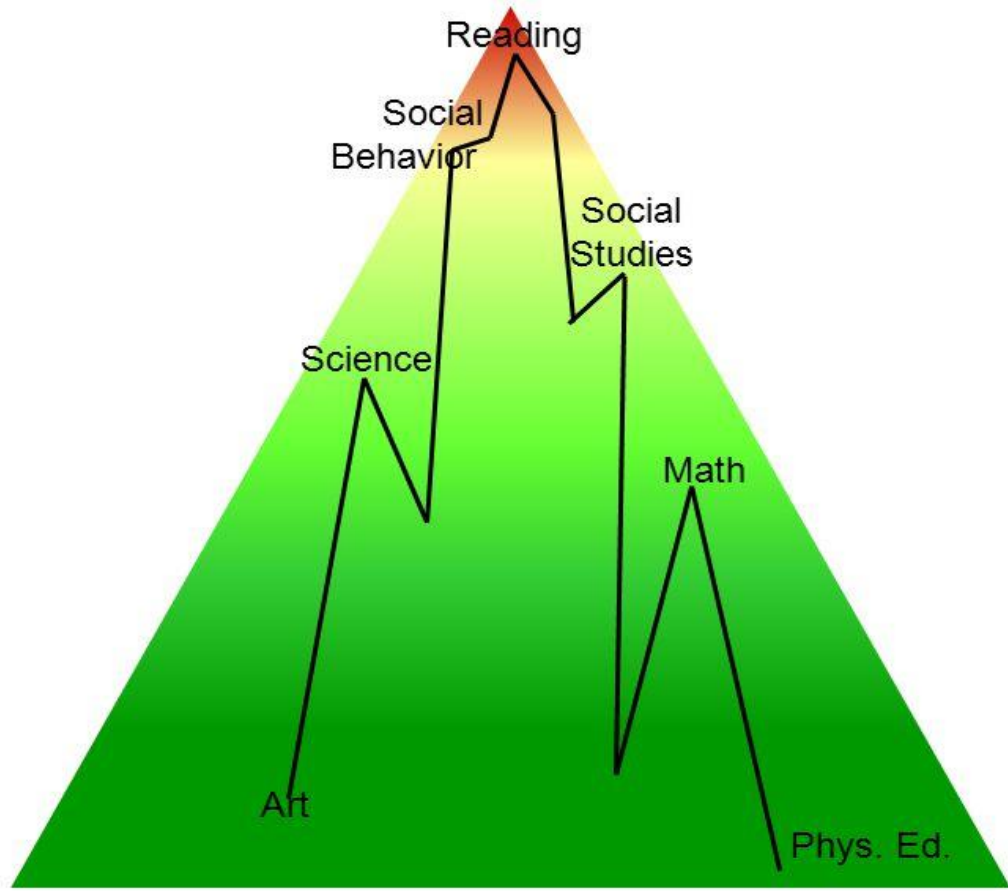
Strong core curriculum

Differentiation

Responsive intervention for academics and behavior

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ALL-IN! RESPONSE TO INTERVENTION FRAMEWORK (RTI)

Student Profile: Eddie

NOT SPECIAL ED
NOT GENERAL ED
JUST ED!

IDEA 2007
Individuals with Disabilities Education Act

Requires an RtI process for identification of special education.
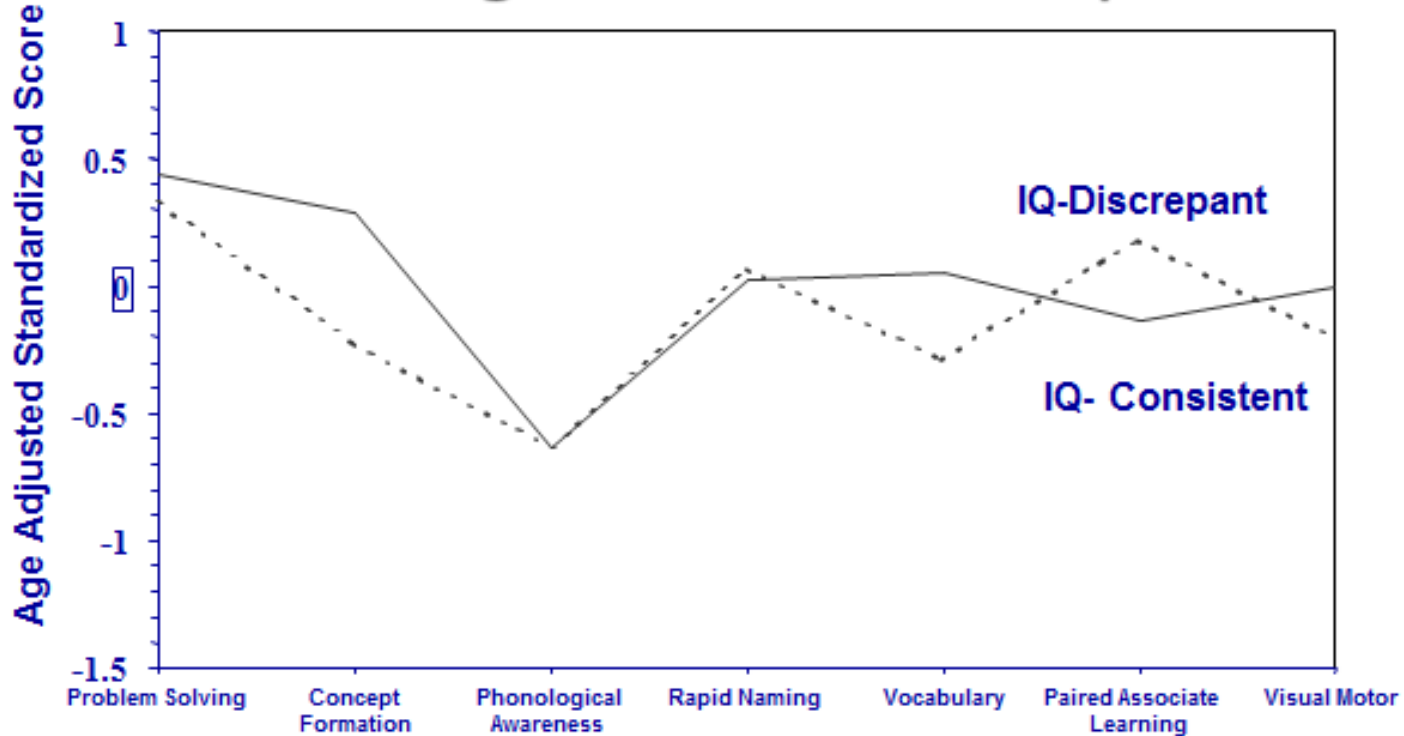
What used to happen...

Discrepancy Model

What happens now....

If student doesn't respond to evidenced based intervention implemented with fidelity, student could qualify for special education services

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Reading Disabilities Groups

RtI is not...

Another name for special education

A program

An intervention curriculum

An easier way to get services
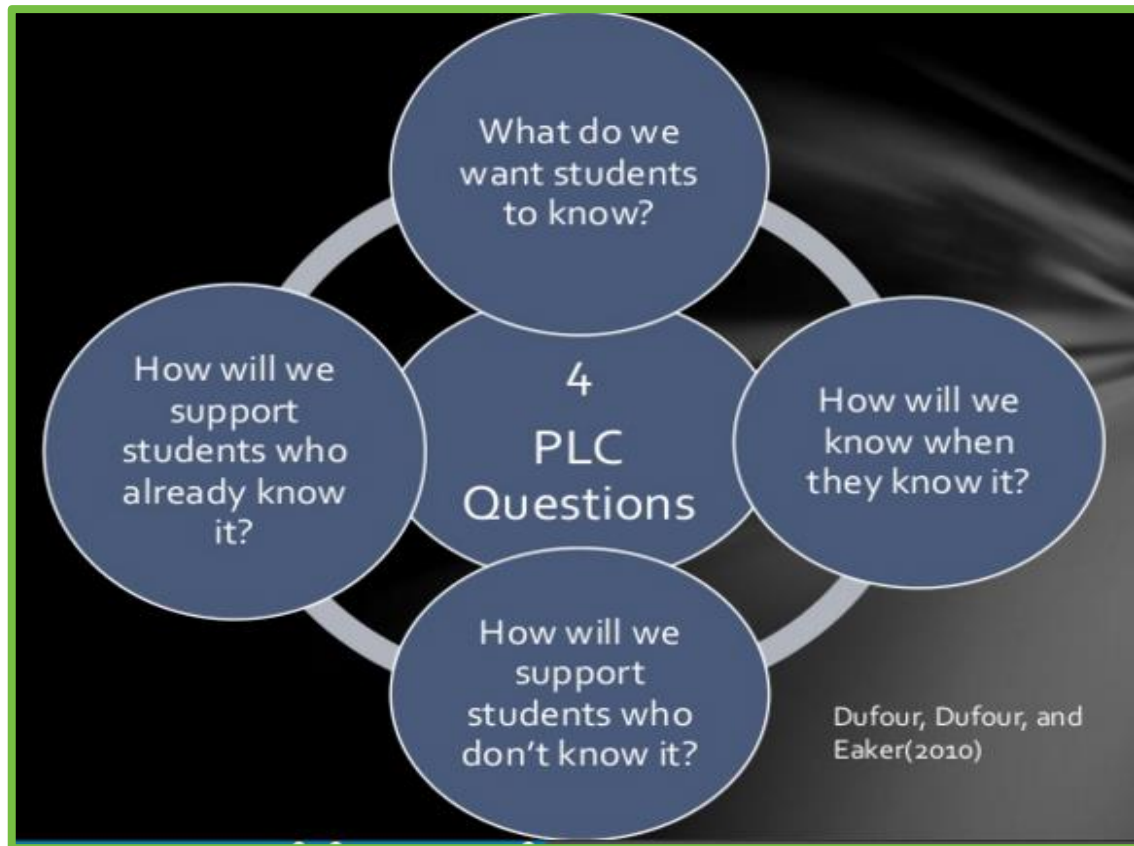
A harder way to get services

A place

A person

FHSD COLLABORATIVE APPROACH

What do we want students to know?

How will we support students who already know it?

4 PLC Questions

How will we know when they know it?

How will we support students who don't know it?

Dufour, Dufour, and Eaker(2010)

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FHSD DATA INFORMED PROCESS
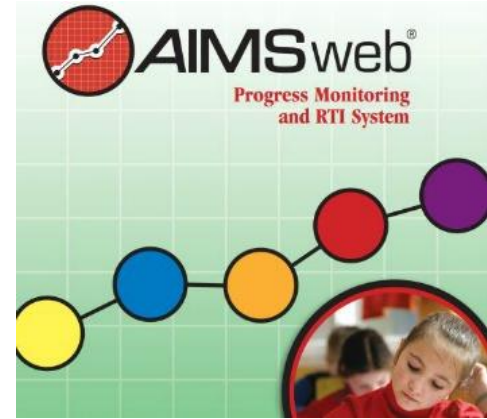
STRONG CURRICULUM

Implementation of new standards in English language arts & mathematics

Development of skills & scaffolds to support implementation

Common ways to check for understanding across the district

In process of developing new science and social studies curriculum

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SYSTEMATIC INTERVENTION

Literacy & Numeracy Decision Flowcharts for researched based interventions

Professional Development for teachers including: Various literacy and mathematical interventions such as Orton Gillingham, Serving Gifted Students, CGI, KPALS, and LLI.

Intervention & Enrichment Opportunities
- OTM-Organizational Time Management
- "Grow Time" "SOAR time"

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PROBLEM-SOLVING MEETINGS

Teacher level meetings for Tier 1 and Tier 2

Parent involved in meetings for Tier 3

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DISTRICT APPROACH to CLIMATE & CULTURE

Positive Behavior Interventions and Supports (PBIS)

- A framework that takes a proactive approach to coordinate behavioral and social supports.

- The goal is to empower students to display appropriate behaviors so they can be contributing, successful members of their communities.

- PBIS helps students learn the social and emotional skills that are necessary for academic achievement.

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How Parents can Support

Share the value of education with your child

Make reading and math everyday habits in your home

Learn more about the curriculum and instruction provided

Communicate with your child's teacher(s)

Questions you could ask the teacher:

What instruction and intervention options make sense for my child?

How is my child's progress being monitored?

AUDIENCE ?s & FEEDBACK