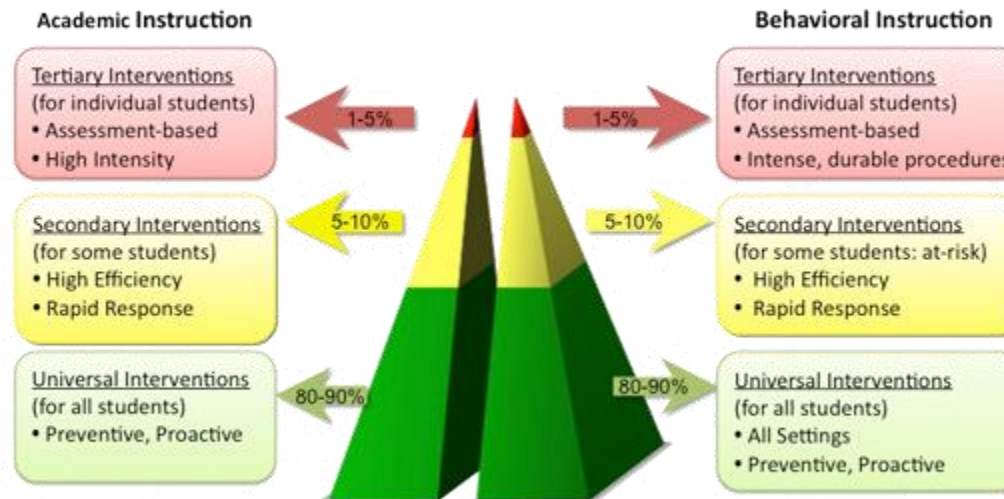# Wappingers Central School District

**Response to Intervention (RtI)**
**& Positive Behavior Interventions and Strategies (PBIS)**

## Designing Schoolwide Systems for Student Success

**Academic Instruction**

**Tertiary Interventions**
(for individual students)
• Assessment-based
• High Intensity

1-5%

**Secondary Interventions**
(for some students)
• High Efficiency
• Rapid Response

5-10%

**Universal Interventions**
(for all students)
• Preventive, Proactive

80-90%

**Behavioral Instruction**

**Tertiary Interventions**
(for individual students)
• Assessment-based
• Intense, durable procedures

1-5%

**Secondary Interventions**
(for some students: at-risk)
• High Efficiency
• Rapid Response

5-10%

**Universal Interventions**
(for all students)
• All Settings
• Preventive, Proactive

80-90%

## July 2015

**The vision for RtI/PBIS in the district is:** _All students in the Wappingers Central School District will receive needed academic and behavioral supports and interventions to ensure academic and social success._ **This vision is based on our district's mission statement and anchored in the district's core values.**

*The mission of the Wappingers Central School District is to empower all of our students with the competencies and confidence to challenge themselves, to pursue their passions, and to realize their potential while growing as responsible members of their community.*

We believe that everyone can realize their potential and when they do, both they and the community thrive.

We believe that active and continuous learning is essential for individuals and communities to flourish.

We believe that embracing diversity in all its forms enriches the human experience.

We believe that the collaboration needed for meaningful change is built on honesty, trust, and respect.

We believe that the health and quality of a community are dependent on the responsible contributions of all its members.

This plan will be presented to each school RtI team as well as cohorts of teachers and staff members for the purpose of gaining feedback and in order to communicate expectations.   The plan will continue to evolve as we work to ensure that we meet the needs of all our students.

Thank you to our district-wide RtI Design Team composed of the following members: Glen Jensen, Todd Mensch, Krystle Martino, Bonnie King, Jim Daley, Lizzette Cintron, Lauren Guerrero, Caroline Pidala, Andy McNally, Ursula Platz, Joseph Simoni, Rosemarie Neckles, Angelina Rooney, Starla Ciarelli, Janet Warden and Julio Vazquez.  Team members met on the following dates: October 22, 2014, November 5, 2014, November 18, 2014, and February 6, 2015.  As a result of these meetings and many hours of revisions, an updated district RtI/PBIS plan was developed, from the February 2012 Response to Intervention Plan, for the Wappingers Central School District.  The plan was also edited and revised by New York State Response to Intervention Training Specialist, Miriam Beverly and Pat Tucker.

# Introduction to WCSD's 3 Tier Student Support System Model

The Wappingers Student Support Model provides a process for delivering comprehensive, quality instruction and support for all students, from kindergarten through high school. The model is designed to provide research-based instruction/support and targeted interventions that lead to success academically, social-emotionally and behaviorally. The goal is to provide the needed supports for all students so that they can perform at/or above grade level. The model consists of three tiers, or levels, of instruction/support: Tier 1, Tier 2, and Tier 3.

All schools in the Wappingers Central School District utilize these principles at all grade levels. All teachers and support staff in WCSD document their efforts in RTIm Direct as needed to document needed interventions and progress monitor efforts made to ensure students will reach their learning targets. Progress monitoring includes monitoring performance of students across all tiers. Teachers follow a designated procedure which includes documentation of the following:

- When and Where intervention will be used
- Adult to student ratio
- How frequently intervention will take place
- Length of time each session of the Intervention will last
- Describe the problem/area of concern  (reason/criteria)
- Describe repercussion(s) for student if concern is not addressed.
- Describe each intervention that you plan to use to address the student's concern(s) or intervention curriculum
- Describe the goal you aim to accomplish
- Assessment that will be used to monitor progress•
- Baseline data and continuing progress
- Intervention used to address specific need
- Student was present and attended to work
- Progress monitoring record if student was assessed
- Accompanying graphs to show progress achieved or lack of progress. (See appendix F)  Use 4 Point Rule and monitor at least 6-8 data points per intervention used.
- Fidelity Checks will be  requested by the teacher administering the intervention and/or upon recommendation of the RtI team.  Fidelity checks are intended to assess adherence; duration and exposure; quality of delivery; program specificity; and student responsiveness. (See Appendix G)

All teachers will follow a schedule for progress monitoring that includes the above documentation for each student at Tier 2 and Tier 3 levels and for select students at the Tier 1 level that teachers have identified as requiring additional support.  Progress monitoring data will be inputted into RtIm Direct for general education students while students that have received special education classification will have their progress monitored through IEP Direct.  Inputting the documentation into RtIm or IEP Direct may range from daily input to no less than every two weeks in order to maintain current and accurate records of students' progress in learning. Teachers and RtI teams will ensure that the measures used are appropriate to the curriculum, grade level and tier level.  Data from progress monitoring is to be documented and analyzed.  A standardized benchmark will be used to measure progress and determine progress sufficiency.  Teachers will use progress monitoring to inform instructional effectiveness and the need for changes in instruction or intervention.  Graphs are to be used to display data for analysis and decision making.  When analyzing the data points on a graph, the "Four Point Rule" will be used to help guide and determine needed support.  Staff will proactively seek and receive training in the administration and interpretation of progress monitoring.  The district will set reasonable cut points and decision rules of the level, slope, or percentage of mastery to help determine responsiveness and distinguish adequate from inadequate responsiveness.

When monitoring the progress of LEP/ELL students, the students' progress is compared with the levels of progress demonstrated by peers from similar cultural and linguistic backgrounds who have received the interventions and also to the performance of their monolingual peers.  (Please see APPENDIX H)

## Tier 1: Core Classroom Instruction

Tier 1 refers to core classroom differentiated instruction and support, a universal level of support that is available for all students, utilizing scientifically-based research (SBR) to teach critical elements outlined in the WCSD Core Curriculum Maps and proactive universal social skills.  Most students, approximately 80%, will demonstrate proficiency with effective Tier 1 universal supports and interventions.  Some students at this level will require progress monitoring data as well as specific Tier 1 interventions to be documented by their general education and/or special education classroom teacher.  Tier 1 instruction needs to be research based, differentiation needs to occur consistently and interventions must occur with fidelity. Students that do not make adequate progress in Tier 1 after having three documented interventions administered each lasting six to eight weeks and accompanying charts will progress to Tier 2.  During each intervention, progress monitoring by the RtI team must occur.  Student progress must be reviewed on a regularly scheduled monthly basis.  If progress is not occurring, the teacher and the RtI team must decide on an alternate intervention.  Students will continue to receive Tier 1 instruction in addition to Tier 2 and Tier 3 instruction throughout the academic year.

## Tier 2: Supplemental Targeted Interventions

Tier 2 provides supplemental targeted instruction/support in addition to Tier 1, and addresses the specific needs of students who do not make adequate progress in Tier 1. Tier 2 interventions should be targeted, scientifically based, and aligned with core classroom

instruction/support. Approximately 10-15 percent of students will require Tier 2 interventions. The duration of this intervention varies based on student assessment and progress monitoring data, and may be provided by the classroom teacher and/or a specialist. Students that do not make adequate progress in Tier 2 after 9-30 weeks of documented interventions and accompanying charts will progress to Tier 3. During each intervention, progress monitoring by the RtI team must occur.  Student progress must be reviewed on a regularly scheduled monthly basis.  If progress is not occurring, the teacher and the RtI team must decide on an alternate intervention. It is critical that planning and articulation time between the T1 and T2 teacher is provided so that supports offered to the student are communicated and complementary. This does not mean that the Tier 2 teacher is to teach what the classroom teacher is teaching. This means that the T2 teacher will focus on a specific area of deficit that will be targeted with specific intervention/(s).

## Tier 3: Intensive Targeted Intervention

Tier 3 is designed to provide intensive, targeted intervention to the most at-risk students, those who have not responded adequately to Tier 2 interventions.   Learning or behavioral goals are highly individualized for students whose skills fall significantly below the academic or behavioral levels of most students at that grade level.  This small percentage (3-5 percent) of students usually requires instruction/support that is more explicit, more intensive, and specifically designed to meet their individual needs. This intervention is extended over a longer period of time, and its form varies based on student assessment and progress monitoring data.  The timeline for this intervention will range from 15-30 weeks depending on progress made by the student which accompanying charts. Tier 3 intervention may replace or supplement Tier 2 intervention if resources allow.  Tier 3 interventions may be provided by a specialist.  It is not required that students receive all three tiers at once. During each intervention, progress monitoring by the RtI team must occur. Student progress must be reviewed on a regularly scheduled monthly basis.  If progress is not occurring, the teacher and the RtI team must decide on an alternate intervention.  Tier 3 interventions are not meant to replace Tier 1 instruction as must be provided above and beyond Tier 1 instruction.  For Ells please follow considerations listed in Appendix H.

# Assessment

Assessment is the process of collecting, reviewing, analyzing and using information to make educational decisions about student learning. The type of information collected is determined by the intended use of the results or type of decision that is needed. An effective instructional and behavioral program should include at least four types of assessment: screening, progress monitoring, diagnostic and outcome. Some assessments can be used for multiple purposes.

**Universal Screening assessments** are brief assessments designed to provide preliminary indication of which students may be at-risk for reading difficulties. These assessments are quick and efficient measures of overall ability or efficient measures of *critical skills,* known to be strong indicators that predict successful student performance. Screening assessments are administered to all students. They are administered three times a year (Fall, Winter, and Spring). By the fall of 2015, WCSD will train staff on the implementation of a district-wide universal screening tool. (Please see Appendix    for a detailed description.)

**Progress monitoring assessments** are brief assessments administered for the purpose of determining if a student is making adequate progress with critical skills and current instruction. These assessments should be administered as part of the instructional routine tier 1 monthly, tier 2 every two weeks, tier 3 weekly. The more intense the intervention (Tiers 2 and 3), the more frequently progress monitoring should occur. Progress monitoring ensures that all students continue to make adequate progress in targeted areas. They also ensure that group or individualized instruction is provided for students at risk for failure. Assessment data should be collected, evaluated, and used on an ongoing basis to plan instruction and inform needed interventions. (Please see Appendix    for a detailed description

**Diagnostic assessments** are individually administered assessments used for the purposes of gaining a more precise picture of students' skills and knowledge. Information obtained is used to plan instruction. These assessments help to define a student's weaknesses and strengths with critical skills in the curriculum area being measured. Diagnostic assessments are individually administered to students at risk for academic failure and provide specific information needed to guide appropriate instruction. They typically take longer to administer than screening or benchmark assessments. These assessments are administered prior to an intervention/instruction. Considering the time and resources needed to administer these assessments, only students identified as at risk should be given these assessments. Diagnostic assessments help teachers plan instruction by providing in-depth information regarding students' skills and instructional needs.

**Outcome Assessments:** Assessments primarily used to determine if instructional/policy goals are being met, can be used to examine trends in learning. There are administered for accountability purposes and to gain an overall measure of student performance. The administration format is group administration for all students are they are administered at the end of a unit of study or year. State assessments and Unit Theme tests are examples of outcome based assessments.

**State Assessments** are NCLB mandated standardized assessments given in grades 3-8 in ELA, mathematics and science grades 4 and 8. New York State Regents exams are given in High School level in English, math, science, social studies, and foreign language. Results from these assessments indicate student achievement in meeting, exceeding or falling below state standards.

**Informal assessments** provide additional information about student learning to assist educators in meeting the needs of students. They are typically not standardized or normed; thus, they do not meet the technical criteria applied to more formal measures and should not replace formal assessments.

# Student Support: RTI  Problem-Solving Teams and Team Meetings

Team meetings may be initiated by staff members working with students that are in the RTI process or are being identified as potential new entrants.  RTI team meetings are essentially what we have referred to in the past as LIT (IST) meetings.

At the **Elementary Level RtI Teams** may include all or some of the staff represented below:

- Special Education Teacher
- General Education Teacher
- AIS Teacher
- ESL Teacher
- Administrator
- OT/PT
- Speech Therapist
- Social Worker
- Psychologist
- Reading Specialist
- Teaching Assistant
- Service Provider related to the student's learning challenge
- Parent of Student (May be invited, if a decision will be made to move their son/daughter into a different tier but must always be informed.)

At the **Secondary Level Student Support Teams (RtI Problem-Solving Teams)** may include:
(Same as above with the addition of the student's Guidance Counselor, and the Student Assistance Counselor if/when appropriate.)

## The Student Support Teams (RtI Problem-Solving Teams)

In the implementation of the WCSD 3 Tier RTI /PBIS Model, a school that supports one or more collaborative team(s) is more likely to meet the needs of struggling students. Teams should be established based on the learning needs of students and availability of staff

members. The collaborative team approach is supported by research and has been found to be most effective when the team addresses both prevention *and* intervention of learning or social behavioral difficulties. Successes include the following:

- A high rate of student achievement
- Increased capacity of teachers to meet specific needs of struggling students
- Decreased number of special education referrals and placements

In establishing Student Support Teams, schools need to plan, organize, implement procedural guidelines, continue to evaluate effectiveness of interventions, and make adjustments as needed. Effective teams use a problem-solving process such as follows:

- Define the problem
- Analyze why it is occurring
- Develop and implement action plan
- Monitor student progress
- Evaluate plan effectiveness
- Continue with or adjust plan

**Student Support Team (RtI Problem-Solving Team) Responsibilities:**
It is advised that RtI teams and PBIS (Positive Behavioral Interventions and Supports) teams integrate and/or collaborate in order to provide comprehensive student support systems and services for all students.  Student Support Teams are responsible for sharing and analyzing student data in order to make informed recommendations to building principals and teachers regarding which tier of service may be necessary  for general and special education students based on screening assessments administered, interventions attempted, progress monitoring results, student work performance, work samples, progress monitoring charts and fidelity checks as needed.

Additionally, students that are referred to the Student Support Teams for social-emotional/ behavioral support will also need to have documentation that provides information on which interventions have been administered to prevent referrals to the office and school suspensions.  The teams will also analyze the progress monitoring and behavioral charts to determine the effectiveness of interventions that have been put in place.   The minutes taken during an RTI/PBIS Team meeting minutes are to be recorded in the "To Do" Task section in RTIm Direct.  The team is responsible for ensuring that notification is provided to parents when students move between tiers.  Parent notification by the classroom teacher is required when students are receiving additional Tier 1 support.  Written parent notification is required when a student is the recipient of Tier 2 or Tier 3 interventions, and/or a student is the subject of a team meeting. (Please see Appendix P)

# School Self-Evaluation and District Evaluation

Both school and district administration will be responsible for monitoring the implementation of the Three Tier RtI process. Schools will maintain an RtI/PBIS team/(s) that will regularly convene on a set schedule to review student data (assessments, progress graphs, SWIS (SWIS is the repository that tracks behavioral referrals at the elementary level), School Tool, observations, logs, lesson plans, and student work,which will be used to monitor the academic and behavioral progress of students. Schools will track the progress of all students monitored on RtIm Direct and will determine the effectiveness of interventions administered to them. Schools are highly encouraged to represent student progress. This may be done by having spread sheets at every grade level that track student progress; it may be done by folders which track grade level, class, and student progress or it may be done through data walls that are maintained and updated on a quarterly basis. Schools will be responsible for completing questionnaires, surveys, and interviews conducted by central office district staff (See Appendix I). The purpose of the questionnaires, surveys, and interviews will be to determine and measure each school's level of RtI implementation. The results of the questionnaires, surveys, and interviews will be used to set school and district goals which will lead to raised student achievement and decrease referral rates to special education.

## **7-12Tier 1 Core Classroom Behavioral Interventions & Supports for All Students**

Tier 1 refers to core classroom behavioral instruction, interventions, and supports that are available for all students utilizing research-based approaches to promote positive behaviors amongst all students.  Approximately 80% of students will demonstrate proficiency with effective Tier 1 behavioral interventions and supports.

<u>Duration</u>:  School Year

### **Tier 1 Elements of Behavioral Interventions & Supports**

| COMPONENT | DESCRIPTION |
|---|---|
| Framework | PBIS (Positive Behavioral Interventions and Supports) |
| **Curriculum** | • School-wide implementation of PBIS (Positive Behavioral Interventions & Supports) which includes a component on character education and teacher developed lesson plans to address the specific teaching of positive behaviors for the whole class and for individual students. <br> • Classroom management system is aligned to school-wide PBIS plan <br> • Use of School Tool and use of documented interventions to address minor and major problem behaviors. <br> • Character education is explicitly taught in the classroom and during Student Advisories "Home Base" |
| **Instruction/Materials** | Whole Class: <br> • Explicit instruction on clearly laid out school-wide and classroom expectations (i.e. safe, responsible, respectful) <br> • Classroom social lessons centered around character education <br> • Use of Social Stories when needed for individual students <br> • Behavior Checklists/Visual Supports when needed for individual students <br> • Whole class recognition system <br> • Use of Pre-Referral Intervention Manual (PRIM) to find research-based behavioral interventions and supports and/or Intervention Central or other research based interventions <br> • Use of Tier 1 Modifications and Accommodations Checklist (Note modifications and accommodations are not interventions and need to be used in addition to interventions not in lieu.) |

| | |
|---|---|
| **Instructional Organization** | • Delivered whole class<br>• Differentiated delivery of instruction within Tier 1 in small group and/or one on one. The behavioral interventions and supports for students at a Tier 1 level who are not responding to school-wide PBIS which may include:<br>    o individual conferences with students<br>    o re-teaching classroom expectations to individual students, small groups, or whole class<br>    o small group instruction on a specific behavioral skill,<br>    o use of a behavior checklist<br>    o use of visual supports<br>    o implementation of behavior interventions as outlined in the PRIM<br>    o redirection, refocusing, and teaching of replacement behaviors |
| **Instructor** | • Highly qualified classroom teacher and teaching assistants |
| **Assessment Communication** | • Parents are informed of student progress and in particular if they are not responding to the school-wide or classroom expectations<br>• Parents are informed of behavioral interventions and supports that are put into place to specifically help their child |
| **Frequency** | • Initial instruction/interventions/supports provided within classroom schedule<br>• Applications of behavioral expectations throughout the day across all classrooms and school settings |
| **Setting** | • General education classroom/ Student Advisories |
| **Support** | • Possible use of trained paraprofessionals to provide behavioral interventions and supports<br>• Professional development for school personnel |
| **Data Collection** | • Track ODR behavioral data across all subject areas<br>• Track minors and majors<br>• Identification of Function of Behavior<br>• Document on RtIm Direct<br>• Communicate ODR with parents<br>• Communicate with administration, psychologist, social worker, and/or nurse as needed<br>• Use data collection and analysis to plan for needed intervention(s) and possible T2 supports<br>• Show lack of progress through behavioral charts<br>• Input interventions into RtIm Direct |

# 7-12 Tier 2 Supplemental Targeted Behavioral Interventions & Supports

Tier 2 provides supplemental targeted instruction, interventions, and supports that are in addition to Tier 1 and address the specific needs of students who are not making adequate progress in Tier 1. Tier 2 interventions should be targeted, research-based, and aligned with the school-wide PBIS plan as well as classroom expectations. Approximately 10-15 percent of students will require Tier 2 behavioral interventions and supports.

Duration: 9-30 weeks

## Tier 2 Elements of Behavioral Interventions & Supports

| COMPONENT | DESCRIPTION |
|---|---|
| **Instructional Materials and Supports** | • Use of research-based behavioral interventions and supports<br>• Use of materials from Tier 1 behavioral interventions and supports administered and reinforced in small groups and increase frequency<br>• Differentiated curriculum materials to provide targeted support<br>• Team meetings focused on finding effective interventions |
| **Instructional Organization** | • Explicit instruction/support targeting specific social skill deficits<br>• Check in/check out process<br>• Consultation with School Psychologist or Social Worker<br>• Observation by School Psychologist or Social Worker<br>• School-based counseling provided by School Psychologist or Social Worker<br>• Delivery of instruction 1:5 (can be up to 1:8)<br>• Groupings are determined by specific skill and strategy with appropriate intervention |
| **Instructor** | • Highly qualified classroom teacher/ Student Advisor which may include consultation with or assistance from the School Psychologist or Social Worker or school counselor<br>• Small group counseling by school psychologist or school social worker or school counselor |
| **Assessment Communication** | • Communication log with parent regarding student progress in Tier 2 interventions and supports |

| | |
|---|---|
| **Frequency** | • Classroom interventions and supports specifically for an individual student in addition to general classroom Tier 1 instruction<br>• Interventions by classroom teacher and school-based counseling as deemed by Student Support Team |
| **Setting** | • General education classroom and/or School Psychologist or Social Worker's Office |
| **Support** | • Possible use of trained TA's to provide support to the classroom teacher as he/she provides Tier 2 interventions<br>• Professional development for all school personnel |
| **Data Collection** | • Track ODR behavioral data across all subject areas<br>• Track minors and majors<br>• Document on RtIm Direct<br>• Identification of Function of Behavior<br>• Communicate ODR with parents<br>• Communicate with team, administration, psychologist, social worker, and or nurse as needed<br>• Use data collection and analysis to plan for needed intervention(s) and possible T3 supports |

# 7-12 Tier 3 Intensive Targeted Behavioral Interventions & Supports

Tier 3 is designed to provide intensive, targeted intervention to the most at-risk students, those who have not responded adequately to Tier 2 interventions.  Behavioral goals are highly individualized for students whose skills fall significantly below the behavioral levels of most students at that grade level.  This small percentage (3-5%) of students usually requires instruction/support that is more explicit, more intensive, and specifically designed to meet their individual needs.  Tier 3 intervention may replace or supplement Tier 2 intervention and may be provided by a specialist.  Tier 2 and 3 interventions do not replace Tier 1.

Duration:  15-30 weeks

## Tier 3 Elements of Behavioral Interventions & Supports

| COMPONENT | DESCRIPTION |
|---|---|
| **Instructional Materials and Supports** | <ul><li>Functional Behavioral Assessment and Behavior Intervention Plan (FBA/BIP) developed with parent consent and participation</li><li>Continue School-Based Counseling by School Psychologist or Social Worker on one on one level</li><li>Tier 1 and Tier 2 materials and programs, **continue if appropriate and in addition to Tier 3**</li></ul> |
| **Instructional Organization** | <ul><li>Explicit, intense, differentiated behavioral interventions and supports that are done in the school setting and the home</li><li>Use of multi-sensory approaches, as appropriate</li><li>Delivery of intervention 1:1 / 1:3 maximum</li></ul> |
| **Instructor** | <ul><li>Classroom teacher</li><li>School Psychologist and Social Worker will continue counseling services</li><li>Observations of student will be done by the school FBA/BIP Team</li><li>If necessary referral to WCSD intervention specialist</li></ul> |
| **Assessment Communication** | <ul><li>Daily collection of data and progress monitoring</li><li>FBA/BIP</li><li>Parents involved in the creation of the BIP and informed of student progress</li></ul> |
| **Frequency** | <ul><li>Interventions by classroom teacher and school-based counseling as deemed by the Student Support Team</li></ul> |
| **Setting** | <ul><li>General education classroom and/or School Psychologist or Social Worker's Office</li></ul> |

| | |
|---|---|
| **Support** | • Use of trained TA's to provide support to the classroom teacher as he/she provides Tier 2 & 3 interventions<br>• Professional development for all school personnel |
| **Data Collection** | • Identification of Function of Behavior<br>• Document on RtIm Direct<br>• Track ODR<br>• Use data collection and analysis to plan for needed intervention(s) and possible referral to CSE |