



Windham School District

Windham, NH

Multi-Tiered System of Support Handbook A Resource Guide for Administrators and Educators

District Mission:

The mission of the Windham School District is to be a continuously improving, learning community, providing quality services to enable all children to master the knowledge and competencies necessary to function skillfully throughout life.

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Purpose of Handbook

The Multi-Tiered System of Supports (MTSS) in the Windham School District (WSD) arises from a number of areas identified within the 2017-20 District Improvement Plan. In the area of Leadership and Governance, School and District Leadership will be focused on the district's mission in providing quality learning that improves student achievement.

This handbook serves to provide an overview of MTSS and related procedures for administration and staff.

[\(District Improvement Plan 2017-20 Objective 1.2\)](#)

Multi-Tiered System of Supports (MTSS)

MTSS establishes a process for providing increasing levels of instructional frequency and intensity whereby the needs of all learners are identified and supported.

All students will be provided effective standards-based core instruction and best practices in a system that includes:

- Universal screening
- Progress monitoring
- Data-driven decision-making
- Academic, social-emotional, and behavioral supports
- Researched based instruction and intervention

Students are regularly and consistently monitored to evaluate the efficacy of interventions provided.

[\(District Improvement Plan 2017-20 Objective 2.4\)](#)

Windham School District MTSS Pyramid

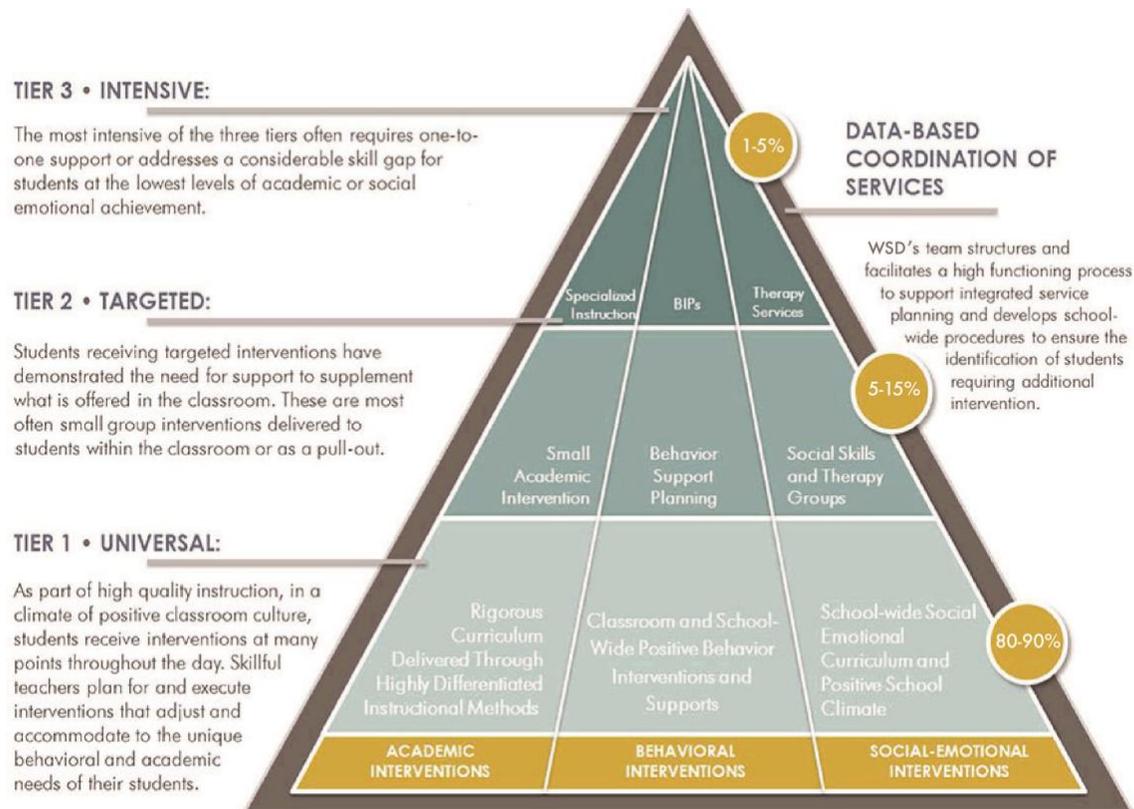


Image Source: <http://www.senecafoa.org/unconditional-education>

Tier 1 Core Instruction

All students receive effective standards-based instruction, evidence-based practices and materials aligned with the New Hampshire College and Career Ready Standards, district standards and appropriate behavioral supports as needed.

Who may be responsible for delivering instruction?

- Classroom teachers
- School counselors

(District Improvement Plan 2017-20 Objectives 2.1; 2.2)

Tier 2 Supplement to Core Instruction

Students performing below their grade-level peers (lowest 10-20%) may access targeted instruction and supports delivered in small groups. Students are progress monitored bi-weekly and their achievement is reviewed to ensure intervention is appropriate and effective at a pace that will close the deficit in the shortest amount of time. Students in this tier will receive interventions in conjunction with and in addition to all components of Tier 1 core instruction.

Who may be responsible for delivering interventions?

- Classroom teacher
- Interventionists
- RtI teacher
- Reading specialist
- School counselors and related service providers

How is the intensity and frequency different from Tier 1 core instruction?

- Often provided by classroom teacher and/or interventionists
- Group size of up to 4 students
- Extensive instruction focuses on a particular standard or skill
- Progress is assessed at least bi-weekly

Tier 3 Intensive Intervention

Intensive, targeted, evidence-based intervention delivered with fidelity and materials designed to close the identified skill deficits in very small groups. Students are progress monitored at least weekly and their progress is reviewed to ensure intervention is appropriate and effective. Students in this tier will receive interventions in conjunction with and in addition to all components of Tier 1 core instruction.

Who may be responsible for delivering interventions?

- RtI teacher, reading specialist
- School counselors and other related service providers(OT, PT, speech, behavior)
- Special educators(per pyramid above)

How is the intensity and frequency different from Tier 1 and 2 instruction?

- Intensive, targeted instruction
- Smaller groups of 1-3 students designed to close the identified skill deficits in very small groups
- Progress is assessed at least weekly

Universal Screening Process for Data-Driven Decision-Making

Academic Universal Screeners

In order to ensure adequate progress, students in the WSD are universally screened

and benchmarked in English Language Arts and mathematics as indicated in the following charts. Classroom teachers administer the assessments and review the data in their Professional Learning Communities (PLCs).

Questions the data will answer:

- Are there general school-wide trends or issues?
- Are core curriculum and instructional delivery working for at least 85% of our students at each grade level?
- Is there consistent performance across grade levels?
- Are there specific grade-level trends or concerns?
- Which students need additional instruction or assessment?
- What are our areas of need and how can this knowledge guide us to set measurable school wide goals and specific actions to impact student performance and achievement?
- How should Tier 1 instruction change as a result of this information?

The most recent results of the following assessments will be discussed at the September, February, and June School Data Team and PLC meetings (1st meeting following Benchmark Screening). The School Data Team and PLCs will make instructional decisions based on the screening data.

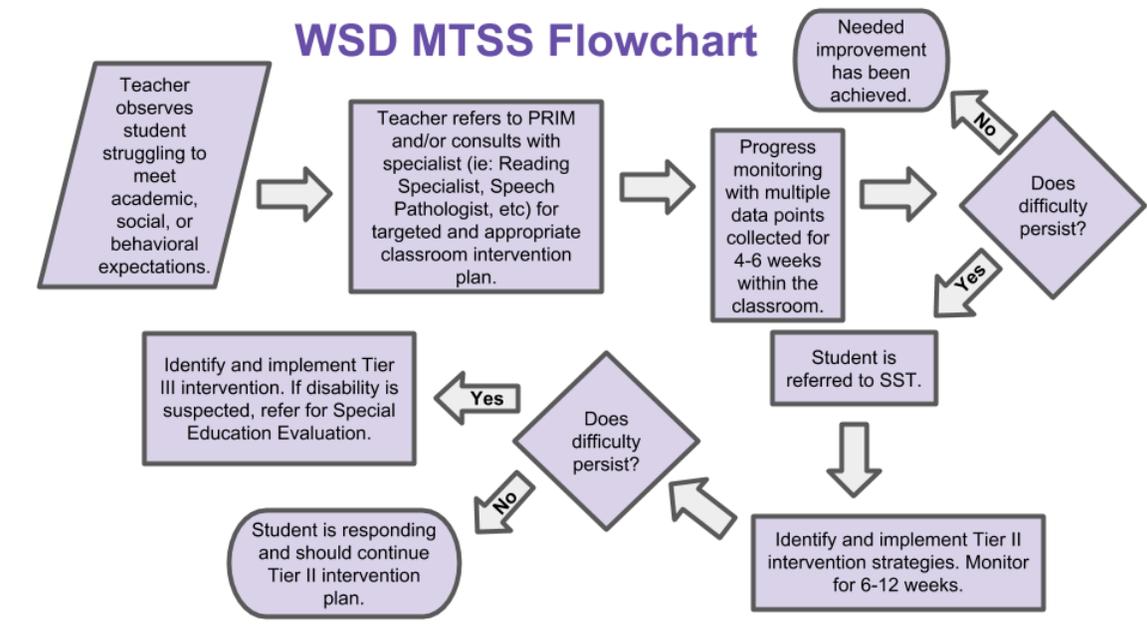
Grade(s)	ELA	MATHEMATICS
K-1	AimswestPlus Reading Fountas/Pinnell	AimswestPlus Math
2	AimswestPlus Reading Fountas/Pinnell NWEA: Reading	AimswestPlus Math NWEA: Math
3-7	Fountas/Pinnell NWEA: Reading NHSAS (including interim)	NWEA: Math NHSAS (including interim)
8	NWEA: Reading NHSAS (including interim) PSAT	NWEA NHSAS (including interim) PSAT
High School	PSAT SAT	PSAT SAT

(District Improvement Plan 2017-20 Objectives 3.2; 3.3)

MTSS/Student Support Team (SST)

MTSS/Student Support Team (SST) Flowchart

The flowchart below outlines the process to be followed when implementing interventions and referring students to SST.



Classroom teachers are responsible for:

- Clearly defining the student issue(s)
- Contacting the student's family to discuss progress
- Compiling data
 - Assessments
 - Work Samples
 - School related behaviors/task completion
 - Peer relationships
 - Compliance data
- Referencing the Pre-Referral Intervention Manual (PRIM) and staff resources

Staff Resources available for consultation at any time during the SST process

- Reading Specialist
- RtI Teacher
- School Counselor
- Nurse
- Speech Language Pathologist

- Occupational Therapist
- School Psychologist
- BCBA
- Curriculum Directors

SST Meeting - What to Expect

SST Referral Process

- Complete the Google Form and submit to the SST Chair
- Teachers must contact the family regarding the SST referral

SST Meeting Protocol

- Present the problem (5-8 minutes)
 - Teacher will present the issue(s) and evidence of interventions already tried and classroom data
 - Specialists who see the student will add their related information
- Brainstorm possible solutions (5-8 minutes)
 - The team will brainstorm alternative interventions
- Choose interventions/develop action plan (5-8 minutes)
 - The team will choose 2-3 interventions to target the issue(s)
 - An action plan will be developed indicating who is responsible for each item (ex. classroom teacher, school counselor, etc.)
 - A check-in date will be chosen to see if the interventions are effective
 - The classroom teacher providing a follow up with parents/guardians on the SST meeting.

(District Improvement Plan 2017-20 Objectives 1.2; 2.4;3.2; 3.3; 5.2; 5.4)

Definition of Terms

Core Instruction: Academic and behavioral instruction that all students receive.

Data-Based Decision Making: The process of making decisions about curriculum, instruction and behavioral supports based on formal and informal data collection processes.

Intervention: A specific program or set of steps to help a student improve in an area of need

Progress Monitoring: A tool to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

SST: The Student Support Team is a school-based problem solving team designed to facilitate students' emotional, behavioral and academic success. SST works effectively with teachers and staff members to analyze student problems and design individualized interventions to increase their achievement. Interventions continue until success is shown or until a determination is made for further evaluation.

Universal Screening: A brief, practical assessment process to provide data to identify students at risk for not having their learning needs met.

SST Forms