



Lake Mills Area

SCHOOL DISTRICT

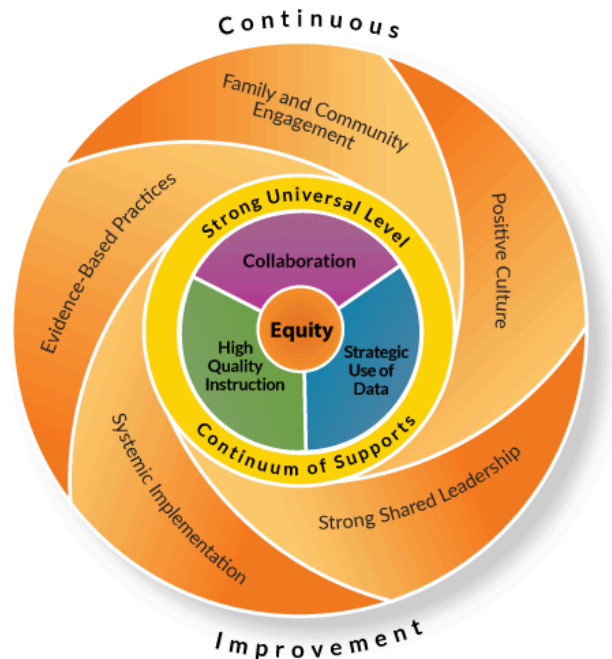
Equitable Multi-tiered System of Support (EMTSS)

Mission: Preparing all of today's students for tomorrow's opportunities.

Vision: A community passionate about inspiring all learners.

Definition of Equitable Multi-tiered System of Support (EMTSS)

In order to provide responsive educational opportunities to our students, we have created an equitable multi-tiered system of supports. This ensures equitable access to services, practices and resources based on their level of responsiveness to our instruction and intervention. This system is founded on high quality universal instruction, a strategic use of data and collaborative support from all stakeholders and can address development, academic, behavioral, and social-emotional skills. The Wisconsin Department of Public Instruction has created the following model of an EMTSS. Further explanation of each area can be found on the [Key Features](#) document.



Tiers of Support

Tier 1 - Universal Curriculum: Universal supports and instruction are the core programs and strategies provided to all students within the school building to promote successful student outcomes and prevent school failure.

Tier 2 - Selective Supports: Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone.

- 6-8 weeks, 2 or more days per week
- Up to 5 students in group
- Delivered by interventionist, classroom teacher, reading specialist, paraprofessional

Tier 3 - Intensive Supports: At Tier 3, the goal is remediation of existing problems and prevention of more severe problems or the development of secondary concerns as a result of persistent problems.

- 6-8 weeks, 4-5 days per week
- 1-3 students in group
- Delivered by a reading teacher or reading specialist

Decision-making Guidelines

Implementing the layers of support for students requires a team effort. Within each building, a team reviews state, diagnostic (iReady), and school/classroom assessment data every 6-8 weeks to review a student's current performance level. Students who fall within the 25th percentile in an academic skill area on two or more assessments, are identified and may be selected for additional assessments. If a teacher has a concern between the data meetings, they can request a student services team meeting to discuss next steps.

- **Selective Intervention:** Students between the 11th-24th percentile benefit from additional small group instruction potentially within their classroom. These groups will meet at least twice per week.
- **Intensive Intervention:** Students at the 10th percentile and below will need intensive support in order to meet grade level expectations. This support or intervention may be provided by an interventionist at least 4 days a week. Progress monitoring will occur weekly (or biweekly if only meeting three times a week).

How often is data reviewed?

The building EMTSS team meets in August to determine fall intervention groups to start the year. Once diagnostic data is received, additional interventions will begin. The team will review data every 6-8 weeks to discuss the effectiveness of the interventions. At this time, teams may determine that the intervention needs to continue because progress is being made, the intervention needs to be changed, or the student has met their goal and is able to exit the intervention.

Intervention Procedure:

1. Selection of evidence-based intervention based on skill deficit
2. After the classroom teacher or interventionist connects with the family, the Interventionist completes the Parent Intervention Notification Letter which can be sent home by email or mail depending on parent preference. A copy needs to go into the student's cumulative file as well. Depending on the parent response:
 - a. If no opt out request is obtained within 3 days of the Parent Intervention Notification Letter being sent, the intervention can begin.
 - b. If a parent has requested involvement, a phone call and/or meeting is held informing the parent of what was discussed at that grade level and more specifics of the designated intervention are provided. The intervention plan can be revisited/changed if parents are not in agreement.
 - c. If parents have opted out, interventionists will document this in the student's intervention file with a document stating the date and information regarding opt out. (Opt out is only valid for that current round of intervention being proposed. All future proposals should follow the original procedure and an additional opt out is required).
3. Before Next Data Review Meeting:

- a. Interventionists begin documentation of the intervention in FastBridge or eduClimber including collection of baseline data and intervention begins on proposed start date and continues as recommended.
 - b. The interventionist progress monitors the effect of the instructional intervention in FastBridge; the frequency is dependent on the intervention and tier.
 - c. Within the 6 week rotation, the interventionist will ensure fidelity of implementation of the specific intervention.. The School Psychologist will complete fidelity observation as part of a special education referral.
 - d. The interventionist will keep attendance records specific to each student in selective and intensive interventions. Students are required to be in attendance for 80% of the time for fidelity.
 - e. Prior to the Data Review Meeting, the interventionist compiles and brings each student's most updated data.
4. During the Data Review Meeting:
- a. Interventionists will review student data highlighting:
 - i. Students who are progressing towards their goal and can exit the intervention
 - ii. Students who are progressing but need additional time in the intervention
 - iii. Students who are not making progress and need a different intervention or further assessment
 - b. The Student Services Team will identify if other students are in need of intervention and which intervention will meet the need

Intervention Information in EduClimber includes:

- Progress monitoring graphs
- End of the intervention/year status and comments added to the intervention in eduClimber
 - Documentation of any extraneous information such as documentation of early dismissal from intervention or any outside variables impacting progress
 - Include grade level if possible
- Historical intervention data

What if a child does not make progress?

If a child has not made progress following six-eight progress monitoring data points and has attended at least 80% of the sessions, the Student Services Team will convene to adjust the intervention provided. After two selective interventions (6-8 weeks each), the Student Services Team will identify the appropriate intensive intervention for the student given support of triangulated data.