

SEPTA and PCSD
Building Level Supports and
Interventions
K-12

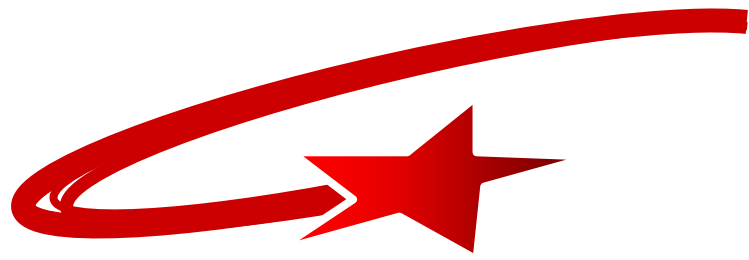
10/17/2018



BOE Strategic Goals

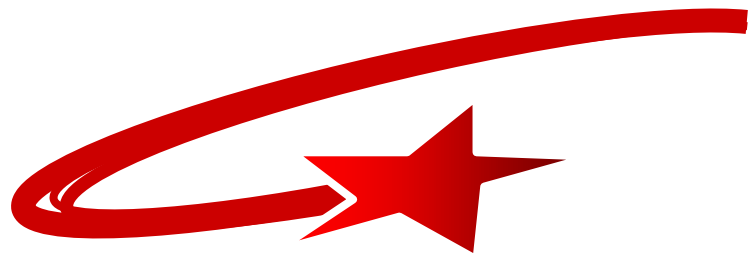
District Goal 1 – Academic Achievement and Excellence

Each Penfield school will provide a safe, supportive, engaging learning environment promoting **growth toward academic achievement** and excellence as well as the **development of the whole student.**



Four Essential Questions of Student Achievement

1. What is it we want all students to learn?
2. How will we know when each student has learned it?
3. What happens when a student doesn't learn it?
4. What happens when a student already knows it?

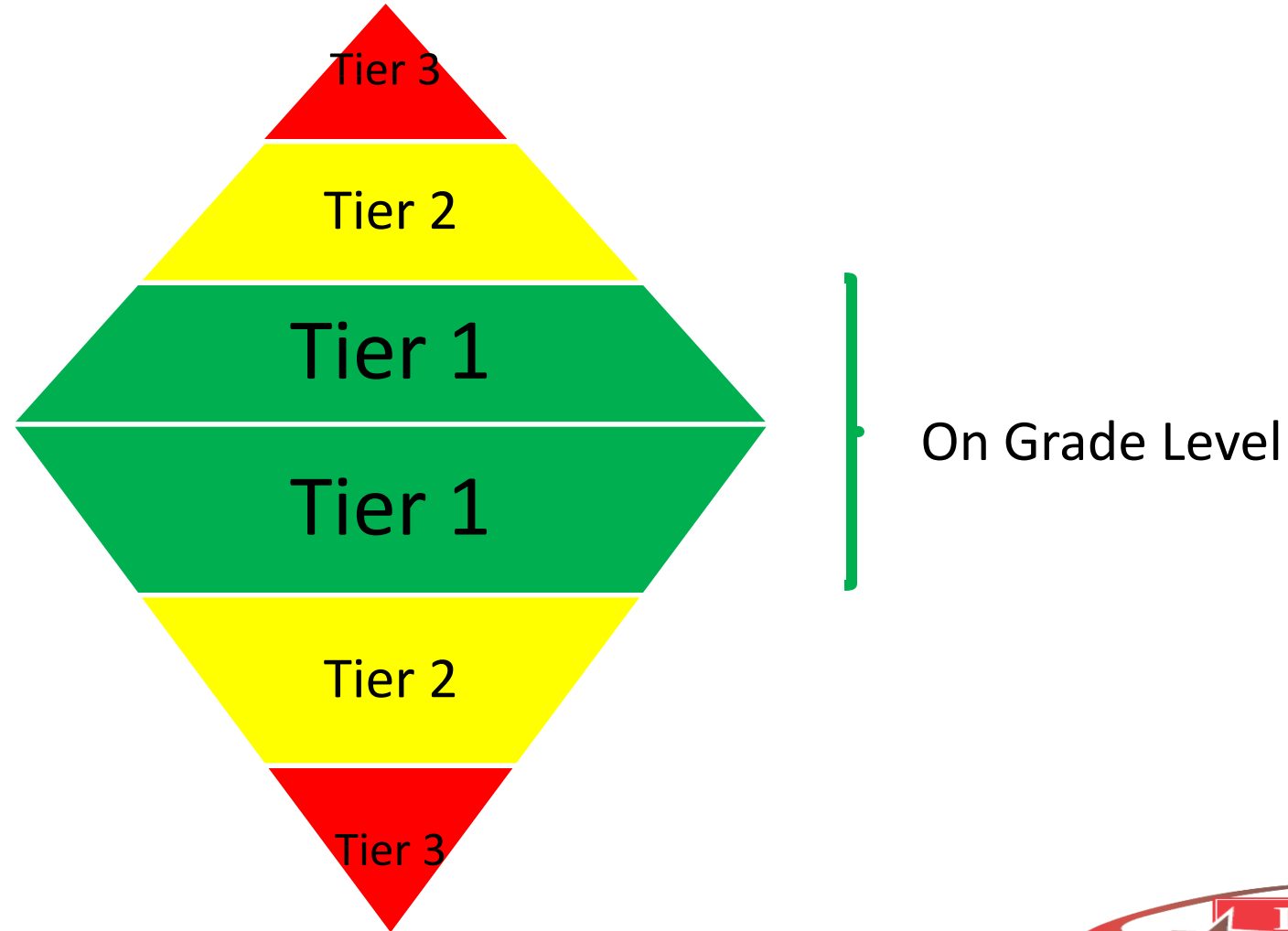


Response to Intervention

RtI is a **multi-level prevention system** designed to allow school staff to instruct **all students** in accordance **their level** of **educational need**. Response to intervention integrates assessment and intervention within a multi-level prevention system to **maximize** student **achievement** and to **reduce** behavior problems. With RTI, schools **identify** students at risk for poor learning outcomes, **monitor** student progress, **provide** evidence-based **interventions** and adjust the **intensity** and nature of those interventions depending on a student's **responsiveness**, and identify students with learning disabilities.

(National Center on Response to Intervention, 2010, p. 2)

Diamond Response to Intervention Model





Elementary

Cobbles

Harris Hill

Indian Landing

Scribner

Tier I

- A guaranteed and viable curriculum across all buildings
- Classroom accommodations
- Common unit/benchmark assessments, iReady for Reading and Math, Next Step and Fountas Pinell Reading Grade level meetings, Data Days
- Counseling: Lunch Bunch, New Kids Club, Changing Families
- Occupational Therapy push in support: Kindergarten (2x 6 day cycle), Grade 1 (1x 6 day)
- Speech push in support - Kindergarten
- RtI Math – Skill based reinforcement 30 min. each day

Tier II

- RtI Reading support from a Literacy Specialist (up to 6 days in a 6 day cycle)
- RtI Math support from a Special Education Teacher (up to 6 days in a 6 day cycle)
- Speech Improvement services
- Counseling: group and individual

Tier III

- Instructional Support Team (IST) Academic and Behavioral
- Potential referrals to the Committee on Special Education or Section 504



Bay Trail Middle School

Grade 6

Grade 7

Grade 8

Tier I Interventions

HOME Base
HOME Base Learning Center

Tier II Interventions

Reading Lab 1/3
Math 06 RTI
Math 6/7
Enrichment

Tier III Interventions

Reading 06
Reading Lab -2/3
Learning Center
Math 06 RTI-S

Tier I Interventions

HOME Base
HOME Base Learning Center

Tier II Interventions

Reading Lab 1/3
Math 07 RTI
Math 7/8
Enrichment
Strategic Reading II

Tier III Interventions

Reading Lab -2/3
Learning Center
Math 07 RTI-S

Tier I Interventions

HOME Base
HOME Base Learning Center

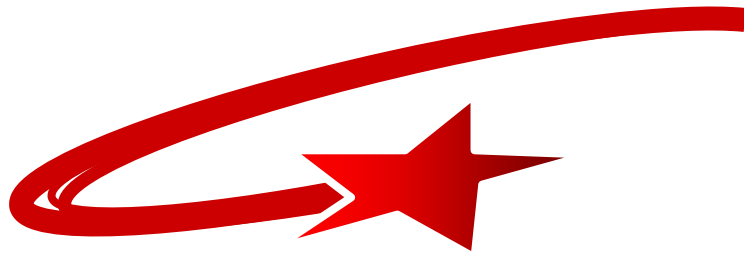
Tier II Interventions

Reading Lab 1/3
Math 08 RTI
Algebra 8
Enrichment

Tier III Interventions

Reading/ELA 8
Learning Center
Math 08 RTI-S

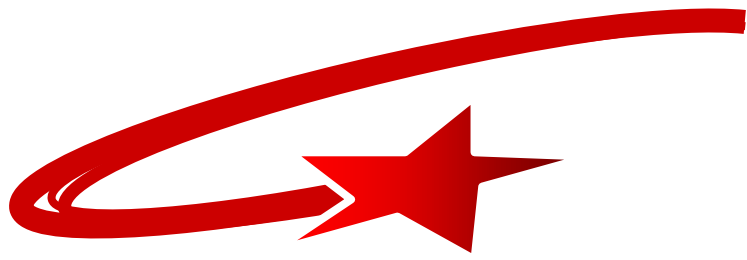
Penfield High school



Academic Success Center
Reconnecting Youth Course
Student Support Team (SST Plan)
G-Prep Alternative Education Program

Strategic Reading
Academic Study Hall - Assigned
Extended Labs - English, Math & Science
Department Instructional Centers - Assigned
Academic Intervention Services (AIS) - Assigned

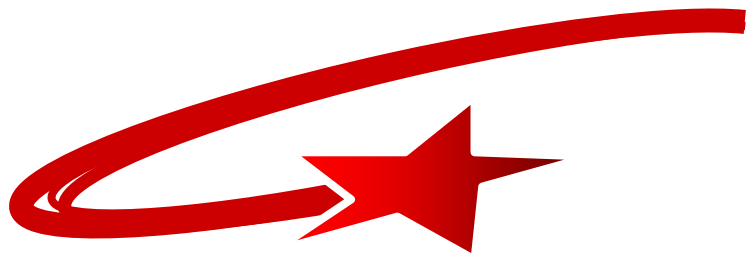
Partnerships with Families
Classroom Embedded Interventions
Teacher Provided Support Outside of Class
Grade level Seminars - Counseling & Administrative
Department Instructional Centers - Student Initiated
Partnerships with Community Resources - Delphi & Rochester Regional



Thank You

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Questions?



1. How many students at each school receive each type of support (RTI, speech, etc)?
2. How is eligibility determined?
3. How is length and frequency of service determined?
4. How does a student progress out of support services?
5. If a student received support services in 5th grade, does it carry over to 6th? If not, how does a parent ensure their 6th grade student receives proper support?
6. Why are building level supports used rather than a 504 or IEP?
7. Are there students receiving support services that could be have an IEP or 504?
8. How do accommodations and modifications move with the student from year to year?
9. Should students who need accommodations and modifications have a 504?
10. When a student with an IEP receives RTI/AIS, how is that determined, and how is it coordinated as far as the interventions vs the modifications in the 12:1:1 curriculum?