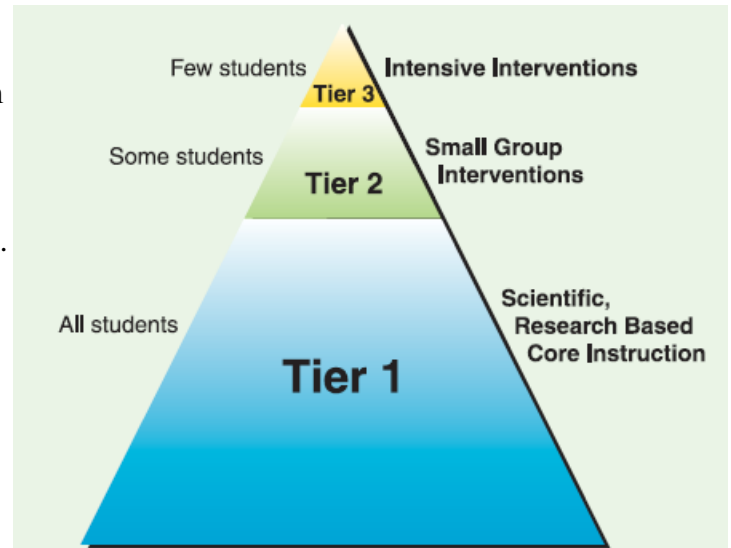


2015-16 School Year

Dear all Cedar Fork Families,

This letter is to provide you with information regarding Wake County intervention model that provides academic assistance to students who are struggling to meet grade-level academic or behavior expectations. We use the Multi-Tiered System of Support (MTSS), formerly known as the Responsiveness to Instruction model and Response to Intervention (RTI), which involves three levels or tiers of instruction and support. Cedar Fork's MTSS model is aligned with the district, state, and national model of intervention. MTSS includes three levels of support called "tiers." Teachers regularly meet to discuss student progress during grade-level teacher meetings, as well as during regular grade-level data meetings with administration, instructional resource teacher, and intervention specialists. At these meetings, student data are reviewed and teachers make decisions regarding the most appropriate level of support that each student needs. Levels of support are:

Tier 1 refers to the foundational practice of providing *all students* with sound research-based core curriculum through the use of a range of solid instructional strategies. Tier 1 includes the general curriculum provided by the school, with which most students are successful. All students receive Tier 1 level instruction. Tier 1 instruction is provided primarily by students' homeroom teachers, but may also include instruction from other teachers such as classroom grouping or differentiation. Brief universal screenings are administered in the fall, winter, and spring to ensure that students are responding to instruction at a specific level and rate that has been established as being predictive of year-end academic success. Cedar Fork uses the mClass assessments in reading as a universal screening. Parents receive information on how a student is performing academically at regular scheduled parent/teacher conferences.



Tier 2 support is provided to students who fall below the academic standards that are expected and promoted at Tier 1. Parents will be notified by the teacher if their child is identified to receive strategic Tier 2 support. This support is often documented in a Tier 2 Plan. Once a need is identified, the grade-level team of teachers and other specialists (as needed) collaborate to develop plans for individuals or small groups of students who are in need of this level of support. People involved in the creation of a Tier 2 Plan include the classroom teacher and other grade-level teachers. Teachers may also consult specialists such as intervention teachers, instructional

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resource teacher, administration, school counselor, or school psychologist, if needed to develop good Tier 2 plans. This intervention addresses targeted student needs, and often can be provided within the regular classroom or within a smaller learning setting, such as with support from a reading intervention teacher. Programs that are provided within a smaller group setting include a more structured effort to help below grade level students meet grade level standards. Students receiving Tier 2 support are monitored regularly in between universal screenings to determine if the student is benefiting from ongoing strategies and support. Parents receive information on how a student is responding to Tier 2 intervention through regular communication with the teacher. Tier 2 is part of the regular education program.

Tier 3 (formerly known as Student Support Team, or SST) refers to the most intensive level of intervention support and is reserved for the small percentage of students who, after receiving strategic support at Tier 2, continue to demonstrate significant delays in their academic growth in one or more areas. When a student demonstrates a need for this intensive level of support, Cedar Fork's Tier MTSS Team develops an intensive plan of intervention, called a Tier 3 plan. People involved in the creation of a Tier 3 plan include the student's homeroom teacher, another teacher from that grade level, an administrator, and school psychologist. Other people often involved in the Tier 3 plan include a school counselor, intervention teachers, and other specialists as necessary. At this level of intervention, parents are encouraged to participate in intervention planning. The Tier 3 team collects additional information about a student to aid in developing interventions. This information includes vision and hearing screenings, classroom observations by a staff member other than the classroom teacher, a speech and language screening completed by Cedar Fork's speech-language therapist, and family input. The goal of the Tier 3 team is to strengthen and support the individual student through the development and implementation of an individualized academic plan. After careful review of the student's learning and intervention history and drawing on the student's strengths and needs, the team collaborates to identify additional resources and targeted interventions that have the greatest potential to accelerate student progress based on short-term goals. Progress at the Tier 3 level is typically monitored once a week. The overall, and sometimes longer-term, objective is to have the student catch up to grade level academic standards. If the concern is behavioral in nature as well as academic, a Behavior Intervention Plan (BIP) may be considered. Tier 3 is part of the regular education program.

Special education services (an IEP) might be considered for students who continue to struggle and show a slow rate of response to Tier 3 interventions and strategies, as this might indicate the presence of an educational disability. However, students who are referred for consideration of special education are required to meet additional criteria in order to qualify for this level of service. Parents sometimes request for their student to be "tested" for suspected learning or behavioral disabilities. The school will always formally respond to these requests by scheduling a referral meeting with the Individualized Education Program (IEP) team. However, a referral for special education testing requires the team to determine the appropriateness of the request in consideration of previous intervention support, present performance, and learning history. It is our experience that sometimes parent requests for testing are made in an effort to solicit help for a struggling student. All parents are strongly encouraged to first communicate their concerns to their child's teacher and to discuss the appropriateness of a referral for additional support at Tier 2 or 3 of the MTSS process.

For more information regarding the MTSS process at Cedar Fork, please feel free to contact your child's homeroom teacher.