



Wisconsin Rapids Board of Education  
**Educational Services Committee**  
510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

Katie Bielski-Medina, Chairperson  
John Benbow, Jr.  
Troy Bier  
Larry Davis  
John Krings, President  
Kathi Stebbins-Hintz  
Julie Timm

September 5, 2023

**LOCATION:** Board of Education Office, 510 Peach Street, Wisconsin Rapids, WI  
Conference Room A/B

**TIME:** 6:00 p.m.

I. Call to Order

II. Pledge of Allegiance

III. Public Comment

Persons who wish to address members of the Committee may make a statement pertaining to a specific agenda item. The Committee Chair will establish limits for speakers due to time constraints. Comments made by the public shall be civil in content and tone. Speakers bear the personal risk if comments made are defamatory, slanderous, or otherwise harmful to another individual. Please keep in mind that this is a Committee meeting of the Board open to the public, and not a public hearing.

IV. Actionable Items

- a. Parent Representative – Council for Instructional Improvement
- b. School Calendars – 2024-2025, 2025-2026, 2026-2027

V. Updates

- a. Every Student Succeeds Act (ESSA)
- b. Multi-Level Systems of Support (MLSS) Handbook

VI. Consent Agenda Items

VII. Future Agenda Items/Information Requests

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board president.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda however, no deliberation or action will be taken by other Committees or the full Board of Education.



**BACKGROUND**

Katie Bielski-Medina, Chairperson  
John Benbow, Jr.  
Troy Bier  
Larry Davis  
John Krings, President  
Kathi Stebbins-Hintz  
Julie Timm

September 5, 2023

LOCATION: Board of Education, 510 Peach Street, Wisconsin Rapids, WI  
Conference Room A/B

TIME: 6:00 p.m.

- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comment
- IV. Actionable Items

a. Parent Representative – Council for Instructional Improvement (CII)

The District Council for Instructional Improvement (CII) has three parent representatives who serve three-year rotating terms. At the end of last school year, one parent representative completed her term. Therefore, there is one open seat for parent representation.

Roxanne Filtz, Director of Curriculum and Instruction, posted the opening via the District’s Facebook page as well as through the District’s Skylert system which sent a message to the homes of all students in the district. There were 26 individuals who requested an application and 10 individuals who returned completed applications by the deadline of 3:00 pm on Friday, August 25, 2023, and were considered by the team.

All identifying information was removed from the applications and each application was assigned a corresponding number. The applications were then distributed among the 7 Central Office Directors and the District Superintendent who scored the applications based on the rubric that was provided. The candidate with the highest overall score was selected as the candidate to bring forward to the school board for approval.

Josette Lang was selected by Central Office Administration to serve as a CII parent representative for the 2023-24, 2024-25 and 2025-26 school years.

**The administration recommends approval of the candidate chosen as the parent representative, Josette Lang to serve on the CII for the 2023-24, 2024-25 and 2025-26 school years.**

b. 2025-2026, 2026-2027, 2027-2028 School Calendars

Attachment A sets out the proposed school year calendars for the 2025-26, 2026-27 and 2027-28 school years. Several stakeholder groups, including the Quality Educator Committee and the Administration Committee, provided input into the creation of the proposed calendars.

The teaching staff, in general, is contracted for 190 days of work. Each school year calendar includes the following:

- 176 student contact days
- 3 in-service days
- 5 professional development days
- 2 recordkeeping days
- 1 parent/teacher conference day
- 3 paid holidays

Ms. Filtz will be available to answer any questions or address any concerns regarding the school year calendars.

**The administration recommends approval of the proposed calendars for the 2025-26, 2026-27 and 2027-28 school years.**

V. Updates

a. Every Student Succeeds Act (ESSA)

Every Student Succeeds Act (ESSA) requires states to hold schools accountable for student achievement. In addition, ESSA requires every state to measure performance in reading, math, and science. ESSA includes entitlement grants that come from the federal government through the states. Included in the grants are Titles I, II, III and IV.

Wisconsin Rapids Public Schools will receive \$1,367,678.00 in Title I, \$189,168.00 for Title II, and \$84,871.00 for Title IV. These amounts do not include any carryover dollars on hand from unspent Title dollars from 2022-2023. Carryover amounts are being determined. There is a total of \$1,641,717.00 in ESSA grant funds designated for 2023-2024. This is an increase of \$208,616.00 from the 2022-2023 school year. The District currently has four School Wide Title buildings: Grove, Howe, Mead and River Cities High School.

Title I funds are allocated for improving basic programs by bringing new resources and requirements to provide personnel, instruction and interventions to close achievement gaps districtwide. Title I supports some reading and math interventionists and programs at Title schools, assists our homeless programming with personnel and transportation costs, provides professional development for staff members, funds parent involvement

activities in Title buildings, and allows the District to employ behavior support paraprofessionals at Title buildings.

Title II funds are used for preparing, training and recruiting high quality teachers, principals and other school personnel. Funds are used to support the New Colleague/Mentor Program, to offset the salary of one Student Engagement Facilitator and one achievement gap reduction teacher, as well as support the instructor stipends paid for professional development opportunities.

Title IV funds are used to ensure that WRPS students have access to a well-rounded education, promote safe and healthy schools, and provide an effective use of technology throughout the district. Title IV is used to offset the cost of conferences, teacher training, supporting grade level leaders, provide supplies for parent outreach, and support professional development around our learning management systems.

b. Multi-Level Systems of Support (MLSS) Handbook

A Multi-Level System of Support is a framework of practices grounded in the belief that all students can learn and achieve. Educators in the Wisconsin Rapids School System will use MLSS to meet the academic and behavioral needs of our students. The framework outlines a process for achieving higher levels of academic and behavioral success for our students.

The District MLSS implementation document is designed to assist stakeholders' understanding of Wisconsin Rapids Public Schools' (WRPS) vision for Response to Intervention (RtI) as an equitable multi-level system of behavioral, social, emotional, and academic supports designed to increase success for all students.

The handbook, which is included as Attachment B, will be presented and questions about the handbook will be addressed at the meeting.

VI. Consent Agenda Items

Committee members will be asked to decide which items should be placed on the consent agenda for the regular Board of Education meeting.

VII. Future Agenda Items/Information Requests

Agenda items are determined by the Committee Chair after consultation with appropriate administration depending upon other agenda items, presentation information, and agenda availability.

Future agenda items/information requests include, but are not limited to:

- New Course/Curriculum Modifications and Proposals - Discussion (October)
- Act 20 Updates (October)
- GATES Update (October)
- Wisconsin Student Assessment System (WSAS) Results (October/November)
- New Course/Curriculum Modifications and Proposals – Decision (November)
- ECCP/SCN Applications – (November)
- Innovation Mini Grant Recipients (December)



WISCONSIN RAPIDS PUBLIC SCHOOLS CALENDAR  
2025-26

**DRAFT**

AUGUST 2025					SEPTEMBER 2025					OCTOBER 2025				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
				1	LD 1	( 2	3	4	5			1	2	PD 3
4	5	6	7	8	8	9	10	11	12	6	7	8	9	10
11	12	13	14	15	15	16	17	18	19	13	14	15	16	17
18	19	20	21	22	22	23	24	25	26	20	21	22	23	24
PD 25	PD 26	27	28	29	29	30				27	28	29	30	AB 31
NOVEMBER 2025					DECEMBER 2025					JANUARY 2026				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
3	4	5	6	7	( 1	2	3	4	5				WB 1	WB 2
10	11	12	13	14	8	9	10	11	12	5	6	7	8	9
17	18	19	20	21	15	16	17	18	19	12	13	14	15	16
24 )	PD/RK25	TG 26	TG 27	TG 28	22	23	WB 24	WB 25	WB 26	PD 19	20	21	22	23
					WB 29	WB 30	WB 31			26	27	28	29	30
FEBRUARY 2026					MARCH 2026					APRIL 2026				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
					2	3	4	5 )	PD/RK6			SB 1	SB 2	SB 3
2	3	4	5	6	( 9	10	11	12	13	6	7	8	9	10
9	10	11	12	13	16	17	18	19	20	13	14	15	16	17
16	17	18	19	20	23	24	25	26	27	20	21	22	23	24
23	24	25	26	27	SB 30	SB 31				27	28	29	30	
MAY 2026					JUNE 2026					JULY 2026				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
				1	1	2	3	4 )	RK 5			1	2	ID 3
4	5	6	7	8	8	9	10	11	12	6	7	8	9	10
11	12	13	14	15	15	16	17	18	19	13	14	15	16	17
18	19	20	21	22	22	23	24	25	26	20	21	22	23	24
MD 25	26	27	28	29	29	30				27	28	29	30	31

Teachers Return - Inservice/PD Days    Student Attendance Days (Shaded)    ( ) = \*\*TRI begins/ends

- 8/25-8/29 - PD Days/Teachers Return
- 9/1 - (LD) Labor Day \*\* No School
- 9/2 - First Day for Students
- 10/3 - (PD) Prof Dev Day \*\* No School
- 10/31 - Autumn Break - No School
- 11/25 - (PD/RK) Prof Dev/Rkpg Day \*\* No School
- 11/26-28 - (TG) Thanksgiving \*\* No School
- 12/24 - 1/2 - (WB) Winter Break \*\* No School
- 1/19 & 3/6 - (PD/RK) PD/Recdkpg Day \*\* No School
- 3/30 - 4/3 - (SB) Spring Break \*\* No School
- 5/25 - (MD) Memorial Day \*\* No School
- 6/4 - Last Day for Students (1/2 day)
- 6/5 - (RK) Recordkeeping

**Trimester Schedule:**

- 1st Trimester: 9/2/25 - 11/24/25
- 2nd Trimester: 12/1/25 - 3/5/26
- 3rd Trimester: 3/9/26 - 6/4/26

Tri 1 = 58 days  
Tri 2 = 60 days  
Tri 3 = 58 days

## 2025-2026 School Calendar Draft

	PD Days	Inservice days	Rec. Keeping	Student contact	Holidays	Non-report Days	Total Teacher Days
August	2	3	0	0	0	0	5
September	0	0	0	21	1	0	22
October	1	0	0	21	0	1	22
November	.5	0	.5	16	1	2	18
December	0	0	0	17	0	6	17
January	1	0	0	19	0	2	20
February	0	0	0	20	0	0	20
March	.5	0	.5	19	0	2	20
April	0	0	0	19	0	3	19
May	0	0	0	20	1	0	21
June	0	0	1	4	0	0	5
1 P/T day							1
	5	3	2.0	176	3	16	190

Trimester I = 58

Trimester II = 60

Trimester III = 58

### Important Notes:

This calendar provides October 31, 2025 as a non-report day.

The Wednesday before Thanksgiving is a non-report day. Good Friday is Friday, April 3, 2026 and is rolled into Spring Break.



**WISCONSIN RAPIDS PUBLIC SCHOOLS CALENDAR  
2026-27**

**DRAFT**

AUGUST 2026					SEPTEMBER 2026					OCTOBER 2026					
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	
3	4	5	6	7	( 1	2	3	4						1	
10	11	12	13	14	LD 7	8	9	10	11	5	6	7	8	9	
17	18	19	20	21	14	15	16	17	18	12	13	14	15	16	
PD 24	PD 25	26	27	28	21	22	23	24	25	19	20	21	22	23	
31					28	29	30			26	27	28	29	AB 30	
NOVEMBER 2026					DECEMBER 2026					JANUARY 2027					
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	
2	3	4	5	6	( 1	2	3	4						WB 1	
9	10	11	12	13	7	8	9	10	11	4	5	6	7	8	
16	17	18	19	20	14	15	16	17	18	11	12	13	14	15	
23	24	TG 25	TG 26	TG 27	21	22	23	WB 24	WB 25	PD 18	19	20	21	22	
PD/RK30					WB 28	WB 29	WB 30	WB 31		25	26	27	28	29	
FEBRUARY 2027					MARCH 2027					APRIL 2027					
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	
					1	2	3	4	) PD/RK5					SB 1	
1	2	3	4	5	( 8	9	10	11	12	5	6	7	8	9	
8	9	10	11	12	15	16	17	18	19	12	13	14	15	16	
15	16	17	18	19	22	23	24	25	26	19	20	21	22	23	
22	23	24	25	26	SB 29	SB 30	SB 31			26	27	28	29	30	
MAY 2027					JUNE 2027					JULY 2027					
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	
3	4	5	6	7		1	2	3	4	)					1
10	11	12	13	14	RK 7	8	9	10	11	ID 5	6	7	8	9	
17	18	19	20	21	14	15	16	17	18	12	13	14	15	16	
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23	
MD 31					28	29	30			26	27	28	29	30	

Teachers Return - Inservice/PD Days    
  Student Attendance Days (Shaded)    
 ( ) = \*\*TRI begins/ends

8/24-8/28 - PD Days/Teachers Return     12/24 - 1/1 - (WB) Winter Break \*\* No School  
 9/1 - First Day for Students     1/18 & 3/5 - (PD/RK) PD/Recdkpg Day \*\* No School  
 9/7 - (LD) Labor Day \*\* No School     3/29 - 4/2 - (SB) Spring Break \*\* No School  
 10/2 - (PD) Prof Dev Day \*\* No School     5/31 - (MD) Memorial Day \*\* No School  
 10/30 - Autumn Break - No School     6/4 - Last Day for Students (1/2 day)  
 11/25-27 - (TG) Thanksgiving \*\* No School     6/7 - (RK) Recordkeeping  
 11/30 - (PD/RK) Prof Dev/Rkpg Day \*\* No School

**Trimester Schedule:**

**1st Trimester:** 9/1/26 - 11/24/26

**2nd Trimester:** 12/1/26 - 3/4/27

**3rd Trimester:** 3/8/27 - 6/4/27

Tri 1 = 58 days  
 Tri 2 = 60 days  
 Tri 3 = 58 days

## 2026-2027 School Calendar Draft

	PD Days	Inservice days	Rec. Keeping	Student contact	Holidays	Non-report Days	Total Teacher Days
August	2	3	0	0	0	1	5
September	0	0	0	21	1	0	22
October	1	0	0	20	0	1	21
November	.5	0	.5	17	1	2	19
December	0	0	0	17	0	6	17
January	1	0	0	19	0	1	20
February	0	0	0	20	0	0	20
March	.5	0	.5	18	0	4	19
April	0	0	0	20	0	2	20
May	0	0	0	20	1	0	21
June	0	0	1	4	0	0	5
1 P/T day							1
	5	3	2.0	176	3	15	190

Trimester I = 58

Trimester II = 60

Trimester III = 58

**Important Notes:**

Good Friday is Friday, March 26, 2027. Good Friday would be a non-report day for staff and students and then Spring Break would follow the next week.

This calendar provides October 30, 2026 as a non-report day for Autumn Break.

The Wednesday before Thanksgiving is a non-report day.





**WISCONSIN RAPIDS PUBLIC SCHOOLS CALENDAR  
2027-28**

**DRAFT**

AUGUST 2027					SEPTEMBER 2027					OCTOBER 2027				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
2	3	4	5	6			( 1	2	3					1
9	10	11	12	13	LD 6	7	8	9	10	4	5	6	7	8
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
PD 23	PD 24	PD 25	26	27	20	21	22	23	24	18	19	20	21	22
30	31				27	28	29	30		25	26	27	28	AB 29
NOVEMBER 2027					DECEMBER 2027					JANUARY 2028				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
1	2	3	4	5			1	2	3	3	4	5	6	7
8	9	10	11	12	6	7	8	9	10	10	11	12	13	14
15	16	17	18	19	13	14	15	16	17	PD 17	18	19	20	21
22	23 )	TG 24	TG 25	TG 26	20	21	22	WB 23	WB 24	24	25	26	27	28
PD/RK29	( 30				WB 27	WB 28	WB 29	WB 30	WB 31	31				
FEBRUARY 2028					MARCH 2028					APRIL 2028				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
	1	2	3	4			1	2 )	PD/RK3	3	4	5	6	7
7	8	9	10	11	( 6	7	8	9	10	10	11	12	13	14
14	15	16	17	18	13	14	15	16	17	17	18	19	20	21
21	22	23	24	25	20	21	22	23	24	24	25	26	27	28
28	29				SB 27	SB 28	SB 29	SB 30	SB 31					
MAY 2028					JUNE 2028					JULY 2028				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
1	2	3	4	5				1	2 )	3	ID 4	5	6	7
8	9	10	11	12	RK 5	6	7	8	9	10	11	12	13	14
15	16	17	18	19	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	19	20	21	22	23	24	25	26	27	28
MD 29	30	31			26	27	28	29	30	31				

Teachers Return-Inservice/PD Days

Student Attendance Days (Shaded)

( ) = \*\*TRI begins/ends

- 8/23-8/26, 30, 31 - PD Days/Teachers Return
- 9/1 - First Day for Students
- 9/6 - (LD) Labor Day \*\* No School
- 10/29 - Autumn Break - No School
- 11/24-26 - (TG) Thanksgiving \*\* No School
- 11/29 - (PD/RK) Prof Dev/Rkpg Day \*\* No School
- 12/23-31 (WB) Winter Break \*\* No School

- 1/17 - (PK/RK) PK-Recdkpg Day \*\* No School
- 3/3 - (PD/RK) PD/Recdkpg Day \*\* No School
- 3/27 - 3/31 - (SB) Spring Break \*\* No School
- 4/14 \*\* No School
- 5/29 - (MD) Memorial Day \*\* No School
- 6/2 - Last Day for Students (1/2 day)
- 6/5 - (RK) Recordkeeping

**Trimester Schedule:**

- 1st Trimester: 9/1/27 - 11/23/27
- 2nd Trimester: 11/30/27 - 3/2/28
- 3rd Trimester: 3/6/28 - 6/2/28

Tri 1 = 58 days  
Tri 2 = 60 days  
Tri 3 = 58 days

## 2027-2028 School Calendar Draft

	PD Days	Inservice days	Rec. Keeping	Student contact	Holidays	Non-report Days	Total Teacher Days
August	3	3	0	0	0	0	6
September	0	0	0	21	1	0	22
October	0	0	0	20	0	1	20
November	.5	0	.5	18	1	2	20
December	0	0	0	16	0	7	16
January	1	0	0	20	0	0	21
February	0	0	0	21	0	0	21
March	.5	0	.5	17	0	5	18
April	0	0	0	19	0	1	19
May	0	0	0	22	1	0	23
June	0	0	1	2	0	0	3
1 P/T day							1
	5	3	2.0	176	3	16	190/190

Trimester I = 58

Trimester II = 60

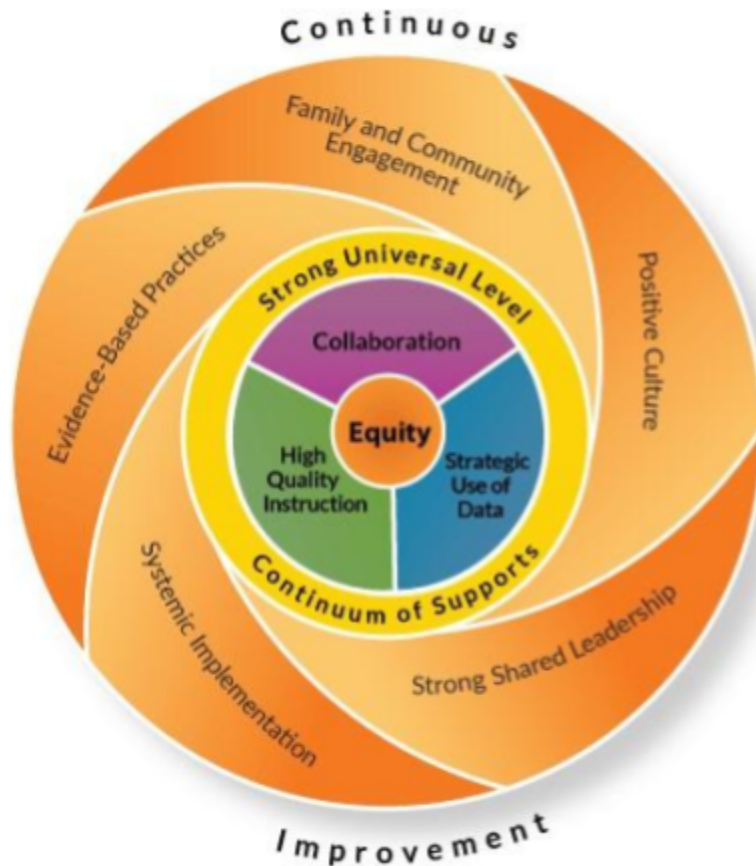
Trimester III = 58

**Important Notes:**

Good Friday is Friday, April 14, 2028. This calendar provides that as a non-report day.

This calendar indicates October 29, 2027 as a non-report day.

# Wisconsin Rapids Public School District's Multi-Level Systems of Supports Guide



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# Purpose of this Guide

This Multi-Level Systems of Supports (MLSS) implementation document is designed to assist stakeholders' understanding of Wisconsin Rapids Public Schools' (WRPS) vision for Response to Intervention (RtI) as an equitable multi-level system of behavioral, social, emotional, and academic supports designed to increase success for all students.

## Defining Multi-Level Systems of Support

“Wisconsin’s Equitable Multi-level Systems of Supports conveys the vision of an integrated system of behavioral, social, emotional, and academic support, includes all educators and all learners, considers the whole child and system, and attends to equitable access, opportunity, and outcomes.” (WI DPI, 2017, p. 4)

In Wisconsin Rapids Public Schools, Response to Intervention (RtI) is a process for achieving higher levels of academic and behavioral success for all K-12 students. Rigorous implementation of RtI includes a combination of high quality instructional practice, balanced assessment, and collaboration, all of which are infused with culturally responsive practices.

RtI falls under the umbrella of a [multi-level system of support](#) to identify and respond to student needs. RtI is built on the idea of intervening early to ensure student success and to maximize the effectiveness of grade level curriculum and instruction providing enhanced educational opportunities. It is a framework for providing high quality curriculum and instruction to all students and intervention support or challenge for some students. (See Appendix A for key system features of MLSS)

Implementation of a multi-level system of support includes meaningful family involvement, data-based decision making, and effective leadership. Comprehensive implementation will contribute to increased instructional quality, will afford equitable access to effective programming, and will assist with the identification and support of learners with varied abilities and needs.

## Strategic Use of Data

A multi-level system of supports examines data throughout the school year to provide a continuum of support for students and staff as part of a continuous cycle of improvement. Teams use multiple sources of data to inform decisions and actions taken to promote student achievement.

One type of data taken is Implementation data which measures, “staff knowledge, attitudes, beliefs, and practices related to the framework, and links adult behaviors to learner outcomes” (WI DPI, 2017, p. 9). Implementation data helps determine if practices put into place are being used to fidelity. Implementation data helps drive action planning, professional development, and resource allocation.

Outcome data is the second piece of data collected. According to The Wisconsin Department of Public Instruction (2017), “Outcome data helps teams gauge how well their system of supports works for learners and families, to identify who is benefitting and whose needs are underserved” (p. 9). Outcome data includes developmental, academic, behavioral, social, and emotional data. Examples of where data in these areas can be obtained include achievement data, attendance, formal or informal assessments, observations, interviews, climate surveys, performance.

WRPS uses a Universal Screening process to obtain outcome data to be used in collaboration with other data sets to determine a student’s needs. [Universal screeners](#) are a set of assessments given to all students at one grade level. Screeners are typically administered two to three times per school year. The data from screeners is then combined with other performance measures and is analyzed to determine whether each student is likely to meet, not meet, or exceed academic, social, emotional, and behavioral benchmarks. Benchmarks are a skill set, determined from state standards and identified in curriculum maps, of where students should be performing at any point during the school year. If students score significantly below or above benchmark levels, additional evidence will be collected or examined to see if the student needs to receive additional support or services. All students will receive rigorous, high quality instruction.

Data should be collected at multiple points throughout the school year and continuously analyzed to ensure interventions and instruction are addressing student needs. It is important to note that regularly examining data may show a need for changes in the system or adult behavior.

## Continuum of Supports

When students perform below or above benchmark academically, socially, emotionally, or behaviorally they will be provided with a multi-level system of supports to meet their needs. Multi-leveled instruction/interventions provide for the early identification of learning challenges and timely intervention for students who are at risk for long-term learning problems, or in need of additional academic enrichments. All intervention levels will align. Appropriate interventions will be selected through a Student Success Team meeting (explanation on page 7,9). WRPS has a three-level system to support and ensure the success of every learner.

- The universal level of support, also known as tier 1, includes the core curriculum, instructional practices, environment, and adult behaviors implemented for all students in the classroom setting. This includes:
  - a research-based core curriculum;
  - instructional practices that are culturally and linguistically responsive;
  - universal screening to determine student’s current level of performance;
  - a safe and nurturing environment
  - differentiated learning activities (e.g., mixed instructional grouping, use of learning centers, peer tutoring).
  - accommodations to ensure all students have access to the instructional program;
  - collaboration amongst educators to problem solve and address behavioral, social, emotional, and academic deficits and strengths

- In sustainable systems, at least 80% of learners have developmental, academic, behavioral, social, and emotional needs met through the universal level of support.
- Tier 2 is a collaborative process focused on multiple sources of data to address the comprehensive needs of students. The frequency and intensity of collaboration increases with the intensity of student need.
  - Student still has access to everything in Tier 1
  - Staff still engages in all practices listed in Tier 1
  - Evidence-based intervention(s) of moderate intensity that address(es) the learning needs of students requiring additional support or academic enrichments are implemented
    - For students below benchmarks, interventions must supplement, not supplant, the core curriculum.
    - For students exceeding benchmarks, interventions may supplant the core curriculum.
    - Interventions targeting specific skill needs through small-group or additional classroom support
  - Progress monitoring occurs on a regular basis taking into consideration age, the specific intervention used and the intensity of the intervention
    - Progress monitoring tool aligns with goal and intervention
    - Progress monitoring is documented
  - Intervention can be provided by
    - Academic interventions must be provided by a classroom teacher or interventionist
    - Social, Emotional, or Behavioral interventions may be provided by classroom teacher, interventionist, or other certified professional staff members
  - In sustainable systems, 5-15% of learners access this level of support in addition to the universal level.
- Tier 3 targeted and collaborative instruction intended for learners whose needs extend well beyond the reach of the universal, or tier 1, level and who did not meet, or exceed, their Tier 2 benchmarks
  - Student still has access to everything in Tier 1
  - Staff still engages in all practices listed in Tier 1
  - Evidence-based intervention(s) at a higher intensity than Tier 2 that address(es) the learning needs of students requiring additional support or academic enrichments are implemented
    - For students below benchmarks, interventions must supplement, not supplant, the core curriculum.
    - For students exceeding benchmarks, interventions may supplant the core curriculum.
  - Progress monitoring occurs on at least weekly or after five session taking into consideration age, the specific intervention used and the intensity of the intervention
    - Progress monitoring tool aligns with goal and intervention

- Progress monitoring is documented
- Intervention can be provided by
  - Academic interventions must be provided by interventionist
  - Social, Emotional, or Behavioral interventions may be provided by classroom teacher, interventionist, or other certified professional staff members
  - Interventions must be administered with fidelity
    - Intervention must be implemented for a minimum of 80% of the recommended number of weeks, sessions, and minutes per session.
- Only 1-5% of learners need access to this level of support.

When a student is not making progress on interventions it is appropriate to reconvene the student success team to determine next steps which may include a referral for special education.

## Special Education and 504 Plans

When a student is not making progress during academic, social, emotional, or behavioral interventions, it may indicate that a student has more significant learning needs and could be a child with a disability. When a Student Intervention Team questions if a child is not making progress due to a disability it is appropriate for the Student Intervention Team to reconvene. The School Psychologists, who are a part of the team, will help determine if a student should be referred for a 504 Plan, [Specific Learning Disability](#) Special Education Services, [Emotional Behavioral Disability](#) Special Education Services, or a different area of [Special Education](#).

## Gifted and Talented

When a student is continually making progress during academic, social, emotional, or behavioral enrichment interventions, and significantly surpassing that of their same age peers it may indicate the student has more significant learning needs and is a child who is Gifted and Talented. When a Student Intervention Team questions if a child is Gifted and Talented due to the rate they are progressing through enrichments it is appropriate for the Student Intervention Team to reconvene. The School Psychologist, who is part of the team, will help the Student Intervention Team determine if a student should be referred for the district [Gifted and Talented Program](#).

## WRPS MLSS Process

The MLSS process facilitates educators in using student data for planning and decision making to determine appropriate interventions, as well as to evaluate or assess the effectiveness of



interventions. This process allows for building teams to leverage system-wide resources and practices to meet the needs of students. Data is constantly examined to ensure that 80 to 90 percent of students are responding to instruction at the tier 1 level. If data is indicating more than 20 percent of students show a need (high or low), instructional practices will be reviewed and adjusted.

The MLSS process occurs during Professional Learning Communities (PLC) meetings. During PLC meetings, staff will examine student data to see if students are meeting grade level expectations. Tier one practices will be reviewed and adjusted based on student need to address lagging skills or provide increased rigor for continued student growth. PLC teams will continue to examine student growth and tier one practices to identify if the adjustments worked. If they determine the tier one support worked, they will continue offering that level of support. Students that are not responding to tier one interventions may need an increased level of support. The PLC team should determine if new tier 1 interventions should be implemented or if a student should be referred for a Student Success Team meeting.

Student Success Team (SST) Meetings are a discussion focused on problem solving and goal setting around individual student outcomes. The SST team should include parents, general education teacher, other individuals who know the student well, and individuals with a high level of expertise in the area in which the student is demonstrating strengths or needs. When setting up a SST team meeting, building teams will communicate with parents the meeting date and purpose ahead of time. The student success team will design, develop, and implement an intervention to address the student's needs. The intervention may be individualized or the student may fit into a group intervention with students demonstrating similar needs. Interventions may occur within the classroom or may require instruction in an alternative setting. The SST will use the Student Success Team Meeting Form in eduClimber to document the intervention put into place. The SST Meeting Form will require them to create a student specific measurable goal, plans for progress monitoring, and the date in which the team will meet again to examine student progress. Student progress will determine next steps which could be that the student returns to tier 1 supports, implementation of a new tier 2 intervention, continuation of the current tier 2 intervention, or referral to a Student Intervention Team.

Student Intervention Team (SIT) Meetings are a discussion focused on problem solving and goal setting. The SIT team should include parents, general education teacher, other individuals who know the student well, and individuals with a high level of expertise in the area in which the student is demonstrating strengths or needs. For academic interventions it must include a reading or math interventionist. When setting up a SIT team meeting, building teams will communicate with parents the meeting date and purpose ahead of time. The student success team will design, develop, and implement an intervention to address the student's needs. Interventions may occur within the classroom or may require instruction in an alternative setting. The SIT will use the Student Intervention Team Meeting Form in eduClimber to document the intervention put into place. The SIT Meeting Form will require them to create a student specific measurable goal, plans for progress monitoring, and the date in which the team will meet again to examine student progress. Student progress will determine next steps which could be return

to tier 1 supports, return to tier 2 supports, implementation of a new tier 3 intervention, continuation of the current tier 3 intervention, or referral for special education.

## Team Overview

It is important that each building develops teams that will work within the district’s MLSS framework. Each building has the flexibility to build their teams and meeting schedules. The following chart provides a suggested team overview. If building level teams deviate from the chart below, it is important to ensure all team members' roles and responsibilities are clearly defined.

Team Name	Purpose and Responsibilities	Team Members
<p><b>Multilevel System of Supports Leadership Team</b></p> <p>Could be building level PBIS, RTI, Data Committees</p> <p><b>Suggested Frequency:</b> Monthly</p>	<ul style="list-style-type: none"> <li>● Reviews school-wide behavioral/academic data for trends.               <ul style="list-style-type: none"> <li>○ Eliminates discriminatory expectations and disproportionality unintended outcomes.</li> <li>○ Develops universal strategies for addressing behaviors/academics school-wide.</li> </ul> </li> <li>● Establish and review school wide behavioral expectations in designated areas (bathroom, hallway, classroom, playground, etc).</li> <li>● Targeted work in Universal Design for Learning</li> <li>● Determines building specific professional development needs.</li> <li>● Ensures MLSS is being implemented with desired results (i.e. Universal curriculum and interventions are meeting needs of at least 80% of school population)</li> </ul> <p><b><u>NOTE – individual student discussions do not occur within this team</u></b></p>	<p>May Include:</p> <ul style="list-style-type: none"> <li>● Principal</li> <li>● Assistant Principal</li> <li>● School Psychologist</li> <li>● School Social Worker</li> <li>● School Counselor</li> <li>● Speech and Language Pathologist</li> <li>● Behavior Interventionist</li> <li>● Occupational Therapist</li> <li>● Student Engagement Facilitators</li> <li>● Teachers from a cross-section of the school</li> <li>● Academic interventionist(s)</li> </ul> <p>Principals are the facilitator responsible for coordinating meetings and leading aforementioned responsibilities.</p>
<p><b>Professional Learning Communities</b></p> <p><b>Suggested Frequency:</b></p> <p>Elementary: Weekly</p> <p>Secondary: Bi-Weekly</p>	<ul style="list-style-type: none"> <li>● Review data</li> <li>● Discuss and implement Tier 1 supports to support core curriculum (academic, behavior, social, emotional).</li> <li>● Match supports to student needs.</li> <li>● Examine adult behaviors and how they are contributing to student progress</li> <li>● Discuss specific student concerns.</li> <li>● Identify a list of students that may be in need of additional support beyond tier 1 based on data</li> </ul>	<p>Includes</p> <ul style="list-style-type: none"> <li>● Grade or department level teams</li> <li>● Other support staff on rotation</li> </ul>

<p><b>Student Success Team Meeting (SST)</b></p> <p><b>Suggested Frequency:</b> As scheduled by team</p>	<ul style="list-style-type: none"> <li>● Includes individuals with high levels of expertise and those who know the student well</li> <li>● Review previous records to determine any patterns</li> <li>● Determine interventions and student specific goal and progress monitoring system</li> <li>● Revisits student progress to determine next steps</li> </ul>	<p><b>Required Attendance:</b></p> <ul style="list-style-type: none"> <li>● Principal/Assistant Principal</li> <li>● One member of pupil services</li> <li>● Classroom Teacher</li> <li>● Other support staff needed - Could Included: <ul style="list-style-type: none"> <li>○ Interventionist ( for Academic Needs)</li> <li>○ Parents/Guardians (invited but not required to attend) <ul style="list-style-type: none"> <li>■ If a parent or guardian is unable to attend, feedback and insight is gathered prior to the meeting.</li> </ul> </li> <li>○ Student (invited at secondary)</li> <li>○ For Advanced Learners - The District Gifted and Talented Coordinator</li> </ul> </li> </ul>
<p><b>Student Intervention Team (SIT) Meeting (student specific)</b></p> <p><b>Suggested Frequency:</b> As scheduled by team</p>	<ul style="list-style-type: none"> <li>● Includes individuals with high levels of expertise and those who know the student well</li> <li>● Review previous records to determine any patterns</li> <li>● Determine interventions and student specific goal and progress monitoring system</li> <li>● Revisits student progress to determine next steps</li> </ul>	<p><b>Required Attendance:</b></p> <ul style="list-style-type: none"> <li>● Principal/Assistant Principal</li> <li>● School Psychologist</li> <li>● Classroom Teacher</li> <li>● Parent</li> <li>● Interventionist (for students in academic interventions)</li> <li>● Person leading behavioral intervention (for students in behavioral interventions)</li> <li>● Student (invited at secondary)</li> <li>● For Advanced Learners - The District Gifted and Talented Coordinator</li> </ul>

# References

Wisconsin Department of Public Instruction (2017, July). *Wisconsin's Framework for Equitable Multi-Level Systems of Supports*.  
<https://dpi.wi.gov/sites/default/files/imce/rti/pdf/rti-emlss-framework.pdf>

## Appendix A

Equitable multilevel systems of supports include the following key system features (copied from “Wisconsin’s Framework for Equitable Multi-level Systems of Support”):

- Equity is at the center of the framework and embedded into all other key system features to challenge and change inequitable access, opportunity, and outcomes experienced by learners currently underserved in Wisconsin schools
- Academic, behavioral, social, and emotional teaching and supports delivered through high quality instruction
- The strategic use of data for continuous improvement
- Collaboration among staff, learners, families, and communities to make the complex work of system change possible
- A continuum of supports for learners, starting with a strong universal level of support as the base
- Systemic implementation throughout the district, schools, teams, and classrooms to promote consistency and effectiveness across the system of supports
- Strong shared leadership and positive culture to provide the context necessary for schools and districts to grow and sustain implementation
- Use of evidence-based practices to ensure that school and district efforts positively impact learner outcomes

(WI DPI, 2017, p 6)