



*The mission of the Hartford School District is to provide and ensure a caring and dynamic learning community where the intellectual development of students is our highest priority*



In our schools, every child accesses universal instruction first. Teachers regularly collaborate with instructional coaches, special educators, academic and behavioral interventionists, counselors, and specialists (including physical, occupational and speech therapists) to design instruction that meets the needs of all students. Nevertheless, many students at some time will need additional support in a particular area. At those times, we add layers of support according to the severity and duration of the need, without taking away the child’s access to universal instruction, as summarized below.

| Layer 1<br>Universal                         | Layer 2<br>Re- or Pre-teach                                      | Layer 3<br>Intervention   | Layer 4a<br>EST Intervention   | Layer 4b<br>Special Ed  | Layer 5*<br>Intensive Need  |
|--|--|---|--|---|---|
| Classroom teachers, supported by co-teachers | Instructional coach may offer analysis and additional strategies | Interventionists may provide analysis, consultation and/or assist instruction | Interventionist, teacher or other professional provides explicit instruction             | Special educator, interventionist, and/or specialists (person most qualified based on IEP)                              | Out of school or out of district placement                          |
| All students                                 | Every student may access   | Some students   | Identified students, not responding to layers 1-3  | Identified students with disabilities who, based on an evaluation, experience a significant barrier                     | <1% of students with the most intensive needs                       |
| Daily  | Regularly, any time students did not demonstrate understanding   | “Double dose” outside of universal instruction to build prior-grade skills    | Frequency, duration and setting defined by the EST plan, based on diagnostic assessments | Specialized instruction not available in other MTSS layers; frequency, duration and setting dictated by the IEP process | Separate program outside of HSD or alternative school-based program |