2021-2022 MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Handbook

Mission

The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

Unified District Vision

High Intellectual Performance Through Equity

ROBBINSDALE
Area Schools

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UNIFIED DISTRICT VISION

Robbinsdale Area Schools (RAS) is committed to ensuring every student graduates career, articulated skilled trades and college ready. We believe each student has limitless possibilities and we strive to ignite the potential in every student. We expect high intellectual performance from all our students. We are committed to ensuring an equitable and respectful educational experience for every student, family and staff member, focusing on strengths related to:

- Race
- Culture
- Ethnicity
- Home or First Language

- National Origin
- Socioeconomic Status
- Gender
- Sexual Orientation

- Age
- Ability
- Religion
- Physical Appearance

The four key goals of the Unified District Vision (UDV) are as follows:
1. Implement policies and practices that open pathways to academic excellence for all students
2. Utilize culturally responsive teaching and personalized learning for all students
3. Engage family and community members as partners
4. Engage and Empower students by amplifying student voice

EQUITY POLICY

The mission of RAS is to inspire and educate all learners to dis to inspire and educate all learners to develop their unique potential and positively contribute to their community: See All, Serve All, Support All! The UDV and Board Core Values are embodied by the RAS Equity Definition.

RAS defines equity as setting the conditions, to the extent possible, to assure access and opportunity for ALL students, while eliminating gaps in performance based on race, socio-economic status, and language. Discriminatory policies and practices are not tolerated.

RAS is committed to the provision of a **barrier-free** learning environment. Graduating students ready for careers, skilled trades, and college is our priority. We will actively eliminate district policies, structures, and practices which perpetuate inequities and contribute to disproportionality in access and outcomes.

Recognition of the strengths within our staff and students is an essential core value. These strengths are related to factors such as: race; culture; ethnicity; language; national origin; socioeconomic status; gender; sexual orientation; age; ability; religion; and physical appearance.

To secure this vision, RAS will focus on the individual and unique needs of each student. Our UDV has four goals:
1. Implement policies and practices that open pathways to academic excellence for all students;
2. Utilize culturally responsive teaching and personalized learning for all students;
3. Engage family and community members as partners; and
4. Engage and empower students by amplifying student voice.

Fulfilling the Unified District Vision Through Equity

In our work to fulfill the requirements of the World's Best Workforce and live up to our UDV, we embrace the following shared values, and adopt them as the framework for our collective efforts to prepare each student to develop their unique potential. We commit to ensuring fairness, equity and inclusion as essential principles of our district, fully integrating those principles into all our governance, leadership, policies, programs, operations and practices. We commit to providing a district-wide culture which:

- Holds high expectations of students and staff, through appreciation of varied teaching and learning styles.
- Allows for individualized and systemic personal development opportunities that support teachers and students.
- Intentionally utilize culturally relevant and responsive curricula, and pathways that widen access to educational opportunities and lifelong success.

- Identify, develop and apply best instructional practices that have demonstrably made a positive difference for students to reduce prevalent and persistent learning outcome gaps.
- Allocate the many financial, capital and human resources of RAS equitably.
- Facilitate equitable access to co-curricular and extra-curricular activities, social services, tutoring, and enrichment opportunities.
- Engage, and collaborate with our families, students, residents, communities, and stakeholders promoting their active involvement as an essential component of the district's responsibility for effective and equitable governance.

The Board has the expectation all district and school site decision makers, teachers, administrators, and other staff will be accountable for building a district-wide culture of equity. The Superintendent is charged to develop a plan with measurable accountability standards and procedures that can be reported transparently to the public.

The equity policy is the lens guiding existing and future policies which impact student learning and resource allocation. Our district's policy development process will utilize insights from the equity policy. *The Equity Policy* of Robbinsdale Area Schools will be reviewed annually and approved by the Board.

DEFINITION OF MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Multi-Tiered System of Supports (MTSS) is a framework for helping all learners succeed by matching interventions, instruction and assessment to the personalized needs of learners. It is a whole school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based systems. MTSS includes social and emotional learning (SEL) and academic instruction and supports.

According to the Minnesota Department of Education (2017): "The Minnesota Department of Education (MDE) advocates the use of MTSS to increase the number of students meeting grade-level standards and graduating with skills for further education and work careers. The majority of MDE's work with MTSS is connected to implementing the Minnesota K-12 Academic Standards with fidelity and building additional intervention supports to increase student achievement for all students."

The essential components of MTSS are described in the following table:

Essential Components of MTSS	
Assessment	Multiple tools, both formative and summative, used to gather information about student learning.
Evidence-Based Instruction	Quality instruction that is supported by scientific research that promotes success for ALL students.
Intervention	An evidence-based strategy used to reteach a skill, build on a skill or encourage the application of an existing skill to new situations or settings. Data is collected to monitor progress.
Three-Tiered Continuum of Support	MTSS is characterized by a continuum of integrated academic and SEL supports reflecting the need for students to have fluid access to instruction and supports of varying intensity.
Implementation Fidelity	The implementation of evidence-based practices that include core instruction, intervention and enrichment with fidelity.
Data-Based Decision Making	Stakeholders use data obtained through the MTSS process to improve academic and SEL to make decisions about students' achievement.

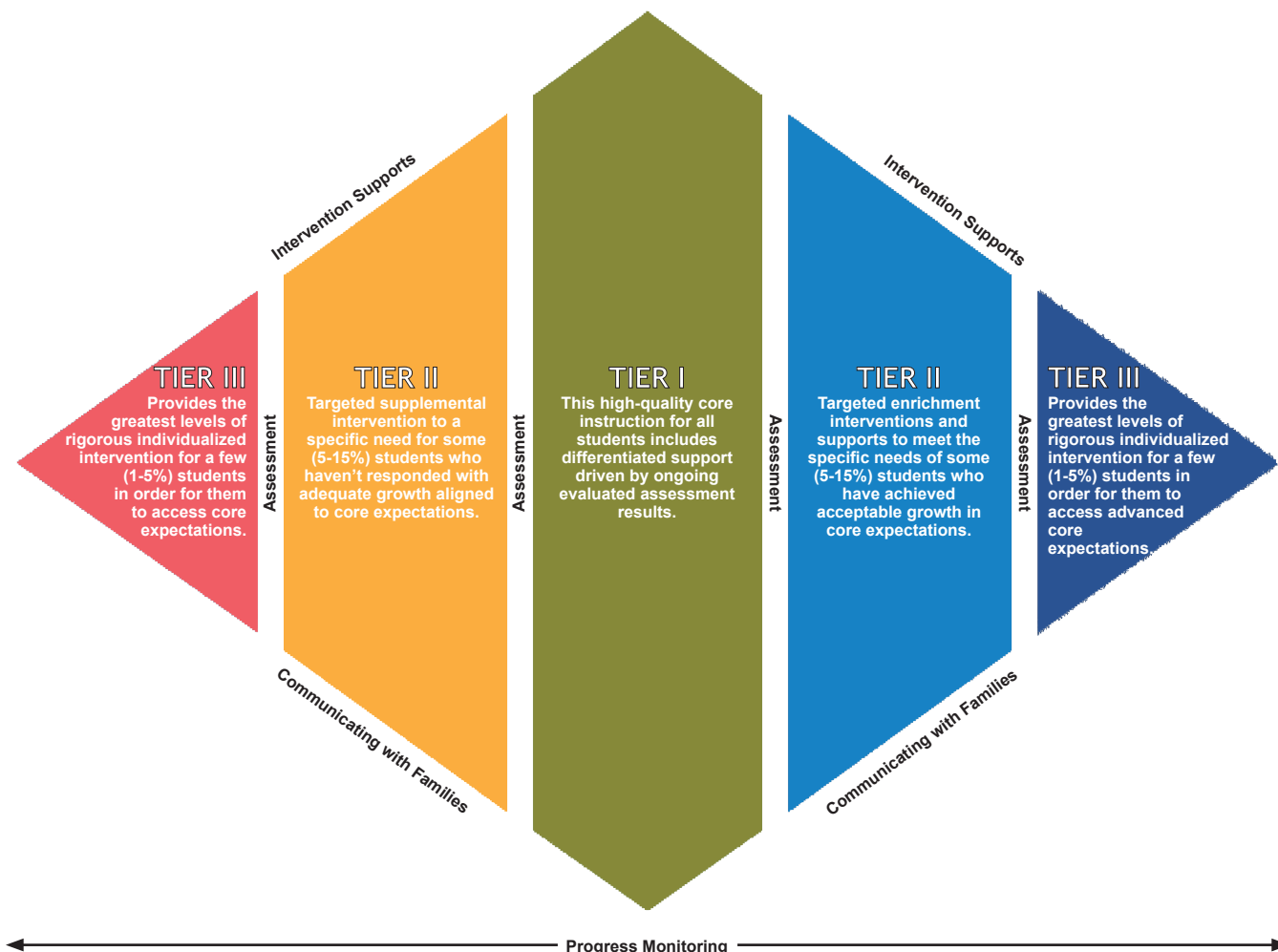## What are the critical elements of MTSS?

The critical elements of MTSS is a detailed description of how to successfully implement the essential components of MTSS.

The critical elements are:

1. Effective leadership that provides connections between the MTSS framework, the School Improvement Plan (SIP) and the Unified District Vision (UDV)
2. Alignment of policies and procedures across classroom, grade/departments, building, district and state levels
3. Ongoing efficient use of problem-solving processes to support planning, implementing and evaluating effectiveness of services
4. Positive and ongoing collaboration among all stakeholders to ensure successful student outcomes
5. Comprehensive, efficient and user-friendly data-systems for supporting decision-making at all levels
6. Availability of coaching supports to assist school teams' problem-solving efforts
7. Ongoing data-driven professional development that aligns to student goals and staff needs
8. Communicating successful outcomes and opportunities for growth with all stakeholders

UNDERSTANDING MTSS TIERS

MTSS is characterized by a continuum of integrated academic and SEL supports reflecting the need for students to have fluid access to instruction and supports of varying intensity.

TIER III
Provides the greatest levels of rigorous individualized intervention for a few (1-5%) students in order for them to access core expectations.

TIER II
Targeted supplemental intervention to a specific need for some (5-15%) students who haven't responded with adequate growth aligned to core expectations.

TIER I
This high-quality core instruction for all students includes differentiated support driven by ongoing evaluated assessment results.

TIER II
Targeted enrichment interventions and supports to meet the specific needs of some (5-15%) students who have achieved acceptable growth in core expectations.

TIER III
Provides the greatest levels of rigorous individualized intervention for a few (1-5%) students in order for them to access advanced core expectations.

Intervention Supports

Assessment

Communicating with Families

Progress Monitoring

All tiers include both academic and SEL supports for students that are achieving on, above or below grade level expectations. As students move through the continuum of tiers, it is essential that they still receive high-quality, evidence-based core instruction at each level.

Tier I refers to the Core Universal Instruction, Strategies and Supports

This core academic and SEL instruction with supports designed and differentiated for all students in all settings. Students in Tier I are typically expected to meet learning targets.

Tier I instruction is the key component of the MTSS framework. It is the core program in which all students receive high-quality evidence-based instruction. Generally, academic and SEL instruction and supports are designed and differentiated for all students. Tier I instruction incorporates the academic curriculum that is aligned with state standards. The intent of the core program is to deliver a high-quality instruction to all students with the expectation of meeting grade level standards and preparedness for the future.

Tier II refers to Targeted Supplemental Intervention and Supports

These are additional and more focused interventions, enrichments and supplemental supports that align with the core academic and SEL instruction. Approximately 10–15 percent of students need targeted supplemental interventions and supports while continuing to be instructed in the core program. Tier II is delivered by a classroom teacher and may be supported by other specialists.

Tier II consists of the academic and/or SEL intervention that are provided to students who show a need for additional support beyond what they received in Tier I. Tier II interventions are designed to meet the needs of students who are exceeding or at risk in academic and/or SEL achievement. The needs of these students are identified through universal screening, progress monitoring, diagnostic assessments and problem solving processes. Intervening academic and social emotional strategies are typically delivered through smaller group or individualized instruction and are administered with a focus on meeting the specific needs of the students.

Tier III refers to the Intensive Individualized Interventions and Supports

In addition to core academic and SEL instruction, Tier III provides intensive intervention and supplemental supports aligned with state standards. These intensive interventions are provided to students with the greatest need for personalized attention. Tier III also provides an opportunity to conduct further diagnostic study of the student's needs to plan for more comprehensive programming and interventions. A small percentage of students, in the range of 1–5 percent, would need the intensive individualized interventions and supports of Tier III.

Tier III refers to the academic and SEL interventions that are provided to students who show a need for intensive and individualized help that is provided beyond Tier II. Tier III interventions are provided to students who are considered have an exceptional academic and/or SEL need. Effective interventions will be linked to assessment and problem-solving data, will be progress-monitored regularly and will be evaluated for fidelity. If not responsive, students may be considered for special education evaluation or Section 504 as determined by the building MTSS team.

RAS MTSS FLOWCHART PROCESS

The Robbinsdale Area Schools MTSS Flowchart is a document that is designed to guide educators through how to support students who need something additional to the general practice of the classroom or the general support of the school. The additional support might be to assist students who are struggling to meet expectations or students who are performing beyond expectations. The purpose of this flowchart is not to prescribe interventions; rather, its purpose is to guide discussions around strategy.

The first line of interventions will be carried out as Tier I instructional strategies by the classroom teacher. She/he will begin the process by collaborating with her/his Professional Learning Community (PLC) to develop these instructional strategies that address the needs of their students. Targeted instructional strategies should be conducted for approximately 4 weeks. Central to the MTSS process is communication with the families and documentation of the instructional strategies employed and their results. All parent communication will be documented in Infinite Campus under the Teacher Contact Log tab.

If a need for more focused individualized or small group intervention is identified, students may be moved into Tier II at the classroom level. If appropriate, a diagnostic assessment should be given and the data it provides will inform about student needs, and help to focus on the intervention strategies required. These interventions should be conducted and monitored for approximately 4-6 weeks. At any point, if interventions are deemed successful, a student can be removed from the MTSS support process.

If a student requires supports beyond documented classroom interventions, advancement to MTSS team is required. This is accomplished through completion of the MTSS Student Information Form for elementary or secondary, as appropriate. The non-negotiables for documentation are:

- Students strengths;
- Present levels of performance;
- Areas of concern; and
- Documentation of interventions (including progress monitoring data) that have already taken place.

These interventions occur for approximately 4 weeks.

The MTSS team will review all data points and implement more individualized intervention strategies based on their findings. The interventions will continue to be documented as well as all communication with the family.

When Tier II interventions are unsuccessful, the team may determine that a more intensive Tier III intervention is needed; communication with the family must be documented. Within this communication process, the school should discuss what possible Tier III interventions might include. Following this communication, the MTSS team will design an Academic or Social Emotional Learning (SEL) individualized intervention.

At any point in the Tier II or Tier III MTSS process, interventions may be deemed effective and may continue to be monitored by the classroom teacher and/or the MTSS team.

Administrative teams will need to look at schoolwide data through the lens of academic and social-emotional learning at a minimum every quarter. This data may identify:

- Students who need differentiated Tier I strategies; or
- Advancement to Tier II or Tier III.

Under other certain extreme circumstances, students may advance directly the MTSS Team for Tier II or Tier III considerations. These may include but are not limited to: IQ test, medical conditions including mental health, homelessness, excessive absences/tardies, significant family change (death, deportation, incarceration).

MTSS FLOWCHART
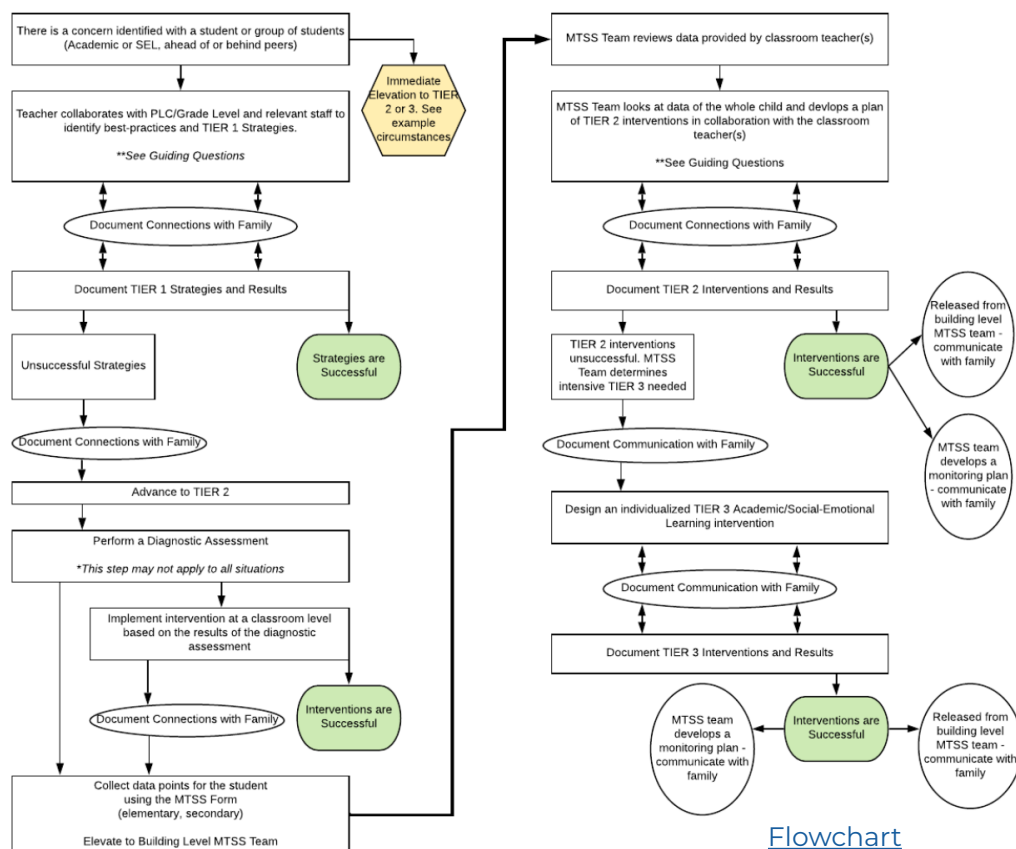
Flowchart

MTSS GUIDING QUESTIONS

Know your **measure:**

- What is the goal?
- What is your benchmark? What is the number you will use to determine "at risk" students?
    - o FAST
    - o Diagnostic Assessment (DRA, NumPA)
    - o Progress Monitoring (FAST CBM)
    - o Attendance
    - o Office referrals
    - o Multiple NC's (No Credit)
    - o Teacher created tool (must include district criterion)
    - o Team created tool (must include district criterion)
- How did students score on this measure?
- What is the level of need?
    - o 50%+ some/high risk = class-wide need
    - o 10-49% some/high risk = group need
    - o 10% or less some/high risk = individual need
    - o Core Instruction/Intervention
    - o Strategic Intervention/Enrichment
    - o Intensive Intervention/Enrichment

Know your **students:**

- What other evidence will you consider?
- What is the student's learning preference?
- What do they need 'more' of?
    - o **More** Explicit Instruction?
    - o **More** Modeling?
    - o **More** Systematic Instruction?
    - o **More** Opportunity to Respond?
    - o **More** Opportunity for Feedback?
    - o **More** Review?

Know your **resources:**

- What are your options for addressing this need?
    - o In the classroom
    - o In the school
    - o In the community
- What resources are you able to leverage for your students to address the area of concern?
    - o Core curricular resources
    - o Supplemental curricular resources
    - o Instructional strategies/practices
    - o Social/emotional strategies/practices
    - o Structure of the day (schedule/minutes)
    - o Learning environment adjustments
    - o Human capital (people)

Know your **plan:**

- Set your goal - what do you want to accomplish?
- What are you actually going to do to reach the
-

goal and when are you going to do it? (action ... plan)

Know your **impact:**

- How and when will you measure progress? (Progress monitoring plan)
- Who will you monitor?
- Which tool will you use?
- What is your goal for each student?
- When will you collect data?
- How often will you review the data you collect?

The DuFour questions can also guide our work within all Tiers of the MTSS process.

These questions are:

1. What do we expect our students to learn? (Goals/Expectations)
2. How will we know they are learning? (Assessment)
3. How will we respond when they don't learn? (Intervention)
4. How will we respond if they already know it? (Differentiation Up)

All of these questions lead the teacher to purposefully reflect on their practice in the classroom and on achievement of their students. These questions allow the teacher to purposefully collaborate with members of their teams. As a student moves into the higher tiers of the MTSS process, more people become involved in answering these targeted questions.

~ Modified from Datapalooza by Alicia Waeffler

ROLES AND RESPONSIBILITIES

At Robbinsdale Area Schools, all instructional and school leadership staff play a role in implementing **Multi-Tiered System of Supports (MTSS)**. There is ongoing MTSS work being completed at the district, building, grade or content team and classroom levels. The district has an organizational responsibility to shape the district vision, lead innovation, communicate to the school community, allocate resources and to remove barriers and challenges that impede success.

The district Multi-Tiered System of Supports (MTSS) committee is comprised of stakeholder including administrators, representative licensed staff from every school, Curriculum and Instruction department staff, families, students, and community members. The purpose of this committee is to provide input on the continued work of the implementation of MTSS district wide.

TIER I INSTRUCTION AND SUPPORTS

Tier I is core instruction for all students and is designed to provide access to grade level, standards-based curriculum. All students are part of core instruction; Tier I interventions are embedded in standards-based instruction. If the majority of the students do not learn the content objective, core instruction needs to be delivered again utilizing different teaching strategies.

Core instruction is instruction in which all students receive high-quality, differentiated, evidence-based instruction provided by highly-qualified personnel.

Differentiation can be done through 1) content, 2) process, 3) product and 4) learning environment. Differentiation is an organized, yet flexible way of proactively adjusting teaching and learning methods to accommodate a variety of needs within the classroom setting to achieve maximum growth of all learners.
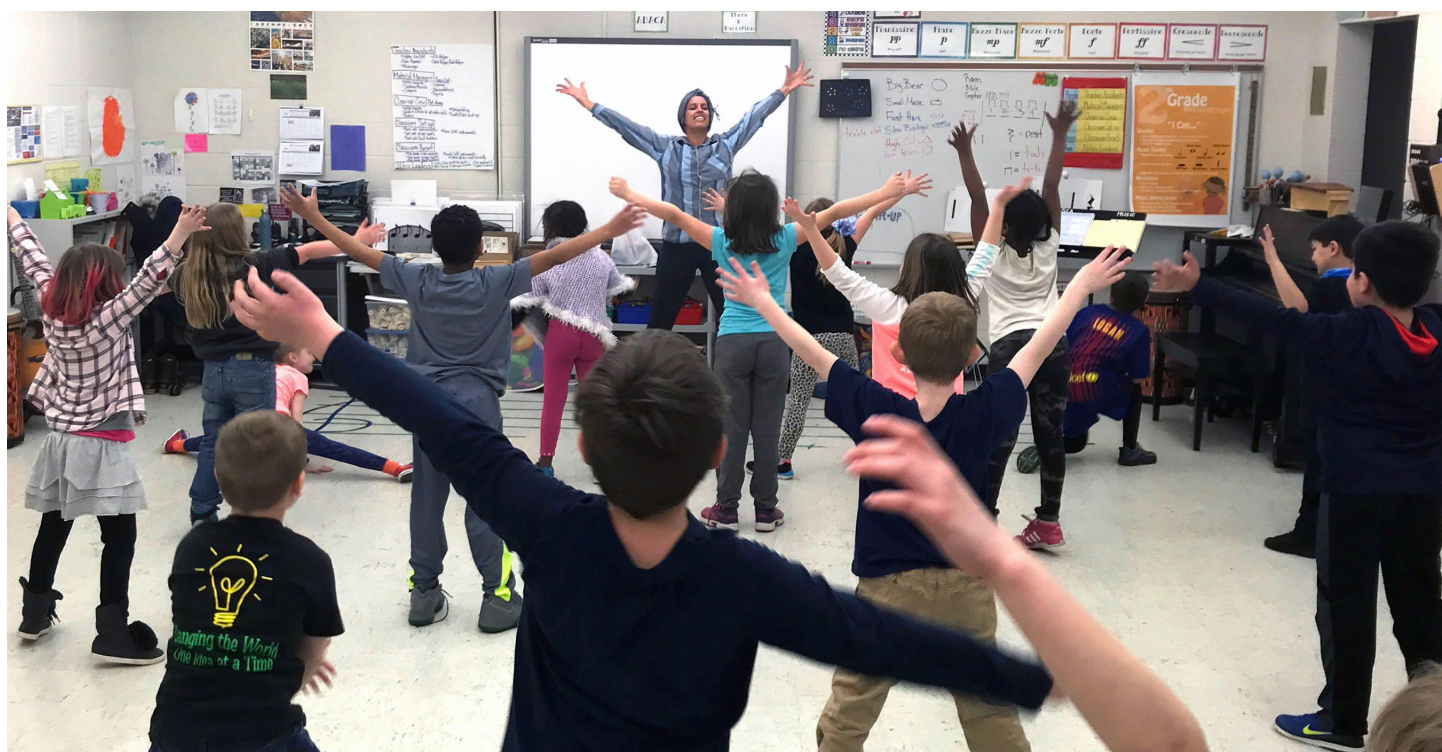
CLASSROOM TIER I

Purpose:
The classroom provides highly-engaging, standards-based instruction that meets the needs of all students. The intent of the core program is the delivery of standards-based, high-quality instruction to all students.

Team Members:
Classroom teacher, Professional Learning Community (PLC), students, families, support staff.

Process:
Teachers review multiple types of data including academic, non-academic and observational data. Teams collaborate to determine root cause and create a plan for differentiating instruction and classroom management strategies that are evidence-based and meet students' needs.

Roles and Responsibilities:

Classroom Teacher
• Administer district, school and classroom assessments. • Review Universal Screening data to identify student learning needs. • Implement the core instructional plan and utilize evidence-based instructional practices. • Implement classroom management and discipline plan. • Utilize culturally responsive teaching strategies which amplify student voice and increases student engagement. • Clearly communicate learning targets to families and students. • Build meaningful relationships with students, families and colleagues. • Work to access all students' cultural frames of reference to deepen their connection to learning of content and skills. • Engage in reflective practice. • Provide ongoing feedback to support learning. • Participate in and apply professional development strategies. • Provide differentiated instruction. • Maintain communication with families on student progress. • Document observations and evidence of student learning, behavior and social/emotional needs. • Participate in Tier II and Tier III MTSS problem-solving meetings. • Provide individual, small group and whole group intervention, and administer, record and review progress monitoring data. • Use the DuFour's model of problem solving when addressing students' needs. • Seek and utilize coaching supports both at the building and the district level.

PROFESSIONAL LEARNING COMMUNITY (PLC) IN TIER I

Purpose:
The purpose of PLC in Tier I instruction is to have educators meet regularly, share expertise and work collaboratively to improve teaching skills for the academic and SEL performance of students.

Team Members:
Grade level or department teachers and support staff.

Process:
Teachers review multiple types of data including academic, non-academic and observational data. Teams collaborate to determine root cause and create a plan for differentiating instruction and classroom management strategies that are evidence-based and meet students' needs.

Roles and Responsibilities:

PLC Members
• Use common formative and/or summative assessment data to inform instruction.   • Collaborate to create core instruction that meets the needs of most students.   • Identify ways to differentiate instruction to meet the needs of all students.   • Disaggregate data by student group to identify those in need of additional time and support.   • Identify students needing additional academic support and plan for standard interventions.   • Use the basic components of problem-solving (DuFour's) when addressing student needs. Develop a systematic response plan to reteach and extend.   • Discuss strategies, create action plans and progress-monitoring systems that will help particular student groups find success.

BUILDING INSTRUCTIONAL LEADERSHIP TEAM IN TIER I

Purpose:
The Instructional Leadership Team (ILT) establishes a schoolwide vision and plan. The ILT focuses on instructional practice, culture and systems that are identified for reaching schoolwide goals. The ILT has an important role in monitoring progress, reviewing data and sharing learning throughout the school.

Team Members:
(Suggested) Administrators; Instructional Leaders; Representatives from all content areas, specialists, and/or grade levels; Families/Community Members; Students (when appropriate).

Roles and Responsibilities:

Instructional Leadership Team
• Support the development and implementation of MTSS framework within the school.   • Support the implementation of the universal screening and diagnostic tools which will be used to identify students in need of additional support (academic and SEL).   • Review and analyze student performance data to determine areas of building climate and instructional needs.   • Establish progress monitoring and data collection procedures to be used by staff.   • Work with staff to ensure expected Tier I best practices are implemented in the areas of academic and social-emotional needs.   • Identify areas of need within the building and guide action planning and implementation of plans to address building needs.   • Develop buildingwide systems and expectations.

BUILDING-WIDE MTSS TEAM (TIER II, III)

Purpose:

The MTSS team focuses on the needs of individual students who need more intensive interventions in order to achieve or exceed academic and SEL success. These meetings, determined by the building-level MTSS process, are data-driven, occur regularly and use an efficient, consistent process that allows participants to review progress and make intervention decisions for students. These interventions are in addition to core instruction (Tier I) and occur within the classroom setting by the classroom teacher.

Team Members:

(Suggested) Administrator, General Education Teacher representative, Psychologist, Social Worker, Equity Specialist, Support Staff, Families, Interventionist if applicable, etc.

Process:

Before a student is referred for intensive intervention, the classroom teacher provides the team with relevant background information, current performance levels and previously attempted intervention(s), progress monitoring data and other relevant data including student strengths and family communication.

Roles and Responsibilities:

Buildingwide MTSS Team
• Utilize school behavior and academic data to identify students in need.
• Collaborate with teachers to ensure evidence-based Tier I instructional practices are in place for referred students.
• Evaluate referred students to determine needs and assign interventions (or solicit Tier I team or coaching staff for instructional, environmental or SEL support to enhance Tier I and II practices within the classroom).
• Document Tier II interventions.
• All intervention documentation follows the student in the cumulative file.
• Determine data collection system and cycle for data review.
• Communicate with teachers about student interventions, solicit feedback.
• Monitor intervention data to determine student progress.
• Identify, assign and monitor Tier III interventions.
• Develop and write academic and/or SEL plans for students at Tier III.
• Recommend referral for special education or Section 504 eligibility.
• Recommend referral for grade or subject acceleration.

MTSS ADMINISTRATOR/ASSISTANT PRINCIPAL

Purpose:
The administrator guides the building in the development and implementation of a consistent Multi-Tiered System of Supports framework, which is part of each building's School Improvement Plan.

Roles and Responsibilities:

MTSS Administrator/Assistant Principal

- Lead the development and implementation of MTSS framework and processes.
- Establish a schoolwide commitment to instruction and intervention designed to meet the needs of all students.
- Assure the building has a plan for core academic and SEL programs and provide training for staff on instructional and SEL strategies.
- Schedule for schoolwide meetings and activities.
- Review schoolwide data on a regular basis (quarterly at minimum).
- Facilitate MTSS Team meetings.
- Provide coaching support to staff.
- Support teachers to organize flexible student groupings and to deliver differentiated instruction.
- Manage, analyze and utilize student performance data (Progress monitoring, ODR, attendance and learning walks) to guide data-based decision making and to drive instructional decisions made for all students.
- Identify universal screening and diagnostic tools which will be used to meet the needs of all students.
- Establish and monitor the effective use of selected interventions at Tier II and III for improving learning outcomes for every student.
- Monitor the efficacy and fidelity of MTSS implementation in the building.
- Assure communication with families regarding student progress (and the interventions being used) is occuring.
- Ensure all MTSS documentation is included in students' cumulative files.

ASSESSMENT (FORMATIVE AND SUMMATIVE)

It is essential that data guides the MTSS process through each of the three tiers. This data comes from formative and summative assessments such as: universal screeners, progress monitoring, and diagnostic assessments. Educators should use data to determine appropriate levels of intervention and the type of instruction required to support each student's learning.

Universal Screening Assessment

A universal screener measures the overall ability of critical skills know to be strong indicators that predict student performance in a specific subject. The data from the screening assessments help teachers plan for classroom instructions. The universale screening assessments at RAS, as articulated in the RAS Assessment Plan, are:

- **Reading:** FAST earlyReading, FAST aReading, FAST CBMreading, preACT
- **Math:** FAST earlyMath, FAST aMath, preACT
- **SEL:** FAST SAEBRS, my SAEBRS

Progress Monitoring Assessment

Progress monitoring assessments are assessments that are administered on a regular basis after implementing instruction or interventions. Multiple data points from assessments will determine the success of the instructional strategies implemented at Tier I or the intervention conducted at Tier II or Tier III. Progress monitoring should happen more frequently the more intensive the intervention. Examples of progress monitoring assessments within the RAS Assessment Plan, are:
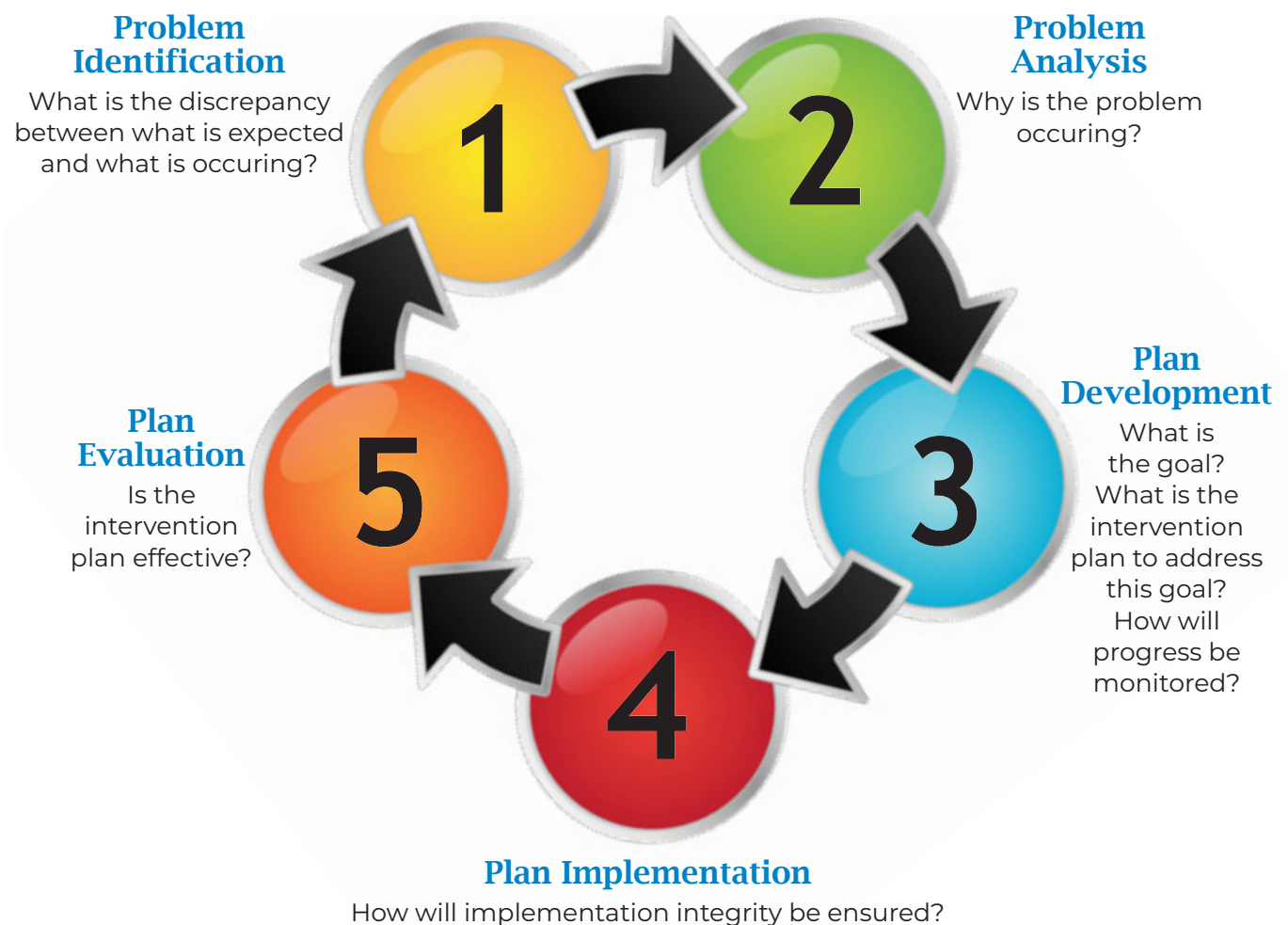
- **Reading:** FAST CBMreading, earlyReading, PRESS formative and summative assessments
- **Math:** FAST earlyMath, FAST CBM-math Automaticity, FAST CBMmath CAP, formative and summative assessments.
- **SEL:** Direct Behavior Rating, Check & Connect, Check In Check Out (CICO)

Diagnostic Assessment

This is an additional assessment educators can administer to gain more information about students' learning. Diagnostics are often performed on a one-to-one basis and will be administered for students who do not show sufficient progress after the initial interventions. Examples of diagnostic assessments at RAS are:

- **Reading:** Developmental Reading Assessment (K-5), PRESS (K-5)
- **Math:** Number Sense Screener (k-1), Delaware Screener (2-5) or NumPA Diagnostic Interview (2-8)
- **SEL:** Prevent Teach Reinforce Functional Behavior Assessment (PTR)

PROBLEM SOLVING MODEL

Problem Identification
What is the discrepancy between what is expected and what is occuring?

Problem Analysis
Why is the problem occuring?

Plan Development
What is the goal? What is the intervention plan to address this goal? How will progress be monitored?

Plan Evaluation
Is the intervention plan effective?

Plan Implementation
How will implementation integrity be ensured?

Problem Solving Process

Building teams should consider data   to prioritize areas of concern for students. Teams should use the DuFour's questi   problem-solving model to address students' needs.

Extenuating Circumstances

In the cases of extreme life changing experiences/traumas (ie. sudden homelessness, family illness, death, incarceration) refer to the the school MTSS team/administration for advisement on determining the process and level of intervention needed.

MTSS MEETING

The following information includes guidance for a buildings MTSS team to structure their meetings. The MTSS team focuses on the needs of individual students who need more intensive interventions in order to achieve academic and SEL success. These meetings, determined by the building-level MTSS process, are data-driven, occur regularly and use an efficient, consistent process that allows participants to review progress and make intervention decisions for students.

SAMPLE Agenda for MTSS Team Meetings

Time	MTSS Team Meetings	Who	Purpose
2 min.	Introduction and purpose	Facilitator	Welcome, introduce all team/family members and explain agenda
5 min.	Describe the student(s) and share data	Referring teacher	Teacher briefly describes the student(s), notes the primary area of concern, describes interventions that have been attempted and reviews student(s) data
5 min.	Ask questions and create hypothesis	Team	The team asks clarifying questions in order to analyze the data and develop a hypothesis for why the student is responding insufficiently i.e. skill deficit, function of behavior
8-10 min.	Brainstorm evidence-based strategies for intensification	Team	Brainstorm evidence-based strategies for addressing the specific deficit or function of behavior
5-7 min.	Prioritize and plan	Team	Prioritize which strategy many be most effective and create a plan that includes the person(s) responsible for the delivery of the intervention, a timeline, clearly defined goals and a method for progress monitoring
3 min.	Wrap-up and next steps	Facilitator	Set a date and time for follow up meeting to monitor the students progress in the intervention; discuss how plan will be shared with necessary staff members/family and who will document intervention in Infinite Campus

FORMS

Form completion is an important part of the MTSS process. The form should be filled in by the referring staff member and submitted to the building MTSS lead. This is the communication of students strengths, present levels of performance, areas of concern as well as documentation of interventions (including progress monitoring data) that have already taken place. Forms should be provided by the building MTSS team.

- Sample Form
- Elementary MTSS Student Information Google Form
- Secondary MTSS Student Information Google Form

FAMILY INVOLVEMENT

Robbinsdale Area Schools believe family partnerships are integral to the success of all students. Families have the right to regular communication concerning their child's academic and social emotional learning.

We believe in building and maintaining positive relationships with students, and we strive to do the same with our students' families. This includes reaching out to families through formal and informal methods of communication.

All families of Robbinsdale Area Schools can expect the following in regard to regular communication from school:

- Welcome letter
- Schoology, Seesaw or Parent Portal updates
- Parent/teacher conferences (Fall and Spring)
- Field trip, residency or special events information
- Notes, phone calls, emails as needed
- Staff will document family communication in Infinite Campus under Teacher Contact Log
- Response by end of next business day when a parent initiates contact via phone/Email
- Up-to-date school website
- Robo-calls and mass emails regarding important information
- Automated call home for absences

APPENDIX

Students Rights and Responsibilities Handbook

Intervention Resources

    National Center for Intensive Interventions

    Evidence Based Intervention Network

    PBISWorld.org

Instructional Framework

RAS Literacy Plan

RAS Math Instruction Website