Morgan County Schools

Multi-Tiered Support System Framework

Morgan County Schools are committed to providing our students with a variety of opportunities to reach their fullest potential. MTSS is a system that integrates assessments and intervention within a three-tiered system to maximize student achievement and to reduce behavior problems. With MTSS, schools identify students at risk of not achieving grade level goals, monitor student progress, provide evidenced-based interventions and adjust those interventions based on a student's responsiveness.

Table of Contents

1. Morgan County Multi-Tiered Support System

2. Morgan County Academic MTSS Flowchart

3. In-Depth Information in this Framework

4. MTSS Team Checklist of Requirements

5. Requirement 1: Collaborative Analysis of Data

6. Requirement #2 - Universal Screening

    a. Behavior Universal Screening

7. Requirement #3 - Multi-Tiered Interventions

    a. Tier I Instruction:

    b. Tier II Instruction:

    c. Tier II Behavior Instruction:

    d. Tier III Instruction:

    e. Tier III Behavior Instruction

8. Requirement #4 - Measurable Definition of Problem Area

9. Requirement #5 - Documentation

10. Requirement #6 - Comparison of Pre-Intervention Data to Post-Intervention Data

11. Requirement #7 - Parent/Family Communication

Morgan County Multi-Tiered Support System

Morgan County Schools are committed to providing our students with a variety of opportunities to reach their fullest potential. Multi-Tiered Support System (MTSS) is a system that integrates assessments and intervention within a three-tiered system (see below) to maximize student achievement and to reduce behavior problems. With MTSS, schools identify students at risk of not achieving grade level goals, monitor student progress, provide evidenced-based interventions and adjust those interventions based on a student's responsiveness. MTSS can also help identify students with learning disabilities or who need advanced learning opportunities.

MTSS is NOT "special education" it is a regular education initiative that supports students and provides targeted instruction based on regular progress monitoring and data analysis.

Kentucky System of Interventions (KSI)
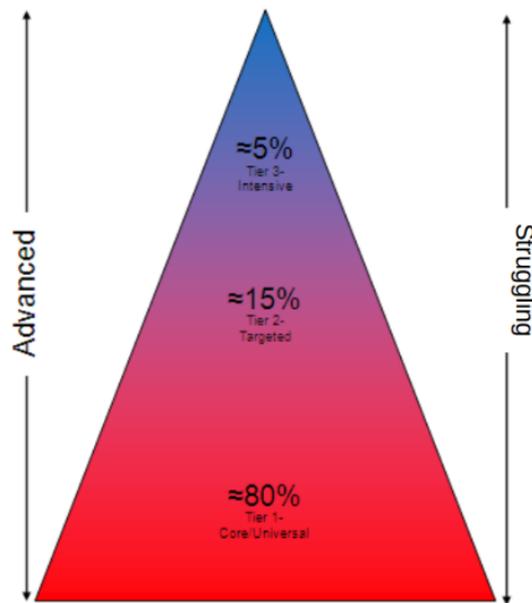
Instruction through the tiers is a flexible and fluid process based on student assessment data and collaborative team decisions. The goal of the process is to provide continuous progress so that students are successful.

Morgan County Academic MTSS Flowchart

Follow the link above to make the flowchart interactive. Any boxes colored green are linked to a specific website or district documents.
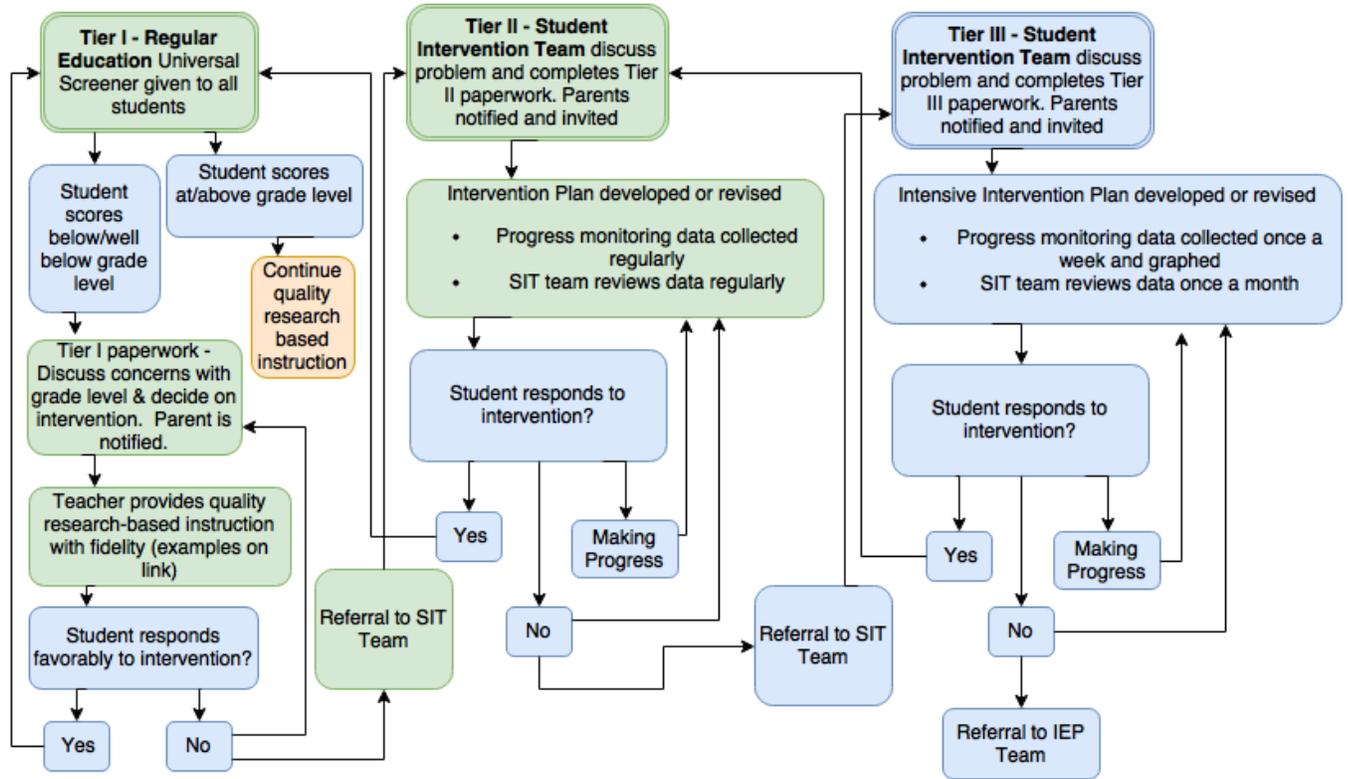
In-Depth Information in this Framework

While each school has unique challenges and resources in creating an MTSS structure that is successful, there are guiding questions that need to direct all efforts at each school. On the following pages of this guide the Core Requirements of the Program are listed. As each school designs the MTSS structure in each building it is the mission to assess and monitor, with fidelity, the appropriate structure and process for each individual student's situation. When multiple, consecutive sessions of virtual learning occur, MTSS service times and implementation will be adjusted to fit individual needs as outlined in the Student's Intervention Plan. It is important to note that all timelines are recommendations of best practice, not requirements. If a student shows a need, that need is to be addressed in the Intervention Plan.

Requirement 1: Collaborative Analysis of Data
Requirement 2: Universal Screening
Requirement 3: Level Interventions
Requirement 4: Measurable Definition of Problem Area
Requirement 5: Documentation
Requirement 6: Comparison of Pre-Intervention Data to Post-Intervention Data
Requirement 7: Parent/Family Communication

Implementation Team Checklist of Requirements

Requirement 1: Collaborative Analysis of Data
- ❏ Do you have a Multi-Tiered Support System Team (MTSS Team) in place?
- ❏ Do you have Student Intervention meetings?
    - ❏ Do these meetings occur at least twice a month to review Tier II and Tier III student and behavior data?
    - ❏ Does the MTSS Team meet at least monthly to discuss school wide academic and behavior data?
- ❏ Does the District Response to Intervention Coordinator come to your building for random RtI physical folder checks during the year?

Requirement 2: Universal Screening
- ❏ Do you give an Academic Screener at least three times a year?
- ❏ Do you give a Behavior Screener at least twice a year?
    - ❏ Do you have a process after the universal behavior screening to determine who will receive services?
- ❏ Do you have a process after the universal screener is given to flag students who fall at or below benchmark?
    - ❏ Are you looking at other assessment data as well?

Requirement 3: Level Interventions
- ❏ Does every student in the building receive quality Tier I instruction which includes frequent formative assessments, effective feedback, and differentiation?
- ❏ Does every student in the building receive *quality* Tier I behavior instruction?
- ❏ Are Tier II services available for students who are not making adequate progress in Tier I?
    - ❏ Is Tier II available for Reading?
    - ❏ Is Tier II available for Math?
    - ❏ Is Tier II available for Writing?
    - ❏ Is Tier II available for Behavior?
    - ❏ Is Tier II instruction evidence-based?
    - ❏ Is Tier II instruction at recommended 20-30 minutes, 2-3 times a week, or sessions equitable to 40-90 minutes per week?
    - ❏ Are Tier II students in small groups (recommended group size six or less)?
    - ❏ Does Progress Monitoring occur every 6-10 sessions for all Tier II students?
    - ❏ Is there documentation of specific strategies or interventions?
- ❏ Is Tier III available for struggling as well as at-risk learners who are not making adequate progress in Tier I and Tier II?
    - ❏ Do Students in Tier III also receive Tier II interventions?
    - ❏ Is Tier III available for Reading?
    - ❏ Is Tier III available for Math?
    - ❏ Is Tier III available for Writing?
    - ❏ Is Tier III available for Behavior?
    - ❏ Is Tier III an evidence-based program?
    - ❏ Is Tier III instruction at least 30-40 minutes 3-4 times a week or sessions equitable to 90-160 minutes per week?

- ❏ Are Tier III students in a very small group (recommended group size is three or fewer)?
- ❏ Is there Progress Monitoring for all Tier III students weekly or every 3-5 sessions?
- ❏ Is there documentation of specific strategies or evidence-based intervention?

Requirement 4: Measurable Definition of Problem Area

- ❏ Are 80% of students making adequate progress in core (Tier I) instruction?
- ❏ Is classroom or other assessment data looked at and discussed in order to begin to find the deficit for all Tier II students?
- ❏ Is further diagnostic assessment completed on each student before they enter Tier III in order to determine a specific area of deficit?

Requirement 5: Documentation

- ❏ Are meeting notes completed and retained during student intervention meetings?
- ❏ Is there a RTI folder for each student receiving RTI services? Is there a consistent way for this folder to stay with the student from year to year?
- ❏ Is there an attendance log provided for each student?
- ❏ Are interventions, assessment scores, deficits, and progress documented for all Tier III students?

Requirement 6: Comparison of Pre-Intervention Data to Post-Intervention Data

- ❏ Is there a baseline assessment score for each student?
- ❏ Is every student in Tier II progress monitored at least once every 6-10 sessions?
- ❏ Is the progress graphed with a goal line and data points for each assessment?
- ❏ Is behavior data tracked and graphed?
- ❏ Is the progress of each student in RTI being analyzed during the Student Intervention meeting?
- ❏ Is appropriate data used to move students into, from, and out of tiers?
  - ❏ Does student data fall at or below the 25th percentile based on Academic/Behavior Universal Screening?
  - ❏ Is student placement in Tier II/Tier III triangulated based on other academic/behavior data?
  - ❏ Do students have adequate data points showing limited or no progress in an intervention before the intervention is changed?
  - ❏ Do students have adequate data points showing limited or no progress in a tier before moving to a more intensive tier?

Requirement 7: Parent/Family Communication

- ❏ Is appropriate parent communication occurring for MTSS students?
  - ❏ For students entering Tier II, are parents informed of this intervention via a letter, phone call, or parent conference? Is this documented?
  - ❏ Is progress of the intervention sent home to parents at least once every 9 weeks?
  - ❏ For students entering Tier III, are parents informed of this intervention? School personnel must attempt to meet with parent(s). If this is not possible, communication should occur via phone call, letter, or a virtual meeting.

Requirement 1: Collaborative Analysis of Data

It is critical that the school determines what the makeup of the collaborative approach they choose to use. Each school needs to meet regularly for the purpose of overall MTSS school progress and individual student progress

Multi-Tiered Support System Team (MTSS Team): This team will evaluate the implementation structures, and fidelity of interventions. This team potentially develops a school MTSS structure plan, communicate plan to parents, provide professional development, compile resources, check fidelity of interventions, review school data, etc. Team is recommended to meet monthly during the school year. This might require more frequent meetings during certain times of the year or in the beginning stages.

The purpose of the MTSS Team is to serve as a problem-solving unit at the local building level. The intervention team will assist the teachers in designing the plan of instruction for students in all tiers (I, II, III) after considering all the information gained from universal screeners, diagnostic assessments, and other pertinent sources.

MTSS Meeting Expectations:
1. The problem/concern is defined in specific school-wide measurable goals
2. All relevant data is shared
3. Documentation is occurring in the form of charts, tables, or graphs
4. Agenda notes are available to show the number of students entering, exiting, or changing tiers

Team members for the MTSS Team may include:
- Principal as instructional leader
- Person who coordinates RTI at the school level
- Selected Classroom Teachers from different grade levels
- Instructional Specialist, G/T Coordinator, itinerant teachers, instructional assistants/interventionists, counselor, respected classroom teacher, other grade level teachers (any combination), special education teachers
- Behavioral specialist/school psychologist
- Additional support staff

Student Intervention Meetings: This team collaborates to determine specific interventions for students to review benchmark and progress monitoring data, success of interventions, areas of deficit, create intervention plans, necessary changes in interventions, problem solve to find appropriate interventions, student classroom performance, attendance concerns, etc.

Each school needs to create a structure to meet regularly to discuss student progress.

Student Intervention Meeting Expectations:
- Discussion of the problem/concern is defined in specific individual student measurable goals
- Meets to discuss students in Academic and Behavior Tiers II and III twice per month
- Analysis of areas of deficit and goals to close the gap
- Plan next steps for the students to help them improve
- Review of the determined intervention is specifically targeted toward the student's area of deficit and is communicated to the degree that all stakeholders know exactly what is to be done, by whom, where, and for how long
- Intervention options are fully explored

Documentation:
- Student Intervention Meeting Notes for each meeting
- Update individual student information on their RTI Progress Monitoring records

Team Members for Student Intervention Meetings:
- Principal as the instructional leader
- Grade Level Teachers
- Instructional Specialist, G/T, itinerant teachers, instructional assistants/interventionists, counselor, respected classroom teacher, other grade level teachers (any combination)
- Behavioral specialist/school psychologist
- Additional Support staff
- This group is flexible depending on student need being discussed

Determination of Advanced Learners

Advanced learners will be determined using a combination of universal screening scores, pre-assessments within the classroom as well as any other data, as designated, by a school's MTSS Team. Students showing mastery level performance on a specific concept will be instructed as an accelerated learner receiving individualized differentiated instruction within the regular education classroom to help each reach full potential.

Requirement #2 - Universal Screening

Universal screening is a type of assessment that is characterized by the administration of testing of age-appropriate skills to all students. Schools will administer a universal screening three times a year in order to determine effectiveness of curriculum, instruction, individual student's level of proficiency, and to decide if students are making appropriate growth. Screening data are organized in a format that allows for the inspection of both group performance and individual student performance on specific skills.

Two valuable pieces of information are obtained from universal screening:
1. How functional our core curriculum and instruction are. It is expected that 80% of students should make adequate progress. If not, the problem may be the core curriculum and instruction rather than an individual student issue.
2. Universal screening identifies those students who are not making acceptable progress in the core curriculum. It allows us to "Name and Claim" those students for intervention early instead of waiting for them to fail. Teams determine possible candidates for RTI based on a triangulation of data between falling at or below the 25th percentile based on Academic and/or Behavioral Universal Screener Data along with other relevant data sources.

It is also important that there be a connection between evidence-based universal screening and progress monitoring. Each should be independent from curriculum and techniques and should be objective in scope and reporting using an evidence based assessment. Universal Screeners should provide a consistent, norm-referenced assessment to evaluate students multiple times a year.

Behavior Universal Screening

Universal screening will take place to ensure that behavior of each and every student is evaluated and considered. Each school will be trained on externalizing and internalizing behaviors which they will use to identify students that are displaying these behaviors on an at-risk level in their building and record using the SRSS & SIBSS Behavior Universal Screener Form (see attachments page). After the first 30 school days, the behavior screener will be completed and teachers will meet to identify students displaying these behaviors. Identified students will be considered for Behavior Response to Intervention. Progress monitoring data must be tracked and monitored for Tier II and III students.

Requirement #3 - Multi-Tiered Interventions

Tier I Instruction:

All students participate in a high quality program of instruction based on the grade-level state standards/benchmarks designated in the Common Core, Quality Core and Program of Studies.

Tier I should include:
- Quality evidence validated instructional strategies and materials
- Ongoing formative and summative student assessment to determine instructional strengths and needs
- Interventions or differentiated instruction that are provided as part of normal instruction within the general framework of the classroom. This may include interventions to address deficits determined by classroom formative and summative assessment or the universal screener
- Feedback to students based on strengths and areas of growth.

When Tier I instruction is delivered appropriately, evidence demonstrates that approximately 80% of the students will make adequate progress in the curriculum. Examination of the Tier I instruction is strongly recommended if, within a classroom or grade level, student progress does not reflect the expected rate.

Tier I interventions are aimed toward effectively addressing the needs of individual students in a whole group setting. These interventions are short in duration, easy to implement and easy for the classroom teacher to monitor. They would include but not be limited to multiple and flexible grouping formats used to address specific needs and other methods of differentiated instruction.

Focus	All students in class
Program	Evidence Based Curricula
Grouping	Multiple and flexible grouping formats to meet student needs
Time	As appropriate by grade level
Assessment	Universal Screening a minimum of three times a year
Interventionist	General education classroom teacher
Setting	General classroom

Tier II Instruction:

In addition to the core instruction in Tier I, Tier II is focused, targeted instruction for struggling or advanced learners. This level of instruction addresses students who are either not making adequate progress or are accelerating in the core curriculum. Students receive general instruction plus Tier II instruction. Tier II cannot be tutoring for core instruction, but may use core materials (e.g. basal trade books) to provide context for strategy instruction. Students in Tier II receive increasingly intensive academic and/or behavior instruction matched to their needs, based on results of continuous progress monitoring.

Instruction in Tier II typically involves, but is not limited to, small groups of students, focused on the targeted area of deficit. It is recommended as 20-30 minutes of additional instruction (in addition to core instruction) 2-3 times a week. The identified frequency and duration of the intervention needed usually determines if the student remains in Tier II, adds Tier III or returns to Tier I. Tier II instruction can be partially delivered through strategy based instruction or programs. Evidence based computer programs can also be used as an intervention in Tier II. Multiple evidence based strategies need to be used in Tier II before placing students in Tier III.

Focus	Students identified with marked difficulties and have not responded to Tier I efforts
Program	Programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier I
Grouping	Small group homogenous instruction attempting to keep ability/instructional levels even in groups. Grouping recommended less than 10.
Time	In addition to core instruction, recommendation of 20-30 minutes per session, at two to three days a week or sessions equitable to 40-90 minutes per week or as can be fit to school schedule
Assessment	Data points recommended every other week or 6-10 sessions to ensure adequate progress and learning
Interventionist	General education teacher
Setting	General classroom or other appropriate setting

Advanced Learners

For the advanced learners, teachers may give independent projects and studies for those students to complete in addition to regular education classroom. These instructional strategies include but not limited to project based learning and research papers. Other services include but are not limited to cluster grouping, differentiated instruction, and topic acceleration.

Tier II Behavior Instruction:

In addition to the core behavior program the school is using, in best practice, the student will have additional supports in place. These supports could include 1-2 behavior goals, a daily behavior chart which tracks and graphs behavior, 2-3 interventions used in the classroom and they can be a part of a mentoring program with an employee in the building. If used, the mentor should check in with the student at least once a day to discuss behavior, life, grades, attendance, etc.

Tier III Instruction:

Tier III is intensive individually designed instruction for at-risk or advanced learners. This level targets the student's academic or behavioral skills deficits for remediation of existing problems for at-risk students or providing additional learning opportunities for advanced learners. The interventions target the student's academic or behavioral focus skills and student progress is monitored weekly or every five to eight sessions. Core academic and behavior instruction and Tier II interventions continue for students receiving Tier III instruction. Tier III instruction is suggested as 30-40 minutes of supplemental instruction three to four times a week. Interventions should be delivered individually or in very small homogenous groups. Interventions should be evidence-based programs that are intentionally targeted to students' specific area of need. Tier III cannot be just a computer program in and of itself.

Focus	Students identified with specific needs in Tier I or Tier II efforts
Program	Evidence based programs that is intentionally targeted to student's specific area of need
Grouping	Homogenous small group or individual instruction. No more than 6 students in a group
Time	Recommended 30-40 minutes per day, three to four times per week or sessions equitable to 90-160 minutes per week in addition to supplemental instruction or as can be fit to school schedule

Assessment	Recommended weekly data points or every 3-5 sessions to ensure adequate progress and learning
Interventionist	General education teacher
Setting	General classroom or other appropriate setting

Tier III Behavior Instruction

In addition to the core and Tier II behavior program, the student will need additional supports in place at Tier III. The following supports from Tier II shall continue: 1-2 behavior goals, a daily behavior chart which tracks and graphs behavior, 2-3 interventions used in the classroom and they should be a part of a mentoring program with an employee in the building. In addition to those the student should receive more intense mentoring along with social instruction on a weekly basis. The mentor should check in with the student at least once a day to discuss behavior, life, grades, attendance, etc. The social instruction should address the target behavior goals and problem behaviors occurring in the classroom.

Requirement #4 - Measurable Definition of Problem Area

One of the largest questions that need to be answered prior to starting a student in tiered instruction for at-risk students is determining whether deficits on the universal screener are due to a curriculum problem or are truly due to a specific skill/strategy problem with individual students. If the screener (or beginning benchmark assessment) shows that a large percentage of students are determined to be at-risk, the appropriate "next step" would be to examine the core curriculum (Tier I instruction) and ensure it is being delivered effectively. Without strong core (Tier I) curricula and teaching, at-risk students will make only limited progress no matter what individual intervention is being implemented. If a school is in a situation where a large percentage of students are determined to be at-risk, students must continue with intervention services but staff will also need to examine the core curriculum to see what needs to be strengthened. It is vital to distinguish the difference between curricular issues and individual skill/strategy issues before continuing on with diagnostic assessment.

Advanced Learners' Needs
Teachers will be informed of instructional strategies and lessons to help the advanced learners perform at their full potential. This will take place in professional learning communities (PLC) throughout the district.

Requirement #5 - Documentation

It is important that we keep record of the interventions we have provided for students. This will help schools provide better support for students. This will also assist with our transient population to limit the amount of time the student is not receiving an intervention. Teachers, interventionists, and other trained staff should decide on appropriate evidence-based strategies within their learning community. Teachers have the option to record this information in the RTI tab in Infinite Campus, but it is not required.

For students in Tier II, their interventions will be determined through collective inquiry with the Student Intervention Team. When students are discussed with the Student Intervention Meetings, the team should document this information on the Individual Student Data Forms. Specific information for each student will be recorded on the school's progress monitoring form. All interventionists must keep an attendance log. For Behavior RTI, data must be tracked and graphed. When discussing students in Tier II, it is important that the team discusses the following:

1. Area of deficit: The team needs to determine this at a specific level. For example, if a student is having difficulty in reading, we need to determine what is causing this difficulty. If it is comprehension, the team needs to use other assessment, classroom or diagnostic data to determine the most difficult areas in comprehension for this student.
2. Intervention: The team will discuss and agree upon an evidence-based intervention program or evidence-based strategies to address this deficit. The team will also determine the frequency of this needed intervention.
3. Goal: The team will determine a goal statement for each student. The goal should include the timeframe, future performance level, and standard for successful performance. An example of a goal statement is, "In (#) weeks (Student name) will read (#) Words Correctly in 1 minute from randomly selected Grade (#) passages."
4. Progress: The team will determine the appropriate progress monitoring tool, create a goal, and discuss the progress once monitoring has begun. The team will discuss the progress of the student based on the goal. They will determine if appropriate progress is being made compared to the goal line or if they are above or below where they need to be in comparison to the goal.

Requirement #6 - Comparison of Pre-Intervention Data to Post-Intervention Data

Why do I Need Baseline Data? Baseline data is a reflection of where the student is at a given point in time, prior to beginning an intervention. The importance of baseline data lies in the fact that unless you have established where the child is at the beginning point of any intervention, you will not be able to judge whether or not the child is progressing. Or, perhaps more importantly, you will not be able to determine whether or not the intervention that you are using is addressing the skill deficit that you have identified in the child. Since all educational decisions that are made are data based decisions, accurate baseline data is an essential part of the entire process.

All decisions regarding a child's progress must be based on data. A child's progress is determined by taking the progress data that has been gathered and comparing it to the child's baseline data. In other words, we must know where we started and where we are currently in order to determine if the child is benefitting appropriately and making adequate progress in the intervention.

Progress monitoring is the same as formative evaluation. Progress monitoring is the process of assessing student achievement during instruction so that immediate changes can be made in the instructional program. The purpose is to determine, using data, if the current instructional program is effective for an individual student. In other words, progress monitoring will allow us to answer the question, "Is the student making additional progress in response to the intervention, or do we need to change something that we are doing?" Remember, the children who are participating in a tiered instruction have already been targeted as children who are not being successful and are not making adequate progress in the regular curriculum. We need to have a way to measure their progress more frequently than the typical student because we have to be able to make immediate changes in their intervention if needed. Waiting until the next benchmark assessment to determine if an intervention is being successful or not is much too late.

Criteria for Progress Monitoring
1. It uses standard assessment tools
2. It uses probes of similar difficulty level
3. It is given in a standard manner

What is good progress monitoring?
Appropriate progress monitoring is formative evaluation that will allow for more frequent changes in instruction. This is critical for children who are struggling so that they do not stay in an intervention that is not appropriately addressing their needs for a significant

length of time. Progress monitoring for Tier III should be conducted once a week or after 3-5 intervention sessions. For Tier III, students could be monitored every two weeks but they will need to remain in tier 2 for 12-18 weeks rather than 6-9 weeks. Good progress monitoring tools will be able to model growth for the child and be sensitive to small changes in their skill level. The tools will also be independent from the curriculum and be able to inform our teaching. Teachers will still have regular data from the intervention to document smaller growth and progress with specific strategies.

Post-Intervention Data
What do I do if the child is on target to meet their goal? In this case, where it is apparent that the intervention is succeeding and the child is making adequate gains, then it would make sense to continue that intervention and the monitoring as it is. No change is necessary.

What do I do if the child is NOT on target to meet their goal? When the team evaluates data that suggests that the child is not making adequate progress, the team must choose to make a change for the child. What kinds of changes should be considered? Some items that need to be discussed are: attendance, behavior, student engagement, teaching style, etc. Refer to the guiding questions below for more information.

If the committee determines that the intervention has been delivered with fidelity and accuracy, lack of progress MUST result in some action by the committee and some changes in the child's program. It is difficult to generate a trend line with less than 6 to 9 data points, however, 4 consecutive data points that show NO progress indicate change is needed for the student. A change in the intervention (not tier) can take place after 4 weeks. A change in the tier can take place after 6 to 9 weeks of an intervention done with fidelity. Recommendation is 8 weeks so you can have try two interventions for at least 4 weeks each. If a student is significantly ahead of goal, they should be exited by slowly decreasing intervention times.

Guiding Questions for Comparing Pre and Post Intervention Data
1. Has the child been in school and participated regularly in the intervention?
2. Has the intervention been delivered with fidelity and accuracy?
3. Has the person giving the intervention been adequately trained in administering the intervention?
4. Has the intervention been delivered with enough strength (meaning for enough minutes each day, or as many days a week as necessary)?
5. Is this the correct choice of intervention to meet the child's needs? Is this intervention the appropriate intervention to specifically target the area of deficit?
6. Has the progress monitoring been conducted as regularly as planned?
7. Has the child been engaged and motivated to participate in the intervention?

Requirement #7 - Parent/Family Communication

In order to promote family engagement and involvement at all times (not just within the RTI process), the following are recommended as intentional structures within each school:

1. The family should feel welcomed into the school and their child's classroom.
2. The family should be informed of school and classroom expectations and practices regarding behavior and academics.
3. The family should be informed when the teacher has evidence that their child is not meeting the standards and expectations. This may be accomplished through written means and/or formal parent/teacher conferences. It is recommended that at the time the school is informing parents of this for the first time, it be done in a face-to-face meeting.
4. The teacher must keep record of all communication with the family members.
5. This communication must occur regularly enough to keep the family well informed. At the least, it must occur when the teacher has evidence of concerns, when any interventions are begun that fall outside the typical Tier I classroom instruction, and when any intervention strategies or Tiered instruction is changed.

In addition, the school must provide adequate information for the parents to assure that the parents understand the nature of any additional instruction that is being provided for their child and the progress that is being monitored. Specific permission to begin a Tier II or a Tier III intervention is not required from a parent. Appropriate and regular information shared with the parent will ensure that the child is receiving the most support possible from the home and that the collaborative relationship between the home and school is being fostered.

For students in Tier II, parents will be informed of the current tier of the student and proposed intervention using the district MTSS letter. Progress of this intervention will be sent home a minimum of every 9 weeks or with the issuance of Report Cards.

For students in Tier III, parents will be informed of the current progress of their students and proposed intervention using the district MTSS letter. The interventionist(s) or coordinator must attempt to meet with the parent/guardian of the student to discuss this intervention. Progress of this intervention will be sent home a minimum of every 9 weeks or with the issuance of Report Cards.