

Multi-Tiered System of Support Process

MTSS protocol begins here.

An academic and/or behavioral concern about a student prompts an internal MTSS meeting. Concerns may arise from one or more of the following:

- MTSS B Fidelity Checks • Universal Screener • PLC Question 3 Assessment • Medical Info • Attendance • Office Referral Change in Behavior • Special Program • Panorama Survey • Parent Concern* Other indicator not listed

MTSS Internal Evidence Review Meeting

** If parent concern prompted evidence review, communicate outcome of meeting with parent within 15 days.*

Evidence review initiates next steps.

Campus Level MTSS Team will:

1. Review evidence with your MTSS team.
2. Answer the following:
 - What skills can the student demonstrate regarding the concern?
 - What skills should be the focus of development?
 - What interventions have been tried?
3. Is the student at or near grade level expectation?
 - Determine learning/behavior needs.
 - Determine tiered support .

Tier 1	Tier 2	Tier 3
<p>Who: Educators</p> <ul style="list-style-type: none"> • If parent concern prompted evidence review, communicate with parent that student continues universal Tier 1 instruction with differentiation in a general education classroom. Document as custom note in Panorama. 	<p>Who: Educators/Parent(s)</p> <ul style="list-style-type: none"> • Communicate with parent Tier 2 supports. • Document communication in Panorama. • Add academic intervention plan in Panorama and/or behavior intervention plan in Emergent Tree. • Campus will calendar next evidence review to monitor and adjust. • Continue with universal Tier 1 instruction with differentiation in the general education classroom along with Tier 2 supports. 	<p>Who: Educators/Parent(s)</p> <ul style="list-style-type: none"> • Communicate with parent Tier 3 supports. • Document communication in Panorama. • Add academic intervention plan in Panorama and/or behavior intervention plan in Emergent Tree. • Campus will calendar next evidence review to monitor and adjust. • Continue with universal Tier 1 instruction with differentiation in the general education classroom along with Tier 2 (when appropriate) and Tier 3 supports.