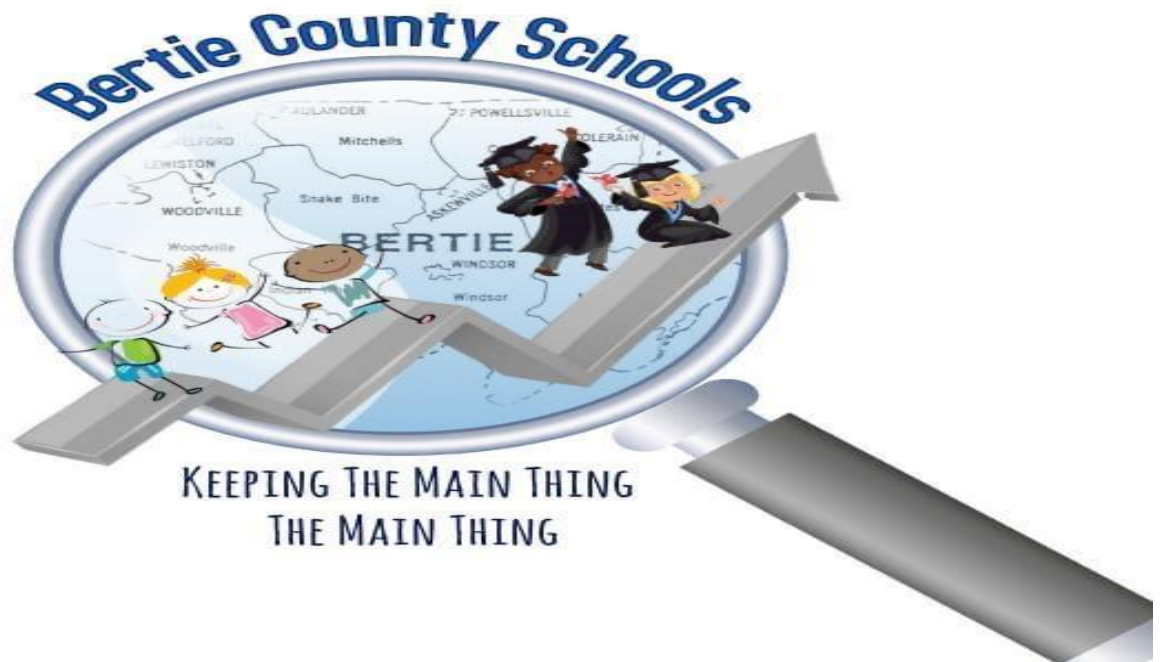


# Bertie County Schools



## MTSS Handbook

*Keeping the Main Thing the Main Thing  
Focus on Students*

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# **NC MTSS DEFINITION**

NC MTSS is a school improvement framework which encompasses academic, behavioral, and social and emotional instruction and support. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.

## **VISION**

Every NC Pre K - 12 public education system implements and sustains all components of a Multi-Tiered System of Support.

## **MISSION**

The division will prepare and support LEAs to implement and sustain a multi-tiered system of support through professional development, technical assistance, and resources aligned with the six critical components of NC MTSS that result in a sound, basic education for every child in North Carolina Public Schools.

## **BELIEF**

We believe that NC MTSS is the most effective and efficient approach to improving district, school, and student outcomes thereby ensuring a sound basic education for all.

May 2021

# Bertie County Schools

## Our Vision

**Provide all students access and opportunities to reach their full potential in a global and complex society.**

## Our Mission

**Bertie County Schools will provide safe, high-quality, engaging, student-centered learning opportunities that will prepare all students to graduate and become productive citizens.**

## Our Values

- **Support the Whole Child** - Every student deserves to have his or her academic, social, and emotional needs met every day because every child in Bertie County Schools has immeasurable potential.
- **Accountability** - The school board, Superintendent, administrators, and every school staff member will have a focused intent on using data, best practices, and science - not tradition - to ensure that every student reaches his or her highest level of growth and achievement.
- **Enrichment Mindset** - Every student in Bertie County Schools will be challenged beyond his or her comfort zone because only there will they be able to grow to reach their full potential.
- **Relationship Building** - Every student will have an advocate in Bertie County, through strengthened community partnerships, who will foster a shared responsibility for lifelong learning and continuous improvement.
- **Always Keep the Main Thing the Main Thing.**



# **MULTI-TIERED SYSTEM OF SUPPORT**

Integrated Academic & Behavior Systems  
NC Department of Public Instruction

## **North Carolina's MTSS Critical Components**

### **Leadership**

Leadership is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem-solving.

### **Building the Capacity/Infrastructure for Implementation**

School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually include ongoing professional development and coaching with an emphasis on data-based problem-solving and multi-tiered instruction and intervention, scheduling that allows staff to plan and implement instruction and intervention, and processes and procedures for engaging in data-based problem-solving.

### **Communication and Collaboration**

Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to a lack of consensus, lack of feedback to implementers to support continuous improvement, and not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained.

### **Data-Based Problem Solving**

The use of data-based problem-solving to make education decisions is a critical element of MTSS implementation. This includes the use of data-based problem-solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school wide implementation of MTSS. While several models for data-based problem-solving exist, the four step problem-solving approach includes: 1) defining the goals and objectives to be attained, 2) identify possible reasons why the desired goals are not being attained, 3) developing a plan for implementing evidence-based strategies to attain goals, 4) evaluating the effectiveness of the plan.

### **Three Tiered Instructional/Intervention Model**

The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Core (Tier 1) includes the instruction all students receive; Supplemental (Tier 2) includes additional instruction or intervention provided to students not meeting benchmarks; and Intensive (Tier 3) includes intense, small group or individual interventions for students showing significant barriers to learning the skills required for school

success. It is important to consider both academic and social-emotional/behavioral instruction and interventions when examining this domain.

### **Data-Evaluation**

Given the importance of data-based problem-solving within an MTSS model, the need for a data and evaluation system is clear. In order to do data-based problem-solving, school staff need to understand and have access to data sources that address the purposes of assessment. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes for improving MTSS implementation.

*(North Carolina's critical components were adapted from collaboration with Florida's MTSS work) July 2019*

## **MTSS Problem-Solving Overview**

### **Problem-Solving Team (PST) Defined**

The purpose of the Problem-Solving Team is to use and analyze data to generate solutions to identified areas of concern within the school. In BCS, problem-solving teams, such as Professional Learning Communities and Student Assistance Teams, focus on problems related to instruction, curriculum, and environment that directly impact student success. The Individualized Education Program (IEP) Team is another problem-solving team that focuses on issues related to the identification and delivery of services to students with disabilities in accordance with IDEA.

### **Problem-Solving Team Responsibilities**

- Provide strategies to teachers for differentiating instruction to meet the academic and behavioral needs of all students.
- Work with teachers to identify and implement intervention strategies.
- Progress monitor to determine the effectiveness of the intervention strategies.
- Review student progress a minimum of twice a month.

### **IEP Team Responsibilities**

A student is referred to the IEP Team when a disability is suspected or a parent requests a formal evaluation. Team responsibilities include the following:

- Determine if a formal evaluation for special education and related services will occur.
- Ensure that the appropriate procedures and documentation are completed in compliance with federal regulations and state policies. (SLD Policy)

Implementing interventions before a referral to the IEP Team is not required if a disability has been suspected by the parent or school staff, or a parent or teacher has requested a formal evaluation in writing. However, interventions may need to be implemented concurrently with the formal evaluation timeline to provide the IEP Team a required comprehensive evaluation component when eligibility for special education and related services will be determined.



## **Procedures**

The guidelines that follow provide information for implementing MTSS and Problem-Solving in Bertie County Schools.

### **Problem-Solving Team**

- The team usually consists of 5-7 members, which may include: Principal/Assistant Principal, school counselor, EC teacher, grade level or department chair, instructional coach, school psychologist, and related service providers. The Principal/Assistant Principal is required to be a part of the team. Other team members may vary depending on the needs of the student.
- Designate a chairperson for the team. The EC teacher should not be the chairperson since this is a general education initiative.
- Assign roles, such as a timekeeper, notetaker, and case manager, to help meetings run efficiently.
- Meet a minimum of twice a month. Keep agendas, minutes, and attendance sheets for each meeting.

### **Initiating Problem-Solving**

When the classroom teacher analyzes data and identifies groups of students with similar challenges or an individual student who is in the bottom 10-20% of the class, the following questions should be asked by the problem-solving team:

- Why are these students having a difficult time progressing?
- What is the specific problem and why is it occurring?
- How will we address the problem?

### **Examining the Data**

The answers to the questions above will only be found by examining the existing data. Some sources of data include, but are not limited to, diagnostic assessments, curriculum-based assessments, attendance records, and behavior data. Some specific data sources for BCS are: iReady, NC Checkins, mClass, Unique Learning, and ScholarChip

### **Intervention Selection**

- Examine the baseline data to answer the following questions:
  - What can the student do?
  - What should the student be able to do based on the class/grade level?
- Implement interventions based on the specific areas of concern.

- Provide interventions in the specific areas of concern at least 3 times per week. Assess progress at least twice a week.

### **Special Note**

***The problem-solving team must consider whether a student's lack of progress results from a suspected disability. If a disability is suspected, the student must be referred to the IEP Team and interventions must continue concurrently while the issue of the suspected disability is resolved.***

***A parent has the right to request, in writing, an evaluation for special education at any time. If the parent makes this request, the student must be referred to the IEP Team while interventions continue. This begins the regulatory timeline associated with the initial referral. (90 days)***

***Parents must be notified, in writing, regarding a student's response to intervention at each tier. The parent notification of intervention must be used and a copy retained in the student's cumulative folder.***

## Problem-Solving Process

**Step 1: Problem Identification** – What exactly is the problem or discrepancy between the current situation and the goal?

**Step 2: Problem Analysis** – Why is the problem occurring?

**Step 3: Intervention Design and Implementation** – What exactly are we going to do about it?

**Step 4: Response to Instruction/Intervention** – Is the plan working?



**Requirement:** When students receive supplemental or intensive support the following data is required for collection:

- Vision, Hearing, Health Screening
- Social Developmental History
- Observation Data

## **Core Support**

Core support (sometimes referred to as Tier I) includes general academic, behavioral, and social-emotional instruction and support designed and differentiated for all students. Core academic instruction should be aligned with the North Carolina Standard Course of Study (NCSCOS). Core behavioral and social-emotional instruction should be aligned with locally developed expectations.

The delivery of instruction at this level should include evidence based, whole group and small group strategies, as well as differentiated instruction based on the learners in the group and the expertise of the teacher.

Even though academic standards have been established by the state and behavioral expectations may be developed by a district, Core instruction will most likely vary in intensity from school to school, even within a district. This is due to the fact that Core instruction is based on local needs. Some schools may require more time and focus in Core to ensure all students meet and/or exceed state proficiency levels and locally developed behavioral and social-emotional expectations.

In an effective Core (Tier I), 80% of students meet and/or exceed state and locally developed standards with Core instruction alone (i.e., with no additional support). If more than 20% of students need additional support, the effectiveness of Core should be examined and the School Leadership Team should evaluate all data using a structured problem solving model to determine any needed changes.

## **Evaluating Core Support**

When teams begin to examine student responsiveness to Core supports, it is important to consider the following:

- Are students provided with well-designed, well-delivered, evidence-based core instruction?
- How often does the school-based leadership team problem solve Core to determine the effectiveness of academic, behavior, and social emotional supports?
- What assessment tools or processes are used to identify instructional needs and the students' response to instruction?
- What percentage of all students are achieving standards/benchmarks/behavioral expectations (approximately 80 percent or more) with core supports alone?
- What percentage of students in subgroups are achieving standards/benchmarks/behavioral expectations (approximately 80 percent or more) with core supports alone?
- How are parents and students involved or engaged in supporting effective core supports?
- What are the decision rules to determine if student(s) will require supplemental and more intensive, individualized intervention/support?

## **Supplemental Support**

Supplemental or Tier 2 support is provided to students who do not make adequate progress with core instruction. It is important to note that supplemental support is provided, in small-group settings, in addition to regular core instruction. When interventions are provided in Tier 2, the following elements should be considered:

- Increased instructional time
- Smaller group size
- Increased opportunities to respond with feedback
- Increased explicit instruction
- Change in the intervention program
- Change in the intervention skill focus

## **Evaluating Supplemental Support**

Student progress is the determining factor in the effectiveness of the interventions. Data collection is critical to assess programs and determine next steps.

- It is recommended that the intervention is provided at least 3 times per week. Progress monitoring should be conducted 2 times per week to provide the problem-solving team with at least 2 data points per week. These progress monitoring points measure the skill improvement against the baseline data before the start of the intervention.
- When interpreting progress monitoring data, current research indicates that the length of time of the intervention rather than the number of data points is the primary method of determining when to assess a student's response. Data point rules are used to see if progress has been made. However, these decisions cannot be made if the student has not been given enough time to make progress. It is recommended that progress monitoring be conducted for a minimum of 10 weeks and calculate the trend line with at least 7-10 data points to determine student response.

## **Moving Between Levels**

When the problem-solving team meets to determine a student's progress, there are several possible outcomes:

- A student may gain the necessary skill to be successful and return to only receiving core support.
- A student may do great with supplemental support, but when the team tries to ease these supports, the student may struggle again. Therefore, the student may need continued supplemental support.
- A student may not make adequate progress and need to move to the most intensive level of support.

The problem-solving team should ask the following Five Essential Questions each time progress monitoring data is discussed:

- Has our problem-solving shifted from overall instruction, environment, and curriculum for groups of students to individual, student-centered concerns?
- Are there individual students who are consistently not making progress with the interventions?
- Are there any individual students who are unlikely to achieve grade-level standards by the end of the school year?
- Does the data indicate that a disability may cause a consistent lack of progress with an intervention?
- Does the individual student's progress in the general curriculum have characteristics typically associated with a disability?

Once the team has determined by the progress monitoring data that the student is not making adequate progress and that they have been addressing the appropriate skill deficit(s), if they do not suspect a disability, they will typically move to implement a more intensive level of intervention.

### **Intensive Support**

Intensive or Tier 3 support is provided to students who do not make adequate progress with core instruction and supplemental support. Students are typically provided instruction or intervention individually with the teacher at the intensive level. At the intensive level, data should be collected from the vision, hearing, and health screening, social developmental history, and observations. Parents should be notified of screenings. When interventions are provided in Tier 2, the following elements should be considered:

- Increased instructional time
- Smaller group size
- Increased opportunities to respond with feedback
- Increased explicit instruction
- Change in the intervention program
- Change in the intervention skill focus

### **Evaluating Intensive Support**

Student progress is the determining factor in the effectiveness of the interventions. Data collection is critical to assess programs and determine next steps.

- It is recommended that the intervention is provided at least 3 times per week. Progress monitoring should be conducted 2 times per week to provide the problem-solving team with at least 2 data points per week. These progress monitoring points measure the skill improvement against the baseline data before the start of the intervention.
- When interpreting progress monitoring data, current research indicates that the

length of time of the intervention rather than the number of data points is the primary method of determining when to assess a student's response. Data point rules are used to see if progress has been made. However, these decisions cannot be made if the student has not been given enough time to make progress. It is recommended that progress monitoring be conducted for a minimum of 10 weeks and calculate the trend line with at least 7-10 data points to determine student response.

### **What if the Problem-Solving Team suspects a disability?**

Child Find is the safeguard and legal mandate put in place to identify children with disabilities. Therefore, the problem-solving team must consider whether the student's lack of progress results from a suspected disability.

Depending on the team's responses to the Five Essential Questions in the Moving Between Levels section, the team may suspect a disability. If a disability is suspected, the student must be referred to the IEP Team and interventions must continue concurrently while the issue of a suspected disability is resolved.

If a parent verbally requests an evaluation, the staff should advise the parent to make the request in writing and send it to the EC Chairperson at their child's school. Upon receipt of the letter, the EC Chairperson shall request the EC personnel to schedule an IEP Team meeting to discuss the parent request. This begins the regulatory/procedural timeline associated with initial referrals/evaluations.

It is important to note that interventions are not required for all eligibility categories. Emotional disability, intellectual disability, other health impairment, specific learning disabilities, and traumatic brain injury are the only disability categories that specifically require interventions. However, those interventions are required as part of the evaluation procedures. A MTSS or Rtl is only referenced explicitly within the Policies for Specific Learning Disabilities. This is because the MTSS or Rtl intervention data now serves as the assessment data for determining if a student has a specific learning disability.

### **Disability Categories**

There are 14 disabling conditions in education for which a student may be identified to qualify for IEP or 504 Supports. When considering whether a disability is suspected, the team should have a clear suspicion of an area of disability. This suspicion is based on data points and an understanding of the 14 disabling conditions under which a student may receive specially designed instruction or 504 supports. [Policies Governing Services for Children with Disabilities \(Amended August 2020\)](#)

### **Educational Disability Categories**

- Autism
- Deaf and Blind

- Deafness
- Developmental Delay
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Serious Emotional Disability
- Specific Learning Disability
- Speech/Language Impairment
- Traumatic Brain Injury
- Visual Impairment

The category of Specific Learning Disability has sub-areas: oral expression, listening comprehension, basic reading, reading fluency, reading comprehension, math calculation, math problem solving, written expression.



# APPENDIX

## Procedures for MTSS Referrals

When a student presents academic, behavioral, communication (language), cognitive, or sensory difficulties that could possibly be remediated by the use of research-based interventions...

### The Regular Education Teacher or the Preschool Teacher

- Informs the parent of their concerns regarding the student and their intent to implement strategies in the classroom. (p.39)
- Implements interventions in the classroom. (p. 31-32)
- Documents the student's response to the strategies and communicates the results with the parent.
- If strategies are unsuccessful, the teacher notifies the School Counselor or the MTSS Chairperson that assistance is needed.
- Obtains/completes and immediately returns the following forms to the School Counselor/MTSS Coordinator:
  - *At-Risk Student Referral Form*
  - *Teacher Input Form for Addressing Problem Behaviors*, when applicable
- Gathers the following applicable existing information for review at the first MTSS meeting and brings copies to the meeting:
  - Class quizzes and tests
  - Previous EOG Scores
  - Current grades
  - Attendance records
  - Discipline records (including the number of OSS and ISS referrals)
  - Observations
  - Appropriate anecdotal records, observation reports
  - Work samples
  - Other pertinent information (benchmark scores, iReady data, Dreambox data, etc.)

### The School Counselor/MTSS Chairperson

- Confers with the teacher to determine who should be included in the MTSS meeting based on concerns about the student.
- Provides the appropriate MTSS forms to the teacher to complete.
- Completes/ensures that all documents are thoroughly completed during/after the MTSS meetings. This includes forms completed by the meeting recorder.
  - MTSS Student Support Plan
  - MTSS Meeting Summary
- Schedules MTSS meetings and notifies all required participants.
- Maintains all completed documents in the student's case folder at school.

**Bertie County Schools**  
**At-Risk Student Referral Form**

Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Parent(s): \_\_\_\_\_

Telephone: \_\_\_\_\_

Address: \_\_\_\_\_

Zip Code: \_\_\_\_\_

Date of Request: \_\_\_\_\_

Person making the request: \_\_\_\_\_ Role: \_\_\_\_\_

\*For parental requests for MTSS assistance, the parent should complete the *Parent Input Form*.

**Reason for Request - What are the concerns about the student's performance?**

\*If the student exhibits social/behavioral concerns, also complete the *Teacher Input Form for Addressing Problem Behaviors*.

How and when was the parent notified of concerns about the student?

\_\_\_\_ Phone Call                      Date: \_\_\_\_\_

\_\_\_\_ Letter                              Date: \_\_\_\_\_

\_\_\_\_ Conference                      Date: \_\_\_\_\_

**Note concerns expressed by the parent:**

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Name: \_\_\_\_\_ DOB: \_\_\_\_\_ School: \_\_\_\_\_

**I. ACADEMIC SKILLS - Identify any areas in which the student displays a significant strength (S) or concern (C). Gather work samples to illustrate the student's concerns.**

- Reading**  
\_\_\_\_ Phonemic awareness  
\_\_\_\_ Phonics skills  
\_\_\_\_ Fluency  
\_\_\_\_ Comprehension  
\_\_\_\_ Estimated Grade Level

- Math**  
\_\_\_\_ Computation  
\_\_\_\_ Conceptual understanding  
\_\_\_\_ Other  
\_\_\_\_ Estimated Grade Level

- Written Language**  
\_\_\_\_ Sentence Structure  
\_\_\_\_ Vocabulary  
\_\_\_\_ Organization  
\_\_\_\_ Spelling and/or Punctuation  
\_\_\_\_ Other  
\_\_\_\_ Estimated Grade Level

- Oral Language**  
\_\_\_\_ Oral Expression  
\_\_\_\_ Communication with Peers  
\_\_\_\_ Communication with Adults  
\_\_\_\_ Following Verbal Directions  
\_\_\_\_ Other

---

**II. STUDENT STRENGTHS: (Check all that apply)**

- \_\_\_\_ Positive attitude  
\_\_\_\_ Handles conflict  
\_\_\_\_ Works well with independently  
\_\_\_\_ Trustworthy  
\_\_\_\_ Takes pride in appearance  
\_\_\_\_ Cooperates  
\_\_\_\_ Respectful to authority  
\_\_\_\_ Artistically inclined  
\_\_\_\_ Transitions easily  
\_\_\_\_ Organized  
\_\_\_\_ High expectations for self  
\_\_\_\_ Hard worker  
\_\_\_\_ Athletic  
\_\_\_\_ Good sense of humor  
\_\_\_\_ Works well in groups  
\_\_\_\_ Responsible  
\_\_\_\_ Motivated  
\_\_\_\_ Possess Leadership Skills  
\_\_\_\_ Other: \_\_\_\_\_

**III. Identify areas in which the student displays significant difficulties or functions significantly below the expected level.**

**Learning Behaviors**

- \_\_\_\_\_ Working in a group
- \_\_\_\_\_ Working independently
- \_\_\_\_\_ Distractibility
- \_\_\_\_\_ Impulsivity
- \_\_\_\_\_ Energy level too high
- \_\_\_\_\_ Energy level too low
- \_\_\_\_\_ Frustration tolerance
- \_\_\_\_\_ Organization

**Social Adjustment**

- \_\_\_\_\_ Develops appropriate to friendship
- \_\_\_\_\_ Relates appropriately to teachers
- \_\_\_\_\_ Emotional outbursts
- \_\_\_\_\_ Withdrawal
- \_\_\_\_\_ Chronic lying
- \_\_\_\_\_ Chronic cheating
- \_\_\_\_\_ Chronic absences
- \_\_\_\_\_ Stealing
- \_\_\_\_\_ Bullying
- \_\_\_\_\_ Difficulties at home

**Processing (motor/auditory/visual)**

- \_\_\_\_\_ Fine motor skills/Hand eye coordination
- \_\_\_\_\_ Gross motor skills/General clumsiness
- \_\_\_\_\_ Reversal/Transportations  
(letters, words, numbers)
- \_\_\_\_\_ Manuscript
- \_\_\_\_\_ Copying from board
- \_\_\_\_\_ Visual Memory
- \_\_\_\_\_ Right/Left Confusion
- \_\_\_\_\_ Auditory memory
- \_\_\_\_\_ Other: \_\_\_\_\_

**Adaptive Skills**

- \_\_\_\_\_ Delayed self-help skills
- \_\_\_\_\_ Socially immature
- \_\_\_\_\_ Immature language
- \_\_\_\_\_ Other

**IV. EDUCATIONAL HISTORY**

**Number of Schools Attended:** \_\_\_\_\_ **Grades Repeated (specify):** \_\_\_\_\_

**Excessive Absenteeism:**

Grade _____	Number of Days Absent _____	_____	Number of Tardies _____
Grade _____	Number of Days Absent _____	_____	Number of Tardies _____
Grade _____	Number of Days Absent _____	_____	Number of Tardies _____

**Extenuating reason(s) for excessive absenteeism:**

\_\_\_\_\_

\_\_\_\_\_

**Interventions used for excessive absenteeism:**

\_\_\_\_\_

\_\_\_\_\_

**Number of Suspensions:** \_\_\_\_\_

**Is the student involved in ESL?** \_\_\_\_\_

**Has instruction been inconsistent within a school year?**  
 \_\_\_\_\_ No      \_\_\_\_\_ Yes (specify - e.g. long-term substitutes) \_\_\_\_\_

**Has the student had a change in classroom assignment or a change in teachers within this school year?**  
 \_\_\_\_\_ No      \_\_\_\_\_ Yes

**Are academic deficiencies a result of the lack of instruction in reading and/or mathematics?**  
 \_\_\_\_\_ No      \_\_\_\_\_ Yes

**V. What classroom strategies have been implemented to address the student’s academic concerns prior to the MTSS request? (Check all that apply)**

<b>Check</b>	<b>Strategies</b>	<b>How long tried?</b> (Enter beginning and ending dates.)	<b>Outcome of Strategies</b> (Data)
	Instructional Accommodations		
	Modified Demands		
	Materials Modification		
	Alternative Materials		
	Small-group Instruction	Duration: Frequency:	
	Tutoring		
	Assistive Technology		
	Daily Guided Reading		
	ESL Support		
	Contract		
	Assigned Seating		
	Rearranged Physical Setting		
	Parent Conference		

## **VI. Student Data and Evidence**

**Documentation must be provided for each student concern. Following are examples of the types of evidence that may be used to support the MTSS process. Gather supporting evidence and check each type of evidence you will bring to the first MTSS Meeting.**

- Formatives/Benchmarks/Summative Assessments
- Student Work Samples
- Record of OSS and ISS and/or Discipline Referral Information
- Observations
- Report Card
- Attendance Records
- Discipline Forms

Bertie County Schools  
**Teacher Input Form for Addressing  
Problem Behaviors**

(This form should be used **ONLY** if behavior is an area of concern).

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ School: \_\_\_\_\_

**1. Describe the behavior(s) of concern: Use measurable terms.**

Example: *Lisa demonstrates aggressive behavior toward other students at least 2-3 times a day, often more. She shows her aggression by such actions as pushing, grabbing materials from others, and by using verbal commands and name-calling.*

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**2. Where does the problem occur? (Check all that apply)**

\_\_\_\_\_ Classroom    \_\_\_\_\_ Playgrounds    \_\_\_\_\_ Cafeteria    \_\_\_\_\_ Hallway  
\_\_\_\_\_ Bus    \_\_\_\_\_ Home    \_\_\_\_\_ Gym    \_\_\_\_\_ Other

**3. When is the behavior most likely to occur?**

- a. On a particular day? If so, which day? \_\_\_\_\_
- b. At a particular time of the day, such as morning, afternoon? If so, when? \_\_\_\_\_
- c. During instructional activities, such as math or independent work? If so, when? \_\_\_\_\_
- d. When interacting with certain people - individuals or groups? If so, when? \_\_\_\_\_
- e. During non-instructional time such as changing classes, playground, lunch time? If so, when? \_\_\_\_\_
- f. When physically tired, hungry, or sick? If so, which? \_\_\_\_\_

**4. What do you think the student gains or avoids by demonstrating the behavior?**

_____ To get attention?	From whom? _____
_____ Avoid attention?	From whom? _____
_____ Get control?	Of what? _____
_____ Avoid embarrassment?	From what? _____
_____ Avoid task?	Which? _____
_____ Other: _____	

**5. How have you conveyed your expectations to the student?**

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Name: \_\_\_\_\_ DOB: \_\_\_\_\_ School: \_\_\_\_\_

**TEACHER INPUT FORM FOR ADDRESSING PROBLEM BEHAVIORS, p. 2**

**6. Describe the specific expectations you have for the student that are not being met.**

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**7. Do you think the student cannot/is unable to or will not/is unwilling to demonstrate the appropriate/desired behavior? Why?**

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**8. What strategies have you already tried to help the student meet behavioral expectations?**

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**Bertie County Schools**  
**Parent Input Form**

(This form should be used when more in-depth parental input is desired or when the parent is making the MTSS referral.)

**Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Age:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Parent(s):** \_\_\_\_\_ **Telephone:** \_\_\_\_\_

**Address:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_

Does a parent require a language interpreter? \_\_\_\_\_ Yes, \_\_\_\_\_ No

**Relevant Health Information - Identify any physical/health concerns that you feel may be interfering with your child's academic/school success. Provide any health documentation or forms to the School Nurse.**

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**What would you like your child to be able to do? (Describe)**

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**What has been tried to help your child? (Describe)**

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**Child's Strengths: (Check all that apply)**

- |                             |                                   |                    |
|-----------------------------|-----------------------------------|--------------------|
| _____ Postive attitude      | _____ Finishes what he/she starts | _____ Motivated    |
| _____ Hard worker           | _____ Handles conflict well       | _____ Organized    |
| _____ Trustworthy           | _____ Takes pride in appearance   | _____ Athletic     |
| _____ Works well in groups  | _____ Artistically talented       | _____ Cooperates   |
| _____ Respectful            | _____ Musically talented          | _____ Creative     |
| _____ Has leadership skills | _____ Responsible                 | _____ Other: _____ |
-

**Parent Input Form, p. 2**

**Concerns about how my child is learning. (Check all that apply)**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Poor grades                | <input type="checkbox"/> Does not work well by himself/herself | <input type="checkbox"/> Poor writing skills |
| <input type="checkbox"/> Disorganized               | <input type="checkbox"/> Does not work well with others        | <input type="checkbox"/> Poor reading skills |
| <input type="checkbox"/> Does not finish work       | <input type="checkbox"/> Gives up easily                       | <input type="checkbox"/> Poor math skills    |
| <input type="checkbox"/> Does not follow directions | <input type="checkbox"/> Does not remember things              | <input type="checkbox"/> Poor study skills   |

**Concerns about how my child behaves. (Check all that apply)**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Is bullied         | <input type="checkbox"/> Physically hurts others     | <input type="checkbox"/> Says mean things     |
| <input type="checkbox"/> Bullies others     | <input type="checkbox"/> Is sexually inappropriate   | <input type="checkbox"/> Shy/withdrawn        |
| <input type="checkbox"/> Destroys property  | <input type="checkbox"/> Argues                      | <input type="checkbox"/> Gets mad easily      |
| <input type="checkbox"/> Steals/cheats/lies | <input type="checkbox"/> Avoided by peers            | <input type="checkbox"/> Is easily distracted |
| <input type="checkbox"/> Annoys people      | <input type="checkbox"/> Is late and/or skips school | <input type="checkbox"/> Gives up easily      |

**Additional information that you feel will help the school assist your child.**

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## Completing the MTSS Student Support Plan

1. Complete the student's identification information at the top of the page.
2. Describe the concern. Be specific and provide as much detail as possible. The MTSS team may target more than one problem. Because the MTSS team has limited time available, it is unreasonable to expect to create intervention plans for no more than one or two concerns during a typical problem-solving meeting. The referring teacher presents the primary concerns about the student's academic and/or behavioral difficulties. Multiple concerns should be noted and prioritized.
3. Enter the desired outcome. The MTSS team should set a specific goal that the student is expected to reach in several weeks (4-6 weeks) when the follow-up meeting is held. The team is able to judge that an intervention is successful, if, at the conclusion of the intervention, the student has achieved a predetermined improvement goal. The goal should be written in measurable terms.
4. Identify by name and role the person responsible for implementing this intervention.
5. Determine the length of the intervention and enter the beginning and ending dates. Four to six weeks can be considered. There is no formula for how long any interventions should last, especially if a student is making progress.
6. Enter the progress monitoring plan. Progress is monitored frequently (every 2 weeks) to determine whether the intervention is successful in helping the student learn at an appropriate rate. Students receiving interventions are generally monitored the same day each week. The MTSS team must ensure the teacher and other team members understand the elements of these plans and that each person with a role in carrying out the plan knows his or her responsibilities. Progress monitoring of behavioral issues may consist of weekly reviews and data collection to monitor the effectiveness of a behavior intervention plan.

7. The success of an intervention depends on the fidelity in which it is implemented. In most instances, the intervention implementer is responsible for collecting the data. The MTSS team may elect to assign the role of progress monitor to someone other than the intervention implementer. Whatever the decision, the progress of the intervention must be monitored as outlined in the Progress Monitoring Plan. The MTSS should determine the dates on which a progress check will be made.

NOTE: If this is the initial MTSS meeting, the team will stop here at #7 as the intervention has not yet been implemented, and therefore, decisions about progress or “next steps” cannot be determined. Numbers 8 and 9 are completed at subsequent MTSS team meetings.

8. Based on the data collection, describe improvement that has been observed. Supporting graphs or other documentation should be attached to the plan.
9. Enter the Outcome Option for this intervention. Check or enter required information on the line provided for the chosen intervention option, where applicable.

There are four option outcomes:

- \_\_\_\_\_ 1. Strategies were successful. Exit MTSS interventions. Student remains in general education \_\_\_\_\_ without need for further intervention or \_\_\_\_\_ with intervention.
- \_\_\_\_\_ 2. Progress was noted. Continue present interventions/services with no changes until the next meeting date: \_\_\_\_\_
- \_\_\_\_\_ 3. Interventions minimally successful / not successful. Continue Intervention and develop a new plan at next meeting date: \_\_\_\_\_  
Complete form for Vision/Hearing/Speech screenings.
- \_\_\_\_\_ 4. Interventions exhausted. Refer to EC for comprehensive evaluation. Disability suspected.

**Bertie County Schools**  
**MTSS Student Support Plan**

**General Education Intervention Implementation and Progress Monitoring**

(Use as many pages as necessary. A minimum of two interventions per area of concern is required)

**Name:** \_\_\_\_\_ **DOB:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Concern 1** :(Be specific and provide as much detail as possible)

**Concern 2** :(Be specific and provide as much detail as possible)

**Concern 3** :(Be specific and provide as much detail as possible)

**Desired Outcome:** (Please include specific data points (e.g.*In 6 weeks, Johnny will read 60 words per minute.*)

**Intervention 1:**

**Intervention 2:**

**Intervention 3:**

**Person Responsible for Intervention:**

**Length of Intervention - From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Which days per week will the intervention be implemented?**

**M**\_\_\_\_ **T**\_\_\_\_ **W**\_\_\_\_ **Th**\_\_\_\_ **F**\_\_\_\_

**Progress Monitoring Plan**

**Who will progress monitor?** \_\_\_\_\_

**What specific tool will be used?** \_\_\_\_\_

**On what date(s) will the Progress Monitor (if not the teacher) check in with the teacher about the intervention?**

Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

**Observed Improvement:** (Attach graphs or other documents to support observed improvement.)

- \_\_\_\_ 1. Met goal
- \_\_\_\_ 2. Made improvement but did not meet goal
- \_\_\_\_ 3. Did not make improvement.

**Outcome Option for this intervention:** (Check one)

1. Strategies were successful. Exit MTSS interventions. Student remains in general education  without need for further intervention or  with intervention.
2. Progress was noted. Continue present interventions/services with no changes until the next meeting date: \_\_\_\_\_
3. Interventions minimally successful / not successful. Continue intervention and develop a new plan at next meeting date: \_\_\_\_\_  
Complete form for Vision/Hearing/Speech screenings.
4. Interventions exhausted. Refer to EC for comprehensive evaluation.  
Disability suspected.

**Bertie County Schools**  
**Progress Monitoring Data Sheet**

(A data sheet must be completed for each intervention.)

<b>Date</b>	<b>Assessment Tool</b>	<b>Data Point</b>



## MTSS Team Meeting Summary

1. Complete the student's identification information at the top of the page.
2. Enter the following information:
  - a. Date of meeting
  - b. Start and end time of meeting
  - c. Meeting location
  - d. Meeting status

If this is the first or a subsequent MTSS meeting on a student and the decision to discontinue interventions has not yet been made, enter the meeting number on the line provided.

If this is a final MTSS meeting based on a selected intervention outcome option, also check the line indicating *"This is the final MTSS meeting."*

3. Enter the name and role of MTSS team members present.
4. Enter the purpose of the meeting.
5. Enter the information that was shared at the meeting.

Write the goal statement or the desired outcome for the student.

Summarize the concerns identified and discussed during the meeting.

Indicate the team's recommendations following the meeting. This recommendation could include a referral to the school nurse or social worker to handle a social services matter.

Write the name of the person designated to share the meeting results with the parent if the parent was not in attendance.

Write the decision or outcome of the meeting based on the review of the intervention. This will be the same information you selected on the Student Support Plan.

**Bertie County Schools**  
**MTSS Team Summary**

**Name:** \_\_\_\_\_ **DOB:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Meeting Date:** \_\_\_\_\_ **Start Time:** \_\_\_\_\_ **End Time:** \_\_\_\_\_

**Meeting Location:** \_\_\_\_\_ **Meeting Status:** \_\_\_\_\_

**MTSS Team Members**

Name	Role

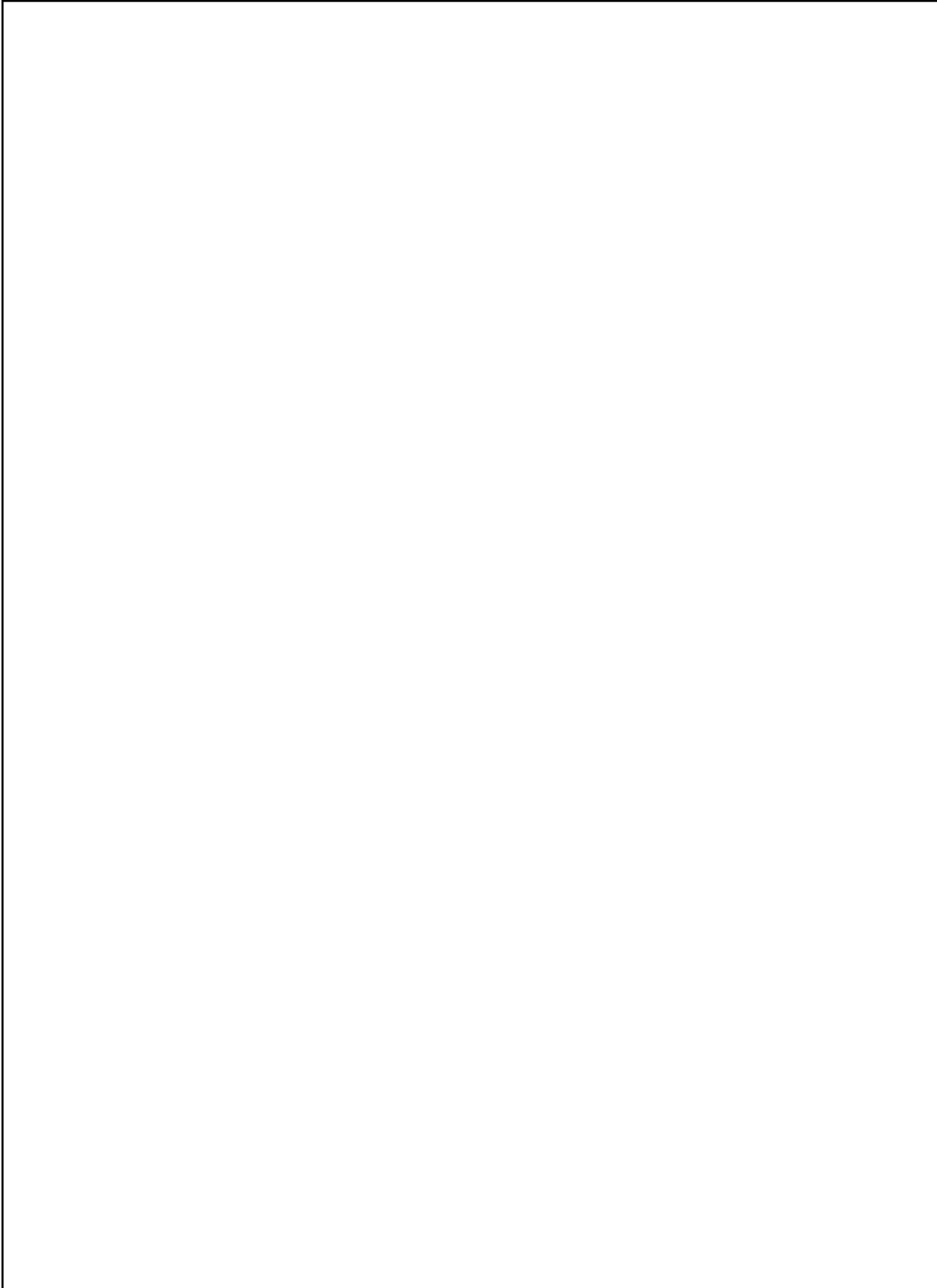
**Purpose of the Meeting:**

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**Meeting Minutes:**



## Subsequent MTSS Meetings

**Purpose:** To make new decisions based on the student's responses to the selected intervention. This meeting may be repeated as often as necessary until the team is ready to make a final decision regarding the MTSS team involvement.

### The MTSS Team:

- Reviews the documentation of the student's response to intervention.
- Makes and records one of the following decisions on the *Student Support Plan*.
  - Exit interventions - strategies were successful.
  - Continue the interventions if improvement is being seen and the student is on course to meet his or her designated goal, but concerns have not been remediated.
  - Modify the intervention(s) if a slight change in the intervention might improve the student's performance.
  - Change interventions if there is no improvement.
  - Cease the intervention when
    - Improvement has been documented and no further interventions are necessary.
    - The targeted concern has been remediated and a different concern can now be addressed.
    - Interventions have been exhausted and the student has not responded to research-based interventions.

**Bertie County Schools**  
**Observation Form**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Observer: \_\_\_\_\_ Setting: \_\_\_\_\_

## Multi-leveled Tiered Systems of Support (MTSS) Parent/Guardian Letter

**Student:**

**Date:**

**Dear Parent/Guardian,**

Three times a year, each student at (insert school name) is given a screening assessment (insert names of assessments) to determine his/her (reading/math) performance. Your child's scores indicate he/she may benefit from additional support in (reading/math). Although he/she is receiving (reading/math) instruction daily in the classroom, he/she has still not shown the needed growth to maintain grade level progress.

Your child will now be receiving an additional (insert number of minutes/day of the week) of (reading/math) instruction. Your child will be receiving the intervention (insert name) which focuses on (insert description of intervention). This intervention will take place (insert where) with (insert the role of the teacher who will be delivering the intervention). Your child's progress will be monitored (insert frequency). Additional assessments may be completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

When your son/daughter's performance is similar to their on-track peers for several weeks, we will notify you of the next steps (e.g., discuss when the intervention will be discontinued). We will continue monitoring your child's performance to ensure they no longer need the additional support. If the support is not helping your child improve, we will adjust what we are doing in order to help him/her and notify you of the changes in intervention.

**Reading:** Providing daily opportunities for your child to read aloud and discuss what has been read at home, in any subject area, is strongly recommended. Reading is a skill and not a subject. Improvement in any skill area requires regular ongoing practice. If you have questions, or would like more information please contact your child's teacher.

**Math:** Providing daily opportunities for your child to problem solve and discuss mathematical ideas is strongly recommended. Research shows that mathematical understanding is obtainable by everyone. It is important for your child to believe they are capable of "doing math." Your positive support is powerful. If you have questions, or would like more information please contact your child's teacher.

Respectfully,

Insert Signatures

Insert District/School Contact Information

A parent or teacher may request a special education evaluation at any time. School officials will respond to the request in a prompt manner. This response may include an invitation for a meeting during which they will listen to the reasons for the referral and explain the school's procedures, goals, and timelines for an individual evaluation.

Bertie County Schools

**MTSS LETTER OF ACADEMIC CONCERN**

DATE: \_\_\_\_\_

Dear \_\_\_\_\_

This letter is to inform you that your child, \_\_\_\_\_'s  
academic performance thus far has been unsatisfactory.

The areas of concern are indicated below by a check mark:

\_\_\_\_\_ Reading

\_\_\_\_\_ Language Arts

\_\_\_\_\_ Mathematics

\_\_\_\_\_ Social Studies

\_\_\_\_\_ Science/Health

\_\_\_\_\_ Other (Music, Art, P.E.)

\_\_\_\_\_ Behavior

\_\_\_\_\_ Attendance

At this point, a parent/teacher conference is needed. Please feel free to contact the school by letter, in person, or telephone (\_\_\_\_\_) in order to arrange a conference.

Sincerely,

\_\_\_\_\_, Teacher

\_\_\_\_\_, School

**Bertie County Schools  
Invitation to a MTSS Team Meeting**

To: \_\_\_\_\_

Date: \_\_\_\_\_

From: \_\_\_\_\_

Notice: 1, 2, 3

**I am inviting you to attend a meeting to discuss the unique educational needs of:**

Student: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

**Purpose of the Meeting:**

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**The MTSS Meeting will be scheduled:**

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

## **Response to Parent Invitation**

**Complete and return to the child's school**

Child's Name: \_\_\_\_\_

\_\_\_\_\_ I will attend/participate

\_\_\_\_\_ I will not attend/participate

\_\_\_\_\_ I would like this meeting rescheduled for the following date/time

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal/Designee \_\_\_\_\_ Date \_\_\_\_\_

- 
- A. \_\_\_\_\_ **Yes, I give permission** for my child to receive intervention/go through the screening process.
- B. \_\_\_\_\_ **No, I do not give permission** for my child to receive intervention/go through the screening process.



## **Core Support: Defining Environment, Curriculum, Instruction, and Data-Evaluation**

Clearly defined Core support (sometimes referred to as Tier I) for academics and behavior/social-emotional skills are essential in an MTSS. Many teams choose to undertake this through the lens of “Environment, Curriculum, Instruction and Data-Evaluation” across all content and grade levels. This level of specificity allows all stakeholders to know and understand the expectations for Core and monitor implementation. In order to begin with common understanding, the following are the MTSS definitions of these terms.

- **Environment:** The expectations for students and staff across the school and classroom settings. This includes climate, management, scheduling, and instructional grouping used to serve all students. In addition to behavioral expectations clearly defined across settings, the team should also define appropriate responses to problem behavior, standards for student engagement, the agreed upon acknowledgement system and other procedures used with all students.
  
- **Curriculum:** The materials, instructional programs, texts, lessons and mapping (for academics and behavior/social-emotional functioning) delivered to all students. These should be evidence-based, aligned with student needs, provide clear mapping towards meeting standards, take into account student skill deficits, and align with school resources. The chosen curriculum should be frequently evaluated for effectiveness but with a keen eye first on implementation fidelity. In other words, before abandoning a program, the team should ensure it was implemented as it was designed because this is a common cause of poor outcomes.
  
- Instruction:** The practices used to deliver the curriculum (academics and behavior/social-emotional functioning) to all students. This should align with student needs and resources, be evidence-based, include a variety of methods, and ensure cultural responsiveness.
  
- **Data-Evaluation:** A comprehensive Data-Evaluation plan for MTSS will include two broad types of data: 1) implementation measures and 2) student measures. Implementation measures are those pieces of data that examine the practices and programs being implemented across a district and building. In the simplest terms, they measure what the adults are doing. Examples of implementation measures could include adherence to the master schedule, instructional walk-throughs, program fidelity measures, and staff professional development/coaching attendance. Student measures within MTSS should fulfill the following purposes:
  - 1) inform instruction,
  - 2) identify students who are at risk,
  - 3) determine why students are at risk,
  - 4) monitor student progress and
  - 5) determine if we met outcomes.

## Designing Explicit Instruction

Explicit instruction is an important component of high quality core instruction. In designing an explicit lesson, it follows a predictable pattern:

- Opening: Gain students attention, preview the lesson including the goals (why, when and where), review prerequisite skills
- “I do”: Teacher demonstrates using clear, consistent and concise language while involving students (various strategies to elicit frequent responses)
  - Students demonstrate understanding
- “We do”: Prompted or guided practice with effective feedback
  - Students demonstrate understanding
- “You do”: Unprompted or independent practice (students should display high levels of accuracy or the teacher returns to “we do”)
- Closing: Review critical content, preview next lesson, assign independent work

### **Behavior/Social-Emotional Skills:**

Although explicit instruction as designed above is most commonly used with academic content, we should also teach behavioral expectations and social skills explicitly. This is most often done through carefully planned instruction in classroom routines and procedures.

- Maximize structure in the classroom through predictable routines and an organized environment.
- Positively state school-wide behavioral expectations should be operationally defined for the classroom and explicitly taught (“I do”, “we do”, “you do”).
- Encourage high levels of student engagement with maximum opportunities for all students to respond.
- Provide effective feedback through acknowledgement of appropriate behavior and specific corrective feedback for inappropriate behaviors. In addition, we should have a continuum of responses for problem behavior including error corrections, differential reinforcement, time out from reinforcement and planned ignoring.



## Positive Acknowledgement System for Students and Staff

Within MTSS, we must strive to develop an environment that is optimal for academic, behavioral and social-emotional development. A large portion of developing this positive environment is ensuring that a system for acknowledgement of desired behaviors is developed. Positive acknowledgement is most simply defined as the presentation of something pleasant or rewarding following a desired behavior (this can be tangible or intangible). When used correctly and appropriately, positive acknowledgement can achieve the following goals:

- Increase the likelihood that desired behaviors will be repeated
- Focuses staff and student attention on desired behaviors
- Fosters a positive school climate
- Reduces the need for engaging in time consuming punitive disciplinary measures
- Create a learning environment where students are engaged and successful
- Teach, support, and encourage students to be “self-managers”
- Help students generalize the skills they learn in school to life experiences beyond school

Although research shows that a positive acknowledgment system, when implemented effectively, can contribute to the previous outcomes, there is still often resistance by some staff. Many see positive acknowledgement as time consuming, unnecessary, ineffective or inappropriate for some students (i.e., older students). However, contrary to the criticism, research has proven that positive acknowledgement can change behavior, maintain positive behavior, build intrinsic motivation and can be used effectively across contexts.

In order to use a positive acknowledgement system effectively to achieve the desired benefits, some basic principles should be abided by. First, they should be delivered based on a predetermined basis. In other words, they should be used in response to a defined desired behavior. They should be available throughout the day and should never be taken away once earned. Positive acknowledgement should be relevant and meaningful to the students and staff receiving them. For example, older students likely won't find toys as reinforcing as younger students. To this end, it is best to involve students in developing the positive acknowledgement system. Finally, positive acknowledgement (whether tangible or intangible) should be delivered at a significantly higher rate than consequences or behavior corrections to maintain a positive environment. This is typically conceived of as a ratio of about 4 positive interactions to every 1 correction (4:1).

