



MULTI-TIERED SYSTEMS OF
SUPPORT HANDBOOK
2022-2023

**APPROVED BY THE
FRANKLIN COUNTY
SCHOOL BOARD
ON 06/30/2022**

MULTI-TIERED SUPPORT SYSTEM (MTSS) Academics, Behavior, Attendance

Schools are required to utilize the district MTSS Plan for all students, including those students who fail to meet performance standards. The MTSS Handbook is designed to guide schools and teachers as they implement a Multi-Tiered System of Support for all students. The Problem-Solving System of Support model requires that teachers monitor student data obtained through Universal Screening, formative progress monitoring and classroom assessment/observation throughout the year and implement interventions to meet student needs as identified by this data.

MTSS addresses not only academics, but also behavior and attendance.

ACADEMICS-

Each student must participate in the statewide standardized program required by s.1008.22. Each student who does not meet specific levels of performance on the required assessments as determined by the district school board, or who scores below level 3 on the statewide standardized ELA and mathematics assessments in grade 3 through 8 or the algebra EOC assessment, must be provided with interventions. Additional diagnostic assessment is required in order to determine the nature of the student's difficulty, the areas of academic need and strategies for appropriate intervention and instruction.

A student becomes eligible for remediation any time he/she fails to make adequate progress toward mastery of the State Standards and/or needs additional help in order to meet the progression requirements for his/her assigned grade. A student who needs ongoing support to achieve grade level standards is referred to the Multi-Tiered System of Support (MTSS) problem-solving team to determine the level of assistance needed.

Tier 1- Level of instruction includes:

- The whole class
- High quality, evidence-based instruction delivered by a qualified teacher
- State/district adopted materials
- Use of evidence-based instructional strategies to teach English Language Learners (ELLs)
- Universal screening for progress monitoring to inform instruction and identify at-risk students

Tier 2- Level of instruction includes:

- Tier 1 interventions, and more targeted instruction for students who are not successful at Tier 1
- Interventions provided by the classroom teacher using additional time and materials in conjunction with the MTSS Coach
- Small group instruction
- More frequent progress monitoring
- More time practicing skills/standards (Ex. iReady math/reading for K-8, 45 minutes per subject weekly)

Tier 3- Level of instruction includes:

- Tier 1 and 2 interventions
- Interventions provided to individual students or very small groups of students
- Interventions are highly focused on targeted skills
- Weekly progress monitoring
- Additional time practicing skills/standards, above and beyond Tier 1 and Tier 2
- Interventions are monitored for fidelity by the MTSS Coach

A student who meets the criteria for the state's Early Warning System as well as the score requirements for Level 1, shall be enrolled in Tier 3 intervention. Tier 3 interventions will be provided by a reading-endorsed teacher during a time above and beyond the regular class period.

Students who do not show progress with Tier I (classroom instruction) must be reviewed by the Problem-Solving System Support Team (MTSS Team) in their school. This team, in conjunction with the teacher, will design a plan for progress monitoring of the student and determine the extent to which intervention must be intensified.

The MTSS Plan is supported by the required administration of Universal Progress Monitoring Assessment three times each year. I-Ready testing, LLI Reading Records, and STAR Reading will be administered for formative progress monitoring as determined by the MTSS Team. Students who fail to make progress with Tier I classroom instruction must be provided with additional diagnostic assessment. Students who score below Level 3 on the Statewide Assessment of English Language Arts and Mathematics, in addition to students not meeting the specific levels of proficiency as defined by the school district, are included in ongoing progress monitoring and are provided with intervention specific to their identified need(s).

Strategies for these students must be documented intervention(s). A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- A federally required student plan such as an individual education plan (IEP);
- A school wide system of progress monitoring for all students (as described above); or
- An individualized progress monitoring plan (as determined by the school MTSS).

The plan chosen shall be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 Comprehensive Reading Plan includes instructional support services to help the student meet the desired level of performance. Each student who does not meet minimum performance expectations for the statewide assessment tests in ELA, science, and mathematics shall continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

BEHAVIOR-

Tier 1- (75-80% of Students) School-wide expectations that are the core behavioral and social/emotional supports used in all settings for all tiers of instruction. Behavioral Strategies shall consist of the classroom routines, rules, procedures, reinforcers and consequences that are incorporated in the teacher's classroom management plan. This plan will be aligned to the School rules and expectations for behavior along with the District Code of Conduct. Tier 1 behavioral support includes the implementation of a Positive Behavior Intervention System (PBIS) and instruction using the District-approved Character Education curriculum. Tier 1 Behavior support will establish:

- acceptable alternatives for getting attention
- appropriate communication skills
- and how to ask for help when presented with new or difficult tasks

Tier 2 - (20-25% of Students) Supports that build on tier 1. This includes more frequent monitoring of behaviors, praise, more instruction in particular skills, routines, and interpersonal skills. The focus is on identifying the function of the behavior and replacing it with a desired behavior. This can be determined by administering a *simple* Functional Behavior Assessment (FBA). A classroom observation will be done to determine the function of the behavior. Suggested interventions may include but are not limited to:

- small group direct instruction training of desired behavior,
- modeling and reinforcing of replacement/desired behavior,
- counseling by trained professional,
- targeted interventions utilized from PBS,

- bullying prevention training
- individual daily behavior notes sent home
- specialized daily/weekly behavior charts/goals sent home
- mentoring
- behavior contract

If Tier 1 and Tier 2 interventions have been done with fidelity and the student continues to exhibit behaviors that are disruptive or interfere with the learning of other students, additional behavioral support is needed and will be provided at the Tier 3 level of support.

Tier 3- (1-5% of Students) Supports that continue to build on the lessons and supports provided at Tiers 1 and 2, become more intensive until the MTSS team can identify what is needed for a student to be successful. A *formal* Functional Behavioral Assessment (FBA) is administered, and a Behavior Intervention Plan (BIP) is written. Problem solving with the MTSS team to determine effective interventions. Parents will be invited to attend the Tier 3 meeting to review the BIP and participate in the problem-solving process. The BIP should include strategies to: 1) Prevent the problem, 2) Teach the student appropriate replacement behaviors, 3) Reward the student's use of replacement behaviors. Suggested individual interventions may include but are not limited to:

- explicit communication
- modeling and practice of desired behaviors
- provide quiet place with less stimuli that may be accelerating the behavior,
- support for learning needs to prevent frustration
- appropriate learning strategies aligned with the learning and developmental needs of the student
- individual counseling
- adult mentor
- daily check in/check out system
- PBIS supported individual interventions
- daily behavior sheet.
- Progress will be monitored with fidelity for at least 30 days to determine effectiveness of interventions.

ATTENDANCE-

If a student's attendance exceeds the expectations and allowances of the Student Code of Conduct, then the MTSS team will meet to problem-solve the issues. If Tier I strategies and expectations are not being met, then an Intervention Plan should be created addressing the interventions in place to improve attendance. If attendance does not improve, follow the guidelines of the school and district attendance policy. While academic and/or behavioral interventions may be in place, they cannot be delivered or monitored sufficiently if the student is not in attendance.

Tier 1 represents universal strategies to encourage good attendance for all students. Truant/Attendance Officer generates a monthly chronic attendance list and meets with administrators, teachers and MTSS team weekly. Truant/Attendance Officer uses data to track attendance rates and assigned interventions and assess for sub-population patterns. Other examples of Tier 1 interventions include: system generated automatic calls home to notify parent/guardian of student absence(s), Teacher calls home if a student is absent two consecutive days or 5 days within a month, home visits from Attendance Officer, required doctor's notes for excused absences..

Tier 2 provides early intervention for students who need more support to avoid chronic absences. Truant Officer/Attendance Clerk alerts the MTSS team of students with frequent absences, tardies and early checkouts. To prepare for MTSS meetings, Truant Officer/Attendance Clerk generates a chronic attendance (CA) list highlighting students CA in the previous month(s) as well. At MTSS meetings, MTSS coach will document the

CA intervention plan. The Truant Officer/Attendance Clerk will monitor the intervention efficacy. Examples of Tier 2 interventions for CA include: After 5 unexcused absences, a letter is sent to parents by the truancy officer requesting a parent conference.

Tier 3 offers intensive support for students facing extreme challenges, resulting in chronic absences. The MTSS team, including the Truant Officer/Attendance Clerk meets weekly to review CA data. Truant Officer/Attendance Clerk reaches out to support personnel, counselors, community agencies as appropriate (foster,homeless, probation, lawn enforcement for welfare check, etc.). Examples of Tier 3 interventions for CA include: After 15 or more absences, the MTSS team will meet to deliberate and move forward to petition for truancy court. After 15 or more absences within 90 days, the student will be reported to the DMV and his/her license will be suspended. After the student has attended school 30 consecutive days, the Truant Officer will provide a letter the students may take to the DMV to get his/her license reinstated.

IMPLEMENTATION

The critical components of an effective MTSS implementation include:

1. Leadership- District and School-based Leadership Team (SBLT):
 - ensuring that the critical elements of MTSS are defined and understood by school staff, including curriculum, assessment, and instructional practices.
 - actively engaging staff in ongoing professional development and coaching to support MTSS implementation.
 - actively facilitating implementation of MTSS as part of their school improvement planning process.

2. Capacity Building Infrastructure:
 - involving key people and leaders;
 - building the school culture to support the practice; PD and coaching for staff
 - working to infuse collaborative inquiry into ongoing structures such as faculty meetings, curriculum committees, and PLCs;
 - and making use of student data to inform actions and expectations for all staff.

The role of the school-based MTSS Coach (may also be identified as a facilitator, staff developer, or team leader) is to provide technical assistance and support to school staff to improve implementation of the components of a Multi-Tiered System of Supports model. Responsibilities may include:

- modeling and supporting data
- facilitating collaborative problem solving processes
- providing leadership for sustainability of systems
- demonstrating leadership in instructional improvement
- providing assistance and professional growth opportunities to teachers.

3. Communication & Collaboration- Many innovations fail due to a lack of consensus, to a lack of feedback to implementers to support continuous improvement, and to not involving stakeholders in planning. In addition to including stakeholders, it is also important to build the infrastructure to communicate and work with families and other community partners.

4. Problem Solving Process- The use of data-based problem solving to make educational decisions is another critical component of MTSS implementation. Problem solving is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions (Batsche, et al., 2005). Data-based problem solving means that data are used effectively to improve learning, and informs how patterns of student performance across diverse groups (e.g., racial/ethnic, cultural, socio-economic, language proficiency, disability status) are addressed.

Integrated data-based problem solving for student academic, behavior, and social-emotional outcomes occurs across content areas, grade levels, and tiers. Across all tiers, data are used to identify the difference or “gap” between expected outcomes and current student performance relative to academic, behavior, and social-emotional goals.



5. Multiple Tiers of Instruction & Intervention-

- **Tier 1: Core Universal Instruction and Supports for ALL Students** - The general academic and behavior instruction and support designed and differentiated for all students in all settings to support the full continuum of student needs.
- **Tier 2: Targeted Supplemental Interventions and Supports for Some Students** - The academic and behavioral instruction and intervention that is provided to students who show a need for help in addition to the instruction and intervention they receive at Tier 1.
- **Tier 3: Intensive Individualized Interventions and Supports for a Few Students** - The academic and behavioral instruction and intervention that is provided to students who show a need for intensive and individualized help that is provided in addition to Tier 1 and Tier 2.

6. Data Evaluation-The SBLT is responsible for ensuring that all staff understand the purposes of assessment and have access to academic, behavior, and social-emotional data sources that address the following purposes of assessment:

- identify students at risk academically, socially, and/or emotionally
- determine why a (any) student is at risk
- monitor student academic and social-emotional growth/progress
- inform academic and social-emotional instructional/intervention planning
- determine student attainment of academic, behavior, and social-emotional outcomes

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