



Engage all students to continuously question, define and solve problems through critical and creative thinking.

Multi-Tiered System of Support (MTSS) Manual

NORTH SALEM CENTRAL SCHOOL DISTRICT

2022-2024

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BUILDING LEVEL INTERVENTION AND THE MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) PROCESS & PLAN

In accordance with the Individuals with Disabilities Education Act (IDEA) and Part 200 of the Commissioner's Regulations, the North Salem Central School District utilizes building-level MTSS to provide students with appropriate academic and behavioral interventions in and outside of the classroom, as a part of the general education program and to address student learning needs prior to a referral to the Committee on Special Education. As per federal law, it is required that students are provided with learning in the least restrictive environment beginning with instruction in their general education classroom.

The school based building intervention team at PQ is called the Educational Support Team and at the Middle/High School the building intervention team is referred to as the Child Study Team. Several professionals compose these teams and include the following members: the referring teacher, a second general education teacher, a special education teacher, a speech and language therapist, the reading and math specialists, a building administrator, the school nurse, the school psychologist and school/guidance counselors generally compose the school based team. Students who are experiencing difficulties in learning and/or social emotional concerns are referred to these building teams. Based on the reason/s for the referral, the composition of the team may need to vary. The team follows the MTSS process to assist the referring teacher. The effectiveness of the interventions provided are progress monitored by the teacher or additional personnel. Based on the progress that is made, or lack thereof, the school based team will reconvene at scheduled dates to determine next steps for support or a referral to the Committee on Special Education (CSE).

Through MTSS, teachers are provided with consultation from the school based team. The referring teacher discusses the interventions implemented thus far to meet the learning needs of the student. The referring teacher is given resources or provided with additional assistance by the team to differentiate instruction and meet the learning needs of the student. The MTSS process provides students with appropriate research based interventions (alternative instructional methods, accommodations, modifications, services and additional small group instructional support). These interventions assist the student to meet grade level and/or behavioral expectations. The interventions are not in the place of general education but are meant to temporarily provide support to students until students are able to independently meet grade level and/or behavioral expectations. Once a student has obtained the needed academic and/or behavioral skills; the accommodations, modifications, services and support are determined successful and are withdrawn. If the interventions do not provide adequate, measurable progress after the designated period of time the interventions are determined unsuccessful and students are referred to the Committee on Special Education.

Building level interventions may include the use of additional instructional time and materials which are designed to target the specific academic or behavioral needs. Small group instruction is provided in class by the teacher in addition to whole class instruction. Some students may require academic intervention services through a reading specialist and/or math specialist. Services by a specialist are referred to as academic interventions services (AIS). Small group assistance (SGA) is provided during the day. Additionally, the teachers provide before or after school help to support the student's primary reading and/or math instruction. Other building level interventions may include speech and language support, and/or behavioral interventions through counseling services which may be provided in a variety of formats (in consultation with the teacher, one on one, small peer group).

Aside from following the typical EST/CST referral process, students may qualify for Academic Intervention Services (AIS) in mathematics and English Language Arts (ELA) based on the student's performance on the NYS grades 3-8 assessments and local benchmarks. Academic Intervention Services (AIS) are supplemental instruction and/or student support services intended to assist students in meeting the expectations of the Next Generation Learning Standards. This additional support or instruction is intended to address barriers to improved academic performance or behavior and assist students who are at risk of not meeting standards in English Language Arts, mathematics, science and/or social studies in grades K-12 and assist students who have not met designated performance levels in English Language Arts, mathematics, science and/or social studies. Students are identified for AIS services through a two-step process. First, all students performing below the median scale score between a Level 2/partially proficient and a Level 3/proficient on a Grade 3-8 ELA or Mathematics state assessment shall be considered for AIS. Please see the chart below for this "cut score" by grade level and subject area.

If your child falls below the median scale score, your child will be referred to the Elementary Study Team (EST) at PQ and Child Study Team (CST) at the MS/HS. These teams will then follow the MTSS model.

Once a student is identified as eligible to receive services, in-class assessments and other local measures will then be reviewed to determine the level, type and degree of support:

At PQ Elementary, a combination of the following measures will be utilized: in-class formative and summative assessments, [Renaissance STAR Reading](#), [Renaissance STAR Math](#), [Group Mathematics Assessment and Diagnostic Evaluation-GMADE](#), [DIBELS](#) and the New York State English as a Second Language Achievement Test (if applicable).

Students who score below the median scale score on the NYS ELA or NYS Math assessments are tested using STAR Reading or STAR Math

Students who score below the 20th Percentile on GMADE or DIBELS receive AIS

- Students at or below the 20th Percentile are identified for urgent intervention and are required to receive support from their classroom teacher and receive AIS.
- Students between the 21st and 45th Percentile are on watch
- Students between the 21st and 45th Percentile receive support through small group intervention from their classroom teacher.
- Students at the 46 to 70th Percentile are at grade level benchmark.
- Students at or above the 71st Percentile are above the grade level benchmark.

In North Salem MS, a combination of the following measures will be utilized: in-class assessments, STAR Reading, STAR Math, and New York State English as a Second Language Achievement Test (if applicable).

Students who score below the median scale score on the NYS ELA or NYS Math assessments

Students whose in-class testing average is below a 65% average

Students who score below the 20th Percentile receive AIS.

- Students at or below the 20th Percentile are identified for urgent intervention and are required to receive support from their classroom teacher and receive AIS.
- Students between the 21st and 45th Percentile are on watch
- Students between the 21st and 45th Percentile receive support through small group intervention from their classroom teacher.
- Students at the 46 to 70th Percentile are at grade level benchmark.
- Students at or above the 71st Percentile are above the grade level benchmark.

Qualifying for intervention services does not necessarily mean services will be provided outside of the classroom. Our general education teachers may provide intervention services at a Tier 2 level in consultation with specialists and/or the CST or EST.

If you have any questions about AIS, CST, EST, or MTSS, please do not hesitate to contact Roy Martin, Principal at PQ, Vince DiGrandi, Principal at the MS/HS or Julio Vazquez, Director of Instruction and Human Resources.

Multi-Tiered Systems of Support (MTSS)

Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS grew out of the integration of two other intervention-based frameworks: Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS).

The MTSS framework is designed around three tiers of prevention. Each tier offers differences in intensity and individualization. The framework is fluid. As students, who receive more intensive tiers of intervention, meet their goals they are returned to a less intensive tier. The ultimate goal is that students' learning needs will be met.

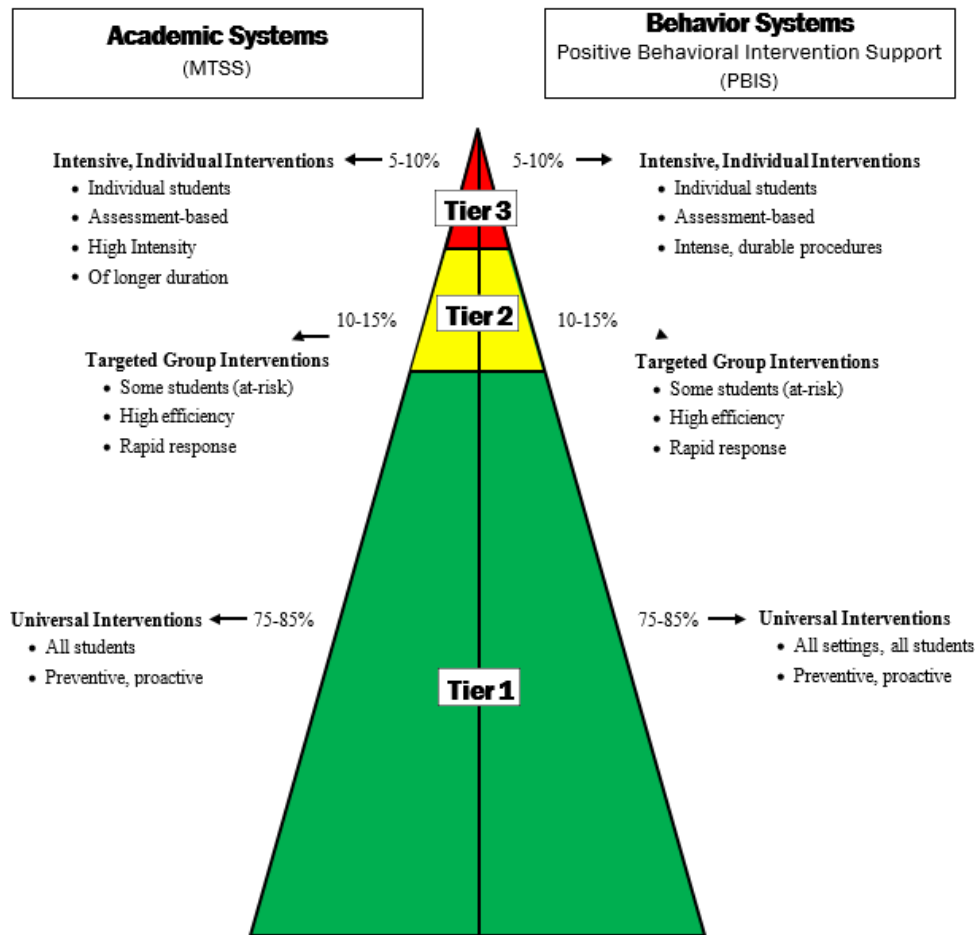
MTSS is a proactive approach to identifying students with academic and behavioral needs. Early assessment and intervention for these students is essential to assist them in meeting grade level expectations. Key components for MTSS include:

- Universal Screening 3 times a year (Academic and Behavioral)
- Tiers of interventions that can be amplified in response to levels of need
- Ongoing data collection and continual assessment
- School wide approach to expectations and supports
- Family involvement

Figure 1. Tiers of MTSS: The integrated instruction model MTSS uses collected data to assess student needs and provide them with appropriate interventions at each tier.

A Three-Tier Model

School-Wide Systems for Student Success



MTSS Practices Include:

- Teaching all children effectively
- Intervening early
- Using a multi-tier model of service delivery
- Using a problem-solving methodology
- Using standard protocols for interventions
- Using research-based, scientifically validated interventions/instruction
- Implementing differentiated instruction, interventions, and assessments with fidelity
- Monitoring student progress to inform instruction
- Using data to make decisions
- Using assessments for three purposes:
 - (1) screening
 - (2) diagnostic

- (3) progress monitoring

Chart 1. Description of Intervention Tiers

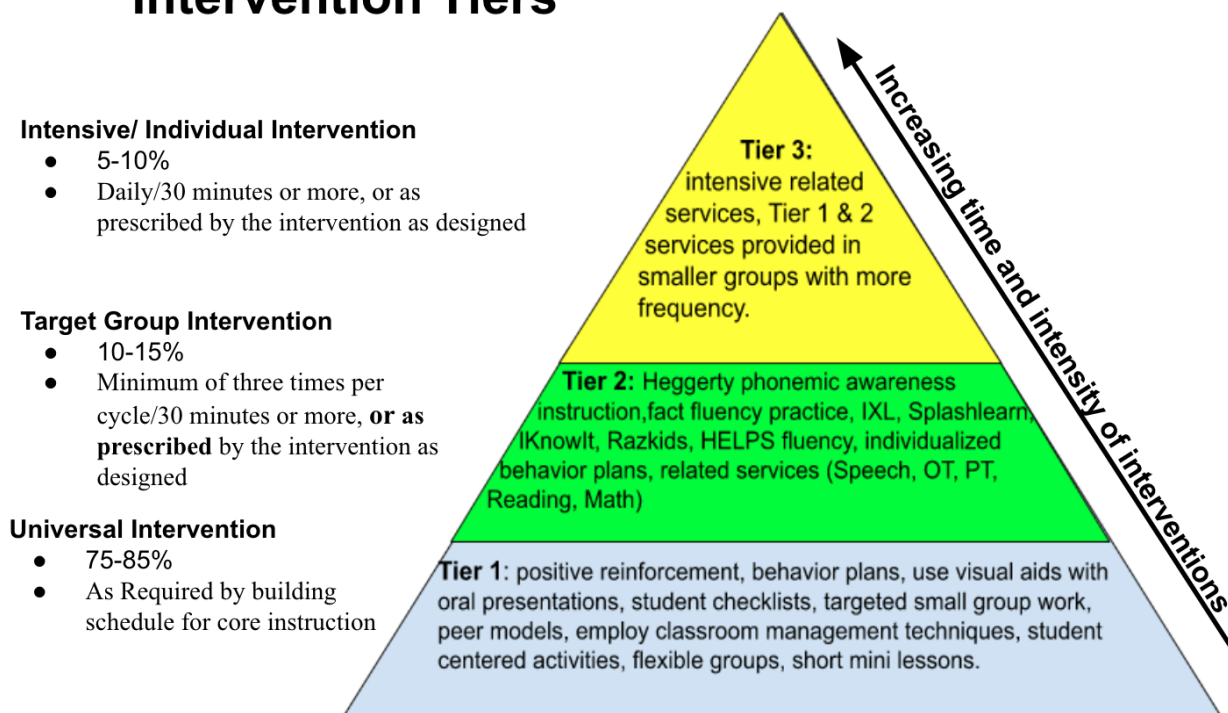
Tiers of Intervention Overview

| | Tier 1 | Tier 2 | Tier 3 |
|---------------------------|--|--|--|
| Curricular Breadth | Core | Core + Supplemental | Core + Supplemental and/or Intensive |
| Curricular Focus | <p>Reading, Writing and Math: As Required by Approved District Curriculum</p> <p>Behavior: As Required by School-wide Expectations</p> <p>(offerings for MS/HS)</p> <p>Suicide Prevention in HS Health Class</p> <p>Dialectical Behavioral Therapy (DBT) Skills in Schools in Health classes and Freshman Seminar</p> <p>DASA - Bully Prevention</p> <p>Erin's Law (Middle School)</p> <p>Drug and alcohol presentation by the Westchester DA -what to do if someone is not okay</p> <p>12th Grade transition program (what to expect, where to get help, and</p> | <p>Reading, Writing, Math, Behavior, and Related Services:</p> <p>Targeted area(s) of Deficit as identified by the Grade Level Team/EST</p> <p>(offerings for MS/HS)</p> <p>Dialectical Behavioral Therapy Skills Groups starting</p> <p>Individual and Group Counseling</p> <p>Newcomers Groups</p> <p>Academic Counseling for struggling students</p> | <p>Reading, Writing, Math, and Behavior:</p> <p>Specific deficit(s) as identified by the EST</p> <p>(offerings for MS/HS)</p> <p>DBT Skills Training Groups starting</p> <p>Individual and Group Counseling using Cognitive Behavior Therapy & Dialectical Behavioral Therapy (DBT)</p> |

| | | | |
|---|--|--|--|
| Time | As Required by building schedule for core instruction Best Practice: 90 minutes Reading 60 minutes Writing 60 minutes Math at the elementary level. MS/HS 40 minute periods with labs as appropriate to the course. | Minimum of three times per cycle/30 minutes or more, or as prescribed by the intervention as designed | Daily/30 minutes or more, or as prescribed by the intervention as designed |
| Group Size | All students | No more than 6-8 students (or as determined appropriate by the Grade Level/EST Team) | No more than 3 students (or as determined appropriate by the EST) |
| Frequency of Progress Monitoring | Three times a year (Universal Benchmarks) | Weekly or less as deemed necessary by the Grade Level/EST | Weekly or more as deemed necessary by the EST |

Figure 2. Description of Intervention Tiers

Intervention Tiers



Tier 1 researched based and scientifically proven best practices for core classroom instruction include but are not limited to:

Mission Alignment

In North Salem CSD, instruction is also aligned to the [North Salem Learning Principles](#). Instruction connects to the [Profile of a North Salem 5th Grader](#) or [Profile of a North Salem Graduate](#) as appropriate. Instruction connects to [North Salem Best Practices](#) whenever and wherever possible. Students are guided not only in what they must learn as outlined by NYS Standards but also on how to learn effectively through the [Habits of Mind](#). Instruction is structured so that students are able to build agency, autonomy and continuously learn towards mastery. Instruction is extended so students are challenged appropriately and conversely instruction is scaffolded to support all learners.

Content Instruction

Appropriate Instruction in all content areas is differentiated, aligned to NYS Learning standards, and articulated by grade level.

Reading Instruction

Explicit and Systematic instruction in:

- phonemic awareness
- phonics
- vocabulary development
- reading fluency (including oral reading skills)
- reaching comprehension

Mathematics Instruction

Appropriate instruction in mathematics includes instruction in:

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others
- 4. Model with mathematics.
- 5. Use appropriate tools strategically
- 6. Attend to precision
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

Culturally Responsive Instruction

Culturally responsive instruction uses cultural knowledge, prior experiences, performance styles and strengths of students from diverse backgrounds to make learning more appropriate and effective for them. Culturally responsive teaching incorporates multicultural information, resources, and materials in all the subjects and skills that are routinely taught. The district is guided in its practices of culturally responsive instruction through [New York State's Culturally Responsive and Sustained Framework](#) and [Social Justice Standards](#).

Linguistically Appropriate Instruction

Appropriate instruction for English language learners (ELLs) must be both culturally responsive and linguistically appropriate in the modalities of reading, writing, listening and speaking. This includes research-based instruction that has been validated with ELL students pursuant to [part 154 Regulations of the Commissioner of Education](#). It is also important

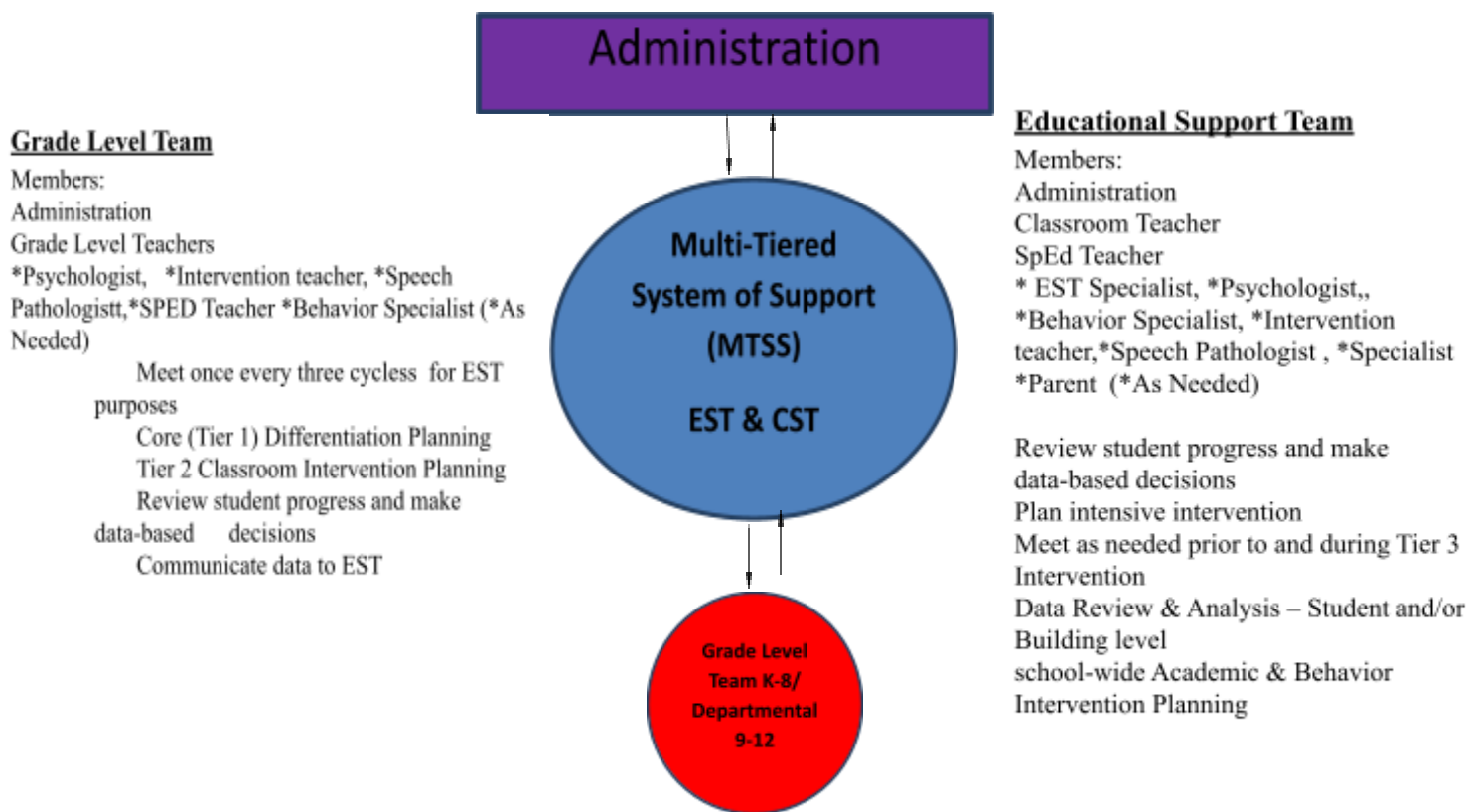
to determine if adequate support in English language development has been provided and to what extent a student may be struggling due to their lack of proficiency in English.

Behavioral Supports

Appropriate behavioral supports and intervention are evidenced by a school-wide positive behavioral system which reflects a systems approach to discipline that emphasizes prevention and data-based decision-making to both reduce problem behavior and improve academic performance. North Salem CSD adheres to the practices of [Yale RULER](#) as well as [dialectical behavior therapy \(DBT\)](#).

Figure 3. MTSS Teams at PQ and the MSHS:

MTSS Educational Support Team



MTSS Roles and Responsibilities

Administration

- Assure fidelity of core instruction implementation through classroom observations.
- Assure fidelity of intervention implementation through classroom observations.
- Provide for flexible scheduling opportunities to allow for intervention to occur.
- Lead EST to review multiple data sources in order to ensure data-based decision making.
- Initiate creative problem solving strategies in order to remove barriers so that appropriate intervention can occur.
- Work to identify the content and behavior “specialists” within the building.
- Ensure meeting with parents, teacher and other staff is scheduled prior to student entering Tier 3.

CST Meeting Dates

Once a month for high school students for 2 hours-Date varies to accommodate for other happenings in the building (progress reports/State testing, etc..)

At the MS, once a month meetings with each grade level team for 40 minutes

EST Meeting Dates

- 8:05-9:00 am
- Tuesday: Grades K-2
- Wednesday: Grades 3-5

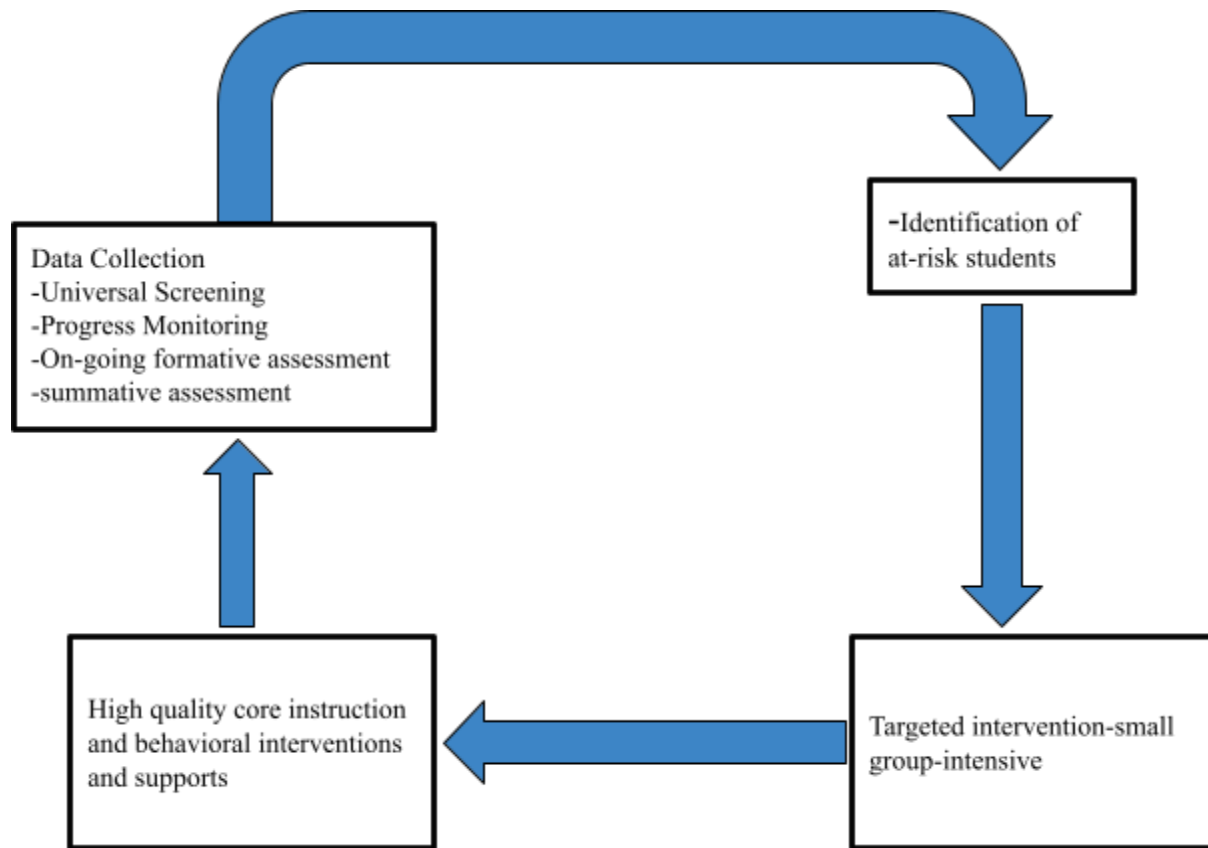
Classroom Teachers

- Provide core instruction, core (Tier 1) differentiation, and/or Tier 2 (classroom level) interventions to students as required.
- Attend all grade level team meetings.
- Monitor the progress of ALL students receiving Tier 2 intervention
- Complete intervention tracking sheet (or approved alternative) for each student within Tier 2 and Tier 3 intervention in partnership with the person providing the intervention.
- Maintain appropriate communication with parents on student progress (phone calls, letters home, parent conferences, etc.)

Intervention Teachers/Psychologists

- Provide Tier 2 and Tier 3 interventions to students as required.
- Monitor the progress of all students receiving Tier 2/3 intervention.
- Complete intervention tracking sheet (or approved alternative) for each student within Tier 2 and Tier 3 intervention in partnership with the classroom teacher.
- Maintain appropriate communication with parents on student progress (phone calls, letters home, parent conferences, etc.)

Generalized MTSS Process



Meetings for Support

To determine appropriate and effective supports the following meetings are convened:

Grade level or departmental meetings
Educational Support Team or Child Study Team

Questions asked at the grade level/department meeting:

Is there a core need?

Who needs Tier 2 intervention?

What interventions are most appropriate?

What is the responsiveness of the intervention?

Proposed Agenda

| |
|---|
| Examine various formal and informal data to drive core instruction. |
| Embedded PD on topics that address opportunities and challenges for core instruction. |
| Design appropriate Tier 1 and 2 differentiation/ interventions and plan for implementation/progress monitoring. |

Questions asked at EST/CST meeting:

What is the area of concern?

What interventions have been utilized?

What interventions have been successful?

What additional interventions can be implemented

Proposed Agenda

| |
|--|
| Examine previous data and student work. |
| Discuss strengths and weaknesses of the student. |
| Design appropriate Tier 2 and 3 differentiation/ interventions and plan for implementation/progress monitoring. |
| As a team, complete the MTSS intervention tracking sheet and identify implementation timeline and responsible parties. |
| Schedule EST review meeting. |

EST/CST Review Meetings:

Is the student making adequate progress in the areas of concern?

If not, what change needs to be made to the intervention?

Has Tier 3 been implemented?

Does the student require further evaluation?

Proposed Agenda

| |
|---|
| Examine previous data and student work. |
| Discuss outcomes of intervention. |
| If necessary, design appropriate Tier 2 and 3 differentiation/ interventions and plan for implementation/progress monitoring. |
| Discuss further steps. |

MTSS Terms and Definitions

What is an Intervention?

Definition: An intervention is a specific academic/behavioral strategy or program that differs from activities occurring in the student's classroom as part of the general curriculum. An intervention is instruction designed to build/improve an at-risk student's skills in areas that are necessary to allow him/her to achieve grade-level expectations.

An Intervention:

- Must involve instruction.
- Must be provided in a small group or individually.
- Must be in addition to **not** in place of the general curriculum.
- Must be provided consistently a minimum of three times a cycle over a period of at least 6 weeks.
- Cannot be more of the same thing, presented in the same way. Must be focused on remediating a skill deficit.
- Must have a logical structure/progression of skills or be targeted to a specific identified weakness.
-

An Intervention Is **Not**:

- Completing a form
- Giving the student an assessment or doing a classroom observation
- Progress monitoring
- Parental contact
- Extra homework or extra practice activities to be completed at home
- Peer buddies
- Retention
- In or out of school suspension
- Small group or any other instruction, **if** the instruction is **not specific to the student's identified problem and does not include frequent and ongoing progress monitoring** that measures the impact of the instruction on the student's learning
- Other accommodations or modifications (see pages that follow for definitions)

An Intervention is what a classroom teacher, or another designated and trained interventionist, **does** with a student. An intervention is the specific instruction provided to meet the student's academic needs (program/lessons/strategies that are taught).

What is Differentiation?

Differentiation includes changes to instruction designed to meet the needs of students at different instructional levels within the classroom and should be a natural part of good core

instruction at TIER 1. Differentiation assures that instruction is delivered so that minimally all students have access to the grade level general education curriculum which meets grade level standards. Differentiation is put into place so that all students are learning every day. Differentiation may involve a combination of addressing different learning styles, re-teaching/pre-teaching, accommodations and interventions. It may also include **additional small group instruction** and/or purposeful design of instructional centers within the classroom.

- Examples of Differentiation:
 - Flexible ability grouping students for small group reading during the literacy block and using appropriate below level, on level, and above level text to teach the emphasized concepts for the current lesson/unit.
 - Providing targeted lessons to address a specific need of a small group of students a few times within a given cycle or instructional unit (rather than consistently over a much longer period of time, as would be the case with an intervention).
 - Targeted skill-based learning centers
 - Student choices in the types of assignments they complete
 - Different types of delivery, processing, student output, and grading of grade level content
 - Differentiating student feedback to address identified target deficits on a regular basis.
 - Keeping data on skill mastery and re-teaching those who need it, while challenging those who don't.
 - Acceleration and further challenge beyond the grade level standards
- What differentiation does ***NOT*** look like:
 - Teaching the same way every day.
 - Using the same tools every day.
 - Moving forward and never re-teaching.
 - Only data kept is a grade book.
 - Only feedback students get is the grade on the paper.
 - All students are doing the same assignment.

What are Accommodations?

Accommodations are changes to the way a child is expected to learn or how he/she is tested. Accommodations eliminate obstacles that would interfere with a student's ability to perform or produce at the same standard of performance as all general education students.

- Accommodations are changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/testing setting.
- Accommodations are intended to reduce or even eliminate the effects of a student's academic or behavioral deficits.
- Accommodations do not reduce learning expectations.

- Accommodations can be provided for:
 - Instructional method and materials
 - Assignments and assessments
 - Learning environment
 - Time demands and scheduling
 - Special communication systems
- Examples of Accommodations:
 - Reading a test to a student (with no additional help). This does not apply to a reading test.
 - Allowing extra time to take the same test or complete the same assignment
 - Signing an assignment book
 - Breaking down work into smaller segments, but still expecting all elements to be completed
 - Extra help
 - Preferential seating
 - Providing an extra set of books at home
 - Home-School communication journal
 - Audiobooks

What are Modifications?

Modifications are changes to what a child is expected to learn. Modifications are changes that may lower the standards of performance.

- Modifications are substantial changes in what the student is expected to demonstrate.
- Modifications may be changes in instructional level, content, and performance criteria, and may include changes in test form or format or alternative assignments.
- Modifications can increase the gap between the achievement of students with academic/behavioral deficits and expectations for proficiency at a particular grade level.
- Examples of Modifications:
 - Reading a reading test to a student
 - Reading a test and rewording/re-explaining questions on the test
 - Changing multiple-choice answers from 4 to 3 options
 - Shortening a spelling test or other assignment
 - Using a different grading scale for a student
 - Reducing homework/number of assignments to be completed

Multi-Tiered Systems of Support (MTSS): Moving Through Tiers of Intervention

Tier 1 Instruction

When presented with concern for a student's progress, be it academic or behavior, it is important to consult with the student's parent/guardian regarding your concern. The student's previous year's teachers, universal screening data, and record of interventions are other important resources to explore when concerned about a student. Differentiated instruction should be provided to the student. If the student's performance does not improve following a time of differentiated instruction, the teacher should consult with the Grade Level/EST for next steps.

Tier 2 Intervention

1. Present your concerns and data to the Grade Level/EST. (Bring appropriate data: Universal assessment scores, classroom data, progress monitoring data, discipline referrals...)
 - a. Develop a working hypothesis on why the student is not responding to instruction/intervention.
 - b. Select a research-based intervention to match the hypothesis
 - c. Set an intervention goal and select an appropriate tool to monitor progress.
 - d. Deliver the intervention with fidelity at least three times a cycle for 6-9 cycles.
 - e. Collect progress data once a cycle (or as determined by the intervention) and document accordingly on Intervention Tracking Sheet (or other approved form).
 - f. Inform parent/guardian of the intervention plan and how progress will be monitored. **Update parents regularly regarding progress.**
 - g. Review goal/intervention with Grade Level/EST in 6-9 weeks.

***Note: For students receiving out of the classroom Tier 2 intervention, teachers should continue to appropriately differentiate the core curriculum within the classroom in the area of concern, provide in-class targeted intervention and record the student's progress on the appropriate Intervention Tracking Sheet.**

2. After 6-9 weeks of data points are collected, review student progress and make a data-based decision with the Grade Level/EST on how to proceed:
 - i. Good progress (trend line is positive and the last four data points are at or above the aim line)—continue the intervention until progress is commensurate with grade expectations and/or skill is attained. Return student to Tier 1 instruction/differentiation.
 - ii. Questionable progress (trend line is positive, but the last four data points are inconsistent)—continue the intervention and may consider adding

another layer of instruction or incentive. Reassess progress in 6-9 weeks as outlined above.

- iii. Poor progress (trend line is flat, negative, or positive, but the last four data points are below the aim line)—request a meeting with EST for assistance with Tier 2 or 3 Intervention.

Tier 3 Intervention

- 3. Present concerns at the EST to further analyze student's poor response to instruction/intervention.
 - a. Review interventions and student's response to date.
 - b. Consider conducting diagnostic screenings to obtain additional information on a student's struggle.
 - c. Change to and/or add a more intensive and/or individualized intervention aligned with the revised hypothesis.
 - d. Set an intervention goal and select an appropriate tool to monitor progress.
 - e. Deliver the intervention with fidelity daily or as prescribed by the EST for 6-9 cycles.
 - f. Collect progress data once a cycle (or as determined by the intervention) and document accordingly on Intervention Tracking Sheet (or other approved form).
 - g. Inform parent/guardian of the intervention plan and how progress will be monitored. Update parents regularly regarding progress**
 - h. Review goal/intervention with EST in 6-9 weeks.
- 4. After 6-9 weeks of data points are collected, review student progress and make a data-based decision with the EST on how to proceed:
 - i. Good progress (trend line is positive and the last four data points are at or above the aim line)—continue the intervention until progress is commensurate with grade expectations and/or skill is attained. Return to Tier 2 Intervention as outlined above.
 - ii. Questionable progress (trend line is positive, but the last four data points are inconsistent)—May need to change or modify the intervention or assess fidelity of implementation of intervention (instruction/attendance/behavior)
 - iii. Poor progress (trend line is flat, negative, or positive and the last four data points are below the aim line)—Change or modify the intervention or may consider Referral CSE.

Referral for CSE Meeting

5. Referral for CSE:

- a. The EST will review the student's response to interventions.
- b. General Education teacher will complete the Referral for CSE with the assistance of the intervention teacher(s).
- c. Each section of the referral shall be completed in its entirety.
- d. Completed referral will be submitted to the Principal. Incomplete referrals will be returned to the general education/intervention teachers for completion.
- e. The referral is sent to the Director of Pupil Personnel Services.

Important things to remember when moving through the tiers of intervention:

- A student may stay in each tier of intervention longer than the minimum time to collect data. Some students may require more time within a tier of intervention for the data to be meaningful.
- Students who are responsive to an intervention (at any tier) should not progress to a more intensive tier.
- Some students may remain in a particular tier of intervention if there is evidence of a positive trend line; however, the student has not met the grade level benchmark and continues to need intervention support.
- Once a student shows consistent response to the intervention, as evidenced by performing consistently at or above tiered grade level benchmark, that student should move to a lower tier of intervention.
- Students who are unresponsive to intervention may be referred to the EST for consideration of a change in intervention/intervention tier.
- Interventions must be delivered with fidelity and continuity.
- Interventions do not replace core classroom instruction. Interventions are **in addition** to core classroom instruction.

Consider Providing an Intervention When...

- A student performs below expectations on district universal assessments.
- A student consistently performs poorly on formative assessments within the classroom when compared to his/her peers.
- A student has repeated discipline referrals.
- A student's classroom performance does not match test scores.

****This is not an exhaustive list.**

Triangulation of the data is imperative when making educational decisions. Each of the above indicators serves as a single piece of information. Teacher input, parental concern, school history ...provides important information to be included in the triangulation of data.

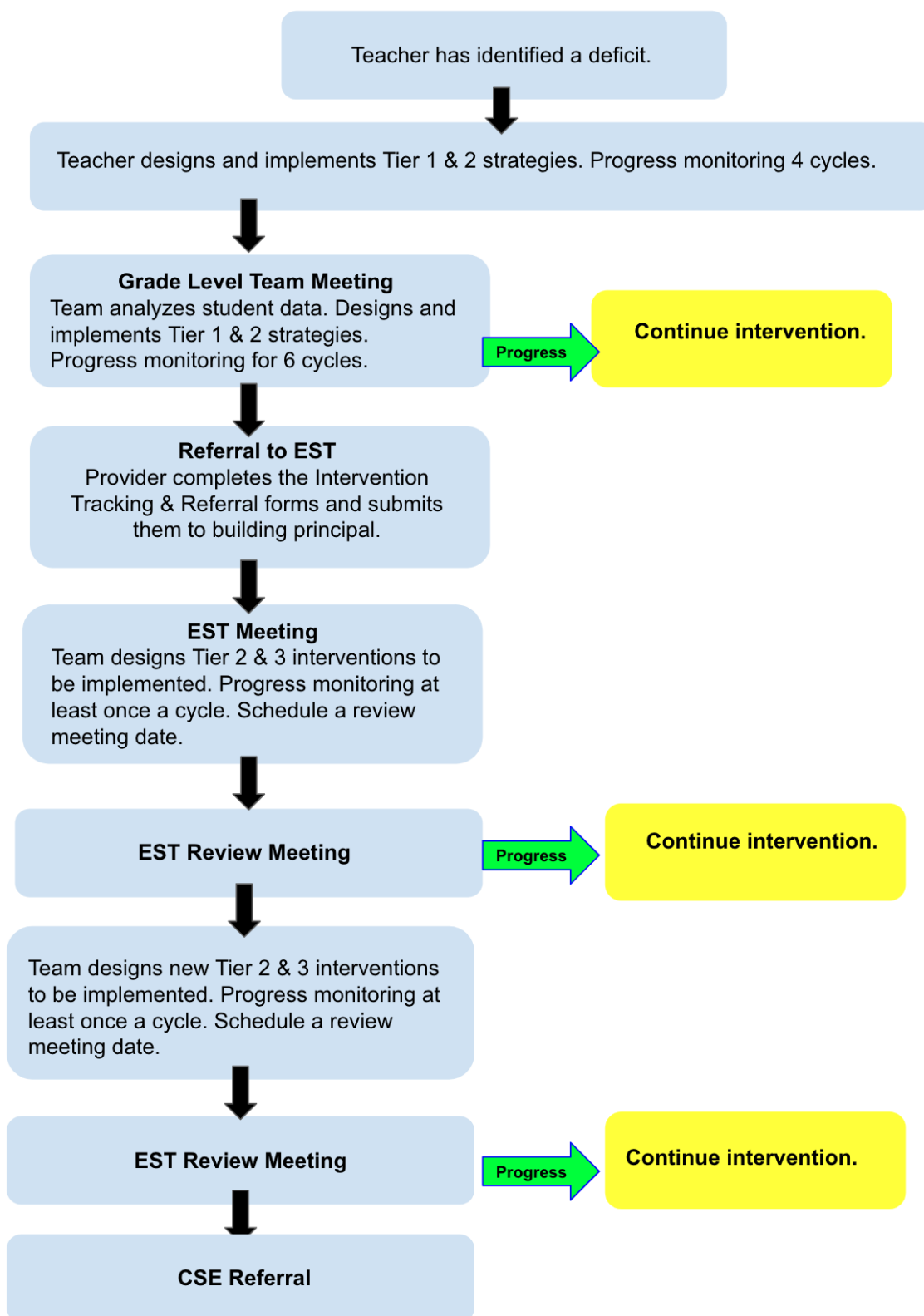
Progress Monitoring

In order to know if our instruction is effective, we must monitor our students' progress in meeting instructional expectations. For the majority of our students, universal benchmarking three times a year (i.e., STAR) along with classroom assessment will be sufficient. For those not responding as expected to classroom instruction and are receiving supplemental instruction/intervention, their progress must be monitored more frequently.

To aid teachers in documenting student interventions and student responsiveness to the interventions, Intervention Tracking Sheets have been provided for Reading, Math, and Behavior. EST/CST members will review the Intervention Tracking Sheets monthly. EST/CST members will look not only for the students' responsiveness to the interventions provided, but also for the integrity of the intervention implementation (meets minimum requirements for frequency, duration, and data collection).

To aid the EST/CST Chairperson in documenting student interventions, their responsiveness to the interventions, and meeting notes, Intervention Tracking Sheets have been provided. Any student receiving a Tier 2 or Tier 3 intervention should have a corresponding Intervention Tracking Sheet. Multiple interventions can be listed on one sheet.

MTSS Flowchart



Parent Q & A Regarding MTSS

1. What is MTSS?

MTSS is a multi-step process of providing instruction and support to promote the academic and behavioral success of all children. Individual children's progress is monitored and results are used to make decisions about further instruction and intervention. MTSS is most commonly used in addressing reading, math and behavior, but it can also be used in other areas. The MTSS process is flexible and designed by school districts to meet the needs of their students.

What does the MTSS process look like?

The MTSS process typically has three tiers. Each tier provides differing levels of support.

Academics

- In Tier I, all students receive high quality curriculum and instruction in the general education classroom. The teacher assists all students.
- In Tier II, the school provides supplemental instructional support, usually in small groups, to students who need additional support to what they are receiving from the general curriculum.
- In Tier III, intense instructional support is provided to students with the greatest needs, with frequent progress monitoring.

Behavior

- In Tier I, all students are explicitly taught positive behavioral expectations. All teachers use a consistent approach to discipline.
- In Tier II, the school provides supplemental targeted behavioral skill interventions usually in small groups.
- In Tier III, student centered planning is used to develop customized interventions with frequent progress monitoring.

2. What are the key components to any MTSS process?

A key component to the MTSS process is that all children receive high quality curriculum and instruction in the general education classroom (Tier I).

Another component of the MTSS process is that the school conducts universal screenings. Universal screenings review the progress of all students, these screenings are typically given three times a year. Universal screenings help schools identify students who may need more support or other types of instruction.

As a result of universal screening, students may be identified as needing supplemental instruction (a Tier II level of support) in addition to the high quality instruction they are receiving in Tier I. Research based interventions are used to support students in the area of need. Research based interventions are teaching strategies or methods that have been proven to be effective in helping children be more successful with academics or behavior. There are many different kinds of interventions and instruction that can happen in the classroom, outside the classroom or in small groups.

Another key component to the MTSS process is progress monitoring. Progress monitoring is a way for teachers to take a snapshot of how children are doing on a specific skill. It shows how well the intervention is working. It includes observations, tests, and other formal and informal assessments. Progress monitoring helps determine whether an intervention is successful or needs to be adjusted. *Formal guidelines for progress monitoring should be developed by the school that detail how long a child will receive a particular intervention and how they will determine whether the intervention is helping the child.*

When the child meets the goals developed by the school, the intervention is no longer needed and the child continues to receive support in the general education classroom. When progress monitoring shows that a child is not responding to the intervention another approach or intervention may be tried. However, when a higher level of support is needed, children are given individualized instruction which further focuses on supporting the skills they need to be successful learners (Tier III).

3. What if I think my child needs special education services?

If at any time parents believe their child has a disability/exceptionality and needs special education services, they have a right to request an evaluation for these services. In addition to the information gathered from assessments and interventions during the MTSS process, other forms of evaluation must occur to determine if a child is eligible to receive special education services. Parents must give prior written consent before this evaluation is conducted.

Request a formal evaluation for special education services if you suspect your child has a disability/exceptionality and needs these services.

4. What questions can parents ask to learn more about how MTSS works in their child's school?

- What curriculum is being taught in my child's classroom?
 - What are the targeted interventions that my child's school is using if he/she is struggling in the classroom?
 - What are the formal guidelines my child's school is using for progress monitoring?
 - How will I be informed of the progress my child is making?
5. What happens if an intervention is not working? Parents play a critical role in supporting what their children are learning in school. Research shows that the more parents are involved in student learning, the higher the student achievement.

There are many ways parents can support what their child is doing in school. Here are a few:

- Make reading an everyday habit at home
- Communicate with your child's teacher
- Monitor and assist with homework assignments
- Ask for regular monitoring reports
- Share your child's successes
- Learn more about the curricula and interventions being used in your child's school
- Attend parent/teacher conferences and other school meetings about your child