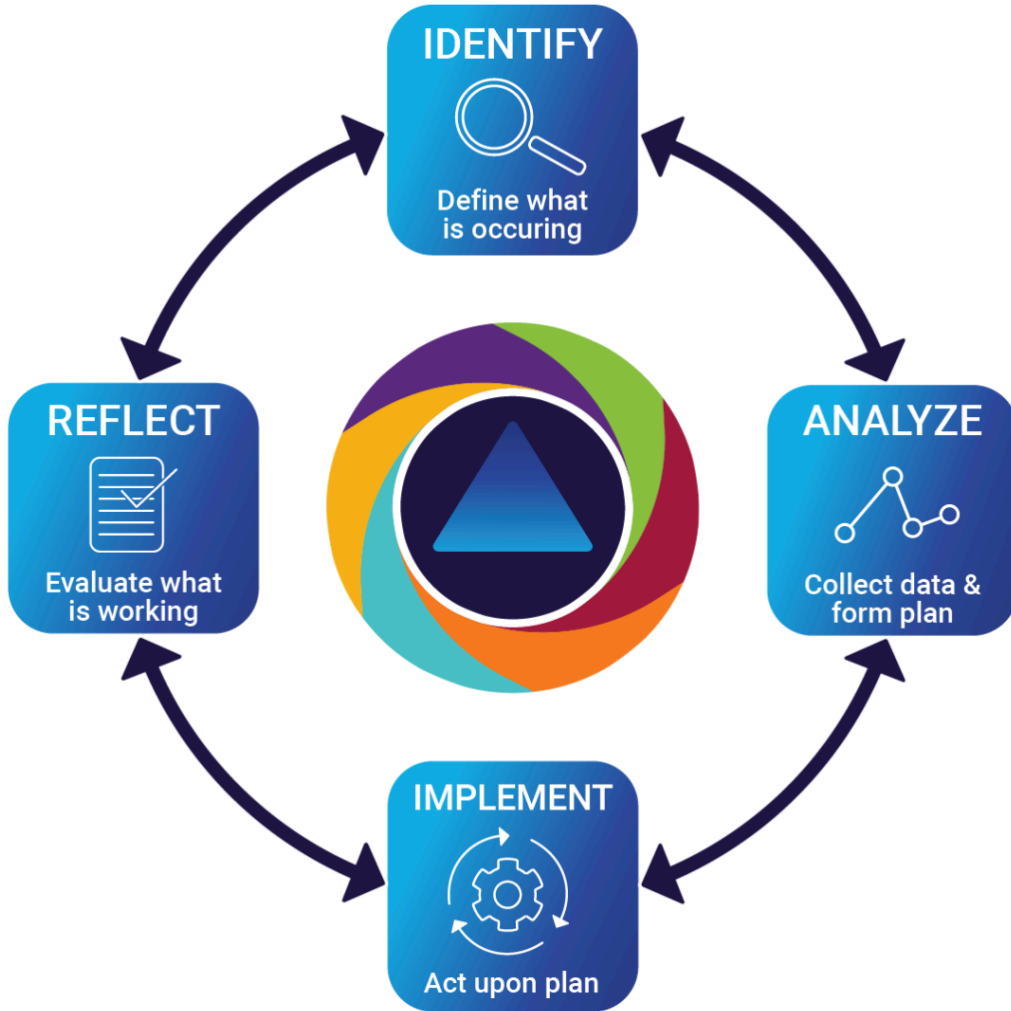


R.S.U. #63

Multi-Tiered System of Supports (MTSS)

Our Approach to Response to Intervention



K-8 Handbook

(11/15/24 Draft This is a work in progress and subject to Change)

TABLE OF CONTENTS:

District Vision-	Page 3
MTSS Maine School Law-	Pages 4
Defining a Multi-Tiered System of Support-	Page 5-6
Definitions-	Page 7
RSU 63 MTSS Tiered Plan Flow Chart-	Pages 8
RSU 63 MTSS Tiered Plan Tier I in the Classroom	Pages 9-11
RSU 63 Assessment Schedule-	Page 12
Assessment Administration Guidelines-	Pages 13-17
Tier I Academic/Behavioral Strategies-	Pages 18-20
Tier II/III Recommendation Form-	Pages 21-23
Tier II and III I.D. Protocol-	Pages 24-25
Tier II and III Academic/Behavior Strategies-	Pages 26-27
Tier II/III Intervention Plan-	Pages 28-31
MTSS Meeting Notes Template-	Page 32
Initial Referral Process for RSU 63-	Page 33-34

Vision:

- RSU 63 will be recognized for its high-quality academic offerings as well as its supports and extensions that meet students "where they are" with respect to individual needs and capabilities.
- Students will have access to a broad range of co-curricular offerings before and after school that engage students physically, mentally and socially, allow for cross-grade-level interactions, and bolster their confidence and readiness to live and work in a global community.
- RSU 63 will be known for its distinctive outdoor education focus and programs that provide all students with opportunities for learning about and gaining skills in the natural world, linking their experiences to core academic curriculum.
- RSU 63 will be known for its highly qualified, skillful, understanding teachers, staff and administrators and be considered an outstanding district within which to work and grow professionally.
- RSU 63 will continue to be known as a close-knit community of learners, offering small class sizes, a safe and supportive environment, frequent and effective parent-teacher communication, and strong community support.
- All students will have reliable and equitable access to advanced educational technologies that are well integrated throughout the curriculum and used appropriately to enhance teaching and learning.
- RSU 63 will provide safe, healthy, and efficient buildings for students and staff as well as adult learners throughout the community.
- Students will have safe and friendly student transportation to and from district facilities and district-sponsored activities in a cost-efficient manner.
- RSU 63 will provide a quality education for all students within the district while remaining fiscally responsible to our taxpayers.

MTSS Maine School Law

Title 20-A, 05-071 Chapter 125: Basic Approval Standards, Section 5.18 Multi-tiered System of Support

All school administrative units are required to develop and implement a multi-tiered system of support, kindergarten to grade 12, that provides each child with differentiated learning experiences and/or assistance to achieve social and emotional development, meet the content standards of the system of Learning Results, and graduation requirements. These supports must be specific, timely, and based upon ongoing formative assessments that continuously monitor student progress. Public Law 2019, Chapter 219.

A multi-tiered system of support has three distinct levels of intervention available to general education students:

Tier I – Universal Supports. This tier begins with the implementation of core curriculum, including strategies to assist student development and learning. Typically, these supports are differentiated based on student need and provided to all students within the classroom. Tier I supports continue when Tier II or Tier III interventions are added.

Tier II – Targeted Supports. Supplemental instruction or support provided to students in addition to Tier 1. These may be provided by qualified staff, including, but not limited to, the classroom teacher, an intervention specialist, or an authorized Educational Technician. Targeted support may involve more intensive practice and/or monitoring of regular classroom activities.

Tier III – Intensive Support. Intensive instruction or support provided to students through small group or one-to-one interventions, within the classroom or through an individualized environment, with an increased focus on teaching specific skills.

While there may be variations in how school administrative units develop and implement a multi-tiered system of support, the systems must include:

- Assurance that every child is provided with evidence-based core (Tier 1) academic instruction and positive behavioral and social/emotional supports;
- A collection of evidence-based, academic, behavioral, and social/emotional Tier II and III interventions that are available for students who need them;
- A team-based process to review children's progress and evaluate whether students who are struggling in any academic, behavioral, or social/emotional area may need more intensive Tier II or III support;
- A consistent process of valid, reliable, and age appropriate screening and progress monitoring to evaluate student progress at all tiers;
- A method to determine whether a child's assessed challenges are likely the result of trauma, linguistic, and/or cultural experiences;
- A mechanism for including parents in decision-making about a child's potential participation in Tier II or III activities; and
- Provisions for support to continue during any subsequent special education referral.

The parent may request that a full and individual evaluation for possible special education eligibility determination be conducted at any time during the multi-tiered system of support review process.

Defining the Multi-Tiered System of Supports

A Multi-Tiered System of Supports (**MTSS**) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the **educational** system for supporting students.

Defining MTSS

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 [PBIS](#).

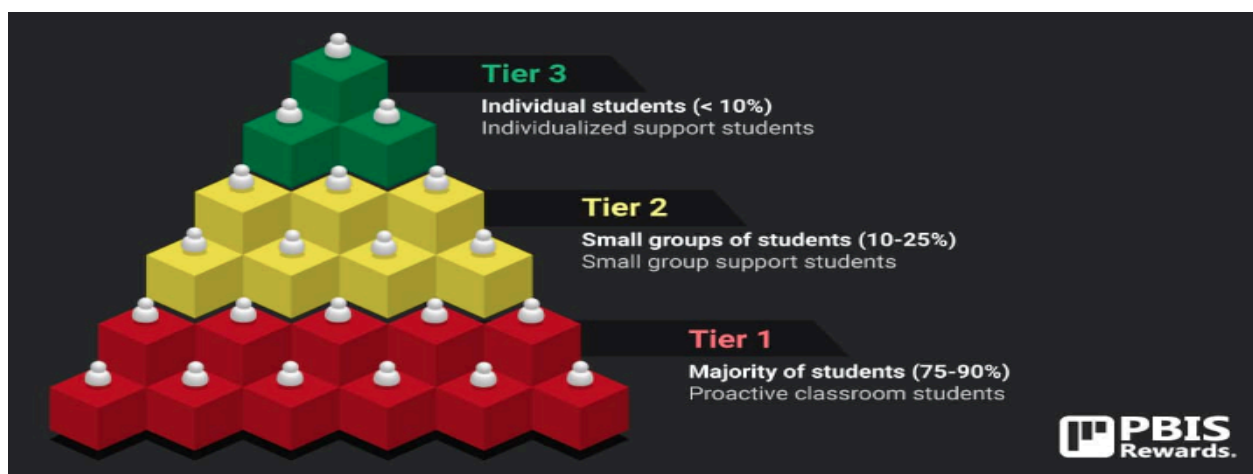
As part of the Individuals with Disabilities Education Act (IDEA) updated by Congress in 2004, the Response to Intervention model of assessment originally sought to identify students who would benefit from more intensive supports. From these beginnings as a tool to help improve educational outcomes for students in special education, MTSS has grown to encompass all students at every level.

MTSS takes a proactive approach to identifying students with academic or behavioral needs. Early assessment and intervention for these students can help them catch up with their peers sooner. The integrated instruction model of MTSS uses collected data to assess student needs and provide them with interventions in appropriate tiers.

The key components of MTSS include:

- Universal screening of all students early in the school year
- Tiers of interventions that can be amplified in response to levels of need
- Ongoing data collection and continual assessment
- Schoolwide approach to expectations and supports
- Parent involvement

MTSS Three Tiers of Support



MTSS provides a method of early identification and intervention that can help struggling students to catch up with their peers. As such, MTSS uses three tiers of support to assist all students at various levels. These three tiers include:

Tier 1 – Universal – Majority of students (75-90%)

As the largest tier, and the foundation for the entire framework, Tier 1 encompasses the entire school with core instruction and basic interventions. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies and research based instructional practices aimed at creating a supportive atmosphere to meet individual student needs. Students who do not demonstrate progress following these interventions may be selected for Tier 2.

Tier 2 – Secondary – Small groups of students (10-25%)

Some students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that extra help. Often these interventions and supports are delivered in small group settings, such as reading groups. [Check-In/Check-Out \(CICO\)](#) interventions are often a part of Tier 2, as well. This targeted support allows students to work toward catching up with their peers.

Tier 3 – Tertiary – Individual students (< 10%)

A subset of students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 gives these students individualized support.

For MTSS implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- High-quality, scientifically based classroom instruction. All students receive high-quality, research-based instruction in the general education classroom.
- Ongoing student assessment. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the MTSS process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- Tiered instruction: A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- Parental involvement: Schools implementing MTSS provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

Definitions:

Curriculum Based Measures (CBM) Assessments- Curriculum-Based Measurement (referred to in this document as- CBM) is a method teachers use to find out how students are progressing in basic academic areas such as math, reading, writing, and phonics.

Diagnostic Decision-Making Process for Selecting Interventions- MTSS is a problem solving model where student data and necessary interventions are considered on an individual basis.

Problem solving model- MTSS is referred to as a problem solving model, quickly providing help to children once difficulties are identified.

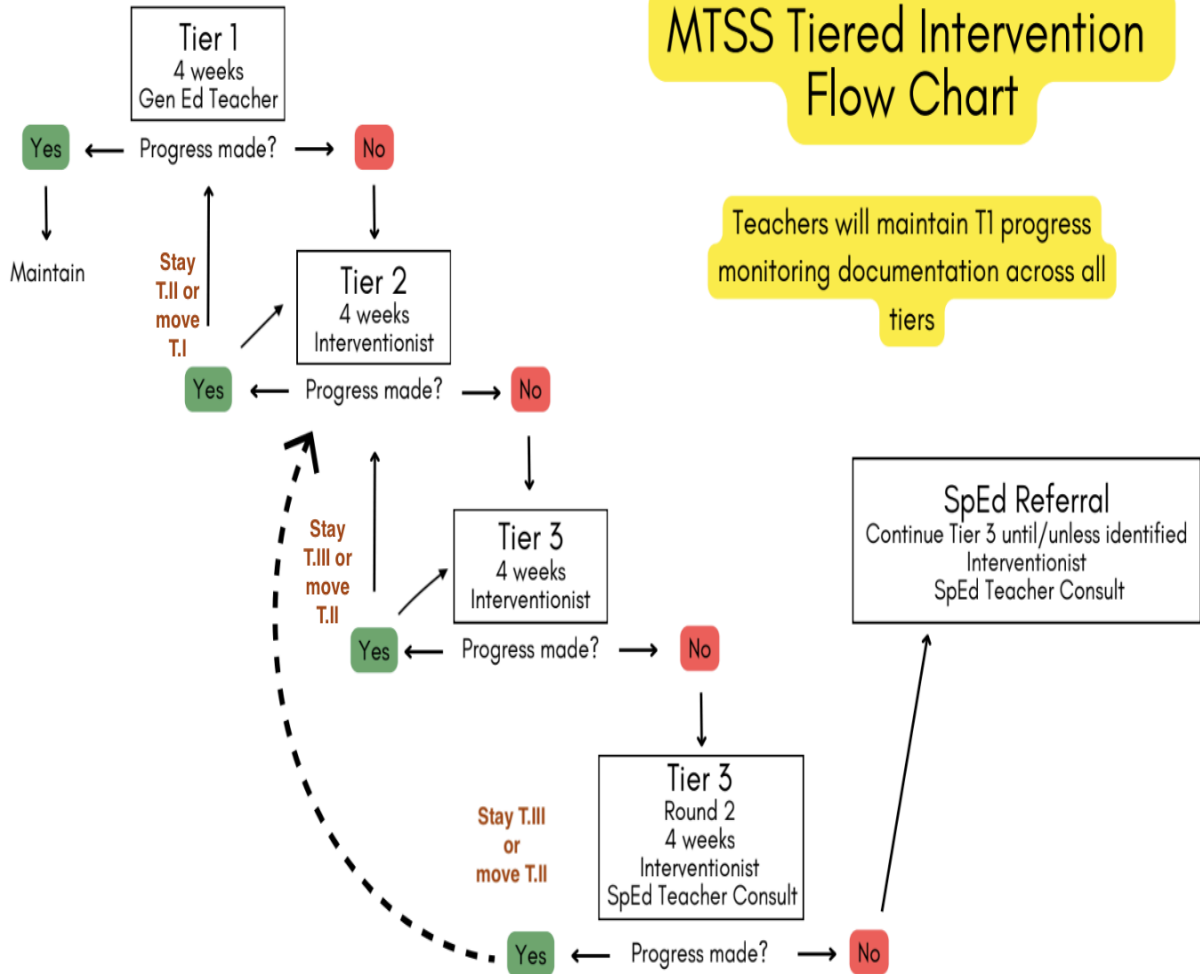
Universal Screener (US)- Universal Screeners (referred to in this document as- US) help teachers assess each student's command of grade-level standards. The tasks are quick and relate to highly predictive skills for reading and math proficiency. Screeners flag students who need special attention in Tiers I and II by providing information regarding entry points and next steps for immediate instruction. Screener data may also point to the need for further, more nuanced assessment in some areas.

***MTSS Team Meetings** will be every **4 weeks** during Common Planning Time. The team will include Title 1 Teachers/Interventionists and classroom teachers. May also invite Speech Therapist, Psychological Examiner, Social Worker, and Guidance Counselor. Goals and progress monitoring will be set/discussed at these meetings using Tier paperwork, progress monitoring data and benchmark/screeners. Any moves up or down tiers will be discussed here. This meeting will be geared to problem solving individual needs by sharing ideas, looking at data and working as a team to determine any necessary interventions.

RSU 63 MTSS Tiered Plan

MTSS Tiered Intervention Flow Chart

Teachers will maintain T1 progress monitoring documentation across all tiers



TIER I IN THE CLASSROOM:

ALL STUDENTS

STEP 1	Classroom teachers, Title 1 Teachers, Interventionists	<ul style="list-style-type: none">Assess all students with Grade Level Assessments (see assessment schedule Pg. 12)
STEP 2	Classroom teachers	<ul style="list-style-type: none">Collect and enter assessment data on Data Walls
STEP 3	Classroom teachers	<ul style="list-style-type: none">analyzes collected data and organizes all students into small groups or 1:1 based on the data and observations
Anytime a student is performing below expectations the parent/guardian will be notified with concerns and work together to identify interventions		

FOR CLASSROOM TEACHERS:

Tier I supports will be classroom-based. All students will receive high-quality core instruction which includes goal-focused and intentional planning. Instruction is differentiated, teacher facilitated and includes student participation and targeted practice. The teacher will focus on meeting the needs of all students using Tier I evidence-based supports. Evidence-based strategies are targeted instructions that are clear and meet the needs of the students. This includes differentiated and small group work. Tier I supports start on page 18.

Once a month starting in October, an admin. will meet individually with each teacher to discuss student progress and if any need to be referred to Tier II.

If a student is making adequate Tier I progress and growth in all three MTSS components (Math, ELA and Behavior) , they are not referred to the MTSS team. If a student is making adequate Tier II or Tier III progress and growth in their identified area of need, they will either stay in the same Tier or move down a Tier.

If after 4 weeks of TIER I targeted instruction a student not making adequate progress based on the data/observations:

- **Contact parent/guardian with concerns**
- Fill out the Tier II/III Recommendation form and bring it to the next MTSS Team meeting.
- During the MTSS Team meeting, review the Tier II/III Recommendation form and as a team use the data/information on that form to help create goals on the Tier II intervention Plan
- The Tier II intervention Plan will be copied and a Title 1 student file will be started.
- Classroom teacher continues to provide **Tier I** instruction in a small group or 1 on 1 above and beyond what everyone is getting for those students that fall below meeting for any of the benchmarks
- On the Tier II/III Intervention Plan, continue to document assessments for data points and Tier I interventions being done in the classroom. Bring the evidence (student work/tests) to the next MTSS Team meeting.

After 4 weeks, is the student making adequate progress based on the data/observations:

YES-the MTSS team will decide to move student to just Tier I or continue with Tier II

Contact parent/guardian about improvements

NO- Contact parent/guardian with concerns

- During the MTSS Team meeting, review data on the Tier II intervention Plan. Create the goals for a Tier III Intervention Plan .
- If a referral to Tier III is needed, a copy of the Tier III Intervention Plan will go in the Title 1 student file.
- Classroom teacher continues to provide **Tier I** instruction in a small group or 1 on 1 above and beyond what everyone is getting for those students that fall below meeting for any of the benchmarks
- On the Tier II/III Intervention Plan, continue to document assessments for data points and Tier I interventions being done in the classroom. Bring the evidence (student work/tests) to the next MTSS Team meeting.

After 4 weeks, is the student making adequate progress based on the data/observations:

YES-The MTSS team will decide to move the student down a Tier or continue with

Tier III and **Contact parent/guardian about improvements**

NO- Contact parent/guardian with concerns

- During the MTSS Team meeting, review data on the Tier III Intervention Plan, revising goals as needed
- Classroom teacher, Title I Teacher/Interventionist, will meet with SPED teacher to discuss interventions and what other interventions/accommodations could be done for the student.
- Classroom teacher continues to provide **Tier I** instruction in a small group or 1 on 1 above and beyond what everyone is getting for those students that fall below meeting for any of the benchmarks
- On the Tier II/III Intervention Plan, continue to document assessments for data points and Tier I interventions being done in the classroom. Bring the evidence (student work/tests) to the next MTSS Team meeting.

After 4 weeks, is the student making adequate progress based on the data/observations:

YES-The MTSS team will decide to move the student down a Tier or continue with Tier III

Contact parent/guardian about improvements

NO- Contact parent/guardian with concerns

- During the MTSS Team meeting, review data on the Tier III Intervention Plan, revising goals as needed
- At this point the student has had Tier III intervention for two months and a SPED referral

will be started

- Classroom teacher continues to provide **Tier I** instruction in a small group or 1 on 1 above and beyond what everyone is getting for those students that fall below meeting for any of the benchmarks
- On the Tier II/III Intervention Plan, continue to document assessments for data points and Tier I interventions being done in the classroom. Bring the evidence (student work/tests) to the next MTSS Team meeting.
- Students will continue to receive Tier III interventions until they have been evaluated and begin special education services or show progress.

RSU 63 Assessment Schedule

Gr. Level	Assessment	Subject	Admin. Dates	Utilization of Results	Communication Plan
K	Dial (US)	Acad. Skills	First week	Data will be used to determine whole group needs.	Parents will be informed of results through in person communication.
K	NWEA (US) & iReady Diagnostic	ELA	Winter, Spring	Teachers will use this data to determine tiered instruction, show growth of students and differentiate in the classroom. Data will be used to determine fidelity to the curriculum and see where gaps are appearing in instruction. This assessment will also be on a shared spreadsheet.	Score reports will be sent home with students to share with parents. Dates of assessments will be communicated with parents through Newsletters... Information will also be shared during PT conferences.
1-2	NWEA (US) & iReady Diag.	ELA	Fall, Winter, Spring		
3-8	MTTY (US) & iReady Diag.	ELA	Fall, Spring Winter (Diag.)		
K-8	TCRWP Running Record (CBM)	Reading	End 1st Tri., End 2nd Tri., End 3rd Tri.	Teachers will assess students to determine growth in reading/wtg. and phonics. Data will be calculated on shared spreadsheet (ie. digital data wall) and will show growth of students over time. Teachers will use assessment results to differentiate instruction, group students for guided reading groups and determine tiered instruction.	Student growth will be shared with parents on Report Cards that go home each trimester. Results will also be shared during PT conferences. If a student's test results show a need for extra support, parents/guardians will be notified and able to meet.
K	NWEA (US) & iReady Diagnostic	Math	Winter, Spring	Teachers will use this data to determine tiered instruction, show growth of students and differentiate in the classroom. Data will be used to determine fidelity to the curriculum and see where gaps are appearing in instruction. This assessment will also be on a shared spreadsheet.	Score reports will be sent home with students to share with parents. Dates of assessments will be communicated with parents through Newsletters... Information will also be shared during PT conferences
1-2	NWEA (US) & iReady Diagnostic	Math	Fall, Winter, Spring		
3-8	MTTY (US) & iReady Diagnostic	Math	Fall, Spring Winter (Diag.)	Teachers will assess students to determine growth in math concepts and number sense. Data will be calculated on shared spreadsheet (ie. digital data wall) and will show growth of students over time. Teachers will use assessment results to differentiate instruction, group students for guided math practice and determine tiered instruction.	Student growth will be shared with parents on Report Cards that go home each trimester. Results will also be shared during PT conferences. If a student's test results show a need for extra support, parents/guardians will be notified and able to meet.
K-8	Classroom Math Assess. (CBM)	Math	Report out the End 1st Tri., End 2nd Tri., End 3rd Tri.		
K-8	SRSS(Student Risk Beh. Scale)	Behavior	Fall, Winter, Spring		
5 & 8	MEA Science	Science	Spring		

ASSESSMENT ADMINISTERING GUIDELINES

ELA

TCRWP Running Record:

To meet the benchmark the student must score **all three** of the following:

1. 96% or above on accuracy
2. Meet or exceed the standard in comprehension
3. Meet or exceed the standard in fluency.

(students exceed on the benchmark with 99% or 100% accuracy and exceed in comprehension and fluency)

Grade Level TCRWP Benchmarks:

Grade Level	End Tri. 1	End Tri. 2	End Tri. 3
K	N/A	B/C	D
1	F	H	J
2	K	L	M
3	N	O	P
4	Q/R	R/S	T
5	T/U	U	V
6	V/W	W	W/X
7	X	X/Y	Y
8	Y/Z	Z	Z

Fluency Rubric:

	Does not Meet	Partially Meets	Meets	Exceeds
Expression and Volume	* Reads in a quiet voice as if to get words out. * The reading does not sound natural	* Reads in a quiet voice. * Reading sounds natural in parts of the text * Does not sound natural in parts of the text	* Reads with volume and expression * Some expressionless reading	* reads with varied volume and expression * Reading sounds natural, matching the interpretation of the passage.
Phrasing	* Reads word-by-word * Monotone voice	* Reads in two or three word phrases * Not adhering to punctuation, stress and intonation.	* Reads with a mix of two or three word phrases and longer phrasing * some choppiness * has reasonable stress/intonation	* Reads in longer phrases * adheres to punctuation, stress and intonation
Smoothness	* Frequently hesitates * sounds out words * repeats words or phrases	* Reads with extended pauses * Reader has many 'rough spots'	* Reads with some breaks in rhythm * Has difficulty with specific words/ sentence structures	* Reads smoothly with some breaks * self-corrects with difficult words/ sentence structures
Pace	* Reads slowly and laboriously	* Reads moderately slow	* Reads fast & slow through reading	* Reads at a conversational pace

iReady Diagnostic: This assessment will be given and recorded the second week of school. Administer ELA and Math on separate days. It can also be given as a progress monitoring tool throughout the trimester). The diagnostic will be given in the Winter and the Spring as well. Students will complete independently. Prompts to keep working or to stay on track are allowed.

iReady Diagnostic ELA Benchmarks

	Emerging K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Grade K	100-361	362-395 396-423 424-479	480-536	537-560	561-800					
Grade 1	100-346	347-433	434-457 458-479 480-536	537-560	561-602	603-800				
Grade 2		100-418	419-488	489-512 513-536 537-560	561-602	603-629	630-800			
Grade 3		100-418	419-473	474-510	511-544 545-560 561-602	603-629	630-640	641-800		
Grade 4		100-418	419-473	474-495	496-556	557-578 579-602 603-629	630-640	641-653	654-800	
Grade 5		100-418	419-473	474-495	496-541	542-580	581-608 609-629 630-640	641-653	654-669	670-800
Grade 6		100-418	419-473	474-495	496-541	542-565	566-597	598-615 616-640 641-653	654-669	670-684
Grade 7		100-418	419-473	474-495	496-541	542-565	566-582	583-608	609-631 632-653 654-669	670-684
Grade 8		100-418	419-473	474-495	496-541	542-565	566-582	583-593	594-619	620-641 642-669 670-684

DIBELS 8:

This assessment will be given at least once to all K-2 students as it is our State required Dyslexia screener. Teachers must give the required sections to each of their students. When administering, the directions will be followed **exactly as written.**

To meet the benchmark, students' scores should fall in the green section. To exceed, students' scores should fall in the blue section of the scoring sheet.

Legend
Blue goal = Core support; Negligible risk (nearly all students in this range score at or above the 40th percentile rank on criterion measure)
Green range = Core support; Minimal risk Bold = the minimum score needed for core support (about 80% of students who score at or above the 40th percentile rank on criterion measure fall in this range or above)
Yellow range = Strategic support; Some risk (about 80% of students who score below the 40th percentile on criterion measure fall in this range or below)
Red range = Intensive support; At risk (about 80% of students who score below the 20th percentile on criterion measure fall in this range)

Any teacher grades K-8 may assess a student using DIBELS 8 if they feel they need more data to help identify gaps in student learning.

MATH

Classroom Assessments:

All students will be administered the math program classroom assessments. This will be completed independently. Students may have questions read to them. Allowable prompts are: "Try that again.", "Keep on working", "Do your best"

When a student hands an assessment in, the teacher will circle incorrect answers and prompt, "Try these again." Students have one chance to correct incorrect answers. Students will meet or exceed when they score 80 % or above after getting the one chance to correct answers.

iReady Diagnostic:

This assessment will be given and recorded the second week of school. ELA and Math will be given on separate days. It can also be given as a progress monitoring tool throughout the trimester). The diagnostic will be given in the Winter and the Spring as well. Students will complete independently. Prompts to keep working or to stay on track are allowed.

iReady Diagnostic Math Benchmarks

	Emerging K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Grade K	100-361	362-372 373-411 412-448	449-472	473-498	499-800					
Grade 1	100-346	347-401	402-412 413-448 449-472	473-498	499-516	517-800				
Grade 2		100-386	387-427	428-440 441-472 473-498	499-516	517-526	527-800			
Grade 3		100-386	387-412	413-448	449-463 464-498 499-516	517-526	527-540	541-800		
Grade 4		100-386	387-412	413-433	434-464	465-481 482-516 517-526	527-540	541-564	565-800	
Grade 5		100-386	387-412	413-433	434-449	450-479	480-497 498-526 527-540	541-564	565-574	575-800
Grade 6		100-386	387-412	413-433	434-449	450-464	465-494	495-513 514-540 541-564	565-574	575-585
Grade 7		100-386	387-412	413-433	434-449	450-464	465-479	480-507	508-530 531-564 565-574	575-585
Grade 8		100-386	387-412	413-433	434-449	450-464	465-479	480-492	493-517	518-540 541-574 575-585

RISK 10/HIGHER TIER 3 (as teacher discretion)

Will be administered 3 times a year by classroom teachers:

These will be submitted to the School Counseling Department to assist in RTI-B and in setting up interventions.

Low academic areas - teachers mark if related to a learning disability or special education IEP, not attending classes or lack of effort.

Tier I Classroom Supports (All year long for all students)

Presentation of Materials/Instructional Strategies

All Academic supports/ If also a Behavior support it is marked with a 'b'

- Break assignment into shorter segment-b
- Use concrete examples of concepts before teaching the abstract
- Relate information to child's experiential base
- Reduce number of concepts presented at one time-b
- Pre-teach concepts-b
- Monitor comprehension of language used for instruction
- Highlight important concepts in text
- Use repetition, simpler explanation, more examples, modeling- b
- Require verbal response to indicate comprehension- b
- Assign tasks at appropriate reading level
- Check for comprehension prior to task initiation
- Check work in progress
- Extra drill/practice
- Monitor assignments- b
- Multi-sensory approach- b
- Visual reinforcement- b
- Prompting/cues/gestures- b
- Immediate feedback- b
- Study partner Number line
- Number line
- Calculator
- Manipulatives
- Repeat instructions- b
- Oral reminders- b
- Visual reminders- b
- Assistive Technology- b
- Display key vocabulary
- Word bank
- Personalized examples
- Review sessions

Organization

- Webs
- Story Maps
- Compare and Contrast
- Problem-Solution
- Cause-Effect
- Pre-prepared and typed outline- b
- KWL charts
- Give one page at a time - b
- Daily assignment list- b
- Desktop list of tasks- b
- Technology based tool- b
- Folders to hold work
- Daily homework list- b
- List sequential steps- b
- Pencil box for tools
- Worksheet formats
- Post routines- b
- Extra space to do work- b
- Peer Partner- b
- Peer classroom notes
- Prediction

Memory Strategies (All academic & behavior)

- Pass out test sections one at a time
- Extra blank space
- Group items by category
- Mnemonics
- Acrostics
- Memory Chain
- Flash cards
- Rhyming words
- Charades
- Think-Alouds
- Color coding with pens or paper
- Post-It note

Modifying the Environment

All Behavior supports/ If also an academic support it is marked with an 'a'

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Seat in area with minimal distractions <input type="checkbox"/> Preferential seating <input type="checkbox"/> Help maintain a work area free of unnecessary materials <input type="checkbox"/> Utilize checklist to promote organization | <ul style="list-style-type: none"> <input type="checkbox"/> Frequently check the organization of notebooks <input type="checkbox"/> Small group- a <input type="checkbox"/> After school support- a |
|--|--|

Modifying Time Demands

All Academic and Behavior supports

- | | |
|--|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Increase time allowed for completion of tests or assignments<input type="checkbox"/> Reduce amount of work or length of tests<input type="checkbox"/> Prioritize assignments and/or steps to completing assignments<input type="checkbox"/> Space short work periods with breaks | <ul style="list-style-type: none"><input type="checkbox"/> Consistently follow a routine<input type="checkbox"/> Alternate quiet and active tasks<input type="checkbox"/> Set time limits for specific task completions |
|--|---|

Modifying Assignments and Tests

All Academic and Behavior supports

- | | |
|--|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Read tests/assignment orally to child<input type="checkbox"/> Allow child to take test orally or dictate answers<input type="checkbox"/> Provide short answer, multiple choice, matching or true/false formats for test<input type="checkbox"/> Allow the use of word processor<input type="checkbox"/> Provide copies of notes<input type="checkbox"/> Utilize visual aids (charts, graphs, etc.)<input type="checkbox"/> Provide due date on written assignment<input type="checkbox"/> Provide list of all steps necessary to complete task<input type="checkbox"/> Give open book or notebook test<input type="checkbox"/> Provide opportunity for retakes/corrections | <ul style="list-style-type: none"><input type="checkbox"/> Allow spelling errors<input type="checkbox"/> Allow use of spell check<input type="checkbox"/> Chunk assignments<input type="checkbox"/> Pair written and verbal directions<input type="checkbox"/> Avoid abstract language<input type="checkbox"/> Get child's attention before expressing key points<input type="checkbox"/> Rephrase questions<input type="checkbox"/> Provide alternate project instead of test<input type="checkbox"/> Preview test procedures |
|--|--|

Maintaining Focus and Appropriate Behaviors

All Behavior supports

- | | |
|---|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Provide direct reinforcement (praise or immediate feedback)<input type="checkbox"/> Seat close to teacher<input type="checkbox"/> Make positive, personal comment every time child shows interest<input type="checkbox"/> Provide frequency check-ins<input type="checkbox"/> Give advanced warning of transitions<input type="checkbox"/> Use physical proximity to promote refocus<input type="checkbox"/> Provide clear, concise classroom expectations and consequences<input type="checkbox"/> Consistently reinforce classroom rules<input type="checkbox"/> Monitor tolerance and be mindful of signs of frustration<input type="checkbox"/> Provide alternatives when appropriate | <ul style="list-style-type: none"><input type="checkbox"/> Designate a "cool off" location<input type="checkbox"/> Avoid power struggles<input type="checkbox"/> Without attention from attention-seeking behaviors<input type="checkbox"/> Communicate frequently with parents<input type="checkbox"/> Speak privately to child about inappropriate behaviors<input type="checkbox"/> Allow opportunities for controlled movement (trip to office, get drink, etc.)<input type="checkbox"/> Chart progress<input type="checkbox"/> Behavior contracts<input type="checkbox"/> Cue/model expected behavior |
|---|--|

READING
All Academic supports

<p>Comprehension/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guided Reading (Lv 1-18) <input type="checkbox"/> Literature Discussion Groups (lv J-3rd grade) <input type="checkbox"/> Comprehension Focus Groups (3rd Grade - 6) <input type="checkbox"/> Close reading <input type="checkbox"/> teacher modeling: Teachers read text to students and model their thinking while reading <input type="checkbox"/> Students partner read and discuss the text together with or without guiding questions <input type="checkbox"/> Discuss the who, what, where, why and how in a text <input type="checkbox"/> Practice taking notes by making lists of information being read in the text. <input type="checkbox"/> Teacher modeling while reading aloud what different words mean in the text <input type="checkbox"/> Represent the meanings of words/phrases through words, drawings or other representation <input type="checkbox"/> Reader's Theater <input type="checkbox"/> Core words 	<p>Fluency</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fluency development lesson <input type="checkbox"/> Reader's Theater <input type="checkbox"/> Core words reading <input type="checkbox"/> teacher modeling: Teachers read text to students in an expressive way to help students hear reading fluently. <input type="checkbox"/> Echo reading: Teachers read a sentence to students, and then students reread it. <input type="checkbox"/> Choral reading: Teachers model reading a text, and then students read it together in a group or with a partner. <input type="checkbox"/> Partner reading: A struggling reader is paired with a strong reader, and they take turns reading with the less fluent student signaling when they need help. <input type="checkbox"/> Whisper reading: Students read text quietly to themselves. <input type="checkbox"/> Repeated reading: Students read a text repeatedly until they reach a certain reading level. <input type="checkbox"/> Student choice: Students are given choices about activities that align with teaching objectives, such as choosing their seats or which books to read.
<p>Phonemic Awareness/phonological awareness</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sound boxes <input type="checkbox"/> Rhyming/Poetry/Songs <input type="checkbox"/> Segmenting and blending <input type="checkbox"/> Sound sorts 	<p>Phonics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word building <input type="checkbox"/> F & P <input type="checkbox"/> Word and part study <input type="checkbox"/> Spell in parts <input type="checkbox"/> Making big words <input type="checkbox"/> Letter names and sounds <input type="checkbox"/> Word sorts
<p>MATH All Academic supports</p>	
<p>Math Concepts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reteach daily lesson as needed (one on one to small group) <input type="checkbox"/> Review math vocabulary <input type="checkbox"/> iReady student accounts 	<p>Number Sense</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fact Fluency <input type="checkbox"/> Number sense

Tier II/III Recommendation Form Example

(Done by Classroom Teacher)

Student Name _____ Jed Dye _____ Date 9/18/23 Grade: 5

Teacher: Ms. T. Eyes Area of Concern: **ELA** Math Behavior

Parent/Guardian Communication Log:

Date	How	Notes	Date	How	Notes
2/22/22	Phone	Parent agreed to read more at home			

Interventions:

List interventions have done with student:

Area of Need	Supports/Interventions	How often
Increase comprehension skills	In a small group: *Oral retelling *Written responses to reading *Teach strategies to think about reading while reading	10 minutes daily for 4 wks.
Increase reading vocabulary skills by learning about grade level phonics.	In a small group: * Word sorts	10 minutes daily for 4 wks.

Assessment Data

Assessment (Formal/Informal)	Date	Score
DIBELS 8	9/15/23	DNM
Running Record	9/29/23	85% accuracy

Comprehension		9/29/23	Meets
Observations	Student has learned a one or two comprehension strategies and is applying to their reading Student is still struggling with understanding vocabulary		
Recommendations	Move student to Tier II		

Tier II/III Recommendation Form
(Done by Classroom Teacher)

Student Name _____ Date _____ Grade: _____

Teacher: _____ Area of Concern: ELA Math Behavior

Parent/Guardian Communication Log:

Date	How	Notes	Date	How	Notes

Interventions:

List interventions have done with student:

Area of Need	Supports/Interventions	How often

Assessment Data

Assessment (Formal/Informal)	Date	Score
Observations		
Recommendations		

Tier II and Tier III TITLE I/INTERVENTION:

Tier I efforts will continue by the classroom teacher (layers).

FOR INTERVENTIONISTS & TITLE I TEACHERS:

- If, after 4 weeks of explicit Tier I instruction, a student is not making adequate progress then during the MTSS Team meeting, review the Tier II/III Recommendation forms and as a team use the data/information on that form to help create a Tier II Intervention Plan
- A copy of the Tier II Intervention Plan will be copied and a Title 1 student file will be started.
- When a student is identified at an MTSS Team Meeting for Tier II, the Title I teacher/Interventionist will send home a Parent Information Letter prior to pulling the student from the classroom.
- Implement focused instruction based on goals of the plan in a small group/1:1 setting depending on student needs, 3-4 times a week.
- Gather information and document on the Tier II Intervention Plan and bring to the next MTSS team meeting.

After 4 weeks, is the student making adequate progress based on the data/observations:

YES-the MTSS team will decide to move student to just Tier I or continue with Tier II

NO-

- During the MTSS Team meeting, review data on the Tier II intervention Plan. Create a Tier III Intervention Plan.
- If a referral to Tier III is needed, a copy of the Tier III Intervention Plan will go in the Title 1 student file.
- Implement focused instruction based on goals of the plan in a small group/1:1 setting depending on student needs, everyday.
- Gather and document information on the Tier III Intervention Plan and bring it to the next MTSS team meeting.
- If the student is moving to Tier 3 for behavior then interventions will include an FBA with parent permission.
- This FBA will be used to guide the intervention strategies for the student. Parent permission will be obtained and an MTSS meeting with the parent will occur to involve the parents in the Behavior Intervention Plan that each Tier 3 student will have developed based on the FBA.
- The FBA pieces that will be utilized will be determined by the team, but can include such items as: Parent interview, Student interview, Further assessment tools (Systematic Screening Behavior Disorder Assessments etc.), Wrap around coordination with other service providers that are working with the student, and up to 3 observations of the student

After 4 weeks, is the student making adequate progress based on the data/observations:

YES-The MTSS team will decide to move the student down a Tier or continue with Tier III

NO-

- During the MTSS Team meeting, review data on the Tier III Intervention Plan, revising goals as needed
- Implement focused instruction based on goals of the plan in a small group/1:1 setting depending on student needs, everyday.
- Gather and document information on the Tier III Intervention Plan and bring it to the next MTSS team meeting.

After 4 weeks, is the student making adequate progress based on the data/observations:

YES-The MTSS team will decide to move the student down a Tier or continue with Tier III

NO-

- During the MTSS Team meeting, review data on the Tier III Intervention Plan, revising goals as needed
- At this point the student has had Tier III intervention for two months and a SPED referral will be started
- Implement focused instruction based on goals of the plan in a small group/1:1 setting depending on student needs, everyday.
- Gather and document information on the Tier III Intervention Plan and bring it to the next MTSS team meeting.
- Students will continue to receive Tier III interventions until they have been evaluated and begin special education services or show progress.

*When a student is dismissed from SPED they will be put on Monitor Status

Tier II & III Interventions

READING		
Grade K <input type="checkbox"/> Strategic work, PA, phonics, fluency, vocabulary, comprehension <input type="checkbox"/> Word Study <input type="checkbox"/> Letter ID <input type="checkbox"/> Interactive Writing/Assisted Writing <input type="checkbox"/> Literacy Processing (if trained) 1 on 1	First Grade: <input type="checkbox"/> Reading Recovery, <input type="checkbox"/> Guided Reading Plus, <input type="checkbox"/> Assisted Writing, <input type="checkbox"/> Word Study, <input type="checkbox"/> Dyslexia Intervention <input type="checkbox"/> Literature Discussion Groups <input type="checkbox"/> Literacy Processing (if trained) 1 on 1	Second to Eighth Grade: <input type="checkbox"/> Guided Reading Plus, <input type="checkbox"/> Literature Discussion Groups <input type="checkbox"/> Assisted Writing <input type="checkbox"/> Word Study <input type="checkbox"/> Dyslexia Intervention <input type="checkbox"/> Comprehension Focus Groups <input type="checkbox"/> LLI
Reading Comprehension, Vocabulary & Fluency	Spelling and Writing	Phonics/Phonemic Awareness
<input type="checkbox"/> Quick Reads <input type="checkbox"/> Response Journals <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math		
<input type="checkbox"/> Math vocabulary <input type="checkbox"/> Math concept practice <input type="checkbox"/> Number sense		
Behavior		
Tier II		Tier III
<input type="checkbox"/> Small group work, short term, with School Counselor around a specific issue <input type="checkbox"/> Social Skills Group <input type="checkbox"/> Staff mentor <input type="checkbox"/> Peer mentor <input type="checkbox"/> Quiet working space outside of classroom <input type="checkbox"/> Use of daily organizers or schedule of the day <input type="checkbox"/> Home school communication <input type="checkbox"/> Circle of Friends Contract <input type="checkbox"/> Discretionary movement breaks/ Sensory breaks <input type="checkbox"/> Tweak Tier I strategies		<input type="checkbox"/> Behavior Intervention Plan based on FBA <input type="checkbox"/> FBA <input type="checkbox"/> Continues Differential Reinforcement if enough staff available. <input type="checkbox"/> Sensory Diet <input type="checkbox"/> 1:1 School Counseling support with specific goals. <input type="checkbox"/> Reduced school day <input type="checkbox"/> Loss of a privilege to be earned back over time <input type="checkbox"/> Coordination with community mental health providers (wrap around services) <input type="checkbox"/> Duration of daily instruction is longer (finding a way to gain time to help a

	<p>student)</p> <p><input type="checkbox"/> Cognitive Behavioral Therapy (rethinking skills, problem solving skills, impulse control, anger management skills)</p>
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Progress Monitoring		
Reading	Math	Behavior
<input type="checkbox"/> DRA/F&P benchmark kits <input type="checkbox"/> DIBELS 8 <input type="checkbox"/> Observation Survey/graphs <input type="checkbox"/> Writing Samples		<input type="checkbox"/> SRSS Scores <input type="checkbox"/> Infinite Campus-Discipline/Attendance Record <input type="checkbox"/> Teacher observations

Tier II/III Intervention Plan Example
(Blank Template at end of Handbook)

Student Name _Ima Peach_____ Date _____ Grade: 3 Tier II Tier III

Teacher: Dr. E. Ville Area of Concern: ELA Math Behavior

(Done by Title I teacher/interventionist) Parent Notification Letter sent
Date: _2/20/22_

Parent/Guardian Communication Log:

Date	How	Notes	Date	How	Notes
2/22/22	Phone	Parent agreed to read more at home			

Assessment Results From Data Wall (Done by Classroom teacher)

Data Point	Assessment	Date	Score
Data Point 1	MTTY	9/16	215 Below
Data Point 2	TCRWP Running Record	11/14	Level T 91% Accuracy Fluency- PM Comprehension- PM
Data Point 3	iReady	9/5	2.5

Tier I Interventions:

List Tier I interventions have done with student (Done by Classroom Teacher):

Area of Need	Supports/Interventions	How Often
To solve words in continuous text while increasing text level and fluency	Vowel combinations, look for known parts in words	30 minutes at least 3x/week pull out
Complete an oral retell with all important events in sequence from beginning to end	Sequence activities, graphic organizers	During above time

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Progress Monitoring Chart (Done by Title 1 Teacher/Interventionist):

Goal: To solve words in continuous text while increasing text level and fluency

Progress monitoring tool: DIBELS 8

Scoring is marked D= Does Not Meet, PM= Partially Meets, M= Meets, E= Exceeds

	PM 1	PM 2	PM3	PM 4	PM 5	PM 6
Score	73/20/35/ 60/92/6.0 PM	75/23/72/ 95/7.5 PM	76/24/40/ 73/96/15 M	77/26/43/ 75/97/15 M		
Date	9/25	10/10	10/24	11/6		

Goal: Complete an oral retell with all important events in sequence from beginning to end

Progress monitoring tool: oral retells from DRA or F&P every two weeks.

Scoring is marked D= Does Not Meet, PM= Partially Meets, M= Meets, E= Exceeds

	PM 1	PM 2	PM3	PM 4	PM 5	PM 6
Score	PM	PM	M	M		
Date	9/25	10/10	10/24	11/6		

Evaluation-

- _____ Based on significant progress, student will be dismissed from Tier II services
- _____ Based on progress monitoring results, students will continue in Tier II/III services with current instructional interventions
- _____ Based on lack of progress, the student's intervention plan will be modified
- _____ Based on lack of progress student's will be referred for further evaluation for special education

Tier II/III Intervention Plan

Student Name _____ Date _____ Grade: _____ Tier II Tier III

Teacher: _____ Area of Concern: ELA Math Behavior

(Sent by Title I teacher/interventionist) Parent Notification Letter sent

Date: _____

Parent/Guardian Communication Log:

Date	How	Notes	Date	How	Notes

Assessment Results From Data Wall (Done by Classroom teacher)

Data Point	Assessment	Date	Score
Data Point 1			
Data Point 2			
Data Point 3			

Tier I Interventions:

List Tier I interventions have done with student (Done by Classroom Teacher):

Area of Need	Supports/Interventions	How often

Progress Monitoring Chart (Done by Title 1 Teacher/Interventionist):

Goal:

Progress monitoring tool:

Scoring is marked D= Does Not Meet, PM= Partially Meets, M= Meets, E= Exceeds

	PM 1	PM 2	PM3	PM 4	PM 5	PM 6
Score						
Date						

Goal:

Progress monitoring tool:

Scoring is marked D= Does Not Meet, PM= Partially Meets, M= Meets, E= Exceeds

	PM 1	PM 2	PM3	PM 4	PM 5	PM 6
Score						
Date						

Goal:

Progress monitoring tool:

Scoring is marked D= Does Not Meet, PM= Partially Meets, M= Meets, E= Exceeds

	PM 1	PM 2	PM3	PM 4	PM 5	PM 6
Score						
Date						

Evaluation-

- Based on significant progress, student will be dismissed from Tier II services
- Based on progress monitoring results, students will continue in Tier II/III services with current instructional interventions
- Based on lack of progress, the student's intervention plan will be modified
- Based on lack of progress student's will be referred for further evaluation for special education

RSU 63 MTSS Meeting Notes

Student's Name: _____ Grade: _____ Teacher(s): _____
 Date of Meeting _____
 Concerns / Comments:

Subject	Tier I, II, or III	Data Point 1 Scores	Data Point 2 Scores	Data Point 3 Scores	Progress
ELA					<input type="checkbox"/> Adequate Progress Made <input type="checkbox"/> Concerns Continue; no change <input type="checkbox"/> Referral to next Tier/SPED
Math					<input type="checkbox"/> Adequate Progress Made <input type="checkbox"/> Concerns Continue; no change <input type="checkbox"/> Referral to next Tier/SPED
Behavior					<input type="checkbox"/> Adequate Progress Made <input type="checkbox"/> Concerns Continue; no change <input type="checkbox"/> Referral to next Tier/SPED

RSU 63 MTSS Meeting Notes

Student's Name: _____ Grade: _____ Teacher(s): _____
 Date of Meeting _____
 Concerns / Comments:

Subject	Tier I, II, or III	Data Point 1 Scores	Data Point 2 Scores	Data Point 3 Scores	Progress
ELA					<input type="checkbox"/> Adequate Progress Made <input type="checkbox"/> Concerns Continue; no change <input type="checkbox"/> Referral to next Tier/SPED
Math					<input type="checkbox"/> Adequate Progress Made <input type="checkbox"/> Concerns Continue; no change <input type="checkbox"/> Referral to next Tier/SPED
Behavior					<input type="checkbox"/> Adequate Progress Made <input type="checkbox"/> Concerns Continue; no change <input type="checkbox"/> Referral to next Tier/SPED

09/01/2022

Initial Referral Process for RSU 63

Note: If a parent ever requests evaluations and/or referral at any point, tell them to call Carmen Rioux, Director of Special Services at 843-0702 and begin/continue collecting RTI data.

What the teacher does:

Step 1: If a general education teacher has documentation that Tier III interventions have not been successful in the general education setting for 12 data points (assessments), contact the parent to inform them and find out if they are in support of a special education referral.

- If the parent is unreachable, 3 contact attempts then move forward.
- If a parent is hesitant or unsure about the referral, just explain that there will be an initial meeting, and they can decide at the meeting. They should expect contact from the Special Services Office.

Step 2: Make sure the information in the referral form is filled in fully and contact a school Special Education Teacher to meet: Brian White at Eddington, Mary Bridgham or Theresa Richardson at Holden, or Annabelle Muscatell at Holbrook. Share your concerns and check with them to ensure there is enough information to start a referral.

Step 3: If the Special Education Teacher accepts information to move forward.

*** The teacher is done with their part.***

The SPED teacher will meet with the building principal to review the referral. Principal signs the form if the student has not made adequate progress. The paperwork is sent to the special services office.

Step 4: Special Education Teacher contacts Kelli Pollack to set up student information in SPEDnet.

Step 5: Special Education Teacher fills out the referral form in SPEDnet. *Prep → Referral for Services*

Step 6: Director of Special Services reviews the documentation and signs the referral form.

Step 7: Director completes Consent to Evaluate form and Written Notice to be sent home to parents requesting a signature to begin evaluations.

Step 8: (Three possible outcomes)

1. Consent to Evaluate is returned with Approval checked and a parent signature; evaluations are scheduled and should be completed within 45 school days, parents are given a copy of the reports at least 3 days before the meeting and an IEP meeting (Initial referral/eligibility) is scheduled.
2. Consent to Evaluate is returned with Refusal checked; the process stops and Tier III interventions continue.
3. Consent to Evaluate is not returned; continue Tier III interventions and continue communication with the parents.

Step 9: (Three possible outcomes)

1. Eligibility meeting determines the student has a disability that has an Adverse Effect on learning; the student receives an IEP and is eligible for services.
2. Eligibility meeting determines the student has a disability but there is not an Adverse Effect on learning; the student receives a 504 plan to document the disability and the accommodations the student requires to access general education instruction.
3. Eligibility meeting determines no disability is present. The student does not qualify for IEP or 504 plan and Tier III interventions continue.