COAL CITY UNIT DISTRICT #1

Multi-tiered System of Supports DISTRICT PLAN

May 2017

TABLE OF CONTENTS

Page

UNIT #1
VISION/MISSION STATEMENT/GOALS OF MTSS

Unit District #1 Vision for MTSS Plan:
To establish a district wide process that provides prevention, early intervention services and appropriate instructional programming to ensure academic and behavioral progress and success for all students. The district wide process will include frequent and repeated assessment of student performance, data based decision making, and the use of multi-tiered, research based intervention.

Unit District #1 Mission Statement for MTSS Plan:
Through the MTSS model developed, Unit District #1 will provide high-quality instruction and appropriate academic and behavioral interventions to meet the needs of each individual student. Teachers and support staff will monitor the rate at which students learn and the level at which they perform. Teachers, support staff, and administrators will use student performance data to make decisions about instruction, goals, eligibility for special education programs and services, and other critical educational decisions across general, remedial, and special education.

MTSS General Goals:

- Improve student achievement
- Provide early interventions to struggling students
- To be proactive rather than reactive
- Make decisions based on the use of student data
- Improve communication for all stakeholders
- Provide teachers support through resources and training
- Decrease number of special education referrals

MTSS Academic Goals:

- Increase the number of students that meet or exceed state standards
- Improve student performance on local assessments
- Increase graduation rate
- Decrease number of failures per class
- Decrease the dropout rate

MTSS Behavioral Goals:

- Increase academic engagement time in the classroom
- Increase positive behaviors through school wide PBS initiatives
- Decrease the number of behavior referrals
- Decrease the number of suspensions/expulsions
- Promote a positive school climate

Multi Tiered System of Supports
DEFINITIONS

What is a Multi Tiered System of Supports (MTSS)?

MTSS is "the practice of providing 1) high-quality instruction/intervention matched to student needs and 2) using learning rate over time and level of performance to 3) make important educational decisions" (Batsche, et al., 2005). This means using differentiated instructional strategies for all learners, providing all learners with scientific, research-based interventions, continuously measuring student performance using scientifically research-based progress monitoring instruments for all learners and making educational decisions based on a student's MTSSs.

How does MTSS work?

MTSS integrates assessment and intervention within a multi-tiered prevention system to maximize student achievement and to reduce behavior problems. With MTSS, schools identify students at risk for poor performance on learning outcomes through universal screening of basic skills, classroom performance measures, monitoring student progress, and providing evidence-based interventions, while adjusting the intensity and nature of those interventions depending on a student's responsiveness.

What is Universal Screening?

Universal screening is defined as brief assessments that are valid, reliable, and demonstrate diagnostic accuracy for predicting which students will develop learning or behavioral problems. They are conducted with all students to identify those who are at risk of academic failure and, therefore, need more intensive intervention to supplement primary prevention (i.e., the core curriculum).

What is Progress Monitoring?

Progress monitoring is defined as repeated measurement of performance to inform the instruction of individual students in general and special education in grades K-12. These tools must be reliable and valid for representing students' development and have demonstrated utility for helping teachers plan more effective instruction. Progress monitoring is conducted at least monthly to:
- Estimate rates of improvement
- Identify students who are not demonstrating adequate progress
- Compare the efficacy of different forms of instruction to design more effective, individualized instruction

Progress monitoring can be understood as the ongoing, formative assessment of a student's academic development. Progress monitoring allows an instructional team to identify student needs and tailor instruction based upon knowledge of student skills. When used as part of a tiered instructional process, progress monitoring can provide the information by which informed judgments can be made about the student's development, and need for movement from tier to tier.

What are culturally and linguistically responsive practices?

The use of culturally and linguistically responsive practices by teachers and other school staff involves purposeful consideration of the cultural, linguistic, and socioeconomic factors that may have an impact on students' success or failure in the classroom. Attention to these factors, along with the inclusion of cultural elements in the delivery of instruction, will help make the strongest possible connection between the culture and expectations of the school and the culture(s) that students bring to the school. Instruction should be differentiated according to how students learn, build on existing student knowledge and experience, and be language appropriate. In addition, decisions about secondary and tertiary interventions should be informed by an awareness of students' cultural and linguistic strengths and challenges in relation to their responsiveness to instruction.

What are differentiated learning activities?

Teachers use student assessment data and knowledge of student readiness, learning preferences, language and culture to offer students in the same class different teaching and learning strategies to address their needs. Differentiation can involve mixed instructional groupings, team teaching, peer tutoring, learning centers, and accommodations to ensure that all students have access to the instructional program. Differentiated instruction is NOT the same as providing more intensive interventions to students with learning problems.

What is the MTSS prevention framework?

MTSS has three levels of prevention: primary, secondary, and tertiary. Through this framework, student assessment and instruction are linked for data-based decision making. If students move through the framework's specified levels of prevention, their instructional program becomes more intensive and more individualized to target their specific areas of learning or behavioral need.

Why is a common framework for MTSS helpful?

A common MTSS framework may strengthen MTSS implementation by

helping schools understand how programming becomes increasingly intensive. This helps schools accurately classify practices as primary, secondary, or tertiary. These distinctions should assist building-level administrators and teachers in determining how to deploy staff in a sensible and efficient manner.

What is primary prevention or Tier 1?
Primary prevention is Tier 1, the least intensive level of the MTSS prevention framework, typically includes the core curriculum and the instructional practices used for all students. Primary prevention includes:
- A core curriculum that is research-based
- Instructional practices that are culturally and linguistically responsive
- Universal screening to determine students' current level of performance
- Differentiated learning activities (e.g., mixed instructional grouping, use of learning centers, peer tutoring) to address individual needs
- Accommodations to ensure all students have access to the instructional program
- Problem solving to identify interventions, as needed, to address behavior problems that prevent students from demonstrating the academic skills they possess

Students who require interventions due to learning difficulties continue to receive instruction in the core curriculum.

What is secondary prevention or Tier 2?
Secondary prevention typically involves small-group instruction that relies on evidence-based interventions that specify the instructional procedures and frequency of instruction.

Secondary prevention has at least three distinguishing characteristics:
- it is evidence-based
- it relies entirely on adult-led small-group instruction rather than whole-class instruction
- it involves a clearly articulated, validated intervention, which should be adhered to with fidelity.

Secondary prevention is expected to benefit a large majority of students who do not respond to effective primary prevention. As evidenced by progress monitoring data, students who do not benefit from the interventions provided under secondary prevention may need more intensive instruction or an individualized form of intervention, which can be provided at the tertiary prevention level, Tier 3.

What is tertiary prevention or Tier 3?

Tier 3 Intervention increases the intensity and frequency and possibly the intervention attempted. 30 to 60 minutes per day in the area of deficiency will be required in addition to instructional practices already in place.

This Tier could involve continuation of an intervention in Tier 2 that showed progress but not at the rate necessary to close the achievement gap, or it could add to or replace a Tier 2 intervention. Thus the intensity of the treatment would be increased, or a new intervention could be introduced because of a lack of response. What differentiates Tier 3 from Tier 3 is the intensity and frequency of the intervention. Intensity can increase by reducing group number, increasing time with intervention, increasing the skill level of the interventionist, or increasing the explicitness of the intervention. Treatment fidelity will be monitored by the MTSS Team.

Is MTSS a special education program?

No. MTSS is not synonymous with special education. Rather, special education is an important component of a comprehensive MTSS framework that incorporates primary, secondary, and tertiary levels of prevention. All school staff (e.g., principal, general educators, special educators, content specialists, psychologists) should work together to implement their MTSS framework and make decisions regarding appropriate intensity of interventions for students. Movement to less intensive levels of the prevention framework should be a high priority, as appropriate.

What does MTSS have to do with identifying students for special education?

IDEA 2004 allows states to use a process based on a student's response to scientific, research-based interventions to determine if the child has a specific learning disability (SLD). In an MTSS framework, a student's response to or success with instruction and interventions received across the levels of MTSS would be considered as part of the comprehensive evaluation for SLD eligibility.

How does an MTSS framework work in conjunction with inclusive school models and Least Restrictive Environment?

Within an MTSS framework, the levels refer only to the intensity of the services, not where the services are delivered. Students may receive different levels of intervention within the general education classroom or in a separate location with a general education teacher or other service

providers. This is an important decision for educators to consider carefully.

Can students move back and forth between levels of the prevention system?

Yes, students should move back and forth across the levels of the prevention system based on their success (response) or difficulty (minimal response) at the level where they are receiving intervention, i.e., according to their documented progress based on the data. Also, students can receive intervention in one academic area at the secondary or tertiary level of the prevention system while receiving
instruction in another academic area in primary prevention.
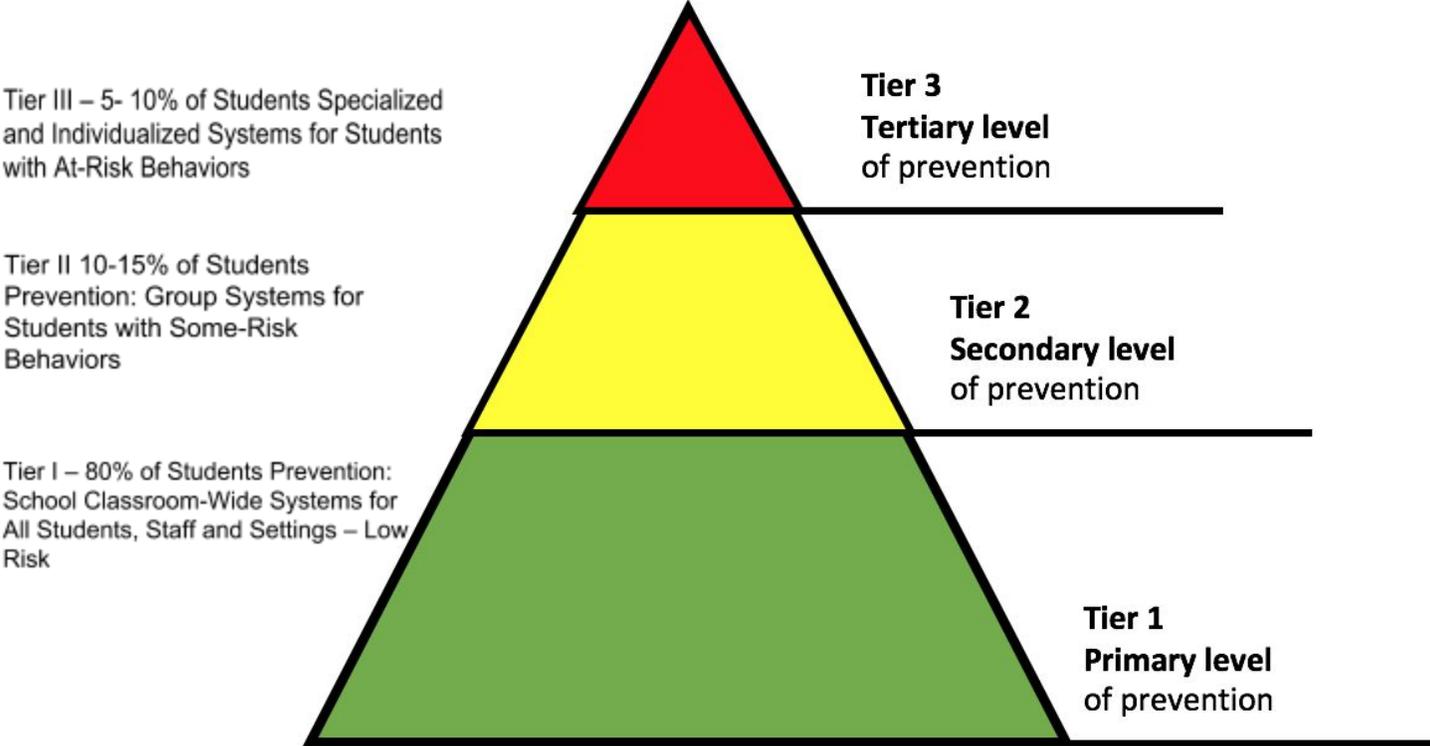
What's the difference between MTSS and PBS?

MTSS and PBS are related innovations that rely on a three-level prevention framework, with increasing intensity of support for students with learning or behavioral problems. Schools should design their MTSS and PBS frameworks in an integrated way to support students' academic and behavioral development.

What is Evidence-based Intervention?

Evidence-based intervention refers to interventions for which systematic empirical research has provided evidence of statistically significant effectiveness as treatments for specific problems. This is an approach which matches identified student needs with the most effective and efficient methods which have been proven to be effective. The goal is to eliminate unsound or excessively risky practices in favor of those that have better outcomes.

CONTINUUM OF SCHOOL-WIDE SUPPORT

Tier III – 5- 10% of Students Specialized and Individualized Systems for Students with At-Risk Behaviors

Tier 3
Tertiary level
of prevention

Tier II 10-15% of Students Prevention: Group Systems for Students with Some-Risk Behaviors

Tier 2
Secondary level
of prevention

Tier I – 80% of Students Prevention: School Classroom-Wide Systems for All Students, Staff and Settings – Low Risk

Tier 1
Primary level
of prevention

MTSS PROBLEM SOLVING METHOD

Define the Problem
What is the problem and why is it happening?

Develop a Plan
What are we going to do?

Implement Plan
Carry out the intervention.

Evaluate
Did our plan work?
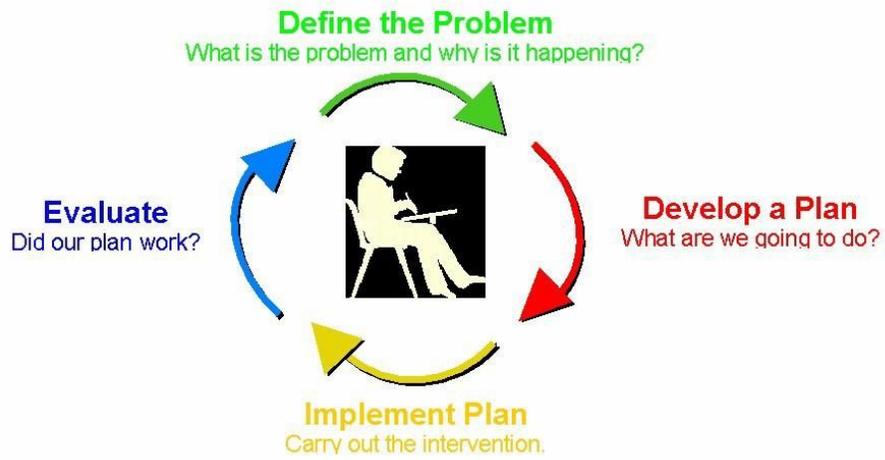
LINK BETWEEN MTSS AND SPECIFIC LEARNING DISABILITY ELIGIBILITY DETERMINATION

Components of Eligibility:

In a MTSS, eligibility determination for special education services occurs when a student's response to both core instructional and supplemental interventions does not result in a movement toward achieving benchmarks and peer performance levels. In addition, a student may be considered for special education if her/his response to intensive interventions produces a meaningful growth rate (toward the attainment of proficiency in a given area), but that growth rate requires significant and ongoing resources beyond general education to maintain. The integrity of both core and supplemental interventions must be assured prior to determining that a student has a disability. This assurance is accomplished through collection and use of student performance data.

Eligibility determination can be made using the convergence of data from multiple sources to document each of the following four eligibility criteria:

1. Level Differences, such as large performance differences compared to peers and benchmark expectations in relevant domains of learning or behavior. Standards of comparison may include national, district or area normative data, grade-level benchmarks and/or developmental norms.
2. Rate of Learning Differences, such as large differences in rate of learning compared to peers and trajectories toward benchmarks when provided with high-quality interventions implemented over a significant period. This determination is based on the frequent assessment of the student's progress in response to a carefully implemented, scientifically based instruction.
3.   Documented Adverse Impact on education and need for special education. The student's performance problem must have a demonstrable adverse impact on his or her education and the student must demonstrate the need for specially designed instruction (special education) to make or maintain meaningful progress. To determine adverse impact, the MTSS team examines and documents the impact the student's performance problem(s), and performance and progress in the school curriculum.

4. Exclusionary Factors: (1) rule out sensory impairments and absence of instructional opportunities; and (2) depending on SEA disability categories, rule out mild mental retardation, emotional-behavioral disorders and speech/language and other disabilities as the primary cause of the significant achievement deficiency.
    - Identifying that the learning problem is not a result of other disabilities.
    - Identifying that the disability is not the result of a "lack of appropriate instruction in reading, including the essential components of reading instruction," "lack of instruction in math," or "limited English proficiency" or Economic, Cultural, or Environmental Disadvantage (20 U.S.C. 1414(b) (5) (A-C).

It is understood that there are some students who may not be eligible for special education who may nonetheless continue to need an array of support services in general education to make meaningful progress.

PROCESS OF IMPLEMENTATION OF ACADEMIC MTSS PROCESS FOR COAL CITY SCHOOLS

Tier I: General Education
General Education teachers will use scientifically researched –based reading, written language, and mathematics programs in their classroom. Professional development activities will be provided for staff with emphasis on scientifically based interventions.

Step 1. Screening
Approved benchmark assessment tools in reading and math will be administered to all students K-8 in the fall, winter and spring. Students in grades 9-12 will be screened once per year along with historical data review.

Multiple, grade appropriate, sources of data will be collected in addition to the benchmark screening data to determine both convergence and magnitude of the problem. Scores will be weighted to best determine student need.

The intent is not to limit the amount of children receiving intervention and monitoring, but to ensure adequate resources to provide such services for those most in need.

Step 2. Modification of general education program
Classroom teachers will supplement the general educational program with interventions through such means as but not limited to differentiated instruction, students center activities, and other group or individual instructional methods in order to increase student progress.

Tier I interventions will be carried out in the general education classroom by the classroom teacher. School personnel will inform parents of concerns and remedial strategies being used in the classroom.

Step 3.   Monitoring responsiveness to general education

At-risk students are assessed with curriculum-based measurements such as benchmark assessments, local assessment results, and state and national test results. This data is charted to identify student achievement levels and academic progress. This data is essential for students who are being considered for the next tier of interventions by the classroom teacher. The "targeted" student's progress is compared to national and class norms.

Tier II: Interventions
Step 4.   Referral to MTSS Team

Tier II Intervention increases the intensity, frequency and possibly the intervention attempted. Twenty to thirty minute sessions 3 to 5 times per week in the area of deficiency will be required in addition to instructional practices already in place. Tier II interventions will be carried out in small groups of 3 to 6 students. The size of the group may slightly vary based on available resources in addition to the requirements of the interventions being attempted. These interventions may be carried out in the classroom or in an intervention room. Prior to the MTSS Team meeting the team may need to gather additional data from such means as teacher interview, parent interview and classroom observation. Treatment fidelity will be monitored by the MTSS Team.

Step 5. Monitoring Tier II Interventions - Response To Diagnostic Treatment

The MTSS Team (including the classroom teacher) will determine which of the team members will monitor student progress with the administration of a progress monitoring measurement probe in the deficit areas.

Inadequate progress is defined as making less weekly progress than a grade-level student at the 25th percentile and functioning in the bottom 10 percent of the class. If a student is making inadequate progress the MTSS team will evaluate the adequacy of the current intervention plan. After evaluating the intervention plan, the team may either attempt a different intervention plan by utilizing different or adding additional interventions that are to be implemented at a Tier II intensity level (20-30 minutes per day 3 to 5 times per week) for an additional 8 to 12 week period or the team may determine to attempt interventions that are implemented at a Tier III level (30 to 60 minutes per day 5 times per week in an individualized group 1:1, 1:2, or 1:3 in addition to core instruction). The MTSS Team will inform the parent of the current rate of progress and either the plan to change the Tier II intervention or implement a more intensive Tier III intervention.

Tier III: Interventions
Step 6:   Tier III More Intensive Diagnostic Intervention
Tier III Intervention increases the intensity and frequency and possibly
the intervention attempted. Thirty to 60 minutes per day in the area of
deficiency will be required in addition to instructional practices already
in place.

This Tier could involve continuation of an intervention in Tier II that
showed progress but not at the rate necessary to close the achievement
gap, or it could add to or replace a Tier II intervention. Thus the intensity of
the treatment would be increased, or a new intervention could be
introduced because of a lack of response. The group size also is reduced in
Tier II from a size range of 3-6 students in Tier II to a size 1:1, 1:2, 1:3. Some
promising research shows that the grouping may result in better results
that a 1:1 process. What differentiates Tier III from Tier II is the intensity
and frequency of the intervention. Treatment fidelity will be monitored by
the MTSS Team.

Step 7: Tier III Monitoring Response To Diagnostic Treatment
The MTSS Team will determine which of the team members will
monitor student progress with the administration of a weekly
curriculum based measurement probe in the deficit areas. The team
will reconvene no sooner than 8 weeks and no later than 12 weeks after
the plan was initiated to determine effectiveness.

Inadequate progress is defined as making less weekly progress than a
grade-level student as the 25th percentile and functioning in the bottom
10 percent of the class. If a student is behind, but making progress, an
additional 8 to 12 weeks period of interventions may be provided to close
the achievement gap. The MTSS team may either attempt a different
intervention plan by utilizing different or additional interventions that are
to be implemented at a Tier III intensity level. The MTSS team will inform
the parent of the current rate of progress, the additional time for
interventions and any changes in the intervention program.

Step 8: Consideration for special education services
Tier III non-responders will be referred by the district to receive an
individual evaluation that addresses all of the eligibility determination,
evaluation, and procedural safeguards specified in IDEA and the need for
special education services. Once either referral is completed, the building
principal will determine if the referral is appropriate. If the referral is
determined to be appropriate, the evaluation team will design an

evaluation that considers the information that has already been gathered through the MTSS process and if needed what additional information is necessary to determine the individual student's needs. Parent consent must be obtained before the team can proceed with the evaluation. Once the evaluation is completed the Assessment Team will meet to review the information gathered, determine eligibility if needed, determine educational programming and write the IEP (Individual Educational Plan).

ACADEMIC MTSS TIMELINE

FALL
- September – Week 2 – Administer Fall Benchmark Assessments
- Implement interventions based on data convergence
- Progress Monitor "At Risk" Students every week
- Strategic Monitor "Some Risk" Students at least every 2 weeks
- Building Leadership Team meets every 6 to 8 weeks to address student intervention plans

WINTER
- January – Week 2 – Administer Winter Benchmark Assessments
- Implement interventions based on student performance
- Progress Monitor "At Risk" Students every week
- Strategic Monitor "Some Risk" Students every 2 weeks
- Building Leadership Team meets every 6 to 8 weeks to address student intervention plans

SPRING
1. April/May – Administer Spring Benchmark Assessment
2. Continue to implement interventions based on student performance
3. Continue to progress monitor "At Risk" Students every week
4. Continue to strategic monitor "Some Risk" Students every 2 weeks
5. Building Leadership Team meets every 6 to 8 weeks to address student intervention plans

PROCESS OF IMPLEMENTATION OF BEHAVIORAL MTSS PROCESS FOR COAL CITY SCHOOLS

Tier 1

1. **Buildings Will Establish School-Wide Expectations**
   a. Be Respectful, Be Responsible, Be Safe (consistent between buildings)
   b. Expectations are posted around school
   c. Students are taught school-wide expectations (hallway, classroom, lunch, assemblies, recess, bus, bathroom, technology)
   d. Lessons include
      i. Explicitly teaching what to do in each area of the school with examples, non-examples, role plays, and reinforcement
      ii. Staff are trained on how to deliver expectations teaching plans
      iii. Building specific on delivery
         1. PE, classroom teacher, SW, Counselor, etc.
         2. Second Step, Warrior Way Time, CCT, etc.
      iv. Review expectations throughout the year (October, **January**, March)
      v. Lessons are provided throughout the year to intervene based off school-wide data

2. **Reinforcement of School-Wide Expectations**
   a. Reward system in place to reward school-wide expectations
      i. Implemented consistently
      ii. Should have at least 90% participation
   b. Ratio of reinforcements to corrections is high (4:1)
   c. Students and staff know about the acknowledgement system & students are receiving positive acknowledgements
   d. System includes incentives for staff
   e. School-wide celebrations are held after an individual or school-wide goal is met based on some behavior that is chosen by the PBS team (attendance, discipline referrals, detentions, etc.)

3. Data Collection for Tier 1/School-Wide
    a. Universal Screening / Benchmark assessment data
    b. Looking for trends that require school-wide intervention (re-teaching lessons, etc.)
        i. Office referral data collection/documenting
            1. School-wide Health Information (e.g. Nurse visits) -documented in powerschool
            2. School-wide attendance
            3. School-wide academic data
            4. School-wide ODR (Office Discipline Referrals)
    c. K-5 Behavior Screener
        i. Administered and scored in the 2nd week of October
        ii. Look for 80-15-5 longitudinal from year to year; and same grade to same grade
        iii. Problem-solve for Tier 1
    d. 6-12 Behavior Screener: self-report
        i. Administered and scored within first 2 weeks of attendance
        ii. Look for 80-15-5 longitudinal from year to year; and same grade to same grade
        iii. Problem-solve for Tier 1

4. Data-Based Decision Making
    a. A school-wide team is formed and made up of grade level teachers, specialists, special educators, counselors, administrators, and parents
    b. Team has regular meetings (at least monthly)
    c. Team has established clear mission and purpose – Analyze behavior data and determine school-wide intervention needs

5. Effective Procedures for Dealing with Discipline
    a. Establish clear and written procedures that give process to handling major and minor discipline incidents.
        i. Discipline process has documentation procedures to track referrals
    b. Office Discipline Referrals (ODR's), attendance, & other behavioral data for decision-making.
        i. ODR's include: Student's name, date, time of incident, grade level, referring staff, location of incident, gender, problem behavior, possible motivation, others involved, and administrative decision

      c. Problem behaviors are defined
          i. Most staff is clear on which behaviors are staff managed (minors) and which are sent to the office (majors).
          ii. Majors and minors are clearly defined, differentiated, and documented
          iii. All administrative staff are aware of and use an array of predetermined appropriate responses to major behavior problems

6. **Implementation Plan**
      a. Training for staff on discipline system, expectations/rules, and reward system is developed and used
          i. Students are introduced to all of the following: school expectations, rules for specific setting, and reward system guidelines
              1. Booster sessions are delivered additionally throughout the year
      b. There is a plan for type and frequency of rewards for the year
      c. Plan for new students and staff

Tiers 2 & 3
1. **Data Collection for Tiers 2 & 3**
      a. Looking for Students that are in need of Tier 2 targeted interventions
          i. Individual Screening / Benchmark assessment data
          ii. Office referral data collection/documenting
              1. School-wide Health Information (e.g. Nurse visits) -documented in powerschool
              2. Individual attendance
              3. Individual academic data
              4. Teacher concerns avenue

2. **Data-Based Decision Making**
      a. Students are assigned to interventions based on consideration of multiple sources of data and the magnitude of the problem
      b. Grade level appropriate data chosen by BLT team
      c. Cut scores are determined by normative and local norms, as well as grade level team input. (What skills do students need to be successful in the core curriculum?)
      d. Identifies to what extent do multiple sources of data indicate: a need to intervene?

    e. Assign weighted indicators to identify the magnitude of the problem: how to intervene?

    f. Teacher recommendation that includes alternative data the represents a student's performance in the general education curriculum that suggests the need for additional intervention services that extends beyond basic differentiation.

3. **Data Reviews**

    a. BLT reviews student and group progress monitoring data at least every 6-8 weeks

    b. 6 to 8 data points are required to determine trend in data

        i. Exception: if the student has 3 points well above aim line (may indicate need to change intervention, release from intervention, or change formative assessment tool) or

    c. Includes all facets of MTSS; process & procedures

4. **Interventions**

    a. Tier 2 Interventions

        i. Check-In Check-Out (CICO)

            1. A simple, small group, Tier 2 intervention that reinforces universal school-wide expectations by systematically providing a higher frequency of scheduled prompts, pre-correction, and acknowledgement to all participating students.

            2. A key feature of CICO is that the students themselves are initiating the positive contact with the adults. Using data for high-frequency progress monitoring via a Daily Progress Report (DPR) is also critical component of CICO.

        ii. Social/Academic Instructional Groups (S/AIG)

            1. Simple secondary interventions where small group instruction is used to teach specific behaviors (e.g. problem-solving skills, study skills, how to make friends) that are linked to the Tier 1 Universal expectations (e.g. Respect, Responsibility, Safety).

            2. To ensure transference and generalization of behaviors taught across school settings, we recommend that the students needing this extra small group instruction also be accessing the CICO system. This also allows for seamless progress

monitoring using the Daily Progress Report (DPR) to track goals specific to each S/AIG.

3. Intervention Groups
   a. Students are placed together based on skill/intervention needs & scheduling considerations)
   b. Research based interventions are matched to group needs
   c. Progress monitoring data is collected:
      i. Tier 2: at least every 2 weeks
      ii. Tier 3: at least once per week

iii. Group Interventions with an Individualized Feature

1. Simple Tier 2 group interventions, structured similarly for all students receiving them (e.g. CICO or SAIG) but delivered with a unique characteristic such as additional check-ins, or an individualized skill instruction session. Other examples include a unique goal added to a student's DPR or a mentoring component added to CICO for a selected student.

iv. A Brief Function-based Behavior Plan

1. A simple yet individualized intervention recommended and developed by a standing Tier 2 problem-solving team trained in a brief function-based behavior intervention process. Using a simple behavior pathway, the process involves quick assessment and planning to predict and prevent the problem behavior. The resulting plan includes prompts, instruction and increased opportunities for the student to practice a desired new behavior. Behavioral change can be measured with existing Tier 1 and Tier 2 data points

b. Tier 3 Interventions

i. Complex Functional Behavioral Assessment/Behavior Intervention Planning (FBA/BIP)

1. A Tier 3 practice that extends the principles of the previously described brief function-based behavior planning through a more complex process that takes additional time and data collection, including direct observation, for students who exhibit more complex behavior

across multiple settings. This Tier 3 process is highly individualized and involves a team uniquely constructed for each student. Behavior change can be measured using usual Tier 1 and Tier 2 data (e.g. attendance, ODRs, DPRs) as well as more individualized data including direct observation of behavior.

    ii.   <u>Person Centered Wraparound</u>

            1. The most complex Tier 3 support, is an individualized team- based process grounded in the principle of family voice and choice (i.e., families/youth determine intervention priorities). The unique support team developed for each student includes key people in the student's life at home, school and in the community. Outcomes can be measured by a combination of Tier 1 data (attendance, ODRs, grades), Tier 2 data such as DPRs, and Tier 3 data such as high frequency measurement of strengths/needs as perceived by key stakeholders in the home, community and schools settings. For older youth, the wraparound-based RENEW (Rehabilitation, Empowerment, Natural Supports, Education and Work) process focuses specifically on school engagement, employment, and postsecondary education and completion for older, transition-aged youth.

PROFESSIONAL/STAFF DEVELOPMENT

Professional/Staff Development is critical to successful implementation of any school wide systems change and movement toward improvement. Accountability for positive outcomes for all students is a shared responsibility of all school personnel.   Coal City Unit District #1 will commit and provide staff development opportunities for multiple years to help with the implementation of MTSS process in all district buildings.

- Coal City Unit District #1 will offer opportunities for professional development throughout the year both through in-district training and out of district workshops in the area of MTSS ;

- Coal City Unit District #1 will provide continuing, job-embedded professional development that addresses relevant areas essential to effective implementation of the MTSS process;

- Coal City Unit District #1 will offer continuing training opportunities to parents, as well as educators, to help maximize the achievement of all students.

PARENT INVOLVEMENT

Parent Involvement enables parents to play an important role in their child's education by assisting in the learning and by being involved in decision making as it affects tier-level instruction to increase their child's achievement. Coal City Unit District #1 is committed to creating a positive home-school connection with the parents/guardians of Coal City students.

- Parent Involvement will be characterized by consistent, organized, and meaningful two-way communication between school staff and parents with regard to student progress and related school activities;

- Coal City Unit District #1 School will provide information to parents about their children's needs, the interventions that are being used, who is delivering this instruction, and the academic progress expected for their child;

- Coal City Unit District #1 School staff members will strive to help parents feel welcome, important, and comfortable in the school setting.

FUNDING SOURCES

Unit District#1 will use available resources to help support the full implementation of the MTSS Plan.

Funding sources available to help with the implementation of the RTI process are:

Federal Funds:
Title I
Title II
Title III
IDEA
Federal IDEA Part B Dollars

General Funds:
Unit #1 District general funds will be used to support implementation of the MTSS plan.