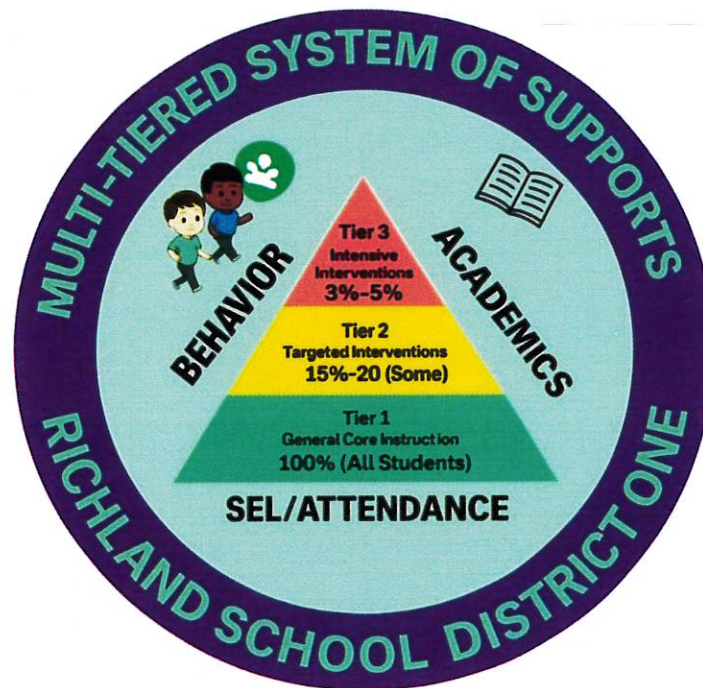




RICHLAND ONE

ENGAGE • EDUCATE • EMPOWER



Multi-Tiered System of Supports Guide
Office of Multi-Tiered System of Supports
Student Intervention Services

Revised 2025-2026

Table of Contents

State Legislative Mandate and Sections	2-5
What is MTSS?	6-9
Academics and Behavior within the Tiers	10
MTSS & Universal Screening	12
MTSS Academic and Behavior Overview	15
MTSS & Academic & Behavioral Supports and Interventions	19
MTSS and Behavior	37
MTSS Teams Roles & Responsibilities	43
MTSS & Parents	48
MTSS & Problem Solving Protocol	51-59
MTSS & Progress Monitoring	61
MTSS & Fidelity	64
Forms/Form Links	73
Glossary	94
Additional Documents and Important Information	102
Appendix A	106
Appendix B	111

SECTION ONE: The Legislative Mandate

In South Carolina (SC), successful student outcomes are the goal of all we do. A Multi-Tiered System of Supports (MTSS) provides a framework for providing strong core instruction and delivering early intervention for every student in need of support in order to attain or maintain grade-level performance. This is accomplished by effectively utilizing best instructional practices within an evidence-based instructional model and requires an ongoing, systematic process of using student data to guide instructional and intervention decisions.

Two legislative mandates seek to improve student outcomes in SC. Act 213 requires Local Education Agencies (LEAs) to use a universal screening process to identify students who may be at risk of experiencing academic or other difficulties and implement appropriate instruction and evidence-based intervention for these students. Act 114, otherwise known as the Read to Succeed Act, addresses interventions and supports that are provided to improve core instruction and student outcomes. MTSS is not a special education initiative; rather, it prompts schools to use a data-based problem-solving model to create a strong core instructional foundation and provide support to all students to meet their academic and behavioral needs.

1.1 Act 213

Act 213 (2018) serves as a foundational legislative framework aimed at supporting students through the Multi-Tiered System of Supports (MTSS). It requires the use of universal screeners to identify students who may be at risk of academic difficulties, particularly in reading, including dyslexia, and mandates evidence-based interventions for these students.

Key Provisions of Act 213:

- **Universal Screening:** Districts must implement approved universal screening tools to assess all students in kindergarten and first grade for reading difficulties, including dyslexia. These screenings are critical for early identification of students who may require additional support.
- **Tiered Interventions:** Following the screening process, schools are required to apply a tiered system of evidence-based interventions through the MTSS framework to support students at risk. Interventions must be tailored to individual student needs and monitored regularly to ensure effectiveness.
- **Data-Based Decision Making:** Act 213 emphasizes the importance of using student data to drive instructional decisions and interventions. Schools must engage in a problem-solving process to continually adjust supports based on progress monitoring results.
- **Professional Development:** The law mandates ongoing professional development for educators to ensure they are equipped to administer universal screeners, interpret the results, and implement appropriate interventions for students demonstrating academic difficulties.

This act ensures a strong alignment between MTSS and the legal framework for universal screening and early intervention, promoting better student outcomes through a systematic, data-driven approach.

For the full legislative text and detailed legal provisions of Act 213, see [Appendix A](#).

Section 59-33-520

- A. (1) The State Department of Education shall establish and provide training and support for a statewide MTSS framework that must contain a common data-based problem-solving model, on-going student assessment, and a layered continuum of supports using evidence-based practices. As part of the assessment, a universal screening process must be used to identify students who may be at risk of experiencing difficulties in reading, math, or writing and who may also be at risk of experiencing difficulties in socioemotional development.
- (2) Beginning with the 2019-2020 school year, to the extent funding is provided or that approved screening tools are available at no cost, a local school district shall use the universal screening process to screen each student who is in the district who is in kindergarten through first grade three times each school year and as needed in second grade as outlined in the district's universal screening procedures, and any other student as required by the department, for reading difficulties, including dyslexia, and the need for intervention.
- (3) In addition to screening required by this subsection, screening also may be requested for a student by his parent or guardian, teacher, counselor, or school psychologist.
- B. The district, following the universal screening procedures it conducted, shall convene a school-based team to analyze screening data and progress monitoring data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students who, based on the screening, are at risk of experiencing academic difficulties, including those students who exhibit the characteristics of dyslexia, as provided by the department. Guidance may include suggestions of tiered interventions, dyslexia-specific interventions, academic and social emotional behavioral supports, and supplemental technology as appropriate for the student's access to assistive technology.
- C. If the RTI process conducted by the district indicates that a student is at risk for experiencing academic difficulties, including dyslexia, the district shall:
1. Notify the parent or legal guardian of the student;
 2. Provide the parent or legal guardian of the student with information and resource materials so they may assist and support learning for their child;
 3. Provide the student with tiered, evidence-based interventions as defined in Section 59-33-510; and
 4. Monitor and evaluate the effectiveness of the intervention and the student's progress.

Section 59-33-530

The department shall provide appropriate professional development training and resources for all educators in the area of MTSS and the identification of, and evidence-based intervention methods for, students who are at risk of experiencing academic difficulties, including students with dyslexia.

1.2 Act 114

Act 114, also known as the Read to Succeed Act, amended and revised the previous version of the legislation (Act 284, June 2014). Ratified in March 2024, Act 114 aims to ensure literacy proficiency by the third grade through systemic interventions and supports within the MultiTiered System of Supports (MTSS) framework.

Key requirements related to MTSS include:

- **Universal Reading Screenings:** Districts are mandated to administer a universal reading screener three times each school year to identify students who are not meeting grade-level proficiency.
- **Individualized Reading Plans:** For students demonstrating literacy deficiencies, schools must develop individualized reading plans that outline specific actions to support their progress, and inform parents or guardians in writing.
- **Targeted Literacy Support:** Teachers must provide scientifically based reading instruction and, if necessary, supplemental interventions from highly qualified educators to ensure all students can comprehend increasingly complex grade-level texts.

MTSS Integration: The act emphasizes the use of data-driven decision-making through the MTSS framework, aligning literacy interventions with tiered supports to ensure that all students receive the assistance they need to achieve reading proficiency. This systematic approach connects classroom instruction, targeted intervention, and progress monitoring to promote student success in literacy.

For the full text of Act 114, including detailed legislative requirements, see [Appendix A](#).

Section 59-155-110

The South Carolina Department of Education shall implement a comprehensive, systemic approach to reading which will ensure:

- (1) classroom teachers use scientifically based reading instruction in prekindergarten through grade five, to include oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension; administer and interpret valid and reliable assessments; analyze data to inform reading instruction; and provide scientifically based interventions as needed so that all students develop proficiency with literacy skills and comprehension;
- (2) each district, in consultation with classroom teachers, periodically reassess curriculum and instructional materials for alignment with foundational literacy skills and exclusion of materials that employ the three-cueing system model of reading, visual memory as the primary basis for teaching word recognition, or the three-cueing system model of reading based on meaning, structure and syntax, and visual cues;
- (3) each student who cannot yet comprehend grade-level text is identified and served as early as possible and at all stages of his or her educational process;
- (4) each student receives targeted, effective, comprehensive support from the classroom teacher and, if needed, supplemental support from a reading interventionist so that ultimately all students can comprehend grade-level texts;
- (5) after each administration of a universal reading screener or formative assessment as defined in this chapter, each student and his parent or guardian are informed in writing of:
 - (a) the student's reading proficiency needs, progress, and ability to comprehend grade-level texts; specific actions the classroom teacher and other reading professionals have taken and will take to help the student comprehend texts; and
 - (c) specific actions that the parent or guardian can take to help the student comprehend grade-level texts;

- (6) classroom teachers receive pre-service and in-service coursework based in the science of reading, structured literacy, and foundational literacy skills;
- (7) all students develop reading and writing proficiency to prepare them to graduate and to succeed in their career and post-secondary education;
- (8) each school district publishes annually a comprehensive scientifically based reading plan that includes intervention options available to students and funding for these services; and
- (9) all programs focused on early childhood literacy development promote parental involvement in children's literacy and development of foundational literacy skills.

Section 59-155-155

(D) In order to determine student progression in reading, a district shall administer a universal reading screener three times per school year with the first administration occurring within the first forty-five days of school, the second administration occurring at the midpoint of the school year, and the third administration occurring by the end of the school year. Within fifteen days of each administration, the district shall notify the parent or guardian regarding the performance of their student and whether the student may be considered for retention. For each student demonstrating literacy deficiencies and not meeting grade-level proficiencies based on the data received from the administration of the universal reading screeners, the district shall create an individualized reading plan and include a copy in the notification to the parent or guardian.

Section 59-155-160

(A) Beginning with the 2024-2025 School Year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the third grade as indicated by scoring Does Not Meet Expectations or at the lowest achievement level on the state summative reading assessment. A student may be exempt for good cause from the mandatory retention but shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level. Good cause exemptions include students:

- (1) with limited English proficiency and less than two years of instruction in English as a Second Language program;
- (2) with disabilities whose Individualized Education Program indicates the use of alternative assessments or alternative reading interventions and students with disabilities whose Individualized Education Program or Section 504 Plan reflects that the student has received intensive remediation in reading for more than two years but still does not substantially demonstrate reading proficiency;
- (3) who successfully participate in a summer reading camp at the conclusion of third grade and demonstrate reading proficiency by achieving Approaches Expectations, or at least a level above the lowest level, on the state summative reading assessment;
- (4) who demonstrate third grade reading proficiency by scoring the equivalent of Approaches Expectations, or the level above the lowest level, on the statewide summative assessment or a norm-referenced alternative assessment approved by the board for use in summer reading camps; or
- (5) who have received two years of reading intervention and were previously retained.
- (6)

What is the MTSS Framework

What is MTSS?

Multi-Tiered System of Supports (MTSS) involves High-Quality Core Instruction, assessment, evidence and research based instructional strategies, supports, and interventions delivered to ensure ALL students receive the level of support they need to be successful. The Multi-Tiered System of Supports (MTSS) is a school-wide, data driven, proactive framework for improving both learning and behavioral outcomes for all students. It utilizes evidenced based practices and an effective instructional delivery system to improve core instruction and interventions. It gives students immediate access to academic and behavioral support through the combination of Response to Intervention (RTI) and Positive Behavior Intervention and Supports (PBIS). Multi- Tiered System of Support focuses on meeting the academic, behavioral, social, and emotional needs of each student. Student attendance, being the cornerstone of access to such system of supports framework, is also a critical feature.

This MTSS framework organizes resources, processes, and supports to ensure student success. The three- tiered system increases the focus and intensity of support and aligns with identified levels of student need to provide students with differentiated instructional and behavioral supports and interventions.

MTSS provides the framework and structure for schools to provide all students with research and evidence-based data informed support(s), instruction and interventions. Utilizing evaluative practices and processes that identify students with academic and / or behavioral needs, this framework provides specific, targeted, and individualized interventions and monitors student's progress aligned with their established goals in order to be successful in mastering Instructional and behavioral expectations.

The essential components of the SC MTSS Framework are:

- Leadership
- Capacity and Infrastructure for Implementation
- Communication and Collaboration
- Data-Based Problem Solving
- Three- Tiered Instructional / Intervention Model
- Data Evaluation

In practice, essential components of the MTSS Framework in Richland One include:

- A school-wide instructional and behavioral system with a proactive and preventive focus on student success
- A MTSS Team to conduct data-driven problem-solving meetings to uncover root causes of student's deficiencies and set appropriate measurable goals to match student needs.
- Universal screenings which identify students who may be at risk for poor learning outcomes
- Data analyzation that identifies students who are struggling academically and/or behaviorally
- Progress monitoring that helps educators guide both instructional and behavioral interventions and support(s)

- Collaboration and communication between students, families, teachers, and administrators to ensure that every student receives the best possible instruction and additional levels of support when needed

MTSS Framework Levels of Supports:

Tier I (Universal / All Students) – This level of support provides **High Quality Core Instruction** and **School-wide Positive Behavior / (PBS / PBIS)** programs that meets the academic and behavioral needs of all students. Tier I instruction consists of scientific, research-based programs and frameworks that align to state standards and best practices proven to be effective for all students.

Tier II (Targeted/ A Few Students) – This level of additional support provides targeted supplemental supports and targeted instructional and/or behavioral interventions for the students who continue to need support beyond Quality Core Instruction and/or the school-wide and classroom expectation of behavior. Student progress continues to be monitored and documented more frequently based on the specific goal(s) put in place by the MTSS Team.

Tier III (Intensive / Individualized) – This level of additional support provides interventions that are more focused, intensive, and longer in duration in addition to the support received in Tiers I and II. Academic and behavioral support adjusts to the student's response to Quality Core Instruction and previous interventions. Student progress continues to be monitored and documented more frequently based on the specific goal(s) put in place by the MTSS Team.

MTSS Framework Mission And Vision

Mission:

Richland One will use the MTSS Framework to ensure all students receive high-quality instruction and graduates prepared for success in college, career, and citizenship.

Vision:

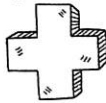
All Richland One Schools and programs will implement and sustain all components of the MTSS Framework for continuous improvement to ensure that all students will achieve the Profile of the South Carolina Graduate.

MTSS FRAMEWORK

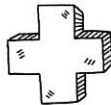
Students



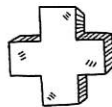
Parents



Schools



Community



Tiered Supports



R1 RICHLAND ONE
Multi-Tiered System of Supports

Academics and Behavior within the Tiers

Tier 1

Academic

- Tier I: focuses on Quality Universal Instruction and support that meet the academic needs of all students. Tier I instruction consists of scientific, research-based programs and frameworks that align to state standards and best practices proven to be effective for all students.

Behavior

- Tier I: is an effective, proactive, preventative and school-wide behavior support system that comes from a district-wide effort that focuses on consistency and prepares students developmentally for their future in college and careers. Tier I behavior practices consist of school-wide plans and positive behavior systems that implement scientific, research-based programs.

Tier 2

Academic

- Tier II: involves extra instruction and support beyond Tier I that serve students identified as needing more help. Often, this help is provided to these children in small groups. These students require strategic interventions that match their learning styles and additional support in addition to Universal the core curriculum.

Behavior

- Tier II involves targeted groups of students in need of focused behavioral instruction and interventions. Tier II requires focused interventions that provide additional support to meet specific needs of students to conform to the school-wide behavior plan.

Tier 3

Academics and Behavior

- Tier III interventions are more intensive and longer in duration. Tier III requires that academic and behavioral supports adjust to the student's response to Quality Core Instruction and previous interventions. Tier III supports all students in need of individualized, intensive strategies to achieve or maintain desired student outcomes and prevent future difficulties.

All students are given Tier I instruction. Additional Tier 2 and Tier 3 supports and interventions are added as collected data dictates and based on the school's MTSS Team data-driven problem-solving model concludes.

MTSS & Universal Screening

What is Universal Screening?

Universal Screening is a general outcome measure used to identify underperforming students and to determine the rate of increase for the district, school, classroom, and students in reading and math. A universal screening will not identify why students are underperforming; rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics.

Universal Screening assessments are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status. In screening, attention should focus on fidelity of implementation and selection of evidence-based tools with consideration for cultural and linguistic responsiveness and recognition of student strengths. For a screening measure to be useful, it should meet the following criteria (Jenkins, 2003):

- It should identify students who require further assessment.
- It should be practical.
- It should generate positive outcomes by accurately identifying students without consuming resources that could be put to better use.
- It should identify individuals in need of further assessment and possible movement to Tier II interventions.
- It should provide feedback about class performance to help school leadership identify when a teacher might require support.
- It should be implemented on a regular basis across grade levels, identify false negatives— (i.e. students who slip through the screening at one level, but are then identified at later points during the year).

Richland One's criteria for evaluating Universal Screeners:

- Easily Administered
- Research or Evidence-based
- Highly correlated to skills being assessed
- Benchmark or predictor of future performance
- Reliability and validity
- Sensitive to small increments of change
- Data analysis and reporting component
- District and school level administrators are expected to routinely review assessment data. The use of Richland One's summative assessments (Mastery Connect) will be used to progress monitor.

Based on the above criteria Richland One has decided to use Renaissance STAR Early Literacy Reading and Math as the Universal Screener.

When do I administer Universal Screening?

Universal Screenings should be administered per the instrument requirements and, at a minimum of three times a year (fall, winter, spring) in reading and math for students who demonstrate a need for additional support. Data from universal screenings will be maintained in a system database that is used for instructional data-base decision making. The following are options in Richland County School District One that may be used in addition to **Renaissance STAR Early Literacy Reading, and Math**:

Pre-Kindergarten

- MyIGDIS-Literacy and Numeracy
- Kindergarten Readiness Assessment (KRA)
- Dial 4

Primary Level (Kindergarten - Grade 1)

- Fountas & Pinnell Benchmark Assessment System

Elementary Level (Grades 2—5)

- Fountas & Pinnell Benchmark Assessment System
- AIMS Web is not provided by the district, but it is approved.

Middle School Level (Grades 6 – 8)

- AIMS Web is not provided by the district, but it is approved.

High School Level (Grades 9 – 12)

- STAR

Note: Where there is the availability and utilization of a Universal Behavior Screener, it should be administered at a minimum **three times a year**.

Screening is completed in approximately one to three minutes per student using an iPad, Chromebook, desktop or laptop style device.

MTSS Academic and Behavior Tier Overview

<p>After Universal Screening</p>	<ul style="list-style-type: none"> Determine if the data indicates that the problem is an individual student problem, a small group problem or a systemic (class, school, district) problem. <ul style="list-style-type: none"> Are 20% or more students not meeting expectations? <ul style="list-style-type: none"> Intervene at systemic level by examining instruction, curriculum, and environment for needed adjustments. Are fewer than 20% of students not meeting expectations? <ul style="list-style-type: none"> Begin the MTSS Framework support and intervention systems and protocols to address the individual needs of students.
<p>TIER I</p>	<ul style="list-style-type: none"> Conduct, compile and evaluate Universal Screening Data <ul style="list-style-type: none"> If students do not meet standard on Universal Screening and/or grade level standards: <ul style="list-style-type: none"> Continue providing High-Quality Core Instruction Provide and monitor targeted differentiated instruction for a 4-6 week cycle Conduct and document weekly progress monitoring and gather data from multiple sources. If the response is Positive, continue with Quality Core Instruction. If the response is Poor, the student should be recommended to the MTSS Team for Tier 2 supports and interventions. <ul style="list-style-type: none"> Meet in grade level/department PLCs to review monitoring data and plan for Tier 2 Interventions.
<p>TIER II</p>	<ul style="list-style-type: none"> PLC/MTSS Chair prepares for MTSS Team meeting. The MTSS Team meeting is held. The MTSS team evaluates all collected data and determines the root cause of the student deficit(s), set measurable goals to address deficit(s), and carry out appropriate targeted supports and intervention(s) to eradicate identified deficits for student success. Implement and monitor Tier 2 interventions. (Instruction should occur beyond the regular instructional time, but during the school day). The administrator monitors instruction. The teacher monitors student progress for 4-6 weeks. <ul style="list-style-type: none"> Progress monitoring documentation is entered in Enrich or another progress monitoring system by the classroom teacher for the agreed upon interventionist(s). If the response is Positive, the student may return to Tier I and continue with High-Quality Core Instruction. If the response is Questionable: <ul style="list-style-type: none"> Evaluate the fidelity of the intervention's implementation. If fidelity is not the problem, the MTSS Team may increase the intensity or narrow the focus of the intervention for a specific time and then reassess its effectiveness. The team may elect to return to problem solving and find a different intervention if the rate of progress does not improve. If the response is Poor (after 2, 4-6 weeks cycles), the student may be recommended to the MTSS Team for Tier III Interventions. <ul style="list-style-type: none"> Evaluate the fidelity of the intervention's implementation. If fidelity is not the problem, return to problem solving and find a different intervention. The MTSS team may, at this point, recommend the student to receive Tier III Interventions.
<p>TIER III</p>	<ul style="list-style-type: none"> Conduct MTSS Team meeting to determine appropriate intensive Tier III interventions Implement Tier III supports and interventions as decided by the MTSS Team after further problem-solving. Monitor Tier III instruction (Instruction beyond the regular instructional time during the school day) <ul style="list-style-type: none"> Administrator monitors effective teaching. Small group/individual instruction, with instructor/tutor, will be progress monitored and documented. The teacher monitors student progress for 4-6 weeks. Progress monitoring documentation is entered in Enrich by the classroom teacher and additional interventionist (s). School MTSS Team reviews data and makes recommendations for next steps. If the response is Positive, the student may return to Tier II and continue with High-Quality Core Instruction. If the response is Questionable: <ul style="list-style-type: none"> Evaluate the fidelity of the intervention's implementation. If fidelity is not the problem, the MTSS Team may increase the intensity or narrow the focus of the intervention for a specific time and then reassess its effectiveness and additional 4-6 weeks. Return to problem solving and find a different intervention if the rate of progress does not improve. If the response is Poor, the student should be recommended to the MTSS Team for modified or different Tier III Interventions. <ul style="list-style-type: none"> Evaluate the fidelity of the intervention's implementation. If fidelity is not the problem, return to problem solving and find a different intervention. The MTSS team may recommend the student to receive additional district provided specialized services.

MTSS and Behavior Overview

[PBIS World](#), [Overcoming Obstacles](#), [The SEL Playbook](#), and [Intervention Central](#) have proven research-based strategies for behaviors. MTSS Teams should focus on 1 or 2 of the most impactful behaviors the student demonstrates which disrupt the learning environment. The MTSS Team can target other areas of concern after progress is made in these beginning areas using multiple points of relevant data such as (discipline referrals, behavior, etc.)

TIER	ACTION
Tier I – All Students (100%)	<ul style="list-style-type: none"> Schools set school-wide expectations of Behavior for all students (PBIS, PBS, or whatever system of behavior expectations the school might use) <ul style="list-style-type: none"> Teachers will create a positive classroom culture and align their classroom expectations and rules with the school's. If the student's behavior is not in alignment with the school or classroom expectation of behavior after being taught, the teacher will provide additional differentiated instruction on the behavior expectations and implement additional evidence or research-based strategies directly related to the undesired behavior(s) for 4 to 6 weeks. The teacher will document and monitor the student's response to the behavioral instruction and Tier I strategies. If the student's behavior does not improve, the teacher will gather all relevant data and submit a MTSS referral to the MTSS Team. The Administrative Team will monitor schoolwide disciplinary referrals (at least monthly) to assess the schoolwide system of behavioral expectations and recommend groups of students that need Tier II supports and interventions.
Tier II—Some Students (15-20%)	<ul style="list-style-type: none"> The school's MTSS team Chair will receive referrals from school staff and administrators for students who fail to meet school and/or classroom expectations of behavior after receiving Tier I behavioral instruction and support(s). The school's MTSS team will meet to problem-solve root causes of student(s) undesired behavior(s) and put in place interventions with measurable goals targeting the student's behavioral deficits. The agreed upon intervention(s) goal(s) will be documented and progress monitored for 4 – 6 weeks by the designated team member. *A School Counselor, School Social Workers, Behavior Management Specialist, etc., with expertise in behavioral management and the science of behavior will be a part of this MTSS problem-solving team. After 4-6 weeks of implementation, the MTSS Team evaluates progress monitoring data, evaluates the fidelity of the intervention's implementation, and recommends that the student: <ul style="list-style-type: none"> Exits Tier II Remains in Tier II with modifications Is recommended for Tier III support.

<p>Tier III—Few Students (<5%)</p>	<ul style="list-style-type: none"> • The MTSS Team meets in order to further problem-solve the student(s) undesirable behaviors and revises interventions and supports to match the student's need for intense support in order to extinguish the student's persistent undesirable behavior(s). This may include the School Psychologist and MTSS Team conducting a Functional Behavior Assessment and developing a Behavior Intervention Plan <i>(as appropriate)</i>. • The MTSS Team, after additional problem-solving for possible root causes of the student's persistent undesirable behavior, develops and puts in place interventions with measurable goals to extinguish the behavioral deficits. • The agreed upon intervention(s) goal(s) will be documented and progress monitored for 4 – 6 weeks by the designated team member. • The MTSS team reviews progress and data after 4-6 weeks, modifying interventions if necessary. • After 4-6 weeks, the MTSS Team evaluates progress monitoring data, evaluates the fidelity of the intervention's implementation, and recommends that the student: <ul style="list-style-type: none"> ○ Return to Tier II. ○ Remain in Tier III with modifications ○ Is referred to a specialized level of service. (If the team recommends this, the school / team must continue to provide problem-solving efforts, interventions and support to the student).

MTSS Academic and Behavioral Supports and Interventions

General Instructional Expectations

Planning	
PLAN	Plan relevant learning experiences aligned to the intent, breadth, and depth of the appropriate grade level/course South Carolina College and Career Ready Standards and in support of the Profile of a High School Graduate competencies. Plan utilizing Richland One content-specific instructional frameworks, curriculum documents, instructional guides, and other appropriate district resources.
USE DATA	Utilize data to inform instructional decision-making.
Engagement	
COLLABORATE	Provide consistent opportunities for student interaction and collaborative activities.
CHALLENGE	Use higher-order questioning and high-yield strategies to activate student thinking and interest, encouraging them in turn to generate and ask questions.
DIFFERENTIATE RESOURCES	Use district approved resources to provide adaptive or differentiated learning opportunities to supplement instruction and meet students' needs.
Instruction	
FOCUS	Post standards-aligned learning intentions and clear success criteria in student-friendly language, to reference and use throughout instruction.
EXPLAIN WHY	Promote student understanding of the relevance of their learning.
MODEL	Model strategically for students through exemplars, scaffolds, guided practice, and demonstrations.
PRACTICE	Provide opportunities for students to practice the thinking, strategy, skill, or task taught during direct instruction.
OPEN/CLOSE	Provide students with opening connections and closure for each instructional experience.
PROVIDE FEEDBACK	Provide frequent, accurate, and specific performance feedback to students regarding their learning.
INTEGRATE	Integrate reading, thinking, inquiry, and written/oral communication throughout all content areas.
Assessment	
USE DATA IN PLCs	Utilize a variety of formative and summative assessments with fidelity, using the resulting data to launch conversations and drive instructional decision-making during PLCs.
MONITOR AND ADJUST	Monitor student progress of achievement and growth frequently, adjusting instruction as needed to meet students' needs.
	Implement a variety of formative and summative assessment strategies to determine student understanding and mastery of the state standards.
Environment	
BUILD RELATIONSHIPS	Foster a positive classroom climate that honors relationships, diversity, mutual respect, and active participation.
ORGANIZE	Organize the classroom to support student focus and attention, while encouraging student interaction and collaboration.
EXPECT	Maintain high expectations for academic and behavior performance for all students.

MTSS and Academics

The interventions should enhance the learning that is occurring in the Tier I classroom, address identified weaknesses in basic skills, and accelerate learning toward individual expectations. Continuous monitoring of the implementation of the intervention (fidelity) and progress monitoring data is critical to shaping the impact on student achievement. Schools have the responsibility to use scientifically researched and evidence-based intervention procedures to give students the best opportunities to succeed.

Specified interventions may include research or evidence-based interventions which are specialized in being specific to identifying certain individual students or groups of students with particular types of academic and behavioral problems. Research based and evidence-based interventions are evaluated with sound experimental designs that result in providing evidence of socially significant behavior changes.

Interventions can be categorized into three groups: scientifically proven, research based, and evidence-based.

Scientifically proven interventions mean that scientific results have already been published in peer reviewed journals using the scientific rigor described in the definition from NCLB (see chapter 3). Research-based interventions mean the methods, content, materials, etc. were developed in guidance from the collective research and scientific community. Evidence-based interventions indicate that specific data is available that shows the intervention improves student outcomes.

Interventions at Tier I include the instructional practices and tools available for the teacher to use in the general education classroom. Teachers routinely address student needs and environmental factors to create the optimal learning environment. Tier I supports and interventions include:

Instructional	Behavioral
<p>Instructional Practices:</p> <ul style="list-style-type: none"> • Gradual release of responsibility • Checking for understanding • Fluid and flexible grouping • Lesson pacing • Collaborative work with peers • Modeling of lessons • Differentiation of instruction • Student feedback • Leveled texts • Culturally Responsive Instruction • Positive specific Praise • Opportunities to Practice • Instructional Circles • Peer Teaching • Cooperative Teaching • Visible Learning Strategies and Techniques 	<ul style="list-style-type: none"> • Review and Instruction in Student Code of Conduct • Differentiated Instruction in schoolwide and/or classroom behavioral expectations • Social skills training • Culturally Responsive Behavioral Instruction • Parent/ Student/ Teacher Conferences • Home visits • DSS/ child abuse/neglect awareness • Student – Teacher Conferences • Case findings (i.e. Child Find) • Awareness and education workshops and assemblies (i.e. attendance, support services, code of conduct, bullying, etc.) • Classroom rules review • Conscious Discipline • Trauma Informed Practices • Positive Specific Praise • Restorative Practices • Restorative Circles

It is critical to respond to student performance in all classroom learning environments. Student success is dependent on the teacher's ability to identify areas of concentration, scaffold the learning for the individual to reach the expectation, and solidify the new learning.

Interventions at Tier II are typically standard protocols employed by the district to address the learning and/or behavioral needs of identified students beyond the support and core instruction students receive in Tier I. These protocols are typically implemented in a specific sequence, based on evidence and research-based resources available in the school. For example, at Richland One, students who are identified as needing additional reading support will go to a specified intervention based on their needs. During the intervention block, the teacher uses specific evidence and research-based practices to address students' needs, while keeping a clear focus on the state standards, grade level expectations in the content areas, and transfer of learning to the general classroom.

Collaboration between the intervention teacher and the general teacher team is required. During the intervention, progress monitoring is used to determine the student's response to the intervention. The progress monitoring tool and frequency of implementation are collaboratively determined by the teaching team and the intervention teacher. Based on the progress monitoring data, the school standard protocol process may require individual students to continue in the intervention, move to another Tier II intervention, or move to Tier I interventions. For a few students, the data team may consider the need for Tier III interventions based on individual responses to Tier II interventions. Tier II supports and interventions include:

Instructional	Behavioral
<p>Instructional Practices:</p> <ul style="list-style-type: none"> • Gradual release of responsibility • Checking and understanding • Fluid and flexible small group • Lesson pacing based on frequency and endurance • Collaborative work with peers • Modeling of lesson for learning • Differentiation of instruction • Student feedback • Leveled texts • Visible Learning Strategies and Techniques 	<ul style="list-style-type: none"> • Workshops, seminars, Parent Universities • Functional Assessment Checklist (FACT) for Teachers and Staff • Behavior Contracts • Coordinate Crisis Intervention Team Training and Meeting • Attendance Intervention Plans (AIPs) • Group and individual interventions (i.e. problem solving, anger management, self- regulation, bullying prevention, study skills) • 504 Referral • Mentoring programs • ISS (Solution Center) • Check-In/Check-Out • ECAT Referral • Restorative Conferences

Interventions at Tier III are tailored to the individual, and in some cases, small group (maximum of three students). The MTSS team should implement evidence and research-based protocols and aggressively monitor the student's response to intervention and the transfer of learning to the general classroom.

Tier III supports and interventions include:

Instructional	Behavioral
Instructional Practices: Seating arrangements Fluid and flexible grouping Lesson pacing Collaborative work Demonstrations of learning Differentiation of instruction Student feedback Leveled Texts	<ul style="list-style-type: none"> • Parent support group (i.e. Family Solutions) • Referral to 504 Team • Transitions planning for students and parents • Crisis Intervention Services • Home visits/parent-teacher conferences • MTSS Multi-disciplinary teams for general and/or special education services/needs • Facilitate and collaborate with teachers and administrators on effective academic and behavioral strategies and interventions for students • School-based mental health referral • DSS referrals (for abuse/neglect) • Transition/re-entry services • Group/individual intervention and counseling • McKinney-Vento • MTSS team meeting • Progress monitoring • Project READY (Richland County Sheriff Department) • Mentoring • Shadowing • Outside community services • Behavioral Contracts • Referral to STEP Program (Pre-school), RESET Program (Elementary), or Olympia Learning Centr (Secondary), Excel Flex Academy (Secondary), Adult Ed. (High School)

ELA Tiered Interventions

Tier I- Core Instruction-provides high-quality instruction and support using scientific, researched-based programs and frameworks that align to state standards and best practices proven to be effective for all students.				
Intervention	Grade Level	Personnel	Resources	Progress Monitoring
Guided Reading (Small Group) *Fluency *Comprehension *Word Study	K-5	Classroom Teacher	*Fountas and Pinnell Guided Reading Leveled Texts *Learning A-Z Lessons *Lexia Core 5 *Literacy Continuum	*Running Records from Guided Reading books *Learning A-Z running records
Renaissance (STAR) *Lalilo *Freckle	K-5	Classroom Teacher	Renaissance (STAR) *Lalilo *Freckle	*STAR Reading Progress Monitoring *Lalilo *Freckle
Tier II-Targeted Intervention- includes Tier I instruction and additional, more focused supports and targeted interventions for students who continue to need support beyond Quality Core Instruction. Student progress continues to be monitored towards a specific goal.				
Intervention	Grade Level	Personnel	Resources	Progress Monitoring
Strategy Groups *Fluency *Comprehension *Word Study	K-5	Classroom Teacher	*Reading/Writing Strategy Books *Literacy Continuum *Learning A-Z Lessons *Lexia Core 5 *STAR (Focus Skills)	*Learning A-Z running records *Fountas and Pinnell Word Study assessments *Standards-based strategy assessments *STAR CBM
Orton Gillingham *Phonological awareness *Phonics (encoding/decoding) *Fluency *Vocabulary *Comprehension	K-5	Classroom Teacher (Must be trained)	*Blending and Routine Materials *Assessment Manual and Teacher's Guides	*IMSE Assessment Manual *Phonological awareness assessment tools
Wonders Leveled Readers *Phonological awareness *Fluency (encoding/decoding)	K-5	Classroom Teacher	*Wonders Tier II Intervention *Wonders Leveled Readers	*Running records *Phonological awareness assessment tools

Tier III- Intensive Intervention- provides interventions that are more focused, intensive, and longer in duration in addition to the support received in Tiers I and II. Academic and behavioral supports adjust to the student's response to Quality Core Instruction and previous interventions. Progress monitoring is more intensive for those students with greater academic or behavioral needs and for those considered for a different placement.

Intervention	Grade Level	Personnel	Resources	Progress Monitoring
Reading Recovery	K-5	Interventionist (Must be trained)	*Reading Recovery materials	*Running records *Reading Recovery assessments
Orton-Gillingham Supporting: *Phonological awareness *Phonics (encoding/decoding) *Fluency *Vocabulary *Comprehension	K-5	Interventionist (Must be trained)	*Blending and Routine Materials *Assessment Manual and Teacher's Guides	*IMSE Assessment Manual *Phonological awareness assessment tools
Wilson Language Supporting: *Phonics *Phonemic awareness *Fluency *Comprehension *Vocabulary	K-5	Interventionist (Must be trained)	*Wilson Language Kit	*Wilson Assessments

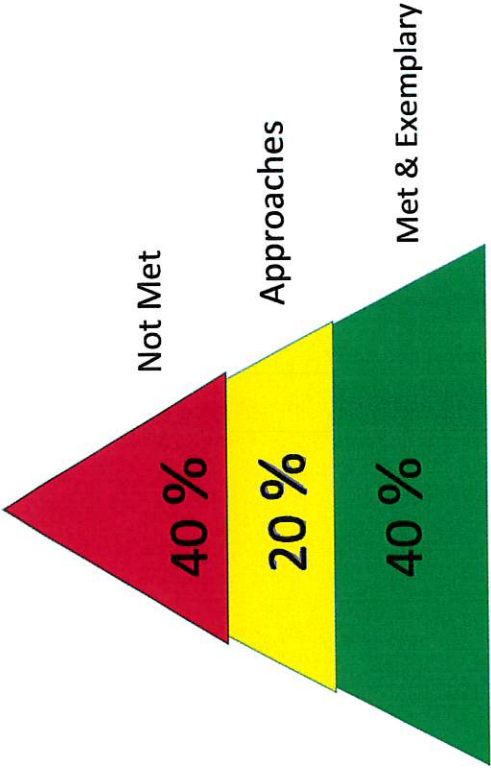
Any student may receive services in any given tier given their academic needs. Students can move between tiers as their academic needs change.

2025-2026 Tiered Math Interventions
 Grade K-5

Tier I- Core Instruction—provides high-quality instruction and support using scientific, researched-based programs and frameworks that align to state standards and best practices proven to be effective for all students.

Intervention	Grade Level	Personnel	Resources	Progress Monitoring
Conduct, compile and evaluate Universal Screening Data If student does meet standard on the Universal Screening and/or grade level standards: ☐ Continue Quality Core Instruction ☐ Provide and monitor targeted differentiated instruction. ☐ Meet in grade level/departement PLCs to review data and plan for differentiation.	K-5	Classroom Teacher	District Instructional Guides Math in Practice Hands-on-Standards iReady	iReady (K-1 Comprehension Checks, Pre-requisite Reports) (2-5 Comprehension Checks, Pre-requisite Reports, Standards Mastery)
Intervention	Grade Level	Personnel	Resources	Progress Monitoring
Tier II-Targeted Intervention — includes Tier I instruction and additional more focused supports and targeted interventions for students who continue to need support beyond Quality Core Instruction. Student progress continues to be monitored towards a specific goal.				
☐ Implement and monitor Tier 2 interventions. (Instruction should occur outside of the regular instructional time, but during the school day). ☐ Progress monitoring documentation is entered into Enrich by the classroom teacher. ☐ For more information refer to the MTSS document.	K-5	Classroom Teacher	District Instructional Guides Math in Practice Hands-on-Standards iReady	iReady (K-1 Comprehension Checks, Pre-requisite Reports) (2-5 Comprehension Checks, Pre-requisite Reports, Standards Mastery)

Intervention	Grade Level	Personnel	Resources	Progress Monitoring
Tier III- Intensive Intervention- provides interventions that are more focused, intensive, and longer in duration in addition to the support received in Tiers I and II. Academic and behavioral supports adjust to the student's response to Quality Core Instruction and previous interventions. Progress monitoring is more intensive for those students with greater academic or behavioral needs and for those considered for a different placement. ☒ Implement and monitor Tier III instruction. (Instruction beyond the regular instructional time during the school day) ☒ Interventionists will monitor student progress. ☒ Interventionist monitors student progress for 6 weeks. ☒ Progress monitoring documentation is entered in Enrich by the interventionist. ☒ If the student is not progressing, he/she should be recommended to the MTSS Team for modified or different Tier III Interventions. ☒ The MTSS team may recommend the student to receive additional district provided services.	K-5	Interventionist	Number Worlds	Number Worlds Assessments iReady (K-1 Comprehension Checks, Pre-requisite Reports) (2-5 Comprehension Checks, Pre-requisite Reports, Standards Mastery)



Tiered Secondary ELA & Math Support

ELA

Universal Screener	STAR is the universal screener for grades 6-8. STAR Reading is part of a comprehensive early literacy suite used universal screening and instructional planning. It assesses vocabulary, comprehension, and fluency using grade-level text passages. There is no universal screener for grades 9-12.		
Tier	Resource Description	Intended Usage	Additional Tips
Tier I Core Instruction	<p>Secondary ELA Instructional Model</p> <p>The Secondary ELA Instructional Model is intended to provide a framework for the secondary ELA classroom.</p>	<p>The model is designed to be fluid instead of linear. Depending upon the time frame of the class and where students are within the learning will determine on which component(s) a teacher will spend time. While the model does provide flexibility; teachers are expected to provide a connection and closure to the lesson daily.</p> <p>Targeted Audience: 6-12 ELA students</p>	<p>Every skill that students learn should be modeled by the teacher through strategically thinking aloud.</p> <p>Teachers should be conferring with students during independent reading time to get to know their learners. Students should be given the opportunity to write for different purposes, audiences, and tasks.</p>
	<p>ELA Curriculum Guides</p> <p>The fundamental purpose of curriculum is to ensure that students receive integrated, coherent learning experiences that contribute to their personal and academic development.</p> <p>Curriculum is revised yearly and based on teacher feedback. The revisions to the curriculum are meant to incorporate new/existing resources, ensure alignment between indicators, instruction, and assessment, and enhance the teaching and learning process.</p>	<p>The ELA curriculum guides are organized by nine weeks. Each unit has a theme, essential questions, time frame, writing focus, indicators, deconstructed indicator statements, suggested texts, additional resources, academic vocabulary, and periodic district common formative assessments.</p> <p>Targeted Audience: 6-12 ELA students</p>	<p>Teachers are provided with "Suggested Texts." There is one selection from the MyPerspectives textbook (grades 9-12) and StudySync (grades 6-8), as well as other suggested texts.</p> <p>Weeks are divided by: Weeks 1-2, Weeks 3-5, Weeks 5-6, Weeks 7-9.</p> <p>In each new set of weeks, a minimum of two strategies that align to the indicators are offered.</p>
	<p>StudySync</p> <p>StudySync is the district adopted textbook for grades 6-8.</p>	<p>StudySync is a textbook comprised of six units, which include a rich variety of types of complex texts and text-dependent questions which require critical analysis of text.</p>	<p>Teachers and students are provided digital access to appropriate textbooks.</p>

<p>Tier II</p> <p>Strategic evidence-based instruction in addition to core</p>		Targeted Audience: 6-8 ELA students	
	<p><u>MyPerspectives</u></p> <p>MyPerspectives is the district adopted textbook for grades 9-12.</p>	<p>MyPerspectives is a textbook comprised of five units, which include a rich variety of types of complex texts and text-dependent questions which require critical analysis of text.</p> <p>Targeted Audience: 9-12 ELA students</p>	<p>Teachers and students can access their online textbook through ClassLink.</p>
	<p><u>Discovery Education</u></p> <p>Discovery Education is a K-12 resource with text, video, audio, and interactive resources that are standards aligned and can be directly assigned to students in the classroom.</p>	<p>Teachers can build, share, or find pre-made lessons or activities and assign these to students directly through the Discovery platform. In addition, teachers can use Discovery Educational tools to personalize learning opportunities for students.</p> <p>This resource can be used as a whole class, small group, or individual resource to meet the needs of all learners.</p> <p>Targeted Audience: 6-12 students</p>	<p>The Spotlight On Strategies (SOS) page can be used to find new strategies to use in the classroom.</p> <p>Included in this resource is the opportunity for students to participate in virtual field trips that are offered throughout the year.</p> <p>Teachers sign-in to Discovery Education through ClassLink.</p>
	<p><u>Newsela</u> https://newsela.com/</p> <p>Newsela is an online news-as-literacy platform that features current, high-interest articles on everything from current events to myths and legends and from literature to science.</p>	<p>In addition, all articles are available in five Lexile levels, ranging (roughly) from third to 12th grade. Each leveled text features a quiz tailored to that particular article plus a writing prompt that asks students to write and respond to what they've read -- some articles also include vocabulary words.</p> <p>Targeted Audience: 6-12 students</p>	<p>Content is updated daily, with stories from a wide range of sources (from the Associated Press to Scientific American to the Washington Post) in both English and Spanish.</p>

<p>Tier III</p> <p>Intensive level of academic support, providing individualized, data-driven instruction for students who have not responded adequately to Tier 1 and Tier 2 interventions</p>	IXL	<p>IXL is an adaptive learning platform used for personalized skill practice in Reading Intervention. It's considered Tier 3 because it provides intensive, individualized intervention for students with significant reading challenges.</p> <p>IXL is offered at the middle level for students who meet the Middle School Reading Lab Placement Criteria.</p> <p>Targeted Audience: 6-8 students</p>	Students and Teachers can access their IXL accounts using ClassLink.
	<p>High School Reading Seminar</p> <p>Reading Seminar is a course intended to provide additional support to students in English 1 and English 2.</p>	<p>Students will develop reading skills intended to improve their comprehension of complex text.</p> <p>Targeted Audience: English 1 & 2 students who demonstrate a need for additional support.</p>	<p>Reading Seminar 1: Course #309931CW</p> <p>Reading Seminar 2: Course #309932CW (9th & 10th Grade Only)</p>
	<p>Middle School Reading Lab</p> <p>Reading Seminar is an intervention course intended to provide additional support to struggling readers in Middle School.</p>	<p>Students will develop reading skills intended to improve their comprehension of complex text.</p> <p>Targeted Audience: 6th, 7th, 8th Grade students who meet the criteria for placement.</p>	<p>Grade 6: Course #17994100</p> <p>Grade 7: Course #27994100</p> <p>Grade 8: Course #17994100 (6th, 7th, and 8th Grade Only)</p>
	IXL	<p>IXL is an adaptive learning platform used for personalized skill practice in Reading Intervention. It's considered Tier 3 because it provides intensive, individualized intervention for students with significant reading challenges.</p> <p>IXL is offered at the middle level for students who meet the Middle School Reading Lab Placement Criteria.</p> <p>Targeted Audience: 6-8 students</p>	Students and Teachers can access their IXL accounts using ClassLink.

Math

Universal Screener	STAR is the universal screener for grades 6-8. STAR Math is part of a comprehensive universal screener and used for data driven instructional planning. There is no universal screener for high school.		
Tier	Resource Description	Intended Usage	Additional Tips
Tier I Core Instruction	<p><u>Secondary Math Instructional Model</u></p> <p>The Secondary Math Instructional Model is intended to provide a framework for the secondary Math classroom.</p>	<p>The model is designed to be linear. While the model does provide flexibility; teachers are expected to provide a connection and closure to the lesson daily.</p> <p>Targeted Audience: 6-12 ELA students</p>	<p>Every skill that students learn should be modeled by the teacher.</p> <p>Teachers should formatively assess the students continuously to help plan/update instruction. Students should be given the opportunity to express proficiency of skills in a variety of ways.</p>
	<p><u>Math Curriculum Guides</u></p> <p>The fundamental purpose of curriculum is to ensure that students receive integrated, coherent learning experiences that contribute to their personal and academic development.</p> <p>Our vision is to build conceptual knowledge and to have students consistently making real-world connections.</p>	<p>The Math curriculum guides are organized by nine weeks. Each unit has indicators, academic vocabulary, and periodic district common formative assessments.</p> <p>Targeted Audience: 6-12 Math students</p>	<p>Teachers are provided instructional resources that include crosswalk documents, grade band indicators aligned by standards, content shifts, and support for MLLs, SPED, & GT.</p>
	<p><u>Reveal (McGraw-Hill)</u></p> <p>Reveal (McGraw-Hill) is the district adopted textbook for grades 6-8.</p>	<p>Reveal (McGraw-Hill) is the textbook for the districts 6th – 8th grade course along with the gifted and accelerated middle school course</p>	<p>Teachers and students are provided digital access to appropriate textbooks.</p>
	<p><u>Envision (SAVVAS)</u></p> <p>Envision (SAVVAS) is the district adopted textbook for Geometry with Statistics, Algebra 1, and Algebra 2.</p>	<p>Envision (SAVVAS) is the series that will be used predominantly in high school courses, but it will also be used for students taking Geometry with Statistic, Algebra 1, and Algebra 2.</p>	<p>Teachers and students can access their online textbook through ClassLink.</p>

	ALEKS	<p>ALEKS - A research-based, online learning program. It helps students master course topics through a continuous cycle of mastery, knowledge retention, and positive feedback.</p> <p>Targeted Audience: 6-11 Math students</p>	Teachers and students can access ALEKS through ClassLink.
	Delta Math	<p>Delta Math - A research-based, online learning program for upper-level math like Algebra 2. It helps students master course topics through a continuous cycle of mastery, knowledge retention, and positive feedback.</p> <p>Targeted Audience: 9-12 Math students</p>	Teachers and students can access Delta Math through ClassLink.
Tier II Strategic evidence-based instruction in addition to core	ALEKS -Primarily a Tier 1 resources, but could be used in Tier 2.	<p>This resource is used by the whole class. This is an individual resource to meet the needs of all learners.</p> <p>Targeted Audience: 6-11 students</p>	Teachers and students can access ALEKS through ClassLink.
	Delta Math - Primarily a Tier 1 resources, but could be used in Tier 2.	<p>Delta Math - A research-based, online learning program for upper-level math like Algebra 2. It helps students master course topics through a continuous cycle of mastery, knowledge retention, and positive feedback.</p> <p>Targeted Audience: 9-12 Math students</p>	
	Math 180	<p>Math 180 is an adaptive learning platform used for personalized skill practice in Math Intervention. It's considered Tier 3 because it provides intensive, individualized intervention for students with significant challenges in math.</p> <p>Math 180 is offered at the middle level for students who meet the Middle School Math placement criteria.</p> <p>Targeted Audience: 6-8</p>	Only offered at schools with a Math Interventionist.

<p>Math 180</p> <p>Math 180 is an adaptive learning platform used for personalized skill practice in Math Intervention. It's considered Tier 3 because it provides intensive, individualized intervention for students with significant challenges in math.</p>	<p>Math 180</p> <p>Math 180 is offered at the middle level for students who meet the Middle School Math placement criteria.</p> <p>Targeted Audience: 6 – 8 Grade students who meet the criteria for placement.</p>	<p>Students and interventionists can access their Math 180 accounts through their platform.</p>
<p>Math IXL</p> <p>Math IXL is an adaptive learning platform used for personalized skill practice in Math Intervention. It's considered Tier 3 because it provides intensive, individualized intervention for students with significant challenges in math.</p>	<p>Math IXL</p> <p>Math IXL is offered at the secondary level for students who meet the appropriate placement criteria.</p> <p>Targeted Audience: 6 - 12 Grade students who meet the criteria for placement.</p>	<p>Students and teachers can access their Math IXL accounts using ClassLink.</p>

Universal Instructional Strategies

Tier 1: Core Instructional Strategies

These strategies are designed for all students.

- **Explicit Instruction:** Clear modeling of skills and concepts by the teacher
- **Differentiated Instruction:** Adjusting content, process, and product based on student readiness and learning profiles
- **Formative Assessment:** Ongoing checks for understanding to inform instruction
- **Disciplinary Literacy Integration:** Embedding reading and writing strategies into content areas
- **Timely, Actionable Feedback:** Providing students with specific, constructive feedback that helps them understand their progress and how to improve.

Tier 2: Targeted Group Interventions

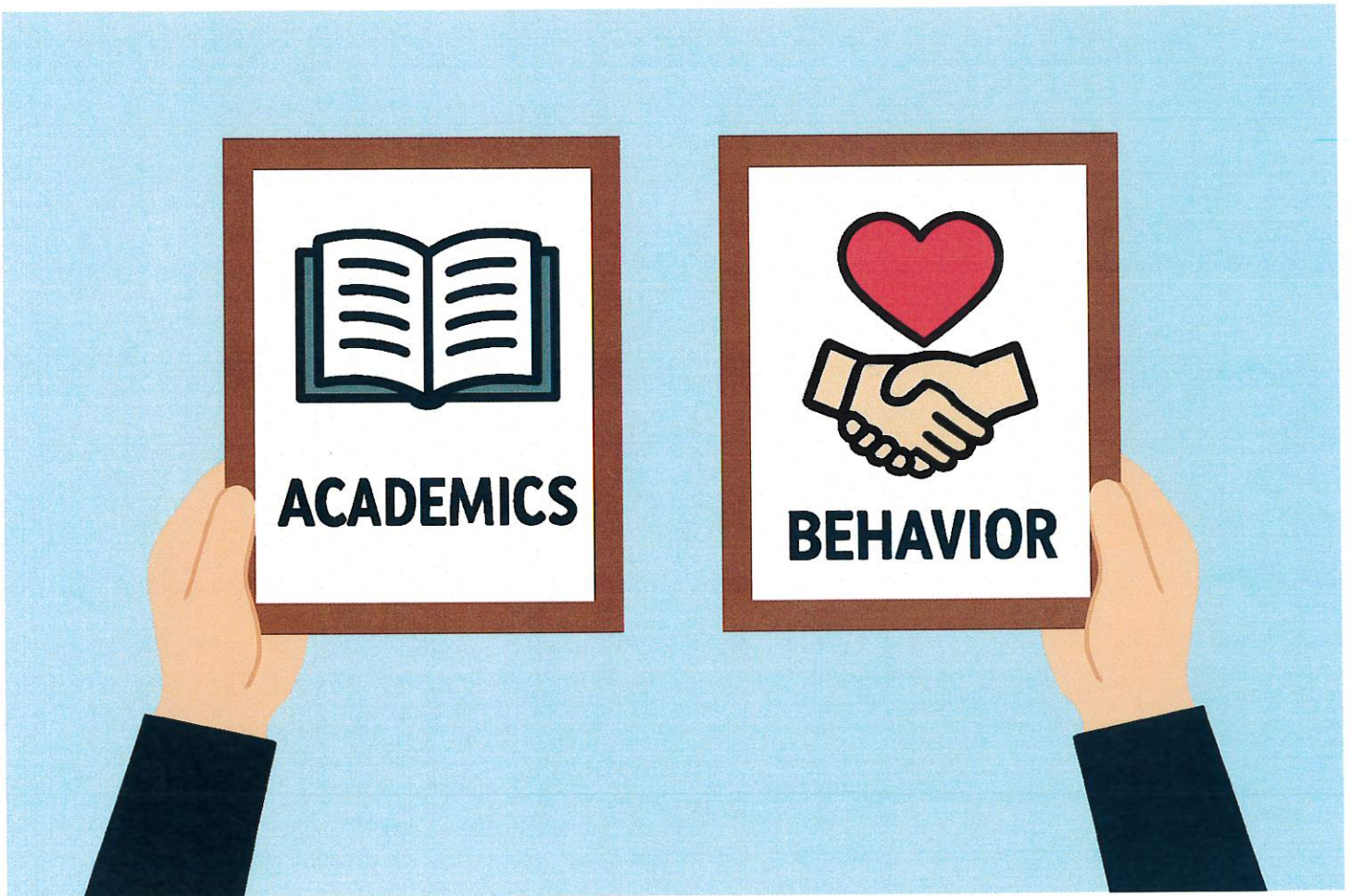
These are supplemental supports for students who need more than Tier 1.

- **Small Group Instruction:** Focused on specific skill deficits identified through formative data and universal screeners.
- **Targeted Reading/Math Intervention:** Using available ELA and Math resources to guide instruction.
- **Progress Monitoring:** Bi-weekly or monthly assessments to track growth and progress.
- **Flexible Grouping:** Students move in and out of groups based on progress.
- **Timely, Actionable Feedback:** Providing students with specific, constructive feedback that helps them understand their progress and how to improve.

Tier 3: Intensive Individualized Interventions

- **One-on-One Instruction:** Tailored to the student's specific academic needs.
- **Differentiated Instruction:** Adjusting content, process, and product based on student readiness and learning profiles
- **Increased Frequency and Duration:** More time and intensity than Tier 2 interventions.
- **Targeted Reading/Math Intervention:** Using available ELA and Math resources to guide instruction. The use of available resources for Math and ELA e.g. IXL or Math 180.

Academic and Behavior within the Tiers



Tier I: Universal Supports: High Quality Core Instruction, Differentiated Instruction, PBIS, SEL, Progress Monitoring for All Students, School-Wide Expectations and Rules

Elementary Instructional Tools		Elementary & Secondary Behavioral Supports	
➤ Fountas and Pinnell	➤ Lalilo	➤ District-Wide Student Review of Code of Conduct	➤ School-wide Rules for All Settings (behavior matrix)
➤ Guided Reading	➤ Freckle	➤ Positive Behavioral Supports for Classroom/School Environment	➤ Classroom Instruction Covering SEL Competence (Prek-12)
➤ Leveled Texts	➤ District Instructional Guides	➤ Overcoming Obstacles Curriculum/7 Mindsets	➤ Adverse Childhood Experiences (ACES),
➤ Learning A-Z	➤ Math in Practice	➤ Restorative Practices	➤ CASEL's SEL Playbook
➤ Lexia Core 5	➤ Hands-on-Standards	➤ Behavior Tools	➤ Verbal Intervention
➤ Literacy Continuum	➤ iReady		
Secondary Instructional Tools			
➤ Secondary ELA & Math Instructional Models	➤ ELA & Math Curriculum Guides		
➤ StudySync	➤ MyPerspectives		
➤ Reveal (McGraw-Hill)	➤ Envision (SAVVAS)		
➤ ALEKS	➤ Delta Math		

Tier II- Targeted Supports: Instructional Practices: Seating arrangements, Fluid and flexible grouping, Slower Lesson Pacing Group, Collaborative work, Additional modeling/re-teaching, differentiation of instruction, etc.

Elementary Instructional Tools			Elementary & Secondary Behavioral Supports	
➤ Reading/Writing Strategy Books	➤ Literacy Continuum	➤ Learning A-Z Lessons	➤ Check-in/Check-out	➤ Family Counseling
➤ Lexia Core 5	➤ Strategy Groups	➤ iReady	➤ Restorative Practices/Circles Group	➤ School Level Behavioral Intervention/Expectation Plan
➤ Wonders Leveled Readers	➤ STAR (Focus Skills)	➤ District Instructional Guides	➤ Individual/Group Counseling	➤ Mentoring/advocacy Time with Supports
➤ Math in Practice	➤ Hands-on-Standards	➤ Orton Gillingham	➤ Character Coaching Group	
			➤ Behavior Contracts	➤ ABE
			➤ Self-monitoring System/Plan	➤ STEP Program (Primary)
			➤ insightstobehavior.net	➤ R.E.S.E.T Program (Elementary)
			➤ Excel Flexible Learning Academy (Secondary)	➤ Olympia (Secondary via Hearing Office)
			➤ Mental Health First Aid	➤ Adverse Childhood Experiences (ACES)
Secondary Instructional Tools				
➤ Discovery Education	➤ IXL	➤ ALEKS		
➤ Delta Math	➤ Newsela	➤ Math 180		

Programs: Excel Flexible Learning Academy (Secondary)

Tier III- Instructional Practices: Seating arrangements, Fluid and flexible grouping, individualized instruction, high-intensity interventions, frequent monitoring (weekly), targeted literacy/math focus or supports, etc.

Elementary Instructional Tools		Elementary & Secondary Behavioral Supports	
➤ Reading Recovery (interventionist)	➤ District Instructional Guides (math)	➤ Family Counseling	➤ Individual/Group Counseling,
➤ Orton-Gillingham	➤ Math in Practice	➤ insightstobehavior.net	➤ R.E.S.E.T Program (Elementary)
➤ Wilson Language	➤ Hands-on-Standards (math),	➤ Excel Flexible Learning Academy (Secondary)	➤ Overcoming Obstacles Curriculum
➤ Wonders Leveled Readers	➤ iReady (math)	➤ STEP Program (Elementary)	➤ School Counselor Referral
➤ Reading A-Z	➤ Number Worlds (interventionists),		
➤ Lexia	➤ ECAT (Primary)	➤ Referral to Outside Agencies (as needed)	➤ School Level Behavioral Intervention/Expectation Plan
Secondary Instructional Tools			
➤ High School Reading Seminar	➤ IXL	➤ Restorative Practices	➤ Social Work Referral
➤ Middle School Reading Lab	➤ Math 180	➤ 7 Mindsets Group Lesson(s)	➤ ECAT (Primary)
		➤ Adverse Childhood Experiences (ACES)	➤ ABE

MTSS and Behavior

Tier I Behavior

MTSS & Social and Emotional Learning

Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL helps all students reach their full potential as caring, contributing, responsible, and knowledgeable friends, family members, coworkers, and citizens. It helps them build positive skills, such as greater self-awareness and self-management, improved relationship skills, and responsible decision-making in safe and supportive learning environments. These skills and behaviors are important in their own right, but they also benefit students in other ways. For example, a major review of research studies on SEL school programs revealed 11 percentile-point gains in academic performance.

BENEFITS OF SEL



↑ Improved Attitudes
and Behaviors



↑ Better Academic
Performance



↓ Less Negative
Behaviors



↓ Reduced
Emotional Stress

Overall, quality SEL yields an 11:1 return on investment, according to a 2015 Columbia University study. Three scholars from the fields of neuroscience, health, employment, psychology, classroom management, learning theory, economics, and youth development also have identified benefits. SEL also helps avoid or reduce negative outcomes for students. The implementation of SEL in schools has shown both immediate and long-term improvements in mental health, social skills, and academic achievement.

“Educating the mind without educating the heart is no education at all.”

—Aristotle.

Tier I Behavior

CASEL and Social- Emotional Learning

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defined SEL more than two decades ago. Today, they collaborate with leading experts and support districts, schools, and states nationwide to drive research, guide practice, and inform policy. Through research, practice, and policy, they collaborate with thought leaders to equip educators and policymakers with the knowledge and resources to advance social and emotional learning in equitable learning environments so all students can thrive.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a trusted source for knowledge about high- quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students.

Their work is critical at a time when educators, parents, students, and employers increasingly recognize the value of SEL. Together, we are united in our call for schools to educate the whole child, equipping students for success in school and in life. They have consolidated SEL Skills into 5 Core Competencies.



SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



© CASEL 2017

Tier I-Behavior

MTSS, Student Advocacy, and SEL

With implementing the MTSS approach, the strategic plan initiative is to provide each student direct access with a caring, responsible adult through a well-organized student advocacy program. In a student advocacy program, each student in the school is paired with a teacher or staff member who assists the student in achieving his or her academic and personal goals. Advocacy usually has two distinct parts: an advocacy group, similar to a home room, and one-to-one meeting to address personal issues. While their goals are similar, schools organize and implement their advocacy programs in a variety of ways depending on the needs of the school community. Each school's MTSS can play a vital role in promoting adult student advocacy and students having a paired trusted adult within the school community.

Advocacy requires that authentic relationships are formed between trusted adults at school. All adults at the school are required to serve as and student Advocate. Adult staff Advocates are encouraged to meet with their paired students at least twice a month and as needed to assist the student with any challenges or help celebrate successes. Some school schedule allow for monthly or weekly time set aside for students to speak with their paired adult advocate. While student advocacy consists of many facets, a student advocacy program addressing students' needs should include the following action steps for implementation:

- Identify three to five students to advocate and provide feedback on the effectiveness of the student advocacy programs. This should occur a minimum of three times a year during MTSS team meetings.
- Establish a process for administering universal screening for academic, behavioral, and emotional barriers to learning. See below recommended screening on a bi-yearly basis.
 1. Student Advocacy Survey Form
- Implement high-quality, rigorous curricula that address core academic competencies, social-emotional learning principles, mental and behavioral wellness, and positive behavior.
 1. [Overcoming Obstacles](#)
 2. [SEL Playbook](#)
- Establish a process for regularly reviewing student data (both behavioral and academic) located in the following resource:
 1. [ScholarChip-ABE Behavior Management](#)
 2. [Powerschool](#)
- Ensure access to a range of high-quality, evidence-based interventions to address the comprehensive needs of students by referring them to the appropriate personnel.
 1. **Responsive Classroom:** an approach that empowers educators to create safe, joyful, and engaging learning communities where all students have a sense of belonging and feel significant. [Responsive Classroom](#)
 2. **Collaborative Problem Solving:** identify and teach the skill the student is struggling with that cause challenging behaviors. [ScholarChip-ABE Behavior Management](#)
 3. **Progress Monitoring:** Use data collected through ABE, Classroom observations, PowerSchool, and other progress monitoring tools to identify if adequate progress is made towards reaching behavioral and SEL goals.

Behavioral and SEL Resources			
Resources	Tier I	Tier II	Tier III
SEL Playbook / Student Advocacy	X	X	
ABE Intervention	X	X	
Overcoming Obstacles Curriculum	X	X	
7 Mindsets Curriculum	X	X	
Recommended Behavioral and SEL Strategies			
Strategies	Tier I	Tier II	Tier III
Reteaching Behavioral Expectations	X	X	
Whole Class and/or Advisory Group of SEL Instruction	X		
Check In/ Check Out		X	X
Small Group Behavior Skill Training		X	
Individual Behavior Skill Training			X
Referrals to Outside Agencies and/or In-House Clinical Practitioners			X

MTSS Teams Roles & Responsibilities

MTSS Teams

DISTRICT LEVEL MTSS TEAM

Representatives from each level (K-12) and subject area will evaluate the effectiveness of strategies and processes. The team will make recommendations for additions, changes and deletions to the MTSS process as maintained in Enrich. The team will meet quarterly for review purposes.

The School Level MTSS Team

The MTSS Framework includes a collaborative problem-solving process that follows a Problem-Solving model. Every school needs a school based **MTSS Team** led by an **MTSS Chairperson** to ensure that this team operates with fidelity. Administrators, teachers, Academic and behavioral experts, parents, students, and other personnel involved with student achievement and learning at the school level should make up this team.

The **MTSS Team's** task is to:

- **Identify** struggling students who may be "at risk" and determine their academic and/or behavioral deficits as it relates to schoolwide and/or classroom expectations of behavior.
- **Recognize** students who are meeting the school's expectations of behavior.
- **Provide** students with the academic, behavioral, and social /emotional supports they need to succeed by implementing, with fidelity, tiered levels of support, behavior instruction, and interventions.
- **Utilize** collected data from various sources (discipline, classroom actions, attendance, academic, etc..) in order to hypothesize root cause(s) of the behavioral deficit (s) exhibited by the student(s)
- **Decide** on and implement appropriate behavioral goals to progress monitor to aid the student in extinguishing the undesired behavior(s) and exhibit the expected behavior(s).
- **Ensure** the student and parent are a part of the problem-solving process and meeting.
- **Ensure** High Quality Core Behavior Expectation Instruction and strong Positive Behavior Expectation System(s) (PBIS / PBS).

The **MTSS Team** should meet on a bi-monthly basis to analyze school-wide data drawn from grades, assessment results, absences, and behavior. (It is acceptable for Secondary teams to meet once a month if caseloads permit.)

The **MTSS Team** should use the insight gained from their data analyzation to identify specific students for support. They should prescribe interventions and create school-wide intervention schedules that provide time for intervention implementation within the core curriculum (Tier II). They should also provide opportunities for extra small groups (Tiers II and III) and one-on-one instruction (Tier III).

Roles of MTSS Team Members	
MTSS Chairperson / Co-Chair	Recorder
<ul style="list-style-type: none"> • Schedules the meetings • Ensure data is provided to all team members prior to any standing or called meeting. • Set and distribute agenda • Facilitates the meetings to ensure team norms are adhered to by all team members. 	<ul style="list-style-type: none"> • Takes meeting minutes • Fill out forms • Organizes documents • Send out meeting notifications to parents and staff
Timekeeper	Data Manager
<ul style="list-style-type: none"> • Monitor time during MTSS meetings. Co-Chairs co-facilitate the meetings as agreed upon. 	<ul style="list-style-type: none"> • Receives MTSS team referrals and supporting documents from staff members. • Reviews submitted data for completeness of referral- based on the requirement of the established guidelines set by school administration and the core MTSS Team. • Forwards complete referrals and supporting documents to the Chair and Co-Chair to schedule the meeting. • Pulls schoolwide data (discipline, attendance, SEL, Assessment Scores) and sends to team members at least one week prior to the bi-monthly team meeting.

Roles and Responsibilities

Principal/Assistant Principal	Teachers	MTSS Chair
<ul style="list-style-type: none"> -Be familiar with the three-tier structure of MTSS and purpose/specifics of each tier. - Select an MTSS Coordinator and establish an MTSS Team. -Ensure that the MTSS Coordinator, classroom and intervention teachers, and other staff providing intervention are utilizing the MTSS program in Enrich in accordance with the MTSS Reference Guide and Enrich/MTSS Handbook. - Develop action plans for prevention and intervention services by teachers/staff needed for all MTSS Tiers. -Develop a Master Schedule for instruction, intervention and team meetings. -Establish a system and supervise monitoring all tiers of interventions - behavioral and academic. -Provide professional development for staff as needed on all aspects of MTSS Framework 	<div data-bbox="553 228 805 258">Classroom Teachers-</div> <ul style="list-style-type: none"> -Gather universal screening data and ongoing formative/summative data (including behavioral data if applicable.) - Identify and implement differentiated instructional strategies that will be used within the classroom to address student needs. -Implement Interventions with fidelity. -Monitor data and progress with collaborative team. (All tiers) -Completes documentation of progress as it relates to the established goals of the student. - Provide tiered high-quality instruction to students based on student's level of need. <div data-bbox="553 873 831 903">Intervention Teachers-</div> <ul style="list-style-type: none"> - Support the MTSS team to ensure appropriate choice and application of instructional/behavioral strategies by recommending researched-based strategies, interventions and assessments. -Support and collaborate with classroom teachers on developing and monitoring Tier II and Tier III plans. -Implement interventions and monitor progress for students served in Tier II and Tier III in accordance with the MTSS Reference Guide. 	<ul style="list-style-type: none"> -Facilitate MTSS Team Meetings for students in Tier II and Tier III. -Approve and support the creation of the Tier II and Tier III Plans in Enrich. -Ensure that all teachers utilize the RTI platform in Enrich in accordance to the MTSS Reference Guide. -Provide guidance to teachers for inputting required progress monitoring data in Enrich. -Ensure fidelity of intervention and progress monitoring of all Tiers, for all students. - Obtain hearing/vision screening results for students in Tier II. -Arrange speech screening for students in Tier II if there are articulation concerns. -Facilitate communication to inform parents of student progress in Tier II and Tier III. -Upload any documents into Enrich with/requiring a parent signature. -If a student moves to another school, communicate with the MTSS Chair of the new school.

Instructional Coaches/ Curriculum Consultants (Tiers II & III)	Student Support Personnel (Tiers II & III)	Special Area Personnel (Tier III)
<ul style="list-style-type: none"> - Work with teachers to implement appropriate strategies, interventions and continuous progress monitoring for all Tiers. -Coordinate and provide embedded professional development on all tier interventions. - Annually (at a minimum) review strategies in Enrich for effectiveness with other instructional coaches and make recommendations as needed for revision. <p>Note: Instructional Coaches are not to serve as the MTSS Chairperson.</p>	<ul style="list-style-type: none"> - Communicate with all stakeholders when working with students in need of additional academic or behavioral support. (All Tiers) -Assist as appropriate to develop action plans and progress monitoring for students who need additional academic or behavior support. (All Tiers) -Provide individual and small group counseling in accordance with the ASCA model for Tier II and Tier III students and document their work with students. <p>Note: School Counselors should not serve as the MTSS Chairperson</p>	<p>Tier III participation, observation and/or consultation as needed in Tiers I & II</p> <ul style="list-style-type: none"> -ESOL specialist (if ESOL student has an MTSS concern not related to language acquisition) -Speech/Language Therapists -Social Worker -Behavior Management Specialist* (ISS Supervisor) -School Psychologist (Tier III only) -Nurse: Hearing/vision screening conducted in Tier II. -Resource/SPED Teacher: Tier III and consultation for Tiers II and III if student has an IEP and the team determines MTSS is necessary.

MTSS & Parents

MTSS and Parents

Parents want the best for their children, including a successful and positive school experience. When a child is struggling in school, there is no time to waste. Working together, parents and teachers can keep the students on the road to school success and graduation.

As the parent of a struggling student, it is important for caretakers to:

- Communicate with your child's teacher
- Ensure that your child attends school regularly
- Encourage your child to do well in school
- Be specific with expectations when speaking with your child
- Understand the assessments your child takes
- Ask how you can help your child at home
- Understand and exercise your rights as a parent
- Collaborate with your child's school

Your child may be having difficulties in school if he or she exhibits any of the following:

- **Lack of motivation, interest, or attention**
Child is unwilling to participate in school activities or assignments; may be inattentive in class.
- **Homework frustrations**
Child argues about doing homework, cries or has tantrums, or requires assistance with completing the work
- **Behavior problems**
Child is acting up in class or seeking attention from classmates.
- **Slipping grades**
Grades are steadily declining. Child indicates work is too difficult or student lacks necessary skills.
- **Low self esteem**
Child becomes withdrawn or makes negative comments about his or her abilities.
- **Questions parents may want to ask:**
 - Is the school using MTSS to provide extra help to struggling students?
 - How will the school provide parents with information about the specific MTSS Framework interventions and supports being used?
 - What are the interventions and instructional programs being used?
 - Will parents receive information on how to help their child at home?
 - Will students receiving interventions also continue to receive core high-quality instruction?
 - How will tiered intervention(s) be delivered so the student does not feel he/she is treated differently?

Parental involvement in education has been widely reviewed and found to be highly linked to student learning and achievement. Their participation is a key component for an effective MTSS framework within a school. Schools need to include parental communication and input in all phases of the MTSS problem-solving process.

Parental Involvement within the Tiers

The following is an example of what level of involvement and communication should take place respective to the level of tiered instruction:

Tier	Activity	How to involve parents
Tier I	Preparation for opening of school	Collaborating with Parents whose students have been identified in the previous year as needing additional supports.
Tier I	Beginning of school events	Send MTSS parent brochure.
Tier I	Universal screenings	Provide student data to parents. Upon request, and as needed, conduct parent-teacher conferences for support in implementing effective strategies.
Tier II	Teacher team meetings	Obtain parental input.
Tier II	Documentation of progress MTSS team meeting	Send home progress reports. Involve parents in the problem-solving team meetings. Provide strategies for at-home academic support.
Tier III	MTSS follow-up meeting Home interventions suggested by the school MTSS Team and Teacher	Invite parents to MTSS meeting. Communicate with parents about interventions and progress monitoring.
	Screening	Inform parents, if students are not successful with Tier III support, of the process for the student to be evaluated for a specialized level of support.

MTSS & Problem-Solving

The Problem-Solving Protocol

Richland One's educators who engage in the systematic Multi-Tiered System Support (MTSS) implementation share the following beliefs about the ideal educational conditions for promoting student achievement. Using the following beliefs to guide our efforts is one way to ensure consistent movement toward maximizing student achievement:

1. Highly effective personnel deliver scientific, research-based instruction and evidence-based practices.
2. Curriculum and instructional approaches have a high probability of success for most students.
3. Instruction is differentiated to meet individual learning needs of all students.
4. Reliable, valid, and instructionally relevant assessments include the following:
 - **Screening Measures:** Assessment tools designed to collect data to measure the effectiveness of core instruction.
 - **Diagnostic Measures:** Formal assessment tools that measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring.
 - **Progress Monitoring Measures:** Ongoing assessment conducted to guide instruction, monitor student progress, and evaluate instruction/intervention effectiveness.
 - **Formative Measures:** Formal or informal ongoing assessment within effective teaching to guide instructional decisions.
 - **Summative (Outcome) Measures:** Typically administered near the end of an intervention cycle to give an overall perspective of the effectiveness of the instructional program.
5. Ongoing, systematic problem-solving is consistently used, from enrollment to graduation for all students, to make decisions across a continuum of student needs.
6. Student data is used to guide meaningful decision-making.
7. Professional development and follow-up coaching with modeling are provided to ensure effective instruction at all levels.
8. Actively engaged administrative leadership for data-based decision making is inherent to the school culture.
9. All students and their parent(s) are part of one proactive and seamless educational system.

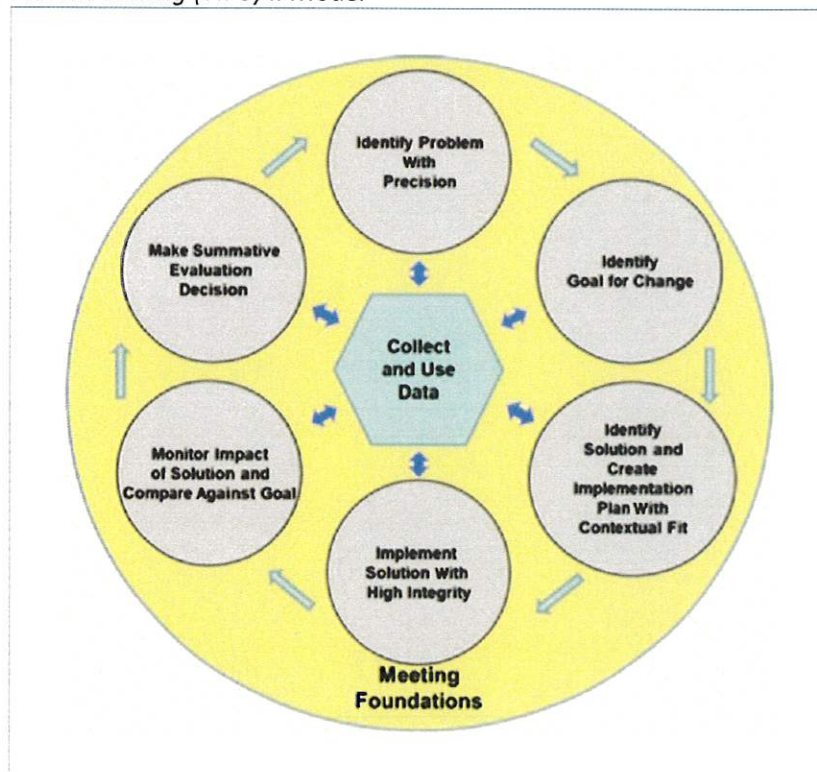
MTSS District and State Problem Solving Models

Data-Based Problem-Solving

Solving the challenges associated with producing improved outcomes for students and practices for educators should be done utilizing a data decision problem-solving process. This approach will ensure that District SCMTSS Leadership teams clearly identify problems, account for context, apply specific and targeted solutions, and use data to determine both success and failure. The optimal District SCMTSS Leadership Team:

- Ensures access to universal data sources to support common language, common understanding, and common assessment of student outcomes.
- Integrates academic and behavioral instruction and intervention through an evidence-based model of schooling that uses data-based problem-solving. Figure 5 (below) is an example of an evidenced-based problem-solving model.
- Integrates instruction and intervention—both are delivered to students in varying intensities (multiple tiers) based on student need.
- Utilizes a decision-making process that is “need-driven” and seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency.
- Conduct formal data reviews frequently (quarterly at a minimum) to check on progress monitor system implementation, student outcomes, and teacher practice.

Figure 5: Team-Initiated Problem-Solving (TIPS) II Model



Source: Horner, R. H., Newton, J. S., Todd, A. W., Algozzine, B., Algozzine, K., Cusumano, D. L., & Preston, A. I. (2015). The Team-Initiated Problem Solving (TIPS II) Training Materials. Retrieved from:

<https://www.pbis.org/Common/Cms/files/TIPS/TIPS%20Policy%20Brief.pdf>

Team Initiated Problem Solving(TIPS) Worksheet

Team Members Present:

Date: School:

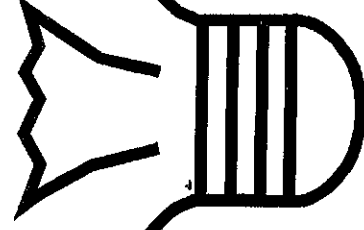
1. Primary Problem Statement:

Problem Statement Elements

Who	
What	
Where	
When	
Why	
Frequency /Duration	

2. Precision Problem Statement:

Is problem exhibited in more than 20% of the student population?
Yes= Targeted Group Plan
No=Individual Plan



Overarching Team Goal: (What observable, measureable outcome would you like to achieve based upon your Precision Problem Statement?)

3. Solution Options: (Use the table below to identify the most appropriate solution domain(s) and subsequent solution)

Prevent reduce probability of future or continued problem behavior	<u>Solution</u>
Teach increase probability of positive behavior change	<u>Solution</u>
Acknowledge Provide positive feedback when expected behavior occurs	<u>Solution</u>

Correct Specific feedback to increase probability of improved behavior after error	<u>Solution</u>
Extinction reduce reward for problem behavior	<u>Solution</u>
Safety remove occurrence or possibility of injury or harm)	<u>Solution</u>

4. Action Planning: Use the table below to develop the action plan that will support your solution options and achieve your Overarching Team Goal

Who	What (Action)	When (Due date and when will it take place)	Goal Setting (What will it look like when you can say there is no longer a problem?)

5. Evaluation Planning:

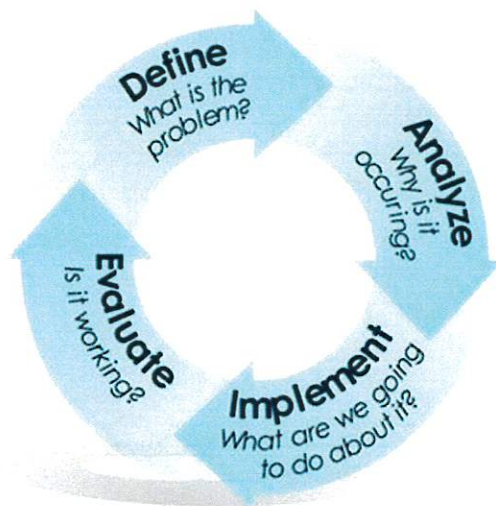
Evaluation Planning	Method	When	Who
Measuring the fidelity of Implementation			
Measuring student Outcomes			

Follow Up Meeting Date:

Four-Step Problem Solving Process

One method of conducting data-based problem solving is using [*The Four-Step Problem Solving Process*](#). (MDCPS, 2013-2014) This is a structured way for MTSS teams to formally review student outcomes by defining a problem, analyzing data to determine why the problem exists, implement a plan to close the identified gap, and evaluate the effectiveness of the plan. The process may be used at the student level, class level, grade level, school level, or district level to identify problems and their causes and implement a plan to address them.

Figure 4: *Four-Step Problem-Solving Process*



Note. Source: Florida PBIS. (2016). [*Foundations for Implementation: Problem-Solving Model*](#).

What is the problem?

The first step in the process is defining the problem and identifying the goal. MTSS teams should use data to determine where they are (current level of performance) and where they want to be (desired level of performance). Keep in mind that academic goals should be aligned to the [*South Carolina College- and Career-Ready Standards*](#). The gap should then be measured to determine the needed growth (Elliott, 2024).

Why is it occurring?

Step two involves analyzing the problem using data to determine why there is a difference between the expected and current levels of performance. Teams should generate possible reasons (hypotheses) why students are not attaining the goal. The [*RIOT/ICEL Matrix*](#) can help schools identify probable reasons why student groups or individual students are not experiencing academic or behavioral success. (AIR, 2023). Hypotheses are typically generated across four domains: **I**nstruction, **C**urriculum, **E**nvironment, and **L**earner (ICEL). Methods of data collection include: *Reviewing* existing records/data, *Interviewing* individuals (student, educators, family, care providers) with specific knowledge of the situation being addressed, *Observation* of contexts (classroom, school, home, community) in which the desired skill(s) is expected to occur, and *Testing* to identify related learner characteristics. Thorough analysis should leave teams with a clearer understanding of why the problem is occurring (Elliott, 2024).

What are we going to do about it?

Step three involves the development of an intervention plan. This plan should aim to move students from the current level of performance to the desired level of performance in a systematic and explicit way. Teams should consider the hypothesis from step two in order to address the cause of the gap. To ensure a strong plan, teams must include the following critical components outlined by Elliott (2024):

- The instruction/interventions are *evidence-based* and linked to the validated hypotheses about why the goal is not being attained.
- The action plan has *sufficiency* (delivered in sufficient amounts) *and fidelity* (delivered in the way intended by individuals qualified to deliver the instruction).
- The plan reflects the *integration* of instruction, interventions and learning supports addressing all of the student(s)' areas of need and tying results back to success when engaged in Tier 1 instruction.
- The individuals implementing the plan have sufficient *support* (e.g., time, data, peer/coaching) to implement the plan as intended.

Is it working?

Evaluate the effectiveness of the plan by using data gathered at agreed upon intervals. Progress monitoring should directly assess the targeted skill(s) or behavior(s). Based on data, the team should determine if the intervention plan is working. If not, how will the instruction/intervention plan be adjusted to better support progress?

The effectiveness of the instruction/intervention design and implementation must be evaluated to make decisions regarding continuation, intensification, fading, or redesign of those instructional strategies. Progress monitoring data are used to make a determination of whether the effectiveness of the instruction/intervention is *positive*, *questionable*, or *poor* (Elliott, 2024).

If the response is *positive*, options are to:

- Continue intervention with current goal
- Continue intervention with goal increased
- Fade intervention to determine if student(s) have acquired functional independence.

If the response is *questionable*, teams need to first ask, "Was intervention implemented as intended?"

- If *no*, [employ strategies to increase implementation integrity](#) (IRIS, 2018).
- If *yes*, [increase intensity of current intervention](#) for a short period of time and assess impact. If the rate improves, continue. If the rate does not improve, return to step one of the problem-solving cycle (AIR 2019).

If response is *poor*, teams need to first ask, "Was intervention implemented as intended?"

- If *no*, [employ strategies to increase implementation integrity](#) (IRIS, 2018).
- If *yes*, ask:
 - Is intervention aligned with the verified hypothesis? (Revisit Step 3: Plan)
 - Are there other hypotheses to consider? (Revisit Step 2: Analyze)
 - Was the problem identified correctly? (Revisit Step 1: Define)

Data-Based Problem Solving Action Steps for School Teams:

- Carefully examine items 21-28 of the [SAM](#) as a team.
- Utilize a decision-making process that is data-driven and seeks to ensure that district resources reach the appropriate students (or schools) at the appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency.
- Ensure access to universal data sources (i.e. universal screening, diagnostic data, attendance, discipline, etc.) to support common language, common understanding, and common assessment of student outcomes.
- Conduct formal data reviews frequently (quarterly at a minimum) to progress monitor system implementation, student outcomes, and teacher practice.

4.5 Three-Tiered Model

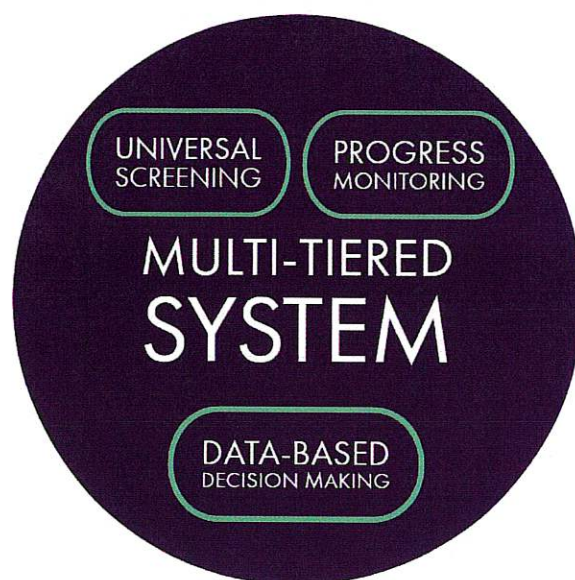
Supports are tiered. Students are not.

Within MTSS, all students receive Tier I universal core instruction as the foundation of learning. Tier I for behavior and other non-academic areas consists of [establishing a positive school climate](#) (AIR 2024), communicating expectations, and teaching students the skills needed to fulfill those expectations, often through a model like [Positive Behavioral Interventions and Supports](#) (PBIS, 2024). Supplemental support is then provided to students at risk of not reaching grade-level proficiency based on their performance on screening assessments and other data or at risk of developing unwanted behaviors.

This first layer of additional support, Tier II, occurs *in addition to* (not in place of) core instruction, ideally occurs in groups of no more than five students, and focuses primarily on providing increased opportunities to support children's acquisition of identified skills (Baker, Fien, & Baker, 2010; Vaughn, Wanzek, Woodruff, & Linan-Thompson, 2007). When Tier II is insufficient to meet a student's needs, they receive Tier III interventions. Compared to Tier II, Tier III is more intense, is provided at a higher frequency, and is individualized to meet each student's needs. Figure 6 compares characteristics of the three tiers.

MTSS & Progress Monitoring

What is progress monitoring and how does it fit with MTSS?



Progress Monitoring is a process used to assess a student's academic and behavioral performance and measure student improvement or responsiveness to instruction and intervention. In fact, the goal of progress monitoring is to determine the effectiveness of an intervention on student learning. It can be formal or informal.

Progress monitoring can be implemented with individuals or groups of students, a class, an entire grade or a school system. Within a classroom, teachers should know their students through assessments.

Understanding that learning occurs at a different pace for all students, teachers should incorporate frequent opportunities for students to "show what they know." The assessment strategy used for these frequent formative assessments should be deeply aligned with grade level state standards for any content area. The frequency of progress monitoring will increase with the intensity of an intervention or additional challenge.

When data shows that students are progressing, interventions are maintained until student meet identified goals. When data reveals that students are not making progress, a change in intervention is often needed.

Several organizational structures need to be in place to support progress monitoring. First, schools should create schedules that allow for collaborative planning. The importance of a common understanding of state standards and expectations by teacher teams is essential. Secondly, schools should initiate content area vertical articulation (across grade levels K-12) to review data, instructional needs for mastery, and assessments. Also, schools should establish a clear professional learning plan designed to support the use of a variety of assessment and intervention strategies.

The intensity of the progress monitoring increases as students move through the tiers of Richland School District One's Pyramid of Intervention. A suggested timeline for MTSS is below.

<u>MONTH</u>	<u>ACTIVITIES</u>	<u>Resources</u>
August-September	<p>Ensure that school MTSS teams are in place at each school.</p> <p>Ensure PLC/MTSS training has occurred.</p> <p>Administer first universal screening to all students</p> <p>Review student data at the school level with administration, grade levels teams, and parents.</p>	<p>MTSS Guide</p> <p><u>Universal Screeners (3 times per year)</u> STAR Reading and Math (K-9)</p> <p>Fountas and Pinnell Benchmark Assessment System (BAS - grades K-3) SC-Ready Data</p>
September	<p>Tier I: Analyze high-quality core instruction during PLC meetings.</p> <p>Tier II: Monitor progress weekly at minimum, every two weeks (increase as needed).</p> <p>Tier III: Monitor progress at least two times per week. May be more frequently as decided by the MTSS team.</p> <p>(Progress monitoring should be aligned with the established goal in order to determine student growth).</p>	<p>Richland One Instruction Framework</p> <p>Enrich data, ABE and PowerSchool discipline and attendance data</p>
October-December	<p>Review STAR results and other assessment data.</p> <p>Ensure MTSS meetings are being held and documented.</p> <p>Review interventions and resources to ensure fidelity of implementation.</p>	<p>STAR I-Ready Data</p> <p>Data from CFAs</p> <p>Richland One academic and behavioral Intervention progress monitoring Data</p>
January	<p>Conduct second universal screening.</p> <p>Review listing of priority students (who have not received mastery)</p> <p>Revise student intervention plans as needed.</p> <p>Conduct MTSS meetings for students in danger of failure</p>	<p><u>Universal Screeners (3 years per year)</u> STAR Reading and Math (K-9)</p> <p>Fountas and Pinnell Benchmark Assessment System (BAS - grades K-3)</p>
February – April	<p>Monitor student progress</p> <p>Review data during PLC and MTSS meetings</p> <p>Continue with interventions</p>	<p>Enrich data</p> <p>Richland One intervention data</p>
March (exact date TBA)	Deadline for referral to special services	

MTSS & Fidelity

What Is Fidelity

Fidelity is the implementation of an educational program, strategy, or intervention exactly as it was designed and intended. It involves adhering closely to the curriculum, following specific instructional procedures, and delivering the program with the recommended length and quality of delivery. The goal of implementing with fidelity is to ensure that all students receive the intended benefits of the instruction and achieve the desired outcomes in proficiency and ultimately be successful students.

Continuous monitoring of the instruction, intervention, or strategy(ies) used are critical to determining the true impact on student achievement. Fidelity can have a tremendous impact on student achievement and must also address the integrity with which screening and progress monitoring are completed. Fidelity is important at these levels:

- District
- School
- Teacher
- Parent
- Student

How can schools ensure fidelity of implementation?

- Link interventions to improved outcomes (credibility)
- Provide high quality professional development
- Ensure practice reflection based on data and outcomes
- Problem-solve instructional issues and implement action plan
- Definitively describe operations, techniques, and components
- Clearly define responsibilities of specific people
- Create a data system for measuring operations, techniques, and components
- Create a system for feedback and decision making (formative)
- Create accountability measures for non-compliance

Schools in Richland County School District One have a responsibility to ensure each teacher in the building is versed in the language of standards-based teaching. As data teams in the schools review student achievement results, an awareness of the level of implementation of standards-based instruction in the building is key. With this school-wide standards-based classroom implementation data, the team can begin to determine how tier instruction is impacting student performance and what adjustments need to be made.

The implementation of any intervention design requires monitoring by administrators and data team members in order to determine whether the level of intervention is carried out with fidelity and to determine whether the level of student response or non-response to

intervention is or is not connected to the delivery of the intervention. Implementation of fidelity can be impacted by a wide range of factors that schools should consider (Allen & Blackston, 2003; Yeaton & Sechrest, 1981):

- Intervention complexity
- Time and material resources required for the intervention
- The number of intervention agents
- Efficacy (actual and as perceived by the intervention agents and stakeholders)
- The motivation of the intervention agents and stakeholders

Fidelity has a great impact on student achievement. Research and evidenced based teaching and learning practices are built on a foundation of fidelity to high standards of practice. Higher performing schools embed assessment of the fidelity of interventions. Often, the more intensive the intervention and instructional practices, the more need for rigorous fidelity checks to ensure efficacy. It is critical for schools to embrace and embed the importance of fidelity; what it is, who is involved, and more importantly, how it can be assessed for improved student achievement.

Monitoring the Fidelity Roles and Responsibilities

School Leadership:	Classroom Teachers and Intervention Specialists:
<ul style="list-style-type: none"> • Implement and share the school's MTSS plan including monitoring interventions and program fidelity. • Create a school-wide focus on having assessment driven instruction. • Develop staff understanding of the process and procedures in place in schools that are within the MTSS Framework. • Establish schedules to provide various times for intervention. • Ensure that tiered standards-based instruction occurs and be prepared to seek out resources for additional support (<i>include in lesson plans</i>). • Establish standard protocols of support for students in all tiers and follow up to ensure effectiveness. • Establish a system for accountability among all participants 	<ul style="list-style-type: none"> • Implement intervention system with fidelity and with the belief that it can improve student achievement. • Implement tiered instruction based on student data. • Consistently use Formative and Summative assessments to guide classroom instruction and to develop tiered lessons (Keep documentation records to share with MTSS teams). • Consistently communicate and be prepared for all stakeholders; especially intervention team members, parents, administration, and students. • MTSS Chair
Parents and Families:	School Psychologists, Social Workers and Counselors:
<ul style="list-style-type: none"> • Participate in informal and formal consultations with stakeholders by attending parent/student conferences or other school/district information sessions regarding academic achievement. • Regularly communicate with teacher(s) to ensure understanding or to provide support 	<ul style="list-style-type: none"> • Participate in informal and formal consultations with teaching teams at all tiers with a focus on standards-based instruction. • Provide training, direction, and support for progress monitoring and selection of interventions. • Support foundational understanding of school-wide MTSS

Tier I—Universal screenings are used for reading, math and/or behavior for all students at all levels. Classroom teachers use frequent common formative assessments to measure progress. Teachers assist with determining benchmark criteria for success, use the data to collaboratively discuss instructional approaches, and design learning opportunities to address individual needs. Progress monitoring data is purposefully collected and organized, shared with students and parents, and is the driving force of the instructional program. It helps answer the question, "How well am I meeting the needs of the student?"

Tier II—Students identified for Tier II interventions are regularly assessed to measure understanding and transfer of learning to core classrooms. The progress monitoring process used for the intervention is pre-identified at the district level based on the intervention components and should include curriculum-based measures and/or standardized assessments. Benchmarks for expected progress are set and student progress toward these benchmarks is closely monitored through assessments.

Tier III—Students identified for Tier III interventions will be closely monitored based on the interventions designed by the school's MTSS team during the problem-solving process. At this level, clear documentation of progress monitoring data is needed to support the deep focus on the individual. Graphs or charts of assessment trends are recommended to show progress and identify whether transfer of learning to the core classroom is occurring.

Academic Fidelity Checklist

Allocating Sufficient Contact Time & Assuring Appropriate Student-Teacher Ratio

The cumulative time set aside for an intervention and the amount of direct teacher contact are two factors that help to determine that intervention's 'strength' (Yeaton & Sechrest, 1981).

Critical Item?	Intervention Element	Notes
☐	Time Allocated. The time set aside for the intervention is appropriate for the type and level of student problem (Burns & Gibbons, 2008; Kratochwill, Clements & Kalymon, 2007). When evaluating whether the amount of time allocated is adequate, consider: <ul style="list-style-type: none"> • Length of each intervention session • Frequency of sessions (e.g., daily, 3 times per week) • Duration of intervention period (e.g., 6 instructional weeks) 	
☐	Student-Teacher Ratio. The student receives sufficient contact from the teacher or other person delivering the intervention to make that intervention effective. NOTE: Generally, supplemental intervention groups should be limited to 6-7 students (Burns & Gibbons, 2008).	

Matching the Intervention to the Student Problem

Academic interventions are not selected at random. First, the student academic problem(s) is defined clearly and in detail. Then, the likely explanations for the academic problem(s) are identified to understand which intervention(s) are likely to help—and which should be avoided.

Critical Item?	Intervention Element	Notes
☐	Problem Definition. The student academic problem(s) to be addressed in the intervention are defined in clear, specific, measureable terms (Bergan, 1995; Witt, VanDerHeyden & Gilbertson, 2004). The full problem definition describes: <ul style="list-style-type: none"> • Conditions. Describe the environmental conditions or task demands in place when the academic problem is observed. • Problem Description. Describe the actual observable academic behavior in which the student is engaged. Include rate, accuracy, or other quantitative information of student performance. • Typical or Expected Level of Performance. Provide a typical or expected performance criterion for this skill or behavior. 	
☐	Student-Teacher Ratio. The student receives sufficient contact from the teacher or other person delivering the intervention to make that intervention effective. NOTE: Generally, supplemental intervention groups should be limited to 6-7 students (Burns & Gibbons, 2008).	

☐	<p>Appropriate Target. Selected intervention(s) are appropriate for the identified student problem(s) (Burns, VanDerHeyden & Boice, 2008). TIP: Use the Instructional Hierarchy (Haring et al., 1978) to select academic interventions according to the four stages of learning:</p> <ul style="list-style-type: none"> • Acquisition. The student has begun to learn how to complete the target skill correctly but is not yet accurate in the skill. Interventions should improve accuracy. • Fluency. The student is able to complete the target skill accurately, but works slowly. Interventions should increase the student's speed of responding (fluency) as well as to maintain accuracy. • Generalization. The student may have acquired the target skill but does not typically use it in the full range of appropriate situations or settings. Or the student may confuse the target skill with 'similar' skills. Interventions should get the student to use the skill in the widest possible range of settings and situations, or to accurately discriminate between the target skill and 'similar' skills. • Adaptation. The student is not yet able to modify or adapt an existing skill to fit novel task-demands or situations. Interventions should help the student to identify key concepts or elements from previously learned skills that can be adapted to the new demands or situations. 	
☐	<p>'Can't Do/Won't Do' Check. The teacher has determined whether the student problem is primarily a skill or knowledge deficit ('can't do'), or whether student motivation plays a main or supporting role in academic underperformance ('wont do'). If motivation appears to be a significant factor contributing to the problem, the intervention plan includes strategies to engage the student (e.g., high interest learning activities; rewards/incentives; increased student choice in academic assignments, etc.) (Skinner, Pappas & Davis, 2005; Witt, VanDerHeyden & Gilbertson, 2004).</p>	
<p style="text-align: center;">Incorporating Effective Instructional Elements</p> <p>These effective 'building blocks' of instruction are well-known and well-supported by the research. They should be considered when selecting or creating any academic intervention.</p>		
Critical Item?	Intervention Element	Notes
☐	<p>Explicit Instruction. Student skills have been broken down "into manageable and deliberately sequenced steps" and the teacher provided "overt strategies for students to learn and practice new skills" (Burns, VanDerHeyden & Boice, 2008, p.1153).</p>	

☐	Appropriate Level of Challenge. The student experienced sufficient success in the academic task(s) to shape learning in the desired direction as well as to maintain student motivation (Burns, VanDerHeyden & Boice, 2008).	
☐	Active Engagement. The intervention ensures that the student is engaged in 'active accurate responding' (Skinner, Pappas & Davis, 2005) at a rate frequent enough to capture student attention and to optimize effective learning.	
☐	Performance Feedback. The student receives prompt performance feedback about the work completed (Burns, VanDerHeyden & Boice, 2008).	
☐	Maintenance of Academic Standards. If the intervention includes any accommodations to better support the struggling learner (e.g., preferential seating, breaking a longer assignment into smaller chunks), those accommodations do not substantially lower the academic standards against which the student is to be evaluated and are not likely to reduce the student's rate of learning (Skinner, Pappas & Davis, 2005).	
Verifying Teacher Understanding & Providing Teacher Support The teacher is an active agent in the intervention, with primary responsibility for putting it into practice in a busy classroom. It is important, then, that the teacher fully understands how to do the intervention, believes that he or she can do it, and knows whom to seek out if there are problems with the intervention.		
Critical Item?	Intervention Element	Notes
☐	Teacher Responsibility. The teacher understands his or her responsibility to implement the academic intervention(s) with integrity.	
☐	Teacher Acceptability. The teacher states that he or she finds the academic intervention acceptable.	
☐	Step-by-Step Intervention Script. The essential steps of the intervention are written as an 'intervention script'--a series of clearly described steps—to ensure teacher understanding and make implementation easier (Hawkins, Morrison, Musti-Rao & Hawkins, 2008).	
☐	Intervention Training. If the teacher requires training to carry out the intervention, that training has been arranged.	
☐	Intervention Elements: Negotiable vs. Non-Negotiable. The teacher knows all of the steps of the intervention. Additionally, the teacher knows which of the intervention steps are 'non-negotiable' (they must be completed exactly as designed) and which are 'negotiable' (the teacher has some latitude in how to carry out those steps) (Hawkins, Morrison, Musti-Rao & Hawkins, 2008).	

☐	Assistance With the Intervention. If the intervention cannot be implemented as designed for any reason (e.g., student absence, lack of materials, etc.), the teacher knows how to get assistance quickly to either fix the problem(s) to the current intervention or to change the intervention.	
--------------------------	---	--

Verifying Teacher Understanding & Providing Teacher Support

The teacher is an active agent in the intervention, with primary responsibility for putting it into practice in a busy classroom. It is important, then, that the teacher fully understands how to do the intervention, believes that he or she can do it, and knows whom to seek out if there are problems with the intervention.

Critical Item?	Intervention Element	Notes
☐	Intervention Documentation. The teacher understands and can manage all documentation required for this intervention (e.g., maintaining a log of intervention sessions, etc.).	
☐	Checkpoint Date. Before the intervention begins, a future checkpoint date is selected to review the intervention to determine if it is successful. Time elapsing between the start of the intervention and the checkpoint date should be short enough to allow a timely review of the intervention but long enough to give the school sufficient time to judge with confidence whether the intervention worked.	
☐	Baseline. Before the intervention begins, the teacher has collected information about the student's baseline level of performance in the identified area(s) of academic concern (Witt, VanDerHeyden & Gilbertson, 2004).	
☐	Goal. Before the intervention begins, the teacher has set a specific goal for predicted student improvement to use as a minimum standard for success (Witt, VanDerHeyden & Gilbertson, 2004). The goal is the expected student outcome by the checkpoint date if the intervention is successful.	
☐	Progress-Monitoring. During the intervention, the teacher collects progress-monitoring data of sufficient quality and at a sufficient frequency to determine at the checkpoint date whether that intervention is successful (Witt, VanDerHeyden & Gilbertson, 2004).	

Forms/Form Links



MTSS MEETING CHECKLIST

Prior to Actual MTSS TEAM Meeting (with parent):

- ☐ Establish MTSS Protocols for your school's MTSS Meetings
 - Norms
 - Schedule
 - Roles

- ☐ Gather and review all available data:

○ Academics (Core Areas)	○ Behavioral	○ Medical
○ Attendance	○ SEL	○ Informal Assessments

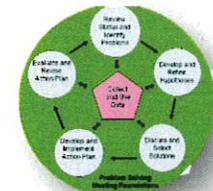
- ☐ Send all data to all members 3 days in advance

Invite all required MTSS Team Members to the meeting: **ACADEMIC EXPERT** (math/reading coach or API), **TEACHER(S)**, **BEHAVIORAL EXPERT** (social worker, and/or counselor), **ADMINISTRATOR**, **PARENT**, and **STUDENT** (as appropriate)

- Advocate, mental health therapist, school nurse, and/or Parent and Family Engagement Specialist (as needed)
- ☐ The parent and/or student was properly invited to the meeting (letter, email, and follow-up reminder phone call)
- ☐ Assign meeting roles in advance: **FACILITATOR**, **RECORDER**, **TIME KEEPER**, etc.
- ☐ Reflect on current school practices when conducting a MTSS Meeting (school & community customs and values)
- ☐ Establish an efficient school level process for reviewing and providing feedback each quarter on the fidelity of your school's instructional intervention(s) and/or support(s)

MTSS Meeting:

- ☐ All team members are present and on time for the meeting
- ☐ The purpose of the meeting is stated
- ☐ Introductions occurred during the meeting, all members and parent(s) were given meeting norms in advance and reviewed at meeting.
- ☐ The meeting started with observable and measurable strengths that can be supported by data
- ☐ Meaningful data was discussed and explained to the team (parent friendly)
- ☐ The Team addressed the parent, student, and/or school's concerns throughout the meeting / Focused on at least 2-3 of the concerns to address during the meeting
- ☐ The parent &/or student was encouraged & given opportunities to share ideas equally as a team member
- ☐ 5 "Why's" which leads to the hypothesis of why the skills deficit is occurring (root cause discussed and agreed upon by team)
- ☐ The Team used the Team-Initiated Problem-Solving Framework (TIPS) for the meeting
 - Identified the problem, completed data collection and analysis, brainstormed solutions, developed, implemented, and progress monitored an action plan



Considerations:

- ☐ Team discussed specific *Skill Deficits*
 - Team also determined what skills to focus on (prioritization to develop Tier 2/Tier 3 supports/interventions)
- ☐ Team developed measurable goal(s), interventions/supports that can be progress monitored
- ☐ Team decided on how to **progress monitor** and next steps
- ☐ Team decided on next meeting date to review interventions/supports and implementation fidelity (4-6 weeks)





Referral for MTSS Meeting

From: _____ **School:** _____
(Name of Staff Member)

The following student is being referred to the MTSS Team:

Name: _____ **Grade:** _____ **DOB:** _____ **Domain:** _____

To: MTSS Team

I request that the above-named student be reviewed by the MTSS Team to problem-solve what additional level of support(s) are needed for student's success.

Specific Area of Concern: _____

Initial Level of Performance (baseline): _____

Current Level of Performance: _____

Expected Level of Performance: _____

Additional Supports Given at Tier I: _____

As the staff member making this referral, I have attached all the following applicable documentation:

- Grades / Most Recent Report Card or Progress Report
- Common Assessments / Benchmarks / Performance Data
- Record of Tier I Support(s)
- Core Supports Used with Progress Monitoring Data / Initial Data that Reflects Specific Skill Deficit(s)
- Attendance Records
- A-B-C Recording Form, ABE Classroom Action Log, ODR Data (if applicable)
- Parent Contact Log
- _____
- _____
- _____

To be completed by the MTSS Team Chair/Designee:

- Initials and date of receipt of student referral: _____
- Enter student on MTSS Team Referral Log: _____
- Date of MTSS Team Meeting: _____
- Send Notice of Meeting Dates: _____
- Send Parent Notification & Confirmation Letter: _____



RICHLAND ONE
MULTI-TIERED STUDENT SUPPORT

Multi-Tiered Student Support
Student Intervention Services

1310 Lyon Street
Columbia, SC 29204

Phone: 803-231-6938
Fax: 803-2317622

Parent Notification Letter

Date: _____

Dear Parent/Guardian of: _____

Our school uses a problem-solving model called Multi-Tiered Systems of Support (MTSS). MTSS is a framework designed to address the needs of all students and is intended as an early intervention to prevent long term academic failure. Our MTSS Team meets on a regular basis to offer assistance to students, teachers, and parents regarding student success here in school.

A referral has been made to the MTSS Team regarding your child's progress. The team will be reviewing all available information in order to develop an intervention plan and make other recommendations as appropriate, to better assist your child in making successful progress in school.

This letter is to provide you with written notice that the MTSS Team will be gathering data from a wide variety of sources including the student's cumulative file, school health records, teacher reports, other school records, and classroom work. If you have any additional information that you would be willing to provide that might help the MTSS Team in planning effective education strategies and recommendation for your child, please contact me. We will have an MTSS meeting regarding your child. You are invited to be in attendance. Meeting details are below.

Date:	
Time:	
Location:	
Address:	
Phone:	
Contact:	

Sincerely

MTSS Team

Chairperson: _____



Parent Confirmation to Attend Letter

In response to the notification of the MTSS team meeting to discuss my child's academic success, I

Printed Name of Parent/Guardian

Please check one of the following:

- ☐ Plan to attend
- ☐ Do not plan to attend. If you do not plan to attend, also check on of the following:
 - ☐ I waive my participation in the MTSS team meeting, and I designate the remaining members of the MTSS team as the decision-makers for all purposes
 - ☐ I cannot attend in person, but I wish to participate by telephone. The number at which I can be reached at the time of the meeting is

() _____

If you would like to attend but can't due to a scheduling conflict, please call at

_____.

Parent/Guardian Signature

Date

Please return this completed form to the MTSS Chairperson by : _____



MTSS Parent Follow-Up Letter (if parent did not attend meeting)

Date: _____

Dear Parent/Guardian of _____:

The Multi-Tiered System of Supports (MTSS) team met on _____ to discuss your child's success in the classroom. The team will monitor your child's progress and will schedule another meeting in the near future.

You will be invited to the next meeting of our team. For your review, please find attached a copy of the minutes and recommendation from the last conference.

Please feel free to contact me at _____ (phone) or _____ (email) if you have any questions or concerns. We look forward to working with you to ensure your child's academic success.

Sincerely,

MTSS Chairperson/Designee



Notice of MTSS Meeting

To: _____
 (Name of Team Member)

School: _____

The following student is being referred to the MTSS Team:

Name : _____

Grade: _____

Domain: _____

Purpose of Meeting:

☐ Initial referral to MTSS Team

☐ Review

Date of Meeting: _____ Time of Meeting: _____ Location: _____

Check all areas of concern that apply:

<u>Environment:</u>	<u>Instruction:</u>	<u>Assessment:</u>
☐ Frequent Tardies ☐ Frequent absences ☐ Frequent bathroom breaks/nurse visits ☐ Often lacks supplies ☐ Unusual weight gain or loss ☐ Appears fatigued or overly active ☐ Frequent physical injuries ☐ Easily distracted ☐ Isolated self from others ☐ Change in peer group ☐ Uses obscene language and gestures ☐ Other: _____	☐ Fails to complete homework/assignments ☐ Turns in assignments in late ☐ Participates reluctantly in classroom activities/discussions ☐ Fails to respond to redirection ☐ Fails to respond to small group instruction ☐ Disrupts class by talking out ☐ Demonstrates weakness in: _____ ☐ Other: _____	☐ Progress has declined ☐ Not meeting standard on formative assessments (teacher made tests) ☐ Benchmark scores below standard ☐ Other: _____
<h3><u>Teacher Comments:</u></h3> <hr/>		

Please provide response below to the MTSS chair by: _____

I will be able to attend the meeting:

Yes
☐

No
☐

Signature: _____

School MTSS Team Meeting Minutes

School: _____

Meeting Date: _____

Check one: ☐ Initial Referral ☐ MTSS Referral ☐ MTSS Follow-Up

Name of Student: _____ Student's current tier (1, 2, 3) _____

PART I: REFERRAL/REVIEW INFORMATION

Reason for referral/review: _____

Student's strengths and talents:

Review of current support(s) or intervention strategies:

Review of all related data:

Summary of findings:

PART II: TEAM RECOMMENDATIONS (Check only those that apply)

- ☐ **Recommended Tier Placement:** Tier _____
- ☐ Develop intervention plan
- ☐ Revise intervention plan
- ☐ Continue implementing current plan
- ☐ Course change e.g. AP English I to English I
- ☐ Consider Credit/Grade Recovery Class

Referral made to

- ☐ School Counselor
- ☐ Intervention Team
- ☐ Gifted/Talented Program
- ☐ Special Education
- ☐ Other: _____



School MTSS Team Meeting Minutes Page 2

Student's Name: _____

Date: _____

PART III: MEETING NOTES

Date to review plan: _____

MTSS Team Member Attendance

Name	Position	Date

ABC Recording Form

For observation conducted by the Behavior Specialist

Student:	Grade:	Date:
Observer:	Routine:	Time:

STEP 1 - WHAT TO LOOK FOR: Prepare for your Observation by reviewing your FBA Interview and copying the Summary of Behavior from the completed [FBA Interview form](#).

Routine	Trigger/Antecedent	Behavior	Outcome/ Consequence

STEP 2 - ABC OBSERVATION: While observing the student in the Prioritized Routine, each time a Problem Behavior occurs take note of and document details about the Activity, Antecedent, Behavior and Consequence observed in the white space of each A-B-C row. **Do NOT** try to fill in the Checkboxes during the observation.

#	Time	Activity/Task	Trigger/Antecedent	Behavior	Outcome/ Consequence
1		☐ Large Group Instruction ☐ Small Group Work ☐ Independent Work ☐ Unstructured Time <u>Specify/Describe::</u> 	☐ Given task/asked question ☐ Given direction/correction ☐ Isolated (No attention) ☐ No activity/Unclear directions ☐ Peer Comment ☐ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity <u>Trigger Observed (details)</u> 	<u>Behavior Observed:</u> 	☐ Got Adult attention ☐ Got Peer attention ☐ Got preferred activity/ item ☐ Got other _____ ☐ Avoid Adult Attn ☐ Avoid Peer Attn ☐ Avoid Task/Activity ☐ Avoided other: ____ <u>Consequence Observed:</u>
2		☐ Large Group Instruction ☐ Small Group Work ☐ Independent Work ☐ Unstructured Time <u>Specify/Describe::</u> 	☐ Given task/asked question ☐ Given direction/correction ☐ Isolated (No attention) ☐ No activity/Unclear directions ☐ Peer Comment ☐ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity <u>Trigger Observed (details)</u> 	<u>Behavior Observed:</u> 	☐ Got Adult attention ☐ Got Peer attention ☐ Got preferred activity/ item ☐ Got other _____ ☐ Avoid Adult Attn ☐ Avoid Peer Attn ☐ Avoid Task/Activity ☐ Avoided other: ____ <u>Consequence Observed:</u>

General Observation Notes:

#	Time	Activity/Task	Trigger/Antecedent	Behavior	Outcome/ Consequence
3		☐ Large Group Instruction ☐ Small Group Work ☐ Independent Work ☐ Unstructured Time <u>Specify/Describe::</u> 	☐ Given task/asked question ☐ Given direction/correction ☐ Isolated (No attention) ☐ No activity/Unclear directions ☐ Peer Comment ☐ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity <u>Trigger Observed (details)</u> 	<u>Behavior Observed:</u>	☐ Got Adult attention ☐ Got Peer attention ☐ Got preferred activity/ item ☐ Got other____ ☐ Avoid Adult Attn ☐ Avoid Peer Attn ☐ Avoid Task/Activity ☐ Avoided other: ____ <u>Consequence Observed:</u>
4		☐ Large Group Instruction ☐ Small Group Work ☐ Independent Work ☐ Unstructured Time <u>Specify/Describe::</u> 	☐ Given task/asked question ☐ Given direction/correction ☐ Isolated (No attention) ☐ No activity/Unclear directions ☐ Peer Comment ☐ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity <u>Trigger Observed (details)</u> 	<u>Behavior Observed:</u>	☐ Got Adult attention ☐ Got Peer attention ☐ Got preferred activity/ item ☐ Got other____ ☐ Avoid Adult Attn ☐ Avoid Peer Attn ☐ Avoid Task/Activity ☐ Avoided other: ____ <u>Consequence Observed:</u>
5		☐ Large Group Instruction ☐ Small Group Work ☐ Independent Work ☐ Unstructured Time <u>Specify/Describe::</u> 	☐ Given task/asked question ☐ Given direction/correction ☐ Isolated (No attention) ☐ No activity/Unclear directions ☐ Peer Comment ☐ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity <u>Trigger Observed (details)</u> 	<u>Behavior Observed:</u>	☐ Got Adult attention ☐ Got Peer attention ☐ Got preferred activity/ item ☐ Got other____ ☐ Avoid Adult Attn ☐ Avoid Peer Attn ☐ Avoid Task/Activity ☐ Avoided other: ____ <u>Consequence Observed:</u>

#	Time	Activity/Task	Trigger/Antecedent	Behavior	Outcome/ Consequence
6		☐ Large Group Instruction ☐ Small Group Work ☐ Independent Work ☐ Unstructured Time <u>Specify/Describe::</u> 	☐ Given task/asked question ☐ Given direction/correction ☐ Isolated (No attention) ☐ No activity/Unclear directions ☐ Peer Comment ☐ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity <u>Trigger Observed (details)</u> 	<u>Behavior Observed:</u> 	☐ Got Adult attention ☐ Got Peer attention ☐ Got preferred activity/ item ☐ Got other____ ☐ Avoid Adult Attn ☐ Avoid Peer Attn ☐ Avoid Task/Activity ☐ Avoided other: ____ <u>Consequence Observed:</u>
7		☐ Large Group Instruction ☐ Small Group Work ☐ Independent Work ☐ Unstructured Time <u>Specify/Describe::</u> 	☐ Given task/asked question ☐ Given direction/correction ☐ Isolated (No attention) ☐ No activity/Unclear directions ☐ Peer Comment ☐ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity <u>Trigger Observed (details)</u> 	<u>Behavior Observed:</u> 	☐ Got Adult attention ☐ Got Peer attention ☐ Got preferred activity/ item ☐ Got other____ ☐ Avoid Adult Attn ☐ Avoid Peer Attn ☐ Avoid Task/Activity ☐ Avoided other: ____ <u>Consequence Observed:</u>
8		☐ Large Group Instruction ☐ Small Group Work ☐ Independent Work ☐ Unstructured Time <u>Specify/Describe::</u> 	☐ Given task/asked question ☐ Given direction/correction ☐ Isolated (No attention) ☐ No activity/Unclear directions ☐ Peer Comment ☐ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity <u>Trigger Observed (details)</u> 	<u>Behavior Observed:</u> 	☐ Got Adult attention ☐ Got Peer attention ☐ Got preferred activity/ item ☐ Got other____ ☐ Avoid Adult Attn ☐ Avoid Peer Attn ☐ Avoid Task/Activity ☐ Avoided other: ____ <u>Consequence Observed:</u>

General Observation Notes:

#	Time	Activity/Task	Trigger/Antecedent	Behavior	Outcome/ Consequence
9		☐ Large Group Instruction ☐ Small Group Work ☐ Independent Work ☐ Unstructured Time <u>Specify/Describe::</u> 	☐ Given task/asked question ☐ Given direction/correction ☐ Isolated (No attention) ☐ No activity/Unclear directions ☐ Peer Comment ☐ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity <u>Trigger Observed (details)</u> 	<u>Behavior Observed:</u>	☐ Got Adult attention ☐ Got Peer attention ☐ Got preferred activity/ item ☐ Got other____ ☐ Avoid Adult Attn ☐ Avoid Peer Attn ☐ Avoid Task/Activity ☐ Avoided other: ____ <u>Consequence Observed:</u>
10		☐ Large Group Instruction ☐ Small Group Work ☐ Independent Work ☐ Unstructured Time <u>Specify/Describe::</u> 	☐ Given task/asked question ☐ Given direction/correction ☐ Isolated (No attention) ☐ No activity/Unclear directions ☐ Peer Comment ☐ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity <u>Trigger Observed (details)</u> 	<u>Behavior Observed:</u>	☐ Got Adult attention ☐ Got Peer attention ☐ Got preferred activity/ item ☐ Got other____ ☐ Avoid Adult Attn ☐ Avoid Peer Attn ☐ Avoid Task/Activity ☐ Avoided other: ____ <u>Consequence Observed:</u>
11		☐ Large Group Instruction ☐ Small Group Work ☐ Independent Work ☐ Unstructured Time <u>Specify/Describe::</u> 	☐ Given task/asked question ☐ Given direction/correction ☐ Isolated (No attention) ☐ No activity/Unclear directions ☐ Peer Comment ☐ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity <u>Trigger Observed (details)</u> 	<u>Behavior Observed:</u>	☐ Got Adult attention ☐ Got Peer attention ☐ Got preferred activity/ item ☐ Got other____ ☐ Avoid Adult Attn ☐ Avoid Peer Attn ☐ Avoid Task/Activity ☐ Avoided other: ____ <u>Consequence Observed:</u>

General Observation Notes:

STEP 3 - CHECKBOXES: After completing the observation go back through each or the rows/A-B-C sequences and based on the observation notes try to organize/categorize each Activity, Trigger or Outcome by selecting the Checkbox that best describes the Activity, Trigger or Outcome that occurred.

STEP 4 - TALLY ABC OBSERVATION RESULTS: Review the number of checkboxes tallied in each column and identify the most frequently observed checkbox. Write the checkbox label next to #1 in the corresponding column below. Total the number of observed occurrences of the #1 checkbox label in the numerator of the ratio and the total number of intervals observed in the denominator. (Ratio = # occurred/ # total intervals)

Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequence
#1 <label from most frequent checkbox> <# of occurrences of #1 checkbox> / <# total intervals>	#1 <label from most frequent checkbox> <# of occurrences of #1 checkbox> / <# total intervals>		#1 <label from most frequent checkbox> <# of occurrences of #1 checkbox> / <# total intervals>

General Observation Notes:

ABC OBSERVATION SUMMARY

Step 5: Complete the Summary of Behavior boxes below with consideration of the Tallied Results and your judgement based on qualitative aspects of the observation. Provide specific observed examples from your observation for a more detailed description of the A-B-Cs in the Summary.

Routine/Activity	Trigger/Antecedent	Behavior	Outcome/Consequence
DURING...	WHEN...	THE STUDENT WILL...	BECAUSE THIS HAPPENS... So the Function of Behavior is to Get Or Avoid (choose 1) <what>

Step 6: Rate your confidence in the accuracy of your ABC Observation Summary. (Highlight your response)

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Unsure/ Not Confident					Highly Confident
1	2	3	4	5	6

Routines Analysis for ABC Tracker (Teacher)

*This form is only needed if you have the student during multiple subjects/routines in the day (e.g primary teacher); if you only have the student for 1 class or routine, that is your Prioritized Routine, go to [ABC Tracker](#)

Student:	Grade:	Date:
-----------------	---------------	--------------

ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.

Time	Activity & Staff Involved	Likelihood of Problem Behavior (Highlight Selection)	Specific Problem Behavior	Current Intervention for the Problem Behavior
8:45 - 9:45	<i>Example: Math w/Mrs. Jenkins</i>	Low 1 2 3 4 5 6 High	<i>Disruptive/Defiant; negative comments made</i>	<i>Move to sit next to teacher's desk.</i>
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		

Prioritized Routine: Based on the ratings above, select the routine or subject of greatest concern. Complete the [ABC Tracker form](#) focusing only on the prioritized routine to track the student's A-B-C sequences.

	Prioritized Routine/Subject/Activity	Problem Behaviors in Routine
Prioritized Routine		

Is Behavior of Concern an Immediate Danger to self/others? (highlight)	YES NO
If "YES," this case requires immediate action & may require a Behavior Specialist with advanced training. Contact administrator & determine appropriate personnel to support case needs	
If "NO", open ABC Tracker , transfer Prioritized Routine above on to form and begin data collection.	

01

ABC Tracker (Teacher)

Student:	Staff:	Dates:
-----------------	---------------	---------------

Identify a student with recurring challenging behavior. Focus on a single routine/subject (complete the [Routines Analysis form](#) to prioritize a routine if needed) and track occurrences of the problem behavior. Each time a problem behavior occurs during this routine, take note of the A-B-Cs and when you have a chance, document the A-B-C sequence on this form below.

Prioritized Routine/ Subject/ Activity: (see p. 1)	Time of Day:	Start time: End time:
---	---------------------	--

Date/Time	When...(Antecedent)	The Student... (Behavior)	And as a result....(Consequence)
Example Date: Feb 8 Time: 10:25	Asked to complete worksheet (multi-digit multiplication & work problems) independently	Verbally refused to work, said "This is stupid", wandered room & made negative comments	Teacher left student alone & students got to avoid working on difficult task/ worksheet
1st Incident Date: Time:			
2nd Incident Date: Time:			
3rd incident Date: Time:			
4th incident Date: Time:			
5th incident Date: Time:			
6th incident Date: Time:			
7th incident Date: Time:			

Summary Statement

Review data collected in each corresponding column above to identify patterns and complete the **A-B-C Summary Statement** to describe triggers and the function of the student's behavior in the Prioritized Routine.

Prioritized Routine →		
Antecedent/Trigger	Behavior	Consequence/Outcome
When...	the student...	and as a result...

Therefore, the function of the behavior is to: (choose either Get OR Avoid/Escape)	Get...<what> <u>OR</u> Avoid/Escape...<what>
--	--

Date/ Time	Antecedents	Behavior	Consequence	Interventions Present (T1)	T2/T3
	☐ Morning Routine ☐ Related Area ☐ Snack ☐ Reading ☐ Writing ☐ Math ☐ Lunch ☐ Recess ☐ Transition ☐ Unstructured Time ☐ Science ☐ Social Studies ☐ Dismissal ☐ Other: _____	☐ Crying ☐ Yelling/Screaming ☐ Running ☐ Elopement (leaving area without permission) ☐ Hitting Adults ☐ Hitting Peers ☐ Verbal Refusal (saying "No") ☐ Throwing Items ☐ Use of Profanity ☐ Blurring Out ☐ Tantrum (flopping to floor, yelling, kicking) ☐ Refusal to comply with directives ☐ Other: _____	☐ Verbally redirected or corrected (e.g. told "no" or "stop") ☐ Reminded of Expectations ☐ Peer interaction (laughing, looking, commenting) ☐ Removed from class ☐ Work demand withdrawn ☐ Work demand adjusted ☐ Offered another activity ☐ Ignored (no comments, eye contact, redirection)	☐ Breaks (T1) ☐ Visual Schedule (T1) ☐ Preferential Seating (T1) ☐ Checklist of assignments (T1) ☐ Offer Choices (T1) ☐ 4:1 Praise (T1) ☐ Modeling (T1) ☐ Use of fidget (T1) ☐ Visual Schedule (T1) ☐ Other: _____	☐ Goal Setting (T2) ☐ Individualized Schedule (T2) ☐ Check in/Check Out (T2/T3) ☐ Behavior Contract (T2/T3) ☐ Reward System (T2/T3) ☐ Peer Buddy (T2/T3) ☐ Small Group Behavior Coaching (T3) ☐ Structured Breaks (T2/T3) ☐ Teacher Support/Coaching (T2/T3)
	☐ Work Given ☐ Item Removed ☐ Told "No" -denied access ☐ Attention Given ☐ Lack of Attention ☐ Peer interaction	Setting Events ☐ Late ☐ Sick ☐ Tired ☐ Hungry ☐ Change in Schedule ☐ Altercation	Student Reaction ☐ Stopped ☐ Continued	Parent Contact ☐ Dojo ☐ Text ☐ Remind ☐ Call ☐ Conference	Documented in ABE ☐ Yes ☐ No Behavior Code: _____
	☐ Morning Routine ☐ Related Area ☐ Snack ☐ Reading ☐ Writing ☐ Math ☐ Lunch ☐ Recess ☐ Transition ☐ Unstructured Time ☐ Science ☐ Social Studies ☐ Dismissal ☐ Other: _____	☐ Crying ☐ Yelling/Screaming ☐ Running ☐ Elopement (leaving the classroom/area without permission) ☐ Hitting Adults ☐ Hitting Peers ☐ Verbal Refusal (saying "No") ☐ Throwing Items ☐ Use of Profanity ☐ Blurring Out ☐ Tantrum (flopping to floor, yelling, kicking) ☐ Refusal to comply with directives ☐ Other: _____	☐ Verbally redirected or corrected (e.g. told "no" or "stop") ☐ Reminded of Expectations ☐ Peer interaction (laughing, looking, commenting) ☐ Removed from class ☐ Work demand withdrawn ☐ Work demand adjusted ☐ Offered another activity ☐ Ignored (no comments, eye contact, redirection)	☐ Breaks (T1) ☐ Visual Schedule (T1) ☐ Preferential Seating (T1) ☐ Checklist of assignments (T1) ☐ Offer Choices (T1) ☐ 4:1 Praise (T1) ☐ Modeling (T1) ☐ Use of fidget (T1) ☐ Visual Schedule (T1) ☐ Other: _____	☐ Goal Setting (T2) ☐ Individualized Schedule (T2) ☐ Check in/Check Out (T2/T3) ☐ Behavior Contract (T2/T3) ☐ Reward System (T2/T3) ☐ Peer Buddy (T2/T3) ☐ Small Group Behavior Coaching (T3) ☐ Structured Breaks (T2/T3) ☐ Teacher Support/Coaching (T2/T3)
	☐ Work Given ☐ Item Removed ☐ Told "No" -denied access ☐ Attention Given ☐ Lack of Attention ☐ Peer interaction	Setting Events ☐ Late ☐ Sick ☐ Tired ☐ Hungry ☐ Change in Schedule ☐ Altercation	Student Reaction ☐ Stopped ☐ Continued	Parent Contact ☐ Dojo ☐ Text ☐ Remind ☐ Call ☐ Conference	Documented in ABE ☐ Yes ☐ No Behavior Code: _____

Student Instructional Plans

Who: Teacher

Why: To Record Classroom Level Intervention Data

When: After Universal Screening, before starting two rounds of Tier I intervention, and ongoing.

Referral for MTSS Meeting

Who: Teacher

Why: To Schedule MTSS Meeting

When: After two rounds of Tier I Intervention, before the MTSS Meeting.

Referral Log

Who: MTSS Chair

Why: To Document Efficiency of MTSS Processes

When: After receiving Referral for MTSS Meeting, before the MTSS Meeting, and ongoing.

Notice of MTSS Meeting

Who: MTSS Chair

Why: To Invite Stakeholders to the MTSS Meeting

When: After receiving Referral for MTSS Meeting, and before the MTSS Meeting,

Parent Notice and Parent Confirmation

Who: MTSS Chair

Why: To Invite Parents to the MTSS Meeting and Confirm their Attendance.

When: After receiving Referral for MTSS Meeting, and before the MTSS Meeting,

Parent Follow-Up

Who: MTSS Chair

Why: To Inform Parents of the Results of the MTSS Meeting.

When: After receiving the MTSS Meeting.

Glossary

Acceleration – Interventions that are implemented to increase the speed at which students acquire skills.

Accommodation – Changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/test setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. When used appropriately, they reduce or even eliminate the effects of a child's disability but do not reduce or lower the standards or expectations for content.

Alternate Assessment – An assessment aligned with alternate achievement standards for children with the most significant cognitive disabilities; designed by the state and required in lieu of regular statewide assessments, when determined necessary by the child's IEP team.

Anchor Paper(s) – A sample of student work that exemplifies a specific level of performance. Raters use anchors to score student work, usually comparing the student performance to the anchor. For example, if student work was being scored on a scale of 1-5, there would typically be anchors (previously scored student work) exemplifying each point on the scale.

Assessment – Assessment is a broad term used to describe the collection of information about student performance in a particular area. Assessments can be formative or summative; and formal or informal.

At Risk – An at-risk student is a student with specific needs that may hinder academic achievement, graduation, or ability to successfully transition to college or career opportunities. Students may need support in any of the following areas

- Academic
- Social/Emotional
- Behavior/Health/Physical
- Graduation/Advisement/Advocacy

Baseline – An initial observation or measurement that serves as a comparison upon which to determine student progress.

Behavior Intervention Plan– A plan developed for students who are exhibiting behavioral difficulties that include targeted behaviors, intervention strategies, reinforcers and consequences, and a plan for collecting and monitoring data. Behavior Intervention Plans should include positive behavioral support. For special education student, a BIP must be preceded by a Functional Behavior Assessment (FBA).

Benchmark – A detailed description of a specific level of student performance expected of students at particular ages, grades, or developmental levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as "checkpoints" to monitor progress toward meeting performance goals within and across grade levels.

Benchmark Assessments – Student assessments used throughout a unit or course to monitor progress toward learning goals and to guide instruction. Effective benchmark assessments check understanding and application of knowledge and skills rather than recall; consequently, effective benchmark assessments include performance tasks. Benchmark assessments may involve pre- and post-assessments.

Benchmarks for Progress Monitoring – Measures that are used to determine student progress and to guide instruction. These measures may assess a specific skill such as number of correct words read per minute (reading fluency).

CASEL – The Collaborative for Academic, Social, and Emotional Learning which developed a 5 Core SEL Competencies including self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Common Assessments – Common assessments are the result of collaboration about what students should know, understand, and be able to do according to the standards at given time periods throughout the instructional year. Common assessments assess the standards and provide teachers a means for looking at student work.

Comprehensive Evaluation – In-depth evaluation provided when there is a suspected disability. It is conducted to determine if a student has a disability and to determine the educational needs of the student.

Concept Map – A concept map is a document that outlines the concepts, essential questions or enduring understandings, vocabulary, instructional tools, and assessments for each unit.

Content Standards – Content standards are broad statements of what students should know and be able to do in a specific content area. They state the purpose and direction the content is to take and are generally followed by elements.

Culturally and linguistically Responsiveness – Planning instruction and selecting resources with consideration of the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective. It is culturally validating and affirming.

Curriculum Map – A curriculum map provides an outline of the course content by units and may provide a suggested time schedule for each unit.

Data-based Instruction – An instructional approach in which student performance data is used to assess the effectiveness of the instruction and to make changes in instruction based on the data.

Data Point – A single point of data on a graph or chart that illustrates a student's performance/progress.

Data teams – Teams of educators responsible for data analysis and decision making and that function at the level of the district, school, and grade (or content area) as well as across grade levels in the same content area (i.e., vertical teams); they may include school administrators, school psychologists, grade/content area general educators, various specialists and other behavioral/mental health personnel.

Depth of Knowledge – Depth of knowledge (DOK) is a term that refers to the substantive character of the ideas in the performance standards. DOK classifies the various levels of understanding that students must demonstrate as they encounter and master the content and skills within the performance standards. This schema for evaluating standards has four levels of knowledge: (a) recall, (b) skill/concept, (c) strategic thinking, and (d) extended thinking. Operational definitions and labels vary by subject.

Differentiation – Differentiation is a broad term referring to the need of educators to tailor the curriculum, teaching environments, and practices to create appropriately different learning experiences for students. To differentiate instruction is to recognize students' varying interest, readiness levels, and learning profiles and to react responsively. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment.

Elements – Elements support the content standard to identify specific learning goals associated with the standard.

Enduring Understanding – An enduring understanding is a big idea that resides at the heart of a discipline and has lasting value outside the classroom. Enduring understandings should be transferable between units of a course and between courses in the same content area.

English Learner (EL) – (formerly English Language Learner, ELL) Refers to students whose first language is other than English and whose command of English is limited. The term is sometimes used interchangeably with Limited English Proficient (LEP).

English to Speakers of Other Languages (ESOL) – ESOL is a state funded instructional program for eligible English Learners (ELs) in Grades K-12.

Essential Question – An essential question gets to the heart of a particular enduring understanding and helps students relate the factual knowledge to the concepts on the unit.

Evaluation – The process of making judgments about the level of student understanding or performance.

Evidence-based interventions – Specific interventions supported by well designed, independent research studies. There is evidence that the interventions improve student outcomes. (Rathvon, 1999).

Exemplars – An example of student work which provides a model product.

Feedback – Descriptive comments provided to or by a student that provide specific information about what a student is/is not doing in terms of performance needed to meet identified standards/learning goals.

Fidelity of implementation and instruction – Fidelity refers to the provision or delivery of instruction in the manner in which it was designed or prescribed. Other related terms to fidelity are intervention integrity or treatment integrity which often refers to the same principle.

Flexible Grouping – A type of differentiation in which students are organized into groups based on interests and/or needs. Groups are not static and teachers use data to establish and modify the composition of the student groups. Students may change groups based on performance and needs.

Fluency – The ability to read a text accurately, quickly, and with proper expression and comprehension. The ability to automatically recognize conceptual connections, perform basic calculations, and apply appropriate problem solving strategies.

Formative Assessment – A formative assessment is an evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery. Formative assessments diagnose gaps in skill and knowledge, measure progress, and evaluate instruction. Teachers use formative assessments to determine what concepts require more teaching and what teaching techniques require modification. Educators use results of these assessments to improve student performance.

Frameworks – Frameworks are intended to be models for articulating desired results, assessment

processes, and teaching-learning activities that can maximize student achievement relative to the State adopted Standards and Curriculum. They may provide enduring understandings, essential questions, tasks/activities, culminating tasks, rubrics, and resources for the units.

Functional Behavior Assessment – A problem-solving process for student behavior that uses techniques to identify what triggers a given behavior and to identify interventions that directly address it.

Gifted (student that has been labeled gifted) – A gifted student is one who demonstrates a high degree of intellectual and/or one or more creative abilities, exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

Guidance – Information provided to the student about what to do next, including steps or strategies to try in order to improve and progress toward identified standards/ learning goals.

Individualized Education Program (IEP) – A written document that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability. It is developed, reviewed, and revised in accordance with IDEA 2004.

Individualized Education Program Team (IEP Team) – Individuals who are responsible for developing, reviewing, or revising an IEP for a student with a disability.

Interventions – Targeted instruction that is based on student needs. Interventions supplement the general education curriculum. Interventions are a systematic compilation of well researched or evidence-based specific instructional strategies and techniques and include progress monitoring.

Lexile – (also known as the Lexile Score or Lexile Measure) a standard score that matches a student's reading ability with difficulty of text material. A Lexile can be interpreted as the level of book that a student can read with 75% comprehension. Experts have identified 75% comprehension level as offering the reader a certain amount of comfort and yet still offering a challenge. Lexiles range between BR (for Beginning Reader) and 1700.

Modifications – Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

Performance Level Descriptors – A verbal statement describing each performance level in terms of what the student has learned and can do. These statements are available for each state-mandated assessment for each content area and grade level where applicable.

Performance Levels – A range of scores that define a specific level of performance as articulated in the Performance Level Descriptors. Each student receives a scale score and a performance level designation (e.g., does not meet standard, meets standard, or exceeds standard) when assessed on a state-mandated assessment. The Performance Level and Performance Level Descriptors provide more meaning to the scale score.

Problem Solving Process - Problem Solving is a process that uses the skills of professionals from different disciplines to study student achievement, implement scientifically based interventions, and evaluate

impact on performance. More specifically, it is a four-step process that includes: What is the problem? Why is it happening? What is our plan?

Problem Solving Team – A team of people, which may include school staff and parents, who use a problem-solving approach to address a problem or area of need for a student.

Process Standards – Process standards define the means used to determine patterns of thought and behavior that lead to conceptual understanding.

Professional Learning Community – A group of individuals who seek and participate in professional learning on an identified topic.

Progress Monitoring – Progress monitoring is a scientifically based practice that is used to assess students' academic and behavioral performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Pyramid of Interventions – It is a conceptual framework whose purpose is to enable all students to make great gains in school. It is a graphic organizer that illustrates layers of increasingly intense instructional efforts that can be provided to students according to their individual needs and progress.

Research Based Intervention – one where the methods, content, materials, etc. were developed with guidance from the collective research and scientific community. (Harn, 2007)

Response to Intervention – Response to Intervention (RTI) is a practice of academic and/or behavioral interventions designed to provide early, effective assistance to underperforming students. Research-based interventions are implemented and frequent progress monitoring is conducted to assess student response and progress. The student's response is used as feedback to more accurately target interventions. When students do not make progress, increasingly more individualized interventions are introduced.

Rubrics – Based on a continuum of performance quality and a scale of different possible score points, a rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring.

Scaffolding – Scaffolding is the instructional technique of using teacher support to help a student practice a skill at a higher level than when performed independently. The opportunity to practice the skill at this level helps students advance to the point where they can operate at this high level on their own.

Schoolwide Positive Behavior Support – “A broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students.” (Sugai et al., 2005) Positive Behavior Support (PBS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors. (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007).

Scientifically-Based Research (SBR) – Research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to core academic development, instruction, and difficulties; and includes research that: (a) employs systematic, empirical methods that draw on observation or experiment; (b) involves rigorous data analyses that are adequate to test the stated

hypotheses and justify the general conclusions drawn; (c) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and (d) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. [Section 9101(37) of ESEA; 34 C.F.R. § 300.35]

Scoring Rubric – A scoring guide that enables teachers to make reliable judgments about student work and enables students to self-assess their work. A rubric is based on a continuum of performance quality and is built upon a scale of different possible score points to be assigned. A rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring (descriptors) which signify the degree to which the criteria have been met.

Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Standard – An indicator established by authority as a rule for the measure of quantity, weight, extent, value or quality. It defines the broad expectations for an area of knowledge in a given domain and may include an expectation of the degree to which students express understanding of that knowledge.

Standard Protocol Intervention – A process where a school or system uses pre-determined scientifically based interventions in a specific sequence with identified students, usually implemented at Tier 2.

Standards-Based Classroom – a classroom where teachers and students have a clear understanding of the expectations (standards). They know what they are teaching/learning each day, why the day's learning is important to know or know how to do, as well as how to do it. They also know that they are working toward meeting standards throughout the year and that standards-based learning is a process, not an event.

Standards-Based Instructional Bulletin Board – one that is strategically placed in the classroom that provides examples of student work that have been correlated to the standards by elements. Generally, the student work, the task, the standard, and commentary on the work are posted; students and others can refer to it as a model or exemplar of student work that meets or approaches meeting the standard(s).

Strand – A strand is an organizing tool used to group standards by content.

Strategy – A loosely defined collective term that is often used interchangeably with the word "intervention"; however strategies are generally considered effective, solitary instructional/behavioral practices rather than a set of prescribed instructional procedures, systematically implemented.

Student Commentary – A student's oral or written self-reflective, metacognitive comments that self-assess his or her progress toward the specified standard(s) and that provide feedback to the teacher about student understanding; as a result of effective self-assessment, students develop the skills necessary to self-adjust and become more independent learners.

Student with a Disability – Refers to a child evaluated as having an intellectual disability, a hearing

impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as emotional disability), an orthopedic impairment, autism, traumatic brain injury, other health impairment, or a specific learning disability who needs special education and related services.

Student Work – Student work may or may not demonstrate that the student is meeting a standard. Student work should be used by the teacher to show the student what meeting the standard means.

Summative Assessment – A summative assessment is an evaluation tool generally used at the end of an assignment, unit, project, or course. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, and state assessments) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for S. C. state standards and the state adopted curriculum where applicable.

Tasks – Tasks provide the opportunity for students to demonstrate what they can do, what knowledge they have, what understanding they have that relates to specific standards or elements. This demonstration may occur at any time during the course or at the end of the course.

Teaching Rubric – Teaching rubrics are explicitly designed to support as well as to evaluate student learning. Teaching rubrics have several features that support learning:

- Teaching rubrics are written in language that students can understand;
- Teaching rubrics are created with students as a result of the teaching that has occurred in the classroom (not before the teaching takes place);
- Teaching rubrics define and describe quality work;
- Teaching rubrics refer to common weaknesses in students' work and indicate how those weaknesses can be avoided, and;
- Teaching rubrics can be used by students to assess their works-in-progress and guide revision and improvement.

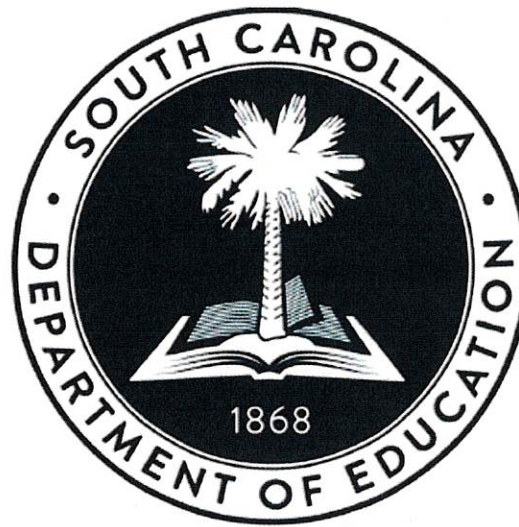
Tiered Instruction – Varying levels of instructional intensity within a tiered delivery model.

Trend Line – Line of a graph that connects data points. This is used to compare against the aim line to determine responsiveness to interventions. The trend line is what the student has actually achieved vs. the aim line which is the desired performance score.

Universal Screening – A quick process of assessing student performance, usually of an entire grade level and typically three times per year, to determine progress in relation to student benchmarks and thereby identify struggling students early; related directly to student learning standards.

Additional Documents and Important Information

* **Scan QR Code to view full SC MTSS Framework and Guidance Document**



South Carolina Multi-Tiered System of Supports (MTSS) Framework and Guidance Document

Pursuant to Section 59-33-520 as amended by Act 213 of 2018

August 2024

**SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

Ellen E. Weaver
State Superintendent of Education



<https://ed.sc.gov/instruction/early-learning-and-literacy/multi-tiered-system-of-supports-mtss/mtss-state-reporting/mtss-framework-and-guidance-document/>

Process for Handling Errors in PowerSchool when students return to the Home School

Source: IT 1to 1 Plus Ticket response 3/31/2023

The requirement is that all attendance and discipline is verified before the student leaves the alternative program and returns to the home school. If this is not done prior to the student returning to the home school, the following actions must take place.

We will re-communicate this expectation to the alternative program administrators/leads after closing this ticket.

We are adding this as a process document to our 22-23 PowerSchool Notebook as well.

Note:

This process only applies to state validation attendance errors. All other errors needed to be corrected at the site level. Incidents can be corrected at the alternative program site through Incident Management. Students do not have to be currently enrolled at your site. To access this, simply click on Incident Management on the left side of your screen under Functions.

1. Once the home school designee identifies the errors, they will reach out via email (and follow up via phone call) to the alternative program designee to collaborate on how to resolve the error(s).
2. The alternative program designee will gather all documentation/data needed to resolve the error(s).
 - Documentation/data may be dates of suspension, expulsion, incident, etc.
3. The alternative program designee will submit a One to One Plus ticket.
 - Ticket Type: PowerSchool
 - Persons to be notified when creating the ticket (also known as a collaborator):
 - Home school designee
 - Home school principal
 - Alternative program principal/coordinator

- Description: Provide student's name, state validation that cannot be resolved, and additional information.
 - Attach in the Files section:
 - Documentation/data needed to resolve the errors.
 - Original email sent for collaboration
4. The Application Support Staff that picks up the ticket will work with those to arrange a 15 minute Teams meeting.
 5. During the meeting the Application Support Staff will correct the errors provided in the documentation.
 6. The Application Support Staff will close the ticket when the meeting has concluded.

Appendix A
State Law – ACT 213

South Carolina General Assembly
122nd Session, 2017-2018

A213, R251, H4434

STATUS INFORMATION

General Bill

Sponsors: Reps. Clary, Elliott, Cogswell, Collins, Henderson-Myers, Felder, Pope, Taylor, Ott, Thayer, Govan, Cole and King

Document Path: I:\council\bill\agm\19230wab18.docx

Companion/Similar bill(s): 3414

Introduced in the House on January 9, 2018

Introduced in the Senate on February 22, 2018

Last Amended on May 8, 2018

Passed by the General Assembly on May 8, 2018

Governor's Action: May 18, 2018, Signed

Summary: Dyslexia

HISTORY OF LEGISLATIVE ACTIONS

Date	Body	Action Description with journal page number
12/13/2017	House	Prefiled
12/13/2017	House	Referred to Committee on Education and Public Works
1/9/2018	House	Introduced and read first time (House Journal-page 111)
1/9/2018	House	Referred to Committee on Education and Public Works (House Journal-page 111)
1/11/2018	House	Member(s) request name added as sponsor: Felder
2/6/2018	House	Member(s) request name added as sponsor: Pope
2/7/2018	House	Member(s) request name added as sponsor: Taylor
2/13/2018	House	Member(s) request name added as sponsor: Ott
2/15/2018	House	Committee report: Favorable with amendment Education and Public Works (House Journal-page 50)
2/20/2018		Scrivener's error corrected
2/20/2018	House	Member(s) request name added as sponsor: Thayer
2/21/2018	House	Member(s) request name added as sponsor: Govan, Cole, King
2/21/2018	House	Amended (House Journal-page 37)
2/21/2018	House	Requests for debate-Rep(s). Loftis, Hill, Magnuson
2/21/2018	House	Read second time (House Journal-page 37)
2/21/2018	House	Roll call Yeas-106 Nays-2 (House Journal-page 42)
2/22/2018	House	Read third time and sent to Senate (House Journal-page 11)

2/22/2018 Senate Introduced and read first time ([Senate Journal-page 8](#))
 2/22/2018 Senate Referred to Committee on **Education** ([Senate Journal-page 8](#))
 2/22/2018 Scrivener's error corrected
 3/15/2018 Senate Committee report: Favorable with amendment **Education** ([Senate Journal-page 13](#))
 3/16/2018 Scrivener's error corrected
 4/17/2018 Senate Committee Amendment Amended and Adopted ([Senate Journal-page 16](#))
 4/17/2018 Senate Amended ([Senate Journal-page 16](#))
 4/17/2018 Senate Read second time ([Senate Journal-page 16](#))
 4/17/2018 Senate Roll call Ayes-38 Nays-0 ([Senate Journal-page 16](#))
 4/18/2018 Scrivener's error corrected
 4/24/2018 Senate Read third time and returned to House with amendments ([Senate Journal-page 17](#))
 5/1/2018 House Non-concurrence in Senate amendment ([House Journal-page 78](#))
 5/1/2018 House Roll call Yeas-0 Nays-109 ([House Journal-page 79](#))
 5/2/2018 Senate Senate insists upon amendment and conference committee appointed Sheheen, Martin, Hembree ([Senate Journal-page 51](#))
 5/3/2018 House Conference committee appointed Felder, Clary, Brown ([House Journal-page 37](#))
 5/8/2018 House Free conference powers granted ([House Journal-page 21](#))
 5/8/2018 House Free conference committee appointed Felder, Clary, Brown ([House Journal-page 21](#))
 5/8/2018 House Roll call Yeas-102 Nays-0 ([House Journal-page 21](#))
 5/8/2018 House Free conference report adopted ([House Journal-page 27](#))
 5/8/2018 House Roll call Yeas-101 Nays-0 ([House Journal-page 33](#))
 5/8/2018 Senate Free conference powers granted ([Senate Journal-page 25](#))
 5/8/2018 Senate Roll call Ayes-42 Nays-0 ([Senate Journal-page 25](#))
 5/8/2018 Senate Free conference committee appointed Sheheen, Martin, Hembree ([Senate Journal-page 25](#))
 5/8/2018 Senate Free conference report adopted ([Senate Journal-page 28](#))
 5/8/2018 Senate Roll call Ayes-42 Nays-0 ([Senate Journal-page 28](#))
 5/9/2018 House Ordered enrolled for ratification ([House Journal-page 4](#))
 5/14/2018 Ratified R 251
 5/18/2018 Signed By Governor
 5/25/2018 Effective date 05/18/18
 5/31/2018 Act No. 213

VERSIONS OF THIS BILL

[12/13/2017](#)
[2/15/2018](#)
[2/20/2018](#)
[2/21/2018](#)
[2/22/2018](#)
[3/15/2018](#)
[3/16/2018](#)
[4/17/2018](#)
[4/18/2018](#)
[5/8/2018](#)

(A213, R251, H4434)

AN ACT TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, BY ADDING ARTICLE 5 TO CHAPTER 33, TITLE 59 SO AS TO DEFINE NECESSARY TERMS; TO REQUIRE THE STATE DEPARTMENT OF EDUCATION TO PROVIDE TRAINING AND SUPPORT FOR A STATEWIDE MULTI-TIERED SUPPORT SYSTEM SCHOOLING MODEL WHICH MUST INCLUDE A UNIVERSAL SCREENING PROCESS TO IDENTIFY WHO MAY BE AT RISK OF EXPERIENCING ACADEMIC DIFFICULTIES AND SOCIAL-EMOTIONAL DEVELOPMENT DIFFICULTIES; TO PROVIDE LOCAL SCHOOL DISTRICTS SHALL USE THE UNIVERSAL SCREENING PROCESS FOR CERTAIN STUDENTS BEGINNING WITH THE 2019-2020 SCHOOL YEAR, SUBJECT TO GENERAL ASSEMBLY FUNDING; TO PROVIDE SCREENING MAY BE REQUESTED BY PARENTS, GUARDIANS, AND CERTAIN SCHOOL PERSONNEL; TO PROVIDE SCHOOL DISTRICTS SHALL CONVENE SCHOOL-BASED TEAMS TO ANALYZE DATA FROM SCREENINGS TO PLAN AND IMPLEMENT APPROPRIATE INSTRUCTION AND INTERVENTIONS FOR ALL STUDENTS AT RISK OF EXPERIENCING ACADEMIC DIFFICULTIES; TO REQUIRE DISTRICTS TO PROVIDE PARENTS OF SUCH AT-RISK STUDENTS WITH NOTICE OF SCREENING FINDINGS AND RELATED SUPPORT INFORMATION; TO REQUIRE DISTRICTS TO PROVIDE AT-RISK STUDENTS WITH CERTAIN INTERVENTIONS AND TO MONITOR THE EFFECTIVENESS OF THESE INTERVENTIONS AND STUDENT PROGRESS; TO REQUIRE THE DEPARTMENT TO PROVIDE EDUCATORS WITH CERTAIN PROFESSIONAL DEVELOPMENT TRAINING AND RESOURCES CONCERNING THE STATEWIDE MULTI-TIERED SUPPORT SYSTEM AND RELATED IDENTIFICATION AND INTERVENTION METHODS; TO REQUIRE THE DEPARTMENT TO DEVELOP AND REPORT FINDINGS CONCERNING THE IMPLEMENTATION OF THE STATEWIDE MULTI-TIERED SUPPORT SYSTEM; TO CREATE THE LEARNING DISORDERS TASK FORCE TO WORK WITH THE DEPARTMENT IN MATTERS RELATING TO READING DISORDERS; AND TO PROVIDE FOR THE COMPOSITION AND MISCELLANEOUS FUNCTIONS OF THE TASK FORCE, AMONG OTHER THINGS.

Be it enacted by the General Assembly of the State of South Carolina:

Screenings, interventions, training, reporting, task force

SECTION 1. Chapter 33, Title 59 of the 1976 Code is amended by adding:

“Article 5

Dyslexia Screenings

Section 59-33-510. As used in this section:

(1) ‘Evidence-based reading instruction’ means reading, writing, and spelling instruction that employs direct instruction of systematic and cumulative content, with the sequence beginning with the easiest and most basic elements, and progressing methodically to more difficult material. Each step also must be based on steps already learned. Components of evidence-based reading instruction include instruction targeting phonemic awareness, phonics, fluency, vocabulary, and comprehension.

(2) ‘Dyslexia-specific intervention’ means evidence-based, specialized reading, writing, and spelling instruction that is multisensory in nature, equipping students to simultaneously use multiple senses, such as vision, hearing, touch, and movement. Dyslexia-specific intervention requires greater intensity, such as smaller groups, increased frequency of instruction, and individualized progression through steps, than typical evidence-based reading instruction.

(3) ‘Multi-tiered system of supports’ or ‘MTSS’ means an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated academic and behavioral supports are delivered to students at varying intensities by means of multiple tiers based on student need. Need-driven decision making seeks to ensure that district resources reach the appropriate students at their schools at the appropriate levels to accelerate the performance of all students to fulfill the profile of the South Carolina Graduate.

(4) ‘Response to Intervention’ or ‘RTI’ means the process of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. To ensure

efficient use of resources, schools begin with the identification of trends and patterns using schoolwide data and grade level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. RTI is a process that is driven by the use of a problem-solving model and is used for the purpose of revealing what works best for groups of students and individual students, regardless of placement.

(5) 'Tiered instruction' means instruction and intervention provided with increasing intensity in response to student needs. This instruction is typically provided in an RTI process depicted as a three-tier model. Data is collected at each tier and is used to measure the efficacy of the instruction and intervention so that meaningful decisions may be made about how instruction and intervention should be maintained and layered. Tier 1 is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. Tier 2 consists of supplemental, targeted instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional support, behavioral support, or both. Tier 3 consists of intensive instructional or behavioral interventions provided in addition to and in alignment with effective core instruction with the goal of increasing an individual student's rate of progress. Tier 3 interventions are developed for individual students using a problem-solving process. Students receiving Tier 3 level supports may or may not be eligible for specially designed instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act.

(6) 'Problem-solving model' means a problem-solving method used to match instructional resources to educational need. The problem-solving model uses data to define the problem, establish performance goals, develop intervention plans, monitor progress, and evaluate outcomes.

(7) 'Universal screening process (USP)' means the process a district employs to screen all students who may be experiencing academic and/or social-emotional difficulties. The screening tools and the process must be based on approval and guidelines provided by the department, which must include screening tools that must be administered at no cost to the district.

Section 59-33-520. (A)(1) The State Department of Education shall establish and provide training and support for a statewide MTSS framework that must contain a common data-based problem-solving model, on-going student assessment, and a layered continuum of supports using evidence-based practices. As part of the assessment, a universal screening process must be used to identify students who may be at risk of experiencing academic difficulties in reading, math, or writing, and who also may be at risk of experiencing difficulties in social-emotional development.

(2) Beginning with the 2019-2020 School Year, to the extent funding is provided or that approved screening tools are available at no cost, a local school district shall use the universal screening process to screen each student in the district who is in kindergarten through first grade three times each school year and as needed in second grade as outlined in the district's universal screening procedures, and any other student as required by the department, for reading difficulties, including dyslexia, and the need for intervention.

(3) In addition to screening required by this subsection, screening also may be requested for a student by his parent or guardian, teacher, counselor, or school psychologist.

(B) The district, following the universal screening procedures it conducted, shall convene a school-based team to analyze screening data and progress monitoring data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students who, based on the screening, are at risk of experiencing academic difficulties, including those students who exhibit the characteristics of dyslexia, as provided by the department. Guidance may include suggestions of tiered interventions, dyslexia-specific interventions, academic and social-emotional supports, and supplemental technology as appropriate for the student's access to assistive technology.

(C) If the RTI process conducted by the district indicates that a student is at risk for experiencing academic difficulties, including dyslexia, the district shall:

- (1) notify the parent or legal guardian of the student;
- (2) provide the parent or legal guardian of the student with information and resource material so that they may assist and support learning for their child;
- (3) provide the student with tiered, evidence-based intervention as defined in Section 59-33-510; and
- (4) monitor and evaluate the effectiveness of the intervention and the student's progress.

Section 59-33-530. The department shall provide appropriate professional development training and resources for all educators in the area of MTSS and the identification of, and evidence-based intervention methods for, students who are at risk of experiencing academic difficulties, including students with dyslexia.

Section 59-33-540. The State Board of Education shall create a reporting template and guidelines for districts and charter schools to complete the template. School districts and charter school authorizers shall complete the template and provide the compiled results to the department annually by June thirtieth, commencing June 30, 2020. The department shall provide the compiled information to the State Board of Education, State Superintendent of Education, and the Chairs of the House Education and Public Works Committee and Senate Education Committee by July thirty-first of each year commencing July 31, 2020. The template must include the following:

- (1) Identification of the screening tool used;
- (2) the type and amount of professional development specifically applicable to reading difficulties including, but not limited to, dyslexia and other related disorders that are provided to faculty and staff;
- (3) the number of students screened and the number who were identified as having reading difficulties including, but not limited to, dyslexia and who required intervention, and the interventions employed by the school; and
- (4) Longitudinal data reported by grade that separately identifies academic growth for students who are identified as having reading difficulties including, but not limited to, dyslexia and provided intervention services, and students who do not receive services. Individual students must not be identified.

Section 59-33-550. (A) There is created a Learning Disorders Task Force for the purpose of working with the department in matters relating to reading disorders to include, but not be limited to, dyslexia. The State Superintendent of Education shall convene the first meeting at which time a chair shall be elected by the task force. The task force is composed of nine members as follows:

- (1) an education specialist in school psychology appointed by the State Superintendent of Education, for a term of three years;
 - (2) a representative from the South Carolina branch of the International Dyslexia Association, appointed by the president of the association for a term of three years;
 - (3) a special education teacher with an understanding of reading difficulties including, but not limited to, dyslexia, appointed by the State Superintendent of Education for a term of three years;
 - (4) a primary school teacher, appointed by the State Superintendent of Education for a term of three years;
 - (5) a middle school teacher, appointed by the State Superintendent of Education for a term of three years;
 - (6) a high school teacher, appointed by the State Superintendent of Education for a term of three years;
 - (7) a parent of a child with dyslexia, appointed by the State Superintendent of Education for a term of three years;
 - (8) a certified school speech pathologist, appointed by the State Superintendent of Education for a term of three years;
- and

(9) a member in good standing of the South Carolina Optometric Physicians Association, appointed by that association's board of directors for a term of three years.

(B) Initially, the members representing subsection (A)(1), (3), (5), (7), and (9) shall serve terms of five years or until their successors are appointed and qualified. At the end of the first appointment term for these members, new appointments shall serve terms of three years or until their successors are appointed and qualified. All appointments must be provided to the State Superintendent of Education by July 1, 2018. The terms of the members shall commence July 1, 2018.

(C) A vacancy must be filled in the same manner of the original appointment for the unexpired portion of the term. A member may be appointed to successive terms.

(D) The members of the task force shall serve without compensation, mileage, per diem, or subsistence allowances.

(E) The task force shall meet at least quarterly. A quorum consists of a majority of the membership of the task force.

(F) The task force shall coordinate with the department and the South Carolina branch of the International Dyslexia Association in the identification of universal screening tools to be used pursuant to Section 59-33-520, and collaborate with the department in the creation of the reporting guidelines required by Section 59-33-540."

Time effective

SECTION 2. This act takes effect upon approval of the Governor.

Ratified the 14th day of May, 2018.

Approved the 18th day of May, 2018.

Appendix B

Supporting Social Emotional Learning Interventions during E-Learning

How Can Teachers Increase Positive Behavior in a Virtual Setting?

There isn't one solution for increasing learner engagement and motivation. Online teachers need to combine multiple strategies to reach learners, such as strengthening relationships with learners, engaging families and helping learners connect with their peers. But building strong relationships online is difficult.

Engagement Matters!

	Synchronous	Asynchronous
Content Delivery	<ul style="list-style-type: none">•Live instruction•Pre-record instruction followed by a live session	<ul style="list-style-type: none">•Pre-record instruction•Sequence content in a learning management system
Responding to Questions	<ul style="list-style-type: none">•Chat box•Hold up a solution or work sample to the camera•Give a hand signal (e.g., thumbs up)	<ul style="list-style-type: none">•Use discussion forums that allow students to respond via:•Text response•Video response•Image/picture response
Peer Interactions	<ul style="list-style-type: none">•Use breakout rooms•Create a shared document for peer workgroups	<ul style="list-style-type: none">•Create small group discussion boards•Partner students to complete a “think, pair, share” post

How Teachers Can Increase Learner Engagement in a Remote Classroom

One of the most consistent findings in engagement research is that a teacher has an enormous impact on the student's experience, influencing everything from students' perceived learning and self efficacy to their motivation. Being an engaged teacher online means being visible in the class, whether that's through discussion posts, announcements or assignment feedback. Teachers can emphasize their visibility and overall engagement in a remote classroom by implementing these practices:

- **Post regular announcements:** A funny video or meme along with a hello and a weekly reminder of due dates can go a long way in reconnecting learners.
- **Reply early and often:** Students need to feel that teachers are immediately available to help and may feel isolated when educators take a full business day to respond to a request for help. Quick communication builds connection.
- **Vary communication tools:** Teachers should consider the communication preferences of individual students and make sure that their tools are best positioned to respond to students' questions. Phone calls, synchronous video tools, instant messaging or texting are all good options to use in combination, depending on the district's communication policies and student preferences.

- **Use feedback to build relationships:** Providing personalized feedback to let students know their work has been reviewed can strengthen relations. Video feedback is also effective in building a connection with learners.
- **Physical connections under social distancing:** Teacher parades and chalk messages on students' sidewalks are a great example of recent efforts teachers have taken to demonstrate their level of commitment to maintain high levels of engagement with their students. Similar online approaches such as recorded or live book readings and virtual office hours can be just as effective.

How Teachers Can Facilitate Connections Between Students in a Remote Classroom

Research shows that students who feel connected to other learners are more engaged. In connecting with other learners, students feel that they are part of a classroom community. When motivation for the content itself is lacking, the desire to socialize with other learners can keep a student coming back to the work of a remote classroom. Teachers can improve peer engagement in a virtual setting by implementing these practices:

- **Use prompts to spark discussion:** Discussion boards can be a great space for conversations, especially when teachers use prompts that are open-ended, stir debate or force deeper learning. Prompts can also be used to generate video discussions using a social learning tool like Flipgrid or an online debate tool such as Tricider.
- **Student talk during synchronous learning:** Lectures and focused learning can happen through recorded videos but synchronous sessions offer an opportunity to share and talk to each other as a community. Sessions hosted through Zoom or Google Meet can incorporate traditional classroom activities like jigsaws, small group activities in breakout rooms or discussion protocols.
- **Group assignments:** Learners can create collaborative group projects through a shared Google doc or Google site. For instance, students can collaborate on the creation of an Editor's Toolbox website with grammar tips by assigning groups of students to each page within the site.
- **Student-led tech support:** Students who are exceptionally gifted in technology might troubleshoot or a teacher can create a "Tech Help" forum that students can moderate. Teachers should take care to set up structured guidelines for classroom use.
- **Carving out time to share:** Teachers can allow time and space for students to showcase their expertise, hobbies or projects using a Padlet or Pinterest board.

How Can I Monitor and Measuring Engagement?

Measuring success of engagement is extremely difficult due to its subjective nature, however, here are some recommendations on how to measure behavioral, cognitive, and emotional engagement.

Type of Engagement	Definition	Common Measurement That Teachers Can Use in Virtual Settings
Behavioral	How often and for how long learners engage with course materials	<ul style="list-style-type: none"> • Amount of time a student spends on a virtual learning module • Number of logins to a course site • Consistency of interactions with course materials • Assignments completed • Level of participation in online discussion forums
Cognitive	How learners think about and make connections with what they are learning	<ul style="list-style-type: none"> • Performance on assignments • Interactions within threaded discussions • Quality of interactions within a synchronous session • Word usage in online discussion forums
Emotional	Level of connectedness and caring that learners feel in their learning community	<ul style="list-style-type: none"> • Student satisfaction with the course and instructor • How students communicate and interact with the teacher and with peers • The quality and quantity of parental involvement • Emotional reaction to school and whether students feel valued

Blended Supports for Intensive Intervention:

How Can I Provide Supports to Student in a Virtual Setting to Increase Positive Behaviors?

The best way to decrease the likelihood of a student displaying unwanted behaviors, their academic needs must be met. The best way to meet those academic needs is to ensure the delivery of intervention strategies and differentiation. Below you will find some way to provide academic interventions to increase on-task time.

Intensification Practice Categories	Synchronous	Asynchronous
1. Change intervention dosage or time	<ul style="list-style-type: none"> •Virtual features to increase response opportunities (e.g., polling, annotation) •Shorter and more frequent sessions 	<ul style="list-style-type: none"> •Access to recorded intervention sessions •Supports for parents and families to practice with their student
2. Change learning environment to promote attention and engagement	<ul style="list-style-type: none"> •Small group or individual breakout groups •Visual cues to remain on-task 	<ul style="list-style-type: none"> •Virtual class resource space •Multimedia resources and activities
3. Combine cognitive processing strategies with academic learning	<ul style="list-style-type: none"> •Virtual note-taking templates and graphic organizers •Self-regulation and self-monitoring supports 	<ul style="list-style-type: none"> •Support with offline organization skills •Self-regulation and self-monitoring supports
4. Modify delivery of instruction	<ul style="list-style-type: none"> •Explicit, systematic instruction with visual and auditory aids •Virtual features to increase feedback opportunities (e.g., chat pod, breakouts) 	<ul style="list-style-type: none"> •Structured independent practice opportunities with feedback (e.g., submission of video, online quiz, etc.)

(The National Center for Intensive Intervention)

The Critical Role of Families

How Teachers Can Increase Parent Engagement in a Remote Classroom

Research has shown that the involvement of a responsible adult, typically a parent, is critical to the success of online learners. K-12 learners need the support of a caring adult to build executive functioning, manage their workload and maintain motivation. Teachers can support parents in this role by implementing a few key practices:

- **Connect with parents:** Phone calls and emails help parents feel connected, realizing that the teacher is there to support the entire family and considering their needs.
- **Provide a schedule:** Parents can use a schedule that shows the days and times of synchronous classes and includes what activities students should be working on each day to help keep students on task.
- **Offer tech support:** Teachers can create short videos to help parents understand how to access their online content.
- **Less is more:** Parents can quickly become inundated with well-intentioned emails from various teachers. Keeping emails short, focused, and transparent is best.
- **Survey parents:** Periodic, brief surveys can help teachers understand what support parents need.
- **Provide Resources:** Connect parents, families, and community members to Mental health/community health speakers, record videos and share with school community and/or provide them with sample lessons to try at home

How Can I Use Reinforcers as a Digital Intervention Strategy?

Reinforcers can be used to address challenging behavior(s) that result in a student receiving a reward/reinforcer (e.g., attention) for the removal of something undesired to avoid predictable behaviors.

Implementation Procedure:

1. Identify the problem behavior and the hypothesized function (e.g., attention, escape, avoidance, sensory).
2. Develop a fixed schedule of reinforcement in order to provide the student with reinforcement before the problem behavior occurs.
3. Adapt the schedule of reinforcement based on the student's needs and developmental level. For young students or students with severe behavior problems, a very dense schedule of reinforcement should be used (i.e., once every 30 seconds).
4. Provide reinforcement based on the schedule chosen. Use planned ignoring when the problem behavior first reoccurs. After planned ignoring has been used for a short time (e.g., 15–30 seconds), the teacher may reorient the student to the task in a manner that provides limited attention.

5. Monitor the student's behavioral performance and decrease the frequency of reinforcement as the behavior

Examples of Reinforcers

Tangible	Activity-Based	Social	Intangible
Tokens, stickers, posters, prize from a prize box, snack or favorite food item (if appropriate), coloring page, books	Extra time on computer, silent reading time, partner reading, allowed to be a leader, given a classroom job, assisting secretary or teacher	Tell a joke, lunch with teacher, positive phone call home, game with a friend, being a peer model for a younger student	Verbal praise, smiles, thumbs-up, giving eye contact, positive comments written on work

improves.

Other reinforcers for obtaining attention can be as simple as allowing students additional time with activity of choice:

- Teacher has a one-on-one "virtual snack time" with student
- Coordinator plays a virtual game with student or facilitates virtual social time with other students from the class (e.g., lunch bunch)
- Earned "breaks" from online learning or extended lunch time
- Additional student sharing time online
 - Telling Joke/Story
 - Developing and sharing a video (e.g., using Flipgrid), etc

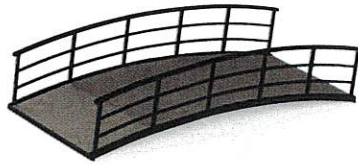
Social Emotional Learning Intervention Menu

Intervention	Intervention Description	Domain	Tier	Grades
2x10 Relationship Building	The 2 x 10 intervention is spending 2 minutes per day with a student for 10 consecutive school days to talk with the student about anything they want to talk about for relationship building or to offer extra social-emotional support.	Behavior	Tier 2	PK-12
Asking for Help	Help students identify areas in their lives in which they could use support and construct an explicit request for support.	SEL	Tier 2	K-12
Attendance Incentive Plan	Create an individualized attendance success plan with the student and his/her family. Provide positive reinforcement using the student's preferred incentive when the student makes consistent progress getting to school on time.	Attendance	Tier 2, Tier 3	PK-12
Bear Belly Breathing	A simple activity for young children to help introduce them to mindful breathing.	SEL	Tier 1, Tier 2	PK-5

Behavior Improvement Plan	A Behavior Intervention Plan (BIP) is a written plan that teaches and rewards a desired behavior and decreases the frequency of an unexpected or maladaptive behavior. The plan has three main parts: 1. Detailed description of the undesired behavior (frequency of occurrence, time of day, setting, reinforcers, etc.) 2. Detailed description of the replacement behavior 3. Preventative strategies (changes to the physical environment or supports to make the behavior less likely) 4. Teaching strategies - meaningful practice opportunities for the replacement behavior 5. Reinforcers and supports for the desired behavior 6. Data collection plan for progress monitoring.	Behavior	Tier 3	PK-12
Body Scan	A mindfulness activity to guide students in relaxing and exploring their sensory awareness skills.	SEL	Tier 1, Tier 2	K-8
Calm-Breathing Techniques	Help students understand what it feels like to be calm and to learn and practice several calm-breathing techniques.	SEL	Tier 1, Tier 2	PK-5
Challenge the Challenging	Use this move from <u>CharacterStrong</u> to connect with your students beyond the classroom material & build stronger relationships.	SEL	Tier 2	K-12
Counseling	School counselors offer counseling to help students resolve personal or interpersonal problems or target specific skills; for example, improving social skills, impulse control, or regulating emotions.	SEL, Behavior	Tier 3	PK-12
Emotion Menu	Use a visual aid, such as a poster, to teach students to identify their feelings.	SEL, Behavior	Tier 2	PK-5
Empathy Exercise	Encourage students to be more empathetic and increase perceptions of "connectedness" in your classroom using a short self-reflection questionnaire.	SEL	Tier 1, Tier 2	6-12
Feelings Journal	Support students in becoming more aware of their feelings and what they can do to regulate strong feelings by journaling for 1 week.	SEL	Tier 1, Tier 2	PK-8
Feelings Journal	Help students become more aware of their feelings and what they can do to regulate strong feelings.	SEL	Tier 1, Tier 2	K-8
Guardian Meeting	A meeting with a student's parents/ guardians to discuss a specific concern about the student, understand the family's perspective, and collaboratively generate solutions.	Attendance, Behavior, SEL, ELA, Math, Other Academic	Tier 1, Tier 2, Tier 3	PK-12
Home Visit	Visits by teachers to student's homes to meet with parents/ guardians to create connections and build trust that can help foster parent involvement.	Attendance, Behavior, SEL, ELA, Math, Other Academic	Tier 1, Tier 2, Tier 3	PK-12
Lunch Bunch	A "Lunch Bunch" is a small group of students who meet with a teacher or counselor away from their usual lunch place. For teachers, it's an important time to build connections and learn about students. For counselors, it's	Behavior, SEL	Tier 2, Tier 3	K-12

	a space to work towards a specific goal. Goals and duration vary between groups			
Make a Face	Children learn a simple way to “make change” – by changing their facial expression, they can change how they’re feeling and acting and, by extension, how others experience them.	SEL	Tier 1, Tier 2	PK-5
Mind Sweep	This SEL intervention from Panorama Playbook partner <u>CharacterStrong</u> helps students reframe negative thoughts and turn them into productive energy.	SEL	Tier 1, Tier 2	K-12
Nudge Letter	Improve student attendance by mailing “nudge” letters to families to raise family awareness about their student's absences. Write a personalized letter to the student's family including the number of days the student has missed so far this school year and a comparison of that tally to the average number of absences in the student's class or school.	Attendance	Tier 1, Tier 2	PK-12
Peer Mentoring	Peer mentoring is a structured relationship in which a more experienced or knowledgeable peer helps to guide a less experienced or knowledgeable peer. Models can be the same grade or mixed age; one-on-one, or small group. When the focus is on building caring, empathic, and supportive relationships, the strongest effects for mentees appear to be increases in school attitudes (e.g., connectedness), relationships with adults (both teachers and parents) and peers, and improvements in internal affective states (e.g., self-esteem).	SEL, Behavior	Tier 1, Tier 2	4-12
Phone Call Home	There are many reasons to call home: relationship building, positive reinforcement, solicit support, or share a concern.	Attendance, Behavior, SEL, ELA, Math, Other Academic	Tier 1, Tier 2, Tier 3	PK-12
Positive Self-Talk	Help students learn to define and practice using positive self-talk.	SEL	Tier 2	PK-5
Rapid Positive Reinforcement	Rapid Positive Reinforcement encourages students to increase the frequency of a target behavior by providing consistent, immediate positive reinforcement.	Behavior	Tier 2, Tier 3	PK-8
Repeated Readings	Repeated reading is an academic practice that aims to increase oral reading fluency. Repeated reading can be used with students who have developed initial word reading skills but demonstrate inadequate reading fluency for their grade level.	ELA	Tier 2; Tier 3	K-8
Rose, Bud, Thorn	Students will be able to identify positive moments and areas where they need support.	SEL	Tier 1, Tier 2	K-12

Self-Monitoring	<p>Self-monitoring strategies are individualized plans used to increase independence and awareness in academic, behavioral, and social areas. The student measures and records his or her own behavior and then compares that to behavior recorded by the teacher or an academic exemplar.</p> <ol style="list-style-type: none"> 1. Define the target behavior or skill. 2. Select or develop the self-monitoring checklist. <p>2. Introduce goal/ exemplar and self-monitoring checklist to the student. Invest him/ her in increasing awareness/ independence. Practice procedure for recording behavior and comparing to teacher/ exemplar.</p> <ol style="list-style-type: none"> 3. Determine a self-monitoring schedule and reserve time to reflect with the student on a daily or weekly cadence. 	Behavior, SEL	Tier 1, Tier 2, Tier 3	K-12
Storytime: Seeing Inside	Integrated with everyday story time, this perspective-taking activity gives children an opportunity to practice seeing the world from multiple points of view.	SEL	Tier 1, Tier 2	PK-5
Temperature Check	The intentional practice (designed by Panorama Playbook partner <u>CharacterStrong</u>) of proactively checking in with your students at least once per week as a way of giving students a voice by enabling them to share how they are doing and what they are thinking about their experiences in class.	SEL	Tier 1, Tier 2	K-12
The Positive Pivot	The Positive Pivot is a scale that is used to help students examine the different types of responses they have to conflicts and challenging situations. In this exercise, students are introduced to the Positive Pivot scale and are taught how it can be used.	SEL	Tier 2	K-12
Two Word Check-In	A simple yet powerful exercise that enhances emotional awareness, promotes authenticity, and builds community.	SEL	Tier 1, Tier 2	K-5
WOOP	WOOP stands for Wish, Outcome, Obstacle, and Plan. WOOP helps you to explore what your wish is as well as the barriers that hold you back from fulfilling this desire.	SEL	Tier 1, Tier 2	K-12



PARENT REQUEST FOR EVALUATION / TESTING GUIDANCE

PROCEDURE FOR MTSS SCHOOL TEAMS

From time to time a parent may request an evaluation of their child due to a suspected disability. After any member of your school staff receives such a request the following steps must occur:

Steps:

1. Immediately make a copy of the document requesting an evaluation for your records and give the letter to your **MTSS TEAM CHAIR**.
2. If a parent makes a verbal request, a designated school-based team member should have the parent complete the Richland One Parent Request for Special Services Evaluation form. The completed form is given to the **MTSS TEAM CHAIR**. Please document and act on the verbal request as if it was already in writing. Document the verbal request to capture: *Date and time of verbal request, what are the concerns from the parent about their child*. Send this to your **MTSS TEAM CHAIR** in the absence of the parent documented request.
3. The **MTSS TEAM CHAIR** will forward a copy of the request to their *school's Principal* and the *District's Coordinator of Psychological & Behavioral Supports (Office of Special Services)*.
4. The **MTSS TEAM CHAIR** will schedule an MTSS Team Meeting to address the concern(s) of the parent within 10 business days of receipt of the request for an evaluation. Team members (Behavior Specialist, Academic Specialist, and student's Teacher(s) along with the parents and student) shall be notified of the date, time, and location of the problem-solving MTSS Team meeting to address the parents' concern.
5. MTSS Team members will gather all academic, attendance, and behavioral data to be reviewed prior to the scheduled MTSS Team meeting so that all team members are familiar with the student's current level of performance (academic, behavioral, attendance, and functional). It is required that the student have a vision and hearing screening as a part of the problem-solving process.
6. The MTSS Team meeting will be held to problem – solve and identify the student's needs and parents' concern. Once needs have been identified, the team will develop and implement Tier 2 or Tier 3 supports that address the identified needs of the student.
7. If the MTSS Team concludes there is a suspected disability and has data, the MTSS Team will complete the referral packet and submit to the Office of Special Services. The team determines the Tier 2 or Tier 3 intervention(s) that will assist in helping the student be successful in overcoming the specific deficit. The team will decide what level of support is needed as outlined below in A and/or B:
 - A. Tier 2 interventions are implemented, and data is collected. After 4-6 weeks/minimum of 3 times per week of implementation, an MTSS meeting should be scheduled to review the progress monitoring data to determine the next level of support. If minimal progress is noted, then proceed to Tier 3 interventions and supports.
 - B. Tier 3 interventions are implemented, and data is collected. After 4-6 weeks/minimum of 4 times per week of implementation, an MTSS meeting should be scheduled to review the progress monitoring data to determine the next level of support. If minimal progress is noted, then proceed with a referral to the Office of Special Services by completing the Referral Packet to the Office of Special Services.
8. If the team decides that there is a suspected disability, **MTSS TEAM CHAIR** will submit the Referral Packet using the Notification of Referral to the Office of Special Services link. A school psychologist will be assigned and work with the school-based team to schedule a Referral Evaluation Planning meeting. Interventions and progress monitoring continues through the eligibility determination for specialized instruction. In the

interim, the school must continue to provide interventions with fidelity and active Tier 2 and Tier 3 progress monitoring.

OFFICE OF MTSS AND OFFICE OF SPECIAL SERVICES

PARENT REQUEST FOR EVALUATION GUIDANCE

STEPS FOR SCHOOL ADMINISTRATORS, MTSS SCHOOL CHAIRS, AND MTSS SCHOOL TEAMS

