Millard Public Schools

Multi-Tiered Systems of Support

MTSS Model

July 9, 2018

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INTRODUCTION

National Perspective

On December 3, 2004, Congress reauthorized the Individuals with Disabilities Education Improvement Act (IDEA 2004). The language that Congress uses in IDEA 2004 and No Child Left Behind (NCLB 2001) stresses the use of professionally sound interventions and instruction based on defensible research, as well as the delivery of effective academic and behavior programs to improve student performance. Congress believes that as a result, fewer children will require special education services. Provisions of IDEA 2004 allow school districts to use scientific, research-based interventions as an alternative method for identifying students with specific learning disabilities (SLD). This process is generally referred to as Response to Intervention (RTI).

The National Research Center on Learning Disabilities (NRCLD, 2006) defines RTI as:

> *"…an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data.*"

RtI is an integrated approach to service delivery that encompasses general, intervention and special education through a multi-tiered service delivery model. It utilizes a problem solving framework to identify and address academic and behavioral difficulties for all students using scientific, research-based instruction. Essentially, RtI is the practice of: (a) providing high-quality instruction/intervention matched to all students' needs and (b) using learning rate over time and level of performance to (c) make important educational decisions to guide instruction (National Association of State Directors of Special Education, 2005). RtI practices are proactive, incorporating both prevention and intervention and is effective at all levels from early childhood through high school.

RtI is intended to reduce the incidence of "instructional casualties" by ensuring that students are provided high quality instruction with fidelity. By using RtI, districts can provide interventions to students as soon as a need arises. This is very different, for example, from the methods associated with the aptitude-achievement discrepancy models traditionally utilized for SLD identification which have been criticized as a "wait to fail" approach.

What is the Purpose of Response to Intervention?

Response to Intervention is a practice of providing high-quality, scientifically validated instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. RtI is a dynamic Problem Solving Process in which data are integral in making decisions about what skills struggling students lack, and whether intervention instruction provided to date has been effective. There are four fundamental beliefs:

- Preventive action is better than the wait-to-fail approach.
- Early intervention is more effective than later remediation.
- Universal screening helps prevent students from falling through the cracks.
- Tiers of instruction are available to meet the needs of all students.

There are Eight Core Principles of Response to Intervention

1. We can effectively teach all children.
2. Intervene early.
3. Use a multi-tier model of service delivery.
4. Use a problem solving model to make decisions within a multi-tier model.
5. Use scientific, research-based validated intervention and instruction to the extent available.
6. Monitor student progress to inform instruction.
7. Use data to make decisions. A data-based decision regarding student response to intervention is central to RtI practices.
8. Use assessment for screening, diagnostics, and progress monitoring.

*National Association of State Directors of Special Education, Response to Intervention: Policy Considerations and Implementation, 2006.

Multi-Tiered Systems of Support (MTSS)

Educational practices related to RtI have continued to evolve. Currently evidence-based practices indicate an integrated systematic approach related to impacting student growth both in academics and behavior. There have also been increase linkages between RtI implementation and school improvement efforts. As RtI has become a national movement multiple models have developed informed by local practices. This growth has provided for additional research, insight, and development opportunities into best practices of core components. These developments have expanded the concept of RtI but fit well with the original purpose of *reducing the incidence of "instructional casualties" by ensuring that students are provided high quality instruction*. Because of this increased in scope, RtI has been retitled Multi-Tiered Systems of Support (MTSS).

**Editors S.R. Jimerson, M.K. Burns, A.M. VanDerHeyden, (2016). Handbook of Response to Intervention: The Science and Practices of Multi-Tiered Systems of Support.

Nebraska Response to Intervention (RtI) Framework

The Nebraska RtI Consortium Executive Committee developed suggested essential elements to assist Nebraska school districts as they design and implement Response to Intervention models. The current essential elements below were taken from the NDE website at www.education.ne.gov/RTI/rtiframework.html on April 24, 2012.

When implemented with fidelity, the Essential Elements of RtI provide a framework for prevention, early intervention, school improvement and valid data for eligibility decisions. The Essential Elements for RtI are based on principles identified in research for an effective RtI system and provide the overarching framework to guide the implementation of RtI.

The Nebraska Department of Education is currently in the process of developing new technical assistance related to MTSS. The essential elements identified in this document include: Shared Leadership for MTSS, Communication, Collaboration, and Partnerships, Evidence-Based Instruction, Intervention, and Assessment Practices, Building Capacity/Infrastructure for

Implementation, Layered Continuum of Supports, and Data-Based Problem-Solving and Decision Making. Each of these essential elements is aligned to an AQuESTT tenet. Also within this technical assistance the term RtI will be used specifically related to a process of using MTSS practices to identified students with disabilities in the area of specific learning disability. The technical assistance document is projected to be released Fall of 2018.

Millard Public Schools Multi-Tiered Systems of Support Model

The Millard Public Schools Multi-Tiered Systems of Support Model is based on an instructional staff that is knowledgeable, including skilled teachers who use a systematic and explicit approach to instruction related both to academics and behavior. Our previous model used the term Response to Instruction and Intervention (RtI+I) because of the emphasis we place on our classroom teachers instruction along with collaborating with others regarding interventions. This emphasis continues but because of the addition of behavior and for better alignment with the research literature it was felt using MTSS is appropriate at this time.

The MTSS Model emphasizes the importance of the building principal as the instructional leader, the use of data to guide instruction, use of a problem-solving process, appropriate intervention and practice, parent involvement, and other research-based practices. The model provides Millard educators with a process for delivering quality, research-based instruction in academics and behavior using the District's Approved Curricula. The model provides a foundation for reducing the prevalence of struggling learners by creating a seamless PK-12 instructional system aligned with federal and state requirements.

The MTSS Model is a systematic, data-driven approach to instruction that utilizes all resources within a school and the district in a collaborative manner to create a single, well-integrated system of instruction and interventions informed by student data. The model focuses on the individual student and provides a vehicle to strengthen performance for struggling students before educational or behavioral problems increase in intensity and special education seems the only viable option. Leadership is critical to the implementation of MTSS. To be effective, MTSS must harness and coordinate the full resources of the school, district, and community. Administrators and their leadership teams, in collaboration with all staff members, have central roles in the planning, implementation, and successful day to day use of the MTSS approach. Analyzing how students respond to instruction and implementing the model, promotes collaboration and shared responsibility for the learning of all students across all personnel and programs located in any given school. Throughout the process decisions are based on a child's response to scientific, research-based instruction and intervention.

The Millard Public Schools MTSS is a 3-Tier Model that provides a process for delivering comprehensive, quality instruction to all students, from preschool through high school. The model is designed to provide research-based instruction and targeted intervention that leads to successful behavior and academic achievement. The model consists of three tiers of instruction: Tier I, Tier II, and Tier III.

Tier I: District Approved Classroom Instruction
Tier I focuses on providing effective classroom instruction for all students. All students receive high quality scientific, research-based instruction from general education teachers in the district approved curriculum. The district approved curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated. While Tier I instruction occurs in the general education setting, it is not necessarily grade level instruction. Instruction at Tier I includes all developmental domains such as behavioral and social development along with instruction in academic content areas. Tier I instruction must be both differentiated and culturally responsive to serve 100% of the student body, which research indicates 80-85% of the student body will be successful within Tier I. At this phase, general education teachers match students' prerequisite skills with course content to create an appropriate instructional match and use evidence-based instructional strategies with fidelity.

Tier II: Supplemental Targeted Instruction
Tier II provides supplemental targeted instruction in addition to Tier I and addresses the specific needs of students academically and/or behaviorally who do not make adequate progress in Tier I. Tier II interventions should be targeted, scientifically-based, and aligned with district approved classroom instruction. Approximately 10-15 percent of students will require Tier II instruction. The duration of this instruction varies based on student assessment and progress monitoring data, and is provided by a trained teacher/specialist or other trained personnel under the teacher's/specialist's supervision.

Tier III: Intensive Targeted Intervention
Tier III is designed to provide intensive, targeted intervention to the most at-risk learners, those who have not responded adequately to Tier II instruction. This small percentage (3-5%) of students requires instruction or behavior support that is more explicit, more intensive, and specifically designed to meet their individual needs. This intervention is extended over a longer period of time, and its form varies based on student assessment and progress monitoring data. Tier III intervention replaces Tier II instruction and is provided by a trained teacher/specialist or other trained personnel under the teacher's/specialist's supervision.

Student Movement through the Tiers
Student movement through the 3 Tiers is a fluid process based on student assessment data and collaborative team decisions.

Referral to Multidisciplinary or Section 504 Team
Following Intensive Targeted Instruction that has not resulted in the student's satisfactory rate of achievement of grade level skills and concepts or behavioral growth, the student may be referred to a Multidisciplinary or Section 504 Team for consideration and possible evaluation to determine eligibility for services as a student with a disability. Documentation of conformity with and implementation of the MTSS process is a required component of the referral. When highly unusual circumstances exist and comprehensive implementation of the MTSS process presents an inappropriate and possibly damaging delay in determining a student's eligibility for services as a student with a disability, referral to the building Multidisciplinary or Section 504 Team may be made.

Millard Public Schools Policies and Rules
The District MTSS Model will be regulated by the district 6000 Curriculum, Instruction, and Assessment Policies and Rules as it relates to the written, taught and assessed curriculum; staff development; and the Millard Instructional Model.

Millard Public Schools District Strategic Plan (2009)
Strategy 4: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: Implement a response to intervention (RTI) model that uses standardized assessments, common data indicators and research-based interventions.

Action Plan 8 Steps:

1. Implement a district-wide response to intervention (RTI) model for K-12 interventions based on individual academic achievement level for any student in need.
2. Identify valid and reliable K-12 universal screening, diagnostic, progress and strategic monitoring tools that have a strong positive correlation to district standards, indicators and assessment.
3. Provide professional development in the administration and scoring of assessments and the use of data for instructional planning and decision making.
4. Identify and evaluate appropriate scientifically or research based core instruction and interventions.
5. Determine a menu of intervention materials available with district support and professional development for building-level implementation with fidelity.
6. Develop a process to monitor the fidelity and adherence of core instruction, supplemental programs and interventions.
7. Identify data analysis teams that use data decision making criteria for determining instructional/intervention decisions at each tier of support.
8. Evaluate the effectiveness of interventions in closing the achievement gap.

Millard Public Schools District Strategic Plan (2013)
Strategy 2: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure that all students are college and career ready.

SPECIFIC RESULT: Examine demographic trends and develop strategies to address the unique needs of each student.

Related Action Plan 5 Steps:

2. Implement strategic academic and social interventions based on data analysis.
3. Develop and implement a system to allocate resources that includes measures of student performance and demographic data.
4. Provide on-going staff development on strategies that positively impact student achievement in all demographic subgroups.

Strategy 3: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: Each school will establish a student behavior skills education program utilizing the site planning and/or school improvement process.

Related Action Plan 3 Steps:

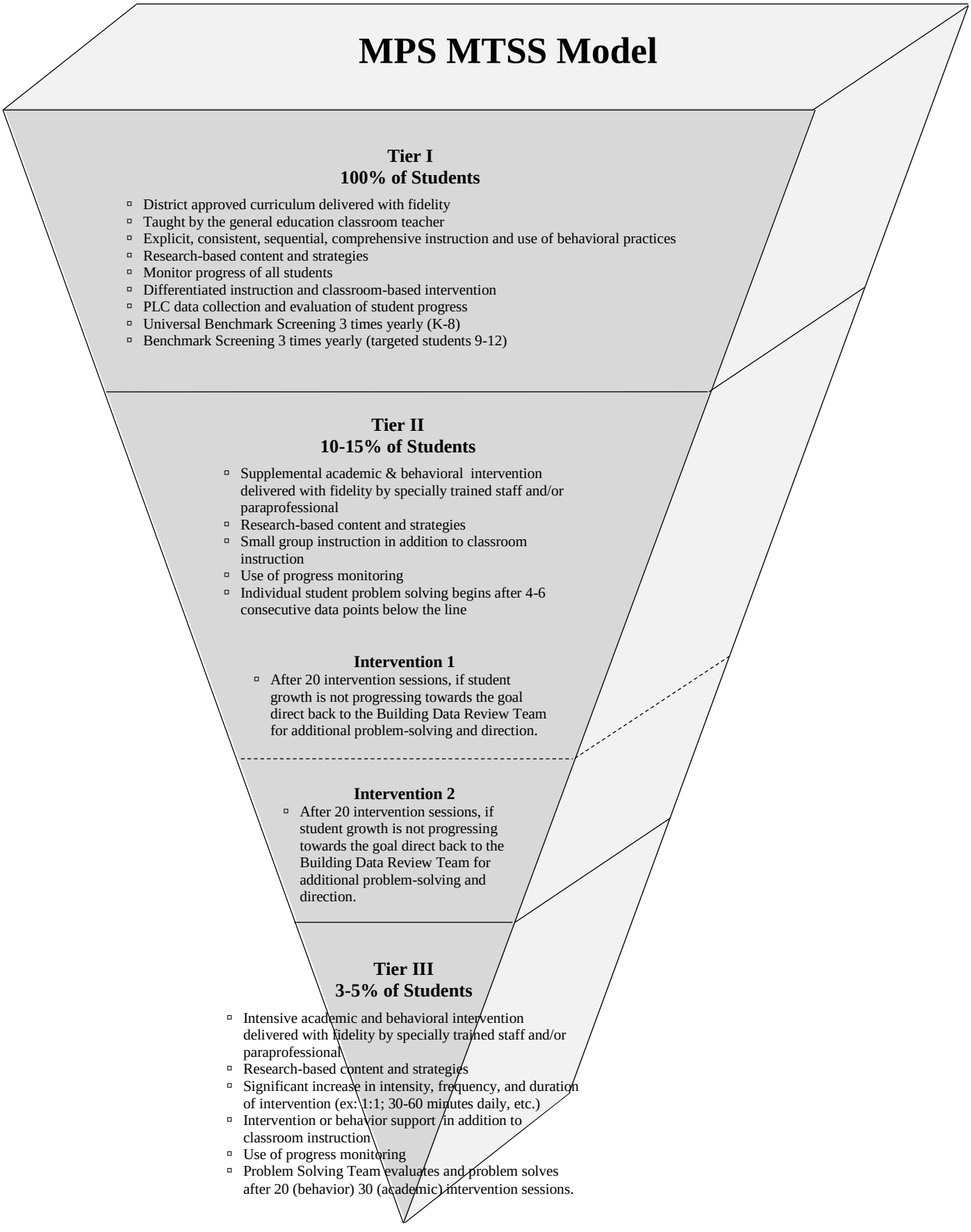
1. Define and communicate the district-wide character traits
2. Each school program shall be research-based and in compliance with the three-tiered Millard Public Schools RtI+I Model.
3. Each school will incorporate a bullying prevention curriculum component
4. Each school program shall identify a data process to evaluate behavior trends and individual needs
5. Each program shall include an ongoing staff development plan
6. Each school will implement an ongoing communication plan to our educational stakeholders
7. Actively engage parents and community in support of the school's selected program
8. Each school will evaluate its program annually

Millard Public Schools District Strategic Plan (2018)
Strategy 3: In cooperation with family and community, we will address the behavioral and mental health needs of our students by implementing systematic practices that promote good character, positive social behavior, and responsible citizenship.

SPECIFIC RESULT: Expand on the systematic practices for mental health and behavioral supports.

1. Create and communicate a shared definition for behavior, mental health, and social and emotional learning (SEL) with all stakeholders.
2. Investigate the use of evidence-based assessments and universal data collection systems for social and emotional learning and behavior in all schools.
3. Build a proactive culture by integrating social and emotional learning curriculum within the Millard Education Program.
4. Expand, refine and communicate a multi-tiered system supporting academic, behavior, and social and emotional well-being.
5. Provide ongoing staff development for all salaried and hourly staff members in Tier I/II/III practices that support social and emotional development and positive learning environments.
6. Define and communicate student and family support processes within the MPS community.
7. Evaluate current staffing allocations and programs to support high-need schools.
8. Evaluate the effectiveness of this plan on an annual basis.

MPS MTSS Model



District Approved Curriculum Model

Components of the Millard District Approved Curriculum Model include curriculum, assessment, instructional delivery, high quality instructional materials, intervention, learning environment, and family.

Millard Public Schools Curriculum Frameworks

- **Standards** - District content standards derived from Nebraska State Standards and Indicators or from content-specific professional organizations and district-established content standards. These content standards describe the knowledge, skills, and processes that are taught, learned, and assessed.

- **Indicators** - Specific skills and strategies a student will learn and apply within a content area.

- **Curriculum** - A course of study deemed critical and usually made mandatory for all students of a school or school system. District approved curricula are often instituted at the primary and secondary levels by school boards, Departments of Education, or other administrative agencies charged with overseeing education. District approved curricula must be scientific and research-based.

- **Assessment** - Benchmark screening, diagnostic assessment, progress monitoring, and outcome assessment.

- **Instructional Delivery** - Highly trained professional staff, adequate time, flexible grouping, explicit and systematic instruction, and use of data to inform instruction.

- **High Quality Instructional Materials** - Scientifically research-based materials that support the multiple needs of individual learners, and supports whole group and small group instruction.

- **Intervention** - Additional support, extended learning, supplemental services, and differentiated instruction.

- **Environment** - High expectations, engaging practice, home support and practice, technology, organized, and student accessible.

- **Family** - Regular communication with family, student practice, partnership with school.

Assessment

Assessment is the process of collecting, reviewing, and using information to make educational decisions about student learning. The type of information collected is determined by the intended use of the results or type of decision that is needed. An effective instructional program should include the following types of assessment:

- **Universal Benchmark Screening Assessments** are measures of a student's current achievement proficiency based on grade-level performance standards. These assessments should be administered at least three times a year (fall, winter, spring). It is important to ensure these district approved assessments are easy to administer and interpret. These are efficient measures of critical skills known to be strong indicators that predict student performance (e.g. K-1 Math Screener, Northwest Evaluation Association [NWEA] Measures of Academic Progress [MAP]).

- **Diagnostic Assessments** define a student's strengths and weaknesses with critical skills. Diagnostic assessments are individually administered to at-risk students and help teachers plan instruction by providing in-depth information regarding students' skills and instructional needs (e.g., Fountas & Pinnell Benchmark Assessment System, Quick Phonics Screener, GRADE, GMADE, Functional Behavior Assessment [FBA]).

- **Progress Monitoring Assessments** are used to determine whether students are making adequate progress with critical skills and current instruction and intervention. These assessments should be administered as part of the instructional routine: weekly, bi-weekly, or monthly, depending on student need. The more intense the intervention, the more frequently progress monitoring should occur. Assessment data should be collected, evaluated, and used on an ongoing basis to plan instruction and inform needed interventions (e.g., Common Formative Assessments, District assessments, SWIS).

- **Program Assessments** are used to determine whether students are responding to instruction within the intervention (e.g., CAMS, CARS, running record, mastery tests, fluency checks).

- **Outcome Assessments** provide an evaluation of the effectiveness of instruction and indicate student year-end achievement when compared to grade-level performance standards. These summative assessments are administered to all students and are often used for school, district, or state reporting purposes (e.g., NWEA-MAP, ACT, ELO, NSCAS).

Effective Instructional Practices

The Millard Instructional Model includes the standards of Practices that Promote Successful Student Learning. The five domains of the Millard Instructional Model include planning, instruction, assessment, learning environment, and professional responsibilities. Within these domains are three main components of effective instruction that include instructionally effective teachers, explicit and systematic lessons, and differentiated instruction.

Instructionally Effective Teachers
Instructionally effective teachers have a significant impact on students' achievement. They select and administer assessments that identify the diverse instructional needs of all students, with an understanding that the use of ongoing assessments measuring student achievement is the single most important determinant of the effectiveness of implemented practices.

Through experience and training, instructionally effective teachers possess the skills to employ instructional techniques that have the greatest impact on learning. They effectively:

- Provide explicit and systematic lessons.
- Determine instructional timelines and targets.
- Select and use a variety of research-based materials, including the district approved program and appropriately leveled texts.
- Form flexible groups to meet the needs of individual students.
- Administer progress monitoring assessments to instruct and regroup students according to student knowledge and skill acquisition.
- Create an environment in which children have access to a variety of high-quality opportunities and materials.
- Create multiple opportunities for students to engage in learning opportunities.
- Provide multiple opportunities for students to appropriately practice and apply skills in a variety of contexts.
- Proactively engage students with social and emotional learning opportunities
- Manage student activity and behavior.
- Utilize instructional resources effectively.
- Engage parental support.

Explicit and Systematic Instruction

Explicit instruction is essential to student achievement. Research supports the assertion that skills and strategies must be explicitly and systematically taught. They must be modeled and practiced in multiple settings with a variety of materials. A gradual release of teacher support must follow until the student achieves the desired level of proficiency and automaticity. Explicit instruction does not leave anything to chance, and it does not make assumptions about skills and knowledge that children acquire on their own.

Explicit instruction recognizes that learning is a cyclical process. Progress monitoring may indicate that the student has not mastered the new skill or strategy. If this occurs, skills and strategies are re-taught within the appropriate phase of explicit instruction.

Differentiated Instruction

Differentiated instruction and supports should be provided for all students as part of Tier I instruction both academically and behaviorally. The classroom teacher should provide flexible instructional grouping of students based on their ongoing identified need to produce a positive trajectory to achieve grade level indicators.

All students should receive the same content. The classroom teacher should adjust the degree of complexity of the content to meet the needs of students performing well beyond expectations, on level, or far below expected level of achievement. Classroom teachers should be clear about what they are teaching and why. Teachers should have clear objectives for instruction, deliver targeted instruction utilizing the district indicators and approved curriculum, provide focused activities, and adjust the instructional complexity through differentiation. Teachers must have classroom procedures firmly in place to facilitate differentiation. They should provide ongoing monitoring of student success to determine changing differentiated instructional needs.

In Tier II and Tier III, differentiation is provided through addressing specific, targeted needs. This instruction occurs in smaller groups with increased intensity. Progress monitoring occurs more frequently and provides the information needed to make instructional decisions.

Roles and Responsibilities

District Support	
Academic	**Behavior**
• Provide staff development on MTSS Academic Model and Problem Solving Process at Tier I, II, and III. • Provide staff development and support on implementation of District approved curriculum with fidelity for teachers. • Provide staff development and support for administrators in evaluating the implementation of Tier I District approved curriculum as meeting fidelity. • Provide staff development and support of implementation of intervention programs with fidelity for teachers. • Provide evaluation and feedback on the implementation of intervention programs as meeting fidelity (Tier II and Tier III General Education and Special Education). • Identification of Tier I, II, and III intervention program and strategies.	• Provide staff development on MTSS Behavior Model and Problem Solving Process at Tier I, II, and III. • Provide opportunities and guidance for schools to use data sources (i.e. Tiered Fidelity Inventory (TFI), Self-Assessment Survey (SAS), SWIS, IC) to develop behavior action plans. • Provide staff development and support for administrators in evaluating the implementation of Tier I District approved social and emotional learning curriculum and school-wide behavior practices. • Provide staff development and support of implementation of behavior intervention supports and strategies with fidelity for teachers and other staff. • Provide staff development and support for the implementation with fidelity of a behavior coach (i.e. counselors, school psychologists, social workers) model. • Provide staff development and support at Tier III for the use with fidelity of a Functional Behavior Assessment (FBA) and Positive-Behavior Intervention Plan (P-BIP).

District Interventionists	
Academic *District Interventionists*	
• Coach and consult on the Problem Solving Process. • Participate in the Problem Solving Process as student is moved from Tier II to Tier III. • Participate in staff development related to the Problem Solving Process and intervention supports.	

Counselors, School Psychologists, & District Social Workers	
Academic	**Behavior**
• Participate as requested and consult as needed in the Problem Solving Process. • Participate in the Problem Solving Process as student moves to MDT and possible verification. • Participate in staff development related to the Problem Solving Process. • Assist with the monitoring of students on an academic plan. • Assist as needed with gathering parent input and home communication.	• Assist in the planning and support of the Tier I school-wide behavior skills program including the bullying prevention component. • Assist in the planning and support of Tier II interventions aligned with the Tier I school-wide behavior skills program • Lead, provide input or behavior data for a Functional Behavior Assessment (FBA) for a student moving from Tier II-2 to Tier III. • Lead or support the development of the Positive-Behavior Intervention Plan (P-BIP). • Bring in additional problem solving supports such as other psychologist, District social workers, District special education team members, (program facilitators, coordinators, etc.) to assist with the development of the Positive-Behavior Intervention Plan (P-BIP) as needed. • Ensure implementation of the Positive-Behavior Intervention Plan (P-BIP) with fidelity according to the specifications identified by the development team. • Support staff in implementing Positive-Behavior Intervention Plan (P-BIP). • Ensure progress monitoring data is collected related to the Positive-Behavior Intervention Plan (P-BIP). • Participate in the summarizing and review of data weekly on the behavior rubric. • Assist as needed with gathering parent input and home communication. • Participate in staff development related to a Functional Behavior Assessment (FBA), Positive-Behavior Intervention Plan (P-BIP) and data collection and analysis process.

Building Administrators	
Academic	**Behavior**
• Identify membership of the building Problem Solving and/or Data Review Teams including roles/responsibilities of consistent and fluid members. • Provide space and staff support for the administration of benchmark assessments. • Strategically schedule identified students with effective instructors at prime learning times during the school day. • Lead the building Data Review Team and meet with teachers to review and problem solve student needs reflected in the data. • Ensure progress monitoring data is reviewed by a building team at least every six to eight weeks of intervention instruction. • Participate in staff development related to the Problem Solving Process. • Ensure the district approved curriculum is being implemented with fidelity. • Assist staff to develop skills to implement programs with fidelity. • Provide a continuum of intervention support. • Participate in the Problem Solving Process for students moving between Tiers or Special Education verification. • Ensure home communication is provided and parent input is gathered. • Assist with providing home intervention components to be carried out by the parent and provide training/modeling when appropriate.	• Support the implementation of the Tier I school-wide behavior skills program including the bullying prevention component. • Communicate the need to building's counselor, school psychologist or social worker that a student is moving from Tier II-1 to Tier II-2 and a Functional Behavior Assessment (FBA) is needed. • Identify membership of the Positive-Behavior Intervention Plan (P-BIP) team including roles/responsibilities. • Assist with logistics (e.g., meeting time, meeting place, etc) related to the Positive-Behavior Intervention Plan (P-BIP) team. • Participate in the review of the information from the Functional Behavior Assessment and the development of the Positive-Behavior Intervention Plan (P-BIP). • Ensure implementation of the Positive-Behavior Intervention Plan (P-BIP) with fidelity according to the specifications identified by the development team. • Support staff in implementing Positive-Behavior Intervention Plan (P-BIP). • Ensure progress monitoring data is collected. • Ensure that data is summarized on the behavior rubric. • Review data on the behavior rubric at least every two weeks. • Ensure home communication is provided and parent input is gathered. • Participate in staff development related to a Functional Behavior Assessment (FBA), Positive-Behavior Intervention Plan (P-BIP) and data collection and analysis process.

Teachers	
Academic	**Behavior**
• Support the administration of district benchmark assessments. • Provide data from formative and summative classroom assessments that support the Problem Solving Process. • Assist with the Problem Solving Process documentation (Appendix).	• Provide instruction related to the school-wide behavior management program including classroom rules and routines. • Provide behavior data from the classroom that supports the problem solving process. • Provide input and behavior data related to the Functional Behavior Assessment (FBA).

• Review progress monitoring data at least every six to eight weeks of intervention instruction. • Participate in staff development related to the Problem Solving Process. • Implement district approved curriculum and interventions with fidelity. • Provide for individual and/or small group Tier I interventions through differentiation as appropriate. • Administer diagnostic assessments as appropriate and based on MTSS Guidelines. • Consult with administrator, building Data Review Team, PLC Team and intervention staff in the Problem Solving Process to provide appropriate Tier I Interventions. • Collaborate to assure instructional practices on skills are specific to individual student needs who are participating in Tier II and III instruction and special education instruction. • Assist with providing home communication and gathering parent input as noted within the model. • Assist with designing and providing home intervention components for parent and student use.	• Participate in the review of the information from the Functional Behavior Assessment and the development of the Positive-Behavior Intervention Plan (P-BIP). • Implement the Positive-Behavior Intervention Plan (P-BIP) with fidelity according to the specifications identified by the development team. • Collect progress monitoring data. • Participate in the summarizing and review of data weekly on the behavior rubric. • Assist as needed with gathering parent input and home communication. • Participate in staff development related to a Functional Behavior Assessment (FBA), Positive-Behavior Intervention Plan (P-BIP) and data collection and analysis process.

Building Intervention Staff & Building Special Education Staff	
Academic	**Behavior**
• Support the administration of district benchmark assessments. • Collaborate with classroom teachers regarding Tier I intervention and differentiation practices. • Assist classroom teachers with the Problem Solving Process documentation (Appendix). • Review progress monitoring data at least every six to eight weeks of intervention instruction. • Participate in staff development related to the Problem Solving Process. • Implement district approved curriculum and interventions with fidelity. • Administer diagnostic assessments as appropriate and based on MTSS Guidelines. • Collaborate to assure instructional practices on skills are specific to individual student needs who are participating in Tier II and III instruction and special education instruction. • Collaborate with administrator, building Data Review Team and other specialists to provide a continuum of intervention support.	• Collaborate with classroom teachers regarding Tier I and Tier II-1 instruction, interventions and differentiation practices. • Provide behavior data that supports the problem solving process and the development of the Individual Education Plan (IEP). • Provide input and behavior data related to the Functional Behavior Assessment (FBA). • Participate in the review of the information from the Functional Behavior Assessment (FBA) and the development of the Positive-Behavior Intervention Plan (P-BIP). • Update IEP as needed. • Implement the Positive-Behavior Intervention Plan (P-BIP) with fidelity according to the specifications identified by the development team. • Assist in the collection of progress monitoring data Participate in the summarizing and review of data weekly on the behavior rubric. • Assist as needed with gathering parent input and home communication.

• Assist with providing home communication and gathering parent input as noted within the model. • Assist with designing, coordinating, and providing home intervention components, including training/modeling, to be carried out by a parent when appropriate.	• Participate in staff development related to a Functional Behavior Assessment (FBA), Positive-Behavior Intervention Plan (P-BIP) and data collection and analysis process.

Students	
Academic	**Behavior**
• Be engaged and participate in class and intervention instruction. • Take ownership of personal learning. • Demonstrate progress towards Millard Essential Learner Outcomes related to Academic Skills and Applications and College and Career Readiness Skills (MPS t-chart). • Participate in the Problem Solving Process when appropriate.	• Engage and participate in class and intervention instruction. • Take ownership of personal behaviors. • Demonstrate progress towards Millard Essential Learner Outcomes related to College and Career Readiness Skills (MPS t-chart). • Participate in the Functional Behavior Assessment (FBA) and problem solving process when appropriate.

Parents	
Academic	**Behavior**
• Participate in the Problem Solving Process by providing their perspective and support regarding their child's progress including but not limited to participation in decision making meetings, phone communication, letter communication, etc. • Carry out home intervention components as designed.	• Participate in the Functional Behavior Assessment (FBA) and Positive-Behavior Intervention Plan (P-BIP) planning as needed by providing perspective and support regarding their child's progress including, but not limited to, participation in decision making meetings, phone communication, letter communication, etc. • Carry out home intervention components as designed.

Parent Participation in MTSS Process

Involving parents at all phases is a key aspect of a successful MTSS program. Parents can provide a critical perspective and their support can increase the likelihood that interventions will be effective. For this reason, schools must make a concerted effort to inform (communication) and involve (input) parents as early as possible, beginning with instruction in the district approved curriculum.

Parent Communication

Purpose: To share information with parents at key points in the MTSS process.

Communication: **Sharing information with parents directly through a phone call or in a meeting is always the most preferred mode of communication.** This communication should be documented, for example, in the MPS Student Contact Log in Infinite Campus. Letters or emails may also be used at the discretion of staff.

- Newsletters describing the MTSS process are sent to parents.
- The *MTSS Parent's Guide to Success for All Students* brochure, form letters, and intervention information sheets are provided to parents as outlined within the Parent Communication Table (appendix).
- Written consent is not required before administering universal benchmark screenings and program assessments within a multi-tiered MTSS system when these tools are used to determine instructional need.
- Parents are notified that their child has been recommended for intervention.
- Parents are provided with appropriate resources (and training if necessary) to support intervention components within the home.
- Procedures have been established for parent permission, notification, and rights to due process when required.
- Progress reports are provided to parents on a regular basis.

Parent Input

Purpose: To gather input from parents at key points in the MTSS process.

Input: **Gathering input from parents directly through a phone call or in a meeting is always the most preferred method.** Information provided by parents should be documented, for example, in the MPS Student Contact Log in Infinite Campus.

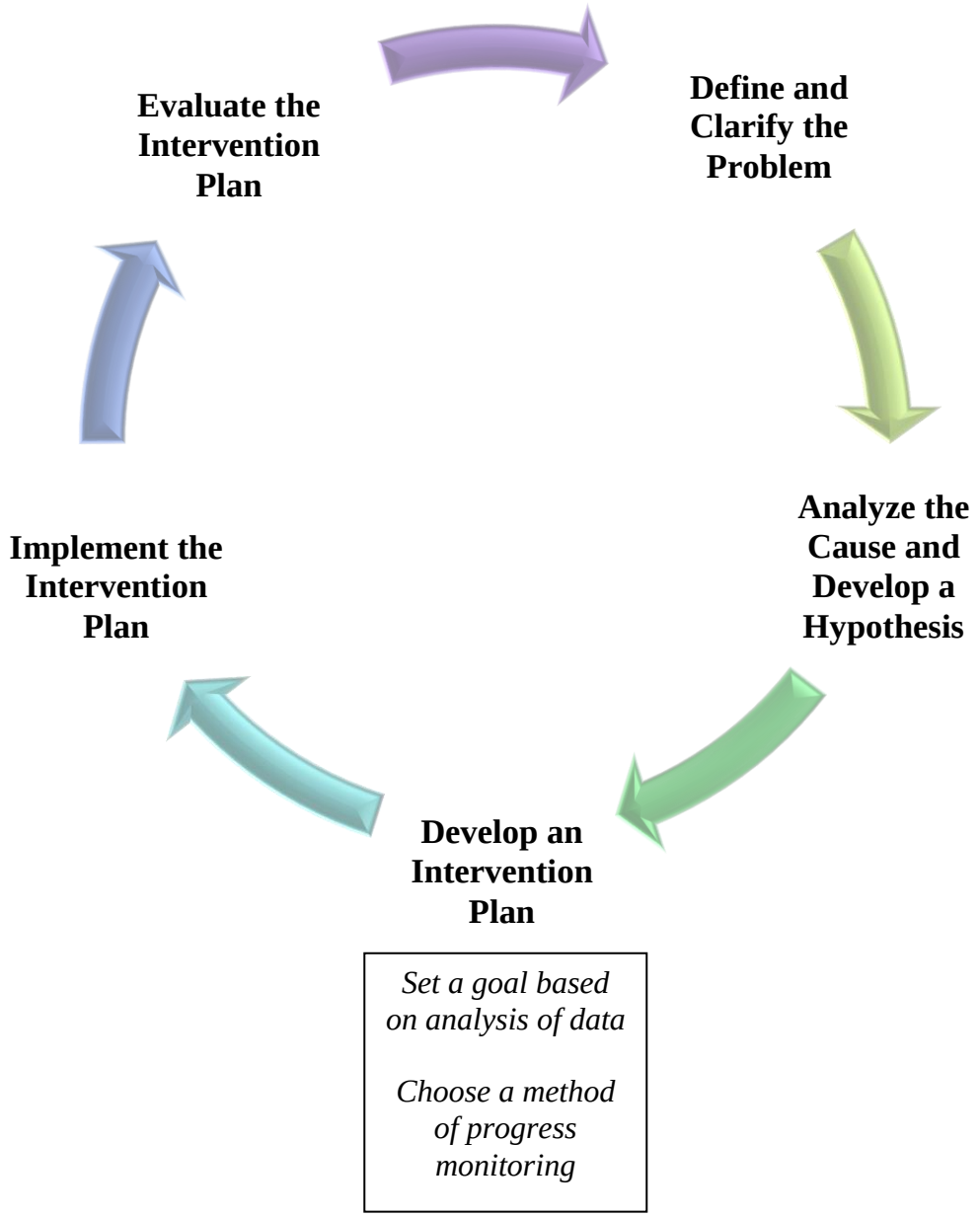
- Parents are important members of the Problem Solving team for their child.
- Parents are included in decision making discussions regarding their child's progress as outlined in the MTSS Tiered Problem Solving Process Flowchart and Parent Input Sheet (appendix).
- Parent schedules are taken into account in planning meetings.
- Home intervention components to be carried out by the parent are designed when appropriate and training/modeling is provided.

As intensity of intervention increases, parent communication and input increases. When a student fails to respond to interventions and the decision is made to evaluate a student for special education eligibility, written consent must be obtained in accordance with special education procedures. Interventions continue throughout the problem solving process.

Problem Solving Process

Problem solving is a data-based decision making process that is used to identify needed interventions for students in Tiers I, II, and III. Decisions are made by teams that are composed of individuals who are qualified to make the important educational decisions to help students succeed in school.

To facilitate the Problem Solving Process at any of the Tiers, the information collected during assessment must inform instructional decision-making. In making decisions, teams should use this approach:



Problem Solving Process Descriptions

Define and Clarify the Problem:
When a concern is raised, the first step is to review the concern and attempt to identify and clarify the problem. The team should first review existing student data to determine specific problems. The team should try to narrow the problem (based on available data) to identify the deficit skill areas (e.g., phonemic awareness, problem solving skills, math calculations, vocabulary, peer interactions, behavior, etc.). This may also include gathering further assessment data.

Analyze the Cause and Develop a Hypothesis:
Once the problem is defined, the team needs to develop a hypothesis as to why the problem is occurring and continuing. This involves analyzing those variables that can be altered through instruction in order to find an instructional solution. This includes questions of fidelity, missing skills, motivational factors, or lack of exposure to the general curriculum. The team should focus on explanations of the problem that can be addressed through instruction. In addition to the cause of the problem, the team needs to consider the student's rate of learning. In doing this, the team reviews the student's progress in the identified areas. The team should also compare the student's progress to peers over time.

Develop an Intervention Plan:
Once the problem has been analyzed, the team identifies researched-based interventions that will meet the student's needs. The intervention plan must be consistent with appropropriate Tier guidelines for research-based interventions, resources and strategies. The plan also includes an implementation timeframe for duration and frequency, identification of who will provide the intervention, a goal for progress (with graphic representation of baseline, goal line) and plan for evaluation (progress monitoring).

Two methods of delivering Tier II and Tier III interventions include: Standard Protocol and Individual Problem Solving Protocol. Standard Protocol is defined as targeted group intervention programs based on scientifically valid instructional practices used to address frequent student referral concerns (district identified intervention programs). Individual Problem Solving Protocol is individualized research-based interventions selected to match the profile of a particular student's strengths and weaknesses (not a published program but based on scientifically valid instructional practices).

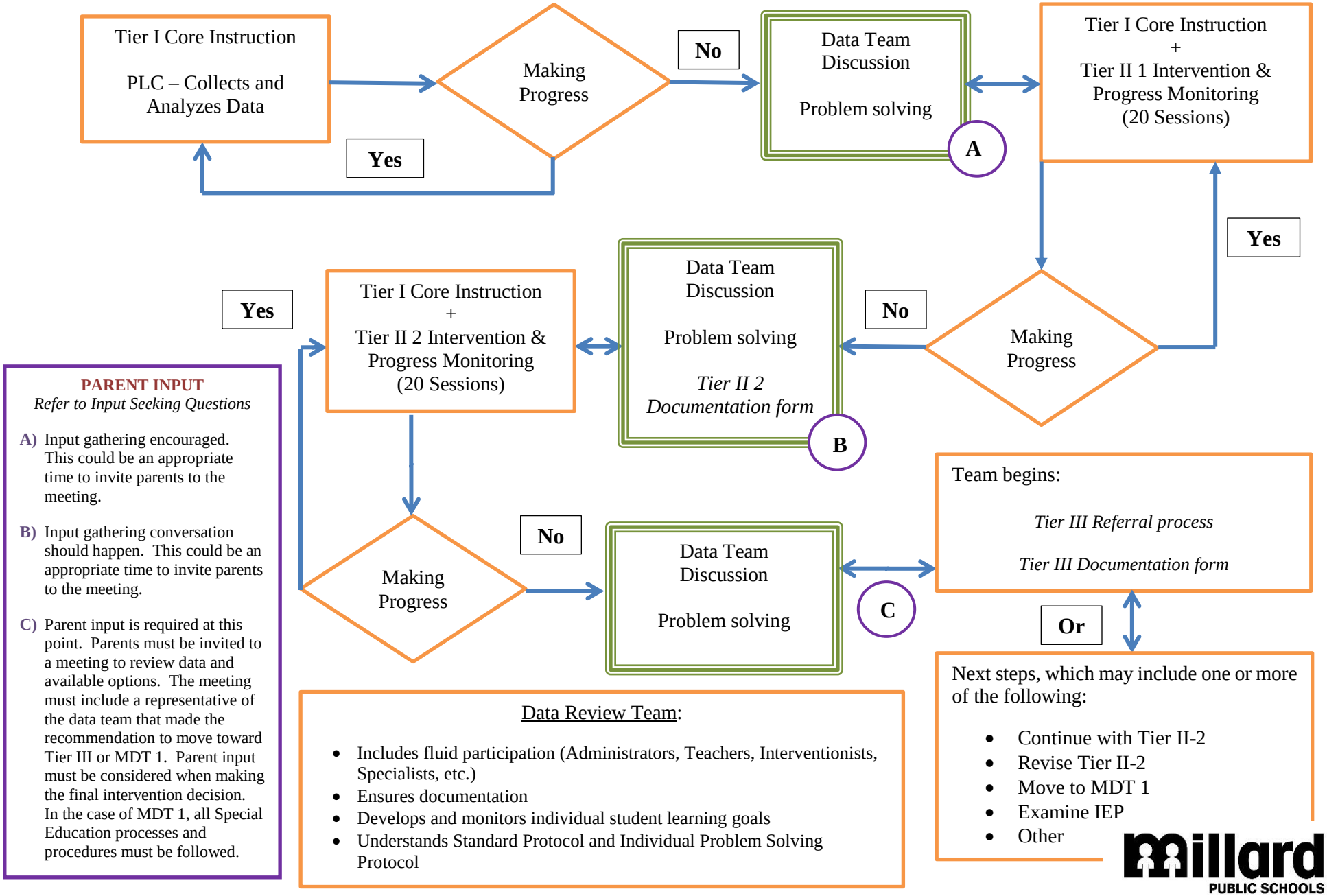
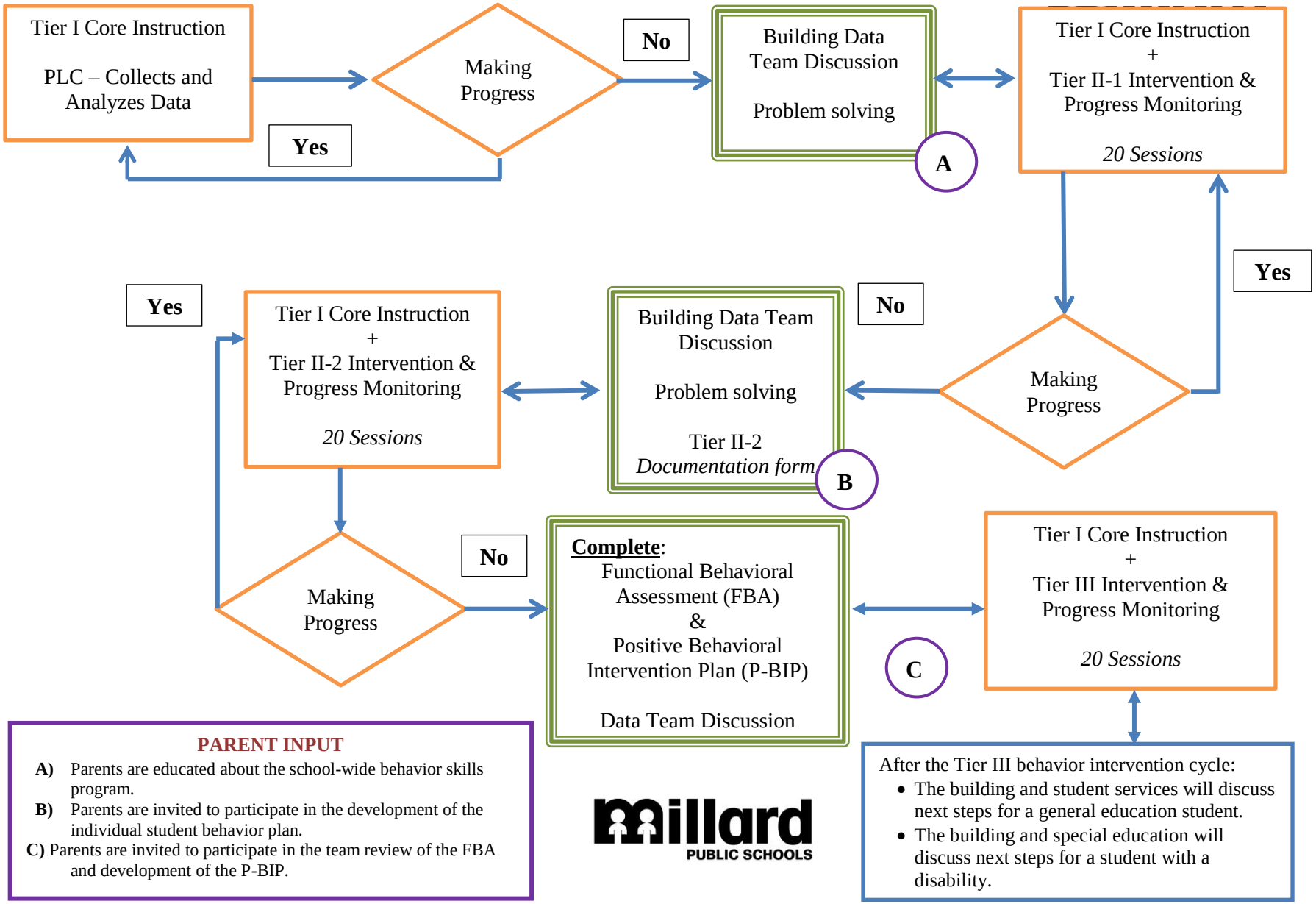
Implement the Intervention Plan:
Interventions must be implemented with fidelity. To ensure fidelity, appropriately trained staff must deliver the interventions according to the prescribed process and prescribed time frame. Schools should document their delivery of the interventions (see Intervention Fidelity forms).

Evaluate the Intervention Plan:
In order to determine if the intervention is working for a student, the team must collect data through progress monitoring. The frequency of progress monitoring depends on the Tier. A student's current performance and progress is compared to his/her projected goal line. Tier guidelines are used to make appropriate modifications or revisions in the intervention or to recommend movement up or down through the Tiers.

MTSS Problem Solving Process Chart

		Problem Solving Process	Supports
Problem Solving Process Define and Clarify the Problem Analyze the Cause and Develop a Hypothesis Develop an Intervention Plan Implement the Intervention Plan Evaluate the Intervention Plan	**Data Review Team** Members - Building Administrator and identified staff Function - Ongoing analysis and dissemination of data	**PLC Teams:** • Review benchmark, formative assessment data • Assist teacher in identifying strategies & materials to meet the student's needs	PLC Team Members Student Support Team Specialists Administrator C&I MEPs
		Tier I Intervention • Deliver by General Education teacher • Use district approved curriculum with fidelity • Monitor student progress	Grade Level or Content Student Support Team Area Team Members Specialists Administrator C&I MEPs Counselor/Social Worker
		Tier II Intervention • Deliver by Specialist or trained staff member • Progress monitor • Periodically review student data • Employ fidelity of intervention program Tier II-1	Grade Level or Content Student Support Team Area Team Members Specialists Administrator District Interventionists Special Education Psychologists C&I MEPs Counselor/Social Worker
		Tier II-2 • Begin Tier II-2 Documentation form • Begin/continue MTSS Individual Student Folder collection Pending individual student need, begin Tier III Referral process	Problem Solving Team
		Tier III Intervention • Begin Tier III Documentation form • Deliver by Specialist or trained staff member • Progress monitor • Ongoing review of student data • Employ fidelity of intervention program • Continue MTSS Individual Student Folder collection, assessment data and other evidence	Grade Level or Content Student Support Team Area Team Members Specialists Administrator District Interventionists Special Education Psychologists C&I MEPs Counselor/Social Worker
		• Review data • Additional time in Tier II or III Intervention • Decision to send to MDT	Grade Level or Content Student Support Team Area Team Members Specialists Administrator District Interventionists Special Education Psychologists C&I MEPs Counselor/Social Worker

MTSS Academic Tiered Problem Solving Process Flowchart



MTSS Behavior Tiered Problem Solving Process Flowchart