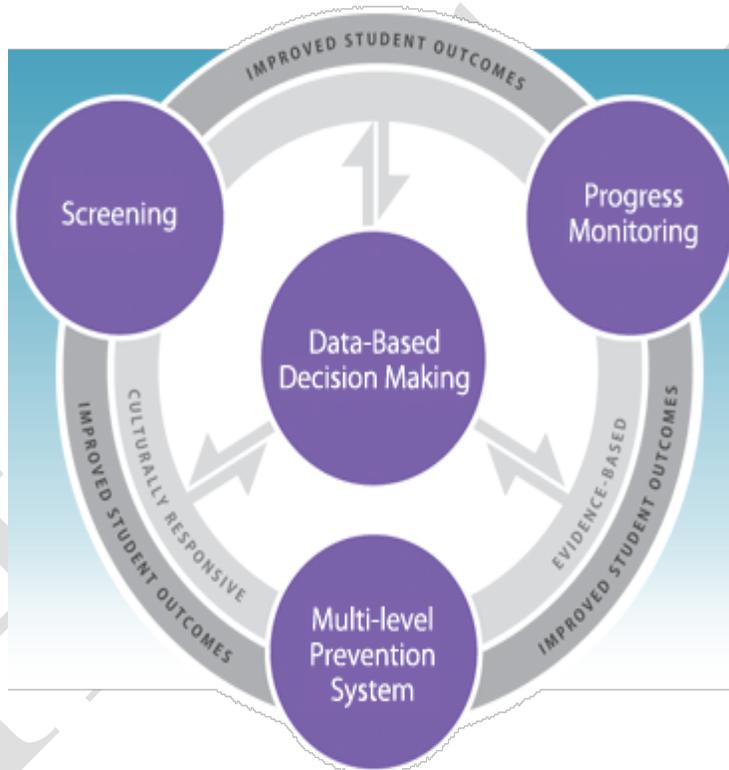


Harvey School District 152

Multi-Tiered System of Supports

MTSS



Model adapted from the National Center on Multi-Tiered System of Supports

A Problem Solving Model for Instruction and Behavior

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Harvey School District 152
Multi-Tiered System of Supports Process

The following individuals participated in creating and/or revising Harvey District 152 Multi-Tiered System of Supports Plan and are still part of our school district.

District Directors	Building Principal / Assistant Principal	Literacy Coach	Case Managers / Psychologist	General Ed Instructors	Related Services
Carol Meyer	Dr. Deborah Watson-Hill	Angela Starks	Doris Wright	Renee Cruikshank-Ward	Keesha Buchanan
Dr. Quintella Bounds	Iretha Brown	Sharan Trotter	April Cohen	Jamine Buckhoy	Peggy Kelly
	Micheal Allen	Cynthia Jones	Breona Johnson	Norma Young-White	Lisa Norfleet
	Paris Walker			Valdiva West	Myra Staples
				Curtis Young	Freda Henderson
				Kimberly Watkins	Camille O'Quin

The Illinois State Board of Education determined each school district would establish a *General Education Initiative* utilizing Multi-Tiered System of Supports (MTSS) formerly known as Response to Intervention (RtI), which is a Multi-Tiered Problem Solving Model to provide high-quality systemic research-based instruction and intervention to learners. The overriding philosophy of the MTSS process is to alleviate students' difficulties before remediation is warranted. MTSS uses student evaluation scores to develop and evaluate the impact of high-quality Core Curriculum instruction, in addition to a continuum of research-based (proven effective with similar populations) supportive interventions/ strategies. By utilizing monitoring through assessment, both level of performance and learning rate over time are used to make important education decisions. Instruction is matched to student needs and his/her performance is continuously monitored, which is then applied to making decisions about changes in instruction and/or goals.

Complying with the Illinois State Board of Education *General Education Initiative*, Harvey School District 152 has chosen to utilize Multi-Tiered System of Supports (MTSS) with a three-tiered *Problem Solving Model*. The Enhanced Core Classroom Instruction of Tier I is designed to meet the needs of *80 percent* of the students. The Supplemental Practices of Tier II are designed to initially meet the needs of *lower 20 percent* of the students, which drops to *15 percent* once Tier III has begun. The Critical Interventions of Tier III are designed to meet the *lowest 5 percent* of the students, which are taken from Tier II.

The essential components of the academic, speech/language, and behavioral model are as follows:

- Amount of instructional time increases with the seriousness of the problem
- Size of instructional group decreases as the seriousness of the problem increases
- Instruction is given both at grade level and skills level
- Specifically selected research-based materials are utilized
- Interventions attempt to eliminate academic, speech/language, and/or behavior difficulties of students
- Decisions concerning interventions are based upon student testing or charted data
- Success or lack of it is determined by pre-established benchmarks
- Frequency of monitoring by assessment increases with each tier

Harvey School District 152 has determined all elementary and middle school students shall be benchmarked and identified by a universal screening assessment, which will be given 3 times a school year (Fall, Winter, & Spring) and classroom data. The assessment instrument is used within a 3-week window during the Fall (September/October), Winter (January), Spring (April/May). The Northwest Evaluation Assessment/Measure of Academic Progress (NWEA/MAP) is administered to all students for the academic diagnostic purposes. Positive Behavior Interventions & Supports (PBIS) is the Tier I intervention for students who may exhibit social or behavior difficulties. Those students in Tiers II and III shall also be

progressed monitored through appropriate assessments (e.g. Aimsweb Plus and Data Tracking).

Three-Tier Approach

This process, known as Multi-Tiered System of Supports or MTSS, started when federal law established these practices as a way to identify and provide early intervention to at-risk learners. Each tier provides additional support beyond the core curriculum. Students needing additional support academically and/or behaviorally will be monitored frequently to ensure students meet grade level expectations.

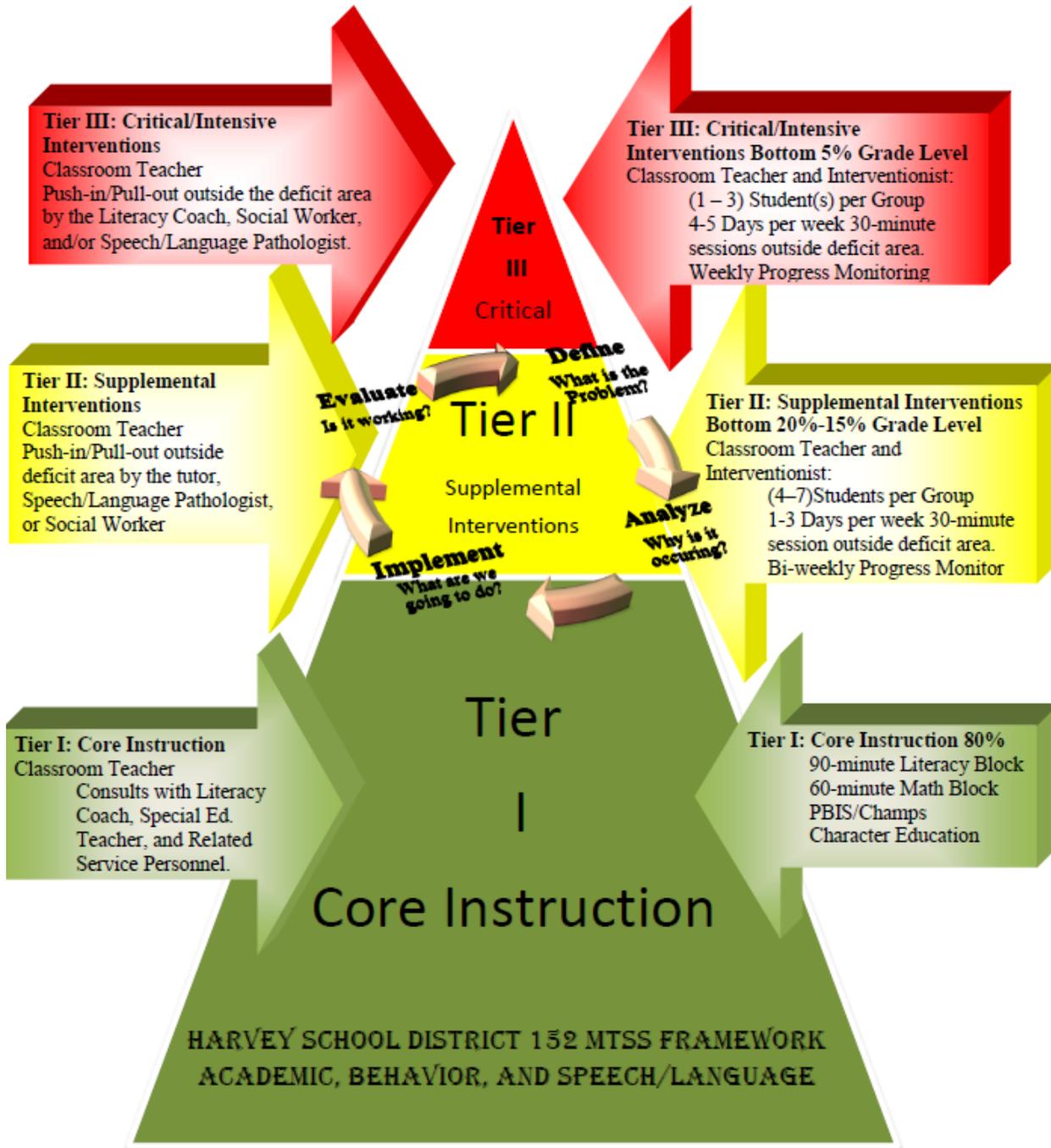
The Tiers are as follows:

- **Tier I** - The classroom teacher uses different or additional strategies or materials to help each child become successful and reviews progress for 6-8 weeks. This includes core instruction, differentiated instructions, whole and small group instructions, special seating, and best practices.
- **Tier II** – The Building MTSS Team develops individual scientifically research-based academic, speech/language, and/or behavior supports and review progress for 6-8 weeks. This will include 30 minutes one-three times a week with the instructional interventionist or behavioral specialist working on the skill deficit area (***must occur outside the Tier I instruction***). Speech/language supports will be provided on a consult basis. This is in addition, to 30-minutes per session of intervention provided by the classroom teacher. At Tier II, students are **progressed monitored by the classroom teacher every two weeks**.
- **Tier III** – The Building MTSS Team identifies students who have made little to no progress after reviewing the weekly/monthly data from Aimsweb Plus and/or data tracker. Students identified in Tier III will receive intervention by the Instructional

Interventionist, Behavior Specialist for 30 minutes a day, three-five times a week. In Tier III interventions are intensified. Students identified in Tier III for speech/language supports will receive intervention by the Speech/Language interventionist one-three times a week. The classroom teacher and/or interventionist must administer weekly progress monitoring for these students.

HSD 152

Harvey School District 152 MTSS Framework



Procedural Overview

- Based on the results of the **Beginning of the Year Assessment (BOY)**, students will be classified as at **Benchmark** (low risk), **Strategic** (medium risk), or **Intensive** (high risk) by the Building MTSS Team.
- The **results of the BOY in combination with classroom data**, will be used to identify Tier II students. The Classroom teacher will use this data to identify their lowest 20 percent and refer to the Building's MTSS team.
- All students who are classified as **Tier II** will be provided with additional academic or behavioral instruction and push-in/pullout of their classrooms by either the instructional interventionist or behavioral coach for **30 minutes of instruction 1-3 days a week (determined by the MTSS team)**.
- A **Multi-Tiered System of Supports portfolio/binder** will be started for all Tier II students by the Classroom Teacher in collaboration with the Behavior Specialist/Instructional Interventionist, and Building Principal. Included in the binder should be a brief narrative telling about any and all academic/behavior concerns, any accommodations used, anecdotal notes, teacher evaluations, and any other pertinent information.
- **An informational letter will be sent to the parent(s)/guardian(s)** of all children who have been identified and are receiving additional help (MTSS1110a). This letter will explain the **Multi-Tiered System of Supports Process** and any academic/behavior/speech or language concerns.
- All students who have been identified as **Tier II Intensive/ at-risk** will be **progress monitored every two weeks** by their classroom teacher and/or interventionist.
- The **Building MTSS Team** will meet to review data on each child in **Tier II** and make decisions about the effectiveness or ineffectiveness of current interventions. The Building's MTSS team shall send the parent/guardian a letter of invitation to meet on student progress (MTSS1110b).

- A student's **Tier II** interventions are discontinued when the monitoring data indicates the pre-established "*exit criteria*" has been met. Exit criteria is determined by the intervention plan. If the Tier II student is at a level of performance that matches that of his grade-level peers (as determined by the Building's MTSS Team), he/she return to Tier I.
- The *lowest 5 percent* of the students who have made very little progress (non-responders) will be assigned to **Tier III** (taken from **Tier II**). However, there should be at least three to four data points collected (6-to-8 weeks of evidence). The Building's MTSS Team must send the parent/guardian notification letter requesting a conference within ten (10) school days of the meeting (MTSS1110b form).
- The parent/guardian letter notification (MTSS1110b) will be sent to all children who have been placed at **Tier III/ Critical Interventions** for additional help, which will attempt to review the **Multi-Tiered System of Supports Process** and express serious academic/behavior/speech or language concerns.
- All students who are classified as **Tier III Critical/ Highly-at-risk** (lowest 5 percent) students will be provided additional academic or behavioral instruction and push-in and/or pull-out of their **classrooms** by either the interventionist for *30-minutes* of instruction *3-5 days a week*. Students will be provided push in and/or pull out speech/language supports *1 to 3 days a week*. At the **middle school**, an extra 40-minute period of academic/behavioral is provided which concentrates on *preventative, supportive, and remedial instruction*.
- **Tier III** students will be *strategically progress monitored every week* using appropriate assessments and/or data tracking.
- A student's intervention is discontinued at **Tier III** when the monitoring data indicates the pre-established "*exit criteria*" has been met or the student can be placed back into **Tier II**.
- If a child at **Tier III** continues to have serious difficulty (very little or non-responders), the Building MTSS Team will discuss next steps (e.g. altering the intervention plan or referring the Portfolio to the Director of Special Education).

Tier I, II, III Multi-Tiered System of Supports Procedures

Tier I: Enhanced Core Classroom Academic/ Behavioral/Speech and Language Instruction provides **whole class/ large-group** guided-academic and behavioral strategies, which are intended to help **80 percent** of the students at each grade level meet the state academic, behavioral, or speech/language goals.

- A. Every child receives whole group instruction using the **grade-level** core academic and behavioral materials **every day provided by the classroom teacher.**
- B. Tier I for Pre-kindergarten.... Kindergarten through 5th grade consists of a **solid 90 minutes** daily of high quality uninterrupted literacy block, **60 minutes daily** math block, and **30 minute weekly** character education. Middle school (6th thru 8th grade) consist of two (2) **daily 40-minute** sessions of literacy and one (1) **daily 40-minute** session of mathematics, and **40-minutes** per month character education session.
- C. During the week, children additionally receive **differentiated small group** instruction using materials that are **at the instructional academic and behavioral level of the student.** *Accommodations and Interventions* are made for these students at his/her appropriate level **provided by the classroom teacher.**
- D. **Academic centers** provide opportunities for students to practice skills learned during the week. *Learning Center* activities should be differentiated and based upon the needs and abilities of the students.
- E. All students, kindergarten through 8th grade, are given benchmark assessments **at least 3 times a school year** currently using research-based practices (e.g. NWEA/MAP, PBIS, etc.).

F. No child is ever pulled out of Tier I instruction for routine therapy or services. It may be necessary to pull them out for diagnostic assessment.

G. Tier 1 **enhanced core evidence-based** instructional materials and techniques may include:

1. For elementary schools:

- Wonders
- Engage New York
- PBIS / CHAMPS
- Guided Reading
- Common Core
- Components of School Reform Models
- Co-Teaching Models
- Study Island
- Accelerated Reader
- Reading A-Z
- Individual Conferences
- RAZ-Kids

2. For middle school

- Prentice Hall Literature/ Bronze level
- Curriculum Mapping
- Illinois State Learning Standards / Common Core Standards
- Academic and Behavioral Best Practices
- Classroom Sets of Books
- Glencoe Writer's Choice
- Scholastic
- Study Island
- AVID (Advanced Via Individual Determination)
- Edmentum

- Individual Conferences
- ConnectEd

Tier II: Supplemental Intensive Practices are to help improve the academic and behavioral of *at-risk students*, who theoretically initially comprise the **lower 20 percent of a grade**, with this number dropping to 15 percent once Tier III students have been removed.

- Students identified as **not** meeting the latest benchmark criteria and recommended by the MTSS Building team are eligible for Tier II intensive intervention.
- Tier II interventions are **in addition** to continuing Tier I instruction *by increased instructional time, intensity, and differentiation provided by the classroom teacher and the interventionist(s)*.
- More specific diagnostic testing is mentioned on some MTSS school improvement plans.
- Accommodations and Interventions* are made for these students.
- Tier II students have small group instruction *within* the **Tier I: elementary** (90 minute literacy, 60 minute mathematics, and 30 minute character education); and the **middle school** students have small group instruction within the daily (80 minute literacy and 40 minutes mathematics, as well as the 40 minute-monthly character education) timeframe for middle school.
- At the elementary/middle schools, additional Tier II interventions are designed to be done in **small groups of 4 to 7 students outside the standard Tier I literacy, mathematics, or character education whole group block**. It must be a minimum of **30-minutes per session one to three times a week** by the **classroom teacher and an additional 30 minutes per session one to three times a week** by the **interventionist**. The **Building MTSS Team** will determine the frequency of session(s) per student.

Just as in Tier I, all Tier II students, kindergarten through 8th grade, are given benchmark assessments **at least 3 times a school year** using research-based practices (e.g. NWEA/MAP, PBIS, etc.).

- G. Tier II intervention progress will be **strategically monitored** on every two weeks using appropriate assessment tools. A student's Tier II intervention is discontinued when the monitoring data indicates the pre-established "**exit criteria**" has been met. Exit criteria is determined by the intervention plan. If the Tier II student is at a level of performance that matches that of his/her grade-level peers (as determined by the Building MTSS Team), he/she returns to Tier I.
- H. The MTSS Portfolio will be housed in the principal or designee office with copies of the intervention logs and lesson plans so a record is kept of **which research-based instructional methods** were used to **teach what skills** to **each student in Tier II**.
- I. The MTSS **Portfolio** is designed to help keep track of such records for each student at **Tiers II and III**. The **Building MTSS Team** will meet (**bi-weekly or monthly**) to review data on each child in **Tier II** and make decisions about the effectiveness or ineffectiveness of current interventions. A brief description of the components of the portfolio is below.
- J. The **Building MTSS Team** must ensure that **multiple interventions** have been implemented prior to referring a student to **Tier III**.
- K. Tier II **intensive evidence-based** intervention materials and techniques may include:
1. For elementary **at-risk students** these may include:
 - Michael Heggerty Phonemic Awareness
 - Academic and Behavioral A-Z phonics lessons & Reader's Theatre
 - Imagine Learning
 - Study Island
 - Restorative Justice Practices
 - SpiralUp/BuildUp Benchmark
 - After-School Tutoring and/or Summer School
 2. For middle school **at-risk students** these may include:
 - After-School Tutoring and/or Summer School
 - Academic and behavioral A-Z Phonics Lessons & Reader's Theatre
 - Phonics, Structural Analysis, Fluency, Vocabulary, and Comprehension

- Restorative Justice Practices
- Edmentum
- Corrective Academic and Behavioral Series (remediation)

Tier III: Critical interventions are meant to help *highly-at-risk* students (extracted from Tier II) who comprise the **lowest 5 percent** of a grade.

- A. Tier III is for students who do **not** meet the latest benchmark criteria or are **consistently & significantly below the assessment aim line** on progress monitoring graphs and the Building MTSS Team has recommended a move from Tier II.
- B. Tier III is for students who are nonresponsive to Tier II interventions. They require intensive evidence-based instruction and appropriate materials which are more explicit and specifically designed to meet their *critical individual needs*.
- C. At the elementary schools it will consist of **three-five 30-minute sessions per week** of intensive evidence-based intervention with students in **small groups of one-three with the interventionist**. **In addition, to the three-five 30-minute sessions per week** of intensive intervention with students in **small groups of one-three by the classroom teacher**. At the middle school, an extra 40-minute period of academic and behavioral is provided which concentrates on *preventative, supportive, and remedial instruction*.
- D. Typically, students who do Tier III intervention will **NOT** be provided with Tier II intervention; although everyone continues Tier I instruction. A child does **not** receive both Tier II and Tier III.
- E. Tier III assistance may be provided to students having difficulties with academic, behavioral, or speech/language by the instructional interventionist, behavioral interventionist, *social worker, speech/language pathologist or the special education teacher who is providing inclusion help*.
- F. The **classroom teacher** and the **interventionist** will work with each student in Tier III. In Tier III, the interventionist(s) may include the instructional interventionist,

behavioral interventionist, social worker, speech/language pathologist for pullout or push-in services.

- G. Just as in Tier I and Tier II, all Tier III students, kindergarten through 8th grade, are given benchmark assessments **at least 3 times a school year** currently using research-based practices (e.g. NWEA/MAP, PBIS, etc.).
- H. Tier III students will be *strategically progress monitored* **every week** using appropriate assessment. A student's intervention is discontinued at Tier III when the monitoring data indicates the pre-established "*exit criteria*" has been met. Exit criteria is determined by the intervention plan. If the Tier III student is at a level of performance that matches that of his/her grade level peers (as determined by the Building MTSS Team), he/she returns to Tier II.
- I. The Building MTSS Team will store original intervention logs and lesson plans. The MTSS Portfolio will be kept in the principal or designee office. The portfolio will contain *scientifically research-based methods* used to *teach specifically designed skills* to *student(s) in Tier III*.
- J. The **MTSS Portfolio** is designed to help keep track of such records for each student at **Tiers II and III**. The **Building MTSS Team** will meet bi-weekly to review data on each child in Tier III and make decisions about the effectiveness or ineffectiveness of current interventions. A brief description of the components of the portfolio is below.
- K. The **Building MTSS Team** must ensure that **multiple evidence-based interventions** have been implemented prior to referring a student's MTSS Portfolio to the **Office of Special Services**.

For those few students who have academic, behavior problems, or speech/language so serious the **Multi-Tiered System of Supports (MTSS)** process cannot meet their needs, Harvey School District 152 considers the possibility of *Special Education Services*. In other words, Special Education services are **not** a component of the **MTSS** process; although, lack of improvement in the **MTSS** process may indicate Special Education Services may need to be considered.

Duties of Multi-Tiered System of Supports Team

Illinois State Board of Education mandate, the **Multi-Tiered System of Supports (MTSS) Problem Solving Model** is a *General Education Initiative*. Thus, the **MTSS Building Team** now has the responsibility for the **Intervention Meetings**.

The **Multi-Tiered System of Supports Problem Solving Team** at each building level will consist of such members as the building principal/assistant principal (Team Facilitator), academic/behavioral coach, Building MTSS Recorder (building Secretary, Assistant Principal, or Librarian), designated regular education classroom teacher (or teacher of the student being discussed), parent of the child being discussed, and any other pertinent personnel for consultant basis such as special education resource teacher, school social worker, and school psychologist.

Selected members of the **Multi-Tiered System of Supports Team** analyze data from the benchmark assessments to determine which students shall be assigned to Tier I (80 percent), Tier II (20 percent), which drops to 15 percent once the lowest 5 percent is moved to Tier III. The responsibilities of members of the **Multi-Tiered System of Supports (MTSS) Team** are as follows:

1. The **classroom general education teacher** is generally responsible for:
 - a. Devising teaching techniques/ strategies to deal with a student's problems in academic, behavior, and speech/language. This is departmentalization at the Middle School.
 - b. Using teaching techniques/ strategies available to her/him. If needed the interventionist(s) will consult with the teacher to devise additional strategies to meet any *significant problems* a student is having.
 - c. Exhausting their ideas and needs assistance in devising additional techniques/strategies for *serious problems* with academic, behavior, or speech/language.
 - d. Referring student's to the **Building MTSS Team**.

- e. The collection of evidence (e.g. classwork, assessments, accommodations, parent logs, etc.).

2. The **principal/assistant principal** is generally responsible for:

- a. Opening the meeting by welcoming the referring teacher(s), parents, interventionist(s), and student (if appropriate) reviewing the agenda, describing what is to be accomplished at the meeting, and how long the meeting will last.
- b. Guiding the Building MTSS Team through the stages of the problem-solving process.
- c. Checking for consensus between the Building MTSS Team members (including parents/guardians) at important discussion points during the meeting.
- d. Maintaining control of the meeting (e.g. requesting that participants not engage in side-bar conversations, reminding the team to focus on its problem-solving discussion on those factors over which it has control - e.g. classroom instruction/behavior).
- e. Handling the logistics of the Building MTSS Team meetings, including scheduling meetings, reserving the meeting location, arranging coverage when necessary to allow teachers to attend meetings, and notifying the Building MTSS Team members and the referring general ed teachers of scheduled meetings.
- f. Storing all MTSS Portfolio's in a central location.

3. The **interventionist(s)** (instructional interventionist, behavior interventionist, social worker, speech/language pathologist) are generally responsible for:

- a. Meeting with the referring teacher(s) prior to the initial Building MTSS Team meeting to review the classroom teacher referral form, clarify teacher concerns, decide what additional data should be collected on the student.

- b. Periodically, checking in with the general education teacher after the Building MTSS Team meeting to check that the intervention plan is running smoothly.
 - c. Sharing research-based interventions with the Building MTSS Team during the meeting.
 - d. Reporting/analyzing the data collected.
4. The **recorder/secretary** should be a permanent fixture to the Building MTSS Team, **instructional members should not be considered for this position**. The recorder is responsible for:
- a. Creating a record (minutes) of the Building MTSS Team meeting.
 - b. Updating the MTSS Portfolio.
 - c. Monitoring the time allocated to each stage of the Building MTSS meeting and informs members when that time has expired.

Appendix
HSD152
MTSS Forms

MTSS

Multi-Tiered Systems of Support

Portfolio

Student Name:
School:
Teacher Name:

Principal Signature:

Table of Contents

- I. Identifying Information
(Completed by Classroom Teacher)
- II. Medical Information
(Completed by the School Nurse)
- III. Educational Experiences
(Completed by Classroom Teacher)
- IV. Contact Log
(Completed Classroom Teacher)
- V. Behavior Concerns
(Completed by Classroom Teacher and Social Worker)
- VI. Assessments
(Completed by Classroom Teacher, Literacy Coach and Interventionist)
- VII. Interventions
(Completed by the Building MTSS Team, Literacy Coach and Classroom Teacher)
- VIII. Parent Invitation/Notification Letter(s)
(Completed Building Team Facilitator)
- IX. MTSS Meeting Minutes Forms
(Completed by Building MTSS Team Recorder/Secretary)
- X. Intervention Plan

(Completed by the Building MTSS Team, Literacy Coach, and Classroom Teacher)

XI. Other Pertinent Information

I. Identifying Information

Student Name _____

Sex _____ Birthdate _____

Parent/Guardian Name _____

Address _____

Home Phone _____ Work Phone _____

Language spoken in the home _____

Student's language use _____

Mode of communication – verbal speech or other _____

Cultural background _____

McKinney-Vento: Yes _____ No _____

Foster Child: Yes _____ No _____

Enclose a copy of the student's:

___ Registration Forms

___ Birth Certificate



II. Medical Information

1. Does this student have any medical conditions that would adversely affect his/her educational performance?

___ Yes ___ No

If yes, provide the following information:

- Release of information signed by the parent/guardian
- Current Health History
- Compliant ISBE Certificate of Child Health Form: ___ Yes ___ No

2. Is the student currently taking medication? ___ Yes ___ No

Name of Medication	Dosage Instructions

	Vision:	Hearing:
Screening Date:		
Passed/Failed		
Notes:		

3. Does the student:
 ___ Wear glasses
 ___ Hearing aide(s)

III. Educational Experiences

Circle grades repeated: K 1 2 3 4 5 6 7 8

Did student repeat Preschool? _____

Where? _____

Attendance/Tardies (*Attach Power School reports for attendance*)

Standing and/or Current grades (*Attach Power School reports for grades and progress reports*)

Summer School – Year(s) attended: _____

After-school Tutoring – Year(s) attended: _____

Any Outside Tutoring - _____

Previous evaluations, reports, IEPS: _____
(forward to the Office of Special Services immediately)



IV. Parent Contact Log

Home phone number _____, Cell number _____,
 Work number _____
 (Attach any notes/letters)

Date	Reason for contact	Type of Contact (Phone, letter, met at school, home visit)	Response	Spoke with



Does this child’s behavior adversely affect his or her educational performance, and/or disrupt the classroom learning environment?

_____ Yes _____ No

Describe behaviors (Attach anecdotal logs and discipline referrals):

Suspensions:

Total number of day’s _____ (Attach *Power School* reports for all suspensions)

- In School suspensions _____
- Overnight suspensions _____
- Out of School suspensions _____

Social Work Contacts (In School) _____

Out of District Counseling (if any) _____

Behavior Contract(s) _____

C.L.A.S.S. Attendance _____

**Behavioral Concerns Social Worker Log
MTSS Portfolio**

Student _____

School _____

Grade _____

Date: _____
Brief description of incident and results

Date _____
Brief description of incident and results

Date: _____
Brief description of incident and results

VI. Assessments

- NWEA/MAP
- PARCC
- Study Island
- Classroom-based Assessments
- Other supportive Assessment Data

VII. Interventions:

Student Instruction Verification

- ✓ Review all Tier I requirements
- ✓ MTSS Building Referral Form
- ✓ Complete MTSS Meeting Minutes Form
- ✓ Complete Tier II Form
- ✓ Send MTSS Parent Notification Letter
- ✓ Send MTSS Parent Invitation Letter
- ✓ Complete Tier III Forms

Building MTSS Team Minutes

- ✓ Referral Minutes
- ✓ Tier II MTSS Team Minutes
- ✓ Tier III MTSS Team Minutes
- ✓ Referral to the Office of Special Services
MTSS Team Minutes

Intervention Plan

- ✓ Complete weekly intervention plans

Tier I:

Tier I: Enhanced Core Classroom Academic and Behavioral Instruction provides **whole class/ large-group** guided-academic and behavioral strategies, which are intended to help **80 percent** of the students at each grade level meet the state academic and behavioral goals.

- A. Every child receives whole group instruction using the **grade-level** core academic and behavioral materials **every day provided by the classroom teacher.**
- B. Tier I for kindergarten through 6th grade consists of a **solid 90 minutes** daily of high quality uninterrupted literacy block, **60 minutes daily** math block, and **30 minute weekly** character education. Middle school (7th and 8th grade) consist of two (2) **daily 40-minute** sessions of literacy and one (1) **daily 40-minute** session of mathematics, and **40-minutes** per month character education session.
- C. During the week, children additionally receive **differentiated small group** instruction using materials that are **at the instructional academic and behavioral level of the student.** *Accommodations and Interventions* are made for these students at his/her appropriate level provided by the classroom teacher.
- D. **Academic centers** provide opportunities for students to practice skills learned during the week. *Learning Center* activities should be differentiated and based upon the needs and abilities of the students.
- E. All students, kindergarten through 8th grade, are given benchmark assessments **at least 3 times a school year** currently using research-based practices (e.g. **MAP/NWEA, PBIS**, etc.).
- F. No child is ever pulled out of Tier I instruction for routine therapy or services. It may be necessary to pull them out for diagnostic assessment.

Academic

Behavior

Speech/Language

MTSS Building Referral

Student Name: _____ Teacher _____
Grade Level _____ Initial Date of Referral: _____

Academic / Behavior / Speech & Language Concerns (please check)

_____ Literacy:
_____ NWEA/MAP RIT Score (date) _____ Imagine Learning Level (date)
_____ Study Island (date) _____ Accelerated Reader (date)
_____ Current Grade/Percentage as of _____

_____ Math:
_____ NWEA/MAP RIT Score (date)
_____ Current Grade/Percentage as of _____

_____ Behavior:
_____ Internalizing Behaviors
_____ Depression _____ Withdrawal _____ Anxiety
_____ Externalizing Behaviors
_____ Chronic Playing, talking, often off task
_____ Peer Issues (fighting, pushing, bullying)
_____ Does not follow directions/inattentive
_____ Disrespectful to Adults/Defiant
_____ Other _____

_____ Organization Skills
_____ Missing Assignments _____ Missing Homework

Briefly Describe the Concern

Describe Academic/Behavior/Speech & Language Interventions Used (include the length of time intervention was used).

Teacher Signature _____ Date _____

Principal's Signature _____ Date _____

Academic

Behavior

Speech/Language

MTSS Parent Notification

Date: _____

Dear _____

Parent/Guardian of _____

A referral has been made to _____ Building Multi-Tiered System of Supports Team regarding your child’s _____ progress. Harvey School District 152 uses a problem-solving model called Multi-Tiered System of Supports (MTSS) formerly known as Response to Intervention (RtI). MTSS is a process designed to address the needs of all students and is intended as an early intervention to prevent long-term academic, behavior, and/or speech/language failure. _____ Building MTSS Team meets on a regular basis to offer assistance to students, teachers, and parents regarding student success here in school.

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 _____ Building MTSS Team will be gathering data from a wide variety of sources including the student’s cumulative file, school health records, teacher reports, class records, and other appropriate school records. If you have any additional information that you would be willing to provide that might help the _____ Building MTSS Team in planning effective educational strategies and recommendations for your child, please contact me.

Sincerely,

Building MTSS Team Leader

Student Verification Form

Tier II: Supplemental Interventions

Name: _____

Dates placed: _____

		Interventions	Outcome(s)
Yes	No		
Date placed:			
Date begun & ended:			
Date begun & ended:			
Progress Monitoring Dates:			

Academic

Behavior

Speech/Language

MTSS Parent Invitation

Date: _____

Dear _____

Parent/Guardian of _____

The _____ MTSS team met on _____ to discuss your child’s progress in the classroom. The _____ MTSS team will closely monitor your child’s progress and will schedule another meeting after _____ weeks to evaluate the effectiveness of the interventions. The next meeting will be

_____ at _____ you are invited strongly encouraged to attend.

The minutes of the meeting and the recommendations are attached. Please feel free to call or email if you have any questions. We look forward to working with you to ensure your student’s educational success.

Sincerely,

_____ MTSS Team Leader

Student Verification Form

Tier III: Critical Intervention

Name: _____

Dates placed: _____

		Interventions	Outcome(s)
Yes	No		
Date begun:			
Date referred:			
Progress monitoring dates:			
		Accommodations & Intervention(s):	
		Critical Tutoring Interventions:	

Academic

Behavior

Speech/Language

MTSS Team Meeting Minutes

Student Name _____ Grade _____

Meeting Date: _____ Referral Date: _____ Prior Meeting Date: _____

Attendance Record:

Number of Absences _____ Tardies _____ Early Dismissal _____

Suspensions: _____

Grades:

Reading _____ Math _____ (attach evidence)

Part I: Referral / Review Information

Reason for referral / review:

Student strengths & talents:

Define the Problem?

Review current supports or intervention strategies:

Review and **Analyze** Data:

Summary of findings:

Part II: Team Recommendation(s) (Check only those that apply)

Recommended MTSS tier placement: Tier I Tier II Tier III

Develop Intervention Plan

Revise Intervention Plan

Continue Implementing Current Plan

Does not require Tier II or Tier III interventions

Part III: Implementation / Intervention Plan

Referral for interventions in collaboration with the:

- Literacy Coach Social Worker Special Ed. Teacher
- Tutor Speech/Language Pathologist Other _____

Intervention(s) Schedule:

Classroom Teacher:

- Monday Tuesday Wednesday Thursday Friday

Time(s) _____

Duration: _____

Interventionist(s):

- Monday Tuesday Wednesday Thursday Friday

Time(s) _____

Duration: _____

MTSS Team Recommended Intervention(s):

MTSS Team Notes:

Date to **evaluate**: _____

Academic

Behavior

Speech/Language

Student Name _____ Grade _____

Meeting Date: _____ Referral Date: _____ Prior Meeting Date: _____

MTSS Team Meeting Sign-in Sheet

List each member present and check his/her area of knowledge they provide (attach any additional sheets if necessary).

Signature	Position/Title	Knowledge of...
	Facilitator / Principal	<input type="checkbox"/> Child <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Placement Options <input type="checkbox"/> Interventionist
	Assistant Principal	<input type="checkbox"/> Child <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Placement Options <input type="checkbox"/> Interventionist
	General Education Teacher	<input type="checkbox"/> Child <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Placement Options <input type="checkbox"/> Interventionist
	Recorder / Team Secretary	<input type="checkbox"/> Child <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Placement Options <input type="checkbox"/> Interventionist
	Interventionist Social Worker / Literacy Coach	<input type="checkbox"/> Child <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Placement Options <input type="checkbox"/> Interventionist
	Interventionist Tutor	<input type="checkbox"/> Child <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Placement Options <input type="checkbox"/> Interventionist
	Parent/Guardian	<input type="checkbox"/> Child <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Placement Options
	Student	<input type="checkbox"/> Child <input type="checkbox"/> Evaluation Data

VIII. Intervention Plan

Reading/Math/Behavior/Language (circle appropriate subject)

Name: _____

Date Implemented: _____

Date	Targeted Skills Reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, Reading Comprehension Writing: Morphology, Syntax, Semantics Math: Computation and Problem Solving, Number Sense Behavior: Internal or External Speech/Language:	Specific Skills & Instructional Strategies	Material/Programs used and Instructional Provider	Progress Monitoring Data

IX. Pertinent Information

Date Portfolio received by the Office of Special Services

Name _____ Title _____