

MTSS Handbook



**West Grand School District
Kremmling, Colorado 80459**

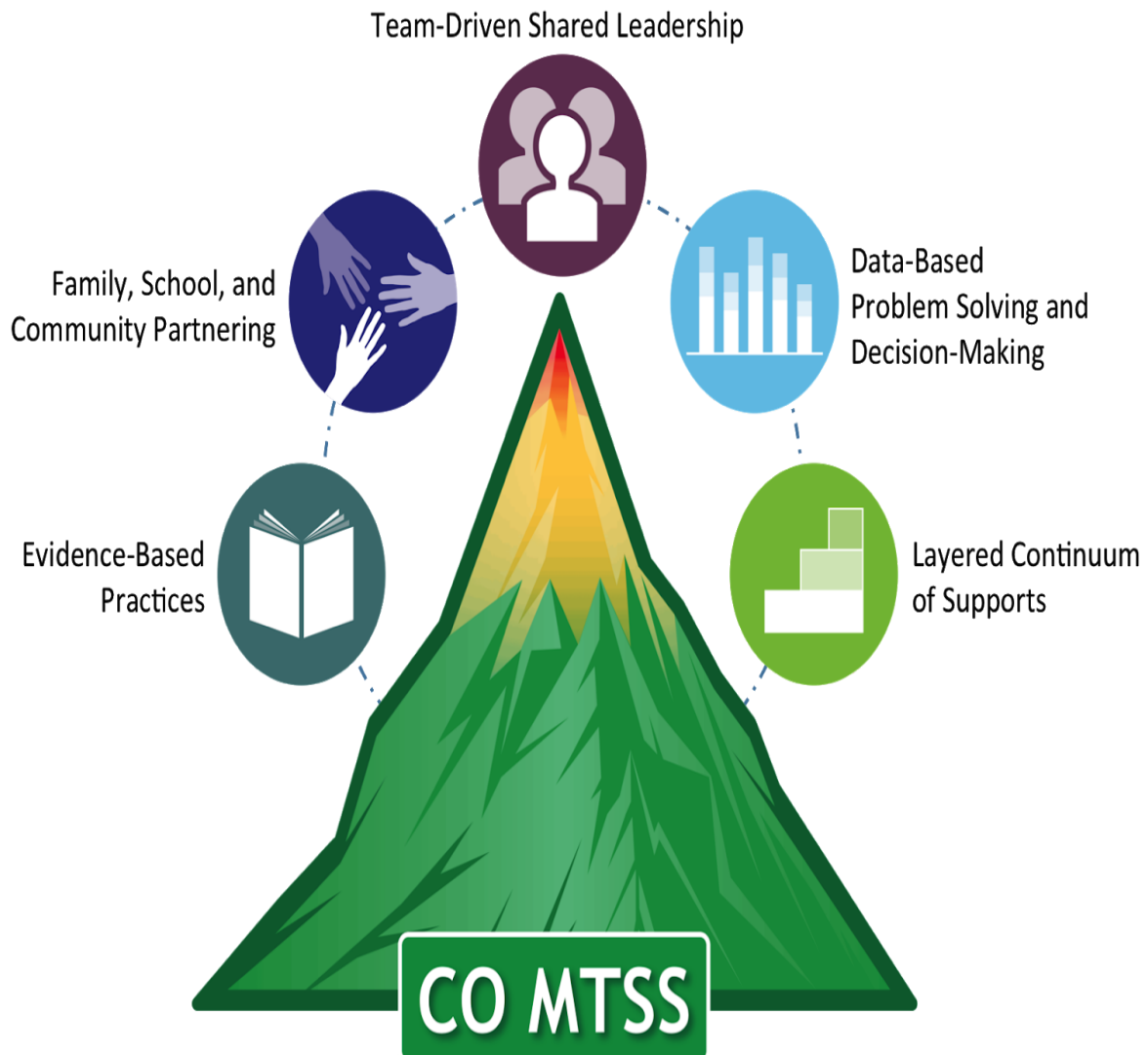
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Multi-Tiered System of Supports (MTSS)

In Colorado, a Multi-Tiered System of Supports (MTSS) is defined as: a prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.

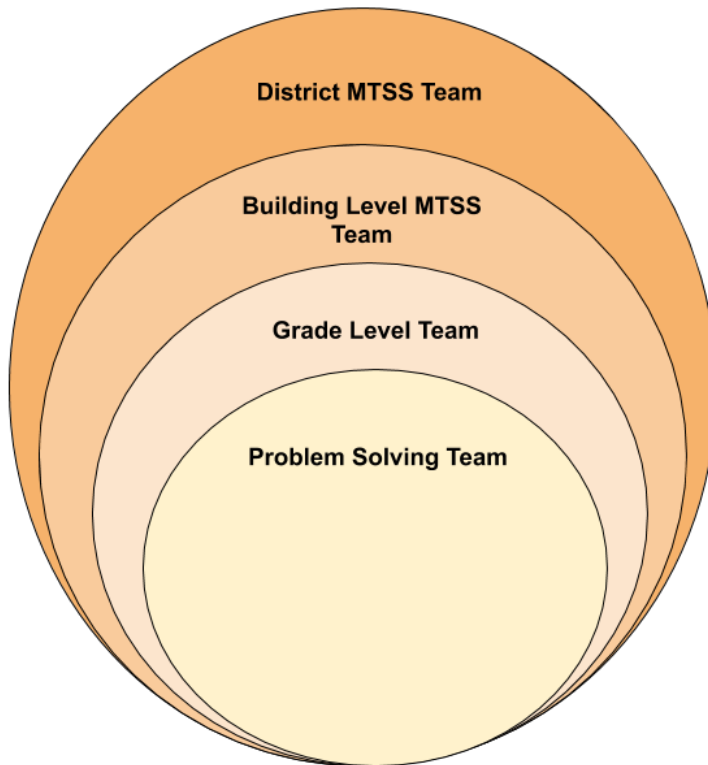


The Colorado MTSS process comprised of five essential components:

- 1.) Team-Driven Shared Leadership
- 2.) Data-Based Problem Solving and Decision-Making
- 3.) Family, School, and Community Partnering
- 4.) Layered Continuum of Supports
- 5.) Evidence-Based Practices

Team-Driven Shared Leadership

Shared leadership within MTSS exists at both the district and school level. For MTSS implementation to be successful, it is critical to establish leadership teams at each level of the system. The function of these teams is to ensure effective implementation across all levels of the system, including district, school, classroom, and individual student.



- The District MTSS Team analyzes data across the district to identify trends, set and prioritize district-wide goals, and examine and improve processes to promote continuous improvement and fidelity in MTSS practices
- The Building Level MTSS Team provides a systematic approach to reviewing universal screening data as well as progress monitoring information to make data-based decisions about students' instructional programming.
- Grade Level Team meetings are held to analyze data and adjust flexible groupings as students progress with differentiated instructional practices. These teams discuss and identify students in need of intervention beyond Tier 1 Core instruction.
- The Problem-Solving Team looks at individual data to inform decisions about an individual student's academic or behavioral needs.

Collaboration and communication are key components to the MTSS framework. Teams use data-driven decision-making and problem-solving processes at the school, classroom, and individual student levels to make academic and non-academic decisions. Responsibility is shared among all educators (e.g., general education, special education, related services, and Title I) for the progress of all students. School-level, grade-level, and problem-solving teams meet collaboratively to review assessment data and make decisions. Time is scheduled for the grade-level and problem-solving teams to collaborate and conduct follow-up activities. All team members are aware of the necessary policies and procedures that must be in place to comply with special education regulations regarding the use of tiered instruction to determine eligibility for specific learning disabilities.

Data Based Problem Solving and Decision Making

Each school will have a data based problem solving and decision making team. That team will be responsible for reviewing universal screening and students who are clearly below expectations are identified and scheduled to receive intervention. Identifying these students through the School Data Team provides a more efficient process to identifying those students quickly. Assessment data is organized to determine the largest gap in learning in either reading or math to prioritize interventions.

The progress of all students receiving intervention is also monitored at the School Data Team meetings. The team reviews the number of sessions students have received of the particular intervention, how they are progressing towards their goals and benchmarks, and determines any changes needed to the current intervention. Changes include modifying the intervention by increasing frequency and/or intensity, changing the intervention, or developing a new goal.

In order for this system to be effective, school leaders must monitor the fidelity of implementation of the core curriculum and interventions as well as the processes of administering and analyzing assessments.

Family, School, and Community Partnering

We know from experience and research that parent involvement is critical to their child's success as a life-long learner. Parents may be invited to participate in Problem Solving Team meetings so that parents and educators can collaborate to determine next steps. The child's team will keep parents updated and informed on the progress of their child who is receiving interventions. Teams may partner with community resources to offer needed support.

Layered Continuum of Supports

Academic Tiered Support

Tier 1 is a core curriculum with differentiation. All students have access to high quality curriculum, instruction, and behavior support in the classroom. Students are instructionally and flexibly grouped. All students are screened on a periodic basis to monitor progress and identify struggling learners who need additional support. Those students who need these extra supports will get differentiated instruction during core instruction in their regular classroom. Additional teaching staff may be assigned to some classrooms during this block to work with students. This provides a lower student to teacher ratio for teacher- directed, small group instruction.

Tier 2 is core curriculum plus Tier 2 intervention. If a student does not show progress in Tier 1, then Tier 2 supports are implemented. Students are provided with increasingly intensive instruction that is targeted to their specific needs. Additional assessments may be administered to determine exactly where the student has challenges. A plan is developed that targets the specific skill area that needs improvement in order to meet the grade level goal. This instruction may need to be periodically modified to assure progress. Interventions are discontinued once the goal has been met. If a student's progress monitoring information indicates that he or she is not making progress despite modifications to the Tier 2 interventions, then Tier 3 interventions are considered.

Tier 3 is core curriculum plus Tier 2 interventions as well as additional Tier 3 interventions. Typically about 5% of students will need this most intensive level of instruction in order to be successful. More specialized assessments and input from the parent and other school members such as a school psychologist, special education, English Language Learner services, administration, etc. may result in the formation of a Problem Solving Team. All team members, including the parent, closely monitor the child's progress and determine an academic intervention plan. Should a student continue to demonstrate lack of progress despite Tier 3 interventions, then the student may need to be referred for special education consideration.

Tier 1	<ul style="list-style-type: none"> ● Students performing on grade level receive core instruction and differentiation. ● Students are instructionally and flexibly grouped to meet their needs. ● Students at-risk of not meeting grade level expectations receive core instruction with differentiation. ● Additional teachers may be assigned to the classroom to provide more small-group, teacher-directed instruction.
Tier 2	<ul style="list-style-type: none"> ● Students receive services for interventions from paraprofessionals, ELL interventionist, Title 1 teachers, etc. ● The frequency and duration of intervention in small groups will be assigned in a Tier 2 plan under the direction of the team. ● Students are progress monitored every two weeks.
Tier 3	<ul style="list-style-type: none"> ● Students who are not responding to Tier 2 interventions are considered Tier 3. ● Students are progress monitored on a weekly basis. ● Tier 3 students continue to participate in the same core instruction (Tier 1) they have been receiving. ● Tier 3 students continue to receive Tier 2 interventions from the assigned plan. ● Tier 3 students receive additional instruction per week in addition to Tier 1 and Tier 2 with a targeted intervention focusing on the same skill deficit. ● Tier 3 students will be assigned a Problem Solving Team (parents, classroom teacher, academic interventionists, administration) ● The Problem Solving Team will refer students for a special education evaluation if the students do not make adequate progress and they suspect a disability.
Special Education	<ul style="list-style-type: none"> ● Special Education Students have an Individual Education Plan (IEP) that identifies the specialized instruction and supports the student requires. Special education staff provides services. ● The student's IEP Team is responsible for determining the best plan for the student which may include MTSS services.

Behavioral and Social/Emotional Learning (SEL) Tiered Support

All students have access to non-academic supports that focus on the optimization of positive and productive functioning. Proactive and predictable classroom routines and a positive school climate are essential to the successful implementation of the tiered system of support. Classroom and school-wide expectations for all students must be clearly defined, communicated, and visually displayed in classrooms and throughout the school. The school climate should support positive relationships with adults/teachers/mentors to provide additional support and encouragement.

Tier 1	<ul style="list-style-type: none"> ● District Wide Behavior Systems Include: <ul style="list-style-type: none"> ● Behavior expectations are posted and taught at the beginning of the year and periodically throughout the year. ● Positive behaviors are recognized and reinforced throughout the district. ● There are school-based teams to lead school-wide efforts. ● All staff will use restorative conversations and practices
Tier 2	<ul style="list-style-type: none"> ● Students receive evidence and research based interventions. ● Students meet in small groups for social skill/behavioral instruction and reinforcement of skills. ● Students are referred to counselors based on a documented observation. ● Students reflect on behavior ● Appropriate tools are used to determine next steps
Tier 3	<ul style="list-style-type: none"> ● The team develops a Tier 3 plan to meet the individual needs of the student. ● Parents and appropriate interventionists participate in shared problem solving. ● Appropriate tools are used to determine next steps ● The plan is highly individualized. ● Students are progress monitored and receive a targeted intervention.
Special Education	<p>Special Education Students -</p> <ul style="list-style-type: none"> ● If a student is identified as having a social/emotional/behavioral disability then the IEP team develops an IEP to meet the student's needs.

Evidence Based Practices

We will use approaches to instruction, intervention, and assessment that have been proven effective through research and implemented with fidelity indicating improved outcomes for students.

Tier 1

Comprehensive, research-based curriculum, delivered class-wide to all students.

“Evidence-based” at Tier 1 means that the curriculum includes comprehensive coverage of core content that is aligned to grade-level standards and that the instructional strategies and practices used to deliver the curriculum have evidence of efficacy.

Tier 2

Targeted small-group instruction using a validated intervention program. “Evidence-based” at Tier 2 means that the intervention program has been demonstrated through rigorous research to have a positive impact on target outcomes for students at risk, when delivered with fidelity.

Tier 3

Individualized intervention, based on frequent and in-depth analysis of student data.

“Evidence-based” at Tier 3 means that the interventionist is following the process with fidelity using his or her professional judgment and expertise based on analysis of student data.

Fidelity at Tier 2 is not the same as fidelity at Tier 3. In fact, Tier 3 is the point where practitioners can start to stray from the strict fidelity guidelines associated with Tier 2 interventions. At Tier 3, it is important to maintain fidelity to the individual student plan.