USD 232
Unified School District No. 232
www.usd232.org

Multi-Tiered Systems of Support MTSS

2023 - 2024

Department of Teaching and Learning

-Curriculum & Instruction

-School Improvement

-Special Services

USD 232
Professional Learning Community
Multi-Tier System of Supports

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MTSS Goal and Objectives

The goal of MTSS in USD 232 is to provide an integrated systemic approach to meet the needs of every student, and for schools to use resources in ways that enable every child to be successful. This is accomplished by:

- Evaluating current practices to identify those that yield evidence of effectiveness; addressing areas that are missing; and replacing approaches with those that are supported by research.
- Being prevention oriented: knowing who needs support as early as possible, and putting necessary and appropriate support in place.

What is the Kansas Multi-Tier System of Supports (MTSS) Integrated Framework?

The Kansas Multi-Tier System of Supports Integrated Framework (MTSS) is a set of evidence-based practices implemented to meet the needs of all learners. MTSS builds a system of prevention, early intervention, and supports to ensure that all students are learning from the instruction. MTSS establishes a system that intentionally focuses on leadership, professional development, and an empowering culture and content areas of reading, mathematics, behavior, and social-emotional learning.

Definition and Focus

MTSS is a continuum of evidence based, system-wide practices which support rapid response to academic, behavioral, and social-emotional needs. Frequent data-based monitoring for instructional decision-making empowers each student to achieve high standards. The focus of MTSS Integrated Framework is system- level academic and behavioral improvements across the classroom, school, district, and state.

USD 232 Vision and Mission

Vision
Maximize each student's potential, through inspiration and discovery, challenging all students to become self-sufficient and positive contributors to society.

Mission
USD 232 will prepare all students for their future through excellent, innovative learning opportunities with caring, dedicated and passionate staff in a safe and secure environment.

School Improvement Process

MTSS is a framework that guides schools through a process of needs assessment and decision-making that assists in not only selecting effective practices, but also creating a sustainable, aligned system. School districts use MTSS as one component of the framework in school improvement to address the academic, behavioral, and social-emotional growth and achievement of all students.

Integration & Sustainability — Evidence-Based Practices | Differentiated Instruction | Classroom Management | Early Intervention | Multi-Tier Model | Fluid Groups | Data-Based Decision Making | Problem Solving Process

MTSS is built upon strong educational practices at the center of core instruction. These basic educational practices include using evidence-based curriculum and practices to provide differentiated learning experiences that challenge all students. In addition, teachers must be effective in the delivery of instruction in order for students to attain high achievement.

Resources

The USD 232 website includes substantial information to utilize regarding the MTSS Integrated Framework. This includes overview information and other documents. For more information, please visit this portion of our website at: USD 232 MTSS

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Multi-Tiered System of Support (MTSS)

Foundational Beliefs

Multi-Tiered Systems of Support (MTSS), adopted from research within Response to Intervention (RtI), is a framework of instruction that provides support to ALL students to ensure mastery of grade-level content standards. The tiers of MTSS provide varying levels of support for students who struggle to reach mastery, as well as those who exceed grade-level curriculum.

MTSS provides a framework that incorporates screening, progress monitoring, and data-based decision making to provide effective instruction.

MTSS and RtI are viewed as similar concepts by the Kansas Legislature. However, since 2010, education leaders have witnessed a systematic movement away from RtI toward MTSS.

There are four critical components that guide the MTSS framework in USD 232. These components are Collective Responsibility, Differentiated Instruction, Convergent Assessment, Equitable Access.

1. **Collective Responsibility:** All stakeholders believe they are responsible for ensuring that each student learns at a high level.

2. **Differentiated Instruction:** Curriculum is developed based on identified essential learning goals. Personalized learning paths are developed in order for each student to attain a high level of mastery.

3. **Convergent Assessment:** The systemic use of data to determine the learning needs of each student and monitoring the effectiveness of instruction in regard to meeting those needs.

4. **Equitable Access:** There is an articulated process that guarantees each student the support and time he/she needs in order to learn at high levels.

MTSS Tiered Instruction

Tier 1 instruction, also known as core instruction, is course/grade level instruction each student receives on a daily basis. For approximately 80% of students, Tier 1 instruction will meet their academic and/or behavioral needs.

Tier 2 instruction is supplemental instruction, for students who need additional support in learning content, specifically identified by skill deficit. Tier 2 instruction is intended to be timely, coordinated, and in addition to Tier 1 instruction. Approximately 20% of students may need Tier 2 instruction in the ideal MTSS framework. Tier 2 needs and interventions are identified during team conversations referencing the four critical questions.

Tier 3 instruction is intensive support, provided to students who are struggling with significant learning gaps and need academic and/or behavioral support. Typically, these students do not have the necessary skills yet to be successful in Tier 2 instruction. Tier 3 provides an additional level of intervention to help students develop foundational skills.

Students receiving Tier 3 instruction also receive Tier 1 (core) instruction. Students are entered into the Tier 3 interventions base referral of the **Student Collaboration Team (SCT).**
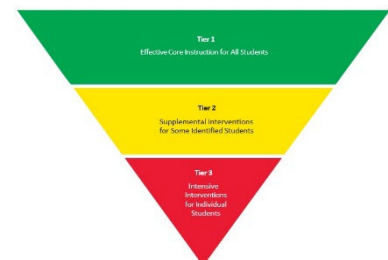
MTSS Teams	Team Purpose	Team Members	Frequency of Meetings
Teacher Teams	1. Clearly define student skill needs 2. Provide Tier 1 instruction 3. Assess student learning and effectiveness of instruction 4. Analyze data to identify students in need of additional support 5. Maintain current information in MTSS Intervention Dashboard	• Course/grade level teams • Department teams • Interdisciplinary teams	Weekly
Student Collaboration Team (SCT)	Primary function is to analyze various forms of data to determine how to best meet the needs of students requiring interventions. • Determine student academic/behavioral needs • Diagnose causes of struggles • Determine appropriate intervention • Monitor student progress • Revise intervention as needed • Determine appropriate next steps for students	• Principal • Social worker/ counselor • General education teacher(s) • Interventionists, Reading and/or Math Specialists • Special education teacher/ representative (as needed) • School nurse • ELL teacher, as needed • Parent (invited, but not required)	Weekly

MTSS Team Responsibilities

The diagram below illustrates the roles of MTSS teams at the building level.

The Multi-Tiered System of Support Pyramid

Schoolwide Responsibilities　　　　　　　**Teacher Teams Responsibilities**

Prevention

Intervention and Extension

Tier 1: Core Instruction
All students have access to grade-level essential standards.

Academic and Social Behaviors　　　　　　　**Academic Skills**

Tier 2: Intervention and Extension
In addition to Tier 1: Targeted students receive additional time and support to master essential learning targets and immediate prerequisite skills, determined by multi-point data.

More Targeted

Tier 3: Intensive Remediation In addition to Tiers 1: Identified students receive intensive support to master identified skills.

Remediation

Interventions Led by School-wide Teams

Tiers 1 & 2
– Students with motivational concerns

– Students with behavior concerns

Tier 3
– Students in need of intensive remedial support in universal skills: reading, writing, number sense, attendance, and behavior.

More Highly Trained

Interventions Led by Collaborative Teacher Teams

Tiers 1 & 2

– Students in need of supplemental support in learning essential core standards.

Purpose of Professional Learning Community (PLC)

A Community of Professional Learning is embedded in the school culture. It is NOT a meeting.

"The most promising strategy for sustained substantive school improvement is developing the ability of school personnel to function as professional learning communities." (Du Four & Eaker).

PLC provides educators with an avenue to collaborate regarding student learning and effective instructional strategies. The three concepts of PLC include clarifying what each student will learn and how educators will ensure the learning, building a collaborative culture because the work cannot be completed in isolation, and using various forms of data to monitor student learning and respond to the learning in effective methods.

Collaboration is the key to the PLC. "The power of teachers is enhanced when the teacher works collaboratively in highly effective teams" (Eaker, 2016).

Discussions are guided by four critical questions:

1. **What is it we expect students to learn?**
   - Clarifying and adding meaning to standards
   - What the benchmark, if met, would look like in student work
   - Common scoring, learning targets, pacing

2. **How will we know when they have learned it?**
   - Collaborative development and the use of common formative assessments
   - Quick checks for understanding

3. **How will we respond when some students do not learn?**
   - Differentiated instruction
   - MTSS

4. **How will we respond when some students already know it?**
   - Differentiated instruction

MTSS Instructional Cycle

The following diagram illustrates the MTSS Instructional Cycle. The diagram shows how goals, tiered instruction, and PLC provide an effective MTSS system.

Review and analysis of standards

Select appropriate learning standards for unit plans.

All students, including those receiving supplemental interventions, move on to the next standard.

1. "What do we want students to learn?"

Screen for skills baseline.

Analyze assessment data (formative/summative). Identify students in need of supplemental instruction.

Introduce learning standards, being core instruction (Tier 1).

Repeat cycle for learning targets.

Give summative assessments.

Give formative assessments.

Analyze assessment data, provide differentiated instruction to meet individualized learning needs.

4. "How do we respond when students learn?"

2. "How will we know if they've learned it?"

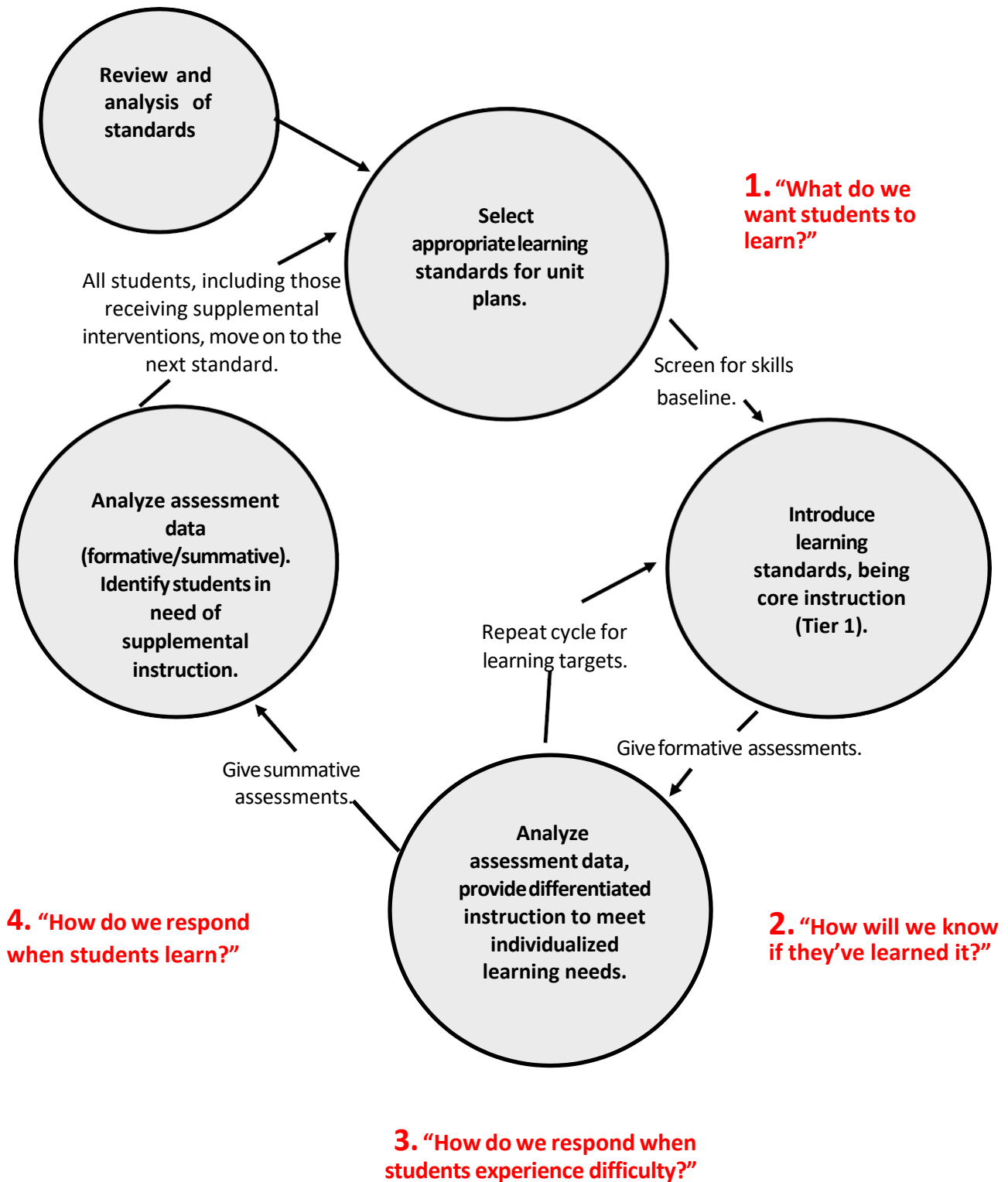**3.** "How do we respond when students experience difficulty?"

Diagram modified from Buffum, Mattos, Weber. *Simplifying Response to Intervention Four Essential Principles.*

Essential Learning Standards (ELSs)

In order to answer the first PLC critical question, "What do we want our students to learn?", educators need to determine what the essential standards are for each unit of instruction. In order to prioritize the content standards, there are four categories for reflection.

1. What is essential to know and do?

2. What is important to know and do?

3. With what is worth being familiar?

4. What is nice to know?

Essential learning standards are imperative for student learning and are often the foundational pieces for further learning. There are three criteria to be used when identifying essential standards:

1. Endurance: Does knowledge of this standard go beyond performance on a single test/assessment? Typically essential standards focus on lifelong skills, concepts, and processes.

2. Leverage: Does the knowledge of this standard carry over to other content areas? Is this widely applicable?

3. Readiness for further study: Does the standard provide foundational knowledge for learning at another grade level or level of instruction?

It is the expectation of teachers that all standards are taught. Those labeled "essential" are those area standards of knowledge that students are expected to master within the class/grade. Students who struggle to master the ELSs are provided further instruction through core reteaching, Tier 2 or Tier 3, based on the complexity and severity of the difficulty.

USD 232 utilizes the Kansas College and Career Readiness (KCCR) for Math, English/Language Arts, Social Studies, and Science.

All KCCRS standards can be found on the district website:
    Departments Curriculum
    &Instruction Academic
    Programs
    Kansas College and Career Ready Standards

Local Performance Assessments (LPAs)

USD 232 utilizes LPAs to identify specifically which students did not demonstrate mastery of essential standards. Because we give LPAs to measure student mastery of essential standards, assessments should identify students that need additional help and support. Additionally, if an assessment measures more than one essential standard, the test results must provide more than an overall score for each student. They also should specifically delineate to which standards each student did not achieve demonstration of understanding.

Essential question: Specifically, which students did not demonstrate mastery?

Identify effective instructional practices: Because our teachers have autonomy in how they teach essential standards, it is vital that data validate which practices were effective. This can be done best when LPA results are displayed in such a way that allows each teacher to compare their students' results to other teachers who teach the same course content.

Essential question: Which instructional practices prove most effective?

Identify patterns in student mistakes: Besides using LPA results to identify best instructional practices, this data should also be used to determine ineffective instructional practices.
Patterns emerge that can point to weaknesses or gaps in initial instruction when analyzing the types of mistakes that failing students make.

Essential question: What patterns can we identify from student mistakes?

Measure assessment accuracy: Through careful item analysis of the assessment, a team can determine the validity of each test question. Over time, this builds team capacity to utilize better assessments.

Essential question: How can we improve this assessment?

Plan and target interventions: The ultimate goal is to ensure high levels of learning for all students. If a team uses LPAs to identify students in need of additional help, determine effective and ineffective instructional practices, and measure the validity of the assessment, then they should have the information needed to plan and implement targeted interventions to assist the students that need help.

Assessment Alignment

Formative, summative, incidental, and observational data should all be considered regarding students' progress during Student Collaboration Team (SCT) meetings. It is data for teachers to consider in discussions regarding meeting individual student needs—both the needs of students who do not have the necessary skills and those who are proficient.

Assessment Benchmarks and Norms

When considering student interventions, the following data sources could be utilized. A balanced approach reviewing both current and historical data will assist in identifying the most appropriate support.

1. FastBridge Screener(s) National Percentile
2. State Assessment Scores
3. PreACT and ACT Scores
4. Classroom performance, as measured by formative and summative assessments and teacher observations

FastBridge Benchmark and Norms Hyperlinks (i.e. Cut Scores)

- FastBridge\2018-19 FastBridge benchmarks aMath.pdf
- FastBridge\2018-19 FastBridge benchmarks aReading.pdf
- FastBridge\2018-19 FastBridge benchmarks SAEBRS.pdf
- FastBridge\2018-19 FastBridge benchmarks MySAEBRS.pdf
- FastBridge\FastBridge 2-5 Flowcharts.pdf

TIER 1—General Education Classroom (Core Intervention)

- FastBridge-use Benchmark norms in account links
- State Assessment—Student is scoring Level 2 or above

TIER 2 Intervention

- FastBridge-use Benchmark norms in account links
- FastBridge Progress Monitoring Growth Reports
- Tier Intervention Resource Progress Monitoring Growth Reports
- State Assessment—Student is scoring Level 1 or 2

TIER 3 Intervention

- FastBridge-use Benchmark norms in account links
- FastBridge Progress Monitoring Growth Reports
- Tier Intervention Resource Progress Monitoring Growth Reports
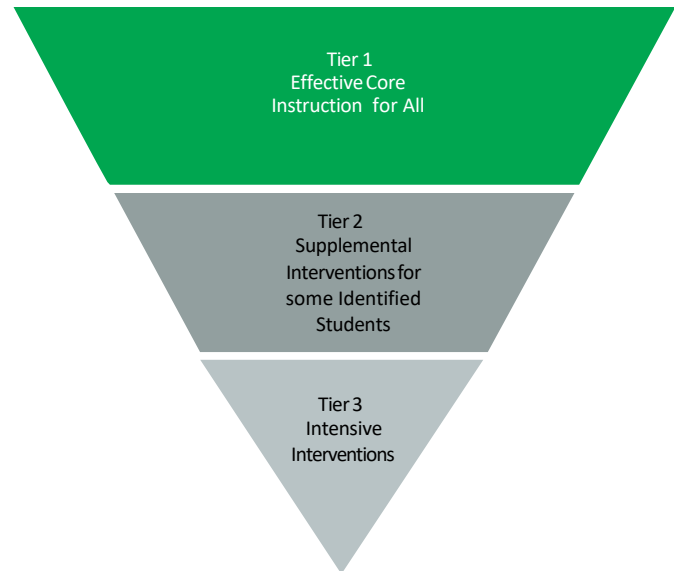- State Assessment—Student is scoring Level 1

Tier 1

Entry Criteria:

Tier 1, core instruction, is provided to all students.

Instruction:

Tier 1 instruction includes, but is not limited to:

- Research-based instructional strategies
- Data-driven decision making and instruction
- District approved core curriculum
- Differentiated instruction
- Skill-based grouping
- Reteaching Core Skills

Tier 1
Effective Core
Instruction for All

Tier 2
Supplemental
Interventions for
some Identified
Students

Tier 3
Intensive
Interventions

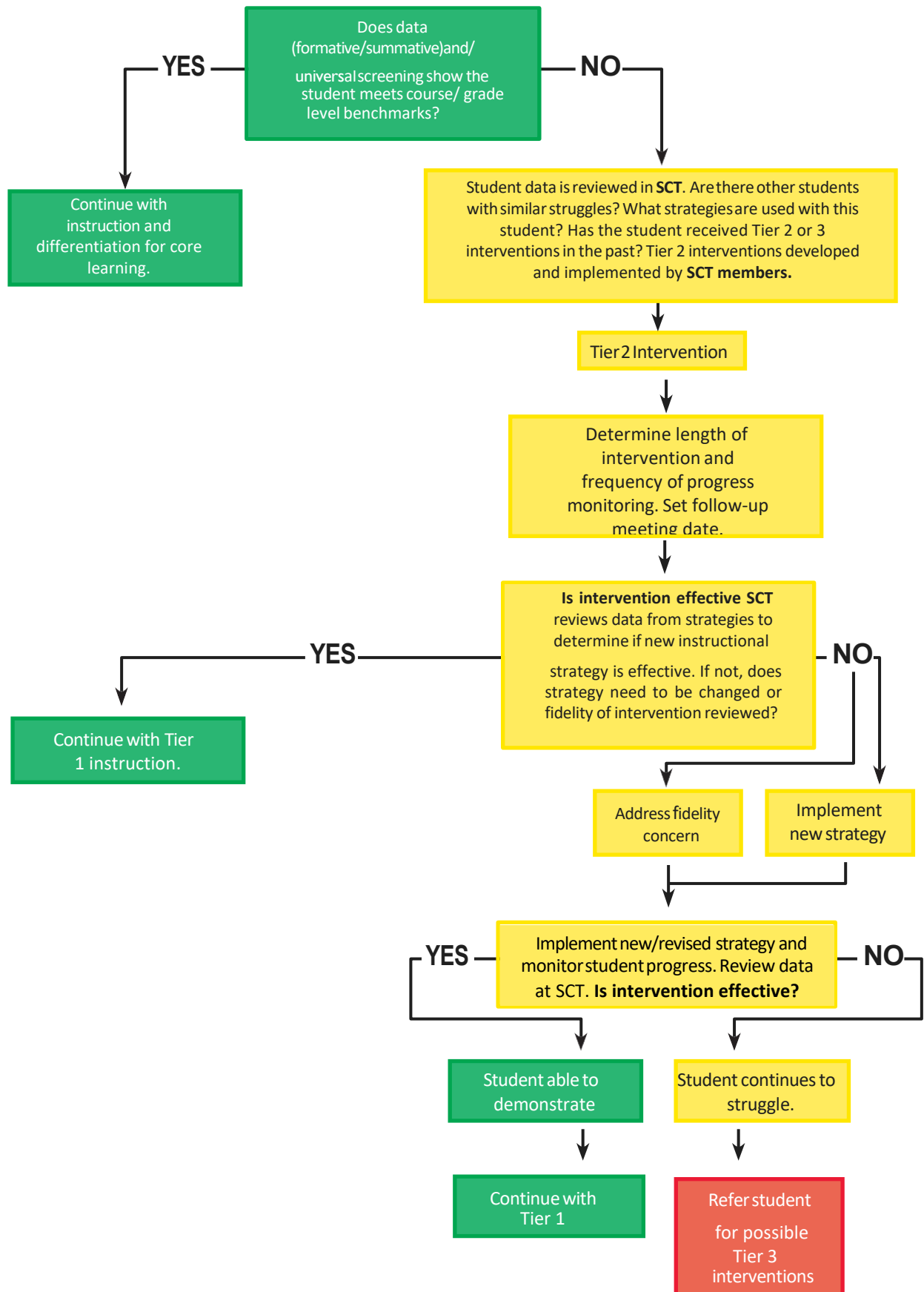**Screening and Assessments:**

All students will be screened three times throughout the school year in the areas of reading and math. Screening data is one piece of data to be considered regarding students' progress during Student Collaboration Team meetings. It is a piece of data for teachers to consider in discussions regarding meeting individual student needs- both the needs of students who do not have the necessary skills and those who are already proficient.

Students will have multiple opportunities to demonstrate skills through common formative and summative assessments. This data should be used in Student Collaboration Team discussions in regard to the four critical questions.

Student Collaboration Teams (SCTs):

Student Collaboration Teams meet weekly to review student learning, data, and instructional needs. The purpose of these meetings is to discuss the four critical questions in regard to current student learning. Teachers identify student needs and discuss how, as a team, they will work to meet the needs of all students.

MTSS Core Instruction and Tier 2

YES ← **Does data (formative/summative)and/ universalscreening show the student meets course/ grade level benchmarks?** → **NO**

Continue with instruction and differentiation for core learning.

Student data is reviewed in **SCT**. Are there other students with similar struggles? What strategies are used with this student? Has the student received Tier 2 or 3 interventions in the past? Tier 2 interventions developed and implemented by **SCT members.**

Tier 2 Intervention

Determine length of intervention and frequency of progress monitoring. Set follow-up meeting date.

YES ← **Is intervention effective SCT** reviews data from strategies to determine if new instructional strategy is effective. If not, does strategy need to be changed or fidelity of intervention reviewed? → **NO**

Continue with Tier 1 instruction.

Address fidelity concern

Implement new strategy

YES — Implement new/revised strategy and monitor student progress. Review data at SCT. **Is intervention effective?** — **NO**

Student able to demonstrate

Student continues to struggle.

Continue with Tier 1

Refer student for possible Tier 3 interventions

Tier 2

Entry Criteria:

Tier 2 instruction is supplemental instruction, for students who need additional support in learning content, specifically identified by skill deficit. These interventions take place in addition to Tier 1, core instruction.

Tier 1
Effective Core Instruction
for all Students

Tier 2
Supplemental
Interventions for
Identified Students

Tier 3
Intensive
Interventions
for
Individual
Students

Instruction:

Tier 3 instruction is specific to each student's needs and dependent on informal diagnostic assessment data. Tier 2 instruction includes, but is not limited to:

- Small Group
- Skill-based grouping
- Research-based instructional strategies
- Data-driven decision making and instruction
- Differentiated instruction

Progress Monitoring:

Teachers will monitor student learning in Tier 2 groups using appropriate tools for the specific interventions that will provide data for the SCT to monitor student progress.

Student Collaboration Team (SCT):

Tier 2 interventions are determined during SCT meetings. Classroom teachers review multiple forms of data to identify students who need Tier 2 interventions. Classroom teachers are responsible to take the lead in determining Tier 2 intervention needs, while utilizing the expertise of intervention teachers. A student qualifies for Tier 2 interventions based on recommendation of the Student Collaboration Team review of data in the Intervention dashboard of the student data management system, BrightBytes.

Data reviews should occur as new data becomes available both for classes and individual students.

Decision-Making Process:

SCT conversations should continually include discussion regarding student progress. If students continue to struggle to learn a specific skill or demonstrate more significant need, there should be discussion regarding the appropriateness of the intervention used or the fidelity of the intervention.
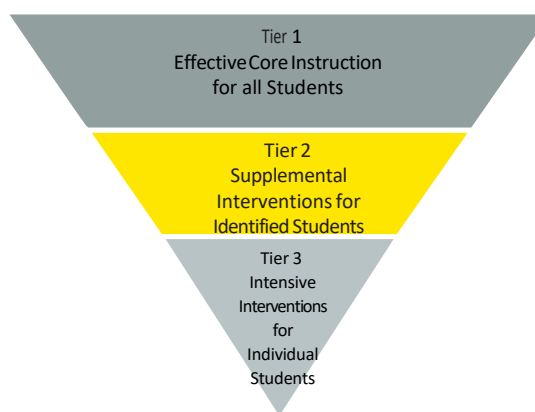
Tier 3

Entry Criteria:

Tier 3 instruction is intensive support, provided to students who are struggling with significant learning gaps and need academic and/or behavioral support. These interventions take place **in addition** to Tier 1, core instruction.

It is not required that students score below the 10th percentile in any standardized assessment to qualify for Tier 3 interventions. A student qualifies for Tier 3 interventions based on recommendation of the Student Collaboration Team review of data in the Intervention dashboard of the student data management system, BrightBytes.

Each fall, students who received Tier 3 interventions the spring prior, may begin receiving Tier 3 interventions without a SCT meeting, depending on the student's current needs at the start of the school year.

Tier 1
Effective Core Instruction
for All Students

Tier 2
Supplemental
Interventions for
Identified Students

Tier 3 Intensive
Interventionsfor
Individual
Students

Instruction:
Tier 3 instruction is specific to each student's needs and dependent on informal diagnostic assessment data. Tier 3 is:

- Small group, or individual instruction
- Increased frequency of intervention
- Additional minutes to Tier 1 (core) and supplants Tier 2.
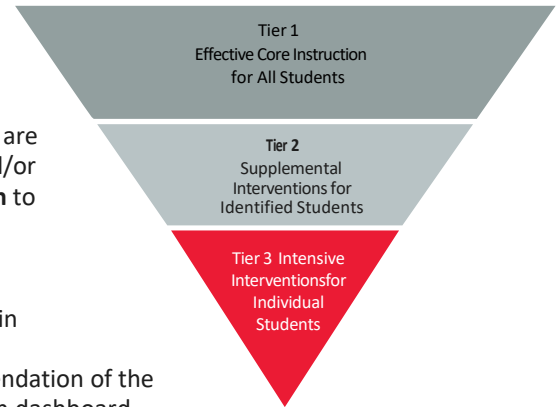
Progress Monitoring:

Students receiving Tier 3 interventions will be progress monitored in frequency based on the specific intervention being used. Decisions regarding appropriate progress monitoring tools are made at the SCT meeting. The teacher providing the Tier 3 intervention is expected to frequently communicate student progress with the classroom/referring teacher.

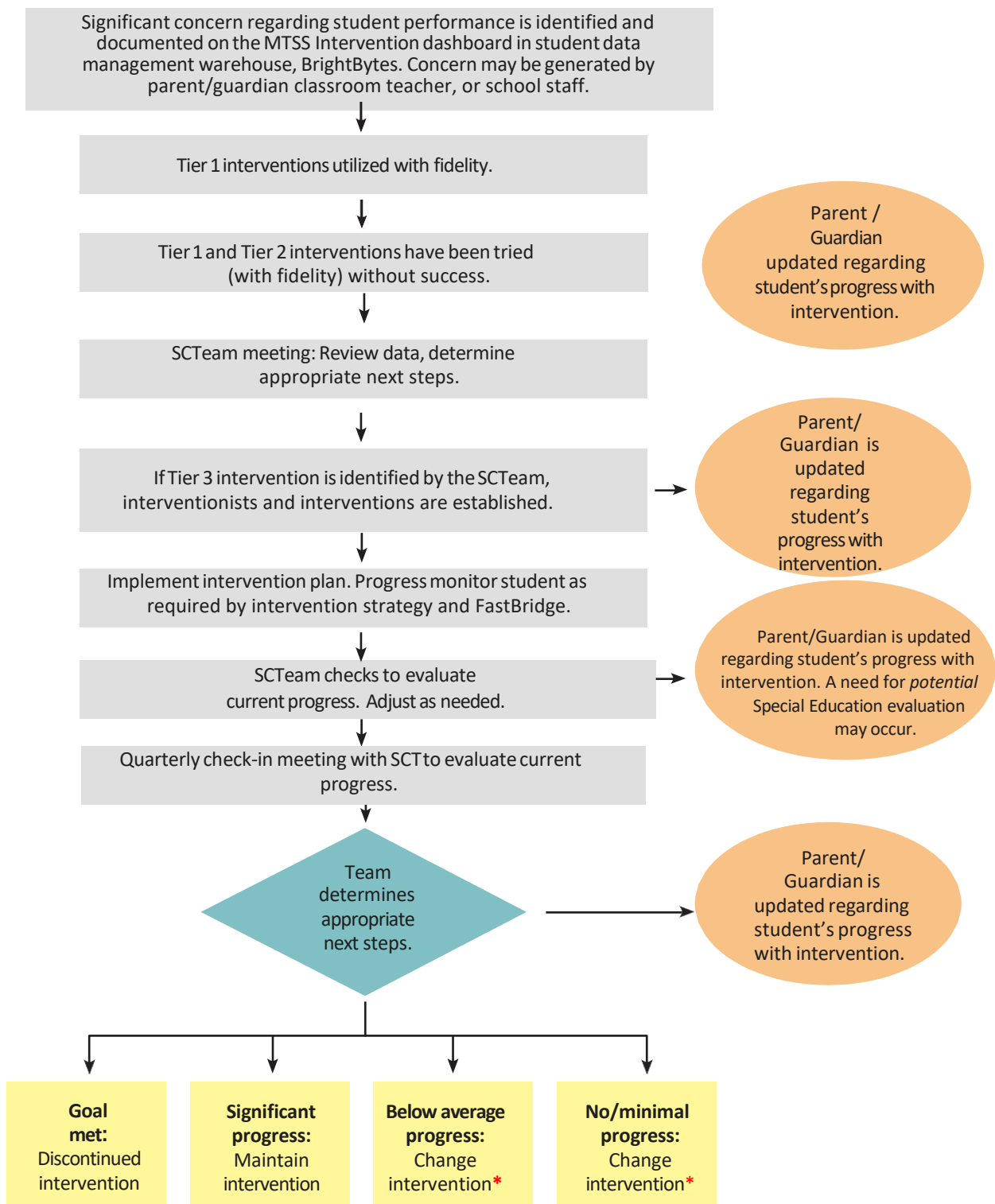### Student Collaboration Team (SCT):
SCT conversations continually include discussion regarding student progress. The classroom or referring teacher will participate in the SCT discussions of the student receiving Tier 3 intervention. Data reviews should occur quarterly.

Decision-Making Process:

See MTSS Student Collaboration Team Process for more details.

MTSS Student Collaboration Team Process

Significant concern regarding student performance is identified and documented on the MTSS Intervention dashboard in student data management warehouse, BrightBytes. Concern may be generated by parent/guardian classroom teacher, or school staff.

Tier 1 interventions utilized with fidelity.

Tier 1 and Tier 2 interventions have been tried (with fidelity) without success.

Parent / Guardian updated regarding student's progress with intervention.

SCTeam meeting: Review data, determine appropriate next steps.

If Tier 3 intervention is identified by the SCTeam, interventionists and interventions are established.

Parent/ Guardian is updated regarding student's progress with intervention.

Implement intervention plan. Progress monitor student as required by intervention strategy and FastBridge.

SCTeam checks to evaluate current progress. Adjust as needed.

Parent/Guardian is updated regarding student's progress with intervention. A need for *potential* Special Education evaluation may occur.

Quarterly check-in meeting with SCT to evaluate current progress.

Team determines appropriate next steps.

Parent/ Guardian is updated regarding student's progress with intervention.

Goal met: Discontinued intervention

Significant progress: Maintain intervention

Below average progress: Change intervention*
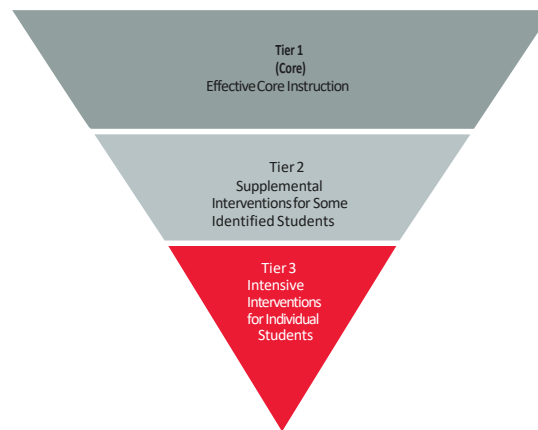
No/minimal progress: Change intervention*

* If the intervention plan and revisions are not successful in helping the student meet goal(s), the SCT team may make a referral for a possible special education evaluation.

Tier 3

Progress Monitoring

Metrics and Evaluation Criteria

Progress Monitoring:

- Typically occurs at a student's instructional level
- When student is progress monitored (PM) at a performance level that is below course/ grade level, three consecutive data points must occur above the aim-line. Teachers will continue to set a new goal at the subsequent course/grade level until the student has met criteria at the current course/grade level.
- Progress monitoring:
    - Occurs at performance level
    - Occurs at a frequency based on intervention used for both math and reading (intervention PM)

        Progress monitoring can occur more frequently based on SCT meeting discussions.
    - Use a tool that matches the expected diagnostic outcome.
    - To prevent regression, after graduating a student, PM for two additional months bi- weekly (every other week).

Graduate Criteria:

- Three consecutive data points are expected above the aim- line (current course/grade level).
- Decision is based on data points and student growth, not length of intervention.
- The SCT decision is a critical component of the process; data must be cited from multiple sources.
- Teacher, staff, and parent input/communication, etc. are essential.

Special Education Evaluation Criteria:

SCT members discuss possible need for Special Education evaluation. To decide, evidence is based on the following criteria:

- Consecutive multi-data points that indicate regression or lack of growth, within Tier 3 services,
- Student completion of at least one unsuccessful intervention attempt,
- Data cited from multiple sources,
- Teacher, staff, and parent input/communication.

Parent Partnership through Awareness

Parent/Guardian/Educational Decision-Maker Courtesy Awareness Letters

Each site, including principal, intervention teachers, classroom teachers, is responsible to develop, on school letterhead, a letter of awareness that identifies the partnership between home and school.

Parent/Guardian Awareness Notification:

- Must be presented to parent/guardian in hard-copy or electronic format.
- Letters must reach parents within two (2) school calendar days of the SCT decisions on student MTSS movement and/or continuation.
- Letters must be sent every time a student changes Tiers and/or intervention.
- Programming will proceed by a predetermined date.
- Each site is to keep records of parent awareness letters.

Parent awareness letters are to be saved for a total of three years. Each site will develop a system to save these documents.

Parent Request for Evaluation

Parents may request a Special Education evaluation for their child. Responsible and appropriate school staff must follow Special Education state statute(s) for communication and response.

Parent request for Special Education evaluation may "include children who are suspected of having a disability even though they are advancing from grade to grade" [Child Find] (K.A.R. 91-40-7(a); 34 C.F.R. 300.111(a), (c).

Appendices Materials

- MTSS Protocol

  - District Norms
  - Elementary SCT Protocol
  - Organizational Metrics
  - Resource Menus
  - Assessments
  - Progress Monitoring
  - Behavior
  - Gifted Protocol

- Forms
  - MTSS Outline
  - Foundational Structures Document

Norms for MTSS Meetings on Student Achievement

District Protocol

1. Current data must be in Intervention dashboard of student data management system of BrightBytes (or Student Solution Form attachment for historical context) when student is discussed in SCT meeting.

2. Current intervention information must be in the Intervention dashboard of BrightBytes, the student data management system (or Student Solution Form attachment for historical context) when a student is discussed in SCT meeting.

3. Multiple data points are considered in discussion, along with:
   a. professional discretion
   b. teacher observation of student skill demonstration
   c. ability of skill application consistently, and
   d. data trends/patterns for growth/lack of growth

4. Kindergarten Tier Protocol
   By the end of first semester, all students receiving supplemental math and/or reading interventions, equal in intensity of Tier II or III, must be formally identified and documented. All Tier guidelines must be followed.

5. Data is current (within most recent two school calendar weeks).

Student Collaboration Team (SCT) Protocol

Student Collaboration Team Priorities
1. Student Academic and Behavioral Growth
2. Professional Development and Instructional Capacity of Certified Staff

Student Academic and Behavioral Growth
The student-focused portion of SCT meetings are reserved for discussion of students who have exhausted core classroom intervention(s).

1. Classroom teacher identifies student needs.
    a. Needs are academic (math and/or reading) and/or behavior.
2. Classroom teacher has SCT calendar keeper (SIS) add student to weekly discussion list at least one (1) week prior to meeting date.
    a. If additional staff should attend to provide input, they are notified of their required attendance, a minimum of one (1) week prior to the meeting date.
    b. Teachers must have the student's current data and documentation when placing a student on the SCT agenda.
    c. "Current" is defined as: Updated data and grades, accurate within the previous five (5) school calendar days
3. SCTeam discusses student needs and concerns.
    a. SCTeam discusses concern in BrightBytes Intervention "Open Concerns", documents interventions tried, and establishes new interventions/action plan.
    b. If the SCTeam suspects the student may need more intensive instruction, now or in the future, the team completes "Intervention Plans" in BrightBytes Intervention.
4. SCTeam identifies interventions, interventionists, and resources, and carries out new plans.
5. SCTeam follows up on student progress to discuss further intervention or support, in accordance with timeline established in BrightBytes "Intervention Plan".
    a. All appropriate and identified staff regularly update student data and information in BrightBytes Intervention.
6. The SCTeam will discuss further placement and/or support with team during scheduled meetings.
7. The Student Concern focus of SCT meetings must include the following:
    a. Creation of a BrightBytes Intervention "Open Concern" by the assigned teacher.
    b. Up-to-date data and grades
    c. Following protocol timelines for student agendas and staff notification of attendance
    d. Up-to-date intervention, provider, and success information
8. Parent Communication
    a. Prior to the SCT meeting, the teacher will communicate to the student's parent(s) that he/she is on the agenda for progress review.
    b. Upon completion of SCT meetings, the teacher will communicate updates to the student's parent(s).
9. **SCTeam meetings envelop and replace silo meetings, specifically: *Student Intervention Team (SIT) and Instructional Decision Making (IDM)**
* SIT and IDM meetings do not exist as separate entities from SCT meetings. The content of SIT and IDM meetings are folded and enveloped into SCT meetings, as the priorities of SCT meetings are as follows:
    1. **Student Need(s) / Concern(s) Discussion**
    2. **Data**
    3. **Professional Learning**
10. *Other meetings: IEP / 504 / Evaluation Process- These meetings occur twice monthly, utilizing floating substitutes provided for staff to attend. Meetings are scheduled for teacher attendance outside plan or lunch times, within contract hours.*

Student Collaboration Teams: Student Needs and Professional Learning

Must Do's
- Establish group norms at first meeting each year
- Priority #1- Student Academic and Behavioral Growth
- Priority #2- Professional Development and Instructional Capacity of Certified Staff
- Complete annual Student Collaboration Team self-assessment of Function Audit by grade level and/or department by the end of September each year
- Follow district protocol for Student Collaboration Team structure and participation
- Follow district competencies and standards in content areas
- Create, administer, and analyze data
- Be aware of current student data in BrightBytes Analytics

Can Do's
- Long-term team planning and pacing
- Align materials/resources to curriculum maps
- Data analysis of state assessments, FastBridge, and other assessments
- Maintain student at-risk watch lists in reading, math, and behavior
- Planning instruction with technology integration
- Presenters and experts to provide specialized PD
- Attend virtual PD as a team (on-demand, streaming, etc.)
- Review MTSS Handbook protocol
- Obtain professional development on supplemental resources
- Book study
- Collaborative discussion based on professional articles
- Common assessment creation and/or revision
- Professional learning of identified needs, aligned with building goals and strategies
- Planning how to meet instructional needs
- Vertical collaboration and observations
- Peer observations and reflections

No Do's
- Counting inventory
- Planning field trips
- Grading
- Operations/Logistical Duties
- Annual requirements (i.e. IPDP goals, mandatory videos)
- Staff meetings
- Creation of Class Lists

Professional Learning Community
is embedded in the professional culture of school staff.
PLC is NOT a meeting.

Elementary

Reading

	Tier 2	Tier 3
Instructional Time	>= 30 minutes 3-4 days/week	>= 40-60 minutes 4 days/week
Instructional Group Size	<= 6	<= 5
Duration of Intervention	>= 18 weeks	>= 18 weeks
Staff Responsible for Intervention	Specialists / Aides	Special Education as appropriate Specialists

Math

	Tier 2	Tier 3
Instructional Time	>= 30 minutes 3 days/week	>= 40-60 minutes 4 days/week
Instructional Group Size	<= 6	<= 5
Duration of Intervention	< 18 weeks per skill monitored	>=18 weeks
Staff Responsible for Intervention Instruction	Specialists/Aides	Special Education as appropriate Incidental Benefit with Special Education Specialists/ Aides

Middle School

Reading and Math

	Tier 2	Tier 3
Instructional Time	30 minutes – Four (4) days a week	=> 40 minutes – daily for Math = >40 minutes – daily for ELA
Instructional Group Size	1-5 students	1-5 students
Duration of Intervention	= > Quarter	= > Semester/Year
Staff Responsible for Intervention Instruction	Gen Ed, Interventionists	Interventionists, Content Specialists, SPED

High School

Reading and Math

	Tier 2	Tier 3
Instructional Time	Math 40 minutes 2 X per week Reading 30 minutes 2 -3 per week	Math 50 minutes 2-3 times per week Reading 50 minutes 2-3 times per week
Instructional Group Size	Average: 15	8 or less
Duration of Intervention	One Semester	One Semester
Staff Responsible for Intervention Instruction	Math – Math Support Teachers Reading – English Teachers	Math - SPED Reading- SPED

Early Childhood (PreK)

	Reading	Math	Behavior-SEL
Tier One	Emerging Language and Literacy Curriculum (ELLC)		PBIS
	Kansas Early Learning Standards (KLES)		ASQSE2 Activities

Elementary (Grades K-5)

	Reading	Math	Behavior-SEL
Tier One	Benchmark Advance	MyMath	PBIS
		Red Bird	Second Step
			Everyday Speech (Counselors)
	WORD STUDY	Khan Academy	Too Good for Drugs (K-5)
	Words Their Way	IXL	Zones of Regulation (K-5)
	Benchmark Advance	Tenmarks	CHAMPS
	Handwriting w/o Tears	Kim Sutton- Ten Block	Mind Up (K-5)
	West Virginia Phonics	Xtra Math	New Show Resources
	Decodable Readers	Code.org	Whole Brain Strategies
	Lexia	Prodigy	The Incredible Flexible You
	Really Great Reading: Blast	Front Row (K-5)	7 Habits (K-5)
	Morpheme Magic	Freckle	Steps to Respect
	Morphemes for Littles	95% Group	
	Really Great Reading: HD Word		PATHS
	Heggerty Phonemic Awareness (K-2)		
	Heggerty "Bridge the Gap" (2-3)		
	Wiley Blevins Phonics to Reading		
	Kilpatrick "Equipped for Reading Success"		
	95% Group		
	Kid Lips (K-2)		
	Epic Audiobooks		

	Reading	Math	Behavior-SEL
Tier Two	Sonday I, II, LPL	Number Worlds	Zones of Regulation (K-5)
	6 Minute Solutions	Otter Creek	Everyday Speech
	REWARDS Intermediate	Kim Sutton	CHAMPS
	SOAR	Front Row	Mind Up (K-5)
	UFLI	Freckle	Lunch Groups-Counselor
	95% Group	95% Group	
	Road to the Code (K-1)	Bridges	Essential Learning
	Benchmark Advance	MyMath Reteach	Study Skills
	Heggerty " Bridge the Gap"		
	Kilpatrick "Equipped for Reading Success"		
	Decodable Readers		
	Morphemes for Littles		
	Heggerty Phonemic Awareness (K-2)		
	The Reading Strategies Book		
	Morpheme Magic		
	Barton Reading and Spelling System		
	WORD STUDY		
	Benchmark Advance		
	Words Their Way		

Red Font - District Primary Resource
Black Font - Building Purchased Supplemental Resource

		Reading	Math	Behavior-SEL
Tier Three		Horizons	Number Worlds	Zones of Regulation (K-5)
		Sonday I, II, LPL	Online Math League (2-3)	The Incredible, Flexible You
		Heggerty "Bridge the Gap"	Math Olympiad (4-5)	Everyday Speech
		Barton Reading and Spelling System	Otter Creek	
		95% Group	95% Group	
		Corrective Reading	Kim Sutton	
		Kilpatrick "Equipped for Reading Success"	Front Row	
		Visualizing and Verbalizing for Reading Comprehension	Connecting Math	
			Bridges (SE Only [Title])	
		WORD STUDY		
		Words Their Way		

Middle School (Grades 6-8)

		Reading	Math	Behavior-SEL
Tier One		Study Sync	Into Math	PBIS
			Khan Academy	Second Step
				Signs of Suicide
				Health Curriculum
				CHAMPS
				Individual Plans of Study
Tier Two		Prentice Hall Writing/Grammar	Number Worlds	Signs of Suicide
			ALEKS	
			Punchline	

Tier Three			Number Worlds	Signs of Suicide
		Horizons Elevate	ALEKS	Superflex
		Rewards Secondary	Punchline	Everyday Speech
		Lexia Power Up		
		Horizons Elevate	ALEKS	

Red Font - District Primary Resource
Black Font - Building Purchased Supplemental Resource

High School (Grades 9-12)

	Reading	Math	Behavior-SEL
Tier One	My Perspectives	Big Ideas Math	PBIS
			Signs of Suicide
			Alcohol EDU
Tier Two		Trans Math	Signs of Suicide
			Vaping: Know the Truth
Tier Three	REWARDS	Trans Math	Signs of Suicide
	Evidence Based Strategies		JCMH: Alcohol Drug Screening
	Support in Core Content Areas		Columbia Suicide Risk Assessment

Red Font- District Primary Resource
Black Font- Building-Purchased Supplemental Resource

USD 232
Unified School District No. 232
www.usd232.org

USD 232 MTSS Protocol Assessment Framework

Circle One→   Math   <mark>Reading</mark>

Circle One→   <mark>Elementary</mark>   Middle School   High School

- Assessments Utilized for Tier Placement-*Determined by specialists*

- Frequency of Assessment

  - FastBridge Screeners- *Fall, Winter, Spring*
  - FastBridge Progress Monitoring-*As determined by SCT*
  - Informal Diagnostics (QPS, PAST, etc.)
  - State Assessments- *Spring*

- Who administers assessments?

  Staff as identified in the Intervention dashboard of the student data warehouse system, BrightBytes.

- Who is responsible for holding data?

  Principal, SIS, Interventionists

- How is data organized?

  Intervention dashboard of the student data warehouse system, BrightBytes

- Who is responsible for using data?

  All stakeholders

- How often is data discussed to determine student placement/movement?

  Student data is a component of all SCT discussions.

- How are decisions made?

  Collaboratively using multiple data points and allowing for professional judgement

- What are the parameters (i.e. cut scores) for Tier 2 and Tier 3?

  Using multiple datapoints (State Assessments, FastBridge, etc.)

This Protocol Framework is a targeted guide for the 2023-2024 school calendar, to be reviewed for updates in the subsequent year.

USD 232 MTSS Protocol Assessment Framework

Circle One→   <mark>Math</mark>   Reading

Circle One→   <mark>Elementary</mark>   Middle School   High School

- Assessments Utilized for Tier Placement

- Frequency of Assessment

  - FastBridge FastTrack Screeners- *Fall, Winter, Spring*
  - FastBridge Progress Monitoring-*As determined by SCT*
  - State Assessments- *Spring*
  - MyMath, Interims, Number Worlds, Bridges- *As determined by interventionists*

- Who administers assessments?

  Staff as identified in the Intervention dashboard of the student data warehouse system, BrightBytes.

- Who is responsible for holding data?

  Principal, SIS, Interventionists

- How is data organized?

  Intervention dashboard of the student data warehouse system, BrightBytes

- Who is responsible for using data?

  All stakeholders

- How often is data discussed to determine student placement/movement?

  Student data is a component of all SCT discussions.

- How are decisions made?

  Collaboratively using multiple data points and allowing for professional judgement

- What are the parameters (i.e. cut scores) for Tier 2 and Tier 3?

  Multiple data points will be used from State Assessments, FastBridge, etc.

This Protocol Framework is a targeted guide for the 2023-2024 school calendar, to be reviewed for updates the subsequent year.

FastBridge Literacy Screening
Assessment Elementary Protocol

Screening Window

Fall	Winter	Spring
August 22 – October 14	December 1 – December 16	May 1 – May 19

Required Assessments: (FASTtrack)

- **ALL students** are administered this screening assessment three times per year unless otherwise specified on student's IEP.

Grade	Specific	Broad
K	earlyReading English subtests	earlyReading English Composite
1	earlyReading English subtests CBMreading English - Fall: Sentence reading - Winter/Spring: CBM (passage reading - No comprehension check)	earlyReading English Composite
2-3	CBMreading English No comprehension check	aReading (+AUTOreading)
4-5	AUTOreading Composite CBMreading English No comprehension check	aReading

https://fastbridge.illuminateed.com/hc/en-us/articles/1260802427729-FASTtrack-Reading-FASTtrack-Math-Overview

- If a building decides that CBM **with** comprehension would be helpful information, they may administer the comprehension portion, but it is not a district requirement at this time.
- At semester, we will discuss with building staff if they think they have enough data for decision making or if administering CBM comprehension would be helpful information.
- All students will be uploaded to FastBridge on August 1, 2023.

Building Training of Assessment Administrators:

1. *Lead Organizer:* School Improvement Specialists, as the building assessment coordinators, are responsible for staff training and organization of administration.

   - *Reading Specialists:* provide support to building SIS with organization and administration as needed

2. *Training Expectations:*
   - Any staff who will be administering FastBridge assessments must be trained by the building SIS before fall assessments begin. FastBridge's official certification process is **not** mandatory; however, SIS's should make certain staff feel confident to administer the measures with fidelity and confidence. **Only USD 232 paid staff are allowed to administer building assessments.**
   - *New School Improvement Specialists:* Must go through FastBridge official certification process before fall assessments begin.
   - *New Reading Specialists:* Must go through FastBridge official certification process before fall assessments begin.

Accessing FastBridge certification:
a. Log into FastBridge
b. Click on Training & Resources
c. Click on "Getting Started: Basics"

Description of Measures:

aReading (1-12) is a computer adaptive measure of board reading ability individualized for each student. It provides a useful estimate of broad reading achievement from kindergarten through twelfth grade. The question and response format used in aReading is substantially similar to many statewide, standardized assessments. It is a fully automated, simple and efficient procedure. Browser-based software adapts and individualizes the assessment for each child so that it essentially functions at the child's developmental and skill level. The adaptive nature of the test makes it more efficient and more precise than paper-and-pencil assessments.

AUTOreading (K-12) was developed in response to requests from professional educators, who asked or research on and development or fully automated decoding, word identification, and comprehension measures for use in screening and progress monitoring.

CBMreading English (1-8) is an evidence-based assessment used to screen and monitor student progress in reading competency for grades 1-8. It uses easy, time-efficient assessment procedures to determine a student's general reading ability across short intervals of time (i.e., weekly, monthly, or quarterly). Students read aloud for one minute (WRCM) functions as a robust indicator reading health and as a sensitive indicator of intervention effects.

Middle School Reading and Math Assessments

Assessment

	Tier 2	**Tier 3**
Determine Math Assessments Used for Tier Placement	FB aMath, Number World, Common assessments, KAP	FB aMath, Number Worlds, Aimsweb, Common assessment, KAP
Determine Reading Assessments Used for Tier Placement	FB aReading, KAP, Common assessments, FBCBM, Informal Diagnostics Specific to the Program	Corrective Reading, Language!
Determine Math Assessment Cut Scores Used for Tier Placement	KAP Level 1 & 2, FB 20%ile – 29%ile	KAP Level 1, FB 19%ile and below
Determine Reading Assessment Cut Scores Used for Tier Placement	KAP Level 1 & 2, FB 20%ile-29%ile	KAP Level 1, FB 19%ile and below

*Need a qualitative follow-up assessment/prove ex: DAR, Number Worlds placement test, Fluency

This Protocol Framework is a targeted guide for the 2023-2024 school calendar, to be reviewed for updates in the subsequent year.

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USD 232 MTSS Protocol Assessment Framework

Circle One→   <mark>Math</mark>   <mark>Reading</mark>

Circle One→   Elementary   Middle School   <mark>High School</mark>

Assessment

	Tier 2	Tier 3
Determine Math Assessments Used for Tier Placement	PreACT ACT	PreACT ACT
Determine Reading Assessments Used for Tier Placement	FastBridge PreACT ACT	FastBridge PreACT ACT

- Frequency of Assessment

    - FastBridge Screeners (aReading, aMath) - Fall, Winter, Spring [All students]
    - ACT– Once per year (on-site)
    - PreACT-Once per year
    - State Assessments- Spring
    - Building Identified Assessment Choices-
        - Math Final Common Assessment

- Who administers assessments? Core Teachers

- Who is responsible for holding data? Teachers/ Admin. / Counselors / Interventionists

- How is data organized? Spreadsheets (Google / Excel)

- Who is responsible for using data? Teachers/ Admin. / Counselors / Interventionists

- How often is data discussed to determine student placement/movement? Student data is a component of all SCT discussions.

- How are decisions made? Multiple data points, teacher input, interventionist input using the established protocol cut points.

- What are the parameters (i.e. cut scores) for Tier 2 and Tier 3?

	Tier 2	Tier 3
Determine Math Assessment Cut Scores Used for Tier Placement	PreACT 16 ACT 18	PreACT 1-13 ACT 1-14 (1-6%tile)
Determine Reading Assessment Cut Scores Used for Tier Placement	FastBridge 25%tile district PreACT 15 ACT 14-17 (15 – 27%tile)	FastBridge 15%tile district PreACT 1-13 ACT 1-13 (1 – 11%tile)

This Protocol Framework is a targeted guide for the 2023-2024 school calendar, to be reviewed for updates the subsequent year.

MTSS Progress Monitoring Pacing- Elementary

How frequently will students progress monitor during Tiers?

Tier 2- Every other week

Tier 3- Weekly

MTSS Progress Monitoring Pacing- Middle School

How frequently will students progress monitor during Tiers?

Tier 2- Every other week

Tier 3- Every week

MTSS Progress Monitoring Pacing- High School

How frequently will students progress monitor during Tiers?

Tier 2- Every other week Tier

3- Every week

Protocol Framework is a targeted guide for the 2023-2024 school calendar, to be reviewed for updates the subsequent year.

USD 232 SOCIAL-EMOTIONAL AND BEHAVIORAL

MTSS ORGANIZATIONAL FRAMEWORK

ELEMENTARY SCHOOL

PURPOSE: To establish a system that focuses on: prevention; reinforcement; correction; data review and interpretation; and implementation of research-based interventions.

SCHOOL WIDE BEHAVIOR EXPECTATIONS: 3 to 5 behavior expectations are to be identified within each building.

PROCESS FOR REPORTING MAJOR AND MINOR BEHAVIORS:
- Each building has identified a process to report both major and minor behaviors within their respective buildings.
- Major behaviors will be reported within Skyward.
- Minor behaviors will be documented within BrightBytes when it is determined the behavior is interfering with the individual student's ability to access the curriculum or is interfering with the learning of other students within the learning environment. Systematic reporting of minor behaviors within BrightBytes will be at the discretion of the MTSS Team.

MAJOR AND MINOR BEHAVIORS

MAJOR BEHAVIORS- REPORTED IN SKYWARD	MINOR BEHAVIORS- REPORTED BY TEACHER
Abusive Language/Obscenity/Profanity / Verbal Harassment- Verbal messages that include swearing, name calling or Use of Words in an Inappropriate Way	**Profanity**- Student Engages in Low Intensity Instance of Inappropriate Language
Disruption, Refusal to Comply- Behavior Causing an Interruption in a Class or Activity. Disruption Includes Sustained Loud Talk, Yelling or Screaming; Noise with Materials; Horseplay or Roughhousing; and/or Sustained Out-of-Seat Behavior	**Disruptive Behavior-** Student Engages in Low Intensity, but Inappropriate Disruption
	Disruption/Poor Use of Time- Student Does Not Use Work Time Appropriately in Class. Behavior causing an interruption in a class/activity
Left School Grounds Without Permission- Student is Found in an Area That is Outside of School Boundaries	**Left Instructional Area-** Leaves Specified Area in Building without Permission
Repeated Lying / Cheating- Student Delivers Message That is Untrue and/or Deliberately Violates Rules **(Repeated) Copy / Cheating-** Student Copies and Pastes Information from the Internet Without Citing Sources. Student Takes a Test for Another Student, Student Forges a Parent Signature, Student Cheats on an Exam	**Copy / Cheating-** Student Copies and Pastes Information from the Internet Without Citing Sources. Student Takes a Test for Another Student, Student Forges a Parent Signature, Student Cheats on an Exam

Defiance / Disrespect / Insubordination / Non-compliance- Refusal to Follow Directions, Talking Back, and/or Socially Rude Interactions	**Insubordination/ Defiance-** Student Engages in Low Intensity Failure to Respond to Adult Request
Harassment / Bullying (Physical, Social, Verbal)- Student Delivers Disrespectful Message (Verbal or Gestural) to Another Person That Includes Threats and Intimidation, Pictures or Written Notes. Disrespectful Messages Include Negative Comments Based on Race, Religion, Gender, Age, and/or National Origin; Sustained or Intense Verbal Attacks, Based on Ethnicity, Disability, or Personal Matter	**Physical Harassment-** Student Engages in Non-Serious, but Inappropriate Physical Contact
Fighting/ Physical Aggression / Violence Against Student- Actions Involving Serious Physical Contact Where Injury May Occur (Hitting, Punching, Hitting with an Object, Kicking, Hairpulling, Scratching)	
Inappropriate Use of or Violation When Using Technology- Student Engages in Inappropriate (As Defined by School) Use of Cell Phone, Tablet, or Other Electronic Device	**Technology-** Student Engages in Inappropriate Use of Technology but Not Serious
Property Damage / Vandalism- Student Deliberately Impairs the Usefulness of School or Others' Property. Substantial Destruction or Disfigurement of Property	**School Property-** Student Engages in Low Intensity Misuse of Property
Inappropriate Display of Affection- Student Engages in Inappropriate (As Defined by School Board Policy) Verbal and/or Physical Gestures/Contact to Another Student or Adult	**Inappropriate Display of Affection-** Student Engages in Continual Inappropriate Display of Affection after Correction
Unlawful Possession of Illegal Substance- Students in Possession of or is Using Alcohol, drugs, non-prescribed drugs, substances, tobacco products, nicotine delivery devices or imitations	**Unlawful Possession of Prescription Medication-** Student is in possession of prescription medication that is not theirs.
Weapons on School Property- Student is in Possession of knives or guns (real or look alike) or Other Objects Capable of Causing Bodily Harm	**Other-** Student Engages in Any Other Minor Problems That Do Not Fall Within Other Categories

PROCESS FOR THOSE STUDENTS IDENTIFIED AS AT-RISK ON SAEBRS ASSESSMENT

- Identify other risk factors and review data through IDM to identify outliers and discrepancies.
- Conduct student interview with those that appear to be outliers.
- Contact parents to gather background information.
- Hold team meeting to develop a plan for individual needs and identify tiered level supports if applicable
- Communicate with full team, including parents.
- Review past SCT forms and data in BrightBytes.
- Develop plan for intervention.

TIER PLACEMENT

TIERS	Attendance Per Semester	Behavior	Course Performance Grades 3-12 D's & F's	SAEBRS Emotional Screener (Internalizing)	SAEBRS Social Screener (Externalizing)	SAEBRS Academic Screener	Student Service Visits: Nurse Counselor Social Worker Staff Per Quarter
TIER1	Abs 0-4 Tar 0-6	Maj 0-1 Min 0-5	0-1	<18	<14	<11	0-1
TIER2	Abs 5-10 Tar 7-10	Maj 2-4 Min 6-10	2	<10	<13	<10	2-5
TIER3	Abs 11+ Tar 11+	Maj 5+ Min 10+	3+	<8	<13	<10	6+

REMEMBER

- An SE/Behavior Screener identifies risk, but other data sources(attendance, behavioral referrals, and course grades) are needed to both verify the risk and make educated decisions about the risk.
- These data sources are foundational in identifying a large majority of students at-risk for social-emotional and/or behavioral needs.
- There is a high correlation between being identified as at-risk on a universal screener and having office referrals, failing 2 or more courses, and having a low GPA.
- Looking frequently at these data sources supports early intervention practices for students with at-risk identifiers before a pattern of failure is established.

ELEMENTARY

Social/Emotional and Behavior

	TIER2	TIER3
Interventionists	Teachers, Counselors	Counselors, Social Workers, Specialists, SPED (Eval)
Instructional Time	Up to 60 minutes total per week intervention time	Up to 120 minutes total per week intervention time
Instructional Group Size	Up to 8 students	Up to 3 students
Progress Monitoring	Bi-Monthly	Weekly
Frequency of IDMs	Monthly	Monthly

SOCIAL-EMOTIONAL AND BEHAVIOR RESOURCE MENUS- ELEMENTARY SCHOOL

TIER ONE RESOURCES / STRATEGIES- Classroom Strategies for All Students	
Schoolwide PBIS System	Peer Tutoring
Controlled Choices	Positive Peer Reinforcement
Use of Visual Supports	Check In / Check Out
Organization of Physical Structure- Schedule, Physical Space, Signal for Attention, Beginning and Ending Routines	Opportunities to Respond (OTR)
Behavior Specific Praise	Strategic Pacing and Engagement
Classroom Reinforcement System	Pre-Correct, Remind, Reinforce
Active Supervision	Second Step Curriculum
Class Meetings	Social Thinking Resources
Cooperative Learning	Use of "Cool Down" Space

TIER TWO RESOURCES / STRATEGIES- More Targeted Group Interventions or Alternative Strategies to Support Behavior and Social/Emotional Success	
Behavior Contracts	Behavior Intervention Plan
Check In Check Out With Targeted Intention	Mentor
Positive / Negative Ratios (4 to 1)	Cooperative Discipline
Self- Monitoring Strategies / Self-Regulation	Small Group- Time Management
Positive Reinforcement	Small Group- Social Skills
Small Group- Conflict Resolution	Small Group- Anger Management
Small Group- De-escalation / Relaxation	Small Group- Self Awareness
Small Group- Organization and Study Skills	Use of Task Analysis
Peer Modeling	Use of "Cool Down" Space
Increased School/Home Communication	Zones of Regulation
Social Stories	

TIER THREE RESOURCES / STRATEGIES- Behavior is Chronic, Frequent, Dangerous, Highly Disruptive, Impeding Learning, or Resulting in Social or Educational Exclusion; More Individualized and Student Specific	
Functional Behavior Analysis	Use of Individual and Visual Schedules
Behavior Intervention Plan	Rewards System
Individual Counseling	Daily Behavior Form
Family Education and Support	Use of Non-Verbal Cues and Signals
Collaboration with Outside Providers (Physician, Mental Health, etc.)	Structured Breaks or Time Outs
Use of Social Stories	Sensory Tools

MIDDLE SCHOOL

PURPOSE: To establish a system that focuses on: prevention; reinforcement; correction; data review and interpretation; and implementation of research-based interventions.

SCHOOL WIDE BEHAVIOR EXPECTATIONS: 3 to 5 behavior expectations have been identified and are reinforced within each building.

PROCESS FOR REPORTING MAJOR AND MINOR BEHAVIORS:
-   Each building has identified a process to report both major and minor behaviors within the respective buildings.
-   Major and Minor behaviors will be reported within Skyward.
-   Minor behaviors will be documented when it is determined the behavior is interfering with the individual student's ability to access the curriculum or is interfering with the learning of other students within the learning environment. Systematic reporting of minor behaviors will be at the discretion of the MTSS Team.

MAJOR AND MINOR BEHAVIORS

MAJOR BEHAVIORS- REPORTED IN SKYWARD	MINOR BEHAVIORS- REPORTED BY TEACHER
Repeated Dress Code Violations- Student Wears Clothes That are not Within the Dress Code Guidelines Defined by School District Policy	**Dress Code-** Student Wears Clothes not Within the Dress Code Guidelines Defined by School District Policy
Abusive Language/Obscenity/Profanity / Verbal Harassment- Verbal messages that include swearing, name calling or Use of Words in an Inappropriate Way	**Profanity**-Student Engages in Low Intensity Instance of Inappropriate Language
Disruption, Refusal to Comply- Behavior Causing an Interruption in a Class or Activity. Disruption Includes Sustained Loud Talk, Yelling or Screaming Materials; Horseplay or Roughhousing; and/or Sustained Out-of-Seat Behavior	**Disruptive Behavior-** Student Engages in Low Intensity, but Inappropriate Disruption
	Disruption/Poor Use of Time- Student Does Not Use Working Time Appropriately in Class.

	Behavior causing an interruption in a class/activity.
Tardy (Excessive)- Student is Late (as defined by School) to Class or the Start of the School Day (and Not Considered a Minor Violation)	**Tardy-** Student Arrives to Class After the Bell
Skipping Class / Truancy- Student Leaves Class/School Without Permission or Stays Out of Class/School Without Permission	
Left School Grounds Without Permission- Student is Found in an Area That is Outside of School Boundaries	
No Show Detention- Student Does Not Show for the Scheduled Detention	
Repeated Lying / Cheating- Student Delivers Message That is Untrue and/or Deliberately Violates Rules **(Repeated) Copy / Cheating-** Student Copies and Pastes Information from the Internet Without Citing Sources. Student Takes a Test for Another Student, Student Forges a Parent Signature, Student Cheats on an Exam	**Copy / Cheating-** Student Copies and Pastes Information from the Internet Without Citing Sources. Student Takes a Test for Another Student, Student Forges a Parent Signature, Student Cheats on an Exam
Defiance / Disrespect / Insubordination / Non- compliance- Refusal to Follow Directions, Talking Back, and/or Socially Rude Interactions	**Insubordination / Defiance**- Student Engages in Low Intensity Failure to Respond to Adult Request
	Team Discipline Plan- Student Does Not Fulfill a Team Expectation Defined in the Team Policy.
Harassment / Bullying(Sexual, Physical, Social, Verbal)- Student Delivers Disrespectful Message (Verbal or Gestural) to Another Person That Includes Threats and Intimidation, Obscene Gestures, Pictures or Written Notes. Disrespectful Messages Include Negative Comments Based on Race, Religion, Gender, Age, and/or National Origin; Sustained or Intense Verbal Attacks, Based on Ethnicity, Disability, or Personal Matter	**Physical Harassment**- Student Engages in Non-Serious, but Inappropriate Physical Contact
Fighting/ Physical Aggression / Violence Against Student- Actions Involving Serious Physical Contact Where Injury May Occur (Hitting, Punching, Hitting with an Object, Kicking, Hairpulling, Scratching)	
Inappropriate Use of or Violation When Using Technology- Student Engages in Inappropriate (As Defined by School) Use of Cell Phone, Tablet, or Other Electronic Device	**Technology-** Student Engages in Inappropriate Use of Technology

Property Damage / Vandalism- Student Deliberately Impairs the Usefulness of School or Others' Property. Substantial Destruction or Disfigurement of Property	**School Property**- Student Engages in Low Intensity Misuse of Property
Arson / Vandalism- Student Plans and/or Participates in Malicious Burning or Destruction of Property	
Inappropriate Display of Affection- Student Engages in Inappropriate (As Defined by School) Verbal and/or Physical Gestures/Contact, of a Sexual Nature to Another Student / Adult, Either Consensual or Non-Consensual	
Possession or Consumption of Illegal Substance- Students in Possession of or is Using Alcohol, drugs, non- prescribed drugs, substances, tobacco products, nicotine delivery devices or imitations.	
Tobacco Violation- Student is in Possession of or is Using Tobacco	
Unlawful Possession of Prescription Medication- Student is in Possession of or is Using Prescription Medication That is Not Prescribed to Them by a Physician	
Weapons on School Property- Student is in Possession of knives or guns (real or look alike) or Other Objects Capable of Causing Bodily Harm	
	Other- Student Engages in Any Other Minor Problems That Do Not Fall Within Other Categories.

PROCESS FOR THOSE STUDENTS IDENTIFIED AS AT-RISK ON SAEBRS ASSESSMENT

- Confirm student is "At-Risk" by reviewing all data points (screener, attendance, behavior, grades, visits to nurse and/or social worker).
- Conduct student interview. Student interviews for social/emotional concerns are conducted by Student Services team.
- Place student on MTSS Student Solution Team Agenda to identify appropriate Tier Placement or Interventions.
- Notification of concern and contact to parents will be made by a member of the Student Services Staff.
- Monthly Monitoring Meetings

TIER PLACEMENT

TIERS	Attendance Per Semester	Behavior	Course Performance Grades 3-12 D's & F's	SAEBRS Emotional Screener (Internalizing)	SAEBRS Social Screener (Externalizing)	SAEBRS Academic Screener	Student Service Visits: Nurse Counselor Social Worker Staff Per Quarter
TIER 1	Abs 0-4 Tar 0-6	Maj 0-1 Min 0-5	0-1	<18	<14	<11	0-1
TIER 2	Abs 5-10 Tar 7-10	Maj 2-4 Min 6-10	2	<10	<13	<10	2-5
TIER 3	Abs 11+ Tar 11+	Maj 5+ Min 10+	3+	<8	<13	<10	6+

*Teacher input will also be necessary to help guide team in the decision making process

REMEMBER

- An SE/Behavior Screener identifies risk, but other data sources (attendance, behavioral referrals, and course grades) are needed to both verify the risk and make educated decisions about the risk.
- These data sources are foundational in identifying a large majority of students at-risk for social- emotional and/or behavioral needs.
- There is a high correlation between being identified as at-risk on a universal screener and having office referrals, failing 2 or more courses, and having a low GPA.
- Looking frequently at these data sources supports early intervention practices for students with at-risk identifiers before a pattern of failure is established.

MIDDLE SCHOOL

Social/Emotional and Behavior

	TIER 2	TIER 3
Interventionists	Teachers, Counselors	Counselors, Social Workers, Specialists, Administration, Special Services (Eval)
Instructional Time	Up to 60 minutes total per week	Up to 60 minutes total per week
Instructional Group Size	Up to 12 students	Up to 3 students
Progress Monitoring	Every 6 weeks	Every six weeks
Frequency of IDMs	1X per Quarter	1X per quarter

SOCIAL-EMOTIONAL AND BEHAVIOR RESOURCE MENUS- MIDDLE SCHOOL

TIER 1 RESOURCES / STRATEGIES- Classroom Strategies for All Students	
Schoolwide PBIS System	Peer Tutoring
Controlled Choices	Positive Peer Reinforcement
Use of Visual Supports	Check In / Check Out
Organization of Physical Structure- Schedule, Physical Space, Signal for Attention, Beginning and Ending Routines	Opportunities to Respond (OTR)
Behavior Specific Praise	Strategic Pacing and Engagement
Classroom Reinforcement System	Pre-Correct, Remind, Reinforce
Active Supervision	Second Step Curriculum
Class Meetings	Social Thinking Resources
Cooperative Learning	Use of "Cool Down" Space
Preferred Seating	

TIER 2 RESOURCES / STRATEGIES- More Targeted Group Interventions or Alternative Strategies to Support Behavior and Social/Emotional Success.	
Behavior Contracts	Behavior Intervention Plan
Check In Check Out With Targeted Intention	Mentor
Positive / Negative Ratios (4 to 1)	Cooperative Discipline
Self- Monitoring Strategies / Self-Regulation	Small Group- Time Management
Positive Reinforcement	Small Group- Social Skills
Small Group- Conflict Resolution	Small Group- Anger Management
Small Group- De-escalation / Relaxation	Small Group- Self Awareness
Small Group- Organization and Study Skills	Use of Task Analysis
Peer Modeling	Use of "Cool Down" Space
Increased School/Home Communication	Zones of Regulation
Use of Social Stories	

TIER 3 RESOURCES / STRATEGIES- Behavior is Chronic, Frequent, Dangerous, Highly Disruptive, Impeding Learning, or Resulting in Social or Educational Exclusion. More Individualized and Student Specific	
Functional Behavior Analysis	Use of Individual and Visual Schedules
Behavior Intervention Plan / Daily Behavior Form	Rewards System
Individual Counseling	Daily Behavior Form
Family Education and Support	Use of Non-Verbal Cues and Signals
Collaboration with Outside Providers (Physician, Mental Health, etc.)	Structured Breaks or Time Outs
Social Stories	Sensory Tools
Consultation with District Behavior Specialist	

USD 232 SOCIAL-EMOTIONAL AND BEHAVIORAL MTSS ORGANIZATIONAL FRAMEWORK

HIGH SCHOOL

PURPOSE: To establish a system that focuses on: prevention; reinforcement; correction; data review and interpretation; and implementation of research-based interventions.

PROCESS FOR REPORTING MAJOR AND MINOR BEHAVIORS:
- Each building has identified a process to report both major and minor behaviors within their respective buildings.
- Major and Minor behaviors will be reported within Skyward.
- Minor behaviors will be documented when it is determined the behavior is interfering with the individual student's ability to access the curriculum or is interfering with the learning of other students within the learning environment. Systematic reporting of minor behaviors will be at the discretion of the MTSS Team.

MAJOR AND MINOR BEHAVIORS

MAJOR BEHAVIORS- REPORTED IN SKYWARD	MINOR BEHAVIORS- REPORTED BY TEACHER
Abusive Language/Obscenity/Profanity / Verbal Harassment- Verbal messages that include swearing, name calling or Use of Words in an Inappropriate Way	**Profanity**- Student Engages in Low Intensity Instance of Inappropriate Language
Inappropriate Use of or Violation When Using Technology- Student Engages in Inappropriate (As Defined by School **District Acceptable Use Policy**) Use of Cell Phone, Tablet, or Other Electronic Device	**Technology-** Student Engages in Inappropriate Use of Technology but Not Serious
Possession or Consumption of Alcohol- Students in Possession of or is Using Alcohol	**Disruptive Behavior-** Student Engages in Low Intensity, but Inappropriate Disruption
Continual Dress Code Violation- Student Wears Clothing that Does Not Fit Within the Dress Codes Guidelines Outlined Within School Policy	**Dress Code-** Student Wears Clothes That is Near, but not Within the Dress Code Guidelines Defined by School District Policy
Vandalism / Property Damage- Student Participates in an Activity That Results in Substantial Destruction or Disfigurement of Property or Student Deliberately Impairs the Usefulness of School or Others' Property	**School Property**- Student Engages in Low Intensity Misuse of Property
Continual Defiance / Disrespect / Insubordination / Non-compliance- Refusal to Follow Directions, Talking Back, and/or Socially Rude Interactions	**Insubordination/ Defiance**- Student Engages in Low Intensity Failure to Respond to Adult Request
Continual Disruption, Refusal to Comply- Behavior Causing an Interruption in a Class or Activity. Disruption Includes	**Disruption, Refusal to Comply - Low Intensity Behavior or Infrequent**

Sustained Loud Talk, Yelling or Screaming; Noise with Materials; Horseplay or Roughhousing; and/or Sustained Out- of-Seat Behavior	**Behavior Causing an Interruption in a Class or Activity.** The Disruption could include Loud Talk, Noise with Materials, Horseplay and/or Infrequent Out of Seat Behavior
	Poor Use of Time- Student Does Not Use Working Time Appropriately in Class
Fighting/ Physical Aggression / Violence Against Student- Actions Involving Serious Physical Contact Where Injury May Occur (Hitting, Punching, Hitting with an Object, Kicking, Hairpulling, Scratching)	**Physical Harassment**- Student Engages in Non-Serious, but Inappropriate Physical Contact
Forgery / Theft / Stealing- Student is in Possession of, Having Passed On, or Being Responsible for Removing Someone Else's Property or Has Signed a Person's Name Without That Person's Permission	
Harassment / Bullying (Sexual, Physical, Social, Verbal)- Student Delivers Disrespectful Message (Verbal or Gestural) to Another Person That Includes Threats and Intimidation, Obscene Gestures, Pictures or Written Notes. Disrespectful Messages Include Negative Comments Based on Race, Religion, Gender, Age, and/or National Origin; Sustained or Intense Verbal Attacks, Based on Ethnicity, Disability, or Personal Matter	
Inappropriate Display of Affection- Student Engages in Inappropriate (As Defined by School) Verbal and/or Physical Gestures/Contact, of a Sexual Nature to Another Student / Adult, Either Consensual or Non-Consensual	
Lying / Cheating- Student Delivers Message That is Untrue and/or Deliberately Violates Rules	**Copying / Cheating -** Student Copies/Pastes Information from the Internet Without Citing Sources. Student Takes a Test for Another Student, Student Forges a Parent Signature, Student Cheats on an Exam
No Show Detention- Student Does Not Show for Their Scheduled Detention	
Possession or Consumption of Illegal Substance- Student is in Possession of or is Using Unprescribed Drugs, Substances, Tobacco products, Nicotine Delivery Devices, or Imitations	
Left School Grounds Without Permission- Student is Found in an Area That is Outside of School Boundaries	
Skipping Class / Truancy- Student Leaves Class/School Without Permission or Stays Out of Class/School Without Permission	

Tardy (Excessive)- Student is Late (as defined by School) to Class or the Start of the School Day (and Not Considered a Minor Violation)	**Tardy-** Student Arrives to Class After the Bell
Weapons on School Property- Student is in Possession of knives or guns (real or look alike) or Other Objects Capable of Causing Bodily Harm	
	Team Discipline Plan- Student Does Not Fulfill a Team Expectation Defined in the Team Policy.
	Other- Student Engages in Any Other Minor Problems That do Not Fall Within Other Categories.

PROCESS FOR THOSE STUDENTS IDENTIFIED AS AT-RISK IN THE AREA OF SOCIAL-EMOTIONAL AND/OR BEHAVIOR

- Confirm student is "At-Risk" by reviewing all data points (screener, attendance, behavior, grades, visits to nurse and/or social worker).
- Conduct student interview. Student interviews for social/emotional concerns are conducted by Student Services team.
- Place student on MTSS Student Solution Team Agenda to identify appropriate Tier Placement or Interventions.
- Notification of concern and contact to parents will be made by a member of the Student Services Staff when appropriate.
- Monthly Monitoring Meetings

TIER PLACEMENT

The MTSS SE-Behavior teams identified within each building in collaboration with building administration will continue working on confirming the social-emotional screener that will be utilized to complete the "Tiered Data" Table below.

TIERS	Attendance Per Semester	Behavior	Course Performance Grades 3-12 D's & F's	SAEBRS Emotional Screener (Internalizing)	SAEBRS Emotional Screener (Externalizing)	SAEBRS Academic Screener	Student Service Visits: Nurse Counselor Social Worker Staff Per Quarter
TIER1	Abs 0-4 Tar 0-6	Maj 0-1 Min 0-5	0-1	<18	<14	<11	0-1
TIER2	Abs 5-10 Tar 7-10	Maj 2-4 Min 6-10	2	<10	<13	<10	2-5
TIER3	Abs 11+ Tar 11+	Maj 5+ Min 10+	3+	<8	<13	<10	6+

*Teacher input will also be necessary to help guide team in the decision making process.

REMEMBER

- An SE/Behavior Screener identifies risk, but other data sources (attendance, behavioral referrals, and course grades) are needed to both verify the risk and make educated decisions about the risk.
- These data sources are foundational in identifying a large majority of students at-risk for social-emotional and/or behavioral needs.
- There is a high correlation between being identified as at-risk on a universal screener and having office referrals, failing 2 or more courses, and having a low GPA.
- Looking frequently at these data sources supports early intervention practices for students with at-risk identifiers before a pattern of failure is established.

HIGH SCHOOL
Social/Emotional and Behavior

The MTSS SE-Behavior teams identified within each building in collaboration with building administration will continue working to update the *interventionists, instructional time, instructional group size, process for data analysis and identification of interventions* throughout the first semester of the school year.

	TIER2	TIER3
Interventionists	Teachers, Counselors	Teacher, Student Services
Instructional Time	20 minutes / 1X per week	20 minutes / 1X per week
Instructional Group Size	1 to 5 students	1-3 students
Progress Monitoring	1X per Quarter	1X per Quarter or as needed
Frequency of IDMs	1X per Quarter	1X per Quarter or as needed

SOCIAL-EMOTIONAL AND BEHAVIOR RESOURCE MENUS- HIGH SCHOOL

TIER 1 RESOURCES / STRATEGIES- Classroom Strategies for All Students	
Schoolwide PBIS System	Peer Tutoring / Study Tables
Implementation of Social-Emotional Curriculum	Positive Peer Reinforcement
Use of Visual Supports (School wide signs, scheduling support)	Check In / Check Out
Organization of Physical Structure- Schedule, Physical Space, Signal for Attention, Beginning and Ending Routines	Opportunities to Respond (OTR)
Behavior Specific Praise	Strategic Pacing and Engagement
Classroom Reinforcement System	Pre-Correct, Remind, Reinforce
Active Supervision	Second Step Curriculum
Class Meetings	Social Thinking Resources
Cooperative Learning	Use of "Cool Down" Space
Preferred Seating	Controlled Choices
Freshman Focus	Teacher Office Hours
Access to Student Services	We-Based SEL (Habits of Mind)

TIER 2 RESOURCES / STRATEGIES- More Targeted Group Interventions or Alternative Strategies to Support Behavior and Social/Emotional Success.	
Behavior Contracts	Behavior Intervention Plan
Check In Check Out With Targeted Intention	Mentor
Positive / Negative Ratios (4 to 1)	Cooperative Discipline
Self- Monitoring Strategies / Self-Regulation	Small Group-Time Management
Positive Reinforcement	Small Group- Social Skills
Small Group- Conflict Resolution	Small Group- Anger Management
Small Group- De-escalation / Relaxation	Small Group- Self Awareness
Small Group- Organization and Study Skills	Use of Task Analysis
Peer Modeling	Use of "Cool Down" Space
Increased School/Home Communication	Zones of Regulation
Use of Social Stories	Parent Contact
Teacher Office Hours	Access to Student Services
Study Skills Class	Student Solutions

TIER 3 RESOURCES / STRATEGIES- Behavior is Chronic, Frequent, Dangerous, Highly Disruptive, Impeding Learning, or Resulting in Social or Educational Exclusion. More Individualized and Student Specific	
Functional Behavior Analysis	Use of Individual and Visual Schedules
Behavior Intervention Plan / Daily Behavior Form	Rewards System
Individual Counseling	Daily Behavior Form
Family Education and Support	Use of Non-Verbal Cues and Signals
Collaboration with Outside Providers (Physician, Mental Health, etc.)	Structured Breaks or Time Outs
Social Stories	Sensory Tools
Consultation with District Behavior Specialist	Alt Ed Class
Check In / Check Out	Reconnecting Youth
VEP	Student Solutions

Tier 1 (Classroom Intervention)

(Recommended 6-9 weeks of consistent data collection)

- Watchlist of students is created by Gifted Facilitator based on FastBridge scores in reading &/or math &/or KS Assessment data-Category 4 (Grade 3 and up).
  - o Required assessment scores should be at the 95th percentile or higher in reading and/or math or equivalent classroom performance.
  - o Gifted Facilitators reach out with this information to classroom teachers.
- Differentiated general-education instruction begins in the classroom, which may include:
  - o Increase depth, content, complexity, and Higher Order Thinking (HOT)
  - o Modification of content, process, product
  - o Pre-Assessment/Pre-Test
  - o Project menus
  - o Higher level questioning
  - o Usage of above grade level resources
  - o Compaction of part of a unit
  - o Flexible ability groupings which allow for like-ability learning cohorts
- Classroom Teacher(s) document evidence of advanced cognition, taking notes and making copies of student work and comparison work of an average peer in their classroom.
- <u>Documentation to bring to SCT Team meeting:</u>
  - o Grades in Gen-Ed classes (Gen Ed teacher)
  - o Assessment scores (Gen Ed teacher OR Gifted Facilitator- from watchlist)
  - o Copy of student work and comparison work (Gen Ed Teacher)
- Decide as a team, based on data, whether to advance to Tier 2 support.
  - o SIT form is started (BrightBytes). Fill out Tier 1 interventions and RTI.
  - o Plan made by team for Tier 2 intervention(s) at SCT meeting.

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Deepen Content Knowledge- Look for gaps in your own knowledge , Collaborate with colleagues to learn from each other in subject area, Read content-related articles

Strategies to Drive Depth of Knowledge
https://www.activelylearn.com/post/expert-strategies-to-drive-depth-of-knowledge
(Easy go-to's: "Explain your answer" or "What would have happened if…?")

Building Complexity-
https://www.nea.org/professional-excellence/student-engagement/tools-tips/5-tips-improve-your-lesson-plan

Incorporating Higher Order Thinking
https://www.teachhub.com/teaching-strategies/2019/10/teaching-strategies-that-enhance-higher-order-thinking/

Modification of Product, Process, Product:
https://www.modelteaching.com/education-articles/lesson-curriculum-planning/differentiation-in-the-classroom-content-process-or-product

Project Menus
https://www.cultofpedagogy.com/wp-content/uploads/2014/11/Choice-Menus.pdf

Higher Level Questioning
https://learningcenter.unc.edu/tips-and-tools/higher-order-thinking/

Compacting in the Classroom
https://study.com/academy/lesson/curriculum-compacting-definition-examples.html

Tier 2 (Collaborative Intervention)

(Recommended 6-9 weeks of consistent data collection)

- More intense differentiated general-education instruction continues in the general education classroom, which may include:
  - Options listed in Tier 1
  - Independent study of an interest-based project or learning contracts
  - Continue with Flexible Ability Groupings
  - Compaction: Unit-by-unit content is accelerated, replaced or extended to align with appropriate instructional level
  - Recommend Higher Level Extracurricular Activities (Science Olympiad, Math Olympiad, Chess Club, Battle of the Brains, Battle of the Books or the like)
  - Online skills-based programs, e.g. Khan Academy
- Classroom teachers may collaborate with the Gifted Facilitator to create intentional enrichment designed to challenge students *academically*.
- Classroom teacher will communicate with parents letting them know that the student will be working on Tier 2 extension(s).
- Gifted facilitator *may push-in on a limited basis* to the student's classroom (or co-teach) to teach differentiated lesson(s) either in small high-ability group or whole class
- Classroom Teacher(s) gather evidence of advanced ability, targeted monitoring of both growth and levels of achievement, taking notes and making copies of student work.
- Classroom Teacher(s) consult with Gifted Facilitator on a bi-weekly basis
- Classroom Teacher(s) complete a high achieving gifted survey & return to gifted facilitator prior to SCT meeting.
- The Gifted Facilitator observes students in the classroom.

- Documentation to bring to SCT Team meeting:
  - Tier II interventions are documented in BrightBytes (Gen Ed teacher)
  - Copies of student work being used for data collection (Gen Ed teacher)
  - High achiever rating scales scored (Gifted Facilitator)
  - Anecdotal notes from observation(s) (Gifted Facilitator)
  - SIT form is updated (BrightBytes). Fill out Tier 2 interventions and RTI.

- Decide as a team, based on data collected in Tier 1 & Tier 2, whether to advance to Tier 3 supports.
- Required assessment scores should be at the 95th percentile or higher in reading and/or math. Professional judgment, based on SCT team consensus, will be considered if classroom performance supports it.

Tier 3 (Targeted Intervention)

(Recommended 6-9 weeks of specific data collected)

Evidence thus far indicates that classroom enrichment is not meeting the student's needs.
- Differentiated general-education instruction continues in the classroom, which may include:
    o Maintaining increased depth, content, complexity, and Higher Order Thinking (HOT)
    o Maintaining modification of content, process, product
    o Project Menus; include a learning contract/independent study of an interest-based project
    o Higher level questioning
    o Usage of above grade level resources
    o Compaction: Unit-by-unit content is accelerated, replaced or extended to align with appropriate instructional level
    o Continuing flexible ability groupings allowing for like-ability learning cohorts
    o Recommend higher level extracurricular activities (Science Olympiad, Battle of the Brains, Math Olympiad, etc.)
    o Online skills-based programs, e.g. Khan Academy

Parent(s) will be contacted by classroom teachers regarding additional data collection on higher level thinking skills (collaborate with Gifted Facilitator prior to talking to parent(s):
- Gifted facilitator will pull-out student (push-in only if classroom dynamics can support it) to interview the student and evaluate the student's higher level thinking ability and need for services. These pull-outs (whether 1:1 or in a small group) will consist of 30-minute sessions, 1-2x per week, for no longer than six weeks or no more than six hours total.
- Classroom Teacher(s) continue to document evidence of advanced ability, taking notes and making copies of student work.

    Documentation to bring to SC Team meeting:
    o Tier 3 interventions are documented in BrightBytes (Gifted Facilitator)
    o Completed Tier 3 rubric with scores and anecdotal notes (Gifted Facilitator)
    o Any additional classroom work demonstrating advanced cognition (Gen Ed Teacher)
    o Any new Classroom Grades/Assessment scores (Gen Ed Teacher)

- Decide as a team, based on data, the next step for this student.

Potential outcome after completing Tier 3 (Targeted Intervention)

Data will continue to be collected
Outcome 1- The student is NOT recommended for a full gifted evaluation   - The student will continue to receive Tiered supports in the general education classroom.   - The student may be recommended again in the future, should new data demonstrate further need.   **Outcome 2-** The student is recommended for a full gifted evaluation.   - The student will continue to receive Tiered supports in the general education classroom.   **A-** The student qualifies for gifted services and an IEP is drafted   **B**- The student is evaluated and Does Not Qualify   - The team should wait one full calendar year before initiating a new evaluation   - Additional classroom data must be presented through the tiers if re-evaluation is considered

Requested/ Invited Attendees:

Tier 1→Tier 2- **Required**- Classroom teachers and SIS   **Tier 2→Tier 3**- **Required**- Classroom teacher, psych, gifted facilitator and SIS   **Tier 3→ Required**- Classroom teacher, psych, gifted facilitator, & SIS

USD 232 MTSS Outline

Vision
Maximize each student's potential, through inspiration and discovery, challenging all students to become self-sufficient and positive contributors to society.

Core

Values

We believe...

- Trust and respect are fundamental for thriving relationships.
- Our community flourishes when individuals, families, and organizations collaborate.
- Every person matters and has value.
- Responsibility and accountability are essential for personal growth, organizational improvement, and community engagement.
- Commitment to high expectations is essential to help achieve full individual and collective potential.
- Everyone benefits when culture and diversity are understood and respected.
- Lifelong learning enriches individuals and creates opportunities.
- Open exchanges of ideas and communicated planning are integral for continuous improvement.

Mission

Outcomes

All students will...

- Develop an Individual Plan of Study (IPS) they can articulate and utilize to progress toward evolution of their goals.
- Identify and choose positive ways they can take active ownership in their community.
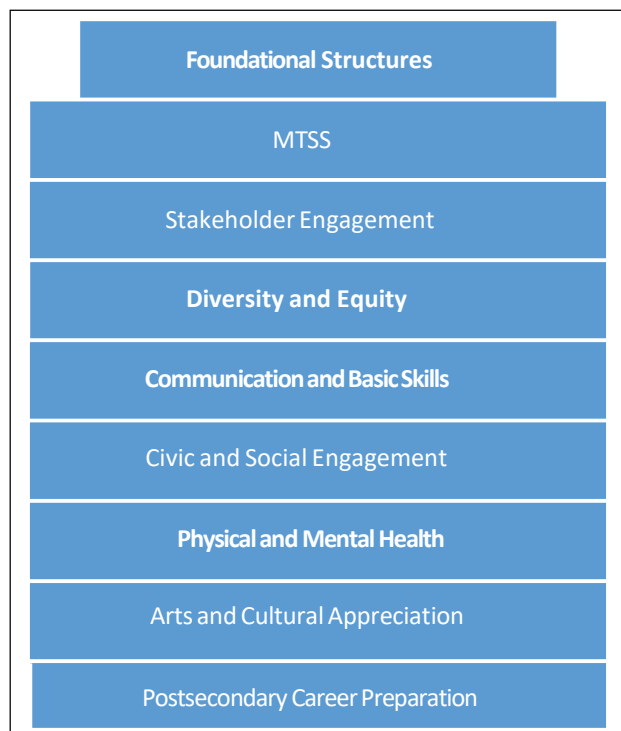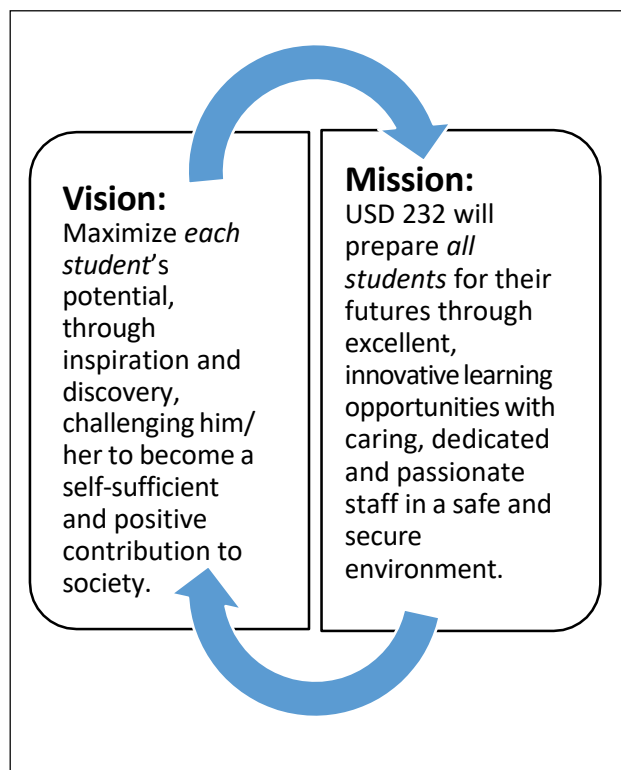
Strategies

We will...

- Build trust and facilitate engagement with all USD 232 stakeholders.
- Align and support all educational programs and services to achieve our vision, goals, and strategies.

Strategic

Delimiters

We will NOT...

- Continue or adopt any program or service not aligned with and in advancement of the vision, and accompanied by the necessary resources.
- Make decisions without the use of relevant data provided by appropriate personnel.
- Allow past experiences to interfere with the consideration of new ideas.

USD 232 Foundations

Vision:
Maximize *each student*'s potential, through inspiration and discovery, challenging him/her to become a self-sufficient and positive contribution to society.

Mission:
USD 232 will prepare *all students* for their futures through excellent, innovative learning opportunities with caring, dedicated and passionate staff in a safe and secure environment.

Foundational Structures

- MTSS
- Stakeholder Engagement
- **Diversity and Equity**
- **Communication and Basic Skills**
- Civic and Social Engagement
- **Physical and Mental Health**
- Arts and Cultural Appreciation
- Postsecondary Career Preparation

Rose Standard Capacities

1. Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization.

2. Sufficient knowledge of economic, social, and political systems to enable the student to make informed choices.

3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation.

4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.

5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.

6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.

7. Sufficient levels of academic or vocational skills to enable public school students to compete favorable with their counterparts in surrounding states, in academics or in the job market.

MTSS Handbook
Glossary of Terms and
Acronyms

B

BrightBytes Intervention Dashboard- MTSS documentation site in BrightBytes student data management system

C

Collective Responsibility- all stakeholders believe they are responsible for ensuring each student learns at a high level

Convergent Assessment- systemic use of data to determine learning needs of each student, while monitoring effectiveness of instruction to meet those needs

D

Differentiated Instruction- curriculum developed based on identified essential learning

E

Equitable Access- each student is provided the support and time needed to learn at high levels

Essential Learning Standards (ELS)- to address the Critical Question "What is it we expect students to learn?", educators determine essential standards based on endurance, leverage, and readiness

- o What is essential to know?
- o What is important to know and do?
- o What is nice to know?
- o With what is worth being familiar?

F

Foundational Structures- eight elements of education that lead to successful high school graduates, basis of accreditation in the state of Kansas

Four Critical Questions-

- o What is it we expect students to learn?
- o How will we know when they learn it?
- o How will we respond when some students already know it?
- o How will we respond when some students do not learn?

I

Instructional Decision Making (IDM)- use of multiple points of data to determine instruction and differentiation needs for students

K

Kansas College and Career Readiness (KCCR)- content areas of math, English/language arts, social studies, and science

Kansas Education Systems Accreditation (KESA)- systems process for public school districts to obtain state accreditation in Kansas

L

Local Performance Assessments (LPA)- teacher-created tests of essential standards to identify skill deficits students have in specific content

M

Multi-Tiered Systems of Support (MTSS)- a framework of instruction that provides support to all students to ensure mastery of grade-level content

O

Organizational Framework- district protocol for Tiers, interventions, interventionists, time, and group size

P

Professional Learning Community (PLC)- culture of collaboration for educators regarding student learning and effective instructional strategies

Progress Monitoring (PM)-frequent and consistent assessment of student academic performance to quantify rates of improvements or progress toward goals

R

Resource Intervention Menu- MTSS Tier I, II, and III lists which identify district primary resources, and supplemental materials purchased by individual schools, located in the MTSS Handbook

Response to Intervention (RtI)- multi-tier approach to early identification and support of students with learning and behavior needs

S

Student Collaboration Team (SCT)- team function is to analyze forms of data to determine how to meet needs of students requiring interventions, comprised of principal, counselor/social worker, School Improvement Specialist/Assistant Principal, general education teacher(s), Special Education teacher(s), school nurse, ELL, parent(s) (invited but not required)

Student Solution Form- historical electronic form for documentation of individual student MTSS work, currently used as attachment to provide context, uploaded in BrightBytes Intervention Dashboard

T

Tier 1- core instruction at course/grade level each student receives daily, approximately 80% of students successfully learn core content

Tier 2- intervention and extension, supplemental instruction at course/grade level for students who need additional support for an identified skill deficit, approximately 15% of students successfully learn content

Tier 3- intensive remediation, support for students with significant learning skill deficits and academic/behavioral support needs, approximately 5% of students qualify for services

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