



Multi-Tiered Systems of Support MTSS 2021-2022



Department of Teaching and Learning

- Curriculum & Instruction
- School Improvement
- Special Services

USD 232 Multi-Tier System of Supports



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 supports 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](#)

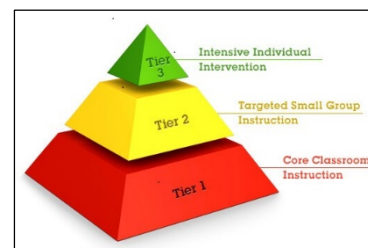


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Multi-Tiered System of Support (MTSS):

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

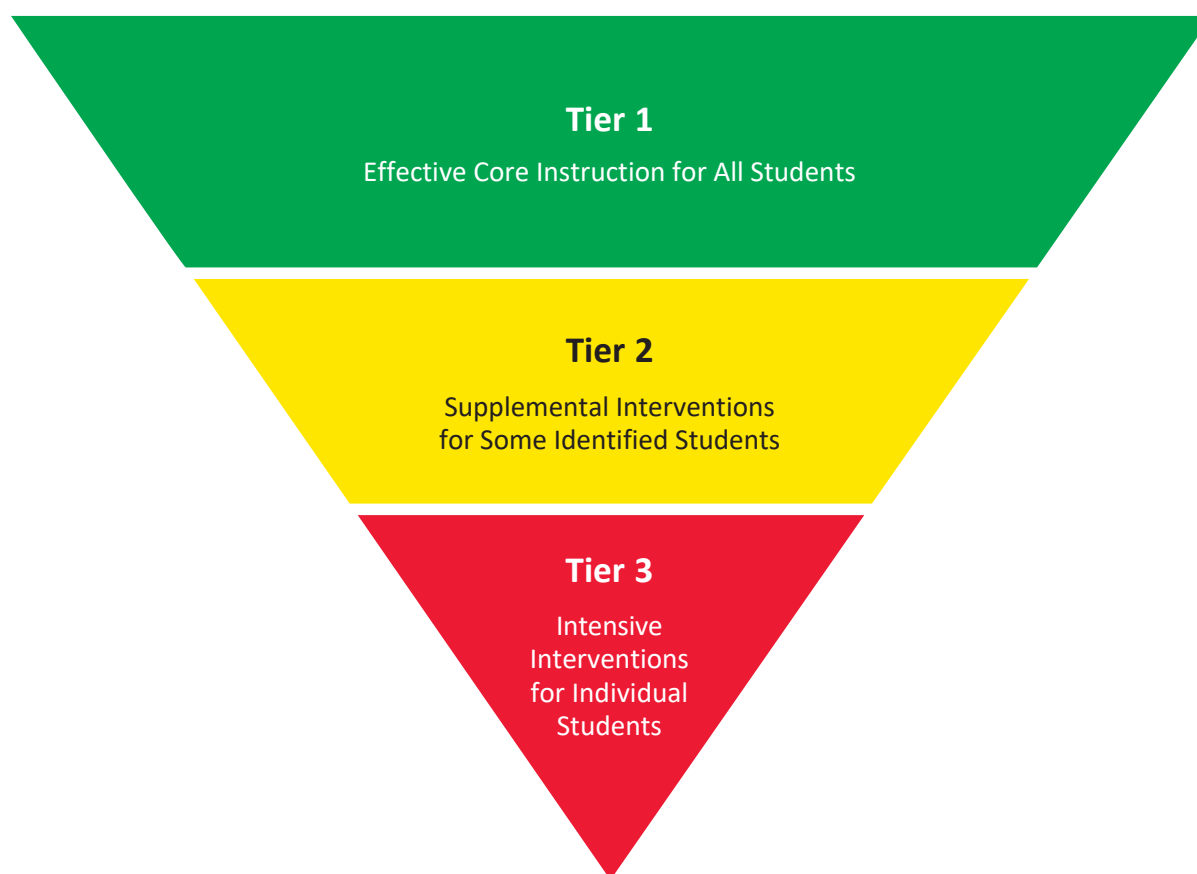
MTSS Tiered Instruction

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, at course/grade level, for students who need additional support in learning course/grade level material, specifically identified by skill deficit. Tier 2 instruction is intended to be timely and coordinated with Tier 1 instruction. Approximately 20% of students should 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 appropriate course/grade level skills yet to be successful in solely Tier 1 and 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 and 2 instruction.*** Students are entered into the Tier 3 interventions based on referral of the **Student Collaboration Team (SCT)**.

The diagram below illustrates the three tiers.



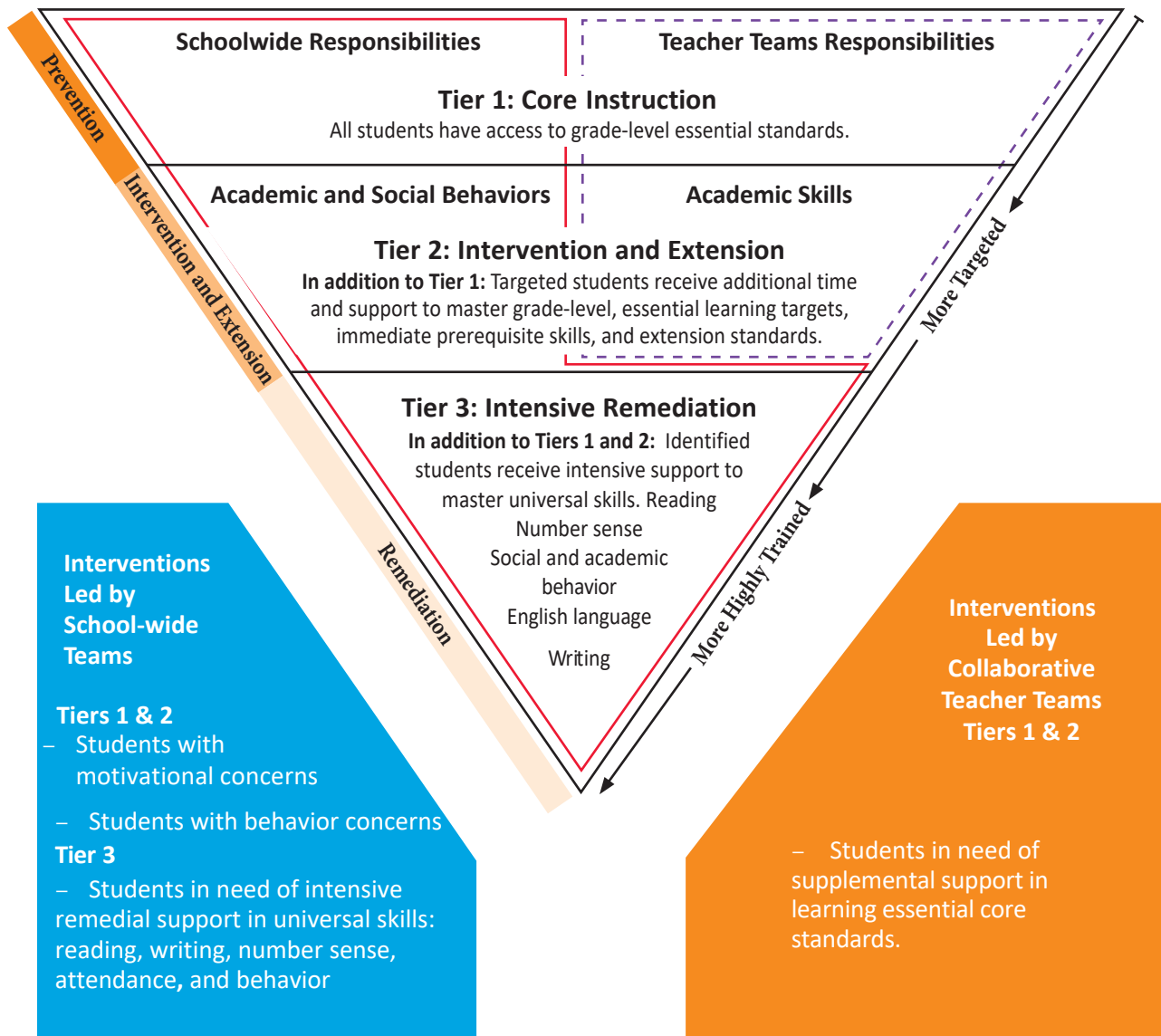
Distinguishing Between Tier 2 and Tier 3 Instruction in Order to Support Implementation of RTI, Jason E. Harlacher, Ph. D., Marzano Research Laboratory, Amanda Sanford, Ph. D., Portland State University, and Nancy Nelson-Walker, Ph. D., Center on Teaching and Learning, University of Oregon.

MTSS Teams	Team Purpose	Team Members	Frequency of Meetings
Teacher Teams	<ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • Course/grade level teams • Department teams • Interdisciplinary teams 	Weekly
Student Collaboration Team (SCT)	<p>Primary function is to analyze various forms of data to determine how to best meet the needs of students requiring interventions.</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Principal • Social worker/counselor • General education teacher(s) • Interventionists, Reading and/or Math Specialists • Special education teacher/representative • School nurse • ELL teacher, as needed • Parent (invited, but not required) 	Weekly

MTSS Team Responsibilities

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

The Multi-Tiered System of Support Pyramid



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 an avenue to collaborate regarding student learning and effective instructional strategies. The three concepts of the 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 of 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

Eaker, Robert. *Kid by Kid, Skill by Skill: Becoming a Professional Learning Community*, Professional Learning Communities at Work Institute, Minneapolis, MN, 2016.

MTSS Instructional Cycle

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

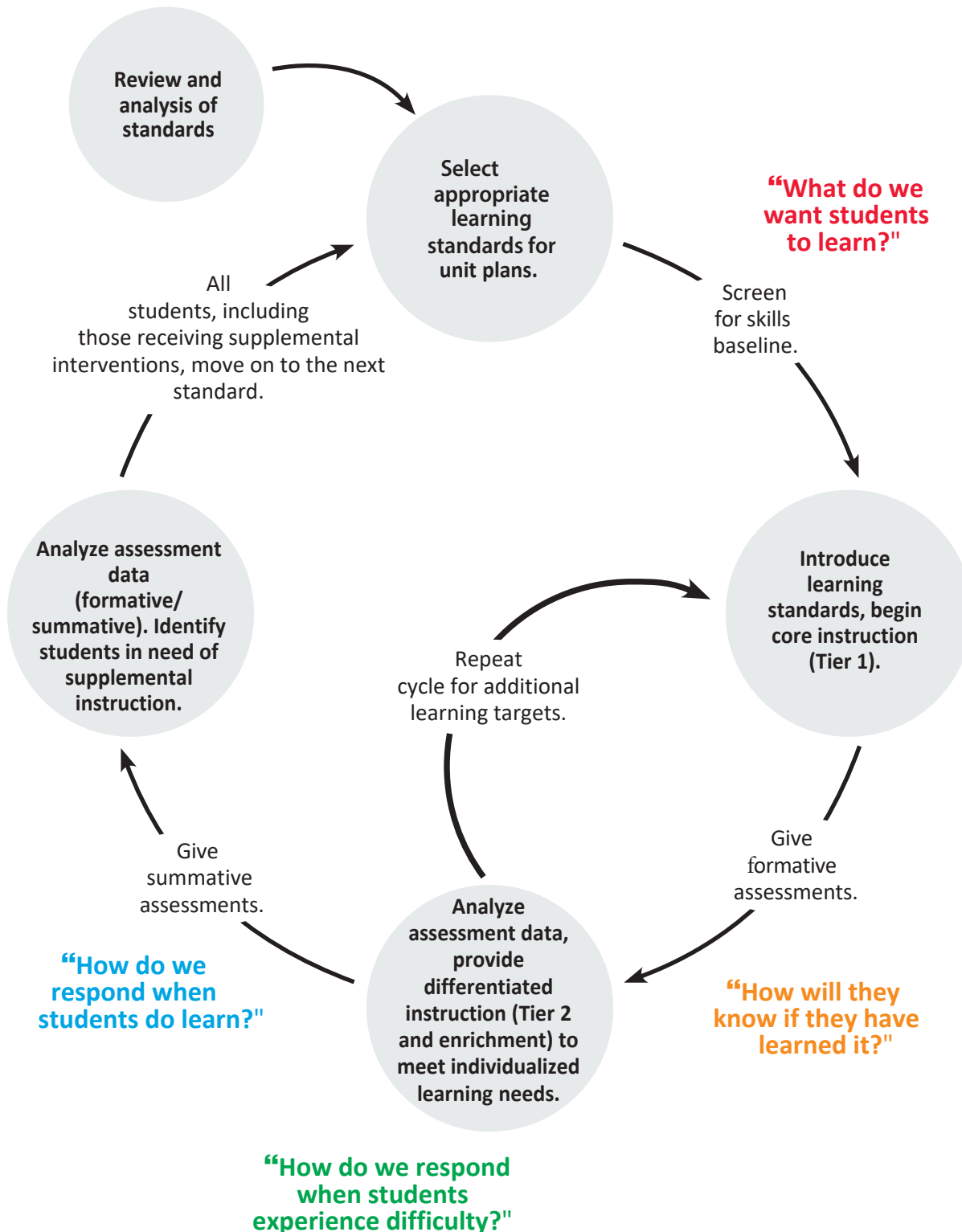


Diagram modified from Buffum, Mattos, Weber. *Simplifying Response to Intervention Four Essential Principles*.

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 standard focus on lifelong skills, concepts, and processes.
2. Leverage: Does the knowledge of this standard carry over to other content areas? Is it widely applicable?
3. Readiness for further study: Does the standard provide foundational knowledge for learning at another grade level or level of instruction?

Standards that meet the three criteria above are identified as essential.

If it meets two of the criteria it is an important standard.

If it only meets one of the criteria it is an introductory standard.

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. Student who struggle to master the ELSS are provided further instruction through Tier 2 and possible Tier 3.

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

Gregory, G., Kaufeldt, M. and Mattos, M. *Best Practices at Tier 1*. Bloomington, IN, 2016.

Local Performance Assessments (LPAs)

We give LPAs so we can 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 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.

Modified from © Mattos 2016.

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.

PreACT (9, 10)

ACT/WorkKeys (11)

Student Perception Survey (3-12)

FastBridge (K-12) [includes CBM in grades K-5]

Reading and Math SAEBRS/MySAEBRS	Fall
All in Same Window	Winter
All in Same Window	Spring

State Assessments

ELA (Grades 3-8 and 10)
Mathematics (Grades 3-8 and 10)
Science (Grades 5, 8, and 11)
HGSS (Grades 4, 7, and 11)
DLM
KELPA2

Scholastic Next Steps Benchmarking (K-5)

***** (OPTIONAL IN 2021-2022)**

Grades K, 1, and 2 benchmarks may be done by professional discretion. This may be done by the classroom teacher or identified support staff.

Grades 3, 4, and 5 benchmark three times a year: Prior to fall parent-teacher conferences for reporting purposes, End of January, prior to second parent-teacher conferences for reporting purposes, May, prior to end of school year. Students in Tiers 2 or 3 watch lists- quarterly. Students at or above grade level may be further assessed by professional discretion. This may be done by the classroom teacher or identified support staff.

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. MAP Percentile (prior scores, if available, can be used as data points, for historical context, of consideration in an overall picture of student achievement and/or instructional need)
3. State Assessment Scores
4. PreACT and ACT Scores
5. 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\2018-19 FastBridge Benchmarks and Norms Interpretation Guide.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 3 or above
- MAP—percentiles from 32nd to 50th

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
- MAP—percentiles from 17th to 31st

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
- MAP—percentiles at or below 16th percentile

Tier 1

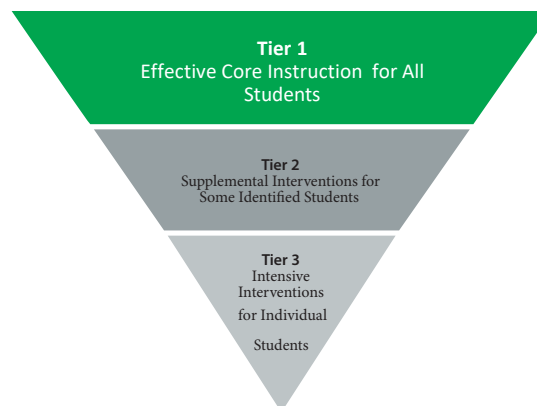
Entry Criteria:

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



Screening and Assessments:

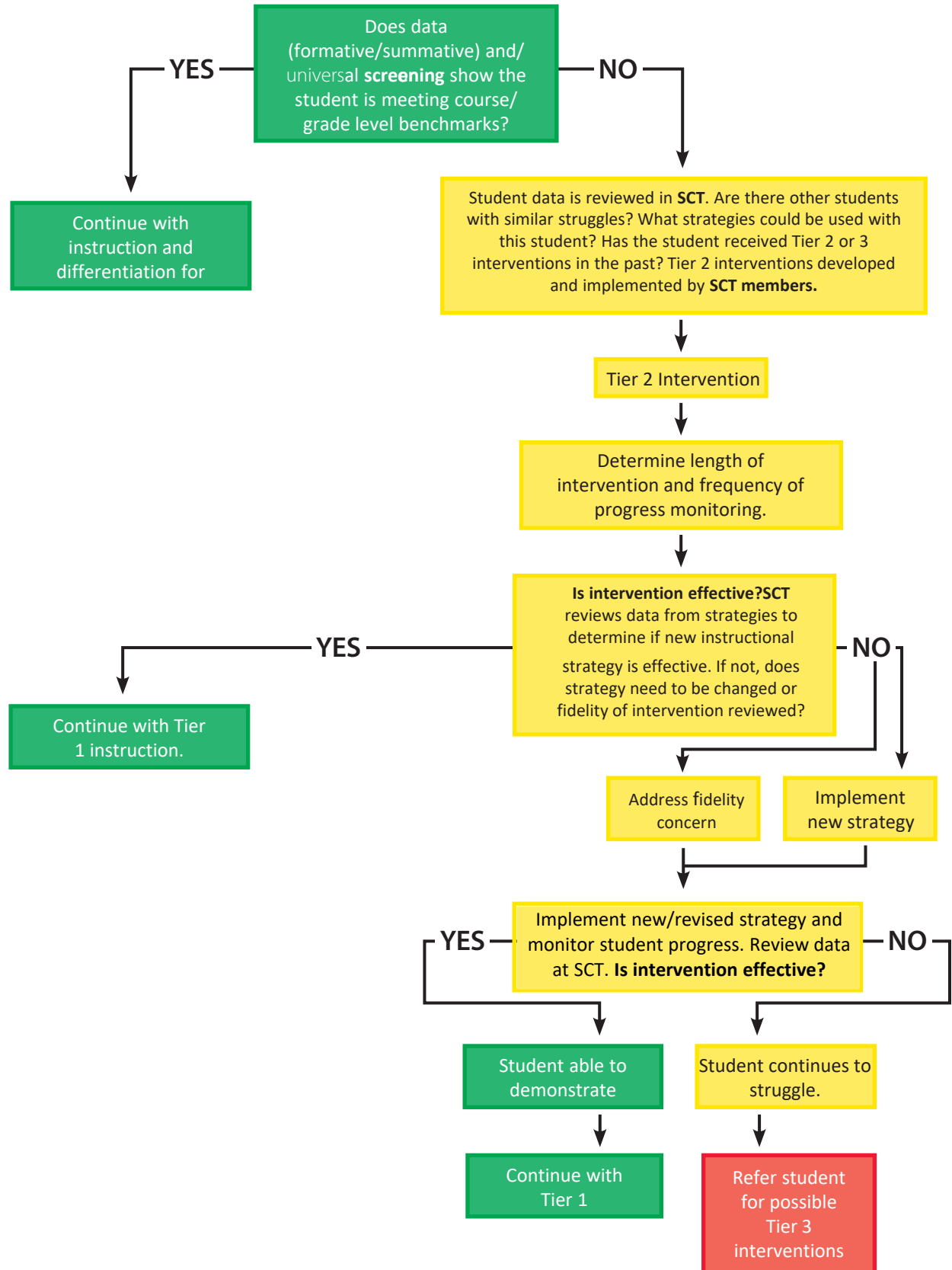
All students will be screened three times throughout the school year in the areas of reading and math. Screening data is one piece of data to be considered regarding students' progress during Student Collaboration Team meetings. It is a piece of data for teachers to consider in discussions regarding 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 need. The purpose of these meetings is to discuss the four critical questions in regards 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



Tier 2

Entry Criteria:

Tier 2 interventions are intended for students who are struggling to meet course/grade level expectations. These interventions take place in addition to Tier 1, core instruction.

Instruction:

Tier 2 instruction includes, but is not limited to:

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

Progress Monitoring:

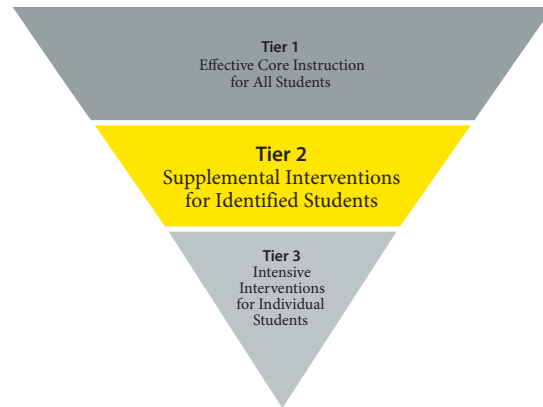
Teachers will monitor student learning in Tier 2 groups using appropriate tools for the specific interventions that will provide data for the SCT to monitor student progress.

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.

Decision-Making Process:

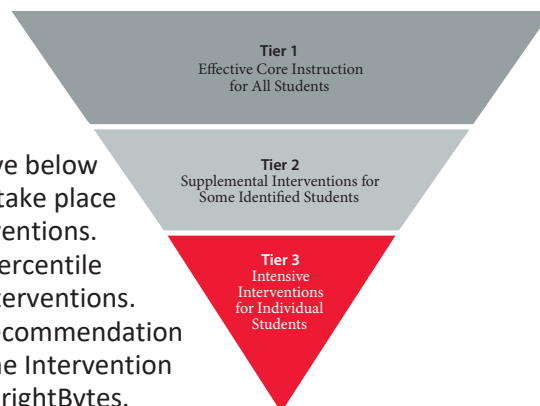
SCT conversations should continually include discussion regarding student success. If students continue to struggle to learn a specific skill or demonstrate more significant need, there should be discussion regarding the appropriateness of the intervention used or the fidelity of the intervention.



Tier 3

Entry Criteria:

Tier 3 interventions are intended for students who have below course/grade level learning gaps. These interventions take place **in addition** to Tier 1, core instruction, and Tier 2 interventions. 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.

Instruction:

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

- Small group, or individual instruction
- Increased frequency of intervention
- Additional minutes to Tier 1 and Tier 2 instruction. Tier 3 occurs during the school day, in addition to scheduled Tier 2 intervention times, not in place of Tier 2 interventions.

Progress Monitoring:

Students receiving Tier 3 interventions will be progress monitored in a 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.

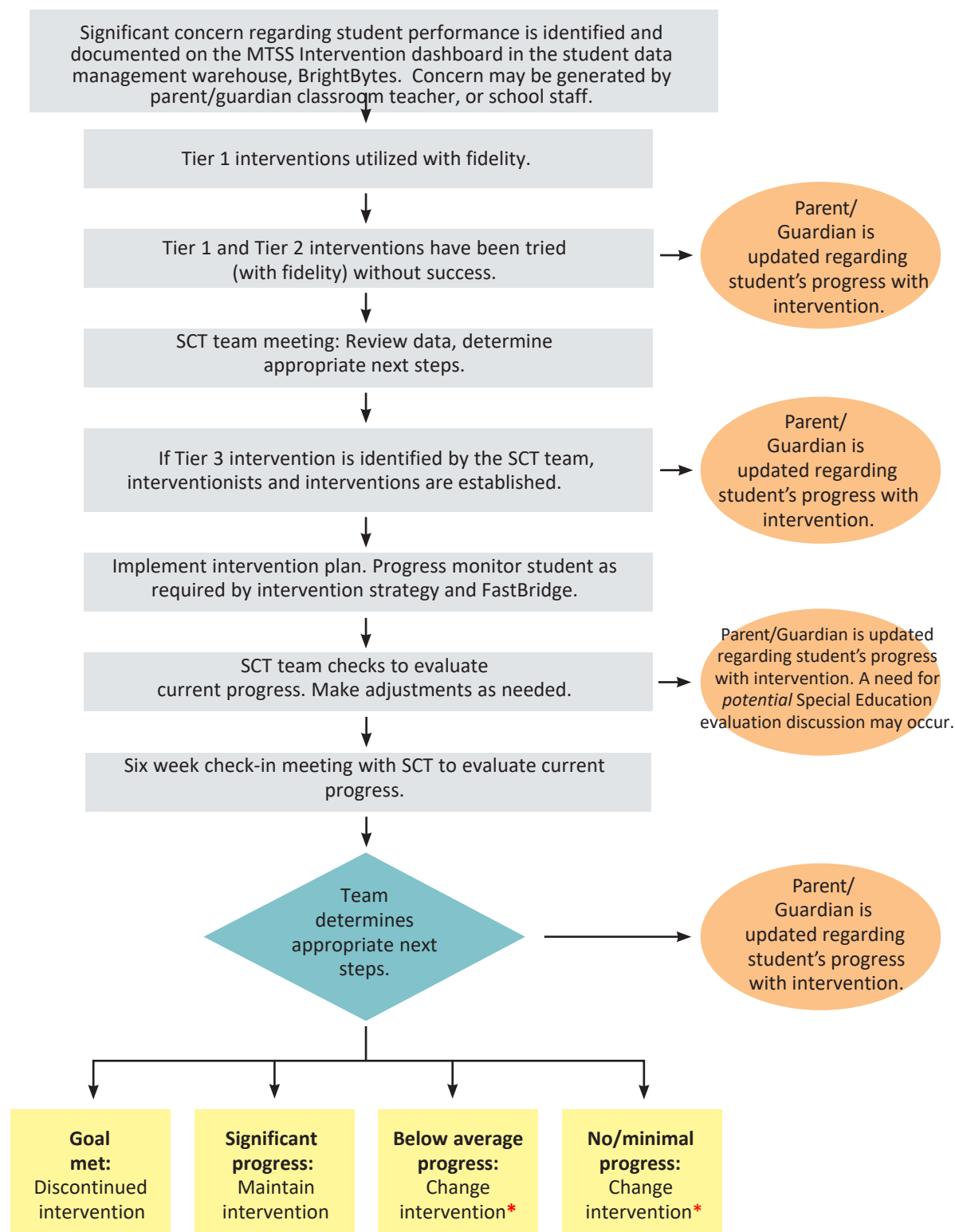
Student Collaboration Team (SCT):

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.

Decision-Making Process:

See MTSS Student Collaboration Team Process for more details.

MTSS Student Collaboration Team Process



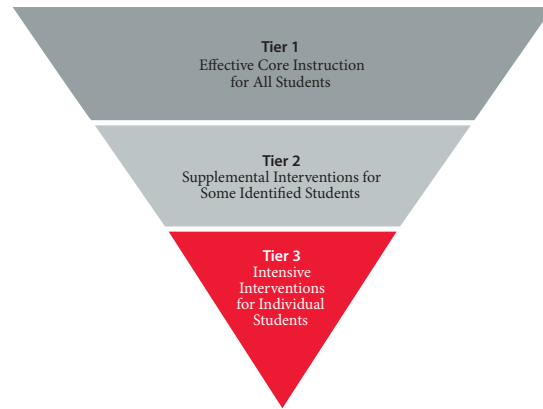
* If the intervention plan and revisions are not successful in helping the student meet goal(s), the SCT team may make a referral for a possible special education evaluation.

Tier 3

Progress Monitoring Guidelines

Graduate Criteria

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 graduate 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 this 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 make a decision, evidence is based on the following criteria:

- Consecutive 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 record 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
 - Organizational Framework
 - Resource Menu
 - Assessments
 - Progress Monitoring
 - Behavior
- Forms
 - Student Solutions Form- Historical Document ONLY
 - MTSS Plan Outline
 - Foundational Structures Document
 - District and Building Goals



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. Data is current (within the prior two weeks) for Tier 2 and 3 students in the areas of progress monitoring.

Elementary Reading

	Tier 2	Tier 3
Instructional Time	>= 30 minutes 3 days/week	>= 40 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 Classroom Teachers as needed	Specialists Aides Special Education as appropriate

Math

	Tier 2	Tier 3
Instructional Time	>= 30 minutes 3 days/week	>= 40 minutes 4 days/week
Instructional Group Size	<= 6	<= 5
Duration of Intervention	<18 weeks per skill monitored	>=18 weeks
Staff Responsible for Intervention Instruction	Classroom teachers through small groups/ guided math 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 – two days a week.	49 minutes – for Math 30 minutes – four days a week for Reading
Instructional Group Size	5-8 students	1-5 students
Duration of Intervention	1 semester to 1 year	20+ weeks
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

This Organizational Framework is a targeted guide for the 2021-2022 school calendar, to be reviewed for updates in subsequent years.

Early Childhood (PreK)

	Reading	Math	Behavior-SEL
Tier One	Big Day	Big Day	PBIS
	Get Set for School		ASQSE2 Activities

Elementary (Grades K-5)

	Reading	Math	Behavior-SEL
Tier One	Benchmark Advance	MyMath	PBIS
	Scholastic Next Step to Guided Reading	Xtra Math	Second Step
		Red Bird	
	<u>WORD STUDY</u> ↓	Khan Academy	Zones of Regulation (K-5)
	Benchmark Advance	Tenmarks	Too Good for Drugs (K-5)
	Words Their Way	Kim Sutton- Ten Block	Mind Up (K-5)
	Tools4Reading		
	Really Great Reading: Blast	Front Row (K-5)	CHAMPS
	Morpheme Magic		
	Really Great Reading: HD Word	Prodigy	New Show Resources
	Heggerty Phonemic Awareness (K-2)		Whole Brain Strategies
	Heggerty “Bridge the Gap” (2-3)		7 Habits (K-5)
	Wiley Blevins Phonics		The Incredible Flexible You
	Kid Lips (K-2)		Steps to Respect
			PATHS
Tier Two	Sonday I, II, LPL	Number Worlds	Zones of Regulation (K-5)
	6 Minute Solutions	Otter Creek	Second Step
	Rewards	Kim Sutton	CHAMPS
	SOAR	Front Row	Mind Up (K-5)
	DIBELS	Freckle	Lunch Groups-Counselor
	Road to the Code (K-1)	Bridges (SE Only [Title])	Essential Learning
	Benchmark Advance		Study Skills
	Heggerty “Bridge the Gap”		Everyday Speech
	Kilpatrick “Equipped for Reading Success”		
	Visualizing and Verbalizing for Reading Comprehension		

Red Font- District Primary Resource

Black Font- Building-Purchased Supplemental Resource

	Chipper Chat		
	The Reading Strategies Book		
	Morpheme Magic		
	<u>WORD STUDY</u> ↓		
	Benchmark Advance		
	Words Their Way		
Tier Three	Scholastic Benchmark Benchmark Kits	Number Worlds	Zones of Regulation (K-5)
	Sonday I, II, LPL	Online Math League (2-3)	The Incredible, Flexible You
	6 Minute Solutions	Math Olympiad (4-5)	
	Horizons	Otter Creek	
	Corrective Reading	Kim Sutton	
	Storyworks	Front Row	
	Edmark	Connecting Math	
	Heggerty “Bridge the Gap”	Bridges (SE Only [Title])	
	Kilpatrick “Equipped for Reading Success”		
	Visualizing and Verbalizing for Reading Comprehension		
	<u>WORD STUDY</u> ↓		
	Benchmark Advance		
	Words Their Way		

Middle School (Grades 6-8)

	Reading	Math	Behavior-SEL
Tier One	Study Sync	Into Math	PBIS
	Prentice Hall Writing/Grammar	Khan Academy	Second Step
			Signs of Suicide
			Health Curriculum
			Individual Plans of Study
Tier Two	6 Minute Solutions	Number Worlds	Signs of Suicide
	Rewards	ALEKS	
	SOAR	Punchline	
	Lexia Power Up		
Tier Three	Language!	Number Worlds	Signs of Suicide
	Corrective Reading	ALEKS	
	Lexia Power Up	Punchline	

Red Font- District Primary Resource

Black Font- Building-Purchased Supplemental Resource

		ALEKS	
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High School (Grades 9-12)

	Reading	Math	Behavior-SEL
Tier One	My Perspectives	Big Ideas Math	PBIS
			Signs of Suicide Alcohol Edu
Tier Two	Achieve 3000	Trans Math	Signs of Suicide
		Achieve 3000	Vaping: Know the Truth
Tier Three	Language!	Trans Math	Signs of Suicide
	Corrective Reading	Achieve 3000	JCMH: Alcohol Drug Screening
	Achieve 3000		Columbia Suicide Risk Asmnt.

Red Font- District Primary Resource

Black Font- Building-Purchased Supplemental Resource



USD 232 MTSS Protocol Assessment Framework

Circle One→ Math **Reading**

Circle One→ **Elementary** 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*
 - DIBELS- *As determined by interventionists*
 - DAR (STAR-SE)-*As determined by interventionists*
 - Scholastic Benchmark (*See protocol document*)
 - Fountas and Pinnell (*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?

Using multiple data points (State Assessments, FastBridge, etc.)

This Protocol Framework is a targeted guide for the 2021-2022 school calendar, to be reviewed for updates the subsequent year.



USD 232 MTSS Protocol Assessment Framework

Circle One→ **Math** Reading

Circle One→ **Elementary** 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 2021-2022 school calendar, to be reviewed for updates the subsequent year.



Fastbridge Literacy Screening Assessment Elementary Protocol 2021 – 2022

Screening Window

Fall	Winter	Spring
August 23 – October 4	December 1 – December 29	May 2 – May 30

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 <ul style="list-style-type: none"> • Fall: Sentence reading • Winter/Spring: CBM (passage reading - No comprehension check) 	earlyReading English Composite
2-3	CBMreading English <ul style="list-style-type: none"> • No comprehension check 	aReading (+AUTOREading)
4-5	AUTOREading Composite CBMreading English <ul style="list-style-type: none"> • 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 August 10, 2021.
- More information regarding specifics on CBM materials for 4th-5th grade students will be coming in the very near future.

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.**
- *School Improvement Specialists:* Must go through FastBridge official certification process before fall assessments begin.
- *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 broad 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 state-wide, 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 for research on and development of 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 from grade – or instructional – level passages. The words read correctly per minute (WRCM) functions as a robust indicator of 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 World, Aimsweb, Common assessment, KAP
Determine Reading Assessments Used for Tier Placement	FB aReading, DAR, KAP, Common assessments, FB CBM	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 2021-2022 school calendar, to be reviewed for updates the subsequent year.



USD 232 MTSS Protocol Assessment Framework

Circle One → **Math** **Reading**

Circle One → **Elementary** **Middle School** **High School**

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 15 ACT 15-16	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 2021-2022 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- Every week

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

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 have been 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 Working 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 SAEBS 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.

Appendix- Behavior, Elementary

- 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 SIT forms and data.
- 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
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+

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 five 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

	TIER 2	TIER 3
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
Use of 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	Use of Sensory Tools

USD 232 SOCIAL-EMOTIONAL AND BEHAVIORAL MTSS ORGANIZATIONAL FRAMEWORK

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 That are 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; 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 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
Skiping 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 Their 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 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
Arson / Vandalism- Student Plans and/or Participates in Malicious Burning or Destruction of Property (delete)	
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 (delete)	
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

<ul style="list-style-type: none"> • 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
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TIER PLACEMENT

TIERS	Attendance Per Semester	Behavior	Course Performance Grades 3-12 D's & F's	SAEBRS Emotional Screeners (Internalizing)	SAEBRS Social Screeners (Externalizing)	SAEBRS Academic Screeners	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

- A 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 five 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- 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
Preferred Seating	

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
Use of 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 / 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.
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MAJOR AND MINOR BEHAVIORS

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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	
Skiping 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

<ul style="list-style-type: none"> • 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. It is anticipated that this will be completed by January of 2022.

TIERS	Attendance Per Semester	Behavior	Course Performance Grades 3-12 D's & F's				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	To Be Completed in 2021-2022 School Year			0-1
TIER 2	Abs 5-10 Tar 7-10	Maj 2-4 Min 6-10	2				2-5
TIER 3	Abs 11+ Tar 11+	Maj 5+ Min 10+	3+				6+

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

REMEMBER

- A 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 five 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 21-22 school year.

	TIER 2	TIER 3
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- ELEMENTARY SCHOOL

TIER ONE 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 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
Use of Social Stories	Parent Contact
Teacher Office Hours	Access to Student Services
Study Skills Class	Student Solutions

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 / 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



USD 232 MTSS Student Solution Form

Student Name:

Grade Level:

Date of Birth:

Teacher:

Date Form Started:

School:

Parent Communication:

Student Strengths (specific to academic/S-E, not demeanor):

AREA OF CONCERN (Check all that apply.)	Health Information	Previous Schools/Services
<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Written Language <input type="checkbox"/> Speech Communication ___ Receptive Language ___ Expressive Language ___ Articulation ___ Stuttering <input type="checkbox"/> Motor <input type="checkbox"/> Fine <input type="checkbox"/> Large <input type="checkbox"/> Social-Emotional <input type="checkbox"/> Ability to Attend to Task <input type="checkbox"/> Executive Function(s) <input type="checkbox"/> Performing Significantly Above Peers <input type="checkbox"/> Missing Assignments/Homework <input type="checkbox"/> Other _____	Vision Test Date: Results: <input type="checkbox"/> Pass <input type="checkbox"/> Fail Hearing Test Date: Results: <input type="checkbox"/> Pass <input type="checkbox"/> Fail Describe Relevant Medical History: (i.e., <i>diagnoses, TBI, allergies, etc.</i>) Medications taken regularly:	Attendance Attendance/Tardy Concerns? <input type="checkbox"/> YES <input type="checkbox"/> NO If Yes, Describe: English as Second Language Is English the student's primary language? <input type="checkbox"/> YES <input type="checkbox"/> NO Does the student receive ELL services? <input type="checkbox"/> YES <input type="checkbox"/> NO

Concern(s)

Date and Concern:

Typical Peers Are Able to

This Student:

Problem Analysis (Instruction, Curriculum, Environment, Learner)



(Mark effectiveness to all that apply; 1-No, 2-Somewhat, 3-Yes)

Accommodations Currently Utilized in General Education Setting												
Changes HOW the Student Learns or Accesses Information/Learning	Effectiveness			Changes HOW the Student Learns or Accesses Information/Learning	Effectiveness							
	1	2	3		1	2	3					
Preferential Seating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Break Extensive Projects into Smaller Parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Extended Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wait Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Chunking Tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sensory Tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Frequent Breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Raised-Line Paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Quiet Setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Scribe/Talk to Text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Separate Learning Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading Tracker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Repetitious Comprehension Checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Read Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Short, Concise Directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Oral Response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Teacher-Provided Notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Number Sheet/Calculator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Controlled Choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Math Manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
"If-Then" Statements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student Checks for Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Use of Timer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Visual Supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

Modifications				Interventions			
Changes WHAT the Student is Taught or Expected to Learn	Effectiveness			DIRECT INSTRUCTION Targets Skill Deficits or Gaps	Effectiveness		
	1	2	3		1	2	3
Reduction of Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Small Group Instruction-Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Omission of Problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Small Group Instruction- Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leveled Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Peer Model/Buddy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modified Grading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Classroom/Building Expectations PBIS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alternate Assignments/Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Classroom Reinforcement System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Highlighter to Trace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Model Use of Curriculum Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reduction of Assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Social Skills Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data:	Date:	Score	Notes:
Reading			
Choose an item.			
Math			
Behavior			
State Assessment	Date	%ile	Notes:



KS Reading			
KS Math			
OTHER: _____			

TIER 1 Meeting Notes

Date:

Attendees:

Notes:

To Be Utilized for Historical Context, as an Attachment in Intervention Dashboard of BrightBytes Student Data Management System

TIER 2



Area	Intervention Description	Start Date	Person/Team Responsible	Progress Monitoring Review Date(s)
Baseline Data: Currently, this student is:				
After implementation of intervention for weeks, the student will accomplish:				
Result of Intervention:		Decision:		Next Meeting:
Staff Input:		Parent Communication:		

Date	Result of Intervention:	Decision:	Next Meeting
	Staff Input:	Parent Communication:	

TIER 2 Meeting Notes

Date:
Attendees:
Notes:



TIER 3

Area	Intervention Description	Start Date	Person/Team Responsible	Progress Monitoring Review Date(s)
Baseline Data: Currently, this student is: After implementation of intervention for weeks, the student will accomplish:				
Result of Intervention:		Decision:		Next Meeting:
Staff Input:		Parent Communication:		

Date	Result of Intervention:	Decision:	Next Meeting
	Staff Input:	Parent Communication:	

To Be Utilized for Historical Context, as an Attachment in Intervention Dashboard of BrightBytes Student Data Management System



Recommendation(s)

- Is the student's area of concern significantly discrepant from peers?
- Have general education interventions been given sufficient time to be effective?
- Have interventions been changed or revised if the student is not demonstrating sufficient growth or progress?
- Does the student's lack of response to general education interventions indicate need for intense and/or sustained resources that cannot be provided through general education?
- Does student progress monitoring data, of increasingly customized and individually tailored instruction and intervention, indicate the student is not making sufficient progress?

- ☐ Dismiss from the MTSS Solution Process
☐ Refer for Section 504 Plan
☐ Refer for Student Behavior Plan
☐ Refer for Evaluation for Special Education
☐ Other _____

Date:

Date:

Date:

Date:

Date:

To attach PDF documents to this form:

1. Click "Insert"
2. Click "Object"
3. Click "Create from File"
4. Click "Browse"
5. Locate PDF you want and click "Insert"
6. Click "Display as Icon"
7. Click "OK"

Place PDF attachments in this box.

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 that...

- 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 with Relationships and Relevance at their core.

Strategies

We will...

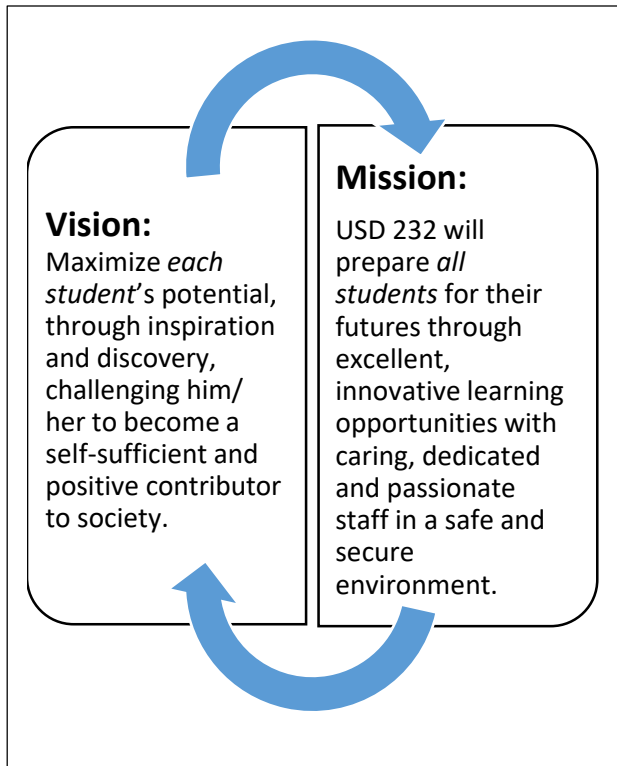
- Ensure that every staff member understands, supports, and promotes the vision and values of USD 232.
- Build trust and facilitate engagement with all USD 232 stakeholders.
- Align and support all educational programs and services to achieve our vision, goals, and strategies.

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.

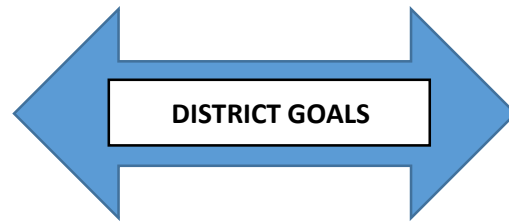
USD 232 Foundations



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 favorably with their counterparts in surrounding states, in academics or in the job market.

USD 232 District and Building Goals



Relationships

- Staff
- Students
- Families
- Community

Relevance

- Curriculum
- Instruction
- Student Engagement
- Technology

Building	Goal 1	Goal 2
Belmont Elementary	Students (Relationships)	Instruction (Relevance)
Clear Creek Elementary	Students (Relationships)	Curriculum (Relevance)
Horizon Elementary	Students (Relationships)	Student Engagement (Relevance)
Mize Elementary	Students (Relationships)	Student Engagement (Relevance)
Prairie Ridge Elementary	Community (Relationships)	Instruction (Relevance)
Riverview Elementary	Students (Relationships)	Student Engagement (Relevance)
Starside Elementary	Families (Relationships)	Instruction (Relevance)
Lexington Trails Middle School	Families (Relationships)	Technology (Relevance)
Mill Creek Middle School	Students (Relationships)	Communities (Relationships)
Monticello Trails Middle School	Technology (Relevance)	Instruction (Relevance)
De Soto High School	Instruction (Relevance)	Student Engagement (Relevance)
Mill Valley High School	Students (Relationships)	Student Engagement (Relevance)

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

- What is essential to know?
- What is important to know and do?
- What is nice to know?
- 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-

- What is it we expect students to learn?
- How will we know when they learn it?
- How will we respond when some students already know it?
- 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

References

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The USD 232 MTSS Handbook is a dynamic document, subject to updates as appropriate.

