MTSS Manual
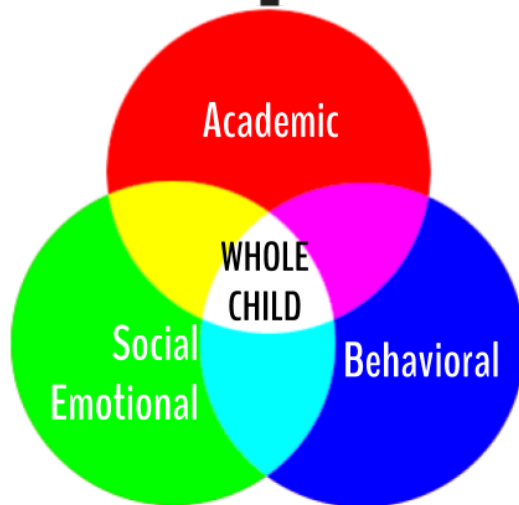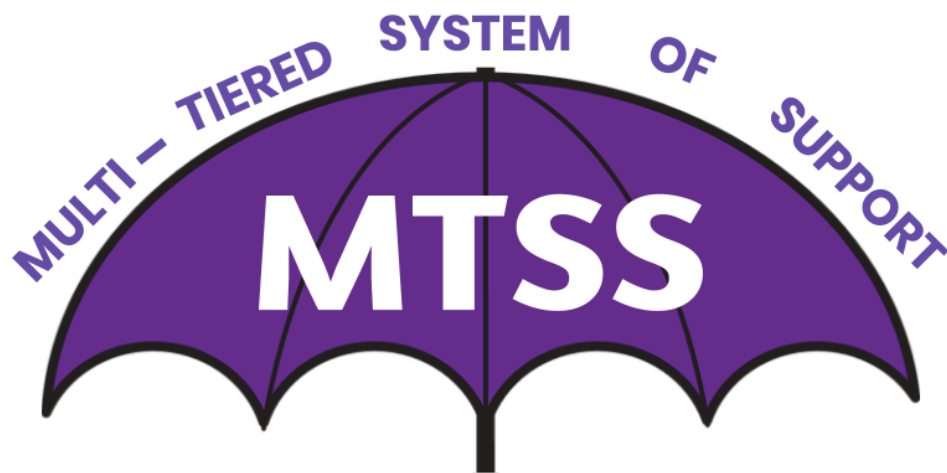
Saratoga CCSD 60C
MTSS Manual

Introduction

Purpose of this Document

The purpose of this document is to provide an overview of the Multi-tiered System of Support (MTSS) in Saratoga CCSD 60C. The manual is designed to explain the essential components of MTSS in order to assist staff and families in understanding MTSS, the value of this framework to student achievement, and how this multi-tiered approach for academic and behavioral concerns will be implemented.

In compliance with the Every Student Succeeds Act (formerly the No Child Left Behind Act) and the Individuals with Disabilities Education Improvement Act, Saratoga CCSD 60C is dedicated to meeting the needs and services of all students to receive the best quality education through programming for the individual student. The school system adheres to a policy of non-discrimination in educational programs and activities while striving to provide an equal educational opportunity for all students required by Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination based on disability.

MTSS is an essential component of the special education evaluation process. In Illinois, schools are required to use MTSS as part of the evaluation process to determine whether or not a student has a specific learning disability. Students may be identified as having a specific learning disability if, over time, they do not demonstrate appropriate growth in response to increased levels of intervention support. State resources can help explain the process and requirements needed for a student to receive services for a specific learning disability:

https://www.isbe.net/Pages/Special-Education-Disability-Areas.aspx

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Guiding Principles

❖ All children can learn.

❖ It is our responsibility, our duty, as educators to discover the keys to each child's academic success so that they may reach their dreams.

❖ In each person there are gifts and the capacity to develop those gifts.

❖ We are all part of the solution.

Overview of MTSS

Multi-tiered System of Support (MTSS) is the umbrella system for Response to Intervention (RtI) and Positive Behavioral Interventions & Supports (PBIS). RtI is an integrated approach that provides high-quality instruction that is matched to individual student needs. Positive Behavioral Interventions and Supports (PBIS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007). PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems.

Simply put, MTSS is a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. MTSS promises to change the way schools support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need that include an increasing level of support.

MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005). Based on a problem-solving model, the MTSS approach considers environmental factors as they might apply to an individual student's difficulty, and provides services/intervention as soon as the student demonstrates a need.

[MTSS Flowchart](#)

Team Members/Roles

MTSS Administrator
- Oversee MTSS process
- Facilitate problem solving and data meetings
- Coordinate participants needed for meetings
- Supervise and coordinate participation in meetings for reading specialists, intervention paraprofessionals, instructional coaches, social workers and any other staff members determined necessary.

Teachers
- Deliver core curriculum and individual differentiation (Tier 1 interventions)
- Problem solving team members
- Collect data
- Administer benchmarking assessments

Reading Specialists
- Deliver Tier 2 & Tier 3 interventions
- Administer benchmarking assessments
- Administer progress monitoring assessments
- Problem solving team member when relevant

Director of Student Services
- Problem solving team member when relevant
- Supervise special services staff, including social workers, speech/language pathologists, school psychologist, and special education teachers.

School Psychologist
- Problem solving team member
- Analyze data
- Conduct student evaluations when warranted

Curriculum & Instructional Coaches
- Assist teachers with differentiation in the classroom
- Problem solving team member
- Coordinates Check in and Check Out (CICO)

Social Workers
- Conducting Social Academic Instructional Group (SAIG)
- Conduct Functional Behavior Assessment (FBA)/Behavioral Intervention Plan (BIP) development when warranted
- Problem solving team member

Check In/Check Out Facilitators
- Meet with CICO students in the morning and afternoon
- Collect data

Intervention Paraprofessionals
- Deliver Tier 2 & Tier 3 Interventions
- Administer benchmarking assessments
- Administer progress monitoring assessments

Character/PBIS Committee
- Review School-Wide Information System (SWIS) data
- Institute Trainings for staff
- Kickoffs & Boosters for students
- Review forms: T-chart, Flow Chart, BCF's
- Plan Assemblies
- Develop & Create items to incorporate themes for the year

Both MTSS and PBIS are grounded in differentiated instruction. Each approach delimits critical factors and components to be in place at the **universal (Tier 1), targeted group (Tier 2), individual (Tier 3), special education (Tier 4)** levels. Our goal is to describe the shared (identified in bold) characteristics of these approaches as a basis for highlighting how best to meet the needs of children experiencing academic and social difficulties in school.
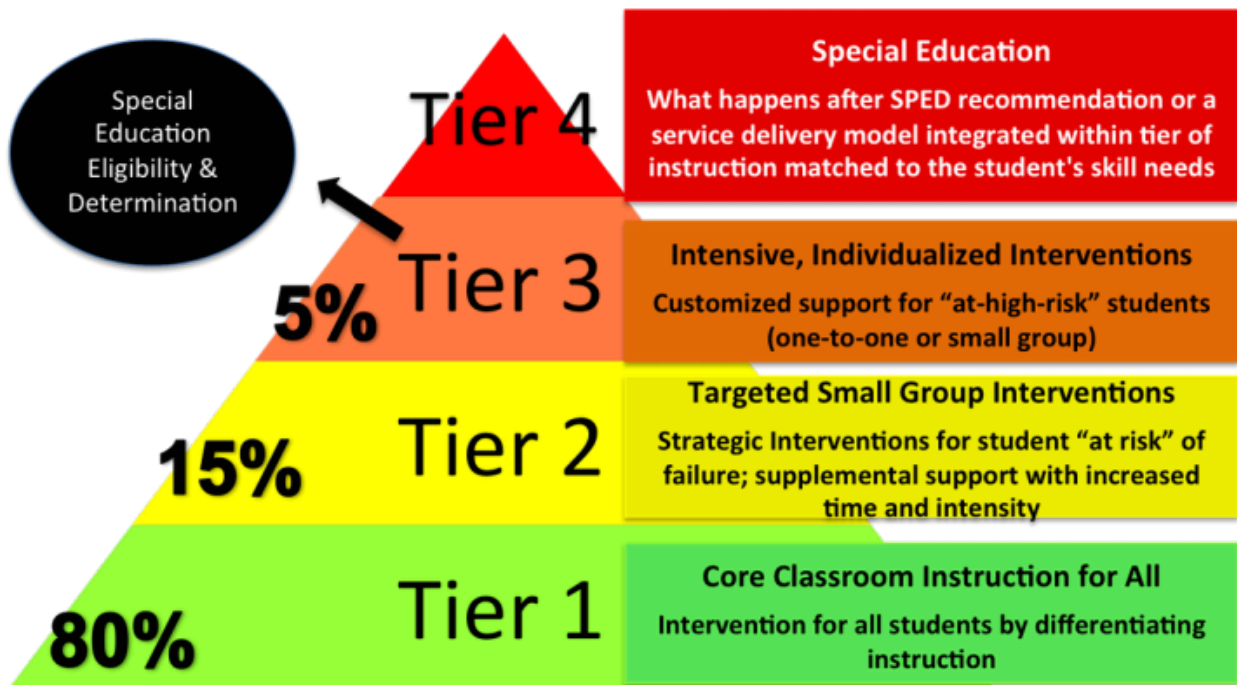
Tier 1 - Universal Supports
- Core academic curriculum
- PBIS Cool Tools
- School/Classroom expectations matrixes
- Benchmarking
    - Academic - 3x/year
    - Social/Emotional - 2x/year

Tier 2 - Targeted Group
- Academic interventions
- CICO
- SAIG
- Progress monitoring
    - Academic - every 2 weeks
    - Social/Emotional - daily

Tier 3 - Individual
- Intensive academic interventions
- FBA-BIP (Functional Behavioral Assessment/ Behavior Plan)
- Progress Monitoring
  - Academic - weekly
  - Social/Emotional - daily

Tier 4 - Special Education

MTSS Process

Benchmarking

Fall	Winter	Spring
*AIMSweb Reading	*AIMSweb Reading	*AIMSweb Reading
K - LNF 1st - LWSF, WRF, ORF 2nd - 3rd - ORF, RC & VOC 4th - 8th - ORF, RC, VOC & SRF	K - LNF & LWSF 1st - WRF, ORF 2nd - 3rd - ORF, RC & VO 4th - 8th - ORF, RC, VO & SRF	K - LNF & LWSF 1st - WRF, ORF 2nd - 3rd - ORF, RC & VO 4th - 8th - ORF, RC, VO & SRF
AIMSweb Math	AIMSweb Math	AIMSweb Math
K - NNF, QTF & CA 1st - CA, NCF-P & MMF-1D 2nd - 8th - CA, NSF, NCF-T & MCF	K - NNF, QTF & CA 1st - CA, NCF-P & MMF-1D 2nd - 8th - CA, NSF, NCF-T & MCF	K - NNF, QTF & CA 1st - CA, NCF-P & MMF-1D 2nd - 8th - CA, NCF-T & MCF
Social Emotional Screener	Social Emotional Screener	Social Emotional Screener
[Definitions and Acronyms](#)		

Academic Data Review

After Benchmarking, the team meets to review data and recommend students for interventions. Decisions are based on assessment scores and teacher recommendation. A database is used by the team and includes students who qualify with their scores and the recommended intervention. This allows the team to monitor student growth and response to intervention from year to year.

Example of Intervention Document :

Fall Note	Intervention	MAPFall Reading	AIMS Fall ENB	MAPWinter Reading	AIMS Winter ENB
▼ Contains...	▼ Contains...	▼ Equals...	▼ Equals...	▼ Equals...	▼ Equals...
11/27/23: Switch to Bridges	---------- ⌄	21	7		10
	---------- ⌄	76	68		84

Teacher meeting
A grade level meeting with teachers is planned to discuss adding/dropping recommended students. Teachers will follow the steps on the Benchmark Data Review Flowchart to prepare a list of students who they feel would benefit from interventions. They also bring up any additional student concerns. The data team will then analyze the list as well as benchmark data to make a final decision as to who will receive intervention support.

Intervention Resources and Progress Monitoring Tools
Tier 2

Area of Concern	Intervention Resource	Progress Monitoring Tool
Fluency	Fluency Focused Group Read Live Bridges to Literature Six Minute Solution	Oral Reading Fluency
Comprehension	Comprehension Focused Group Bridges to Literature Double Dose Guided Reading	Oral Reading Fluency
Phonemic Awareness	Heggerty/Bridge the Gap	Letter Naming Fluency Letter Word Sound Fluency Word Reading Fluency
Phonics	Double Dose Fundations Explode the Code Just Words	Letter Naming Fluency Letter Word Sound Fluency Word Reading Fluency
Math	DreamBox Bridges Rocket Numerals Number Worlds	Number Sense Fluency Quantity Total Fluency
Language Processing, comprehension, decoding and fluency	Spell Links-Individual level determined by pre assessment	Tool within the program
Phonemic Awareness Phonics Vocabulary Fluency Comprehension	SPIRE	Letter Naming Fluency Letter Word Sound Fluency Word Reading Fluency Oral Reading Fluency
Foundational skills	SPIRE Sounds Sensible	
Writing, grammar, spelling	Expressive Writing Spell Links	Tool within the program

Tier 3

Phonemic Awareness Phonics Vocabulary Fluency Comprehension	Wilson Fundations SPIRE Reading Mastery Transformations	Oral Reading Fluency
Foundational skills	SPIRE Sounds Sensible	

Tier 4

Phonemic Awareness Phonics Vocabulary Fluency Comprehension	Wilson Fundations Reading Mastery Transformations	Letter Naming Fluency Letter Word Sound Fluency Word Reading Fluency Oral Reading Fluency PM tool determined p/IEP

Parent Intervention Letter

Teachers contact parents via phone or email prior to sending a letter home when students are being recommended for a new intervention. Letters are sent home when students are added or dropped from an intervention; However, not when continuing a current intervention.

Example Parent Letter
Example Drop Letter

Intervention Data Review

The data team meets every 6 weeks to discuss progress monitoring and make any changes to student interventions (dropping/changing) between benchmarking periods.

Teacher Communication

The Reading Specialist provides teacher's with progress monitoring reports and a Teacher Communication Form so teachers can look at progress monitoring reports and give feedback about student progress and how it is carrying over into the classroom.

Parent Communication

Sample Monthly PM Letter
Parent Trimester Letter (2023-24)

HAWKS Team
Academic Data Review
Monthly meetings for students exhibiting academic or behavioral concerns are held. These meetings may include the MTSS Administrator, Director of Student Services, Curriculum & Instructional Coach, Reading Specialist, Teacher, Social Worker, and/or Speech/Language Pathologist. The first meeting discusses initial concerns from teachers and parents. An action plan is created and implementation of the plan is monitored for success. The subsequent meetings go over progress monitoring, and teacher feedback. After sufficient data review, the HAWKS team will make a decision to continue interventions, change interventions, or may recommend an evaluation for special education services and supports.

Junior High Grade Support
As part of this academic process, Jr. High students' grades are reviewed. Any student with one or more summative failing grades will meet with the teacher to devise an action plan for how each member (teacher and student) will contribute to the student's overall improvement.

Behavior Data Review
Data team meets first Thursday of the month to evaluate monthly tracking of:
- Absences (10%)
- Behavior Communication Form (BCF) (2 or more in previous month)
- CICO DPRs (less than 80%)
- Teacher social emotional survey (High or Very High rating in overall)
- Grades (1 or more Fs).

CICO is the first intervention added after 1 risk factor. The next intervention is a 12 week session of SAIG for students who have more than one risk factor after participating in CICO. Once a student has completed a 12 week session of SAIG, if they are still exhibiting 3 or more risk factors, the completion of a Functional Behavior Assessment may be recommended to determine whether the student would benefit and qualify for a Behavioral Intervention Plan.

Teacher Request
Teachers may fill out a Request for Assistance form if they have concerns regarding a student's progress. The student support team, along with the classroom teacher, then meet and brainstorm additional strategies and supports that can be incorporated in the classroom to help students. Each student in this process is assigned a "case manager"

based on area of need. This case manager works as a liaison between the support team and teacher.

[Request for Assistance form](#)

Parent letter regarding CICO

Letters to be sent home are given to teachers after behavior data review or teacher request result in a student starting Check In and Check Out (CICO). Teachers contact parents via phone or email before sending a letter home when students are beginning CICO. Social workers will make contact with parents of students starting SAIG.

[CICO Letter](#)
[CICO K Example](#)
[CICO 1st-2st Example](#)
[CICO 3rd-5th Example](#)
[CICO 6th-8th Example](#)

Professional Development Opportunities

New Hire PBIS Training:
https://docs.google.com/presentation/d/10gCFk0SJVxp0fn96ImzAGe8jlxRSqgLul-Lbv3Z0LWI/edit?usp=sharing

Yearly MTSS Review:
https://docs.google.com/presentation/d/1HdSpTCegvmsGYyheaSbAk_7UdBC-UeLcM6zPcxvJAsg/edit?usp=sharing

Outside training opportunities:
http://www.midwestpbis.org/