

Multi Tiered System of Supports Handbook



Updated: Summer 2026

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Chapter 1 - Introduction to MTSS in Elgin ISD

Introduction

This handbook is intended to support district and campus staff in the planning for and implementation of the district's Multi-Tiered Systems of Support (MTSS) framework.

Elgin ISD is committed to the success of every student and recognizes that because each student is unique, a "one size fits all" educational program is insufficient to meet the needs of all of our students. Some students will need different support than others, and fulfilling this charge will necessitate a team-work and "all in" approach. The research is clear - problem solving and data-based decision-making in collaboration with colleagues is the most effective approach to improve outcomes for diverse student populations (Fullan, 2016).

With a focus on creating life-long learners and contributing members of the community, we assume the responsibility for the growth and development of the whole child. Understanding that academic, behavioral, and social-emotional instruction all play critical roles in the long-term success of our students.

● Chapter 2 - MTSS Overview

MTSS Overview

a. Purpose

To provide an instructional framework that accommodates the needs of all students and results in the improved achievement for all students

To offer a means for appropriately identifying/selecting students for continued services based on their demonstrated responses to scientific research-based instruction.

b. Vision

Every student will receive the support needed to grow and achieve at a high level.

c. RTI vs. MTSS

Some people interpret MTSS as a newer, enhanced version of RTI. In this line of thought, while RTI and MTSS are both multi-tiered approaches, the MTSS framework also functions as a continuous school improvement model. MTSS encourages educators to examine district, campus, and classroom systems and culture through the review and analysis of data on all students, and identifies students who need additional support to maximize their potential.

The chart below highlights the differences between RTI and MTSS from this perspective:

	RTI	MTSS
Students:	Students identified as “at risk” or being considered for special education evaluation.	All students, including those already being served by programs such as 504/Dyslexia, Bilingual, Special Education, etc.
Supports:	Academic	Academic, Behavioral, and Social-Emotional
Purpose:	Remediation and Intervention	Prevention, Differentiation, and Intervention
Focus:	Isolated - academic needs are discussed in isolation.	Integrated - academic, behavioral, and social-emotional needs are discussed together. The whole child is considered.
Collaboration:	Teachers of at-risk students, special education teachers, Psychological Services, Campus Administrators	All campus and district staff
Campus Management:	A campus administrator(s)	Teachers, Grade level/content teams (PLC), and a MTSS Campus Team.

Others interpret RTI as a subset, or component of MTSS, referring to only the academic intervention systems in place to support students, separate from any other intervention systems such as those for behavior, social-emotional learning, and health.

d. MTSS Guiding Principles

There are four essential principles that guide the MTSS framework in **Elgin**

1. **Collective Responsibility.** Every EISD **stakeholder...**
 - Believes that all students deserve and have the ability to learn at a high level.
 - Assumes responsibility for ensuring that each student learns at a high level

PLC Connection - "our purpose is student learning."

2. **Concentrated Instruction.** Curriculum is designed to create learning pathways that enable all students to master essential knowledge and skills aligned to the TEKS for Texas Prekindergarten Guidelines.

PLC Connection - "What is it we want our students to learn?"

3. **Convergent Assessment.** Multiple sources of data are routinely collected for review and analyzation to determine the learning needs of each student and the effectiveness of the curriculum and instruction in meeting those needs.

PLC Connection - "How will we know if the students are learning?"

4. **Certain Access.** Each student's growth on the learning continuum will guide planning and implementation of appropriate next steps in support to ensure that each student's potential is maximized.

PLC Connection - "What will we do for students who are not making progress?"

PLC Connection - "What will we do for students who already demonstrate proficiency?"

The MTSS essential principles align to the core principles of Professional Learning Communities (PLCs) and support the district's vision for excellence.

Multi-Tiered Systems of Support (MTSS) is a whole-child approach that integrates academic, behavioral, and social-emotional instruction and support. MTSS optimizes student growth through a proactive, preventative framework composed of multiple layers, or tiers, aligned to the varying needs of our students. Tier 1 effective school-wide systems and differentiated core instruction, Tier 2 targeted intervention, and Tier 3 intense and individualized intervention form the pillar of this integrated continuum of student supports (Buffom, Mattos, & Weber, 2010).

As a framework, MTSS establishes intentionality and efficient organization of all district and campus services offered for both students and staff. It aligns our work and facilitates a focus on collaboration, growth, and multifaceted approaches to student support. With implementation fidelity, MTSS has the power to close achievement gaps and address the critical needs of all students including those served by special programs such as Bilingual, Gifted and Talented (GT), English Language Learners (ELL), 504/Dyslexia, and Special Education.

e. Tiered Systems in a MTSS Framework

Tiered Systems

The concept of tiered systems has been around for many years and is widely used in education and public health to describe effective organization and delivery of services and supports (Frieden, 2010). In general terms, the largest tier forms the base of the support model and establishes best practices that will have the

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largest effect on the greatest number of people with a minimal per-person resource requirement. The middle tier(s) offers additional support and services to those who need more assistance to reach program goals, and requires the allocation of moderate resources. The highest tier(s) offers intense support and services to those few who need significant assistance to reach program goals, and requires the greatest allocation of resources per person. Elgin ISD has adopted three tiers:

- Tier 1: Core Instruction and Universal Systems
- Tier 2: Targeted Intervention
- Tier 3: Intense and Individualized Intervention

These tiers are created with the understanding that a shift from an instruction paradigm to a learning paradigm is essential if we are to support the success of our students (Barr & Tagg, 1995). The following model depicts the similar concept posed by Buffom, Mattos and Weber (2009).

i. Tier 1

Tier 1 - Universal:

Tier 1 is the least intensive level of the MTSS framework and typically includes the core curriculum and instructional practices used for all students. Tier1/core instruction generally includes:

A core curriculum that is research-based and aligned to identified “priority standards”

Instructional practices that are culturally and linguistically responsive

Universal screening to determine students’ current levels of performance

Differential learning activities (e.g., mixed instructional grouping, use of learning centers, peer tutoring) to address individual needs

Accommodations to ensure all students have access to the instructional program

Problem-solving to identify interventions, as needed, to address behavior problems that prevent students from demonstrating the academic skills they possess

-Differentiation

As unique individuals, students bring to school different strengths, prior knowledge and experiences, home languages, interests, cultures, and learning preferences. It is important to validate these differences and differentiate instruction by modifying content, process, and product in our planning. To ensure that every student grows, some students may need re-teaching opportunities, scaffolding, spiraling, or extra time to process new concepts. Some students may need curriculum compacting or enrichment opportunities such as an independent study project. Some students may need cultural and linguistic support to successfully access the curriculum. Building relationships with students and families, and analyzing data from universal screeners are best practices that help to determine the specific needs of each student, guiding instructional design and the formation of flexible groups.

It is important to consider the whole child, as academic, behavior, and social-emotional competencies together determine the learning trajectories of our students. Tier 1 core instruction and universal systems that address behavioral and social-emotional needs are an integral part of daily curriculum and instruction. School-wide behavior expectations, classroom behavior expectations, and social skills need to be explicitly taught, modeled, and practiced with students of all ages. Through the development of school cultures that embody safety, respect, and responsibility we establish learning environments that support the social and academic success of all students.

Students who require interventions continue to receive instruction in the core curriculum.

ii. Tier 2

Tier 2 – Targeted

Tier 2 (secondary prevention) typically involves small-group instruction that relies on evidence-based interventions that specify the instructional procedures, duration, and frequency of instruction. Tier 2 instruction usually consists of adult-led small-group instruction using validated interventions implemented with fidelity. Tier 2 supports are expected to benefit most students who do not respond to effective Tier 1 instruction. When data indicates students are not benefiting from Tier 2 interventions more intensive instruction, or an individualized form of intervention should be delivered through Tier 3 supports and services.

iii. Tier 3

Tier 3 - Intensive

Tier 3 (tertiary prevention) is the most intensive of the three levels and is individualized to target each student's area(s) of need. At Tier 3, the teacher often begins with a more intensive version of the intervention program used in secondary prevention (e.g., longer sessions, smaller group size, more frequent sessions). However, the teacher does not presume it will meet the student's needs. Instead, the teacher conducts frequent progress monitoring (i.e., at least biweekly) with each student. These progress monitoring data quantify the effects of the intervention program by depicting the student's rate of improvement over time. When the progress monitoring data indicates the student's rate of progress is unlikely to achieve the established learning goal, the teacher engages in a problem-solving process. That is, the teacher modifies components of the intervention program and continues to employ frequent progress monitoring to evaluate which components enhance the rate of student learning. By continually monitoring and modifying (as needed) each student's program, the teacher is able to design an effective, individualized instructional program.

• Chapter 3 - MTSS Structure in Elgin ISD

Problem Solving Approach

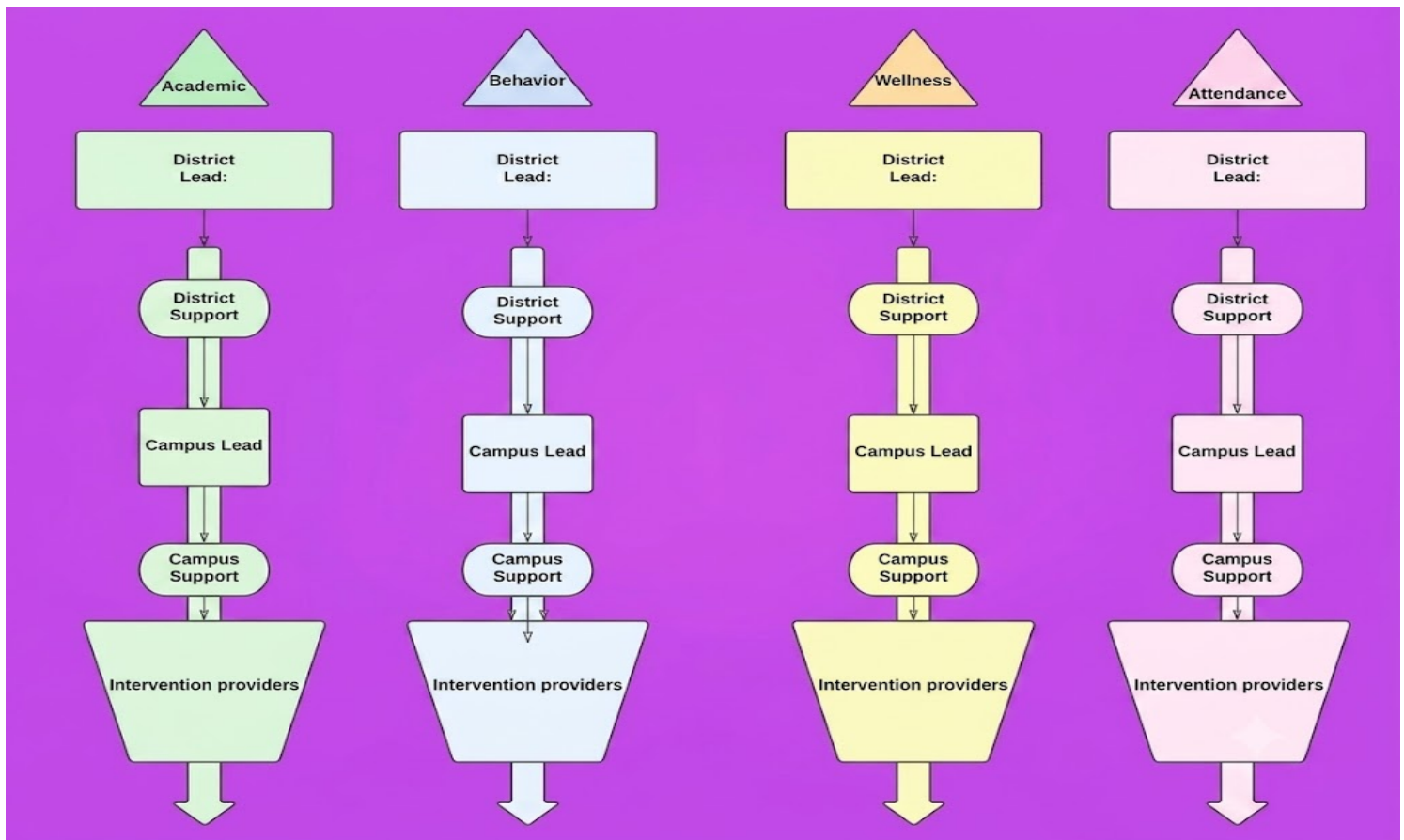
a. Data Based Problem Solving approach

The Problem-Solving Approach used in MTSS focuses equal attention on the learner, the environment, and the curriculum. The process is used to analyze issues and concerns at each tier to make informed decisions based on data. This process is not linear but rather matches instructional resources and services to individual and system needs.

There are four components to this ongoing process:

1. **Define** - identify the issue or concern
2. **Analyze** - use multiple sources of data to determine the cause of the issue or concern. Data to be analyzed may include universal screeners, progress monitoring, parent and teacher information, work samples, etc. Campus data may be analyzed for systems level problem-solving.
3. **Implement a Plan** - determine a goal and create a plan that will be implemented with a high degree of fidelity. The plan should include:
 - An observable and measurable goal
 - The instruction or intervention that will address the situation or concern
 - How progress will be monitored
 - A timeline for review
1. **Evaluate** - Collect and analyze school-wide, small group, and individual data to evaluate if the plan is working or if changes are needed.

b. Elgin ISD district M.T.S.S. structure



c. Roles and Responsibilities

District Lead:

- Attend District MTSS committee meetings
- Approve and Define Interventions
- Assist Campus leads in problem solving the implementation of interventions
- Provide and monitor the implementation of Implementation Measures

District Support:

- Meet with campus leads on a regular basis
- Facilitate the training of Interventions
- Assist Campus leads in problem solving the implementation of interventions
- Train on and provide support for the implementation of Implementation measures
- Facilitate Student MTSS meetings for high need students in need of wrap around services.

Campus Lead:

- Provide/facilitate training to campus staff on interventions.
- Monitor screener data to identify students in need of intervention
- Meet with other Campus MTSS leads to identify students in need of multiple tier 2 or 3 interventions.
- Hold/attend MTSS meetings
- Ensure the fidelity of implementation of Intervention
- Ensure progress monitoring
- Ensure that Interventions have been recorded in the district system
- Ensure that parent notification letters have been sent home

Campus Support:

- Provide training and support to intervention providers
- Update intervention progress (if assigned)
- Build Interventions in district recording system (if assigned)
- Send home parent notification letters (if assigned)
- Attend M.T.S.S meetings (if assigned)

Intervention Providers:

- Provide Intervention with Fidelity
- Collect intervention progress including attendance data
- Update intervention progress (if assigned)
- Build Interventions in district recording system (if assigned)
- Send home parent notification letters (if assigned)
- Attend M.T.S.S meetings

d. MTSS Committees

District M.T.S.S. committee:

Made up of district MTSS Leads and District Support staff.

Purpose:

- Ensure the fidelity of the implementation of interventions across tiers
- Plan and problem solve the implementation of interventions
- Review District wide data

Campus M.T.S.S. committee:

Made up of campus MTSS Leads and Campus support staff.

Purpose:

- Review Screener data to assess student need
- Highlight students in need of multiple tier 2 or 3 interventions.
- Ensure the fidelity of the implementation of interventions across tiers
- Plan and problem solve the implementation of interventions

Student M.T.S.S. Committee:

Made up of campus admin, students' teacher of record, and intervention providers,

Purpose:

- Assess the Need for Intervention
- Assign Intervention
- Write Smart Goal
- Review Progress
- Determine Next Steps

Student Success Team Meeting (secondary) (focuses on wellness, attendance and behavior)

Made up of campus counselors, student support specialists and administration..

- Assess the Need for Intervention
- Assign Intervention
- Write Smart Goal
- Review Progress
- Determine Next Steps

Campus Attendance Committee

Made up of

- Assess the Need for Intervention
- Assign Intervention
- Review Progress
- Determine Next Steps

Student M.T.S.S. Wrap Around Meeting

Facilitated by a District MTSS lead or a MTSS District Support staff includes campus admin, teacher of record, intervention providers

- These meetings are held to provide support to our highest need students. The outcomes can include safety plans or protocols, referrals to outside agencies, or any other kind of student support.
- [Wrap-Around Meeting Framework](#)

DAEP Transition Wrap Around Meeting

Facilitated by DAEP Assistant Principal includes MTSS District Support Staff and Social Worker.

- These meetings are held weekly to complete the [Elgin ISD Personalized Transition Plan Part 1](#) required under the TAC for any student returning to their home campus from DAEP
- [DAEP Transition Procedures](#)

e. Documentation

Meetings & MTSS Work

The primary purpose of MTSS is to ensure quality instruction that maximizes student learning in all areas. While instruction is the focus, proper documentation of all components of the problem-solving process is essential. Not only is it necessary to keep a record of discussions and actions taken, but it is important that information is able to be shared across stakeholders. During problem solving conversations, having information about previous interventions, strategies, and services provided will enable the team to move forward in a more efficient and productive way. Starting from scratch each year or when the student changes schools impedes the intervention process and delays the delivery of quality support. For these reasons, proper documentation is essential.

What	Who	Where
Tier 1 System/Data Reviews	MTSS Campus Team, PLC/Teacher Teams	Per campus protocol
MTSS Initial meeting	MTSS Student Team	Minutes captured in Panorama Intervention notes
Progress Monitoring Data	Classroom teachers, intervention providers	Panorama
Referral for Additional Services or Evaluation	MTSS Campus Team Lead	Samgoal

Forms & Process

The primary purpose of MTSS is to ensure quality instruction that maximizes student learning in all areas. While instruction is the focus, proper documentation of all components of the problem-solving process is

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essential. Not only is it necessary to keep a written record of discussions and actions taken, but it is important that information is able to be shared across stakeholders. During problem solving conversations, having information about previous interventions, strategies, and services provided will enable the team to move forward in a more efficient and productive way. Starting from scratch each year or when the student changes schools impedes the intervention process and delays the delivery of quality support. For these reasons, proper documentation is essential.

Elementary MTSS Process essentials

- Individual student progress will be reviewed at least once every 8 weeks by the Student MTSS committee.
- Goal progress will be recorded in Panorama at least once every 2 weeks.
- Teachers and Intervention providers will complete a “teacher MTSS prep form” prior to MTSS student meetings.
- At least four data points towards goal progress should be collected prior to Student MTSS meetings.
- The campus Registrar will be included in MTSS meetings.

Secondary MTSS Process Essentials

- Campus MTSS team will meet at least monthly.
- At-risk lists for each Tier of MTSS will be reviewed by the Campus MTSS team.
- Campus MTSS team will be responsible for assigning and reviewing progress data of students.
- Goal progress will be recorded in Panorama at least once every 6 weeks.

f. Universal Screeners

Universal screening is the Tier 1 assessment of all students on integral success and mastery indicators based on national norms. Universal screeners are typically administered three times a year, at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY).

Data from universal screeners are used to:

1. Inform instruction by providing educators valuable data on what learners are ready to learn next.
2. Measure growth from one testing event to the next.
3. Track growth over time and predict each student’s expected learning trajectory.

Academic	MCLASS	Kinder
	NWEA	1-12
Behavior	Universal Behavior Screener	K-12
Wellness		

g. Assigning Tiers

Academic, wellness, and behavioral development is not always synchronous; it is common for students to need different levels of support across content or developmental areas to maximize their potential. Assigning

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tiers and aligning resources to the tiers efficiently organizes services and ensures that each student has the necessary support to be successful.

Tiers should always be assigned for each content or developmental area separately, using a data-based approach that includes the review of multiple data points.

h. Intervention Plan

Writing Effective Goals

Writing Effective Goals

The measurable goal is an important part of the intervention plan. The goal is the target and the skill that is measured with data in the progress monitoring phase. When reading a completed goal, it should be clear to anyone exactly what skill is being measured and what target is expected for mastery. Whether writing a goal for a small group at Tier 2 or writing an individualized goal for a student in Tier 3, it is important to carefully consider guiding questions, use relevant data, and ensure your goal is written in a S.M.A.R.T. format.

-Guiding Questions

Guiding Questions

- What do we want the student to know or do?
- Why can't the student do this now? What skills are missing?
- What CAN the student do now?
- How is this relevant to this student's learning?
- How can we measure this knowledge, skill, or behavior?

-Data

Data Types

- **State Assessment**
- **Universal Screeners**
- **Interventions**
- **Benchmarks**
- **Attendance Data**
- **Discipline Data**

Sources of Data

STAAR/EOC
MAP, NWEA, SEL, UBS
Ixl, Emergent Tree
Content-Based Assessment
Skyward/ Panorama
Skyward/ Panorama

i. Progress Monitoring

Progress Monitoring

Progress monitoring is a critical component of the intervention plan used to determine if the intervention is effective for the student by -

1. Measuring a student's growth toward mastery of a skill or concept
2. Establishing a rate of improvement (ROI)
 - is the student on a trajectory to catch up with peers?
 - at this rate, how many years of growth will the student progress this year - one? Two?
3. Determining the effectiveness of selected resources and strategies for the student(s).
 - are all students in the same intervention demonstrating strong growth toward the goal?
 - are some students growing more quickly than others?
 - are few or no students demonstrating strong growth?

ii. Accommodations

Sometimes it is necessary to provide assessment accommodations based on the unique needs of a student in order to accurately assess the student's level of mastery. When a teacher is providing assessment accommodations to a student in a grade or content area that is tested by STAAR, it is important to determine if

the accommodations are used routinely, independently, and effectively, and are therefore appropriate testing accommodations for state assessments. Per 2TEA TETN-Event #43407 policy:

Routinely

- The student should routinely receive the accommodation during classroom instruction and testing.
- The student has used the accommodation often enough that he or she is comfortable using it on the day of the state assessment.
- This does not necessarily mean that the accommodation must be used every day during instruction.

Independently

- The student should be able to use the accommodation independently, when applicable, during the state assessment.
- For accommodations where independence is applicable, there should be no need for teacher assistance when using the accommodation.

Effectively

- Educators should collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports).
- This data will show whether the student still needs the accommodation or whether it is now unnecessary.

If the testing accommodations meet these general criteria, the teacher should submit evidence to the campus MTSS Campus Team (per TEA policy). The MTSS team will then review the evidence and the accommodation-specific criteria to determine eligibility, complete district documentation, and assign appropriate testing accommodations for STAAR.

Specific eligibility criteria for each accommodation (i.e. locally approved designated supports) are updated by TEA each year. Training on MTSS/SAISD assessment accommodation policy updates will be provided to the campus Leads

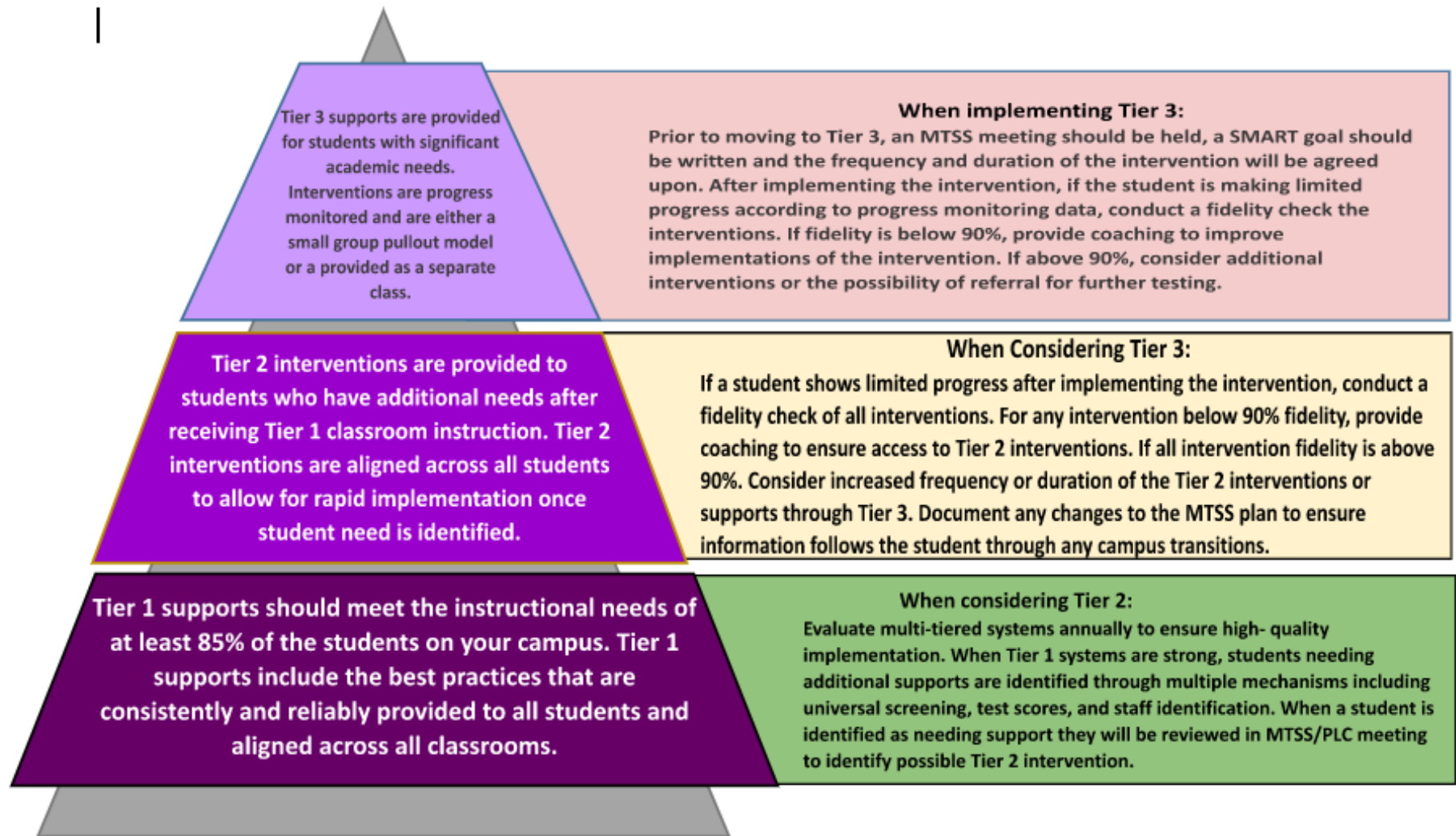
Accommodations for Special Education students will be documented in their IEP or %04 plans. Testing Accommodations for all other students will be added to interventions in Panorama.

[Adding accommodations to an Intervention](#)

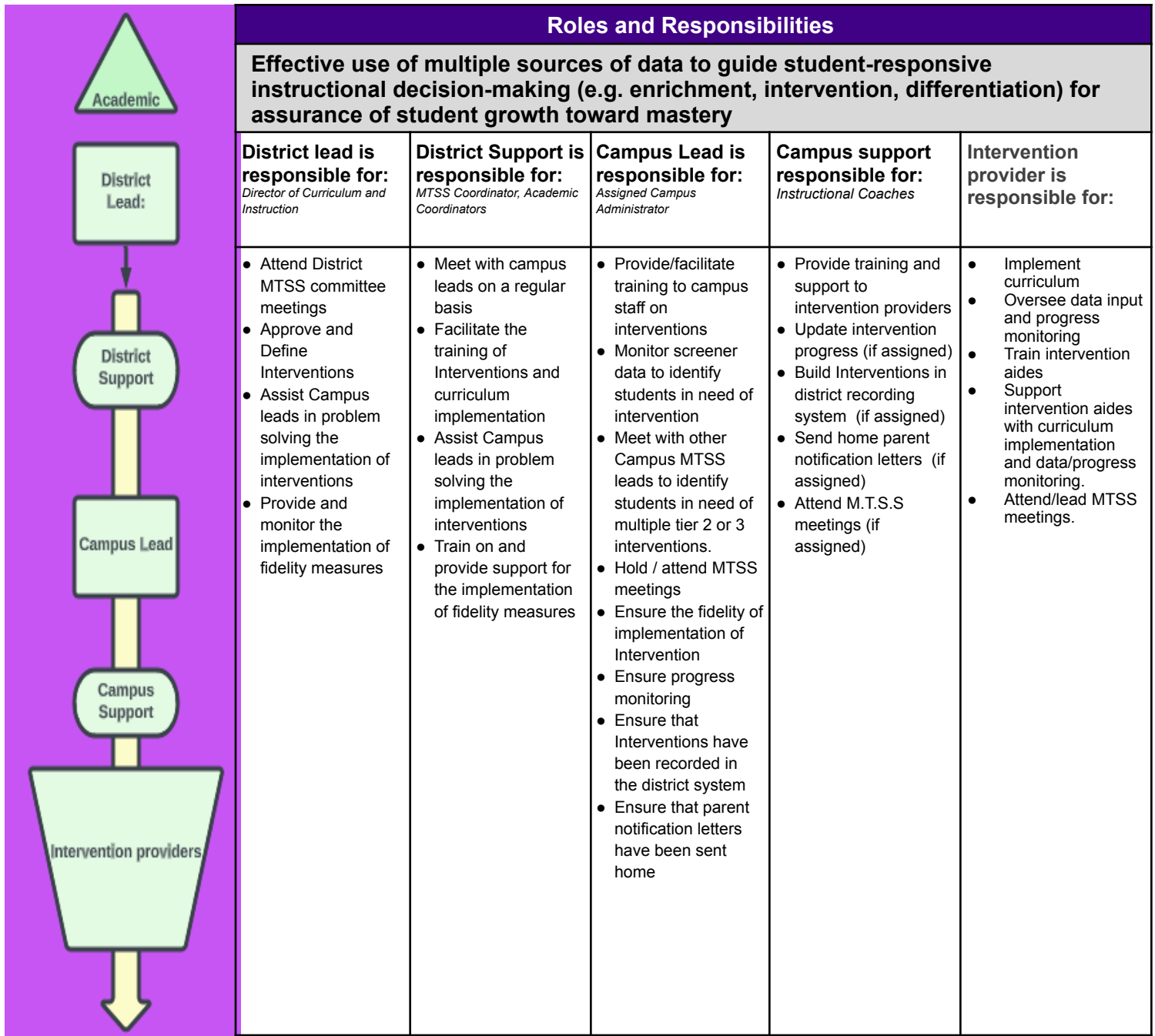


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Academic



Elgin ISD MTSS- Academic Framework



Delivery of Academic Interventions:

Elementary:

Tier 3 Intervention

- Interventions will be provided 4 days a week.
- Day 5 will be used for student MTSS meetings or progress monitoring.
- Tier 3 intervention blocks will be no shorter than 20 minutes of instruction.

Tier 2 interventions will be provided in a scheduled intervention block,

Secondary:

Tier 3 Intervention will be provided 5 days a week in a scheduled instructional block.

Tier 2 interventions will be provided

Texas HB 1416

[EISD HB 1416](#)

Texas House Bill 1416 (HB 1416) mandates and regulates **supplemental accelerated instruction** for public school students in grades 3–8 and high schoolers who do not pass their STAAR or End-of-Course (EOC) exams. Students who qualify for **supplemental accelerated instruction** will have a Tier two intervention built in Panorama to track the provided intervention time. [Building 1416 group interventions](#)

Y.A.G. K-6

August	• Build Interventions in Panorama for Tier 3 students • Send Home Intervention letters
September	• NWEA testing • Review NWEA data
October	• Hold MTSS meetings for new students • Decide on testing accommodations • Build Interventions in Panorama for new Tier 2 and 3 students • Send Home Intervention letters
November	
December	MOY MTSS Data review Meetings
January	• NWEA testing • Review NWEA data •
February	• Hold MTSS meetings for new students • Build Interventions in Panorama for new Tier 2 & 3 students • Decide on testing accommodations • Send home Intervention letters for new students
March	
April	

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May	• NWEA testing • EOY Meetings • Close out interventions for the year
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Y.A.G. 5-12

August	• Review STARR Data • assign Intervention classes • Build Interventions in Panorama for Tier 3 students • Send Home Intervention letters
September	• NWEA testing • Review NWEA data
October	• Hold MTSS meetings for new students • Decide on testing accommodations • Build Interventions in Panorama for Tier 2 students • Send Home Intervention letters • Decide on testing accommodations
November	
December	MOY MTSS Data review Meetings assign Intervention classes Build Interventions in Panorama for tier 3 students Send Home Intervention letters
January	• Nwea testing • Review NWEA data • Review EOC fall administration Data
February	• Hold MTSS meetings for new students • Build Interventions in Panorama for new Tier 2 • Decide on testing accommodations for new students. • Send home Intervention letters for new students
March	
April	
May	• NWEA testing • EOY Meetings • Close out interventions for the year

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Implementation Measures

Tier 1	Data from Campus and Classroom walk throughs
Tier 2	individual smart goal progress/online platform data
Tier 3	Attendance data and individual smart goal progress

Annual Fidelity checks will be conducted to assess system wide processes.

Student Identification

Students are identified as having a need for Academic intervention from Universal screeners, Common assessments, DRA level, and teachers referral. If you have a student who you believe is in need of intervention please contact your Campus academic lead.

Progress Monitoring

Student placement/review meetings are to be held at a minimum of three times a year. BOY, MOY, and EOY. SMART goals will be written and the intervention recorded in Panorama.. Student review meetings will review student goal progress and the students current performance on classwork, universal screeners and common assessments.

Transitioning a student from Tier 2 to Tier 3

If the data indicates a need to move a student from Tier 2 to Tier 3 the Campus Lead will facilitate the MTSS meeting and ensure the new interventions are recorded in Panorama.

Possible Accommodations / Supports

Building academic Interventions in Panorama
[Creating Individual interventions in Panorama](#)
[Panorama Creating Group interventions](#)

Cut and Paste templates have been provided below to be entered in the intervention references box when an intervention is built in Panorama.

Intervention references

B

I

U

L

☰

☰

What links, notes and external references do you want to include for this intervention plan?

0 words

References are visible to all colleagues with access to a student. Links may be external.

Cut and Paste Template- Tier 2

Academic: Math

Entered Tier 2: *(Date)*

Date of Parent/ Guardian Notification:

SPED Packet submitted: *(Date or NA)*

NWEA: __, Unit Assessments: __, CUA's: __, Formative Assessments: __, STEMScopes Benchmarks assessment (K only): __, STAAR (4th and up): __

(BOY, MOY, EOY)

Current Accommodations:

Intervention Goal:

Current Progress:

Academic: Reading

Entered Tier 2: *(Date)*

Date of Parent/ Guardian Notification:

SPED Packet submitted: *(Date or NA)*

NWEA: __, Unit Assessments: __, CUA's: __, Formative Assessments: __, Reading Fluency Data: __, DRA (K only): __, STAAR (4th and up): __

(BOY, MOY, EOY)

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Current Accommodations:

Intervention Goal:

Current Progress:

Cut and Paste Template- Tier 3

Academic: Math

Entered Tier 2: *(Date)*

Entered Tier 3: *(Date)*

Date of Parent/ Guardian Notification:

SPED Packet submitted: *(Date or NA)*

NWEA: __, Unit Assessments: __, CUA's: __, Formative Assessments: __, STEMScopes Benchmarks assessment (K only): __, STAAR (4th and up): __

(BOY, MOY, EOY)

Current Accommodations:

Intervention Goal:

Current Progress:

Academic: Reading

Entered Tier 2: *(Date)*

Entered Tier 3: *(Date)*

Date of Parent/ Guardian Notification:

SPED Packet submitted: *(Date or NA)*

NWEA: __, Unit Assessments: __, CUA's: __, Formative Assessments: __, Reading Fluency Data: __, DRA (K only): __, STAAR (4th and up): __

(BOY, MOY, EOY)

Current Accommodations:

Intervention Goal:

Current Progress:

Updating Interventions in Panorama

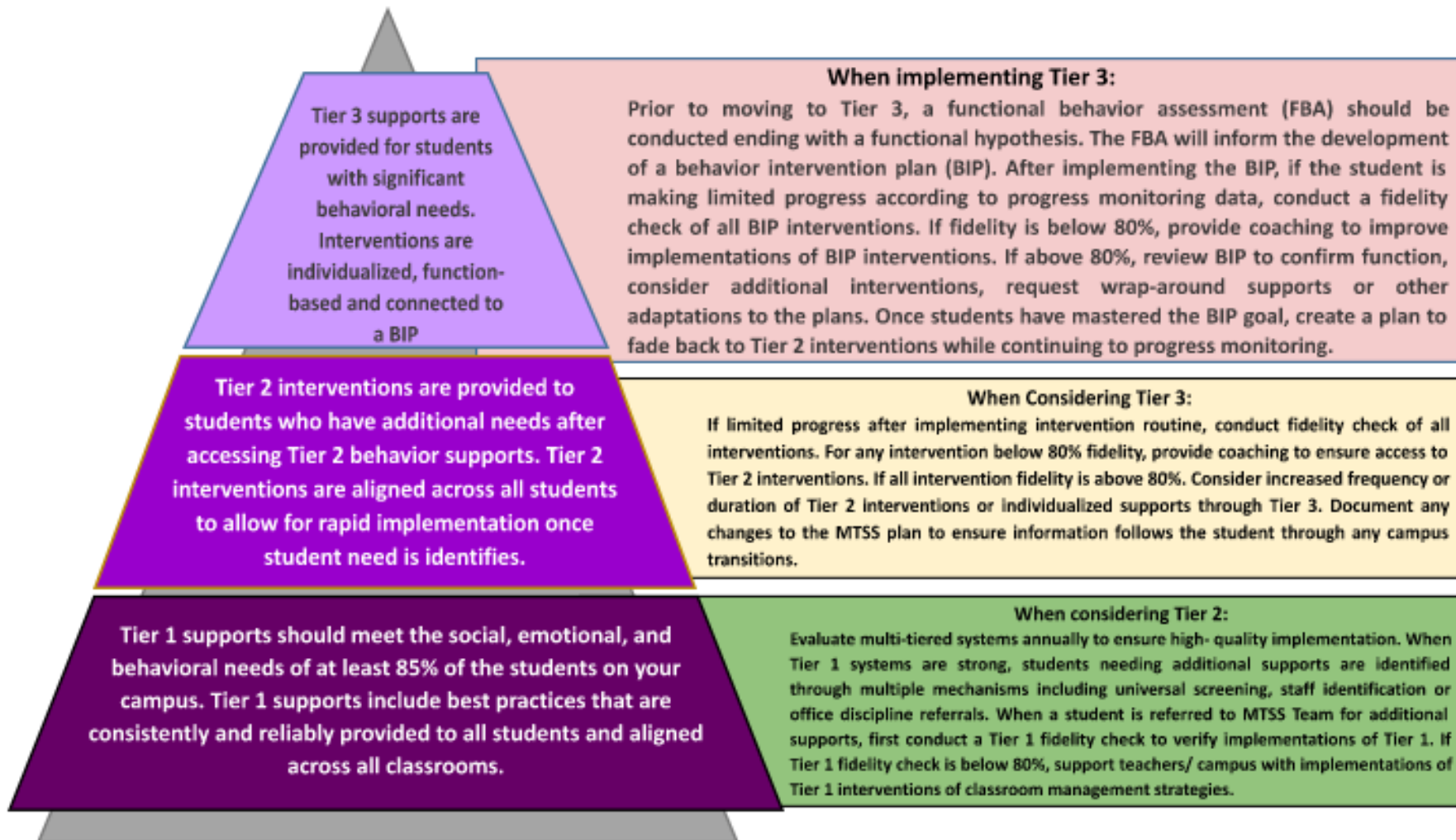
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Please record the MTSS meeting notes in the intervention references

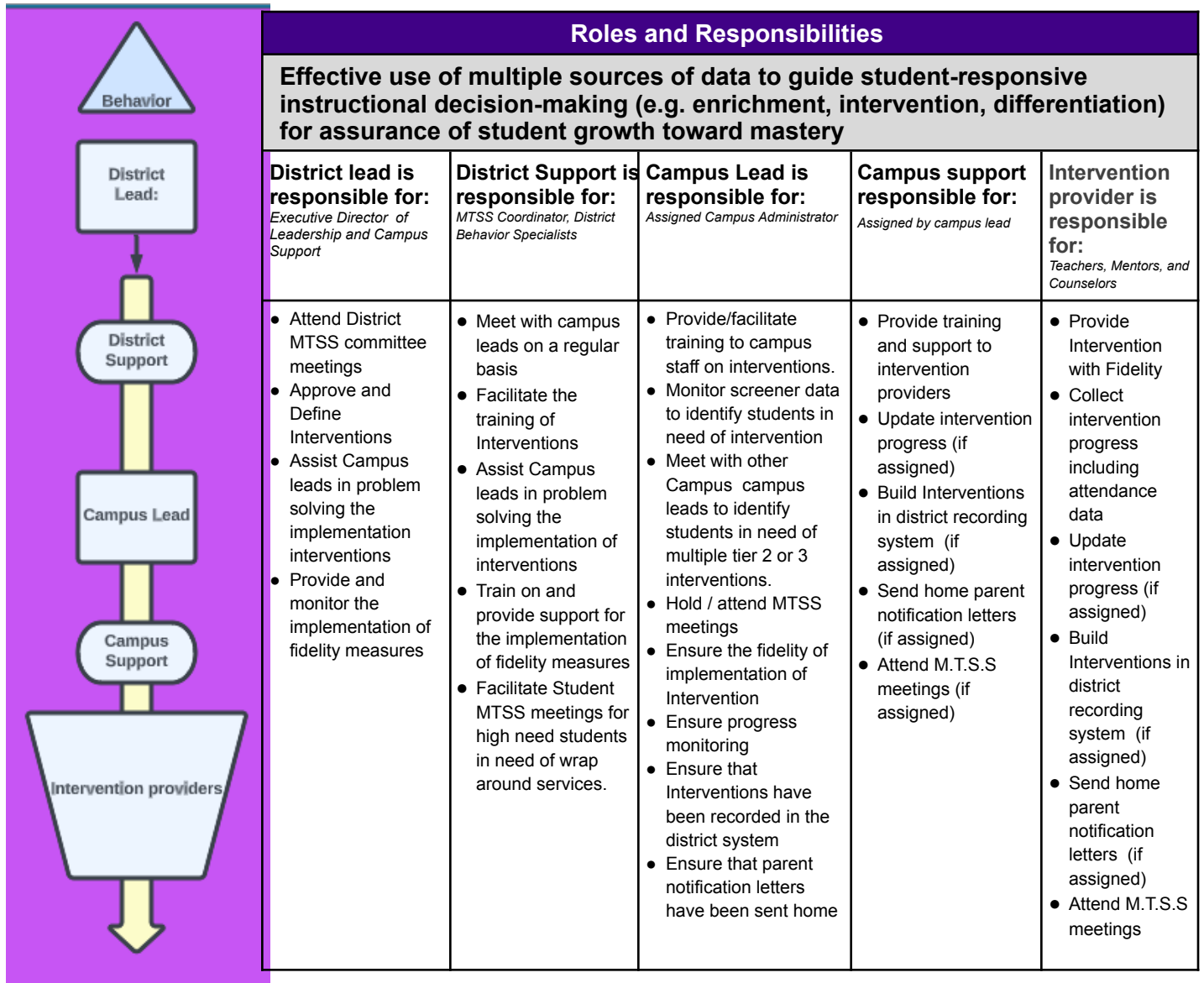
To minimize the number of interventions listed in Panorama and to show the progression of interventions across the year please reflect the new goal in the MTSS meeting notes and then update intervention accordingly.

Multi Tiered System of Supports Handbook

Behavior



Elgin ISD MTSS- Behavior Framework



The ElginISD MTSS-B framework is designed to meet students' needs by providing a tray framework of support across the Tiers. While the type or intensity of interventions may vary across the tiers the focus of the interventions have been designed to address the following six categories:

- **Acknowledgment**

Acknowledgment systems provide specific feedback on the display of core values. Tools and strategies help staff maintain a **daily 3:1 ratio of acknowledgments to corrections** with students

- **Connection**

Intentional activities develop positive relationships in the school environment. Connection strategies ensure students engage in positive interactions with staff on a daily basis.

- **Skill Building**

Social, emotional, and behavioral skills necessary for student success are identified and established as core values. Planned, direct instruction is provided to ensure mastery and generalization of skills. All other system components connect back to these core values and skills.

- **Correction**

Correction systems address behaviors that violate core values. Strategies focus on **reteaching replacement behaviors** and provide ways to restore and reintegrate students back to the school community.

- **System Support**

Procedures are in place to support both initial implementation and long term maintenance. These procedures include team based planning/revision, data-based decisions, communication, training, and documentation

- **Data Informed**

Procedures are in place to collect, analyze and review data to ensure school culture and safety goals are met. Universal screening, progress monitoring, and fidelity assessments guide decisions to meet school-wide, classroom, and individual needs.

YAG Tier 1

Campus Tier 1 MTSS-B staff Training plan will be developed by the Campus MTSS-B team; it will include training, implementation, and fidelity checking for corrections, acknowledgements, connections, and skill building. The Campus Lead will share this YAG with the District Lead and District support no later than the first day of school. [MAKE A COPY](#)

MTSS-B Staff Training Plan

Campus:

MTSS -B Component	Initial Training Date	Initial Training Location	Follow Up Training Date	Follow Up Training Location	Follow Up Training Date	Follow Up Training Location
+ Acknowledgments: - Good Things - Campus developed acknowledgment tool						
Date of fidelity check						
Connections: - Lift Off - meeting and Greeting						
Datts of Acknowledgment fidelity check						
Corrections: - Questions for Misbehavior - Questions for Disrespect - Campus Planned response for challenging Behaviors						
Date of Correction fidelity check						
Skill Building: - District Wide Core Values: - Social Contracts - Campus plan for teaching core values						
Date of Skill Building fidelity check						
System Support: - MTSS-B Team roles and responsibilities - Science of behavior - Capturing Kids Hearts						
Data Informed: - Universal Behavior screener implementation - SEL Screener implementation						

Y.A.G. MTSS-B Tier 2 & 3

August	• Train campus mentors • Train campus staff on DBRC's and Feedback loop • Train Teachers on BIP's • Build Interventions in Panorama for existing Tier 2 and 3 students • Assign Campus Mentors for existing Tier 2 and 3 students • Set up social skills schedule for existing tier 2 and 3 students • Develop and train campus plan for data input • Send Home Intervention letters on existing students
September	• Universal behavior screener • Review UBS data •
October	• Hold MTSS meetings for new students • Build Interventions in Panorama for new Tier 2 And 3 students • Send Home Intervention letters
November	
December	• MOY MTSS Data review Meetings
January	• Universal behavior screener • Review UBS data
February	• Hold MTSS meetings for new students • Build Interventions in Panorama for new Tier 2 And 3 students • Send home Intervention letters for new students
March	
April	
May	• EOY Meetings

Interventions

Behavior Intervention	Program	Tier 1	Tier 2:	Tier 3:	Supplemental Activities	Progress Monitoring	Data Sources
Daily Behavior Report Card	Emergent tree	N/A	Generalized DBRC	Individualized DBRC		Emergent tree data	Universal Behavior Screener Teacher/Administrator Referral
Check in and out with mentor	Emergent tree	N/A	Daily morning and afternoon	Individualized to meet student need		Emergent tree data	Universal Behavior Screener Teacher/Administrator Referral
Skills Training	Emergent tree	MTSS-B	Bridges social skills 20 minutes a week ELEM YAG SEC YAG	Individualized to meet student need ELEM YAG SEC YAG		Emergent tree data -Attendance data	Universal Behavior Screener Teacher/Administrator Referral

Fidelity Measures

Tier 1	Data from Campus and Classroom walk throughs
Tier 2	DBRC data Social skills schedules and attendance logs Classroom walk throughs
Tier 3	DBRC data Social skills schedules and attendance logs Classroom walk throughs

Annual Fidelity checks will be conducted to assess system wide processes.

Student Identification

Students are identified as having a need for behavior intervention from the Universal Behavior Screener, office referral data, and staff or MTSS committee referral. Texas SB 12 requires that a parent signs permission for students to receive behavior intervention. [MTSS Parent Letter- Behavior Tier 2](#)

Progress Monitoring

Student placement/review meetings are to be held at a minimum of three times a year. BOY, MOY, and EOY. Goals for tier 2&3 should be based on a data point from the DBRC. Student review meetings will review DBRC data, Discipline data, UBS data and feedback from admin, staff and families.

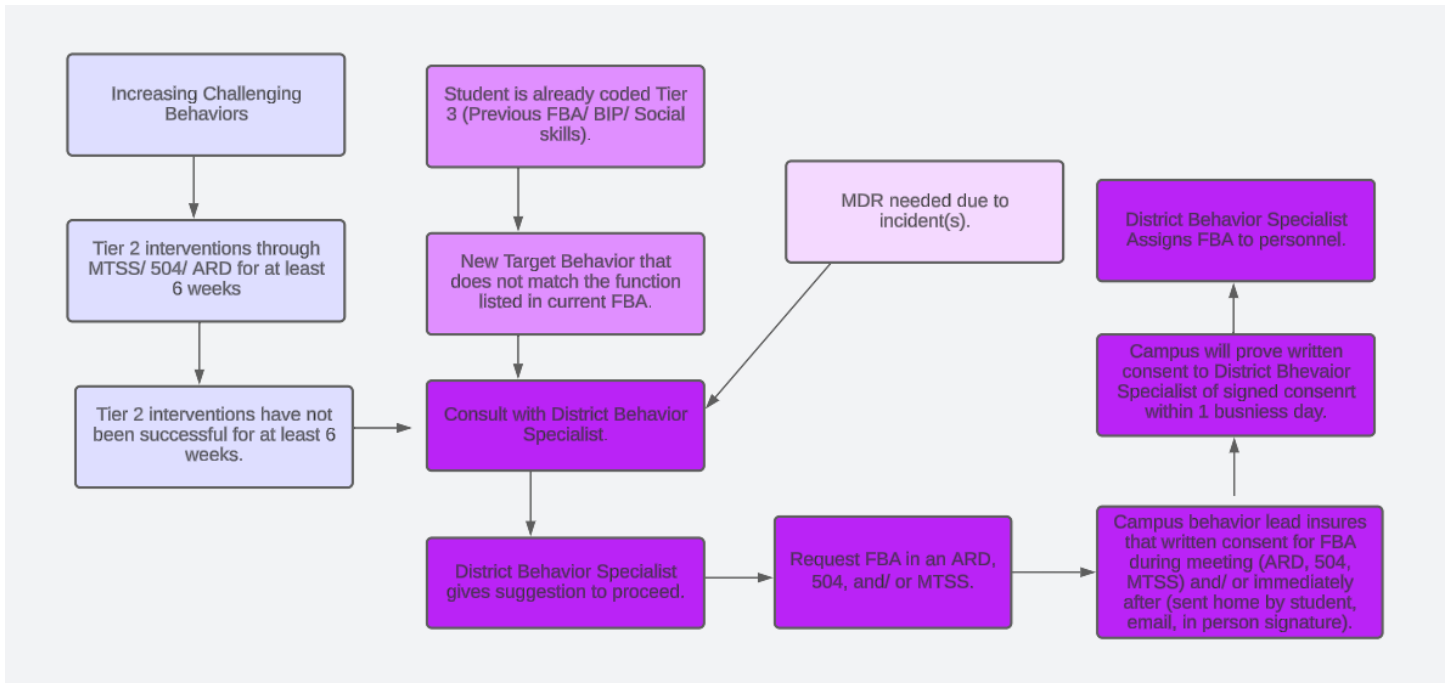
Transitioning a student from Tier 2 to Tier 3

If the data indicates a need to move a student from Tier 2 to Tier 3 the Campus Lead will request a consultation with the district behavior specialist to review the students data and start the Functional Behavior Assessment process. All FBA's requests must be signed for by the student's guardian and are completed within 45 school days of the parents signature date. The meeting with the District Behavior Specialist should occur before the student's guardian has signed for the FBA.

Requesting an FBA for a student

A request for an FBA for a student in Special education or 504 should come from the ARD or 504 committee. **For any other student a request should come from an MTSS committee. For all requests a parent signature is required to initiate an FBA. The District Behavior Specialist(s) should be informed prior to any FBA request.** The District Behavior Specialist(s) will assign the FBA to trained personnel to complete the FBA. .

Functional Behavioral Assessment (FBA) Request Flowchart



Solid Roots

Solid Roots is an individualized Behavior program for students who qualify for special education services. For more information on Solid Roots programming please contact a District Behavior Specialist.

Building behavior Interventions in Panorama

Cut and Paste templates have been provided below to be entered in the intervention references box when an intervention is built in Panorama.

Intervention references

B

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L

☰

☰

What links, notes and external references do you want to include for this intervention plan?

0 words

References are visible to all colleagues with access to a student. Links may be external.

Cut and Paste Template- Tier 2

Behavior:

Entered Tier 2: *(Date)*

Date of Parent/ Guardian Notification:

[Table of Contents](#)

SPED Packet submitted: (*Date or NA*)

Universal Behavior Screener (UBS): Safe:_, Respectful:_, Responsible: _

Current Accommodations:

Intervention Goal:

Current Progress:

Cut and Paste Template- Tier 3

Behavior:

Entered Tier 2: (*Date*)

Entered Tier 3: (*Date*)

Date of Parent/ Guardian Notification:

SPED Packet submitted: (*Date or NA*)

Daily Behavior Report Card (DBRC): Safe:_, Respectful:_, Responsible: _

Current Accommodations:

Intervention Goal:

Current Progress:

Updating Interventions in Panorama

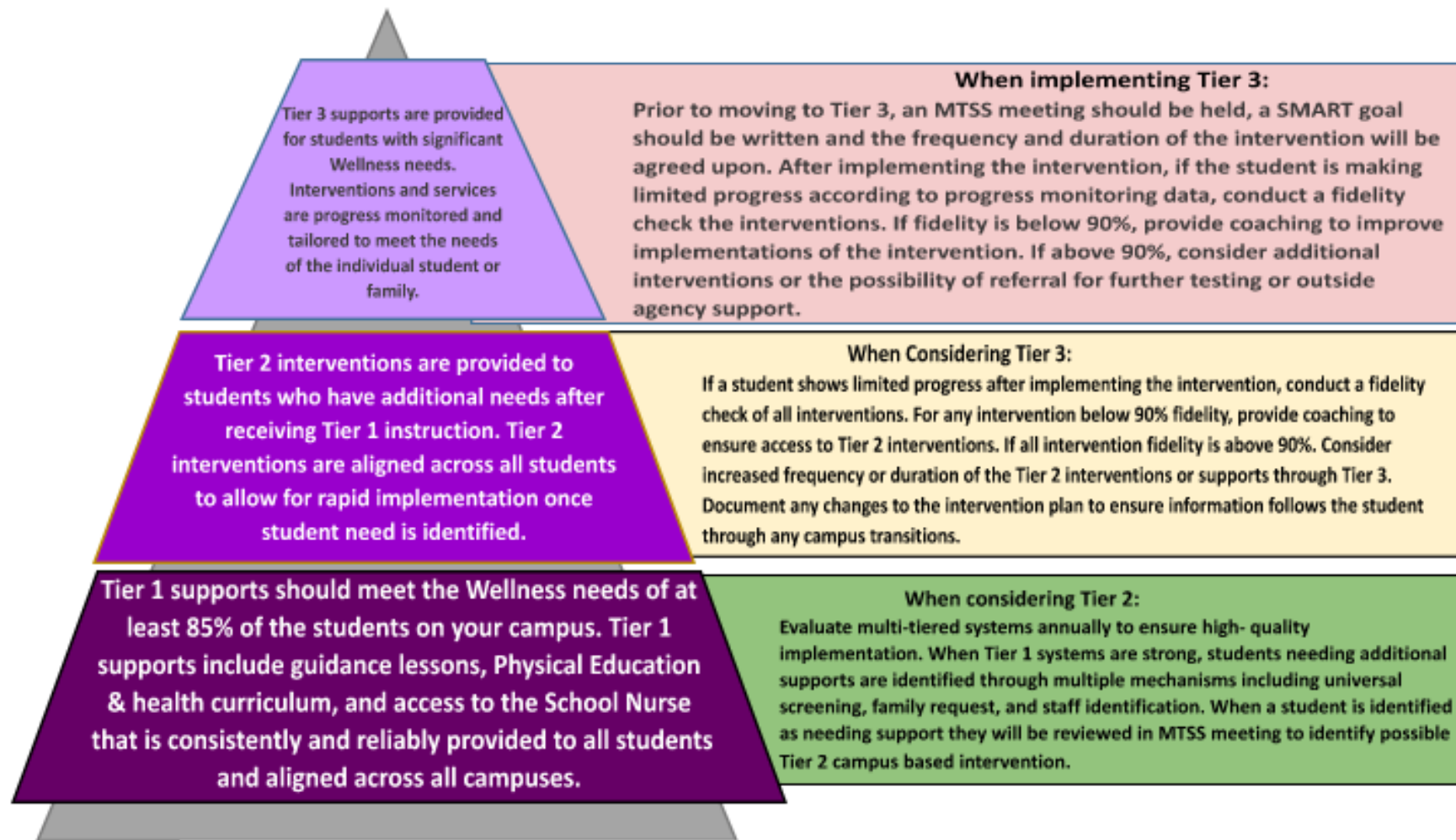
Please record the MTSS meeting notes in the intervention references

To minimize the number of interventions listed in Panorama and to show the progression of interventions across the year please reflect the new goal in the MTSS meeting notes and then update intervention accordingly.

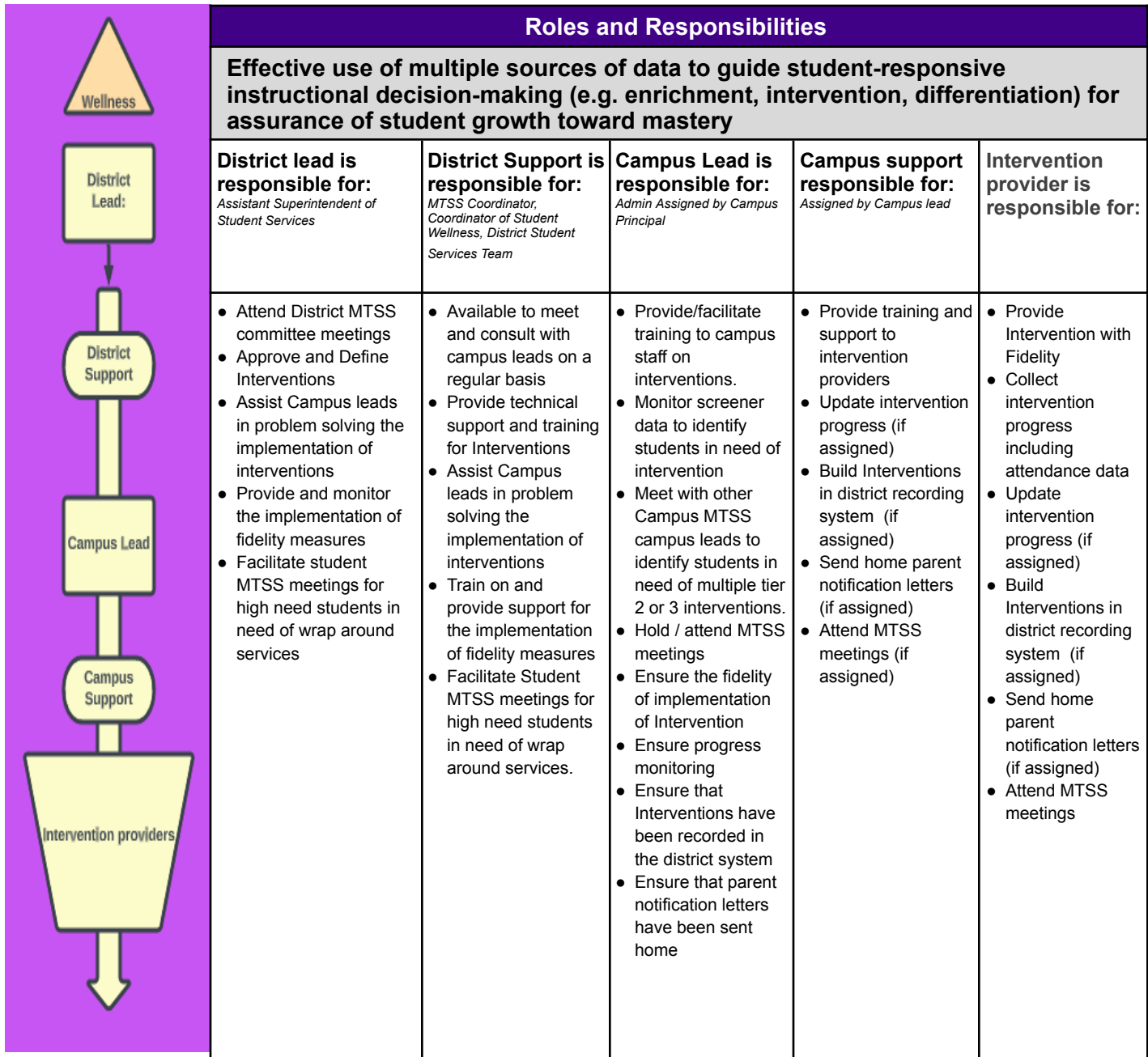
-
- Chapter 6 - Wellness MTSS
-

Multi Tiered System of Supports Handbook

Wellness



Elgin ISD MTSS- Wellness Framework



YAG's

Month	Task	Documentation (In Panorama unless otherwise noted)
August	• Contact parents of existing tier 2 and 3 students • Build Interventions in Panorama for existing Tier 2 and 3 students • Send home intervention notification letters (see Board policy EHB) and consent forms	• Log of guardian phone call • Interventions in Panorama • File returned consent forms
September		
October	• Hold MTSS/SST meetings for new students • Contact parents for new 2 and 3 students • Build Interventions in Panorama for Tier 2 and 3 students • Send Home consent forms	
November		
December	• MOY MTSS/SST Data review Meetings	
January	• Review UBS data	
February	• Hold MTSS/SST meetings for new students • Contact parents for new 2 and 3 students • Build Interventions in Panorama • Send Home consent forms	
March		
April		
May	• EOY Meetings • Close out interventions for the year	

Social-Emotional Wellness

Classroom Teacher

Component	Support
Tier 1	CKH/Character Strong SEL lessons
Tier 2	Referral to campus counselor
Tier 3	Notification to counselor or administrator for students in crisis
Progress Monitoring	Fidelity checks of SEL instruction
Data Sources	SEL Screener, Number of lessons taught

Professional School Counselor

Component	Support
Tier 1	Classroom guidance lessons, Awareness events
Tier 2	Individual planning, Small group intervention, Referral to CIS/SEL counselor
Tier 3	Individual check-ins, Short-term individual sessions, Case management, Referral to AWARE, Social Worker, or community resources
Progress Monitoring	Tier 2 attendance goals in Panorama; Tier 3 student goals in Raptor
Data Sources	SEL Screener, Teacher/Administrator/Parent referrals, Risk Screeners, Safety Plan data

Student Support Specialist

Component	Support
Tier 1	Support implementation of SEL instruction
Tier 2	Small group intervention, Case management
Tier 3	Short-term individual sessions, Referral to AWARE, Social Worker, or community resources
Progress Monitoring	Tier 2 attendance goals in Panorama; Tier 3 student goals in Raptor
Data Sources	SEL Screener, Teacher/Administrator/Parent referrals, Risk Screeners, Safety Plan data

CIS Program Manager

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Component	Support
Tier 1	Campus-specific service plans
Tier 2	Small group intervention
Tier 3	Case management, Targeted family support, Referral to community resources
Progress Monitoring	Improvement in attendance, behavior, and academics
Data Sources	Staff and parent referrals

Physical Health Wellness

Campus Nurse

Component	Support
Tier 1	Clinic guidance, Health screenings, Staff training
Tier 2	Acute illness intervention, Medication administration
Tier 3	Diabetic care plans, Asthma action plans, Emergency action plans, Concussion protocols, Individualized health care plans, Skilled procedures
Progress Monitoring	Monitoring of health plans and interventions
Data Sources	Ascender Health Reports, State Reports, Health screening data

Progress Monitoring

Tier II - Student placement/review meetings are to be held at a minimum of three times a year. BOY, MOY, and EOY. Goals for tier 2 should be based on attendance. Student review meetings will review feedback from counselors, admin, staff, families, and screener data.

Tier III - provider determined metric in addition to tier II

Implementation Measures

[Table of Contents](#)

Tier 1	Classroom walk throughs, guidance lesson schedules
Tier 2	Counseling schedules and attendance logs
Tier 3	Counseling schedules and attendance logs

Recording Interventions.

All wellness interventions will be recorded in Panorama with a SMART goal based on student participation.

Building Wellness Interventions in Panorama

Cut and Paste templates have been provided below to be entered in the intervention references box when an intervention is built in Panorama.

Intervention references

B
I




What links, notes and external references do you want to include for this intervention plan?

0 words 

References are visible to all colleagues with access to a student. Links may be external.

Cut and Paste Template

Wellness:

Entered Tier 2: *(Date)*

Entered Tier 3: *(Date)*

Date of Parent/ Guardian Notification:

SPED Packet submitted: *(Date or NA)*

Current Accommodations:

Intervention Goal:

Current Progress:

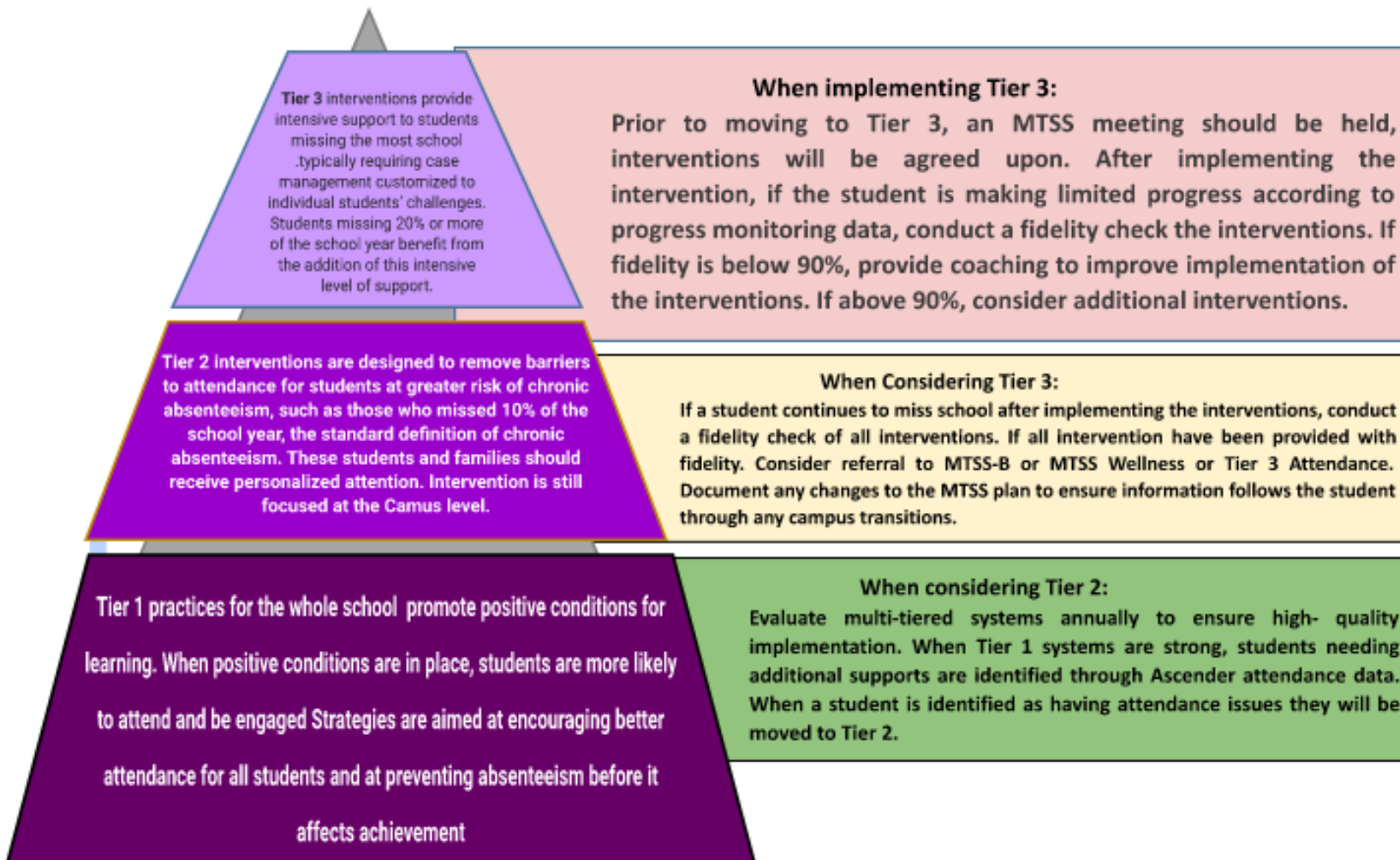
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Campus MTSS Agenda for Wellness

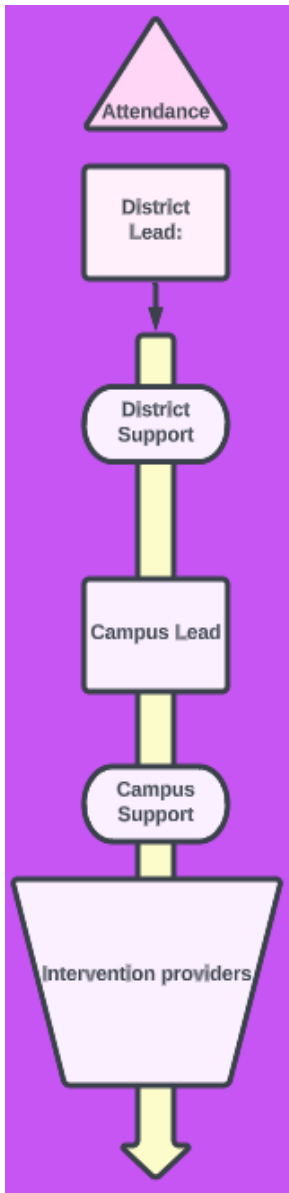
- Pre-work performed by Campus Support & Intervention Provider Staff
 - Highlight students in need of tier 2 or 3 interventions
 - Review observations & other data sources for students referred or identified by the data
 - Contact teachers and family for input
 - Create proposal for Tier 2 intervention implementation (including recommended interventions and students)
 - Determine Tier 3 needs and intervention recommendations
 - Create proposal for Tier 3 intervention implementation (including recommended students)
- MTSS Campus Meeting
 - Review proposal for tier 2 interventions, including student data
 - Finalize Tier 2 interventions & assign students
 - Review proposal for tier 3 interventions, including student data
 - Finalize Tier 3 interventions and plan recommended interventions
 - Determine students needing individual MTSS meetings including those who are proposed for tier 3 intervention.
- After the meeting tasks
 - Ensure the interventions have been recorded in Panorama.
 - Schedule individual student MTSS meetings or request wraparounds if needed
 - Implement tier 2 interventions and monitor progress
 - Implement approved tier 3 interventions and monitor progress

- **Chapter 7 - Attendance MTSS**

Multi Tiered System of Supports Handbook Attendance



Elgin ISD MTSS- Attendance Framework



Roles and Responsibilities			
Effective use of multiple sources of data to guide student-responsive instructional decision-making (e.g. enrichment, intervention, differentiation) for assurance of student growth toward mastery			
District Lead is responsible for: <i>Family Support Coordinator</i>	Campus Lead is responsible for: <i>Admin Assigned by Campus Principal</i>	Campus Intervention Provider responsible for: <i>Attendance Committee Members</i>	Campus Support responsible for: <i>Campus Registrar/Attendance Clerk</i>
• Provide/facilitate training for campus leads and campus support • Attend District MTSS committee meetings • Maintain campus attendance data spreadsheets • Approve and define Interventions • Conduct bi-weekly check-ins with campus point of contacts • Assist campus leads in problem solving the implementation of interventions • Monitor the implementation of fidelity measures • Compile all TPMs documentation • File charges with the truancy court • Represent the district in truancy case hearings	• Provide/facilitate training to committee members on interventions • Lead bi-weekly/monthly attendance committees • Monitor attendance data to identify students in need of intervention • Meet with other Campus MTSS campus leads to identify students in need of multiple tier 2 or 3 interventions. • Ensure the fidelity of implementation of Intervention • Ensure progress monitoring • Ensure that Interventions have been recorded in the district system • Ensure that parent notification letters have been sent home • Ensure that district truancy referrals submissions occur with fidelity	• Manage caseload of identified students in need of intervention • Monitor student attendance on a weekly basis • Initiate truancy prevention measures: parent meeting (required), attendance contract (required), Refer to other services such as SEL counselor, AWARE, ACE, tutoring, Saturday School, etc. • Keep record of all truancy prevention measure documents and dates • Submit district truancy referral Google Form with all documented interventions	• Monitor student attendance on a weekly basis • Contact Parents by phone/email/text about student absences • Enter excuses into the student information system • Enter date of "Excessive Unexcused Absence" and "Truancy Prevention Measure" in Demo3 under "Truancy Indicators" in student information system • Send home Ascender attendance letters: annual notification and Four and Six Week letters

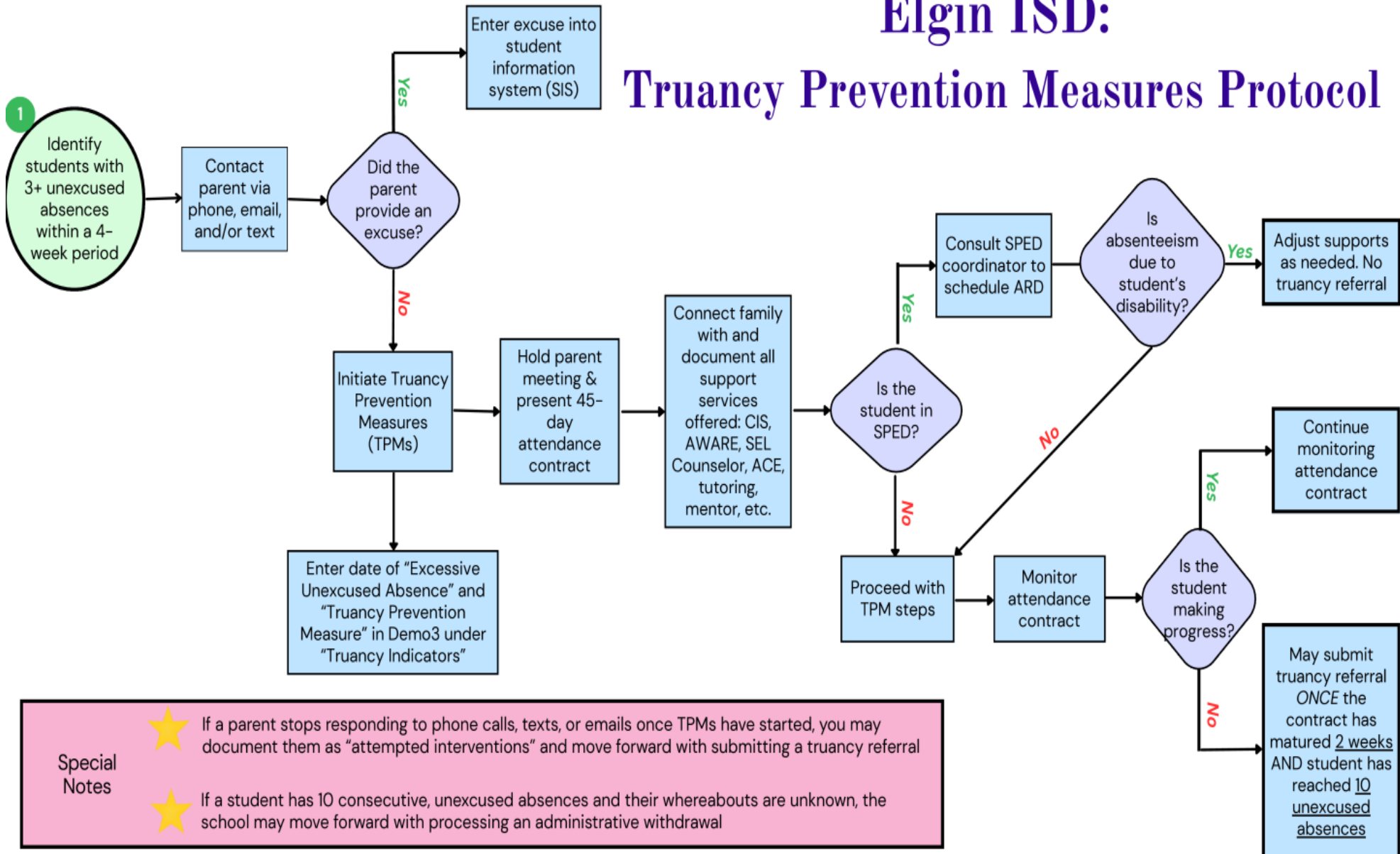
Interventions

Supportive School Culture
An environment where students feel valued, respected, and connected, creating a sense of belonging that promotes strong attendance, learning and personal development.
• Clear, concise & consistent communication about schedules and expectations • Connection to a caring adult in the school • Routines, rituals and celebrations related to attendance and engagement ○ Classroom Attendance Incentives ○ Schoolwide Attendance Incentives ■ Events w/ criteria for participation ■ Drawings based on attendance criteria ■ Spirit Days/Weeks • Active student and family engagement • Advisories/meetings to build community

Tier	Truancy Prevention Measures		Data Sources
PK - 5: Full Days 6 - 12: Full Days or Pds. In A Single Class	Truancy Prevention Measures (TPMs) are programs or services that promote consistent school attendance while addressing the underlying risk factors that may lead to truancy.	Campus Staff Responsible	Used to identify students needing intervention, analyze trends, or evaluate outcomes
I 1 - 3 Absences within a 4-week period	• Phone, email and/or text parent • Send 1st Four Week campus attendance letter for 3 unexcused absences	Campus Registrar/Attendance Clerk & SchoolStatus Attend	Campus Attendance Spreadsheet + District Student Information System
II 4 - 9 Absences within a 4-week period	• Send 2nd Four Week campus attendance letter	SchoolStatus Attend	
	• Mandatory parent meeting ○ Document conference in	Campus Intervention Provider	

	SchoolStatus Attend • Mandatory 45-day attendance contract • Connect students with in-school resources such as: CIS, district social worker, tutoring, Saturday School, mentor, transportation, etc. • Home visit (if necessary) **Document all TPMs in SchoolStatus Attend		
III 10+ Absences within a 6-month period	• Send Six Month campus attendance letter	SchoolStatus Attend	
	• Submit district truancy referral Google Form	Campus Intervention Provider	
Special Notes	★ If a student is identified as SPED, the intervention provider must refer the student to the campus SPED coordinator for an ARD to consider whether the student's attendance is due to the student's disability. Students whose truant behavior is NOT a manifestation of their disability may still be referred to truancy court. ★ If a parent stops responding to phone calls, texts, or emails once TPMs have started, you may document them as "attempted interventions" and move forward with submitting the district truancy referral Google Form. ★ If a student has 10 consecutive absences and their whereabouts are unknown, the school may process an administrative withdrawal.		

Elgin ISD: Truancy Prevention Measures Protocol



Updating Interventions in Panorama

Please record the MTSS meeting notes in the intervention references

To minimize the number of interventions listed in Panorama and to show the progression of interventions across the year please reflect the new goal in the MTSS meeting notes and then update intervention accordingly.

- **Appendices**

Appendix 1	Monitoring & Accountability for MTSS on Campuses
Appendix 2	Implementation Measures
Appendix 3	Data Analysis Process & Flowchart
Appendix 4	Agendas
Appendix 5	Social and Behavioral Skills: A Developmental Timeline
Appendix 6	Flow Charts and Visual Guides

Documentation

Elgin ISD staff are required to develop and document all intervention plans of individual students in Panorama with the exception of Tier 3 Wellness which will be noted in Panorama and documented in Raptor.

○ **Appendix 1 Monitoring & Accountability for MTSS on Campuses**

Non-Negotiables

- The **Campus Leads** are responsible for the implementation, monitoring and accountability of the MTSS process on their campus.
- **Campus Leads** will utilize district processes to ensure the fidelity of implementation of Interventions
- Universal screenings will be administered at least twice a year for Behavior, Academics and Wellness.
- All screeners will be administered with fidelity. **Campus Leads** will work with **District Leads or District Support staff**, to develop a plan that includes the logistics for administering screeners for MTSS.
- Campuses will form **MTSS teams** and hold problem solving meetings to discuss individual students, develop intervention plans, monitor progress of interventions and ensure students are receiving support needed to make progress.
- Campus **MTSS teams** will utilize district supported resources to prescribe targeted interventions based on student needs.
- Campus **MTSS teams** will collaborate with the LPAC to make decisions for English Learners (EL).
- Documentation of student progress will be collected by intervention providers and will be tracked in Panorama, reviewed and revised at scheduled MTSS meetings. As per district policy, tier 2 and 3 students will be coded in TxEIS.
- Data will be used to make instructional decisions for student intervention plans.
- Student privacy is of the highest priority with the **MTSS team**.

○ **Appendix 2 Implementation Measures**

	• Tier 1	•Tier 2	•Tier 3
Baseline Data Exists		• Yes	• No
Area of Concern Measurable		• Yes	• No
Plan recorded in online system		• Yes	• No
Progress Monitoring Data Current		• Yes	• No
Intervention Plan Delivered as Written		• Yes	• No
Intervention Time Delivered		• Yes	• No
Intervention Resources Available		• Yes	• No
Parent Notified of Student Progress		• Yes	• No

○ **Appendix 3 Data Analysis Process & Flowchart**

Data Analysis Process

Step 1: Identify students in need of intervention from universal screener data, grades, etc. Compare screener results to other available data to eliminate false positives. Develop plan for M.T.S.S. meetings that ensure the attendance of all relevant parties.

Step 2: Hold MTSS meetings and assign interventions.

Step 3: Build interventions in Panorama adding a **S. M. A. R. T. goals**

- Determine the instructional intervention that targets the S. M. A. R. T. goal and what staff member will provide the intervention.
- Determine the duration and frequency of the intervention.
- Notify the parent with the **District Parent Letter** to communicate that the student will receive tier 2 or 3 interventions.

Step 4: Intervention provider will complete **Progress Monitoring Documentation** in Panorama .

Step 5: Review the Intervention. If a student **does not make progress** by the end of the recommended time period consider next steps.

The expectation is that Tier 1 Academic, Wellness, and Behavior systems are in place and the actions above are implemented with fidelity. MTSS is not a road to special education.

The Best Intervention is Prevention!

○ **Appendix 4 Agendas**

There are multiple ways to arrange and document MTSS meetings, however it is important for teams within a campus to choose a similar format in order to enhance professional learning, build consistency, and strengthen systems. Each campus should develop a common agenda and way of documenting PLC/MTSS teacher team work. Similarly, each MTSS Campus Team (Tier 3) should develop an agenda and documentation format. To effectively examine data and engage in productive problem-solving, meetings at all tiers should be thoroughly recorded and organized by date.

The following pages contain examples of team agendas, templates, and other documents to assist MTSS teams with organization. It does not matter which format a campus uses as long as they use the same format. Forms can be found here in the handbook as well as in the electronic materials.

Note the Branching Minds supplies the following prompts when entering meeting notes:

Student History:

Family Input:

Support Plan Focus:

Progress Updates:

Plan Updates:

Next Meeting Date:

These prompts are intended to guide discussion and ensure that the whole-child is considered and the meeting is action-oriented on responses and supports for student success. Use of all prompts may not be appropriate for every meeting; these prompts are not required and may be adjusted as needed.

■ MTSS Initial Meeting Agenda

Prior to the meeting, a facilitator and record-keeper should be appointed.

- I. Introductions
- II. End-time of meeting determined
(Meeting can be continued another day, if not completed on time)
- III. Purpose of meeting discussed
 - a. Review the learning/behavior concerns defined in the Google Form submitted.
 - b. Review observational data collected:
 - i. Counselor/Administrator
 - ii. Classroom teacher
 - iii. Parent
 - iv. Student
 - c. Present baseline data for each concern identified
- IV. Discuss appropriate learning/behavior expectations for the student's grade/age
- V. Develop Strategies
 - a. Identify a reasonable, positive short-term goal
 - b. Review strategies available
 - c. Identify strategy(ies) to be used and who (can be multiple) will implement with timeline for implementation
 - d. Determine what data is to be collected
 - e. Record the interventions in Panorama
- VI. Schedule a follow-up meeting date & time
- VII. Dismiss

■ MTSS Follow-up Meeting Agenda

Prior to the meeting, a moderator and record-keeper should be appointed

- I. Introductions

- II. End time of meeting determined
(Meeting can be continued another day, if not completed on time)

- III. Purpose of Meeting Discussed
 - a. Review targeted learning/behavior concerns addressed in initial meeting
 - b. Review data collected for each targeted area

- IV. Determine whether or not goal (from previous meeting) was met
 - a. If met: continue strategy and raise goal OR discontinue interventions
 - b. If not met:
 - Modify strategy and/or change S. M.A.R.T. goal

 - Determine if additional testing/data collection is necessary.
 - I. If so, set date to reconvene
 - II. If not, continue with RTI meeting

 - Move tiers by increasing frequency and intensity of intervention strategy(ies)
 - i. Identify a reasonable, positive short-term goal
 - ii. Review strategies available
 - iii. Identify strategy(ies) to be used and who (can be multiple) will implement with timeline for implementation
 - iv. Determine what data is to be collected
 - v. Record the interventions in Panorama

- V. Schedule a follow-up meeting date & time

- VI. Dismiss

○ **Appendix 5 Social and Behavioral Skills: A Developmental Timeline**

Age	Emerging Social Skills	Behavior Skills to Teach
4 years	Enjoy doing new things Like to play “house” Are more creative with make-believe play Would rather play with other children than by themselves Cooperatives with other children Can’t tell what’s real and what’s make believe often Talk about likes and interests Understand the idea of “same” and “different” Play board or card games	Listening Waiting for adult’s attention Following directions Interrupting appropriately Using nice words Ignoring Asking for help Dealing for help Dealing with teasing Waiting for one’s turn Dealing with losing Dealing with consequences
5 years	Want to please and be like their friends Are more likely to agree with rules Like to sing, dance, and act Show concern and sympathy for others Are aware of gender Can tell what’s real and what’s make believe Are sometime demanding and sometimes very cooperative	Listening Waiting for adult’s attention Following directions Interrupting appropriately Using nice words Ignoring Asking for help Dealing with teasing Waiting for one’s turn Dealing with losing Dealing with consequences
5-7 years	Develop greater empathy Establish and maintain positive relationships Start developing a sense of morality/right-wrong Able to control impulsive behavior Can identify and manage emotions better Forming a positive self-concept and self-esteem	Listening Waiting for adult’s attention Following directions Interrupting appropriately Ignoring distractions Asking for help Dealing with teasing Dealing with losing Apologizing Dealing with consequences Contributing to discussions Answering classroom questions

7-8 years	Are more aware of other's perceptions May complain about friends and other kids' reactions Want to please but aren't as attentive to directions Try to express feelings with words, but may resort to aggression when upset. Have moments of extreme insecurity and need encouragement Change between being helpful and upbeat to being rude and selfish Enjoy being part of team or group More easily influenced by peers	
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Age	Emerging Social Skills	Behavior Skills to Teach
9-10 years	Start narrowing peer groups to a few close friends they share secrets and jokes with May withdraw from family activities and conversations to start developing their own identity Are affectionate, silly, and curious, but can also be selfish, rude, and argumentative Uncertain about puberty and body changes Have mood swings and struggle with self-esteem Test limits; try to figure which rules are negotiable Growing interest in friends; increasingly independent from family Find peer pressure increasingly hard to resist	Active Listening Following directions Apologizing Ignoring distractions Asking for help Dealing with teasing Dealing with consequences Dealing with anger Dealing with being rejected or left out Walking away from a fight
11-15 years	Start thinking more logically May be introspective or moody Value friends' opinions more May test out new ideas, clothing, and mannerisms Given in to peer pressure more easily Have experiences with bullying Are sensitive to other people's opinions Develop a sense of pride in accomplishment Have and keep secrets Aware of what's appropriate in different situations Recognize personal strengths and weaknesses Want to be accepted and have friends Don't share as much with adults; may be argumentative Begin to analyze their own feelings	Making things right Understanding differences Taking turns in conversations Accepting feedback Dealing with consequences Working collaboratively Persevering Managing rejection Resolving conflict
16-18 years	Strive to be independent May start distancing themselves from family Look for their own strengths/weaknesses Introspection may make them seem self-centered/impulsive/moody Show pride in successes Want to spend a lot of time with friends Start relating better to adults	Accepting criticism Offering feedback Handling rejection Understanding self Developing self-respect

	Start looking for ways to contribute to others Able to voice emotions (both negative and positive) and try to find solutions to conflicts	Identifying assertive vs. aggressive behavior Setting goals Resolving conflict Stress management
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○ **Appendix 6 Flow Charts and Visual Guides**

Tier 1

- High quality instruction
- Students progress/need assessed using data/universal screeners
- Homeroom teachers meet with Campus Lead or Campus Support Staff after screeners to assess student need

Is further intervention needed:

No, Continue tier 1 instruction	Yes, -If all providers are present: • Build Intervention in Panorama • Begin Intervention -If all providers are not present • Have Campus Lead set up MTSS meetings with all providers. -Inform parents in writing
--	--

Tier 2

- Standardized intervention
- Students Progress assessed using Smart Goal
- Homeroom teachers meet with Campus Lead or Campus Support Staff after screeners to assess student progress and need
- Check Implementation of intervention

Is the student making progress?

Yes, • Consider the need to continue or drop intervention. • Inform Parent in writing • Record any changes to interventions in Panorama • Inform providers of any changes	No, Consider the need to continue or increase intervention. Request any needed assessment or screeners Inform Parent in writing -If all providers are present: • Build Intervention in Panorama • Begin Intervention -If all providers are not present • Have Campus Lead set up MTSS meetings with all providers. -Inform parents in writing Tier 2 intervention is continued until tier 3
---	--

	meeting is held
--	------------------------

Tier 3

- Individualized intervention
- Students Progress assessed using Smart Goal
- Homeroom teachers and Intervention providers meet with Campus lead beginning, middle and end of year to review progress and check fidelity of intervention

Is the student making progress?

Yes, • Consider the need to continue or drop intervention. • Inform Parent in writing	No, Consider the need to continue intervention or request evaluation. Inform Parent in writing Have Campus Lead set up MTSS meetings with all providers. • Request for evaluation is completed and submitted Tier 3 intervention is continued until assessment is reviewed
---	---

Special Education/ 504

○ **Parent Letters**

Date

Re: [Student Name]

Dear [Parent Name],

Our district uses a Multi-Tiered System of Supports to help students be successful. We assess all students several times a year to be sure they are working on grade-level. The assessment helps us know who needs help. Teachers plan interventions to close students' learning gaps. When students have closed their learning gaps, they no longer need intervention. We communicate and include parents to keep them informed at every step.

Sometimes students do not close their gaps in learning quickly enough. When this happens, teachers meet to review the students' progress. They may suggest different strategies to try. We hope you can give your ideas to the teachers. If the student still does not make expected progress, the student may have a disability. If a disability is suspected, the teachers will refer the student for an evaluation for additional services. The school will notify you.

If you think your child has a disability, you have the right to request an evaluation for special education at any time. To do this, give or mail a written request for evaluation to me at the school. Your rights will be explained to you. You will receive a response in 15 school days:

1. If the school agrees that a disability is suspected, we will begin the evaluation process. You will receive information about your rights. You will give written permission for the evaluation. Your child can continue to receive intervention.
2. If the school does not agree, we will not evaluate your child for a possible disability. You will get a written explanation about why a disability is not suspected. Your child can continue to receive intervention.

Your child's classroom teacher knows you may have questions. The teacher would be happy to answer any questions that you may have regarding your child's plan. We want your child to be a successful reader!

Sincerely,

[Campus Principal] Signature

Date

Re: [Student Name]

Dear [Parent Name],

Elgin ISD utiliza un sistema de apoyo de varios niveles para ayudar a los estudiantes a tener éxito. Evaluamos a todos los estudiantes varias veces al año para asegurarnos de que estén progresando en la escuela. Estas evaluaciones nos ayudan a saber quién necesita ayuda. Los maestros planifican intervenciones para apoyar que los alumnos logren el nivel apropiado de aprendizaje de los estudiantes. Cuando los estudiantes han logrado el nivel apropiado de aprendizaje, ya no necesitan intervención. Comunicamos e incluimos a los padres para mantenerlos informados en cada paso.

A veces los estudiantes no logran el nivel apropiado o siguen necesitando apoyo. Cuando esto sucede, los maestros se reúnen para revisar el progreso de los estudiantes. Pueden sugerir diferentes estrategias para probar. Esperamos que puedas dar tus ideas a los profesores. Si el estudiante aún no logra el progreso esperado, el estudiante puede tener una discapacidad. Si se sospecha una discapacidad, los maestros referirán al estudiante para una evaluación de servicios adicionales. La escuela le avisará..

Si cree que su hijo tiene una discapacidad de aprendizaje, tiene derecho a solicitar una evaluación para educación especial en cualquier momento. Para hacer esto, envíeme una solicitud por escrito para una evaluación en la escuela. Se le explicarán sus derechos. Recibirá una respuesta en 15 días escolares:

- Si la escuela está de acuerdo en que se sospecha una discapacidad, comenzaremos el proceso de evaluación. Recibirás información sobre tus derechos. Usted dará permiso por escrito para la evaluación. Su hijo puede continuar recibiendo la intervención.
- Si la escuela no está de acuerdo, no evaluaremos a su hijo por una posible discapacidad. Recibirá una explicación por escrito sobre por qué no se sospecha una discapacidad. Su hijo puede continuar recibiendo la intervención.

El maestro de la clase de su hijo sabe que usted puede tener preguntas. El maestro estará encantado de responder cualquier pregunta que pueda tener sobre el plan de su hijo. ¡Queremos que su hijo sea un lector exitoso!

Sinceramente,

[Campus Principal] Signature

MTSS Parent Letter- Behavior Tier 2

Date

Re: [Student Name]

Dear [Parent Name],

Our district uses a Multi-Tiered System of Supports to help students be successful. We assess students several times a year to be sure they are working on grade-level. The assessment helps us know who needs help. Teachers plan interventions to close students' learning gaps. When students have closed their learning gaps, they no longer need intervention. We communicate and include parents to keep them informed at every step.

This letter is to inform you that your student has exhibited behavior data that would be conducive to MTSS **Tier 2 Interventions** such as a "Safe, Respectful, Responsible" Daily Behavior Report Card, a Scheduled Feedback Loop, 20 minutes of Social Skills per week, and a Check-in/Check-out schedule with a mentor.

- Daily Behavior Report Card (DBRC): is a data collection tool used to track student behavior during the school day for each class period.
- Feedback Loop: is a scheduled 1-2 minute conversation at the end of each class period to provide feedback to the student about their behavior for that specific class.
- Check-in/Check-out: is a wellness check at the beginning of every day with a mentor to reinforce coping skills and strategies that would benefit the student while in the school environment
- Social Skills: is a small group setting where students learn skills focusing on the campus expectations of Safe, Respectful, Responsible behavior.

Sometimes students do not close their gaps in learning quickly enough. When this happens, teachers meet to review the students' progress and may suggest different strategies to try. We hope you can give your ideas to the teachers during this process. If the student still does not make expected progress, the student may have a disability. If a disability is suspected, the teachers will refer the student for an evaluation for additional services and the school will notify you.

If you think your child has a disability, you have the right to request an evaluation for special education at any time. To do this, give or mail a written request for evaluation to me at the school. Your rights will be explained to you. You will receive a response in 15 school days:

1. If the school agrees that a disability is suspected, we will begin the evaluation process. You will receive information about your rights. You will give written permission for the evaluation. Your child can continue to receive intervention.
2. If the school does not agree, we will not evaluate your child for a possible disability. You will get a written explanation about why a disability is not suspected. Your child can continue to receive intervention.

Your child's classroom teacher knows you may have questions. The teacher would be happy to answer any questions that you may have regarding your child's plan. We want your child to be a successful reader!

Sincerely,

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*[Campus Principal] Signature*_____

I *[Print Parent Name]*_____ hereby given permission for EISD to implement
Tier 2 Interventions and supports for *[Print Student Name]*_____.

*[Parent Signature]*_____

Date

Re: [Student Name]

Estimado/a [Parent Name]:

Nuestro distrito utiliza un Sistema de Apoyos de Varios Niveles (MTSS, por sus siglas en inglés) para ayudar a los estudiantes a tener éxito. Evaluamos a los estudiantes varias veces al año para asegurarnos de que estén trabajando en el nivel correspondiente a su grado. La evaluación nos ayuda a identificar quién necesita apoyo adicional. Los maestros planifican intervenciones para cerrar las brechas de aprendizaje de los estudiantes. Cuando los estudiantes cierran esas brechas, ya no necesitan intervención. Comunicamos e incluimos a los padres para mantenerlos informados en cada paso del proceso.

Esta carta es para informarle que su hijo/a ha mostrado datos de comportamiento que indican la necesidad de Intervenciones de Nivel 2 de MTSS, tales como: una Tarjeta de Comportamiento Diario de “Seguro, Respetuoso, Responsable”, un Ciclo de Retroalimentación Programado, 20 minutos de Habilidades Sociales por semana y un programa de Registro de Entrada/Salida con un mentor.

Tarjeta de Comportamiento Diario (DBRC): Es una herramienta de recopilación de datos utilizada para registrar el comportamiento del estudiante durante el día escolar en cada clase.

Ciclo de Retroalimentación: es una conversación programada de 1–2 minutos al final de cada período de clase para dar retroalimentación al estudiante sobre su comportamiento en esa clase.

Registro de Entrada/Salida: es una revisión de bienestar al inicio de cada día con un mentor para reforzar habilidades de afrontamiento y estrategias que ayuden al estudiante en el entorno escolar.

Habilidades Sociales: se realiza en un grupo pequeño donde los estudiantes aprenden habilidades enfocadas en las expectativas de la escuela de ser Seguro, Respetuoso y Responsable.

A veces, los estudiantes no cierran sus brechas de aprendizaje con suficiente rapidez. Cuando esto sucede, los maestros se reúnen para revisar el progreso del estudiante y pueden sugerir diferentes estrategias. Esperamos que usted pueda compartir sus ideas con los maestros durante este proceso. Si el estudiante aún no muestra el progreso esperado, puede ser que tenga una discapacidad. Si se sospecha una discapacidad, los maestros referirán al estudiante para una evaluación de servicios adicionales y la escuela le notificará.

Si usted cree que su hijo/a tiene una discapacidad, tiene el derecho de solicitar una evaluación para educación especial en cualquier momento. Para hacerlo, entregue o envíe por correo una solicitud por escrito para la evaluación a mí en la escuela. Se le explicarán sus derechos. Usted recibirá una respuesta en 15 días escolares:

Si la escuela está de acuerdo en que se sospecha una discapacidad, comenzaremos el proceso de evaluación. Usted recibirá información sobre sus derechos. También deberá dar su autorización por escrito para realizar la evaluación. Su hijo/a podrá seguir recibiendo intervenciones.

Si la escuela no está de acuerdo, no evaluaremos a su hijo/a por una posible discapacidad. Usted recibirá una explicación por escrito sobre por qué no se sospecha una discapacidad. Su hijo/a podrá seguir recibiendo intervenciones.

El maestro/a de su hijo/a sabe que usted puede tener preguntas. Con mucho gusto responderá cualquier duda que tenga sobre el plan de su hijo/a. ¡Queremos que su hijo/a sea un/a lector/a exitoso/a!

Atentamente,

[Campus Principal]

Yo, _____[Parent Name]_____, por la presente doy permiso a EISD para implementar Intervenciones y Apoyos de Nivel 2 para _____[Student Name]_____.

_____[Parent Signature]_____.