

Casey County Schools

Multi-Tiered System of Supports (MTSS)



704 KAR 3:095. The Use of a Multitiered System of Supports

Casey County School District will implement a comprehensive MTSS for K-12 that includes: (1) a tiered delivery system with a continuum of differentiated Tier 1 universal instruction, Tier 2 targeted intervention, and Tier 3 intensive intervention, delivered by individuals most qualified to provide the intervention services, to maximize each student's academic and behavioral outcomes; (2) Universal screening and diagnostic assessments to determine individual student needs and baseline performance; (3) Interventions that: (a) Are evidence-based; (b) Vary in intensity and duration based on student need; (c) Meet the needs of the individual student; (d) Are implemented with fidelity; (e) Are delivered by individuals most qualified to provide the intervention services; and (f) Are monitored through a comparison of baseline data collected prior to intervention and ongoing progress data; (4) Support for early intervention to address academic and behavioral issues; and (5) Data-based documentation of: (a) Assessments or measures of behavior; (b) Progress during instruction; (c) Evaluation, at regular intervals, for continuous progress; and (d) Individual student progress reports shared with the parents of each student in K-12 that summarize the student's academic skills, behavior, and any intervention plans and services being delivered. Casey County School District will submit to the Kentucky Department of Education by October 1 of each year evidence demonstrating district-wide implementation of a comprehensive MTSS and shall also submit evidence of implementation for K-3 required by *KRS 158.305(2)*

District Leadership Team:

Superintendent:	Barry Lee
District Directors:	Shawn Pierce Luann Williams Angel Stephens, Special Education
Districtwide Diagnostician:	Tammie Bernard
Special Education Assessment Staff:	Tammie Bernard Jennifer Hamilton
Districtwide Principals:	Casey County High School: Matthew Knight Casey County Middle School: Kristen Wilson Liberty Elementary: Kim Johnson Walnut Hill Elementary: Brittany Ogle Jones Park Elementary: Daran Wall

District Role:

- Provides the infrastructure and support systems necessary to ensure essential components of MTSS are understood, in place, and implemented with fidelity.
- Evaluate the implementation, fidelity, and effectiveness of the MTSS by a strategic analysis of academic, social-emotional, and behavioral data.
- Long-term action planning, professional development, and coaching to sustain the system. (i.e., Co-Teaching Implementation Supports, PBIS Coaching, Social-Emotional Learning Supports, etc.)

Implementation Planning Team:

Districtwide Directors:	Shawn Pierce Luann Williams Angel Stephens, Special Education
Special Education Diagnostician:	Tammie Bernard
District Special Education Evaluation Team:	Tammie Bernard Jennifer Hamilton
Curriculum Coaches:	Liberty Elementary: Lindsay Blevins Walnut Hill Elementary: Ashley Dean Jones Park Elementary: Jennifer Todd
Special Education Facilitators:	Liberty Elementary: Rebecca Shepard Walnut Hill Elementary: Shannon Neat Jones Park Elementary: George Emerson
Behavior Crisis Team:	Aubrey Davis, George Emerson, Kevin Long

Implementation Team Role:

- Coordinate action planning for schoolwide assessment and intervention in an integrated academic, social-emotional, and behavioral MTSS framework.
- Analyze Data
- Adjust Action Plans
- Coaching and Professional Development Opportunities
- Safe Crisis Team Training/Districtwide School Teams

School Facilitator Team:

School Administrators	Curriculum Coach/Guidance Counselor/Interventionist	Special Education Facilitator Teacher
Liberty Elementary: Kimberly Johnson, Principal	Lindsay Blevins, Curriculum Coach Lacey Terry, Guidance Counselor Stephanie Cain, Interventionist	Rebecca Shepard
Walnut Hill Elementary: Brittany Ogle, Principal	Ashley Dean, Curriculum Coach Heather Murphy, Guidance Counselor Samantha Knight, Interventionist	Shannon Neat
Jones Park Elementary: Daran Wall, Principal	Jennifer Todd, Curriculum Coach Kayla Allen, Guidance Counselor Ginger Emerson, Interventionist	George Emerson
Casey County Middle School: Kristen Wilson, Principal Jessica Hogue, Assistant Principal	Rachel Taylor, Guidance Counselor Tyra Sengkhamyong, Guidance Counselor Pam Carey, Curriculum Coach	Melissa Cravens

Casey County High School: Matthew Knight, Principal Katie Board, Assistant Principal	Veronica Sengkhamyong, Guidance Counselor Allison Baker, Guidance Counselor Tracie Hoskins, Curriculum Coach	Melissa Cravens
Administrative Team: Teacher PLCs/Meets with Guidance Counselors/Curriculum Coaches/Interventionists to develop and determine tiers of RTI and Interventions.	Guidance Counselors/Special Education Facilitators review referrals for special education.	Research-based interventions documentation must be provided as required for the Initial Special Education Referral Process.

School Role:

- Coordinate and manage schoolwide assessment and interventions in an integrated academic, social-emotional, and behavior MTSS framework.
- Ensure Tier 2 and Tier 3 systems of support are addressed by establishing decision rules for how students are identified for needing additional support/interventions; matching the intervention to student needs; and monitoring outcomes. Parents are notified of the intensive tiered level of interventions.
- Analyze fidelity, academic, social-emotional, and behavior data at the school-wide level and adjust the action plan as needed.
- Coordinates school action planning, professional development with teachers, and coaching for the sustainability of the system.
- (Curriculum Coach/Guidance Counselor/ and Special Education Facilitator) MUST screen ALL referrals for Special Education to ensure the required information is included. Research-based interventions and a thorough documentation of Response to Intervention, Tiered Level of supports, including graphs, data summary, and fully completed initial referral, may then be submitted to the Guidance Office, and a referral meeting scheduled with parents/guardians.

Teacher/ Departmental Role:

- Teachers in each building will manage and implement practices for students within their specific grade or content area with fidelity.
- Teachers will collect and review data at the grade level or content area level and adjust Tier 1 Universal instruction and interventions as needed using differentiated instruction to meet individual student needs while recognizing each student's learning differences, varying interests, readiness levels and responsiveness to Tier 1 universal instruction.
- PLC discussions will focus on student needs, curriculum supports, and structured interventions for ALL students.
- **Special Education Teachers Case Managers** will monitor the academic and/or behavioral progress of student caseloads and provide specially designed instruction to meet Individual Education Plan goals. All goal monitoring data will be entered in Infinite Campus. Department Liaison/Facilitators will help monitor compliance indicators at the building levels.

Teacher Role:

- Develop, implement, and monitor intervention and support for individual students.
- Collect and review academic, social-emotional, and/or behavioral data to match the intervention to individual student needs.
- Review individual progress data and adjust interventions as needed for ALL students.
- **Special Education Teachers/General Education teachers** will monitor the academic and behavioral progress of students and provide structured interventions in addition to special education services/specially designed instruction to meet Individual Education Plan goals/RTI Goals.

KDE has identified six elements essential to the implementation, improvement, and sustainability of an effective multi-tiered system of support:

1. Collaborative Problem-Solving Teams (includes shared leadership, collaboration, and communication)
2. Data-Based Decision Making with a Comprehensive Screening and Assessment System
3. Tiered Delivery System with a Continuum of Supports
4. Evidence-Based Instruction, Intervention, and Supports
5. Equitable Access and Opportunity
6. Family, School, and Community Partnerships

PURPOSE

As part of the vision of the Kentucky Department of Education (KDE), Casey County Schools integrates the message “each and every student empowered and equipped to pursue a successful future,” and sets the focus for the work of the agency, and also the goal of an integrated MTSS system. The essential elements of KyMTSS align with this vision and the KDE core values of equity, achievement, collaboration, and integrity as outlined in the districtwide strategic plan. KyMTSS is a multi-level prevention system to support student achievement and social-emotional behavioral competencies through the integration of differentiated core instruction, assessment, and intervention.

KyMTSS promotes the integration of systems-level approaches and state/district/school initiatives under one comprehensive framework to more efficiently use resources while focusing on improving outcomes for every student.

The tiered levels of support for academics and behavior shall be implemented in a fluid process before a referral for special education.

Focus Areas / Casey County

- Response to Intervention (RTI) Systems/Decision-Making Process
- Tier 1 (Universal), 2 (Supplemental Support), and Levels of Academic Interventions Support Process
- Positive Behavior Intervention Systems (PBIS) Process/Implementation Status
- Tier 1(Universal), 2 (Supplemental Support), and Levels of Behavioral Support
- Districtwide Universal Screener/I-Ready
- Comprehensive Screening and Assessment Systems
 1. Formative Assessments
 2. Diagnostic Assessments
 3. Interim Benchmarking Assessments
 4. Summative Assessments
 5. Universal Screenings
 6. Progress Monitoring/Measures
 7. Selection of Evidence-Based Instruction, Intervention, and Supports
- Tier 3 (Intensive Level): 3% to 5% of learners will need access to this level of support. Intensification may include: Increased Duration or frequency, change in interventions, decreased small group size, change in instructional delivery, or change in intervention type.
 - Frequency and Duration of Interventions.
 - Snapshot of High Quality Instructional and Behavioral Interventions
 - Progress Monitoring Data System
 - Review of Progress Monitoring Data with data-informed decision-making.
- Fidelity of PBIS implementation at each school.
- Special Education/General Education Staff Names and Safe Crisis Management Teams have been developed for behavior monitoring and (SCM) Safe Crisis Management/De-escalation and Restraint Training.

***REFERRAL FOR SPECIAL EDUCATION WILL BE CONSIDERED AFTER THESE STEPS HAVE BEEN IMPLEMENTED AND DOCUMENTED.**

Needs: District Team Discussion (PLC focus discussions)

-Academic RTI Documentation (RTI)/Progress Monitoring Systems for each school. -Benchmarking Progress Monitoring system (I-ready)	-Behavior Documentation/Universal Behavior Screening -(PBIS) Structured schoolwide/classroom expectations.	-Teacher Coaching -Co-Teaching Models -Universal Design for Learning/High Quality Instructional Resources -Instructional Supports/Interventions/ Evidence-Based Practices.
-Referral Forms for SPED are updated as needed by the Special Education Director/Diagnostician	-PBIS Implementation/Ongoing Support Training -Districtwide Implementation -Meeting Agendas Evidence	-PBIS Implementation Teams at each school. -Safe Crisis Management District Trainers/Building Support Teams
Special Education Facilitators at Elementary/Secondary Levels	-SPED Dept. Meeting -Agenda/PLC -Agendas/Behavior and -Academic Focused -Process Compliance -Goal Monitoring	-Curriculum Coach Roles/School -Interventionist Roles -School Counselor -SPED Liaison/Facilitator Roles
-Tier 3 Implementation Process/Monitoring	-Community/Family Partnership Involvement -Parent Contacts by teachers -RTI Notification Letters -Parental Consent for Special Education Referrals	-School Mental Health Referral Process -Board-approved Contract Providers for Student Supports.
-Tier 1, 2, 3 Systems processes.	-Parent notification letters/Tiered levels of support transitions	-Social/Emotional and Trauma-Informed Staff Training/Behavior Intervention Training

Crosswalk: KYMTSS/RTI/PBIS/ISF

	Response to Intervention (RTI)	Positive Behavior Interventions and Supports (PBIS)	Integrated Systems Framework (ISF)	Kentucky's Multi-Tiered System of Supports (KYMTSS)
Overview	<p>Response to Intervention (RTI) is defined in KY regulation as a multi-level prevention system to maximize student achievement and social and behavioral competencies through an integration of assessment and intervention. (704 KAR 3:095)</p> <p>Response to Intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.</p> <p>Source: National Center on Response to Intervention</p>	<p>Positive Behavior Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.</p> <p>It is a commitment to addressing student behavior through systems change. When it's implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective.</p> <p>Source: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2021).</p>	<p>The Interconnected Systems Framework (ISF) is an approach to building a single system of social-emotional behavioral (SEB) supports in schools.</p> <p>Integrating PBIS and school mental health, the ISF applies the core features of MTSS to intentionally integrate mental health, community, school and family partners through a single system of support.</p> <p>Source: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports</p>	<p>Kentucky's MTSS Framework (KYMTSS) is defined as a multi-level prevention system to support student achievement and social-emotional behavioral competencies through an integration of differentiated core instruction, assessment and intervention.</p> <p>KYMTSS promotes the integration of state/district/school initiatives and systems-level approaches to efficiently use resources while focusing on improving outcomes for every student.</p>
Components	<ol style="list-style-type: none"> 1. School-wide, multi-level instructional and behavioral system 2. Universal screening 3. Progress monitoring 4. Data-based decision-making 	<ol style="list-style-type: none"> 1. Team-based approach 2. Data-based problem solving and decision making (at all tiers) 3. Multi-tiered continuum of supports 4. Evidence-based instruction, intervention and assessment 5. Universal screening and progress monitoring 6. Family, school and community partnerships 	<ol style="list-style-type: none"> 1. Integrated teams (includes community mental health providers) 2. Expanded use of school data (e.g., attendance, grades, discipline data) as well as community data as indicators of mental health 3. Formal process for selection of evidence-based practices purposefully includes all clinical services/ interventions 4. Comprehensive screening for early identification (includes internalizing and externalizing needs) 5. Progress monitoring (fidelity and impact) 6. Professional development and coaching at both the systems & practices level for both school and community employed professionals 	<ol style="list-style-type: none"> 1. Collaborative Problem-Solving Teams that includes shared leadership, collaboration and communication) 2. Data-Based Decision Making with a comprehensive screening and assessment system 3. Tiered Delivery System with continuum of supports 4. Selection of Evidence-based Instruction, Intervention and Supports 5. Equitable Access and Opportunity 6. Family, School and Community Partners

Adapted from Colorado Multi-Tiered System of Supports (CO-MTSS), Response to Intervention (RTI), and Positive Behavior Interventions and Supports (PBIS) Crosswalk

KyMTSS Resources for Planning:

<https://kymtss.org/resources/resources-for-tiered-delivery-system-with-a-continuum-of-supports/>

<https://kymtss.org/resources/resources-for-collaborative-problem-solving-teams/>

<https://kymtss.org/resources/resources-for-equitable-access-opportunity/>

https://education.ky.gov/curriculum/standards/teachtools/Documents/KyMTSS_Implementation_Guide.pdf

<https://kymtss.org/resources/resources-for-data-based-decision-making/>

<https://kymtss.org/resources/resources-for-evidence-based-instruction-intervention-and-supports/>

<https://kymtss.org/resources/resources-for-family-and-community-partnerships/>

Casey County Special Education Resources:

[Special Education Google Classroom](#)