[School Name] MTSS/Intervention Handbook

[school year]

[School Image]

[School Mission/Vision]

Overview

NC MTSS (North Carolina Multi-Tiered System of Support) is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.

MTSS is broken into six critical components: leadership, data-based problem solving, data evaluation, three tiers instruction/intervention, building capacity/infrastructure for implementation and communication and collaboration

At [School Name], all students are included in the MTSS process using the Standard Treatment Protocol. Students are selected for tiers of support using our Universal Screening Process which is based on multiple forms of data. Students are moved throughout tiers based on their progress. The MTSS team makes the final decision on when and how students move (when needed) throughout tiers.

The MTSS team is a problem-solving team. This term is an umbrella term often used to describe groups of individuals that meet to analyze data and determine solutions to problems. In an MTSS, there can be multiple problem-solving teams. Professional Learning Communities, Intervention Teams, and Student Support Teams are all examples of teams that generally meet to discuss school-wide areas of concern related to the environment, instruction and curriculum for all students or groups of students. Specialized teams, such as the IEP Team, are also problem-solving teams; however, its purpose is initiated for individual students who are suspected of a disability or who have already been identified with a disability and is coordinated according to the regulatory requirements of the IDEA.

The IEP Team is the problem-solving team to which a student is referred when a disability is suspected, or a parent requests a formal evaluation. This team will engage in the problem-solving necessary to determine if a formal evaluation for special education and related services will occur and ensures that the appropriate procedures and documentation are completed in compliance with federal regulations and state policies. The implementation of interventions prior to a referral to the IEP Team is not required if a disability has been suspected by the parent or school staff or a parent or teacher has requested a formal evaluation in writing. However, interventions may need to be implemented concurrently with the formal evaluation timeline in order to provide the IEP Team a required component of a comprehensive evaluation at the time eligibility for special education and related services will be determined.

The problem-solving team should ask the following questions each time progress monitoring data is discussed for groups of students (in addition to previously established problem-solving protocol):

- Has our problem-solving shifted from overall instruction, environment and curriculum for groups of students to individual, student-centered concerns?
- Are there any individual students that are consistently not making progress with interventions?
- Are there any individual students that are unlikely to achieve grade level standards by the end of the school year?
- Does the data indicate that the consistent lack of progress with intervention may be caused by a disability?
- Does the individual student's progress in the general curriculum have characteristics typically associated with a disability?

[Tip: Depending on the cumulative responses to these questions, the problem-solving team may have a basis of suspecting a disability and if a disability is suspected, should refer to the IEP Team.]

Procedures for Communication with Parents

- Parents must be notified, in writing, that their student requires intervention beyond Core (Tier 1)
- The parent must be provided this information using the "Parent/Guardian Notification of Intervention".
- A copy of this notification(s) must be retained in the student's cumulative folder.
- A parent/guardian notification must be sent each time the intensity of intervention increases from core to supplemental and supplemental to intensive.
- A parent letter must also be sent each time the student successfully responds to intervention – intensive to supplemental and supplemental to core.
- While these written notifications are required at any time a change occurs, it is highly recommended that local leadership consider syncing these notifications with parent-teacher conference times, progress reporting and/or report cards in order to consistently manage, supervise and ensure that this important parent communication is occurring. [schools - decide when and how you want the notifications to be sent and put that wording in this bullet instead of what is above]

If a parent verbally requests an evaluation (also known as a parent referral to special education); staff should advise the parent to make the request in writing and staff should then give that request to [name the person].

- Upon receipt, [name person] shall provide the request to EC personnel to schedule the IEP Team meeting to discuss the parent request. This begins the regulatory/procedural timeline associated with initial referrals/evaluations.

For a full understanding of all steps for the work, use our UCPS MTSS Flowchart.

UCPS MTSS Forms

[School Name] MTSS Team
[School Year]

Team Member	Position
	Principal
	Assistant Principal
	MTSS Coach
	Counselor
	Grade Level/Department Rep
	Grade Level/Department Rep
	Grade Level/Department Rep
	Grade Level/Department Rep
	Grade Level/Department Rep
	EC
	ML
	School Psychologist

Critical Components

North Carolina's MTSS Critical Components Leadership Leadership is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem solving.

Building the Capacity/Infrastructure for Implementation
School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually include ongoing professional development and coaching with an emphasis on data-based problem solving and multi-tiered instruction and intervention; scheduling that allows staff to plan and implement instruction and intervention; and processes and procedures for engaging in data-based problem solving.

Communication and Collaboration
Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to a lack of consensus, lack of feedback to implementers to support continuous improvement, and not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained. Data-Based Problem Solving The use of data-based problem solving to make education decisions is a critical

Data-Based Problem Solving
The use of data-based problem solving to make education decisions is a critical element of MTSS implementation. This includes the use of data-based problem solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school-wide implementation of MTSS. While several models for data-based problem solving exist, the four-step problem solving approach includes: 1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for implementing evidence-based strategies to attain goals, and 4) evaluating the effectiveness of the plan.

Three-Tiered Instructional/Intervention Model

The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier 1 includes the instruction all students get; Tier 2 includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes intensive, small group or individual interventions for students showing significant barriers to learning the skills required for school success. It is important to consider both academic and social-emotional/behavioral instruction and interventions when examining this domain.

Data Evaluation

Given the importance of data-based problem solving within an MTSS model, the need for a data and evaluation system is clear. In order to do data-based problem solving, school staff need to understand and have access to data sources that address the purposes of assessment. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes for improving MTSS implementation.

Universal Screening Process

In order to maintain a standard system of identifying students for the proper tier, [School Name] uses a Universal Screening Process. Data is collected from multiple sources to assist with determining which students might need an academic or behavioral/social-emotional intervention.

Data Sources

Academic Data	Behavioral Data	Attendance Data

Data Decision Rules

Below are the Data Decision Rules for reading, math and behavioral interventions.

LITERACY				
Intervention Entry Rules		Intervention Intensity Increase Rules		Intervention Exit Rules
Kindergarten	1st- 5th	Kindergarten	1st-5th	Intervention Exit Rules

Math			
Intervention Entry Rules		Intervention Intensity Increase Rules	Intervention Exit Rules
Kindergarten	1st- 5th	Kindergarten-5th	Intervention Exit Rules

Behavior/Social-Emotional Interventions		
Intervention Entry Rules	Intervention Intensity Increase Rules	Intervention Exit Rules

Attendance		
Intervention Entry Rules	Intervention Intensity Increase Rules	Intervention Exit Rules

Standard Treatment Protocol for Interventions
Reading, Math, Behavior/Social-Emotional, Attendance

UCPS MTSS Forms

UCPS Standard Treatment Protocol - Literacy

UCPS Standard Treatment Protocol - Math

UCPS Standard Treatment Protocol - Behavior/SEL/Attendance

Tier 2/Supplemental Support Intervention Protocol Description
Reading **Math** **Behavior/Social-Emotional** **Attendance**

Tier 3/Intensive Support Intervention Protocol Description
Reading **Math** **Behavior/Social-Emotional** **Attendance**

Data Process and Evaluation

Interventions at [School Name] are completely data driven. As students move throughout tiers, the support they receive is layered. Below is the data process for each tier. Data is collected over time, evaluated by our MTSS team and along with the student's teacher(s), a decision is made.

Tier 1 (Core Instruction)- In Tier 1 or Core Instruction, students receive academic instruction based on state standards . Teachers utilize the gradual release of responsibility framework in order to produce academic proficiency in the majority of students. [School Name] has also adopted common school-wide behavior expectations. These common behavior expectations are explicitly taught to all students. If at least 80% of all students (in all subgroups) are meeting academic or behavior behavior benchmarks, this instruction is effective. If less than 80% of students are successful with this instruction, teachers must evaluate the effectiveness of core instruction.

Foundational core plans for literacy and math are written by PLCs as a part of Tier 1.

Tier 2 (Supplemental)- In Tier 2 or Supplemental Instruction, approximately 20% of students, receive supplemental supports in addition to core instruction. This layer of support is given in small groups and based on standard treatment protocol. Supplemental instruction is designed to close the gap between current performance and desired performance. If at least 75-80% of students receiving supplemental instruction are improving at a rate sufficient to close the gap, the intervention is considered effective. If below 75% percent of students are improving at a rate sufficient to close the gap, fidelity of intervention must be examined.

Throughout this tier, progress monitoring data is collected at a minimum of 1-2 times per month over a period of 6-10 weeks.

Teachers and the MTSS team will review the data to determine if a student should remain in the intervention, be exited from the intervention, or be moved to Tier 3/Intensive Instruction.

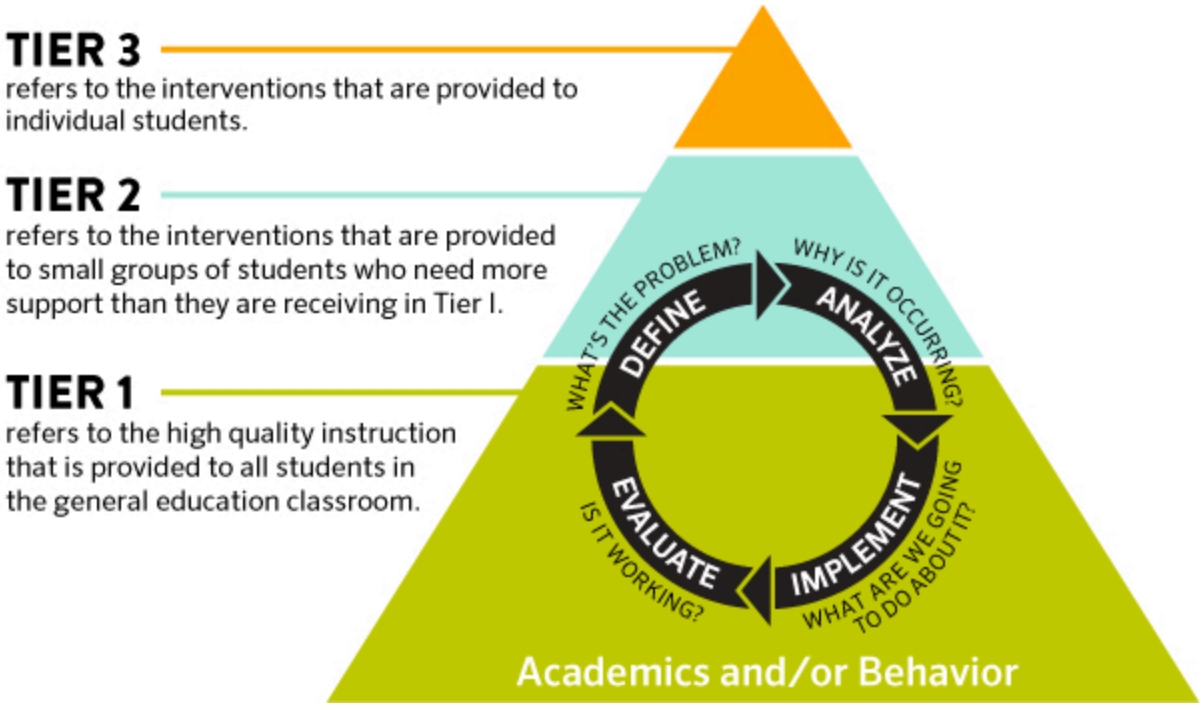
Tier 3 (Intensive)- In Tier 3 or Intensive Instruction, approximately 5% of students, receive intensive supports in addition to supplemental and core instruction. Like Tiers 1 and 2, these supports are also evidence-based practices and research-based programs designed to improve performance.
The MTSS team will use the data from Tier 2 in conjunction with our universal screening process and standard treatment protocol to decide on the Tier 3 support the student will receive. Tier 3 support is tailored to the unique needs of the student and typically delivered one-to-one. At this level, the student will now receive support from all three tiers.

Throughout this tier, progress monitoring data is collected at a minimum of 1-2 times per week over a period of 6-10 weeks.

Teachers and MTSS team will review the data to determine if a student should remain in the intervention, be exited from the intervention and moved back to only Supplemental Instruction, or be possibly considered for eligibility in the exceptional children's program.

During each level of intervention:

- The problem-solving team must consider whether the student's lack of progress is the result of a suspected disability. If a disability is suspected, the student must be referred to the IEP Team and interventions must continue concurrently while the issue of a suspected disability is resolved.
- A parent has the right to request, in writing, an evaluation for special education at any time. If the parent makes this request, the student must be referred to the IEP Team while interventions continue.
- Parents must be notified, in writing, regarding the student's response to intervention at each level (tier). The "Parent Notification of Intervention" must be used, and a copy retained in the student's cumulative file.



Progress Monitoring Guidelines

UCPS Progress Monitoring Guidelines for Literacy and Math

The adult delivering the intervention should be the person that is also collecting progress monitoring data. In supplemental intervention, data collection is required 2 times per month. In intensive intervention, data collection is required 4 times per month. The progress monitoring data is required to be logged in ECATS.

Grade level tools are required for mclass literacy progress monitoring in grades K-5.

- If Kinder students are not already being progress monitored using NWF (all times of the year), it is required once per month for both Tier 2 and Tier 3.
- If 1st grade students are not already being progress monitored using NWF (at BOY) or ORF (at MOY/EOY), it is required once per month for both Tier 2 and Tier 3.
- If 2nd-5th grade students are not already being progress monitored during ORF (all times of the year), it is required once per month for both Tier 2 and Tier 3.

Two tools are required for math progress monitoring in grades K-5.

- iReady and Acadience
- Acadience is required based on the Tier 2 & Tier 3 schedule.
- iReady is required based on the county calendar of assessments and growth checks.

Placement Pathway to determine mClass progress monitoring tool.

Benchmark Scores for Progress Monitoring to determine the goal depending on the grade, skill, and tool being used.

MTSS Flowchart

UCPS MTSS Forms

Clarifying MTSS - 504 - IEP (for reference; do not share with parents)