Camden Central School District 2019-2021 Multi-Tiered System of Supports Plan

Grades K – 12

Table of Contents

Contents

MTSS DISTRICT REPRESENTATIVES

Shannon Babbie	Chris Centner	Brittany DerCola	Craig Ferretti
Aaron Fioroni	Caitlin Haggerty	John Harrington	Christine Kio
Janice Plumley	Nick Pulizzi	Dr. Ravo Root	Edythe Russell
Louise M. Rutherford	William Snyder	Teresa Stowell-Hollis	Heather Wieland

INTRODUCTON

Multi-Tiered System of Supports (MTSS) is a model used to address student's individual academic and behavioral needs by providing individualized interventions and measuring the student's level of performance over time to make important educational decisions.

Also described herein is the manner in which the Multi-tiered System of Supports Team will deliver academic and behavioral intervention services. This is a working document that adjusts to the needs or the students and to the changing requirements of the New York State Education Department.

Please see the NYSED.gov website for the regulations, question-and-answer documents, and previous state memos.
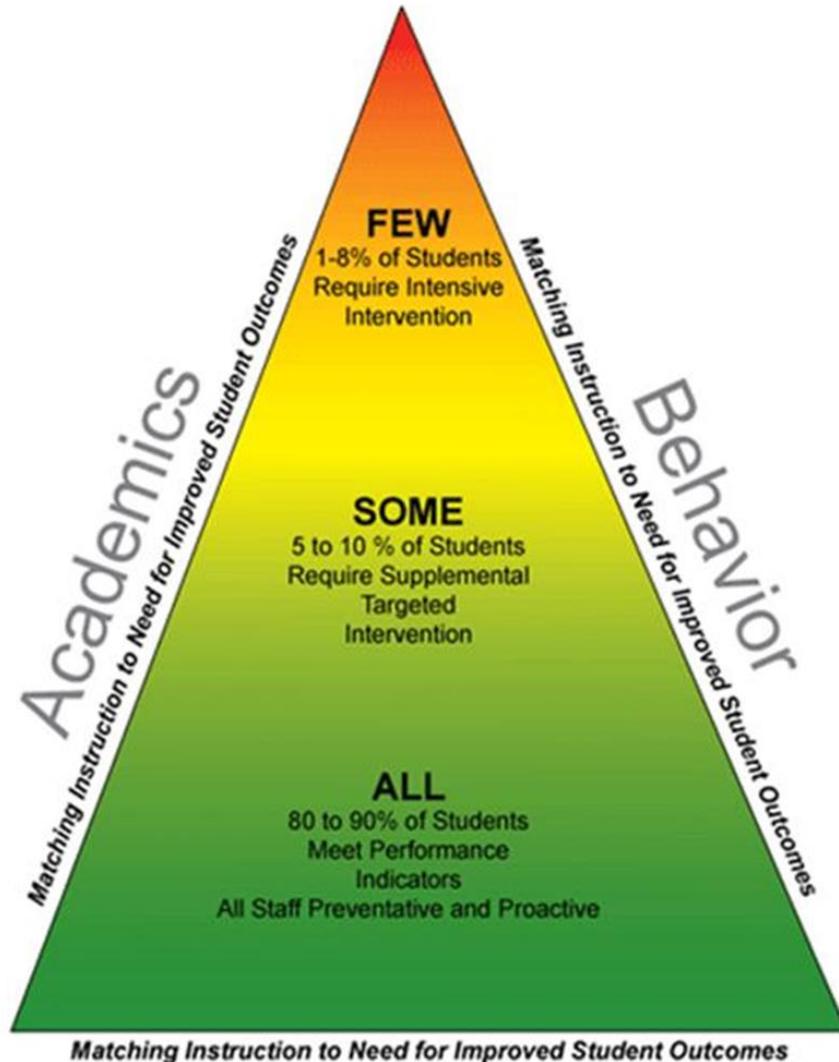
OVERVIEW OF MTSS

What is MTSS?

Multi-tiered System of Support (MTSS), formerly known as RTI, grew from efforts to provide both academic and behavioral interventions to meet the needs of students, beginning in the classroom. Simply put, it is a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005).   MTSS promises to change the way schools support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need (https://www.pbis.org/school/mtss).

According to the State Education Department (NYSED), MTSS is a "multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systemically applied strategies and targeted instruction at varying levels of intervention".

Key Features of MTSS

- MTSS is primarily a general education initiative designed to address the academic and behavioral needs of struggling learners early in their educational experience.
- MTSS is based on a problem-solving model that uses data to inform decision-making.
- MTSS interventions are systemically applied and derived from research-based practices.
- MTSS is highly dependent on progress monitoring and data collection.
- MTSS intervention plans are designed, implemented, and monitored by a multi-disciplinary team of professionals.
- MTSS can replace the I.Q. discrepancy model for determining the presence of a learning disability.

The 3-Tier Model

- <u>Tier 1</u> – the provision of general screening and group interventions that usually represent the core instructional program. If this instruction is adequately differentiated, 80-90% of the students will respond and achieve established benchmarks. Assessments occur three to four times per year.

- <u>Tier 2</u> – if students do not make adequate progress in Tier 1, more intensive services and targeted interventions, usually in small group settings, are provided in addition to the instruction in the general curriculum. Progress is monitored more closely, at least bi-weekly, and the research-based interventions could last approximately six to ten weeks.

- <u>Tier 3</u> – for students who do not adequately respond to the targeted interventions in Tier 2. Intensive, targeted, interventions to the skill deficits should be provided for not more than three students per group at the elementary level

MTSS CRITERIA TO SUPPORT TIER INTERVENTIONS

<u>Tier 1</u> : Universal Level   *Classroom*

CRITERIA TO SUPPORT TIER 1:
- i-Ready subject testing indicated concern – screening tool
- Students scored below AIS required levels indicated by NYSED Guidelines (refer to NYSED memo in this document.)
- Classroom academic and behavioral interventions implemented and documented by the classroom teacher
- Continuous progress monitoring with research-based practices and interventions
- Rigorous, relevant and standards driven curriculum
- Review of attendance, discipline and medical records *(vision and hearing screens)*, as appropriate
- BIMAS II Behavioral Screening Tool (Grades K-4)
- Parent Contact/Agendas/Daily Logs
- Informal Consultations with service providers if needed

<u>Tier 2</u>: Targeted Level   *Individualized supports for underachieving students*

CRITERIA TO SUPPORT TIER 2:
- Student is not responding to Tier I interventions which have been delivered for 20-30 instructional days. Intervention has been reviewed and if necessary, adjusted. Tier II is only recommended by MTSS Committee.
- Standards-based curriculum and supplemental instruction
- Remediation of specific skills or concepts

- Individualized interventions that are differentiated, scaffolded, and targeted to each student
- Educational Related Support Services (if needed): Speech, Counseling, English Language Learner (ELL) teacher
- MTSS Services provided inside and/or outside of the regular instruction
- MTSS meeting and consultation with a written plan developed to be put into place (RTI Edge)
- Offer outside agency services if needed
- Focused assessment in determined targeted areas to determine more precise interventions (i.e. psychologist, ST, PT, OT, reading specialist, etc.) by consultants or service providers.
- Programs that may be used include: Leveled Literacy Intervention, Soar to Success, Earobics, i-Ready, Wilson Reading Program, various web-based programs, and others.
- Parent Contact/Agendas/Daily Logs

Tier 3: Intense Level   *Individualized, intensive supports for students with significant underachievement*

CRITERIA TO SUPPORT TIER 3:
- Not responding to Tier II interventions implemented/assessed for a minimum of 20-30 instructional weeks.
- Intensive skill specific interventions
- One-on-one or small group instruction outside of the traditional classroom including, but not limited to the following interventions: 1:1 Reading/Language Arts or Math-Expository direct instruction using Research Based Strategy Instruction towards meeting specific diagnostic needs
- Check-In, Check-Out Program combined with the use of a behavioral report card as needed

MTSS COMMITTEE: A VEHICLE TO INSURE DELIVERY OF MTSS SERVICES

Definition of MTSS Committee

MTSS Committee is a team of educational professionals that collaborate to study the data to determine if a student needs Tier 2 or Tier 3 interventions.

Members of MTSS Team

Core:
- Building Administrator
- Facilitator – Responsible to run meetings in a timely manner
- Referring Teacher/Team
- School Psychologist
- School Social Worker and/or School Counselor
- Reading and/or AIS teacher, as needed
- Liaison – Person will collect and organize data on student two weeks prior to the meeting.

As Needed:
- Nurse
- Related Services Personnel
- Speech/Language Pathologist/Special Education Teacher
- Other teachers as needed
- Others as identified

Function of the Team

The MTSS Team will meet ***at least once a month*** at a regularly scheduled time to monitor student progress. The MTSS team will consider the effectiveness of:
- MTSS Intervention Strategies and scientific based research practices
- Progress monitoring student performance in reaching the standards using *RTI Edge* and other resources, including, but not limited to:
  - What is the student able to do?
  - How does the student approach what he/she is unsure of?

Roles and functions of the MTSS Team will be to support the academic gains for success on the New York State Learning Standards, NYS Assessments and Regents exams. Specific responsibilities include:

- Coordinate and monitor intervention plans

- Monitor progress and parent notification for MTSS

- Assist teachers with classroom modifications, adaptations and strategies that support student needs

- Assist teachers with assessment and data collection using *RTI Edge*

THE PRE-SCREENING MTSS TEAM PROCESS

Team consists of the Principal or Assistant Principal and 1-3 MTSS Assigned Committee Members including the Facilitator and Liaison

The following steps may be taken during a Pre-Screening Meeting in an effort to prepare for and save time during the initial meeting:

Step1:

Review the referral –
Is it complete?
Start a MTSS file or folder for the student

Step 2:

Review the teacher's concerns
Decide if the concerns are specific enough
Decide if the referral is appropriate for the MTSS Program
If more information is needed, decide WHO will collect the appropriate information?
Review the folder as a team
Record data on the folder review sheet

Step 3:

Liaison decides the following:
What baseline data needs to be collected?
WHO will collect the data?
WHEN will the data be collected?
Review the folder and record the data on the review form

Step 4:

Decide if there are any other people that the team would like to invite to the meeting (e.g. building reading or math specialist, other teachers on the team, school counselor, social worker)

Step 5:

If Tier 2 or 3 - Determine WHO will contact the parent or guardian to notify them the initial meeting date and update the contact information (e.g. phone number, address)

Step 6:

Begin to research interventions related to the specific concerns of the teacher and communicate these interventions to the Liaison

APPENDIX

MTSS TEAM INITIAL MEETING QUICK GUIDE
Facilitator serves as the Timekeeper

Step 1: Assess Teacher Concerns: *3 minutes*

Goals:
- The Liaison reviews information from the referral form
- Allow the teacher to discuss major referral concerns

Sample Questions:
- Given the information in the referral form, what are specific difficulties that you would like to address today?
- How is this student problem interfering with the student's school performance?
- What concern(s) led you to refer the student to this Team?

The MTSS Team is ready to move on to the next step when:
- Team members have a good understanding of teacher concerns.

Tip:
To save time, the Liaison can review information from the Teacher MTSS Referral Form and summarize the teacher's main points for the team at the start of the meeting. The Facilitator can then ask the teacher if s/he has any additional concerns to share.

Step 2: Inventory Student Strengths & Talents   *3 minutes*

Goal:
- Discuss and record the student's strengths and talents, as well as those incentives that motivate the student. This information can be valuable during intervention planning to identify strategies that will motivated the student to participate in.

Sample Questions:
- What rewards or incentives have you noted in school that this child seems to look forward to?
- What are some things that this student does well or enjoys doing around the classroom?
- Please tell us a few of the student's strengths, talents, or positive qualities that might be useful in designing interventions for him or her
- What are hobbies or topics of interest for this student?

The MTSS Team is ready to move on to the next step when:
- The team has identified personal strengths, talents, and/or rewards that are likely to motivate the student if integrated into an intervention.

Tip:
The referring teacher may want to meet with the child *prior to* the MTSS meeting to collect information about those rewards that motivate him or her.

Step 3: Liaison Will Review and Summarize the Baseline Data: *3 minutes*

Goals:
- To get a holistic view of student
- To determine starting point/levels within the academic and/or behavioral area concerns.

Sample Questions:
- Where is the student currently functioning according to the information provided?
- Is there anything significant in the student's school history that needs to be discussed?
- Is or has attendance been an issue?

The MTSS Team is ready to move on to the next step when:
- The team has reviewed and discussed all the pertinent background and baseline data.

Step 4: Select Target Teacher Concerns: *5 minutes*

Goals:
- Define the **top 1-2 teacher concerns** in easily observable, measurable terms.
- For behavioral concerns, understand the dimensions of the problem
  (e.g. the frequency, duration, and/or intensity of the challenging
  behavior)
- For academic concerns, identify the presence of underlying academic skill deficits, mismatch between student skills and classroom instruction, fluency and accuracy in the area of concern, and work completion.
- For **each** teacher concern, decide on what functions may help to explain why the student displays the target concerns.

Sample Questions:
- From the concerns that you have shared with our Team, what are the top one or two problems that you would like us to concentrate on today?
- (Academic) What can you tell us about the student's current skill levels, homework and class work completion, attention to task, general motivation?
- (Academic) Are there difficulties in fluency and/or accuracy?
- (Behavioral) How long does each behavioral outburst last? About how frequently do episodes occur? How severe are the behaviors that you are seeing?
- (Behavioral) What kinds of things happen in the room just before the student has an outburst? What do you and other students in the room do during each outburst? What is the outcome for the child after they engage in the problem behaviors?
- What do you think is a reason that the student shows the behavior(s) of concern? How does this behavior help the student to get his or her needs met?

The MTSS Team is ready to move on to the next step when:
- One or two primary teacher concerns have been established and stated in measurable terms (as behavioral and/or academic difficulties).
- The referring teacher agrees with the selection and definition of the top 1-2 problems.
- The team and teacher agree on possible functions that explain why the academic/behavioral concern is taking place.

Tip:
The meeting can run more efficiently if team members first simply list all teacher concerns about a student and postpone an extended discussion of a particular problem until the teacher has selected that problem as a **top** concern.

Step 5: Set Academic and/or Behavioral Goals:
Set observable, measurable, & realistic goals for change   *6 minutes*

Goals:
For each of the academic or behavioral referral concerns:
  Set ambitious but realistic goals for improvement that are attainable in 8-
  12 weeks
Sample Questions:
- Given the student's current functioning, at what level would you like to see him/her after an 8-12 week intervention period?
- What is a realistic rate of progress for this student?
- Is the goal set by the team realistic for this student?

The MTSS Team is ready to move on to the next step when:
- Ambitious but realistic student goals for improvement have been set.
- The referring teacher agrees that the outcome goals are appropriate for this student case.

Tip:
You may wish to refer to the prescribed Rates of Weekly Progress for each academic area in RTI Edge.

Step 6: Design an Intervention Plan: *12 minutes*

Goals:
- Select at least one intervention that addresses each of the selected referral concerns.
- Spell out the particulars of the intervention as a series of specific **steps** so that the teacher or other person(s) designated to carry it out can do so efficiently and correctly.
- Note any important additional information about the intervention, including:
  - When and where the intervention will take place;
  - Whether any specialized materials or training are required to implement the intervention;
  - The people who are actually going to carry out the intervention.

- Determine methods to monitor accurate implementation of the intervention
- Review the intervention(s) with the teacher to ensure that the plan is acceptable to them.

Sample Questions:
- What intervention ideas would best meet this student's needs?
- What is it about this particular intervention that makes it likely to improve the student's behavior or academic functioning in the area(s) identified?
- Is there specialized training or materials that you feel are needed to carry out this intervention?
- How can our Team assist you [the referring teacher] with the intervention?
- How can we utilize the student's strengths to facilitate the effectiveness of the intervention?
- What is a simple method to track the accurate implementation of the intervention (e.g., checklist of key steps to be implemented)

The MTSS Team is ready to move on to the next step when:
- The referring teacher and team members agree that the intervention:
- directly addresses the identified concern(s).
- is judged by the teacher to be acceptable, sensible, and achievable.
- appears likely to achieve the desired goal.
- is realistic, given the resources committed.
- can be expected to achieve the stated goal within the timeline selected.
- A method for tracking the accurate implementation of the intervention has been established.

Tip:
You may want to invite staff members with expertise in a particular type of referral problem to attend an MTSS meeting as 'intervention consultants', asking them for intervention ideas. For example, a speech/language pathologist may be asked to attend for a student who has difficulty acquiring language

Step 7: Method of monitoring progress: *3 minutes*

Goal:
Each goal must have a method of monitoring progress

Sample Questions:
- Does the monitoring information really measure the teacher's referral concern(s)?
- Who will collect the monitoring information?
- How frequently should the data be collected?
- Is the method used for collecting information sensitive to growth over a short period of time?
- Is there a logical method of tracking progress within the intervention itself (e.g. permanent samples of student's work that are directly tied to the goal)?

The MTSS Team is ready to move on to the next step when:
- Each goal has a method of monitoring progress that is quantifiable.

Tip: At times MTSS Team may wish to use already existing teacher measures and/or intervention materials to monitor weekly growth.

Step 8: Plan how to share information with the student's parent(s):   2 minutes

Goals:
Agree on who will contact the parent(s) to share the student's
intervention plan and invite the parent(s) to a future MTSS
meeting.

Sample Question:
What specific details about the intervention would be of greatest interest to the parent(s)?

The MTSS Team is ready to move on to the next step when:
At least one team member (who could be the referring teacher) has taken responsibility to contact the parent to share information about the student's intervention plan and future meeting times and dates.

Tip:
 A phone call or note to the parent(s) **prior** to the initial MTSS meeting to let them know about the teacher referral is an important way to establish a trusting and positive relationship between school and home

Step 9: Review the intervention & monitoring plans: 3 minutes
Goals:
- Liaison will review the main points of the intervention and monitoring plans with the referring teacher and other team members.
- (Liaison) Schedule a time within a week of the initial meeting to meet with the referring teacher to:
  - ➢ review the intervention plan;
  - ➢ offer any needed assistance;
  - ➢ ensure that the intervention is being put into place as planned.
- Schedule a follow-up meeting (usually within 8-12 weeks of the initial MTSS meeting).
- After the referring teacher leaves the meeting, complete the *MTSS Team Meeting Debriefing Form* and debrief as a team about the meeting process and content.

Sample Questions:
- Do the referring teacher and other members of our team know what their responsibilities are in carrying out the intervention and monitoring plans for this student?
- Is our team able to support the teacher in identifying the most important referral concerns?

- Did our team help the teacher to assemble a good intervention plan that is feasible and can be carried out with currently available resources?

MTSS STUDENT AT-RISK REFERRAL FORM (Located in RTI Edge)

General Information	
Student Name:	
Grade:	D.O.B.:
Referring Teacher(s): Liaison –TBD by MTSS Committee	Referral Date:
Parent/Guardian Name:	
Address:	
Phone:	E-Mail:
For Tier 2 & 3: How and when were parents notified of the referral?	

Reason for Referral (Primary Concern): Check area below			
Academic	Social	Emotional	Medical

Please describe the specific concerns prompting this referral. What makes the student difficult to teach? List any academic, social, emotional, or medical factors that negatively impact the student's performance.
How does this student's academic skills compare to those of an average student in your classroom?
In what settings/situations does the problem occur _**most**_ often?
In what settings/situations does the problem occur _**least**_ often?
What are the student's strengths, talents or specific interests? 1. 2. 3.
Parent/Guardian Contact Prior to Referral with dates:

Phone call(s)	Note(s) Home

E-mails	Parent/Teacher Conference or Home Visit

Interventions for Tier 1

Name of #1 Intervention Tried for 6 – 8 weeks:	
Begin Date:	End Date:
Data Collected (May attach additional sheets if needed)	
Explain how this intervention worked:	
Person(s) Responsible for implementing the intervention:	
Name of #2 Intervention Tried for 6 – 8 weeks:	
Begin Date:	End Date:
Data Collected (May attach additional sheets if needed)	
Explain how this intervention worked:	
Person(s) Responsible for implementing the intervention:	
What is the best day(s)/time(s) for someone to observe the student having the difficulties that you describe above?	
Please attach any additional pertinent information such as this student's most current report card, schedule and attendance record to this referral.	

MTSS TEACHER INTRODUCTORY LETTER: MODEL LETTER

Dear Teacher:

Currently the MTSS meeting for _____is scheduled to occur on_____. The purpose of MTSS is to develop an intervention(s) that will promote improvements in a student's or classroom's behavior and/or academic performance, discuss ways to evaluate whether the intervention is effective, and provide you with resources to conduct and evaluated the intervention.

Please be prepared to discuss the following things during the meeting:

- the behavior/academic problems for which you are referring the student

- the student's academic and social strengths and weaknesses

- select two or three behaviors or academic areas for which you wish the team to help you develop interventions

- for behavioral cases: discuss how often the behaviors occur and/or how long they last

- discuss when (before or after an event, subject, instruction, type of request/command, time of day) or with whom (teacher/peer) the behavior is more likely to occur

- explain interventions that you have already implemented and why they did or did not work

- estimate the level that the student can perform academic work independently and the level at which he/she is actually receiving instruction

- incentives for which the student may be willing to work

Following the meeting, your Liaison,_____, will be meeting with you to discuss your referral and to help you in understanding the next steps. As the process continues, your Liaison will meet with you again to insure that you have all the resources necessary to implement and to monitor the effectiveness of the intervention. Please see him/her at any time that you need additional resources or have found that the intervention is becoming ineffective or has become too difficult to implement.

Sincerely,

Your Building MTSS Team [insert names]

MTSS LIAISON CHECKLIST
[FOR INTERNAL USE ONLY]

As soon as you are assigned as the Liaison to a student's case, you are the primary colleague and support throughout the process. This includes the responsibilities outlined on the following checklist:

PRIOR to initial meeting:

_____Review the MTSS referral form to make sure teacher has provided all necessary information.

_____Meet with the referring teacher _1_ week prior to the initial MTSS meeting to complete the following tasks:

    _____Help the teacher make any necessary changes to the MTSS referral.

    _____Explain the Teacher Behavior Report Cards to the referring teacher if behavior is a concern

    _____Complete the **Liaison Problem Specification Checklist in RTI Edge and give it** to your MTSS Facilitator.*(At least 1 week before the meeting)*

Two days before the meeting:

_____Make sure all academic and/or behavioral data has been returned to the MTSS Coordinator in RTI Edge if possible.

After the initial meeting the Liaison:

_____Check in with the referring teacher on a bi-weekly basis and complete the **Liaison Progress Monitoring** form.

_____Bring the **Liaison Progress Monitoring Form** to the follow-up meeting.

MTSS LIAISON PROGRESS MONITOR FORM

Student:_____ Teacher: _____
Liaison: _____ Initial meeting date: _____

Week 2:
Are the interventions being implemented as designed at the meeting? Y/N
If not, why?

_____

_____

Are there additional supports/resources that are needed?

_____

_____

Do you feel the intervention(s) is effective? Have you seen progress?

_____

_____

Is the frequency of the intervention implementation being recorded? Y/N

Week 4:
Are the interventions being implemented as designed at the meeting? Y/N
If not, why?

_____

_____

Are there additional supports/resources that are needed?

_____

_____

Do you feel the intervention(s) is effective? Have you seen progress?

_____

_____

Is the frequency of the intervention implementation being recorded? Y/N

Week 6:

Are the interventions being implemented as designed at the meeting? Y/N If not, why?

_____

Are there additional supports/resources that are needed?

_____

_____

Do you feel the intervention(s) is effective? Have you seen progress?

_____

_____

Is the frequency of the intervention implementation being recorded? Y/N

If issues are not resolved, please inform the Liaison.

A different intervention may be needed

Week 8:

Are the interventions being implemented as designed at the meeting? Y/N If not, why?

_____

Are there additional supports/resources that are needed?

_____

_____

Do you feel the intervention(s) is effective? Have you seen progress?

_____

_____

Is the frequency of the intervention implementation being recorded? Y/N

Week 10:
Are the interventions being implemented as designed at the meeting? Y/N If not, why?

_____

Are there additional supports/resources that are needed?

_____
_____

Do you feel the intervention(s) is effective? Have you seen progress?

_____
_____

Is the frequency of the intervention implementation being recorded? Y/N

Week 12:
Are the interventions being implemented as designed at the meeting? Y/N If not, why?

_____

Are there additional supports/resources that are needed?

_____
_____

Do you feel the intervention(s) is effective? Have you seen progress?

_____
_____

Is the frequency of the intervention implementation being recorded? Y/N

<u>If issues are not resolved, please inform the Committee to set-up a meeting</u>

MTSS RESEARCH BASED RESOURCES

List of Reading and writing researched Tier 1 Interventions:
http://www.camdenschools.org/districtpage.cfm?pageid=1374 (under Download Section)

Intervention Central Website for a list of both academic and behavioral interventions:
https://www.interventioncentral.org/

What Works Clearing House: https://ies.ed.gov/ncee/wwc/