

**Charter Institute at Erskine
Multi-Tiered Systems of Supports
Purpose, Process, and Procedures
2020-2021**



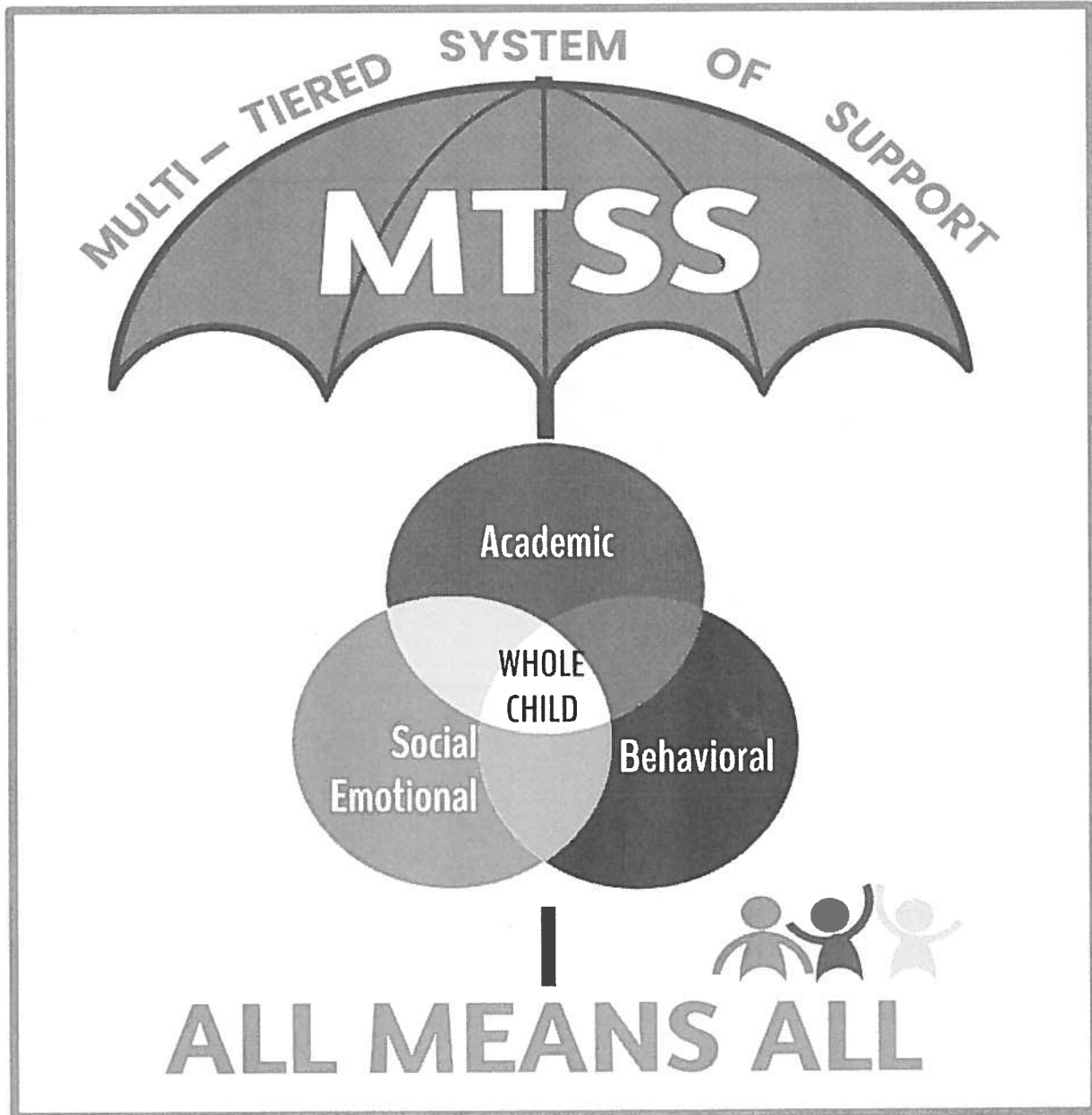
Gray Collegiate Academy

Building Principal

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Multi-Tiered System of Supports (MTSS) is an umbrella framework that includes Response to Intervention (RTI) for academics, behavior and social/emotional components.



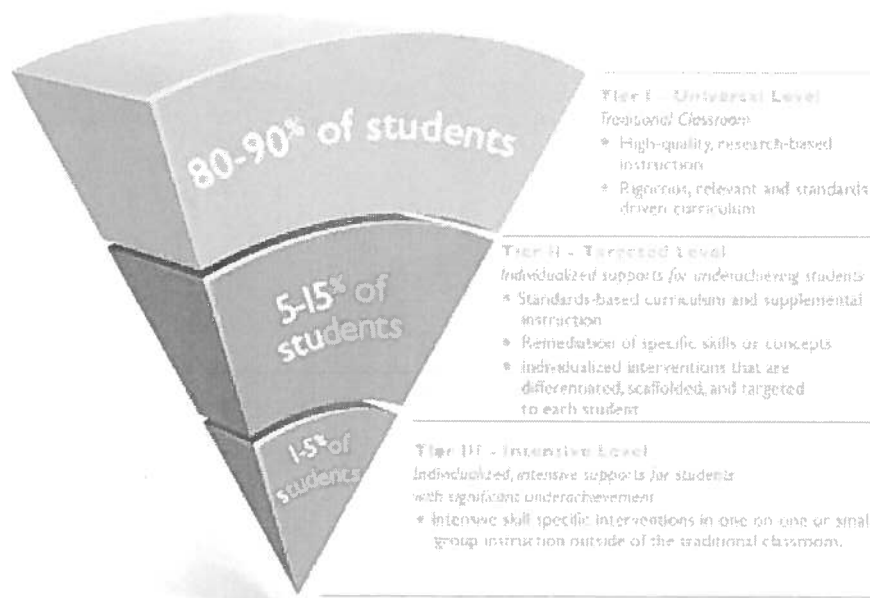
The purpose of an MTSS framework is to provide all students with the best opportunities to succeed in school, identify students with learning problems and ensure that they receive appropriate instruction and related supports. The goals of MTSS are to (a) integrate all the resources to minimize risk for the long-term negative consequences associated with poor learning due to academic, behavioral or social/emotional difficulties, and (b) strengthen the process of disability identification.

Within an MTSS framework schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of the interventions depending on a student’s responsiveness.

MTSS is a general education initiative. Special education is an important component of a comprehensive MTSS framework; however, all school staff (i.e., principal, certified staff, paraprofessionals, counselors, psychologists, etc.) should work together to implement their MTSS framework and make decisions regarding appropriate intensity of interventions for students. Movement to less intensive levels of the framework should be a high priority, as appropriate.

Multi-Tiered System

A three-tiered system is utilized that increases with intensity (how much time is designated to the intervention) and frequency of the intervention (the number of times a week the intervention is implemented).



The MTSS Process

MTSS is an educational process that provides high-quality, research-based instruction and intervention based on individual learners' academic, social/emotional, and behavioral needs which are identified through screening and progress monitoring. Using MTSS, Gray Collegiate Academy identifies students at risk for poor learning outcomes, monitors student progress, provides researched based interventions and adjusts the intensity and type of intervention depending on the student's response. This system is also used to identify students with learning disabilities.

There are six main components to MTSS at Gray Collegiate Academy

- Leadership
- Building Capacity and Infrastructure
- Communication
- Data Based Problem Solving
- Tiered Instruction
- Data Evaluation

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 data-based 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.

School Leadership

- Create and support a common vision and practice for intervention which expresses a movement from compliance to commitment to the process as well as support for resources needed to successfully implement and continue the use of interventions.
- Provide opportunities for all stakeholders to have time to collaborate, communicate, and share resources that will result in all students reaching grade-level proficiency in reading and writing.
- Align and allocate school level resources to support student progress.
- Encourage the use of and access to appropriate technology in support of instruction provided by educators.
- Define and maintain high expectations for students and staff.
- Facilitate a positive school climate and culture.
- Facilitate professional learning communities that focus on assessment and instruction building a toolkit of interventions that are available to all personnel.
- Identify and support a school intervention team.
- Strengthen and build relationship and communication channels with parents and families and community partners.
- Determine who is on the MTSS school team.

The MTSS School Team

Each school has a MTSS coordinator. At Gray Collegiate Academy the school level MTSS coordinator is Lindsey Swygert.

The MTSS School Team is made up of at least three team members. The following is a list of potential members of the team.

- Principal or Assistant Principal
- Academic Coach
- Interventionist
- Classroom Teacher
- Counselor
- School Psychologist
- Parent

- Dr. Brian Newsome, Dr. Carrie Tucker, Lindsey Swygert, and Brandon Wallace are MTSS team members at Gray Collegiate Academy, Please email Sophie Ellis if the coordinator or team member changes.

Building Capacity and Infrastructure

School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually includes 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. By building the capacity of many members of the district, the sustainability of successful practices is likely to continue, even in the absence of or change in district or school leaders.

The optimal MTSS Leadership Team will: Use feedback to design professional development, technical assistance, and coaching support for teachers;

- Adopt a continuous improvement process in every school; and
- Encourage the use of daily school schedules that provide job-embedded opportunities for collaboration, data-based problem-solving, and decision making in settings, such as: School Improvement Teams, Leadership Team Meetings, Professional Learning Community Meetings, Department Content Meetings, and Grade Level Meetings.

Submit a calendar of staff development that will be given related to MTSS. MTSS monthly webinars should be included on the calendar. The calendar should also include the meeting dates for the MTSS team. Submit the school calendar to Sophie Ellis.

Communication & Collaboration

Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to a lack of consensus, to a lack of feedback to implementers to support continuous improvement, and to 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. Using a formal process to ensure ongoing communication and collaboration occurs is essential. Schools may choose to use a variety of collaborative models, such as the Professional Learning Community (PLC) model, along with a clear communication protocol to support the optimization of time and effort and support rich and meaningful discussion that leads to improved practice and outcomes for students. The optimal school MTSS Leadership Team will:

- Engage staff in opportunities to provide input on how to implement MTSS.
- Communicate to staff data on MTSS implementation quality and level of fidelity routinely.
- Utilize an MTSS infrastructure to support school goals for the purposes of:
Monitoring performance using well-defined data elements that are aligned with school professional development efforts and coherent in nature; and Aligning school level goals with larger district goals as evidenced in the School Renewal, Reading Plans, and Strategic Plans.

Data Based Problem Solving

Solving the challenges associated with producing improved outcomes for students and practices for educators should be done utilizing a data decision problem-solving process. This approach will ensure that MTSS Leadership teams clearly identify problems, account for context, apply specific and targeted solutions, and use data to determine both success and failure. The optimal MTSS Leadership Team:

- Ensures access to universal data sources to support common language, common understanding, and common assessment of student outcomes.
- Integrates instruction and intervention—both are delivered to students in varying intensities (multiple tiers) based on student need.

- Utilizes a decision-making process that is “need-driven”
- Conducts formal data reviews frequently to check on progress monitor system implementation, student outcomes, and teacher practice.
- Integrates academic and behavioral instruction and intervention through an evidence-based model of schooling that uses data-based problem-solving.

Tiered Instruction

A key feature of high-quality classrooms is high quality instruction. Often these strategies use real-world examples of the concepts presented. Furthermore, instruction is on the appropriate level for students and considers what students already know while challenging them to learn more, how they engage with work, and ways in which the students are successful in demonstrating their knowledge. High quality classroom teachers use a variety of experiences to access multiple ways of learning concepts to ensure the success of all students. These experiences can be supported by collaborating with knowledgeable professionals outside of the classroom. Finally, high quality classrooms create an environment that is conducive to learning and values students’ social and emotional needs as well as their academic needs.

In addition, these classrooms:

- devote significant time to actual reading, writing and math;
- provide targeted instruction in reading skills and strategies;
- demonstrate flexible grouping strategies including small group and individualized instruction;
- feature numerous books matched to the students’ reading levels; and
- Attend to the changing needs of students with focus and intensity.

Tier I: Universal Level

Tier I is the foundation of a tiered instructional delivery model and refers to the universal instruction provided to all students in the school. Tier I encompasses 80-90% of the student population. Instruction is the general education program and the general education teacher leads the Tier 1 instruction and support. In Tier I, teachers deliver research-supported, differentiated instruction with fidelity and use preventive and pro-active classroom management. Universal screening 2–3 times a year helps to document the progress of all students in this core instruction and data from the universal screenings is employed to determine instruction and behavioral needs. If a significant number of students do not succeed with quality classroom instruction, the staff examines all variables (e.g., attendance, class size, behavior observations, instructional fidelity, staff development issues, curriculum choices, and student progress monitoring data) to determine how to strengthen Tier I instruction. Quality Tier I programs should assist between 80 and 90 percent of students in meeting grade-level standards and behavioral expectations. To implement MTSS with fidelity, school staff must critically evaluate and improve implementation of Tier I instructional and behavior programs so that the vast majority of students are successful.

Tier II: Targeted Interventions

Once the school has ensured that Tier I instruction is effective in meeting the needs of 80–90 percent of students, supplemental instruction is provided in Tier II. Tier II consists of research-and evidence based small group interventions for students not meeting grade-level academic and behavior expectations. Approximately 15 percent of students will need Tier II intervention in addition to effective Tier I instruction. These students are considered at-risk for academic, behavioral, or social emotional issues interfering with their learning. Hallmarks of Tier II include increased collaboration among parents, interventionists, classroom teachers, instructional leaders, and other stakeholders as well as more frequent progress monitoring to facilitate teachers in making data-based adjustments to instruction in response to student needs. This may occur in the general education

setting. The team will determine the amount of extra time that is needed, what curriculum will be taught, and what interventions and support will be implemented. The instructional materials can be drawn from the core curriculum or derived from other resources that complement it. Progress monitoring occurs more frequently at Tier II.

Tier III: Intensive Interventions and Comprehensive Evaluation

Tier III provides research-supported, individualized, intensive instructional intervention, and more frequent progress monitoring for students not responding to Tier II interventions. At this level, the MTSS Team will review student data including progress monitoring from previous interventions to develop a plan for individualized, intensive interventions that target the students' academic skills, behavior, and/or social-emotional deficits. 1 to 5 percent of students will need Tier III intervention in addition to instruction at Tier I and/or Tier II. Collaboration and support among professionals increases in Tier III to reflect the level of services needed by students. Tier III interventions are not necessarily special education; however, if a disability is suspected, school staff must inform parents of their procedural safeguards and initiate a referral to determine if the student meets 504 or special education (IDEA) eligibility. The data collected during Tiers I, II, and III are included as part of the evaluation process.

Any student may receive services in any tier given their academic and behavior needs. Students are not placed permanently in a tier of instruction and will move between tiers as needed. A student with a disability or with other identified special considerations may be served at any tier during the process based on individual needs. The optimal MTSS Leadership Team will use an evidence-based model of schooling that:

- Integrates academic and behavioral instruction;
- Decision making is “need-driven” by ensuring school resources reach the appropriate students;
- Takes responsibility for high quality core instruction being implemented with fidelity;
- Ensures a universal screener is used to identify students at risk; and
- Uses common progress monitoring tools (may be same tool used for universal screening).

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 perform effective data-based problem-solving, school staff needs to understand and have access to data sources that align with 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 allows school leadership to examine the current practices and make changes to increase implementation. Given the importance of data-based problem-solving within a MTSS model, the need for a data and evaluation system is clear. Assessing the implementation of an evidence-based model of schooling should include an evaluation that uses specific data sources that are reliable and valid to evaluate the success of MTSS in your school. The optimal School MTSS Leadership Team will:

- Establish clear policies and procedures for the administration of universal assessments, progress monitoring, granting access to existing data sources, and the use of data.
- Utilize data that is relevant, real time, accessible and useable data (e.g., dashboards, platforms).
- Conduct a SAM 2.0 routinely as a tool to evaluate school-level implementation.

<https://ed.sc.gov/newsroom/school-district-memoranda-archive/2019-20-implementation-of-multi->

[tiered-system-of-supports-mtss/south-carolina-multi-tiered-system-of-supports-scmstss-framework-and-guidance-document/](#)

Assessment

There are four types of assessments commonly used within a school. Each has a distinct purpose in the problem-solving model to identify what a student needs and match that need with the intervention and/or acceleration. The table below provides a quick overview of each type of assessment.

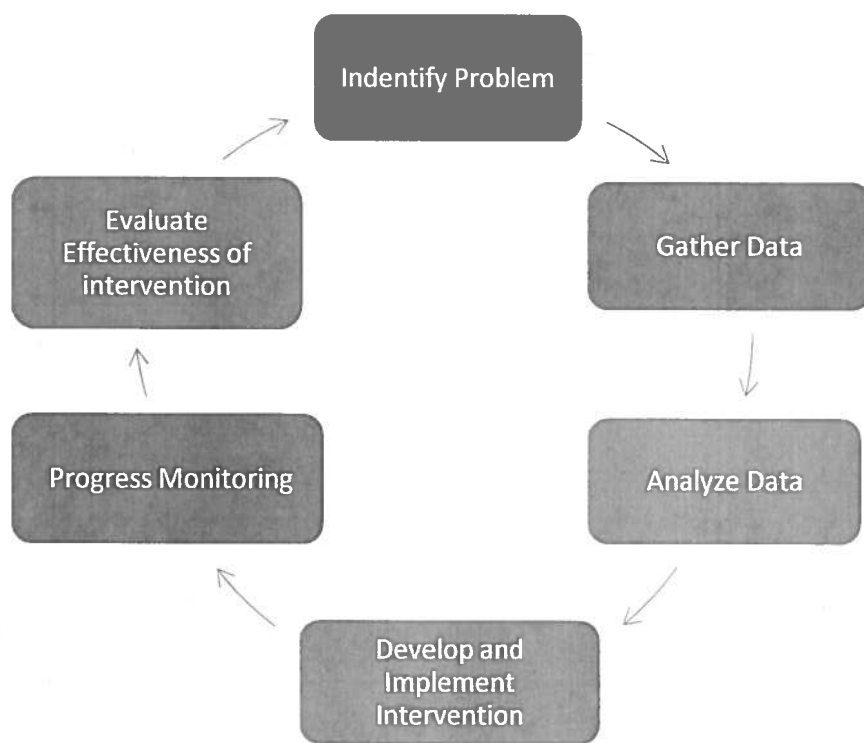
Four Types of Assessment

Assessment Type	Description
<p>Universal Screeners</p>	<ul style="list-style-type: none"> • Brief and quick to grade • Standardized • Identifies students that are at, above, or below benchmark • All students • Three times a year • Guides who may need additional support or further diagnostic testing • Benchmarks are used to predict later reading success
<p>Diagnostic Assessments</p>	<ul style="list-style-type: none"> • Dive deeply into one area • More extensive than a universal screener • Only students who do not score at benchmark will be given a diagnostic screener • Deficit skills are pinpointed and groups are formed using this data to drive the instructional support grouping (intervention) • One on one assessment • Skills are from simplest to more complex (ex. short vowel, long vowel, vowel teams, r-controlled words) • Mastery is generally defined as 80 percent • Take more time to administer
<p>Progress Monitoring</p>	<ul style="list-style-type: none"> • Require a cycle of teaching, testing, regrouping, teaching, assessing.... • Progress monitor only the skill the support was provided in • Answer the question: Did it work? How do we know? Can we move to the next skill? • Given between benchmarks to make sure students are progressing in the specific skill • Used to plan support instruction • Often given by the same teacher/individual who offers the intervention/support • Many schools use the same assessment for progress monitoring as they do for a universal screener, which is acceptable if that screener measures the skill that is being supported • It is recommended if this is done to use an alternate form of the assessment that was used as a universal screener.
<p>Outcome Assessments</p>	<ul style="list-style-type: none"> • Most common type of assessment • Usually the state mandated assessment and aligned to standards • Norm referenced and standardized • Gives ability to compare school and districts across a state • Provides limited data on student strengths and weaknesses

- Summative and not useful for making instructional adjustments

Data Based Decision Making

Data is used to make decisions regarding a student’s progress and needs. The data (universal screenings, statewide testing, intervention data, Social Developmental History, Observations and other information) is collected and reviewed by the school team. The team will analyze the data and the next steps regarding intervention implementation are determined.



Procedures

Tier I

The MTSS team regularly reviews screening measures to determine “at-risk” students.

Universal Screening

*No waivers are allowable for the K-2 reading screening tool. Schools must pick from the options below:

At Gray Collegiate Academy, the following universal screener is used for grades K-2 in the area of reading:

Acadience Reading Aimsweb Plus Amira DIEBELS 6th Edition
 DIEBELS 8th Edition easy CBM FAST from FastBridge iReady iSTEEP
 MAP Reading Fluency mCLASS with DIEBELS 8th Edition STAR CBM STAREarly
Literacy *No waivers are allowable

At Gray Collegiate Academy, the following universal screener is used for grades 3-12 in the area of reading:

Acadience Reading Aimsweb Plus Amira DIEBELS 6th Edition
 DIEBELS 8th Edition easy CBM FAST from FastBridge iReady iSTEEP MAP
 mCLASS STAR CBM PALS
Other: _____

At Gray Collegiate Academy, the following universal screener is used for grades K-2 in the area of math:

Aimsweb Easy CBM FastBridge i-Ready MAP
Other: _____

At Gray Collegiate Academy, the following universal screener is used for grades 3-12 in the area of math:

Acadience Aimsweb Easy CBM FastBridge i-Ready MAP
Other: _____

At Gray Collegiate Academy, the following universal screener is used for grades K-12 in the area of social/emotional functioning/behavior:

behavior chart Observation FastBridge BASC-3 BESS SAEBRs
 Guidance referral Discipline referrals Teacher input
Other: _____

Students may be identified in Tier I through:

- The MTSS team’s regular reviews of universal screening measures
- A Staff member completes **Referral for MTSS (MTSS-1)** form.

The team collects existing data (universal screening scores, state-wide testing results, disciplinary incidents, behavior charts, grades, work samples, staff input) to determine what action is appropriate. The classroom teacher notifies the parent of the concern. A MTSS meeting is then called to review and discuss the data, inviting additional staff as appropriate such as a student’s classroom teacher. The application of differentiated instruction attempts is documented. The team may make one of two possible decisions.

- The team may determine that additional attempts of universal supports and differentiated instruction should be applied continuing the student in Tier I and will coordinate with the classroom teacher to assist with this implementation.
- A Referral to Tier II is appropriate and notify the appropriate staff to complete the referral.

If a referral is determined to be appropriate, a **Referral for MTSS (MTSS-1) is completed**. The classroom teacher is responsible for completing **MTSS-1** and turning the form into the MTSS coordinator. The teacher is also responsible for contacting the parent regarding an update of the concern and sending home the **Parent Notification Letter (MTSS-2)**.

Tier II

Once the **MTSS-1** and a copy of the **MTSS-2** are received, the MTSS coordinator will schedule a MTSS meeting inviting relevant staff in addition to the MTSS team members. At this meeting, the team will review the existing data and define/identify the problem. With this information the team will determine the area(s) for additional data collection and assign those responsible for each. The MTSS Chairperson will request the parent complete the **MTSS-3 (Parent Request for Screening)**. Once this is received he/she will notify the team to proceed with the screenings and additional data collection.

- **Social Developmental History Form (MTSS-4)**
- Area to be screened (reading, math, behavioral)
- Vision and Hearing Screenings- (**MTSS-5 & 6**) All referrals
- Speech/Language Screening – (**MTSS-7**) (Based on Area Concern)
- Observations – (**MTSS-10**) (Based on Area Concern)

All screening and data results will be collected by the MTSS Chairperson. When all documentation is received a second meeting will be scheduled to review this information in addition to previously collected data.

At the second meeting, the team reviews the results of the screening and other data to develop a plan for additional instruction and/or interventions. The team determines the specific skills that the student needs and what instruction, interventions, and/or supports are appropriate to address these needs. The frequency and amount of these is also determined. Interventions can vary greatly and be provided within the classroom or outside the classroom. The classroom teacher or another trained professional may provide the interventions. Frequent (daily, weekly or bi-weekly) progress monitoring is completed.

After 8 weeks of intervention and progress monitoring, the team meets back to review results and makes a determination of the next steps in the intervention process. Parent should be invited to this meeting. The **Documentation of Tier II Intervention *Form (MTSS-8)** is completed by the classroom teacher or other designated interventionist. The team may make one of four possible decisions.

- Improvement is substantial and the student is returned to Tier I
- Improvement is evident and the student will continue with existing interventions in Tier II
- Progress is insufficient and the student will continue with revised interventions in Tier II
- Progress is insufficient and the student will move to Tier III

Tier III

Tier III is characterized by more individualized and intense intervention for students who still have difficulty mastering a skill(s) after Tier 1 and Tier 2 interventions. If at the data review at the conclusion of Tier II the student was determined to have made insufficient progress and the student is determined to move to Tier III the team will also determine if a change is needed to the instruction, interventions, and/or supports as well as if an increase in frequency is needed. The action typically takes place one-on-one or in a group of 2-3 students. Students in Tier III are progress monitored more frequently.

After 8 weeks of intervention and progress monitoring, the team meets back to review results. The **Documentation of Tier III Intervention *Form (MTSS-9)** is completed by the classroom teacher or other designated interventionist. Outcomes from this meeting will be one of the following:

- Improvement is substantial and the student is returned to Tier I
- Improvement is evident and the student will continue with decreased interventions in Tier II
- Improvement is evident and the student will continue with existing interventions in Tier III
- Progress is insufficient and the student will continue with revised interventions in Tier III
- Progress is insufficient and the student will continue with revised interventions in Tier III or the special education department.

The team reconvenes and reviews the student's progress reviewing data including progress monitoring results. At this point, students may be referred for a 504 evaluation or a special education evaluation if they are not making progress.

Parent Request for an Evaluation:

If a parent request for an evaluation is made while a child is in the MTSS process, the school SPED coordinator should look at the current MTSS data that exists and discuss the purpose and information being gained in the process with the parent. This does not mean that the special education evaluation process cannot move forward but communicating the importance of the information being obtained during the MTSS process will help the parent better understand the MTSS and special education processes and goals.

If a parent request for an evaluation is made for a child who has not been identified by the MTSS team, then the MTSS team should gather data related to the child and concurrently start a review of all data and implement interventions if the data suggests weaknesses in one or more areas.

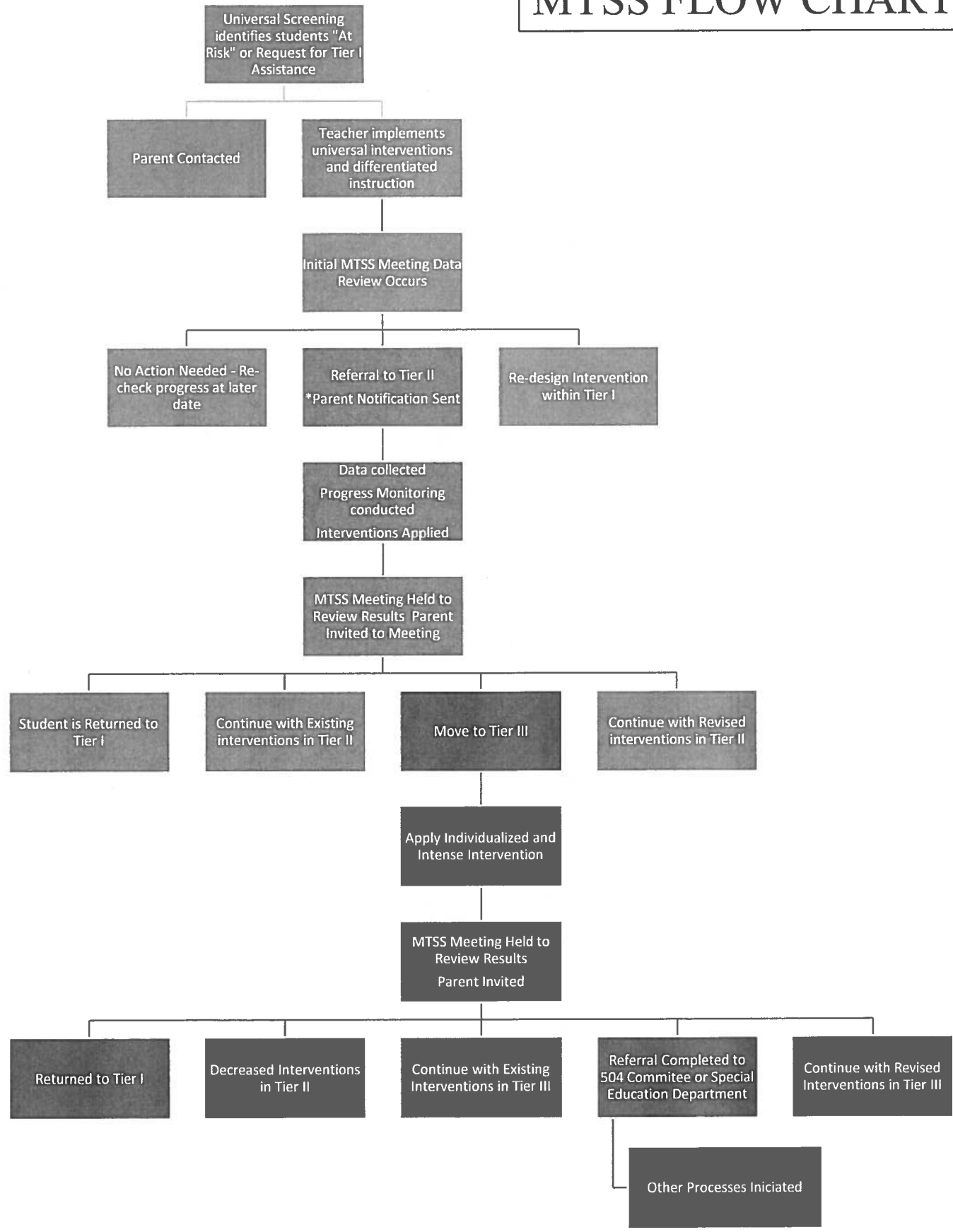
A parent may request an initial **evaluation** at any time to determine if a child is a child with a disability under IDEA (34 CFR §300.301(b)), and the **use of MTSS, may not be used to delay** or deny a full and individual **evaluation** under 34 CFR §§300.304-300.311 of a child suspected of having a disability.

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MTSS FLOW CHART





Referral for MTSS

Student Name		DOB	
Teacher Name		Grade	

Is the student receiving speech? Yes No

Has the student been retained? Yes No

UNIVERSAL SCREENING

Score/Percent

HAMAT	
HAMAT	

2019 END OF YEAR DATA

SC READY Reading	SC READY Math	PASS Science	PASS Social Studies

REFERRAL CONCERN: (Circle all that apply)

- | | | | |
|-------------------------|-----------------------|--------------------|-----------------|
| Basic Reading | Reading Comprehension | Written Expression | Reading Fluency |
| Listening Comprehension | Oral Expression | Articulation | Math Reasoning |
| Math Calculation | Behavior | Social/Emotional | Other: _____ |

Description of Concern(s)

TIER I UNIVERSAL INTERVENTION ATTEMPTED:

Area of Concern (List all areas that are circled above)	Classroom Intervention/Differentiation

PROGRESS MONITORING DATA: (Results of data from Tier I)

<u>Probe</u>	<u>Week 1 Date/Score</u>	<u>Week 2 Date/Score</u>	<u>Week 3 Date/Score</u>	<u>Week 4 Date/Score</u>	<u>Week 5 Date/Score</u>	<u>Week 6 Date/Score</u>

Plan of Action

What is the intervention?

Who is responsible for the intervention implementation?

What is the progress monitoring assessment and how often will it be done?

When will the team reconvene?

Who was in attendance at this meeting?

Name	Position



Multi-Tiered Systems of Support (MTSS) Tier II

Dear Parent,

Gray Collegiate Academy follows the Multi-Tiered Systems of Support (MTSS) model which is an approach to teaching that uses data to determine appropriate interventions for at-risk students.

MTSS uses progress monitoring and interventions within a multilevel prevention system aimed at increasing student achievement and reducing behavior problems. Using MTSS, the school identifies students at risk for poor learning outcomes, monitors student progress, provides researched based interventions and adjusts the intensity and type of intervention depending on the student's response. This system is also used to identify students with learning disabilities.

MTSS enables teachers and interventionist to work with students who need some assistance in order to be more successful during their school day. This notification is to inform you that we will be working with your child in Reading, Math, Behavior, and/or Social/Emotional areas. The academic, behavioral, or social/emotional need was noted when reviewing your child's universal screening scores, office discipline referrals, guidance referrals, teacher input, and/or behavior charts.

We will continue to monitor student progress on a regular basis in order to ensure student success. These results will be available for you to review at any time. Please contact your child's teacher or MTSS coordinator, if you have any further questions regarding the MTSS process or for suggestions about what you can do at home to help your child make gains to meet grade level expectations.

Sincerely,

MTSS Chairperson



Student: _____

Teacher: _____ School: _____
Grade: _____

Dear _____,

Your child, _____, has been recommended for screenings in the following areas due to difficulties he/she is experiencing in the classroom. You should have previously been contacted by your child's classroom teacher regarding his/her classroom performance.

- | | | |
|--|--|---|
| <input type="checkbox"/> Vision | <input type="checkbox"/> Observation(s) | <input type="checkbox"/> Academic(s): _____ |
| <input type="checkbox"/> Hearing | <input type="checkbox"/> Review of Records | <input type="checkbox"/> Social/Emotional |
| <input type="checkbox"/> Speech/Language | <input type="checkbox"/> Behavior | <input type="checkbox"/> Other _____ |

Screenings will be conducted by a school nurse, speech/language pathologist, teacher, and/or other school personnel. These results will be shared with you when screenings are complete.

If you have any questions, please feel free to contact me at _____.

Sincerely,

MTSS Chairperson

Parent Complete and Return this portion

**Please check if:

- Yes, I have been contacted by my child's classroom teacher regarding his/her classroom performance.
 No, I have not been contacted by my child's classroom teacher regarding his/her classroom performance.

**Please check if:

- Yes, I do give permission for my child to be given the screenings listed above.
 No, I do not give permission for my child to be given the screenings listed above.

Parent Signature

Date



Social Developmental History

Student Full Name: _____ DOB: _____

Gender: _____ Race: _____ Grade: _____

Student resides with: _____

Relationship: _____

Mailing Address: _____

Home phone number: _____ Work number: _____ Other: _____

Mother's Name: _____

Employer: _____

Phone number for contact during school hours: _____

Father's Name: _____

Employer: _____

Phone number for contact during school hours: _____

Names/ages of brothers/sisters:

<u>Name</u>	<u>Age</u>	<u>Gender</u>	<u>School</u>	<u>Living at home?</u>	
_____	_____	_____	_____	Yes	No
_____	_____	_____	_____	Yes	No
_____	_____	_____	_____	Yes	No
_____	_____	_____	_____	Yes	No

Other persons who are currently living in the home:

<u>Name</u>	<u>Age</u>	<u>Sex</u>	<u>Relationship</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

What is the primary language spoken in the home? _____

What is the student's primary language? _____



Educational History

Please list schools the student has attended:

<u>Name of School</u>	<u>Location/address</u>	<u>Grade(s)</u>	<u>Date(s)</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Has the student been retained? _____ If yes, what grade(s)? _____

School: _____

Has the student had previous Intervention Team involvement? _____ If yes, when? _____

Where? _____

Has the student had previous psycho-educational testing? _____ If yes, when? _____

Where? _____

Are the results available? If yes, check attached: _____

Does the student have a history of a Section 504 Accommodation Plan? ___ If yes, please attach.

Has the student ever been enrolled in a special education program? _____

If yes, describe: _____

Developmental History/Information:

MTSS-4

Were there any maternal health problems during pregnancy? _____

If yes, describe: _____

Was the baby premature? _____ If yes, number of weeks: _____

Were there any unusual circumstances or problems during pregnancy or delivery? _____

If yes, describe: _____

Did the baby have any problems immediately after birth (1st two weeks)? _____

If yes, describe: _____

Was the baby diagnosed with any diseases/disabilities during the first two years of life?

_____, If yes, describe: _____

Please give approximate ages for the following major developmental milestones:

Crawling: _____ Walking: _____ Feeding self: _____

Single words: _____ Put words together: _____ Toilet trained: _____

Health/Medical History:

Has the student ever had any serious illnesses? _____ If yes, when? _____

Describe: _____

Has the student ever had any serious accidents/head injuries? _____ If yes, when? _____

Describe: _____

Has the student ever had seizures? _____ If yes, when: _____

Currently? _____

Has the student ever been hospitalized? _____ If yes, when? _____

Describe: _____

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Has the student ever had surgery? _____ If yes, when? _____
Describe: _____

Does the student have frequent illnesses? _____ If yes, describe: _____

Does the student have allergies? _____ If yes, describe: _____

Does the student carry any medical diagnosis? _____ If yes, describe: _____

Who is the diagnosing physician? _____
Address: _____

Does the student take any routine medications? _____ If yes, describe: _____

Who is the prescribing physician? _____
Address: _____

Does the student have any physical limitations/disabilities? _____ If yes, describe: _____

Does the student wear glasses? _____ Contact lenses? _____ Hearing aids? _____
How would you describe the student's current state of health? _____

Parent/Guardian Observations:

Is the student involved with any private or public service agencies (DSS, DMH, private counselors, etc.)? If yes, describe: _____

Does the student have daily chores or responsibilities? _____ If yes, describe: _____

Does the student enjoy active games/sports/outside activities? _____ If yes, describe: _____



What are some of the student's favorite indoor activities? _____

Is the student involved in church/community activities? _____ If yes, describe: _____

Does the student appear to enjoy school? _____

How would you describe the student's study habits? _____

What are the student's strengths? _____

What are the student's weaknesses? _____

How would you describe the student's ability to learn?

Average

Above Average

Below Average

How would you describe the student's effort to learn?

Average

Above Average

Below Average

Have you noticed any recent changes in the student's level of interest or effort in school? _____

If yes, describe: _____

This information will serve as documentation of parental input to the evaluation planning process.

Parent/Guardian Signature



Vision Screening

Student Name: _____ Age: _____ Grade: _____
 Evaluator: _____ Teacher: _____ Date: _____

Vision Screening Results

_____ Snellen Letter

_____ Symbol Chart

No Glasses			With Glasses				
R	L	B	R	L	B	Pass	Fail

_____ Your child passed today's vision screening.

_____ Your child did not pass today's vision screening. We will retest in a few weeks.

_____ Your child did not pass today's vision screening. Please follow-up with a primary care provider or ophthalmologist or optometrist.

Comments:



Hearing Screening

Student Name: _____ Age: _____ Grade: _____
 Evaluator: _____ Teacher: _____ Date: _____

Hearing Screening Results (Pure Tones)

Frequency (Hz)	1000 Hz	2000 Hz	4000 Hz
Right Ear at 20 Decibels	Pass _____	Pass _____	Pass _____
	Fail _____	Fail _____	Fail _____
Left Ear at 20 Decibels	Pass _____	Pass _____	Pass _____
	Fail _____	Fail _____	Fail _____

_____ Your child passed today's hearing screening.

_____ Your child did not pass today's hearing screening. We will retest in a few weeks.

_____ Your child did not pass today's hearing screening. Please follow-up with a primary care provider or audiologist.

Comments: _____



Speech and Language Screener

Student Name: _____ Age: _____ Grade: _____
 Evaluator: _____ Teacher: _____ Date: _____

<u>Area</u>	<u>Circle One</u>	<u>Recommendation</u>
Articulation	Pass Fail	_____
Fluency	Pass Fail	_____
Voice	Pass Fail	_____
Expressive	Pass Fail	_____
Receptive	Pass Fail	_____

Check the appropriate box based on screening results:

- Interventions Recommended (attach intervention information for teacher)
- No further action needed
- Rescreen by _____



TIER II Intervention Documentation and Progress Monitoring

Area of Intervention: (Circle One)

- Basic Reading Reading Comprehension Written Expression Reading Fluency
- Listening Comprehension Oral Expression Articulation Math Reasoning
- Math Calculation Behavior Social/Emotional Other: _____

	<u>Date</u>	<u>Intervention</u>	<u>CBM</u>
WEEK 1			
WEEK 2			
WEEK 3			
WEEK 4			

TIER II Intervention Documentation and Progress Monitoring (Continuation)

	<u>Date</u>	<u>Intervention</u>	<u>CBM</u> <u>Probe</u>
WEEK 5			
WEEK 6			
WEEK 7			
WEEK 8			



TIER III Intervention Documentation and Progress Monitoring

Area of Intervention: (Circle One)

Basic Reading

Reading Comprehension

Written Expression

Reading Fluency

Listening Comprehension

Oral Expression

Articulation

Math Reasoning

Math Calculation

Behavior

Social/Emotional

Other: _____

	<u>Date</u>	<u>Intervention</u>	<u>CBM</u> <u>Probe</u>
WEEK 1			
WEEK 2			
WEEK 3			
WEEK 4			



MTSS-9 (continuation)

TIER III Intervention Documentation and Progress Monitoring
(Continuation)

	<u>Date</u>	<u>Intervention</u>	<u>CBM</u> <u>Probe</u>
WEEK 5			
WEEK 6			
WEEK 7			
WEEK 8			



Classroom Observation Form

Name of Student _____
Classroom Teacher _____
Date and Time _____

DOB _____
Observed by _____
Location _____

***Please check one in each category**

Subject Area	Structure
Reading	Large Group
Math	Small Group
Science	Individual
Social Studies	
Related Arts	
Other _____	

1. Describe the type of instruction implemented during the observation and the number of students in the classroom:

2. Describe the student’s performance in regards to the following areas:

a. Attending to the lesson/activity:

a. Listening and following directions:

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- b. Has appropriate materials needed to participate and is using them appropriately (if student doesn't have appropriate materials, were they provided so the student could participate?):

- c. Did student participate by asking and answering questions and making relevant/appropriate comments?

- d. Student's level of distractibility (was the student paying attention; if not what was the student doing?)

- e. Interactions with peers and teacher:

- f. Following transition directions (how did the student react to transition between activities; did he or she follow directions during transitions?)



Parent Invitation
Multi-Tiered Systems of Support (MTSS) Team Meeting

Student Name: _____ Date invitation is sent home: _____

Dear Parent,

We will be holding an MTSS meeting on (date) _____ at (time) _____
at (location) _____ to review your child's academic,
behavioral, and/or social/emotional progress. You are invited to this meeting
because your input is highly valuable when determining interventions that will best
fit your child's needs. If you cannot attend this meeting, please contact me at
(phone) _____ to reschedule.

Sincerely,

MTSS Chairperson



MTSS School Coordinator Student Documentation Form
{To be stapled in student's folder}

Student Name		DOB	
Teacher Name		Grade	

Meeting Dates	Team Determination/Action

Date and Form Sent Home	Date form Received

Universal Screening Tools Descriptions

Screener	Area	Grade/Age	Link
Acadience Reading Pre-K	Pre-Literacy and oral language	Ages 3-5	https://acadiencelarning.org/peli.html
Acadience Reading K-6	Early literacy skills K-6	K-6	https://acadiencelarning.org/acadiencereading.html
Acadience Reading 7-9	Literacy skills for 7 th , 8 th , 9 th	7-9	https://acadiencelarning.org/acadiencereading79.html
Acadience Math	Numeracy, computation, problem solving skills	K-6	https://acadiencelarning.org/acadiencemath.html
AimswEBPLUS	Early Literacy	K-1	https://www.pearsonassessments.com/professional-assessments/digital-solutions/aimswEB/about.html
AimswEBPLUS	Reading	2-8	https://www.pearsonassessments.com/professional-assessments/digital-solutions/aimswEB/about.html
AimswEBPLUS	Math	2-8	https://www.pearsonassessments.com/professional-assessments/digital-solutions/aimswEB/about.html
Amira	Reading	K-2	https://www.hmhco.com/programs/amira
BASC-3-Behavioral and Emotional Screening System	Social/Emotional	Age 3-18	https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/Comprehensive/BASC-3-Behavioral-and-Emotional-Screening-System/p/100001482.html
DIEBELS 6 th and 8 th Edition	Reading	K-8	https://dibels.uoregon.edu/assessment/index/materialdownload?agree=true
Easy CBM	Reading	K-8	https://easycbm.com/
Easy CBM	Math	K-8	https://easycbm.com/
earlyReading Composite from FAST	Reading	PreK-1	https://www.fastbridge.org/reading/early-reading/
FastBridge	Reading	K-12	https://www.fastbridge.org/reading/
FastBridge	Math	K-12	https://www.fastbridge.org/product-math/

FastBridge	Social/ Emotional	K-12	https://blog.fastbridge.com/blog/2017/01/behavior-screening-with-fast
i-Ready	Math	K-12	https://login.i-ready.com/
i-Ready	Reading	K-12	https://login.i-ready.com/
iSTEEP	Reading	K-2	https://www.isteep.com/
mClass Reading 3D from Amplify	Reading	K-6	https://www.amplify.com/programs/mclass/mclass-program-details/
Measures of Academic Progress (MAP) Reading Fluency	Reading	K-12	https://www.nwea.org/map-growth/
Measures of Academic Progress (MAP)	Math	K-12	https://www.nwea.org/map-growth/
Measures of Academic Progress (MAP)	Language Usage	K-12	https://www.nwea.org/map-growth/
PALS Pre-K	Pre- Literacy skills	Age 4	https://palsresource.info/pals-prek/
PALS K	Early Literacy skills	Kindergarten	https://palsresource.info/pals-k/
PALS Plus	Reading	1-8	https://palsresource.info/pals-1-3-pals-plus/
Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)	Social/Em otional	K-12	http://ebi.missouri.edu/?p=1116
STAR CBM	Reading	K-12	https://www.renaissance.com/products/star-cbm/?utm_source=google&utm_medium=cpc&gclid=EA1aIQobChMI6K3op5Wi6wIV9_fjBx11jAVYEAAYASAAEgK-fvD_BwE
STAR Early literacy when used with STAR CBM fluency tasks			https://www.renaissance.com/products/star-early-literacy/?utm_source=google&utm_medium=cpc&gclid=EA1aIQobChMI6K3op5Wi6wIV9_fjBx11jAVYEAAYASABEgI7AvD_BwE
SEL Resources from SCDE	Social/ Emotional Resources	K-12	https://sel.ed.sc.gov/

Universal Screening Components

Grade	Skill
Kindergarten	<p>Phonological Awareness:</p> <ul style="list-style-type: none"> • Word Awareness • Rhyming and Alliteration • Syllables • Phonemic Awareness <p>Alphabetic Principle (Letters represent sounds which form words)</p> <ul style="list-style-type: none"> • Letter Sounds • Alphabet knowledge <p>Listening Comprehension Vocabulary Development</p>
First Grade	<p>Phonological Awareness:</p> <ul style="list-style-type: none"> • Word Awareness • Rhyming and Alliteration • Syllables • Phonemic Awareness <p>Alphabetic Principle (Letters represent sounds which form words)</p> <ul style="list-style-type: none"> • Letter Sounds • Alphabet knowledge <p>Phonics Fluency (high frequency words) Fluency (with connected texts) Vocabulary Comprehension</p>
Second Grade	<p>Phonics Fluency with connected text Vocabulary Comprehension</p>

