

Southwest Charlotte STEM Academy

MTSS/Intervention Handbook



Mission Statement: Southwest Charlotte STEM Academy promotes high academic achievement by increasing student engagement through a workshop model that encourages and empowers students to take ownership of their own learning.

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 Southwest Charlotte STEM Academy, all students are included in the MTSS process using the Standard Treatment Protocol (STP). Students are selected for tiers of support using our Universal Screening Process and multiple forms of data are previewed before students enter into tiered interventions. Students are moved throughout tiers based on their progress. The MTSS Child Study team makes the final decision on when and how students move (when needed) throughout tiers.

The MTSS Child Study 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 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)
- 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.
- 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.

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 the EC Director Carla Forbes, or Principal, Shekeria Barnes. Upon receipt, Carla Forbes 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.

MCSA MTSS Child Study Team

Team Member	Position
Shekeria Barnes	Principal
Mrs. Duncan	Assistant Principal
Carla Forbes	Exceptional Children's Teacher
Mrs. Sadler	School Counselor
Mr. McIlwain	Dean of Students
Classroom Teacher	
Exceptional Children's Teacher	

Table of Contents:

Contents	Page
Critical Components	5
Data Process and Evaluation	7
The Multi-Tiered System of Support Framework	9
Child Study Referral Form	10

Critical Components - Based on NCMTSS

The leadership of North Carolina's MTSS Critical Components 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 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.

Data Process and Evaluation

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 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 Child Study 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 Child Study 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 Child Study 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.

TIER 3

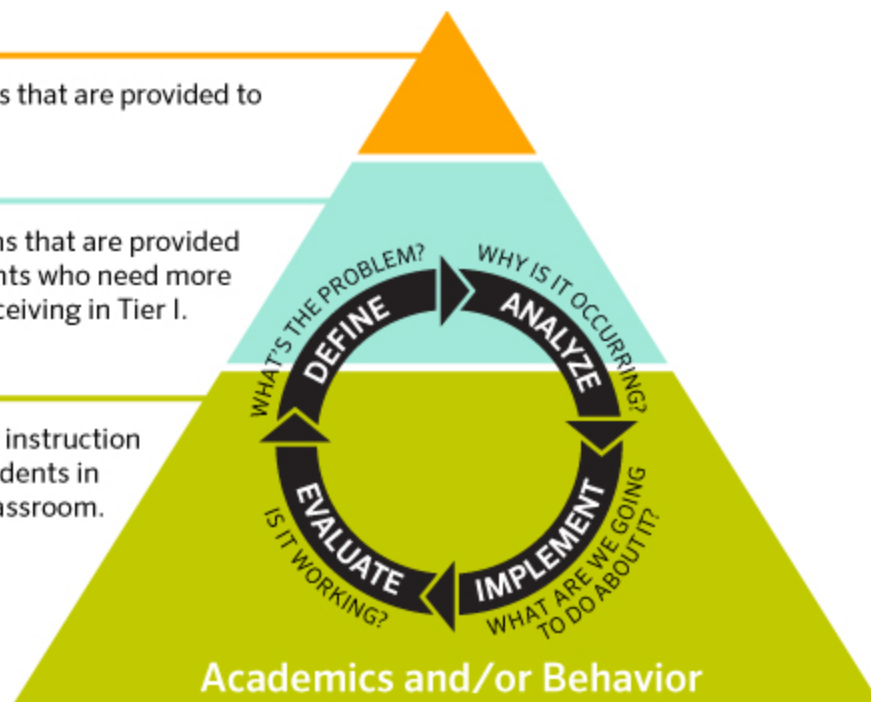
refers to the interventions that are provided to individual students.

TIER 2

refers to the interventions that are provided to small groups of students who need more support than they are receiving in Tier 1.

TIER 1

refers to the high quality instruction that is provided to all students in the general education classroom.



Multi-Tiered System of Supports Framework

<p style="font-size: 2em; font-weight: bold; margin: 0;"><i>Tier</i></p> <p style="font-size: 3em; font-weight: bold; margin: 0;">1</p> <p style="margin: 0;"><i>All Students</i> (80%)</p>	<p style="font-weight: bold; margin: 0;">Academic</p>	<ul style="list-style-type: none"> Checks for understanding Formative assessment Standardized baseline assessments (three times annually) Teaching neuroscience
	<p style="font-weight: bold; margin: 0;">Social-Emotional</p>	<ul style="list-style-type: none"> SEL skill development lessons Regulation strategies Community circles Mindfulness practices Universal Screener (two times annually) Brain intervals
	<p style="font-weight: bold; margin: 0;">Behavior</p>	<ul style="list-style-type: none"> Preventative programming Post rules and routines in the classroom Review behavior expectations weekly
<p style="font-size: 2em; font-weight: bold; margin: 0;"><i>Tier</i></p> <p style="font-size: 3em; font-weight: bold; margin: 0;">2</p> <p style="margin: 0;"><i>Some Students</i> (15%)</p>	<p style="font-weight: bold; margin: 0;">Academic</p>	<ul style="list-style-type: none"> Progress monitoring After school group tutoring Targeted advisory period Peer tutoring
	<p style="font-weight: bold; margin: 0;">Social-Emotional</p>	<ul style="list-style-type: none"> Counselor/social-worker check-in Counselor/social-worker short-term counseling Small group counseling/intervention Calming corner Mentor/mentee (student/student)
	<p style="font-weight: bold; margin: 0;">Behavior</p>	<ul style="list-style-type: none"> Peer mediation Restorative circle Peace Walk (conflict resolution) Mentor/Mentee (adult/student)
<p style="font-size: 2em; font-weight: bold; margin: 0;"><i>Tier</i></p> <p style="font-size: 3em; font-weight: bold; margin: 0;">3</p> <p style="margin: 0;"><i>Individualized interventions</i> (5%)</p>	<p style="font-weight: bold; margin: 0;">Academic</p>	<ul style="list-style-type: none"> Additional instructional time during the school day Skills (re) teaching
	<p style="font-weight: bold; margin: 0;">Social-Emotional</p>	<ul style="list-style-type: none"> Referral for outside counseling or school-based counseling Daily check-ins with counselor/social worker Wrap around services
	<p style="font-weight: bold; margin: 0;">Behavior</p>	<ul style="list-style-type: none"> Functional behavior assessment Daily behavior form Structured breaks Behavior plan



Southwest Charlotte STEM Academy

Child Study (MTSS) Referral

Student Name _____ Grade _____

Individual Making Referral _____ DOB _____

Reason for Referral:

Academic Attendance SEM Behavior

Please list observed problem behaviors: Must be specific and descriptive; hearsay or subjective comments are inappropriate.

Parent Contact (Required prior to MTSS referral):

Date(s) _____

Parent contacted _____

What was discussed _____

Parent reaction _____

Benchmark Data:

Current iReady Overall Reading Scale Score: _____

- Red
- Yellow

Current iReady Overall Math Scale Score: _____

- Red
- Yellow

Current Benchmark Reading Scores: _____

Current Benchmark Math Scores: ___ _____

Current Interventions:

Please list and describe what current interventions are in place for this student.

How many days a week is the intervention being administered? _____

Who is administering the intervention?

******Please submit a copy of the progress monitoring data when submitting this referral form. ******

Teacher Signature _____

Date _____

11/28/2017

Instructional Strategies and Accommodations

Please indicate the three priority strategies that you have implemented with the student.

Instructional	
Adaptation/Accommodation	Dates Implemented and Outcome
<input type="checkbox"/> Access to classroom aids (e.g. checklists, math tables, number line, word processor, speller)	
<input type="checkbox"/> Motivational Conferences	
<input type="checkbox"/> Read/re-read directions	
<input type="checkbox"/> Additional processing time	
<input type="checkbox"/> Examples/extra examples	
<input type="checkbox"/> Model responses	
<input type="checkbox"/> Provide repetitions	
<input type="checkbox"/> Gave student work at his/her level	
<input type="checkbox"/> Use of specific learning strategies (SQ3R, Graphic organizers, etc.)	
<input type="checkbox"/> Permit seat work for homework, rather than keep student in during recess	
<input type="checkbox"/> Frequent checks for comprehension or understanding of directions	
<input type="checkbox"/> Pre-teach concepts/vocabulary	
<input type="checkbox"/> After school or after class support	
<input type="checkbox"/> Other:	
Organizational	
<input type="checkbox"/> Home/school note	
<input type="checkbox"/> Use of contracts	
<input type="checkbox"/> Visual Aides (e.g. write instructions, memory cues, highlight key words)	
<input type="checkbox"/> Multicolored folders for various subject areas	
<input type="checkbox"/> Use of recorder to record thoughts prior to writing activities	
<input type="checkbox"/> Webbing/outlining information/framing	
<input type="checkbox"/> Visualization strategies	
<input type="checkbox"/> Practice silent rehearsal	
<input type="checkbox"/> Assign study partner/tutor	
<input type="checkbox"/> Use of marker to maintain place	
<input type="checkbox"/> Guides for writing mechanics (e.g. graph paper, margin guides)	
<input type="checkbox"/> Write all homework and long-term assignments on board	
<input type="checkbox"/> Write any changes in routine on board	
<input type="checkbox"/> Break longer assignments into shorter assignments	
<input type="checkbox"/> Provide written outline and/or guided notes	
<input type="checkbox"/> Review/Teach/Provide peer assistance with organizational skills	
<input type="checkbox"/> Allow student to have an extra set of books at home	
<input type="checkbox"/> Provide student with homework assignment book (SAB)	
<input type="checkbox"/> Nightly assignment check signed by teacher and parents	
<input type="checkbox"/> Provide list of study skill strategies for student and parents	
<input type="checkbox"/> Review student notes on a regular basis for accuracy and detail	
<input type="checkbox"/> Assist student in long term assignments by using a calendar	
<input type="checkbox"/> Provide periodic assistance in organizing folders, notebooks, etc.	
<input type="checkbox"/> Other:	
Environmental/Behavioral	
<input type="checkbox"/> Preferential seating	
<input type="checkbox"/> Use behavioral modification techniques	
<input type="checkbox"/> Stand near the student when giving directions or presenting lessons	
<input type="checkbox"/> Avoid distracting stimuli, i.e., computers, heaters, doorways, bathrooms	
<input type="checkbox"/> Seat student near positive role model	

<input type="checkbox"/> Use of individual study areas	
<input type="checkbox"/> Give extra privileges and rewards	
<input type="checkbox"/> Cue student to stay on task (non-verbal signal)	
<input type="checkbox"/> Ignore inappropriate behaviors not drastically outside classroom limits	
<input type="checkbox"/> Allow movement	
<input type="checkbox"/> Allow for short breaks between assignments/tasks	
<input type="checkbox"/> Adaptive seating (seat cushion, movement cushion, foot rest, etc.)	
<input type="checkbox"/> Behavior Intervention Plan	
<input type="checkbox"/> Other:	