

Multi-Tiered System of Supports

Collaborative Student Support Team

What lives under the MTSS Umbrella



MTSS Overview

A Multi-Tiered System of Supports (MTSS) framework encompasses not only RTI for reading and math, but curriculum design, positive behavior intervention and supports, teacher learning and collaboration, and collaboration and solution-focused planning with students and families. It can also incorporate school culture, teacher professional development, and community engagement.

MTSS is RTI, and more. It is RTI, in that it includes a collaborative team that creates intervention plans, ensures there is evidence-based

interventions implemented for academic, behavior, health, or attendance needs. MTSS adds emphasis on Home-School-Community partnerships. MTSS recognizes a wider variety of risk factors and incorporates a broader network of interventions and connections. MTSS seeks greater Social Emotional Learning (SEL) instruction and

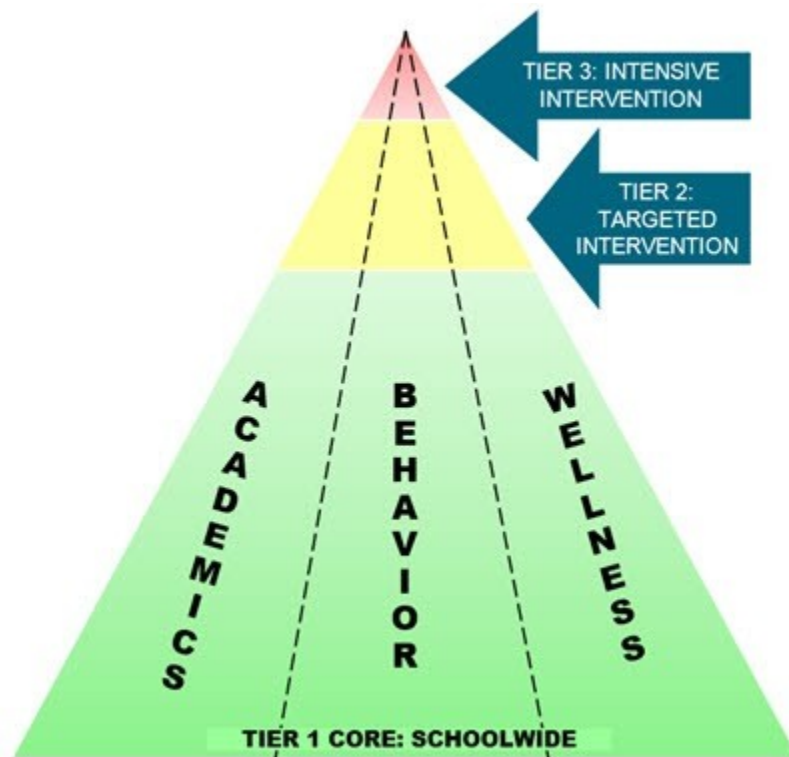
intervention. MTSS is a general education initiative and is also responsive to current and forthcoming special education regulations. Compared with RTI, MTSS sets higher expectations for intervention and progress monitoring in social-emotional and behavior areas.

MTSS Collaborative Student Support Team

Our MTSS Student Support Team is only one facet of the school's broader MTSS. This guide offers procedures and resources that team members can use in their efforts to

accurately conduct a needs assessment, write academic and behavior goals, measure a child's response to intervention and revise or refer, based on data that is collected at more frequent intervals.

Sussex Montessori's MTSS Student Support Team is a process to help students achieve their individualized educational goals. Referrals are made for students who demonstrate a significant academic, behavioral, health, or attendance need. Within the MTSS model all students receive appropriate core academic instruction delivered with fidelity. Teachers and instructional staff administer universal screeners, as well as classroom and curriculum-based assessments. Results inform staff about students' skill levels, including any specific deficits. Results also help staff plan instruction, and select and implement class wide, small group, and individual interventions.



MTSS Process

Initial Referral

Universal Screening

What is a Screening?

➤ Screenings are not typically designed to diagnose, but instead they are used to

identify immediate needs of students and help obtain services OR refer students for further assessment.

MTSS Student Support Team Process

- Screenings do not always need to be tools or instruments. A variety of data can be used as a screener.
- Screening instruments are typically short in length and do not require a long period of time to administer.

Universal screening takes place 3 times/year for ALL students. When students are found to be below the benchmark or below the 25th percentile on a universal screening, they will be identified as a student in need of intervention through MTSS.

Reading - STAR, DIBELS

Math - STAR

Social/Emotional - Devereaux Student Strengths Assessment (DESSA)- mini, teacher reports

Behavior - Devereaux Student Strengths Assessment (DESSA)- mini, analysis of behavioral referrals

Listening Comprehension - Teacher questionnaire, for those who are flagged as concern, speech/language therapist performs the CELF-5 Screening Test

Oral Expression - Teacher questionnaire, for those who are flagged as concern, speech/language therapist performs a Language Sampling

Referring a Student

In addition to the universal screener, when there is a significant academic, behavior, health, or attendance concern, a teacher can refer a student to the Team by completing a student referral. Often, the decision to refer occurs when there is a significant or persistent deficit and there is lack of meaningful progress after Tier 1 and Tier 2 supports and interventions have been implemented.

Family Communication

If a student is being referred to the Child Study Team, it is expected that information has been shared with the family about the nature of the challenge and the interventions that have been put in place. Families must be informed that teachers are seeking further guidance from the CST.

Implementing, Monitoring, Revising Action Plans

After receiving the Student Referral or identifying a student through a universal screener, a team member is designated as the case manager and schedules an MTSS meeting with the referring teacher to elicit further information. Multidisciplinary team members work collaboratively during MTSS meetings to create an MTSS Action Plan.

MTSS Student Support Team Process

For social/emotional/behavioral concerns, the case manager is responsible for conducting a brief preparation meeting with the teacher. The beginnings of a MTSS

Student Action Plan can be completed in the days prior to the scheduled MTSS Student Support Team meeting. During the team meetings the team will gather all information and finalize the action plan. The teacher and case manager will create a plan for tracking data during the intervention period. The team will meet again after 6 weeks to review the data and determine next steps.

For academic concerns, teachers will meet with members of the MTSS team at designated times throughout the year (cycles) to review class wide data and to collaboratively create an action plan for students who are found to be below the 25th percentile or below benchmark in academic areas. Teachers will add the data to the action plan throughout the cycle. The team will meet with the teacher again after 6 weeks to review the data and determine next steps.

Using an Action Plan as a guide, the team can select or create one or more interventions for each area of need that was indicated on the MTSS Student Referral Form. Action Plans should designate specific interventions and progress monitoring tools that will be administered. The Action Plans are Google Docs, easily shared and updated in real time by staff. The teacher who implements the intervention will ensure progress monitoring data is documented and added to the Action Plan on a regular basis. Each plan should have a schedule of what tool, who administers, and who documents data.