

## MTSS Quick Reference Document for School Teams – Elementary

### PSLT

- Ensure expectations for core instructional practices, behavior management, and attendance are being followed throughout school settings and within the classrooms
- Review school wide data and utilize the Tier 1 form for problem solving
- Conduct **walk-throughs for fidelity** of instructional delivery and behavior/attendance initiatives
- **Analyze school level data** and identify gaps to validate and refine your School Improvement Plan goals
- Organize/complete initial data sorts for PLCs
- **Schedule intervention times** in the master or teacher schedules
- Assist PLCs with triangulation for adjusting intervention groups
- Assign **PLC liaisons** to grade level/content area PLCs to support teams with effective problem solving across ALL tiers
- Organize and schedule **MTSS related PD** when necessary
- Review MTSS Group Intervention Planning Forms (**SB87073, page 1**) to identify the % of students at Tiers 2 and 3
- Provide **guidance and feedback** to PLCs and ensure each team has an **Rtl planning calendar**

### PLCs

- Review grade level data and utilize the Tier 1 form for problem solving
- Review grade level data and sort students into appropriate **groups based on MTSS Parameters using the MTSS Group Intervention Planning Form (SB 87073; page 1)**
- Create goals to **decrease the number and percent** of students at Tiers 2 and 3
- Plan for Tier 2 interventions to be delivered during scheduled intervention times – Students should receive interventions that are in addition to core instruction (e.g., students will receive an intervention in addition to guided reading)
- **Use data inform parents** about the tiered support students will be receiving: Enrichment, Enhancement, or Interventions (this can be done at parent conference nights, parent letters are also on the Rtl Icon) (**SB14108**)
- Complete the MTSS Intervention and Progress Monitoring Worksheet (**SB 87073, page 2**) for students receiving interventions, review their Rate of Progress, Exposure to Interventions, and Fidelity of Interventions
- Establish Rtl checkpoint meetings (every 6-8 weeks) to monitor students' response to intervention & update (**SB 87073, page 2**)
- Ensure the MTSS Intervention and Progress Monitoring Worksheets (**SB87073; page 2**) are in students cum folders
- Complete Triangulation spreadsheet to adjust and add students to intervention groups
- Use the **Rtl-PLC guiding principles document** during Rtl checkpoint meetings to assist with data-driven decisions
- When engaging in problem solving around why students are not responding to interventions, consider gathering information about exclusionary factors: **Hearing, Vision, Speech/Language, Medical Diagnoses, Behavior Concerns, and Chronic Absences**
- Refer students who are not responding to Tier2/Tier 3 interventions to the Tier 3 Team when all fidelity and intervention exposure goals are met (**70% fidelity and 90% exposure**)
- Ensure students are receiving **90 minutes of reading intervention** at the Tier 2 level of support
- Before referring a student for Tier 3 supports, ensure at least  $\geq 70\%$  of the other students in the same group responded positively

### Tier 3 Team

- Review the MTSS Intervention and Progress Monitoring Worksheet to review student **Rate Of Progress, Response to Interventions, intervention exposure, and fidelity of intervention delivery**
- Complete the Tier 3 student problem solving form (**SB87074**)
- Ensure students are receiving **150 minutes of reading intervention** at the Tier 3 level of support
- Begin collecting the following documentation for individualized problem solving:
  - Parent Conferences (**SB14108**)
  - Classroom Observations (**SB97023**)
  - Results from Screenings: **Hearing, Vision, Speech/Language, Medical Diagnoses**
- **Invite parent** to participate in the intervention planning for their child
- Refer students who are not responding to Tier 3 Interventions to the CST when all fidelity and intervention exposure goals are met (**70% fidelity and 90% exposure**)

### Child Study Team

- Determine if a **Multi-disciplinary evaluation** will be conducted
- Gather all **information necessary** to support a multi-disciplinary evaluation
- Schedule date for a multi-disciplinary evaluation
- Analyze data and discuss student's Performance Discrepancy, Rate of Progress, and Response to Intervention.
- **Invite parent and key stakeholders** and obtain required signatures
- **Confirm testing** to be completed by the School Psychologist, School Social Worker, and Speech/Language Pathologist
- Complete Request for Multidisciplinary Team Form (**i.e. SB34500, SB34501, SB34502, SB34504, SB34507**)
- Complete the **CST Log**