



Proctor Public Schools MTSS Process

Multi-Tiered System of Support

Who	Action	Outcome
Tier I - 80% - Universal Instruction		
Classroom Teacher	Differentiated for all students to ensure mastery of standards.	Support students towards mastery of standards.
Learning Team	Review student data (Benchmark/Diagnostic screeners, Progress Monitoring, , Essential Outcome assessments) Discuss and identify students of concern.	Identify students who need a strategic interventions/accelerated instruction.
MTSS Team	If 40% or more of class/grade level is below expected achievement, conduct whole group intervention. Monitor progress	Identify instructional strategy to employ based on whole group data.

Tier II - 15% - Strategic Instruction		
MTSS Team	Review identified students for strategic interventions.	Identify the strategic intervention resource, instructor and goal.
Classroom Teacher/ Interventionist	Conduct intervention determined by MTSS team and progress monitor.	Support students towards mastery of standards.
MTSS Team	Meet to review student intervention data.	Team will determine continuation of intervention, change of intervention or refer to CST.

AFTER DOCUMENTED INTERVENTION

Tier II - 15%			
	Continue Intervention intervention was successful, student is not yet at goal achievement level	Change Intervention intervention was not successful based on student data	Exit Intervention intervention was successful, student data shows student will meet goal achievement level.
Who	Classroom Teacher/ Interventionist	Classroom Teacher/ Interventionist	Classroom Teacher
Process	Continue second intervention and progress monitor.	Conduct different intervention and progress monitor.	Progress monitor regularly
Outcome	Support students towards mastery of standards.	Support students towards mastery of standards.	Support students towards mastery of standards.

AFTER 2ND FAILED INTERVENTION

Qualifying for Tier III - 5%	
Refer to CST (Child Study Team)	
Who	CST Team
Process	Review past interventions and collect all student data to review and determine next steps
Outcome	Student will be tested for further specialized support, or referral made back to MTSS for further interventions.

MTSS Team Members

- Administration
- School Psychologist
- Grade Level Teachers
- Interventionists
- SpEd Teachers
- Counselor
- School Nurse
- Related Services (OT, PT, SLP)

TIER III

	Pre-Assessment Meeting Referral for Special Education Testing Received
Who	Case Manager, School Psychologist, Teacher, & Parents/Guardians
Process	To explain the evaluation process & assessments to parents; To gather information to create assessment plan
Outcome	Evaluation plan is completed & given to parents to sign for consent

	Evaluation Process Signed parental consent of evaluation plan received
Who	Case Manager, School Psychologist, SLP when required, Teacher input, Parent Input
Process	Determination of special ed eligibility through evaluation. Review evaluation results with families and determine special ed eligibility. Parents sign form to agree or disagree.
Timeline	Evaluation must be completed within 30 school days from receiving signed consent of evaluation plan.

	If Student Qualifies
Who	Case Manager, Teacher, Parent, SLP when required, Administrator
Process	Draft the IEP based on evaluation results & team input
Timeline	IEP meeting must be held within 30 calendar days of eligibility determination & may be conducted at the same time eligibility is determined*

	If Student DOES NOT Qualify
Who	MTSS Team
Process	Determine intervention/accommodation to support student in the general education classroom. Possible 504 plan created and implemented.
Timeline	Student continues in Tier II interventions



	IEP
Who	Case Manager
Process	Case Manager writes IEP & distributes to parents
Timeline	Parents have 14 calendar days to review the IEP Services begin after signed consent is received

CST Team Members

- Administration
- SpEd Team
- School Psychologist
- Related Services (OT, PT, SLP)

**Every effort is made to hold the Eligibility Determination meeting and the IEP meeting at the same time; however, it is not always possible.*