RE-1 Valley School District
Multi-Tiered System of Supports
District Handbook
2019-2020
TABLE OF CONTENTS

Purpose & Belief Statements  2
What is MTSS?  3
An Introduction to the Layered Model of Student Intervention  9
Role of School & District Leadership  12
Random Acts of Kindness & PBIS  17
Student Intervention Plans  19
Gifted & Talented  22
Attendance  27
Resources & Terms  28

Foreword

Multi-Tiered System of Supports (MTSS) is an integrated system that connects general, compensatory, gifted, behavioral, social-emotional, and special education to provide high quality, standards-based instruction that is based on students’ needs. The RE-1 Valley MTSS framework aligns with the Colorado model of a whole-school, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems. Both RtI and PBIS essential components are deeply integrated in the MTSS framework. MTSS is not an addition to all the tremendous work being done in our schools, but is the holistic structural and guiding force of our educational efforts. It is a structure and process developed to organize and focus responses to school-wide and individual student needs.

The vision of RE-1 Valley School District is to prepare each student today for tomorrow by providing a quality learning environment for all students. We believe that MTSS provides a systematic way to identify students in need of help; to intervene at the right time and in the right way; and to monitor the effectiveness of specific interventions.

The District MTSS Team members authored and provided input about this guide. Information provided here comes from collaborative efforts of team members across the district over years of developing Response to Intervention resources, processes, interventions, and systems from the district and building levels. This document is designed to provide practical guidance to RE-1 Valley educators regarding the development, implementation, and evaluation of MTSS services as a means to improve student achievement. It is a ‘live’ document that will be revised and updated on a continual basis to ensure that policies, procedures and resources are current and continue to meet the needs of the district and implement the Federal and State educational statutes. Please use any member of the District MTSS Committee as a resource for implementing MTSS at the building level. The work of the District MTSS contained in this document is based on information obtained from CDE, PBIS, and RAK websites.
Historical Perspective

In the fall of 2008, RE-1 Valley School District adopted a Layered Approach to Intervention based on the Comprehensive Intervention Model (CIM) and Response to Intervention (RtI) approach developed by Linda Dorn and associates, UALR Center for Literacy, Arkansas. In January 2014, Colorado adopted the Multi-Tiered System of Supports (MTSS) conceptual framework as a representation of two sustainable systems change frameworks, Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS).

The shift to a Multi-Tiered System of Supports, as the best description of a continuum of effective academic and behavioral instruction and supports for every student in RE-1 Valley, occurred during the summer of 2015. As we move forward, Multi-Tiered System of Supports (MTSS) remains the overarching framework to support the academic growth, attendance, and behavioral needs of all students in RE-1 Valley with the embedded components of RtI as the foundation. All curriculums, programs, and interventions flow through the MTSS District Committee for review and implementation.

PURPOSE & BELIEF STATEMENTS

The predominant theme for RE-1 Valley’s efforts toward school improvement is empowering all students to learn through systematic school-wide support. Our highest priority must be our work related to teaching and learning. The overarching purpose of MTSS implementation is to improve educational outcomes for all students and we believe:

- Student learning is our highest priority. All students are able to learn and will learn, and should be challenged to reach their full academic potential.
- Student responsibility for learning and behavior is fundamental to success.
- Early intervention for academics and behavioral development is critical.
- Education requires collaboration and partnerships.
- Family involvement is vital to student learning and behavior.
- A safe, healthy, learning and working environment is essential.
- Fair learning opportunities need to be accessible to all students. Fair doesn’t mean equal.
- Individual and district accountability is necessary for continuous growth.
- All that we do is aligned to and supports RE-1 Valley School District’s Vision — creating a quality learning environment which provides:
  - Respect and value for individual students.
Innovative and effective teaching and instructional delivery methods to meet student’s needs.

Curricula, programs and technology that prepare students for the 21st century skills.

WHAT IS MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)?

Multi-Tiered System of Supports (MTSS) is an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. It brings all of our supports together within one integrated continuum of supports. Nothing our district does to support students is left out of this continuum. And, it includes every single educator and staff member, not just some. Multi-Tiered System of Supports seamlessly integrates the guiding principles of Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS) and provides effective instructional strategies for both academic and behavior systems. MTSS also sets the protocol for how adults in the District work together.

The framework improves learning outcomes for EVERY student through a layered continuum of evidence-based practices that integrate academics, behavioral instruction, and interventions. The integrated instruction and intervention is delivered to students in varying intensities (multiple layers) based on student need, as evidenced by data. Data-based decision making ensures that district and/or school level resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students. In short, an MTSS framework is designed to ensure that every student that walks into a classroom will have his or her individual needs met through high-quality instruction and behavioral support.

In RE-1 Valley, MTSS is all inclusive meaning that any initiative, curriculum, intervention, or support that meets the needs of students falls under the MTSS framework. This includes, but is not limited to Response to Intervention; Positive Behavior Intervention & Supports; Edge; Summer School; Gifted & Talented; Attendance Board; READ Act; ICAP; etc.

WHAT HAPPENED TO RTI?
Based on evolving feedback and information about implementation from research, practitioners, and practice, the Colorado Department of Education adopted the use of the conceptual framework of a Multi-Tiered System of Supports (MTSS). An effective Response to Intervention (RtI) framework is not abandoned in the MTSS model but is rather the principal component of this comprehensive system of supports. The RtI continuum (multi-layered interventions with increasing levels of intensity and duration) continues to remain foundational to MTSS. The shift to the MTSS framework ensures that the effective components fundamental to Response to Intervention, that address students’ academic needs, are also applied to their social-emotional, attendance, and behavioral needs.

For years, RE-1 Valley educators have utilized a well-integrated RtI structure that connects general, compensatory, gifted, and special education to provide high quality, standards-based instruction and intervention to increase academic growth for all students. Assessment, progress monitoring, and data-driven decision making have been essential components of this successful RtI implementation. Our own layered model has been the process to address the academic needs of students, as well as the behavioral and attendance needs. RE-1 Valley’s model aligns with the state model, and maintains the RtI triangle that represents student learning as being central to the model. The triangle shows systemic alignment and support in providing opportunities for all students to succeed and excel. RE-1 Valley’s MTSS framework will continue to evolve progressively as we learn from implementation.

- High quality, research- and standards-based instruction and behavioral support for all students.
- Three layers of increasingly intense scientific, research-based interventions that occur simultaneously with universal instruction.
- Instructional and behavioral decisions are data-based and assessment driven using a systematic, collaborative, problem-solving process.
- Student progress is monitored early, often, and over time at each layer of instruction and intervention, using objective information to determine if students are demonstrating growth.
- Special Education Teachers collaborate with general education teachers to align classroom instruction and support for students with specific learning disabilities in the least restrictive environment.
- Strong partnerships with family and community help support a student’s success.

**What is the difference between MTSS and RtI?**

The phrases “Response to Intervention (RtI)” and “Multi-Tier System of Supports (MTSS)” are mistakenly used interchangeably among educators with most believing that the two are one in the same. This is not necessarily true. So, what is the difference between RtI and MTSS? Basically, RtI is an integral part of MTSS but MTSS is more cohesive and comprehensive in the goal of meeting ALL needs of all learners – academic, behavioral, and emotional. MTSS also focuses on creating ways for adults to team up to help struggling kids. The goal of MTSS is to have one sustainable overarching framework that meets all of the needs of students and school improvement efforts.

**Continued Benefits of MTSS (formally known as RtI)**
MTSS provides specific types of support for teachers (professional development, technical assistance, instructional coaching, behavioral analysis, etc.) for delivering instruction, utilizing and developing effective curriculum, administering assessments, and using data to guide instruction.

MTSS outlines clearly define roles, responsibilities, and accountability for teachers, building leaders, and district personnel using a common understanding/language for discussing implementation and expected outcomes.

MTSS provides multiple levels of academic and behavioral support for all learners (struggling through advanced).

MTSS aligns resources and support for students receiving instruction AND for teachers and other support staff who are delivering the instruction.

MTSS models strive to ensure that practices, policies, and programs are aligned on classroom, school, and district levels.

**MTSS: THE THREE-LAYER DESIGN MODEL for ACADEMIC AND BEHAVIORAL NEEDS**

Multi-Tiered System of Supports is grounded in the RtI model, developed by Linda Dorn, which focuses on *layers of intervention occurring simultaneously*. 
The model has three distinct layers of instructional interventions that account for all students within our district. Each layer encompasses a level of intervention or instruction that responds to student academic, behavioral, and/or social-emotional needs.

The MTSS model provides instructional support at increasing levels of intensity according to student need. In Re-1 Valley, the underlying framework of our model is that our focus is on the need of the student – it isn’t about a program or label. Regardless of where they are at on the continuum, the need of the student drives the placement.

Layer 1: Universal Level (General Education)

- All students - evidence-based, scientifically researched core academic and behavior program
- About 70 – 80%
- Purposeful differentiation and flexible grouping by classroom teacher

Layer 2: Targeted Interventions “SOME Students”

- Bubble students at some risk
- About 10 – 15%
- Smaller group; targeted instruction

Layer 3: Intensive Interventions “FEW Students”

- Significant gaps between benchmark and student performance indicates a high risk

- As a student has more intense learning or behavioral needs, he or she may simultaneously receive more intense interventions and supports in the next layer. Each layer has a different level of instruction, intervention, and/or services that responds to student needs.
- Student progress is monitored to ensure that an adequate rate is being achieved. Student needs are met based on data. When a student has more intense learning or behavioral needs, his or her educational program is outlined and addressed by a team in the next higher layer and the student is provided more intensive instruction, intervention, or services. Conversely, as student performance data shows that the need for a higher level of intervention is reduced because the student’s performance could be maintained with less interventions, he or she moves down to a less intensive layer where his or her needs are addressed through the interventions and/or services from that layer.
● This plan of school-wide support seeks to maximize the odds of student success and contribute to overall comprehensive school improvement efforts. That is, it is a way for schools to organize and guide instructional delivery; allocate and optimize resources; and use an integrated systems approach to teaching, learning, and behavioral supports to ensure that all students can learn.

● **MTSS is not a student placement model, a location, a classroom, a class/course, a computer program/software, a teacher, a label, a boxed program, merely a special education initiative, or a quick fix for low achievement. It is a proactive, preventative, intervention continuum developed to meet the varying needs of ALL students.** Academic and behavioral needs are supported for all students using the three-layer model below:

**Layer 1—Universal - ALL students receive universal instruction and supports.** Common vision, language, and experiences for all students in the district through MTSS

- Takes place in the general classroom and provides earliest support. Provides high-quality general curriculum for all students as well as intentional interventions. Differentiation, the key component, is provided by classroom teacher to provide typical classroom or grade-level based adjustments to support students.

- Preventative and proactive behavioral and attendance expectations, as specified in PBIS and Random Acts of Kindness (RAK), are explicitly taught at the beginning of the school year as well as during key times (before/after breaks; etc.) throughout the year.

- Universal academic screenings and assessments are administered two–four times annually for all students to identify those who are at-risk for an academic deficiency

**Layer II — Targeted Intervention – SOME students also receive targeted supports / interventions.**

- Provides early intervention for students who are performing above or below standards in academics and/or behavioral expectations

- Are in addition to universal instruction with the expectation that an increase in both the explicitness and intensity of instruction will occur as the layers increase. Intervention is more explicit, systematic, intensive and supportive. Explicit means that nothing is left to chance, systematic is more carefully engineered to produce mastery, and intensive is intentional instructive error correction.

- Generally, revolves around a specific area of need (academic – reading, writing, math, etc. or behavioral / social-emotional). The interventions align and occur simultaneously with universal classroom instruction/expectations. Intervention instruction is provided by the classroom teacher or someone else, during or after school, within or outside the classroom. Student needs drive intensity, group size, and duration of intervention.

- Progress is monitored through frequent, ongoing data collection. May include students with an IEP with goals that can be met at this level of intervention

- Note: Targeted support can be demonstrated by on-going monitoring of a student’s response to general curriculum when, he/she just misses the assessment benchmark.
Layer III – Intensive Intervention - FEW students also receive intensive interventions.

- Highest level of support, designed to meet the specific needs of the small percentage of students who are still not responding to Universal and Layer II instruction and/or interventions. Students at this level have demonstrated that they are significantly below or above grade level standards; or need intense support for their learning or behavioral development.

- Most intense level of interventions indicated by frequency, duration, and group/class size (smallest instructional group available) with instruction provided by a highly qualified teacher, generally outside the classroom. (daily, double dipping, second emersion)

- Progress is monitored very frequently, often weekly or bi-weekly. May include students on an IEP with goals that can be met through this layer of interventions.

- Can include Specialized Intervention, a highly specialized or individualized instructional plan for learning or behavioral needs (individual schedule; early release/late start; specific environment; etc.), for a limited number of students. Special education teachers, related service providers, and regular education teachers provide Layer IV instruction and interventions that consist of specially-designed instruction and supplementary aids and services. The goal of specialized intervention at this layer is for the student to be appropriately involved in and/or make academic or behavioral progress toward inclusion in the general education classroom.

FIRST TWO WEEKS OF SCHOOL: Students' academic and social-emotional growth is closely linked to the relationships established, the instructional focus and the routines taught during the first two-three weeks of school. It is critical that all teachers PreK – 12 set students up for a year of engaged and productive learning by:

- using positive teacher language to establish high academic and behavioral expectations
- getting students excited about schoolwork by offering engaging academics
- teaching the classroom and academic routines that enable a collaborative learning community to thrive
- having consistent expectations so students understand their role as a student in the classroom.

The efforts that teachers put into the first two-three weeks of school in building relationships and making connections with their students will benefit their instructional efforts for the entire year. Teachers need to remember to ‘go slow so that they can go fast’. Routines and expectations for academics, assignments, behaviors, and attendance need to be intentionally taught and practiced. At the high school level, this means doing more than passing out a syllabus. Be intentional.
**UNIVERSAL**  All students receive universal supports with differentiation.  80%-85%

<table>
<thead>
<tr>
<th>Practices &amp; Evidence in School and Classroom at this level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Colorado Content Academic standards-based instruction</td>
</tr>
<tr>
<td>• Instruction with fidelity utilizing evidence-based,</td>
</tr>
<tr>
<td>scientifically researched core program adopted by</td>
</tr>
<tr>
<td>district.</td>
</tr>
<tr>
<td>• Baseline assessment measures of overall ability and</td>
</tr>
<tr>
<td>critical skills known to be strong indicators that</td>
</tr>
<tr>
<td>predict student performance</td>
</tr>
<tr>
<td>• Purposeful differentiation and flexible small groups</td>
</tr>
<tr>
<td>within general classroom teacher</td>
</tr>
<tr>
<td>• Preventative and proactive differentiation strategies</td>
</tr>
<tr>
<td>• About 80%-85% of students should respond to dynamic,</td>
</tr>
<tr>
<td>universal instruction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators to think about more support...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “Bubble” students who are at some risk for academic failure.</td>
</tr>
<tr>
<td>• Teacher increases frequency of instructional progress monitoring. (Eliminate the ‘Wait to Fail’ model)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACADEMICS</th>
<th>ATTENDANCE</th>
<th>SOCIAL – EMOTIONAL – BEHAVIORAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identified process for monitoring student attendance in each individual building that is aligned with MTSS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clear expectations of good attendance set by each school and clearly communicated through a variety of ways (Announcements; Kick Off; Back on Track; School Newsletters; etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reinforcement and Recognition of positive attendance behaviors in classroom and school-wide; including incentives, and random moments to recognize students with expected attendance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| • Durable and adaptable school-wide PBIS in each school with systemic support that aligns with district mission, including a PBIS matrix that identifies behavioral expectations for all areas of the school. |
| • School-wide plans for rewarding appropriate behaviors, to increase observation and praise; especially during times of increased inappropriate misbehaviors, such as prior to holidays and vacations. |
| • **Teach, Observe, and Praise** Expectations and routines of PBIS matrix taught by school staff |
| • Expectations and routines re-taught, reinforced, and reviewed throughout the year |
| • All teachers/staff members trained each fall (and as needed) in the elements of the plan. Active participation by all staff members is expected. |
| • Effective classroom management that includes the consistent implementation of procedures and routines as well rules |
| • Random Acts of Kindness curriculum taught through classroom lessons, embedded support integrated during reading/writing instruction, and reinforced through a district-wide monthly focus |

| • Behavior data (tracking forms) indicate student is not responding to school-wide or classroom behavior plan |
| • K-5: Student attends PAWS place 1-2 times a quarter |
| • Multiple visits to the school nurse: 3 consecutive days; 4-5 times per week; same time every day, etc. |
| • Multiple, frequent, or repeated bathroom breaks |
| • Family shared/reported life event |
### ACADEMICS

- Students at-risk for academic growth:
  - Data-based, focused intervention in specific areas of need in addition to universal instruction
  - Smaller group; targeted explicit instruction;
  - Differentiated instruction by universal teacher within the classroom

### ATTENDANCE

- Students at-risk for attendance: It is never just about attendance, but we have to start with attendance and work with families to address the other issues.
- Best suggested practice: Personal contact by the classroom teacher readily used to build connections and help support families when a student misses 7-9 days of school (excused or unexcused). The goal is to support the student / family with homework issues created due to the absences.
- Attendance letter sent from each school office to the child’s family, per Board Policy JH, after 7 days. *Discretion of the school if the absences are excused.
- Early intervention for students who are at-risk. Notification will be made to the next school /grade level and administrator in May of each school year, identifying students in need of attendance support for the upcoming school year.
- Student did not reach NWEA fall cut point in reading or math indicates a need for review of student’s growth
- Student did not reach cut point on grade level universal assessment (PALS; SAT; etc.)
- Student is ineligible per CHSAA rules. (All students follow the established guidelines.)
- Student has been absent (excused or unexcused) for 7-9 consecutive days and/or 7-9 days within one month or has been tardy 7-9 days

### SOCIAL – EMOTIONAL – BEHAVIORAL

- School-wide targeted intervention plan
- Consistent communication with specialists about student behavioral/social-emotional needs
- CC all staff members on e-mails related to the student including Dr. Lois, Kris, counseling, parent liaison; etc.
- School-wide process for handling office referrals
- Parent involvement to support student behavioral/social-emotional needs, including meetings; communication logs; parent observation of class; etc.
- School-wide schedule and/or plan to provide push-in support for social skills/RAK lessons
- Student doesn’t respond to classroom management plan 80% or more of time
- Timely rapid reinforcement or positive reward incentives interventions are required to support the student
- Student receives two or more office/bus referrals within a quarter
- Ongoing and persistent bathroom breaks or visits to nurse occur
| Layer 3 - INTENSIVE | Few students also receive intensive supports. 5% of students | ACADEMICS | ATTENDANCE | SOCIAL – EMOTIONAL – BEHAVIORAL |
|---------------------|-----------------------------------------------------------|---------------------------------------------------|---------------------------------|
| Practice & Evidence in School and Classroom at this level include: | | Intensive individual or small group interventions in response to student’s identified needs take place simultaneously with universal core instruction – ‘layered interventions’ | Kick-Off/Get Back on Track activity for at-risk students will be initiated in the fall of each school year. Each individual school will work to schedule a fun activity. This could include teachers, school attendance officers, students, parents, caretakers, etc. The purpose is to: 1. Identify students/families with prior attendance issues 2. Build connections with students and families 3. Start the year on a positive start | School-wide intensive intervention plan |
| • Intensive individual or small group interventions in response to student’s identified needs take place simultaneously with universal core instruction – ‘layered interventions’ | | • Most intense; smallest group; double or triple dipping intervention or second/third emersion | • Student Intervention Team meeting to discuss attendance issues | Individual behavior plan developed with frequent rapid reinforcement, positive reward incentives, or process to determine an individual intervention plan with team. |
| • Highly qualified teacher or interventionist delivers the intervention | | • Documented in MTSS Intensive Student Intervention Plan | • Building MTSS team meeting scheduled to discuss ongoing / significant attendance issues. | Consistent communication with specialists about student behavioral/social-emotional needs |
| | | | • School-wide intensive intervention plan | CC all staff members on e-mails related to the student including Dr. Lois, Kris, counseling, parent liaison; etc. |
| | | Indicators of students who need this level of support | When a student has been absent or tardy for 10 or more days (excused or unexcused) within an academic year (Sept.-May) or calendar year (Jan.-Dec.), then teachers will have a personal conversation with parent (phone or in person) about the student’s attendance. **Note:** Extenuating circumstances should be taken into consideration. | Individual interventions based on intensive durable procedures |
| | | • Significant gaps between benchmarks/cut points and student performance indicate a high risk for academic failure | • Attendance support board as an option when school personnel have exhausted all options | Positive rapid reinforcement plan needed to support the student |
| | | • Student score on universal assessments is two or more grade levels below the cut-point | | Student receives three or more office referrals |
| | | | | Multiple targeted behaviors or behaviors intensify beyond targeted level |
THE ROLE OF SCHOOL AND DISTRICT LEADERSHIP IN THE IMPLEMENTATION OF MTSS

MTSS is the way of work for a district. The infrastructure of MTSS is deeply rooted in a data-based problem solving process of building and district leadership teams. Consensus decision making is a process used by groups seeking to generate widespread levels of participation and agreement. Simply put, consensus is achieved when a group of individuals with a common goal agree to support activities necessary to achieve that goal even if that agreement flies in the face of the wishes of individual members of the group.

- **Inclusive**: As many stakeholders as possible are involved in group discussions.
- **Participatory**: All participants are allowed a chance to contribute to the discussion.
- **Collaborative**: The group constructs proposals with input from all interested group members. Any individual authorship of a proposal is subsumed as the group modifies it to include the concerns of all group members.
- **Agreement Seeking**: The goal is to generate as much agreement as possible. Regardless of how much agreement is required to finalize a decision, a group using a consensus process makes a concerted attempt to reach full agreement.
- **Cooperative**: Participants are encouraged to keep the good of the whole group in mind. Each individual’s preferences should be voiced so that the group can incorporate all concerns into an emerging proposal. Individual preferences should not, however, obstructively impede the progress of the group.
- **School and district consensus is long-term and ongoing.**

As the problem-solving process requires that ALL building and district leadership teams work closely together, examining and re-defining these teams is a natural part of MTSS. The goal of fine-tuning the structure of leadership teams in RE-1 Valley is to ensure that all leadership teams share common vision and beliefs; work together in a timely and efficient manner; effectively communicate with all stakeholders; and implement MTSS at all levels. Representation on teams is inclusive and flows from one level to the next. The following model represents the leadership structure in our district.

MTSS LEADERSHIP TEAMS

Leadership team meetings at any level serve the distinct purpose of discussing students’ needs as a whole at the same meeting – academic, behavioral, emotional, attendance, etc. These meetings are not scheduled in conjunction with other staff, grade level, or department meetings. Each individual school administrator or building MTSS team will set up a meeting schedule and protocol which will be followed with fidelity and integrity to that purpose.

Note: It is crucial that at every meeting, SIT and Building MTSS, that we monitor and document our discussions and decisions concerning individual student’s progress. Documentation should be done on the website for Alpine Achievement. ([www.myalpine.com](http://www.myalpine.com)) Meetings should take place in a room with an interactive white board so that previous meeting notes, student data, and current documentation are visible for all to see.

*Data Based Decision Making*: Data collection and analysis is at the core of decision making at all levels of MTSS implementation. Student data helps educators identify students needing additional supports, distinguish responsiveness from unresponsiveness, and differentiate instruction based on
students’ needs. This data would include any assessments (screenings and progress monitoring), as well as classroom observations, grades, attendance, discipline referrals, and parent information.

In RE-1 Valley, all schools follow a systematic, collaborative team process for discussing students who have indicated a need for intervention. There are three levels of MTSS teams with each team having distinct and specific responsibilities, membership, and processes. Although intervention teams may vary from building to building in terms of how and when they meet, all schools will have both Student Intervention Teams (SIT) (organized by grade level, vertically, or by department) and a Building MTSS Team. By default, all teachers who interact with a student being discussed should be included in SIT meetings. Every certified staff member will actively participate in a Student Intervention Team that meets no less than twice a month.

All teachers participate in shared, decision-making meetings in which teachers, interventionists, administrators, and other stakeholders determine the best plan of action and interventions for a student who exhibits academic or behavioral/social-emotional needs. These teams serve as advocates for every student. Meetings allow all personnel to be involved in and accountable for the academic success of every student in the school. No one person or department determines the interventions and supports necessary for struggling students. Each teacher is responsible for the achievement of every student – not just the students in their classroom. These teams must be readily available in every building to discuss ANY student or group of students who are at risk for school failure due to academic, behavioral, or attendance issues; whether their needs are currently being met through general or special education. *This process is required before identifying a student with a reading or behavioral disability.*

Parent Involvement Note: Parents should be informed about and involved in their child’s education. Educators should adopt an inclusive approach when beginning, ending, or adjusting interventions for students. Whenever appropriate, please invite parents to attend meetings and/or communicate what was decided with them. If a student has instructional or assessment accommodations, parents must be notified and involved. An Accommodation plan is also required.

**Building MTSS Team**

Building Level MTSS Team meetings are planned to make critical decisions that support the MTSS model. The purpose of this team is two-fold. First, this team meets to discuss those students who are most at-risk for interventions and who have been brought to the team for discussion and further support by the SIT teams. Second, this team ensures the fidelity of an ongoing commitment to and implementation of the district model within their school.

**Meets:** A minimum of quarterly and/or as needed; scheduled by administrator or Team Chairperson (chairperson can be the principal or another person designated at the building level)

**Members:** Individual schools will determine their team membership based on the following guidelines. A consistent membership will be made of representative (at least one member from each area) staff members from the following: Student Intervention Teams (grade/department) in the building; interventionists; SPED teachers; building administrators; district itinerant staff members, ESL specialists, instructional coaches, behavioral coaches, therapists, and community agencies, if willing. In addition, when discussing an at-risk student, all staff members who support the student should be invited to attend the meeting.
**Student Intervention Team (SIT): (Grade Level / Department Level)**

The Student Intervention Teams’ focus is to discuss students who have indicated a need for intervention based on a universal screening assessment or who are demonstrating little or no growth through universal instruction, with responsive differentiation, in the general education classroom. Schools implementing a comprehensive approach to student learning, instruction, and behavioral support will find that the Student Intervention Team (SIT) meetings are a critical “support group” for all students and staff members.

- Specific students requiring interventions are scheduled and discussed. These meetings serve a different purpose than the ongoing teacher Professional Development sessions, grade level meetings, etc. They are not held in conjunction with other staff or team meetings, but rather are consistently scheduled and held to specifically discuss students’ needs.

- Initial placements of students into Targeted and Intensive interventions are addressed at these meetings. Change of interventions are also always discussed and documented in these meetings. Parents are notified when it is decided that their child would benefit from targeted or intensive interventions in a timely manner, preferably at parent-teacher conferences in the fall or at other regularly scheduled meeting times with parents. As interventions begin, end, or are adjusted, parents should be informed.

**Meets:** A minimum of twice a month; organized by grade level, department, or vertical team (to be decided at building level); more often as needed; no more than 3 students should be scheduled for discussion at each meeting. (10-15 minutes each)

- Fall: In K-5, Student Intervention Team meetings are planned weekly to identify students in need of interventions; plan interventions; review grade-wide intervention schedules; and make instructional decisions.

- Spring: In Grades 6-12, Student Intervention Team meetings are planned weekly to identify students in need of support and interventions for the upcoming school year; plan student schedules with embedded interventions; and work with students/families to make instructional decisions. **Note:** Students do not begin the school year without the supports for academic or behavioral/social-emotional needs in place that were needed to be successful during the previous school year.

**Members:** All certified staff members will be placed on and participate in a Student Intervention Team; including teachers, specialists, counselors, and interventionists (any teacher who delivers instruction or works with student being discussed is required to attend), and administrators as available/needed. The building administrator or Building MTSS team will determine the structure of how teachers are organized onto teams and develop meeting schedules.

**MTSS Staffing Support Team (K-5):** A team that consists of itinerate staff and Sped Teachers who set aside one hour during monthly staffing days to discuss students with high or unusual needs. The meetings are scheduled to discuss students for whom the grade level SIT team needs further input
from a wider range of expertise, to meet the particular student’s unique needs. Each building will decide the process of determining which students to be discuss by the MTSS Staffing Support Team each month. (At a minimum, the student should have been discussed at least two MTSS SIT meetings prior to this meeting, unless they are new to the district and exhibit significant needs.) These meetings may or may not involve community resources, parents, etc.

**Attendance Support Board (6-12):** A team that meets on scheduled staffing days in grades 6-12 to discuss students with attendance issues.
**District MTSS**
*Meets monthly, 3rd Mon., 2:05*

Utilize collaborative team practices
Facilitate a seamless MTSS model in PreK-12
Assist and problem-solve implementation of MTSS model in individual buildings
Develop and maintain protocols related to Alpine Achievement, Infinite Campus, and interventions
Be visionary - working on the district's big picture related to student achievement, curricula, interventions, behavior supports
Ensure that a common-language, and common-understanding exists around the rationale for and the purpose and expected outcomes of implementation
Clearly identify who has the responsibility for what and how those individuals will be held accountable
Ensure that district policies are supportive of, and not barriers to, the implementation of the model
Provide sufficient support (professional development, technical assistance) to ensure that the implementation plan and timelines can be achieved
Model and provide ongoing support in buildings for writing comprehensive Student Intervention Plans on Alpine.

**School Leadership Team**
*Meets regularly per building*

Utilize collaborative team practices
Ensure implementation of district frameworks
Work with administrators to solve problems and plan for school-wide focus (shared-decision making model)
Guide the work of school-wide collaborative teams by serving as a representative or leader on the teams
Monitor and respond to school climate, student growth, communication, environmental factors, behavioral issues, and all other influences that create a school culture, thus to sustain a positive atmosphere for learning
Encourage, support, and create opportunities for involvement from parents, families, and community members
Contribute to and monitor the effectiveness and progress of the unified school improvement plan

**Building MTSS Team**
*Meets monthly/quarterly*

Utilize collaborative team practices
Ensure commitment to and implementation of district MTSS model with fidelity within their school
Make critical building level decisions that support district MTSS model
Communicate between District MTSS and staff members
Contribute to the development of the instructional schedule, including interventions, to maximize effectiveness
Discuss students who are not demonstrating progress and have been brought to the team by grade level or department
Student Intervention Team
Integrate itinerant professionals as appropriate and needed
Collect, organize, and analyze school-wide data
Identify professional development needs
Refer to MTSS Staffing Support Team for input (not a SPED referral)
Model and provide professional development in writing comprehensive Student Intervention Plans on Alpine

**Grade Level / Department SIT**
*Meets at least 2x a month*

Utilize collaborative team practices
Discuss students who have indicated a need for intervention based on universal screening assessments or who are demonstrating little or inadequate growth in universal instruction with responsive differentiation, or who demonstrate a need for behavioral or social-emotional support beyond the universal level, with responsive differentiation
Determine and plan for specific interventions for at-risk students in order to intervene early and be proactive not reactive
Determine initial placements of or confirm continued placements of students into targeted or intensive interventions
Monitor individual student and/or co-hort progress and their response to interventions
Refer to and/or consult with related specialists and staff as appropriate
BEHAVIOR IN THE MTSS FRAMEWORK: (Positive Behavioral Interventions and Supports (PBIS) & RANDOM ACTS of KINDNESS (RAK)

While it is a common belief that kindness is an intrinsic quality of the heart, we also believe it is a skill that can be learned and needs to be explicitly taught. In order to teach kindness, RAK has developed 12 Kindness Concepts with corresponding classroom lessons. This program helps to inspire and empower students to act kindly toward others and share kindness. These concepts create a foundation, supporting students with a conceptual learning framework that can be mastered through practicing kind ideas and actions.

- Building administrators are the lead for RAK – setting example, developing how to incorporate, etc.
- Each month, the entire district will focus on one specific Kindness Concept.
- Most buildings already have a strong PBIS system in place including a matrix that describes the expected student behaviors in all settings, with ways to recognize when the behavior is observed.
  - Some buildings will need to continue the work of creating and implementing PBIS.
  - The RAK lessons add another layer of instruction to the PBIS, and provide teachers with resources.

RAK Kindness Concepts Sequence & Pacing *Use the definitions for each concept from the Random of Kindness website.

- **Aug.–Sept.:** Fairness
- **October:** Integrity
- **November:** Gratitude
- **December:** Respect
- **January:** Responsibility
- **February:** Caring
- **March:** Perseverance
- **April:** Self-Discipline and Compassion
- **May:** Assertiveness
- **June:** Self-Care
- **July:** Helpfulness

For more information, please refer to the resources section of this guide or www.randomactsofkindness.org.

SOCIAL AND EMOTIONAL LEARNING AND POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

**What is Social and Emotional Learning (SEL)?** Social and Emotional Learning (SEL) is the process of acquiring the skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. SEL provides schools with an evidence-based framework for preventing problems and promoting students’ well-being and success. The SEL framework is an integrated approach involving every student, the entire staff, the family, and the community. Effective SEL programs address the fundamental conditions for learning and foster students’ capacity to learn. Best practice includes classroom teachers modeling evidence-based explicit social-emotional skills instruction in a safe, caring, supportive, participatory learning environment.
**What is Positive Behavioral Interventions and Supports (PBIS)?** It is a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors in order to create positive school environments. A continuum of positive behavior supports for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavioral interventions and supports involves the application of a behaviorally-based systems approach used to enhance the capacity of school personnel, families, and communities to promote safe and effective school environments that exhibit a link between research-validated practices and daily happenings, so that both teaching and learning can occur. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behaviors more effective and functional.

**How can SEL and PBIS Work Together in School Settings?** SEL and PBIS are both rooted in the belief that students learn best in a safe and well-managed learning environment. PBIS establishes a common purpose and approach to discipline throughout the school by developing and promoting positive expectations for all students. These expectations are taught, practiced, and reinforced through a reward system. SEL helps students and adults develop specific social and emotional competencies that have been linked to positive outcomes. Evidence-based SEL programs teach these skills explicitly and provide opportunities for practice, feedback, and application within content areas and throughout the school setting. Both SEL and PBIS support using assessment information in order to maintain organizations that are committed to effective practice.

**MTSS Behavioral Beliefs (based on PBIS)**

1. Appropriate behavioral and attendance expectations can be effectively taught to all children
2. Early intervention is essential when addressing behavioral concerns
3. Use of a multi-layered model of service delivery is necessary
4. Research-based, scientifically validated interventions should be used to the extent available
5. Monitoring student progress to inform and implement further interventions is essential with decision making based on analyzed data
6. Building partnerships with families is crucial

Each building has a MTSS Behavior Team that will ensure that the PBIS and RAK components are firmly in place, practiced, and include the following:

- A clear behavior matrix listing behavioral expectations in all school settings (hall, classroom, bus, outside, etc.)
- A plan for teaching the expected behaviors in the various locations throughout the building
- A building plan for observing, recognizing, and praising appropriate behaviors
- A plan to teach and train ALL staff members in the building who will use the PBIS system
- A system for tracking misbehavior, student discipline referrals, etc.
- A menu of universal components, interventions, and supports at the building level
MTSS STUDENT PLANS

All academic, behavioral, gifted, social-emotional, and attendance Student Intervention Plans are written online at Alpine Achievement. (www.myalpine.com)

Accommodation Plan An accommodation involves changes to the environment for students and allows for equal access to instruction for students. Accommodations are provided to level the playing field. Teachers have the responsibility of knowing the allowable accommodations for state assessments.

Only one CO Assessment Accommodation plan needs to be considered per student per calendar year.

- Teachers can complete instructional accommodations independently. ALL assessment accommodations must be discussed and decided at a Student Intervention Team (SIT) meeting and must adhere to CDE Accommodations.

- Each content area teacher is responsible for the subject they teach. If a teacher has already started a CO Assessment Accommodations Plan – just update it. Instructional accommodations can be entered by teacher without the SIT – only assessment accommodations need to be verified by the team.

- *No assessment accommodation may be given without appropriate documentation in CO Assessment Accommodations on Alpine Achievement.* Please contact your building administrator if you have any questions. Error on the side of asking! Don’t leave questions unasked.

- If a student needs an instructional or assessment accommodation, it is REQUIRED that a parent is notified. Assessment accommodations require an active CO Assessment Accommodations Plan on Alpine.

Student Intervention Plans (MTSS SIP K-12): A Student Intervention Plan is created in Alpine Achievement when a student is identified as being “at risk” or “gifted” through universal screenings or assessments – typically in the fall, and as needed throughout the school year.

Alpine Achievement (www.myalpine.com) is the online portfolio and data warehouse used by RE-1 Valley. All assessment data is stored at this location, and teachers are expected to keep it current. PALS, NWEA, CELA, and CogAT scores are uploaded automatically at the close of the testing window by the district. Teachers should not enter these scores manually.

- Academic ‘at risk’ indicators – Student:
  - Did not meet the cut points on the universal assessments for grade level
  - Is not responding to universal instruction
o Is demonstrating lack of typical growth
o Is not making adequate progress evidenced by assessments and progress monitoring

● Social/Emotional/Behavioral ‘at risk’ indicators – Student:
  o Demonstrates behavioral needs that require more intensive support than school-wide PBIS plan.
  o Needs an alternate behavior plan to support his/her needs
  o Receives two or more office or bus referrals in a quarter
  o Earns multiple or repeated minor behavior infractions
  o Demonstrations emotional at-risk behaviors (extreme withdrawal; depression; isolation; etc.)
  o Shows signs of being at-risk for drop-out (Ask Kris Schell for checklist)
  o Is ineligible based on CHSAA guidelines

● Attendance ‘at risk indicators – Student:
  o student has been tardy or absent for 15 or more days (excused/unexcused) within an academic year (Sept.-May) or calendar year (Jan.-Dec.).

● Gifted indicators – Student:
  o is identified in one or more of domains (areas) as gifted.
  o The ALP is embedded into the student’s MTSS Student Intervention Plan. See the Gifted & Talented section of this handbook for more specific information about identification and writing an ALP.

Writing a Student Intervention Plan is a team effort done by SIT teams (grade levels; departments; advising teams; common plan time teams; etc.) Each building has a specific plan about how all staff members will contribute and be involved. At a minimum, when a plan is being developed, at least two teachers who have the student for class will be involved.

● Plans are not written by a single person but rather by a Student Intervention Team. Consensus based decisions are made by SIT and documented in the plan during ‘live, interactive’ SIT meetings.
● The whole student needs to be considered when writing an intervention plan. Ask, “What academic, behavioral, and/or social-emotional supports does this child need? How can the teacher meet those needs through differentiation? What needs require an intervention or special programming to be met?”

● Only one plan is created per student per calendar year. A single plan can have multiple goals including academic, behavioral, attendance, or gifted/talented goals. If no plan is started, then a new plan for the current school year is created. If another teacher has already started a plan during the current school year, then the next teacher needs only to ‘edit’ the plan and add a new goal. Note: We are no longer copying plans from the previous year. Previous plans are frozen for review and documentation of prior interventions. It is up to the MTSS Student Intervention Team (SIT) to review historical data.

● In grades K-3, the MTSS Student Intervention Plan, with an embedded READ Plan, will meet the requirements of the READ Act. Error on the side of instruction! READ Plans are an embedded part of a Student Intervention Plan when a student is identified as having a Significant Reading Deficiency. READ Plans are only discontinued and closed in the spring and this needs to be documented in the meeting notes. This is a team decision.

● Students with an Individual Education Plans (IEPs) will have an abbreviated Student Intervention Plan. This will serve to monitor progress, document notes for meetings, etc. Teachers will record: Student is on an IEP with _____ goals. See IEP. (Note: Teams should only reference the student’s IEP. Do not cut/paste a live link to the IEP.) The student’s IEP will remain as separate and independent documents from a Student Intervention Plan or READ Plan – even when a student has reading goals.

● Any discussions, meetings, or changes made regarding a student’s educational needs are to be documented in the MTSS Student Intervention Plan which is stored on Alpine Achievement. All referrals throughout the MTSS process are always done as a team – individual teachers do not make referrals.

● Parent involvement is a key component of developing a student plan. Please make every effort to share the plan (get input when appropriate) with parents at parent-teacher conferences; other regularly scheduled parent meetings; or as needed. If a student needs an instructional or assessment accommodation, then it is a REQUIREMENT to notify and/or include the parents. A CO Assessment Accommodation Plan is required for assessment accommodations.

Ending a MTSS Student Intervention Plan: When a student demonstrates strong academic growth, and interim/summative assessment data indicates that he/she is no longer at-risk and, thus does not need to continue an MTSS SIP, a SIT may decide to move the student to monitor (or Exit Yr. 1) status. A positive response to intervention will further confirm significant improvement, evidenced by the student consistently meeting the assessment data cut points. Triangulation of data is mandatory before a change to a student’s SIP may be made. The decision must be made by a Student Intervention Team. Teams should consider the student’s past academic growth and assessment cycles; time of the year; at-risk factors; and data. The meeting must be documented on Alpine.
**Gifted and Talented K-12:**

**What is an ALP—Advanced Learning Plan**

“The Advanced Learning Plan (ALP) is a legal document [22-20-R-12.00, C.R.S.] outlining programming for identified gifted and talented students and is used as a guide for educational planning and decision making.” (CDE). ALPs are written in Alpine (CO Standards-Based ALP). Each gifted student, along with talent pool students, should have one academic goal, along with one affective goal. The goals must be constructed through input from the student’s parents, teachers, and student. It is also an accountability method for assessing gifted student growth through progress monitoring of quantitative and qualitative goals in gifted student programming and social-emotional development.

**What are the areas of Giftedness?**

ECEA Rules, revised in 2015, specify the areas for gifted identification in Colorado. A student may be identified in one or more of these domains (areas):

- General or Specific Intellectual Ability
- Specific Academic Aptitude
- Visual Arts, Performing Arts, Musical, Dance or Psychomotor Abilities
- Creative or Productive Thinking
- Leadership Abilities

**Which students are required to have an ALP?**

In RE-1 Valley, every K-12 student that has been identified as Gifted and Talented or in the ‘talent pool’ will have an Advanced Learning Plan (ALP) created for them. This is in compliance with Colorado House Bill 1244-07, which mandated gifted education in the State of Colorado and required the development of Advanced Learning Plans for all identified gifted students. The ALP will provide documentation of gifted education services in the student’s area(s) of strengths, and the manner in which the child’s academic, social and emotional needs will be addressed.

**What is universal screening (CogAT in grade 2)?**

Universal screening means the systematic assessment of ALL students within a grade level for identifying students with exceptional ability or potential, especially students from traditionally underrepresented populations. The CogAT scores include percentile ranks for verbal, quantitative, and non-verbal batteries, at which 95th percentile is a qualifier (see Chart 1 and Chart 2 on the following pages). All second grade students along with students new to the district will be given the CogAt assessment during a two-week window in the fall.
How is a student identified as Gifted and Talented?
Multiple points of data are taken into consideration when identifying gifted students. They may include, but are not limited to, cognitive scores, achievement scores, academic profile, portfolios, teacher and parent referrals, and other various pieces that build a body of evidence in accordance with CDE guidelines. The four specific pathways to identify a student as Gifted and Talented are in the following charts:

**Chart 1 - Specific Academic Aptitude** - Student has at least one qualifying (95th percentile score) on CogAT.

**Chart 2 - Specific Academic Aptitude Student does not** have a qualifying (95 percentile score) on CogAT.
Current as of September 11, 2019

**Chart 3 - Specific Talent Aptitude** At least one qualifier in Boxes 1, 2, and 3. If there is no qualifying test for Box 3, then two qualifiers in Box 1, and one qualifier in Box 2.

**Chart 4 - General Intellectual Ability** A gifted determination based solely on a cognitive assessment score, without any other qualifying data, is the exception.
Who writes the ALP?
A Student Intervention Plan is created in Alpine Achievement (www.myalpine.com) when a student is identified as being Gifted and Talented. Plans are not written by a single person but rather by a Student Intervention Team. Consensus based decisions are made by SIT and documented in the plan during ‘live, interactive’ SIT meetings. K-12 student ALPs will generally be teacher generated and monitored along with student and parent participation and input.

When are ALPs written?
Typically, ALPs are written in the fall by the student’s MTSS team, prior to Parent-Teacher Conferences, and as needed throughout the school year. Alps are monitored for progress and revisited throughout the year. All ALPs must be written and delivered to parents by the end of November.

How are parents involved and notified?
Ideally, an ALP is a collaborative process involving the gifted student, the classroom teacher, the parent/guardian, and the gifted education representative at the school. Parents are invited and expected to collaborate with teachers in the development of an ALP for their child. Specifically, parents can provide insights into their child’s strengths and interests by completing a student inventory, and discuss ways to incorporate these factors into a challenging learning plan. They also are given the opportunity to share their child’s social and emotional needs. Schools will send out the inventory in the fall of each school year.
Parents will receive copies of their children’s ALPs by the end of November, delivered either by mail or in person. Typically, ALPs are discussed during fall Parent-Teacher Conferences. Parents will have an opportunity to give feedback to the coordinator or teachers and may suggest further modifications to the ALP.

**What programming options are common?**

Common programming options, that may be used, are listed in the following table:

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Product</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated curriculum</td>
<td>Acceleration</td>
<td>Authentic audience</td>
<td>Center</td>
</tr>
<tr>
<td>Grade-level curriculum</td>
<td>Depth &amp; Complexity</td>
<td>Cross-curricular</td>
<td>Cluster group</td>
</tr>
<tr>
<td>Honors/AP/IB</td>
<td>Extension</td>
<td>Demonstration of new knowledge</td>
<td>Flexible group</td>
</tr>
<tr>
<td>Online classes</td>
<td>Grouping</td>
<td>Formative/ summative assessment</td>
<td>Independent</td>
</tr>
<tr>
<td>Supplemental curriculum</td>
<td>Higher order thinking</td>
<td>Real-world application</td>
<td>Resource room</td>
</tr>
<tr>
<td>College courses</td>
<td>Independent study</td>
<td></td>
<td>Whole class</td>
</tr>
<tr>
<td></td>
<td>Research</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td></td>
<td>Tiered instruction</td>
<td></td>
<td>Magnet classroom</td>
</tr>
</tbody>
</table>

**A student enrolls and was identified as Gifted from his previous Colorado school? What now?**

The Exceptional Children’s Education Act (ECEA) requires that a student who moves from one district in Colorado to another district in Colorado retains his/her gifted identification. This concept is referred to as “portability.”

**What is a Talent Pool?**

A talent pool is defined as a group of students who demonstrate an advanced or even exceptional ability in a particular area, but at this time do not meet the criteria for gifted identification. Through programming with an ALP, a student may meet the criteria for gifted identification at a later date.

**A gifted student is not “showing potential”, so this child must not be gifted?**

Once a student has been identified, programming continues through graduation. Instead of eliminating gifted students who underachieve from gifted programming, efforts should be made to target the source(s) of the students’ underachievement and develop individualized interventions based on this information. A gifted child cannot be “ungifted.”

**Where can you get more information or support to help you understand and apply the new Gifted rules?**

There is a Gifted Coordinator at Ayres, Campbell, Sterling Middle School, and Sterling High School. Caliche K-12 also has one Gifted Coordinator. Visit with your administrator to find out the coordinator for your building. Additionally, there are numerous resources and fact sheets pertaining to Gifted and Talented services on the CDE website ([https://www.cde.state.co.us/gt/alp](https://www.cde.state.co.us/gt/alp)).
ATTENDANCE – Additional Information:

● The school principal is responsible for maintaining the integrity of the attendance systems for their building and will establish a procedure for identifying and documenting absentee and tardy students. School staff / teachers will utilize daily Infinite Campus to record & monitor student attendance information.

● Automated Contact / Office Notifications: Parents will be responsible for calling the school each day when it is necessary for a student to be absent. If the parents do not contact the school, the automated call system will be used to notify the parents of the child’s absence and request that they contact the school.

● Targeted: A MTSS meeting is scheduled to discuss attendance issues at TARGETED Layer. This first meeting could be by grade level; department level; team level; or multi-grade teams if siblings are involved. Parents and/or students should be invited or have the opportunity for input. Their input can be made via a phone contact or the liaisons. The following people should be in attendance: teachers involved with the student; counselor/Dean of Students; School Attendance Officer; and the Parent Liaison. Optional attendees: District Counselors/Psychologist/Social Worker/Support Services personnel;
  o Discuss & document attendance issue – Please use the Discussion Guide and/or the Attendance Concern Checklist & Response Form to facilitate this meeting so that all aspects of a student’s life are considered. (Resource section of this document or school website) Relevant information from the discussion will be documented in Alpine.

● Intensive: A Building MTSS Team meeting is scheduled to discuss ongoing/significant attendance issues at INTENSIVE Layer. This would be, at a minimum, the second MTSS meeting held to discuss the child’s attendance (and documented in Alpine). Building MTSS Team members along with relevant teachers/staff from initial meeting(s) should be included. Other individuals who should be contacted to attend: District Counselors/Psychologist/Social Worker/Support Services personnel; Parent Liaisons; School Attendance Officer. Schools should contact the buildings where the siblings (if any) attend to verify if this is a family issue or individual issue. If relevant, personnel from the other schools should be invited to attend.

● Attendance Support Board: The Attendance Support Board is available to support students, families, and schools when a school has exhausted all resources; the school-based strategies are not effective; and/or community collaboration has not met the needs of the student/family. Additionally, any time there is a need for more than one community support (i.e. mental health AND transportation) the Attendance Support Board should be contacted. Attendance Support Board will meet on staffing days or as scheduled at various schools. Allie Miller will work with each school to determine a plan for the upcoming school year.
  o Specialized Attendance: When a student has more than 20 absences - Truancy Court, Judge, Court Supervised Support, DHS Educational Neglect, or Child Protection Team, referral to DHS, etc.
**MTSS COMMON LANGUAGE DEFINITIONS**

**Accommodations** Practices/procedures that provide equitable access during instruction and assessments for students. The purpose of accommodations is to reduce or eliminate the effects of a student’s disability by giving the student access to the content or assessment; accommodations do not, however, reduce learning expectations. Accommodations are commonly categorized in four ways: Presentation accommodations; response accommodations; setting and environmental accommodations; and timing and scheduling accommodations. It is critical to note that accommodations provided to a student during state assessments must also be provided during classroom instruction, classroom assessments, and district assessments. However, some instructional accommodations may not be appropriate for use on statewide assessments. It is imperative that educators become familiar with state policies about the appropriate use of accommodations during state assessments. Note: Even when an accommodation is part of the school culture, (i.e. using a planner); it still needs to be specifically documented if it is an essential part of the student’s success at school. This can be on an IEP and on an RtI Student Intervention Plan.

**Assessments** MTSS uses a tiered system of assessments that increase in frequency and intensity as greater needs are revealed. Timely, reliable assessments indicate which students are falling behind in critical skills or which students need their learning accelerated, as well as allow teachers to design instruction that responds to the learning needs. By regularly assessing students’ progress in learning and behavior, teachers can identify which students need more help, which are likely to make good progress without extra help, and which students need their learning accelerated.

**Data** Information related to important educational questions, that has been collected via multiple sources, including assessments and observations, and over time. Within an MTSS framework, data are collected in order to determine (a) student progress and responsiveness, (b) intervention effectiveness, and (c) implementation fidelity.

**Data-based Problem Solving and Decision Making** The process used by stakeholder teams from multiple settings (e.g. home, school, community), to analyze and evaluate information related to planning and implementing effective instructional strategies matched to student need.

**Diagnostic Instructional Assessment**Diagnostic assessments are administered after a problem has been identified in order to provide an in-depth, reliable assessment of targeted skills. Their major purpose is to provide new or more reliable data about a child’s academic or behavioral needs for planning more effective instruction and interventions.

**Evidence-based Practice** The use of practices, interventions, and strategies, which have been proven to be effective through scientifically-based research and a comprehensive collection of studies.

**Family, School, and Community Partnerships** The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, district, and state outcomes.

**Intervention** A targeted academic and behavioral instructional method based upon focused assessment of skills and needs.
Layered Continuum of Supports  Culturally- and developmentally-relevant practices, that are layered from universal (every student) to targeted (some students) to intensive (few students), in order to support the academic and behavioral needs of every student.

Modifications  Changes to or a reduction of the learning or assessment expectations. Some examples of modifications include: requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems); reducing assignments and assessments so a student only needs to complete the easiest problems or items providing the student with hints or clues to scaffold to the correct answer on assignments and tests. Educators should understand that providing modifications to content during classroom instruction and/or classroom assessments may have the unintended consequence of reducing a student’s opportunity to learn critical content. Providing a student with a modification during an assessment changes what skills are being measured.

Outcomes  The effect that occurs as a result of the integration of practice selection, data collection, and systemic implementation. Within an MTSS framework, outcomes are (a) academic and/or social, (b) for every student (whole school, small group, and/or individual), and (c) contextually relevant.

Progress Monitoring  Progress monitoring is a systematic approach to gathering academic and behavioral data using a variety of data collection methods. Student performance is examined frequently, over time, to evaluate response to instruction and intervention.

Research-based Practice  Broad term used to describe programs or practices that have been studied but not necessarily using all of the quality indicators of scientifically-based research which include systematic cause-and-effect research design, replication and peer review.

School Improvement Plans  Experience has demonstrated that in order to increase achievement, successful systems plan their improvement efforts collaboratively. Developing one common plan for improvement streamlines the school and district’s efforts and resources, and maximizes improvement for all learners. By strategically embedding an MTSS framework into the district and school improvement plan, a school system sets itself up for continuity and alignment in the implementation of research-based systems. MTSS serves as a comprehensive process to organize the work through data analysis, goal setting, planning, implementing, monitoring, and evaluating. When working together, the School Improvement Process and the MTSS framework enhance and strengthen each other for the benefit of all learners.

Scientifically-based Research  Research that applies rigorous, systematic, and objective procedures to obtain reliable and valid information relevant to education activities and programs. This includes cause and effect research design, replication, and peer review. Scientifically-based research must have some replication, but the replication is limited as compared to the magnitude required for evidence-based practice.

Shared Leadership  The coordination and training, coaching, resources, and evaluation needed to support the implementation of MTSS through shared decision-making by a group of individuals who represent the school, district, and community (e.g. students, family members, general and special educators, specialists, etc.).

Universal / Screening (Interim) Assessment  Administered to all students as an initial baseline (typically given at the beginning of the year), these assessments measure the overall ability and critical skills known to be strong indicators that predict student performance. They also alert teachers to the presence of a problem and level of need in a specific area and help to identify students who do not meet or who exceed grade level expectations.
Results can be used as a starting point for instruction or to indicate a need for further evaluation. This type of assessment can be also be used as the end-of-the year outcome assessment. It shows how functional the curriculum and instruction are in the school and detects whether or not students are making acceptable progress in the curriculum.