" An investment in knowledge pays the best interest."

Benjamin Franklin

Welcome Student Success Teams

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Introductions and Welcome

Please Share:
- Name
- School District/School
- Success in your SST processes and/or procedures

Agenda

- Welcome & Introduction
- Review MTSS Framework
- Interventions
- Intervention Resources
- Progress Monitoring
- Data Collection
- Case Studies
- Questions/Next Steps

Objectives

Teams will:

1. Continue to build understanding regarding MTSS/SST process.
2. Be equip with resources to uphold MTSS/SST.
3. Strengthen understanding of accessing and implementing Scientifically-Based Researched Interventions.
4. Differentiate between interventions and progress monitoring.
5. Understand how to use data to drive decisions.
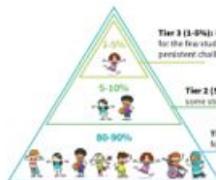
Multi-tiered System of Supports (MTSS)

Multi-Tiered Systems of Supports (MTSS) is a systematic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting all students. This includes students receiving special education services.

The MTSS **paradigm shift** focuses on **all students**, identifies what help **each student needs,** and is **intentional** in design and redesign of services and supports **matched to the needs** of each student.

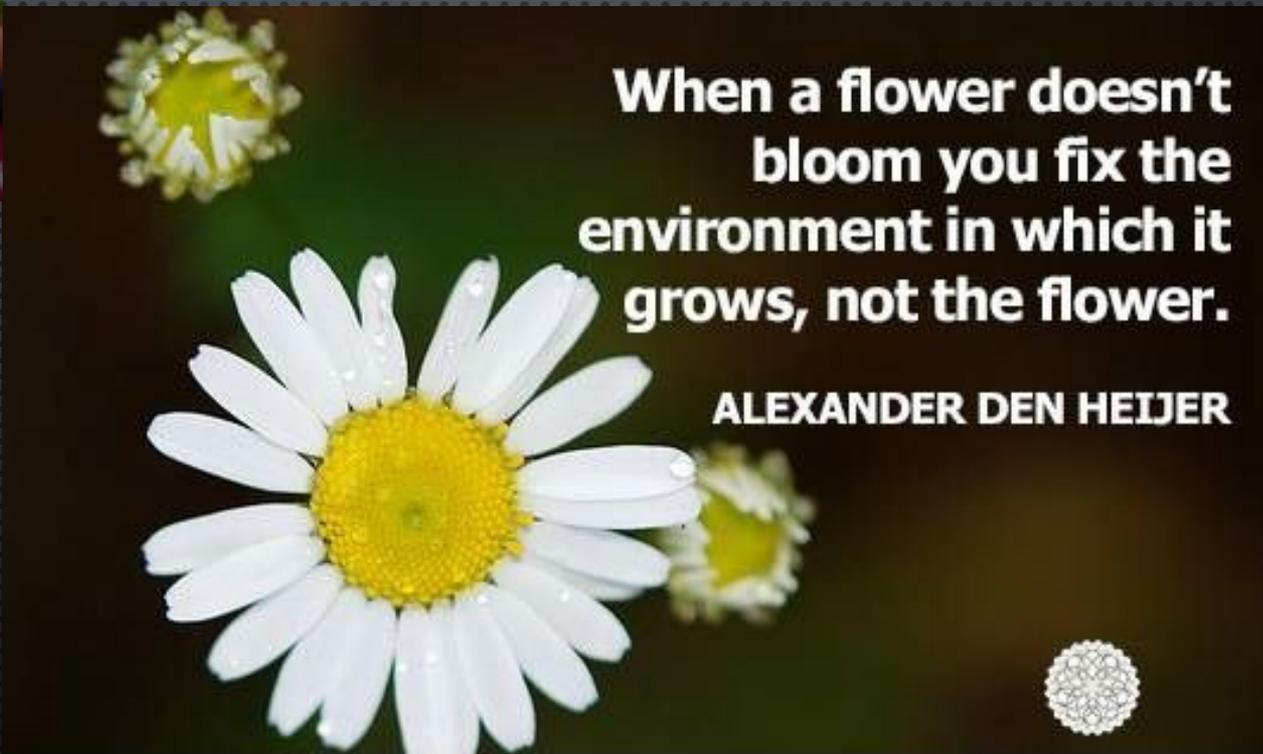**The MTSS framework consists of five fundamental components that work together for successful implementation:**

1. An Infrastructure that provides a system in which people can work effectively and efficiently.

2. Family and community engagement that promotes authentic collaboration to support common values and equitable outcomes.

3. Multi-layered practices and supports that match intensity of services to level of student need.

4. Assessment tools with which to accurately and reliably collect information that aids decision making.

5. Data-based decision-making practices that consider the unique experiences of every population and drive continual improvement.

District Leadership Team

Purpose
Provide infrastructure and support for school success in MnMTSS implementation

Responsibilities
- Communicate a clear and unified vision for MnMTSS
- Provide resources, structures and processes to guide decisions, actions and improvement across all schools
- Seek feedback from school teams
- Establish a linked teaming structure to school and early childhood program leaders
- Family and community engagement

School Leadership Team

Purpose
Provide infrastructure and support for teacher success in providing effective instruction and intervention to students

Responsibilities
- Ensure an effective, unified vision for MnMTSS in the school
- Provide resources, structures and processes to guide decisions, actions and improvement
- Integrate academic and social, emotional and behavioral efforts in the school
- Follow guidance on teaming infrastructure and processes provided by the school district
- Provide feedback to district on infrastructure provided
- Ensure all school staff understand the roles and responsibilities pertaining to MnMTSS
- Family and community engagement

Within School Teaming

Tier 1 planning & delivery

Purpose
Plan, monitor, and refine instruction based on classroom instructional needs

Responsibilities
- Know students as learners
- Use pacing guides and assessment data to plan instruction and assessment
- Share effective instructional moves
- Monitor student progress
- Plan differentiation
- Family and community engagement

Tier 2 planning & delivery

Purpose
Plan, monitor and refine standard Tier 2 interventions

Responsibilities
- Schedule & assign groups
- Review student progress
- Make decisions on student movement through intervention intensity
- Family engagement
- Family and community engagement

Tier 3 planning & delivery

Purpose
Plan, monitor and refine individualized Tier 3 interventions

Responsibilities
- Analyze progress
- Identify areas of strength and need on which intervention plans are built
- Develop individualized intervention plans
- Consider suspicion of disability when appropriate
- Family and community engagement

Bidirectional Communication
Bidirectional Communication
Bidirectional Communication
Bidirectional Communication

When a flower doesn't bloom you fix the environment in which it grows, not the flower.

ALEXANDER DEN HEIJER

"MTSS ... is really thinking about, how do we organize our resources-the academic support and the behavioral, social, emotional, and counseling supports-in a school system to make sure that students are getting what they need?" said Rebecca Zumeta Edmonds, managing researcher at the American Institutes of Research, and director of the National Center for Intensive Intervention, a federally funded center focused on helping students who have the most severe and persistent academic and behavioral support needs.

MTSS: What is a Multi-Tiered System of Supports? EducationWeek October 13, 2023

MTSS ≠ Special Education

MTSS

Supporting all students needs using evidence based practices

Referral for Special Education Services

Why Tier 3 support is <u>not</u> synonymous with special education

Just because a student is receiving Tier 3 support doesn't mean the student has a learning disability or requires special education services. Some students with disabilities may not need Tier 3 support at all, while other students without disabilities may benefit from intensive Tier 3 services.

"Special education can and should be part of the MTSS system and very often that most intensive level of supports can be, or in some cases should be, special education."

-Zumeta Edmonds
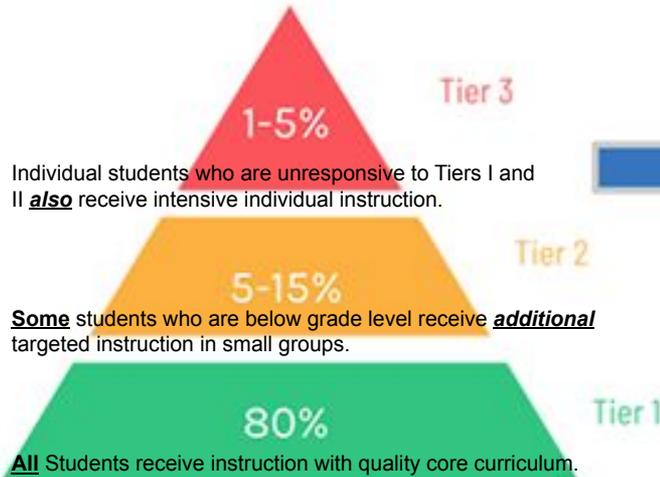
MTSS: What is a Multi-Tiered System of Supports? EducationWeek October 13, 2023

The goal is to improve outcomes for students using:

1. Data for decision making.

2. Evidenced-based practices for student outcomes.

3. Systems which adults need in order to support implementation efforts.

4. Fidelity and consistency to adequately measure outcomes.

What's the Difference?

Accommodations vs. Modifications vs. Interventions

Accommodations

Level the "playing field"

Without changing the curriculum content and without reducing learning/assessment expectations, accommodations are **changes made to the student's learning environment** so that s/he is able to access the curriculum based on his/her individual needs.

Accommodations

- Accommodations make it possible for students to be successful AT BENCHMARK.

Some examples include:

- Providing extra time for a student to complete the same test/assignments as his/her peers.

- Reading a test to a student.

- Providing preferential seating.

Modifications

Create the "playing field"

Modifications involve changing instruction and/or assessment, which alters, lowers, or reduces learning/assessment expectations.

Modifications designate a **DIFFERENTIATED BENCHMARK.**

"Accommodations level the playing field,

Modifications change the playing field you are on."

source unknown

Some examples include:
- Reducing the number of problems/assignments that a student must complete.

- Using a different grading scale for a student.

- Providing a student with film or video supplements in place of reading text.

Differentiation:

- refers to **student-specific efforts** that teachers take to foster grade-level annual growth.

- In other words, it's what you do every day in the classroom to help students get—or stay—on track to reach end-of-year learning goals.

EQUALITY   EQUITY
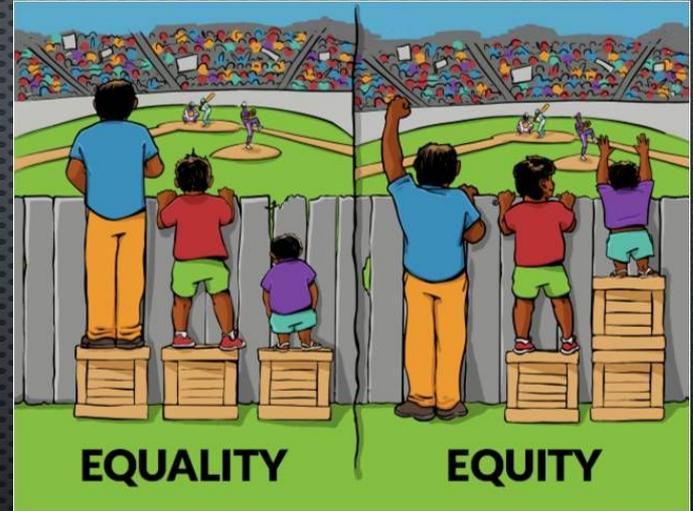
Differentiation

An example is
- repeating information for a student with attention difficulties.

The concept of growth is the key that distinguishes intervention from differentiation. Differentiation focuses on day-to-day practices for helping all students to reach grade-level annual learning goals. In contrast, intervention focuses on helping students catch up so they can get back on track.

Interventions

Interventions are *specific skill-building strategies* that are implemented and monitored in order for students to **learn a new skill, increase fluency in a skill, or generalize an existing skill**. They include assessment, planning, and monitoring progress.

Regulation should ensure a level playing field

Are we sure that the guy in lane 3 does not have a competitive **dis**advantage ?

Interventions

As **additions** to the curriculum, interventions are designed to help students MAKE PROGRESS TOWARDS BENCHMARKS.

Some examples include:
- Providing an evidence-based one-on-one intervention to improve a student's reading comprehension for 30 minutes twice per week.
- Working with a small group of students three times per week to increase their accuracy in completing math computation problems.
- Implementing a study skills intervention with a small group of students in order for them to learn study skills they may not have, but that are needed for them to succeed academically.

level playing field

Join at **www.kahoot.it** or with the **Kahoot! app**

Game PIN:

205 4296
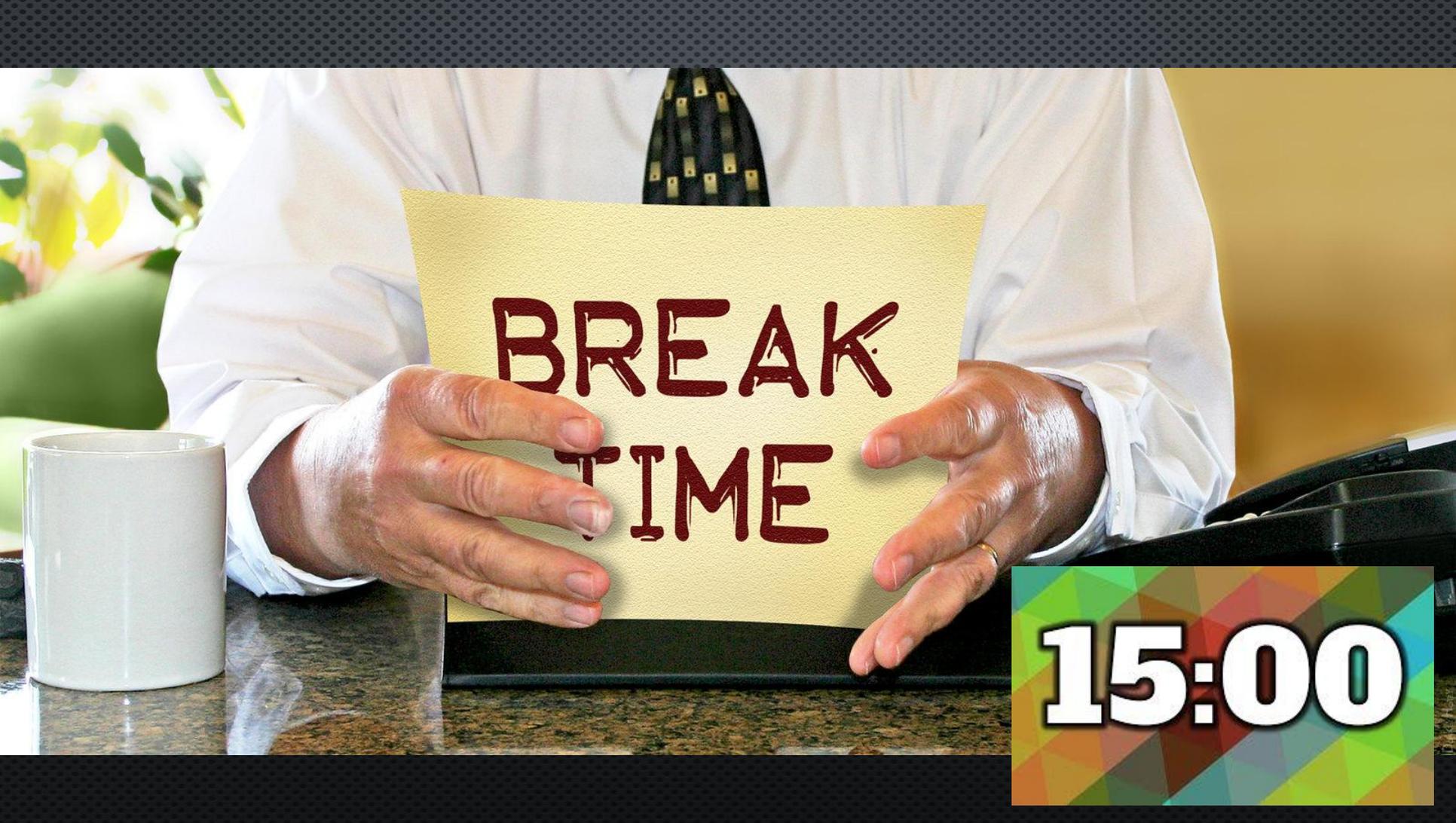
Components of a Balanced, Comprehensive, and Equitable Assessment System

Assessment is the process of gathering evidence of student learning to guide educational decisions. Assessments are designed to provide information about student learning for a particular purpose. The purposes and uses of assessment information differ at each level of the educational system (classroom, district/schools, and state) and for the stakeholders using the information. There is no single assessment that can be used to support all purposes and uses. Together, information from each layer should describe the learning expectations defined in the standards.

Primary Purpose Key:

- Inform immediate next steps in learning for teachers and students
- Measure individual student achievement
- Inform instruction and planning
- Program and policy evaluation
- Indicator of students who may need additional supports

Classroom

Formative Assessment Process
Ongoing, during learning

Teachers use evidence during lessons to guide feedback and next steps in learning

Students use evidence during peer feedback, self-assessment, and discourse

- Shows evidence of learning as it is developing
- Both teachers and students use evidence to inform next steps in learning

Formal Classroom Assessments
Weekly, monthly

Classroom summative assessments, curriculum-embedded assessments

- Evidence of retained learning across a few related lessons or a group of lessons or standards over a period of learning
- Most useful to teachers, students, and their families as evidence of what a student has recently learned; given during a pause in learning and may contribute to grades

District/School

Interim/Benchmark
2-3 times per year

Benchmark, common assessments

- Evidence of retained learning at various benchmarks throughout the year or progress in specific skills
- Most useful to groups of teachers and school leaders for identifying concerns or allocating resources

Screening and Intervention Assessments
As needed

Diagnostic assessment, universal screener, and progress monitoring

- Evidence of student strengths and needs in specific skill areas to inform instructional supports
- Most useful to inform targeted instruction and intervention in specific skill areas
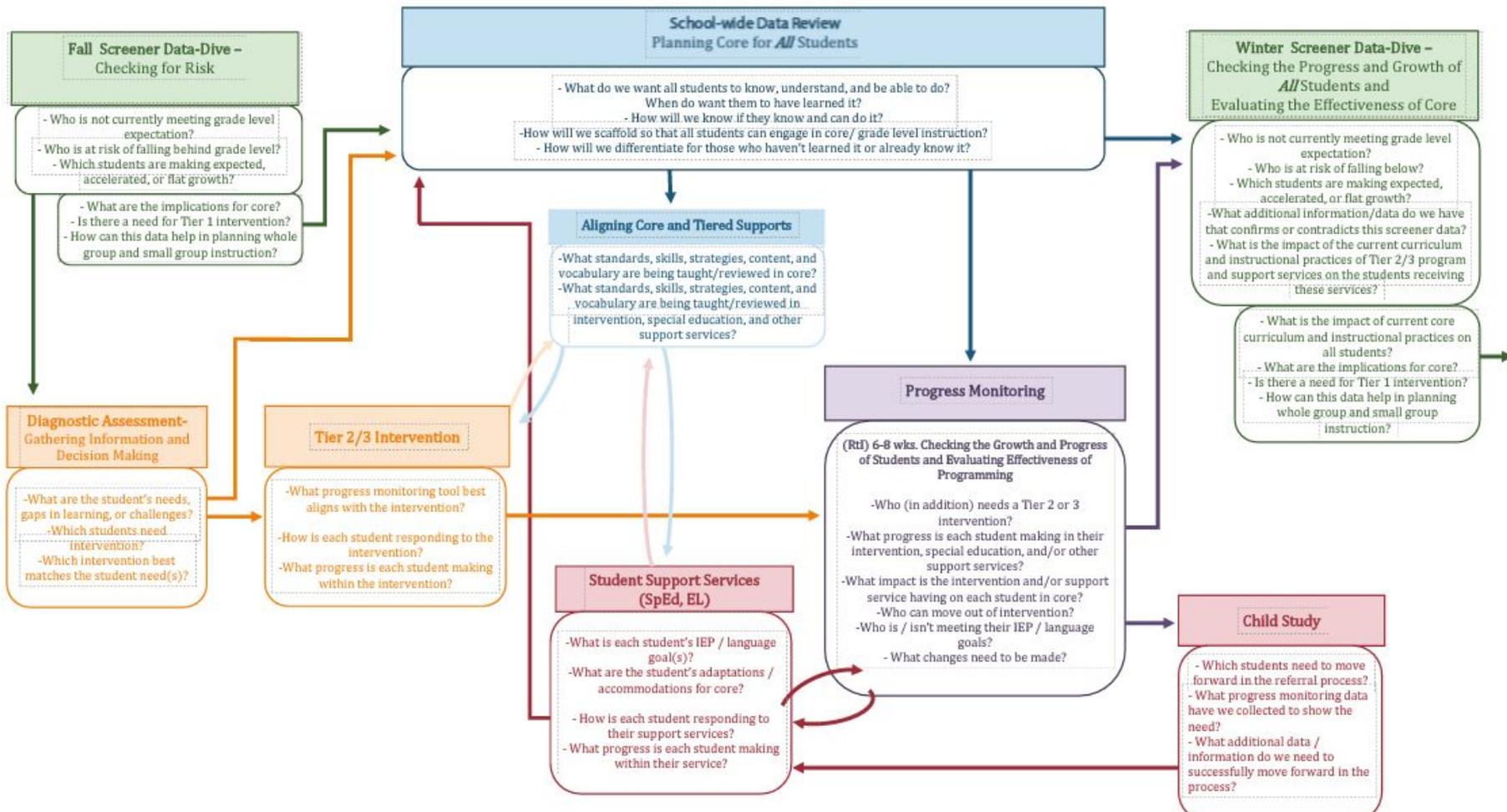
State

Standardized Summative Assessment
1 time per year, after learning

State summative assessments (e.g., MCA, ACCESS for ELLs)

- Summarized evidence of retained learning of the standards
- Most useful to school and district leaders as one piece of information to evaluate curriculum and program alignment to standards and to ensure all students have access to rigorous, standards-based content

MnDAL
Minnesota Data and Assessment Literacy

MTSS Data-Driven Decision Making and Information Flow Chart

School-wide Data Review
Planning Core for *All* Students

- What do we want all students to know, understand, and be able to do?
When do want them to have learned it?
- How will we know if they know and can do it?
-How will we scaffold so that all students can engage in core/ grade level instruction?
- How will we differentiate for those who haven't learned it or already know it?

Fall Screener Data-Dive –
Checking for Risk

- Who is not currently meeting grade level expectation?
- Who is at risk of falling behind grade level?
- Which students are making expected, accelerated, or flat growth?

- What are the implications for core?
- Is there a need for Tier 1 intervention?
- How can this data help in planning whole group and small group instruction?

Winter Screener Data-Dive –
Checking the Progress and Growth of *All* Students and Evaluating the Effectiveness of Core

- Who is not currently meeting grade level expectation?
- Who is at risk of falling below?
- Which students are making expected, accelerated, or flat growth?
-What additional information/data do we have that confirms or contradicts this screener data?
- What is the impact of the current curriculum and instructional practices of Tier 2/3 program and support services on the students receiving these services?

- What is the impact of current core curriculum and instructional practices on all students?
- What are the implications for core?
- Is there a need for Tier 1 intervention?
- How can this data help in planning whole group and small group instruction?

Aligning Core and Tiered Supports

-What standards, skills, strategies, content, and vocabulary are being taught/reviewed in core?
-What standards, skills, strategies, content, and vocabulary are being taught/reviewed in intervention, special education, and other support services?

Diagnostic Assessment-
Gathering Information and Decision Making

-What are the student's needs, gaps in learning, or challenges?
-Which students need intervention?
-Which intervention best matches the student need(s)?

Tier 2/3 Intervention

-What progress monitoring tool best aligns with the intervention?

-How is each student responding to the intervention?
-What progress is each student making within the intervention?

Progress Monitoring

(RtI) 6-8 wks. Checking the Growth and Progress of Students and Evaluating Effectiveness of Programming

-Who (in addition) needs a Tier 2 or 3 intervention?
-What progress is each student making in their intervention, special education, and/or other support services?
-What impact is the intervention and/or support service having on each student in core?
-Who can move out of intervention?
-Who is / isn't meeting their IEP / language goals?
- What changes need to be made?

Student Support Services
(SpEd, EL)

-What is each student's IEP / language goal(s)?
-What are the student's adaptations / accommodations for core?

- How is each student responding to their support services?
- What progress is each student making within their service?

Child Study

- Which students need to move forward in the referral process?
- What progress monitoring data have we collected to show the need?
- What additional data / information do we need to successfully move forward in the process?

Universal Screener:

Universal Screeners are used...

- to identify the students who may not be making adequate progress towards grade level expectations and those who may be at risk for learning difficulties when provided a general education with standards-based curriculum and evidence-based instructional practices
- as a high-level data point to assess the effectiveness of core and instructional programming

CORE Standards-Aligned, Grade-Level Formative & Summative Assessments

Core Assessments are used to...

Formative Assessments:
- identify specific area(s) of need & support towards grade level achievement
- plan, modify, and/or differentiate instruction, intervention, curriculum choices, and/or environment in the Core

Summative Assessments:
- evaluate student learning, skill acquisition, and academic achievement of grade-level standards or expectations
- monitor the effectiveness of core curriculum and instructional practices

Diagnostic Assessments

Diagnostics Assessments are ...

- are given to understand the causes for student performance and to identify specific area(s) of need.
- used to plan, modify, and/or differentiate instruction, intervention, curriculum choices, and/or environment in Tier 2 orTier 3 intervention and/or specialized students support services

Progress Monitoring Assessments

Progress Monitoring Assessments are ...

- given at regular intervals to monitor student's responses to intervention / support services in order to determine whether a student receiving intervention / service is making adequate progress and to measure the rate of student progress.
- used to provide information on the effectiveness of the intervention / support service

Weight Loss - Progress Monitoring Analogy

Universal Screening: Annual Doctor appointment with concerns of being overweight. BMI is a standardized measure.

Diagnostic Assessment: clothes are tight. Trouble sleeping. Feeling down.

Intervention: Reduction of caloric intake-tracking daily calories and/or exercise plan

Progress Monitoring: Weekly Weigh in

Data Review: Graph of Progress. Changes made based on progress monitoring as well as other factors like how clothes fit.
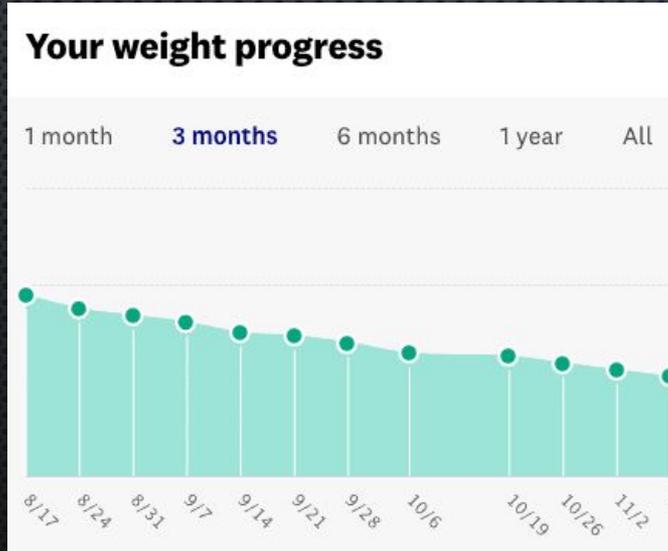
Intervention Resources

- <u>NLC Intervention Bank</u>

- <u>Teacher's Encyclopedia of Behavior Management 100+ Problems/500+ Plans</u>

- <u>CAREI</u> Center for Applied Research and Educational Improvement

- <u>Testing123</u> Minnesota Data and Assessment Literacy Resource Library

- School Psychologists

- <u>NLC MTSS Resource Guide for Student Success Teams</u>

Progress Monitoring

You ever had to progress monitor??....no? This is what it's like.....

Progress Monitoring Steps

Prior to delivering the validated intervention platform, intervention teams should **develop a progress monitoring plan** that outlines the progress monitoring tool, student goal, and frequency of data collection and review.

During delivery of the validated and adapted intervention, educators should collect and graph frequent progress monitoring data.

After sufficient data are collected, they are **graphed and evaluated** against the student's instructional or behavioral goal to determine whether the student is making sufficient progress.

- If so, the teacher continues to implement the validated or adapted intervention.
- If the student's progress is insufficient, the teacher consults with a team to determine how to further intensify the intervention.

This cycle **repeats regularly** throughout the DBI process, with adaptations to the intervention indicated using phase change lines on the progress monitoring graph.

Progress monitoring data also may be reviewed along with other diagnostic data to assist teams in developing a hypothesis about why the student may not be responding. As part of the diagnostic data review, the team may conduct an error analysis or look for other trends in the progress monitoring data.
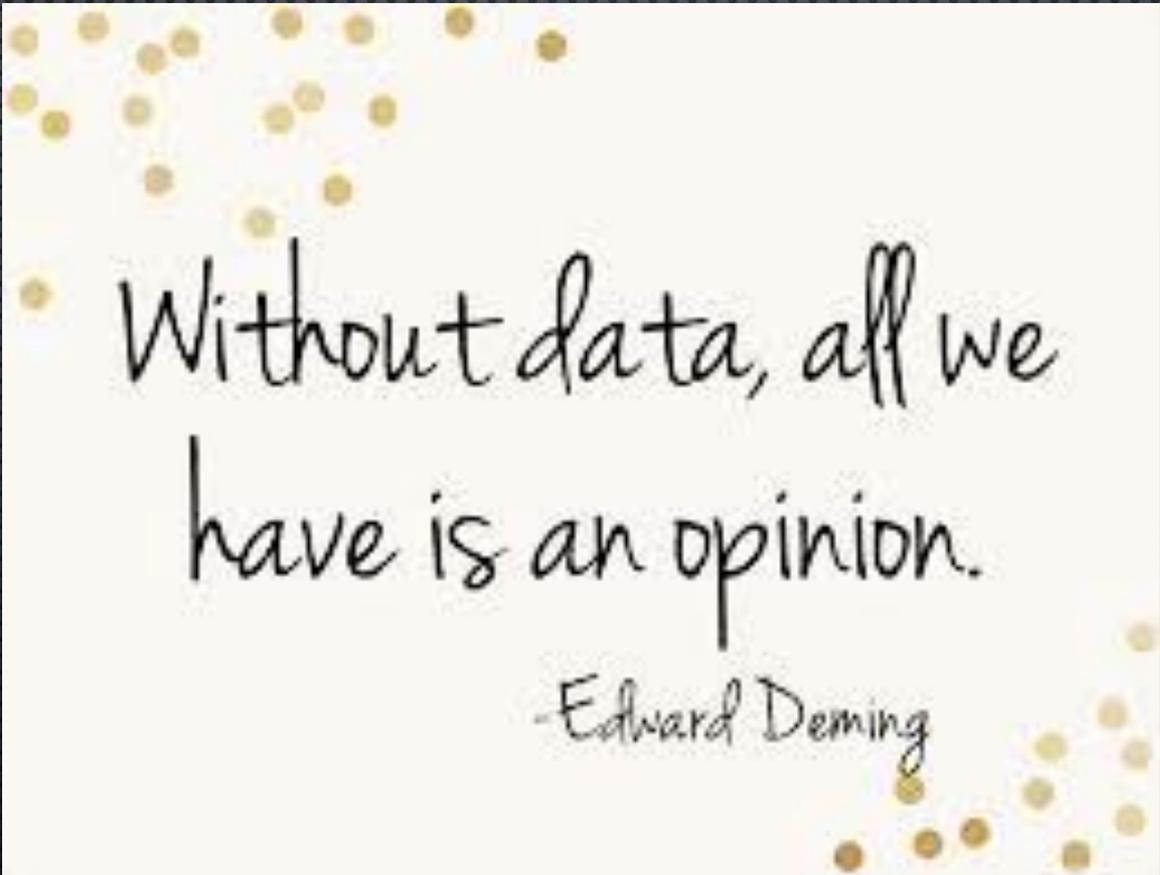
Without data, all we have is an opinion.
-Edward Deming

Top Section
- This shows the prior planning & purpose

Engagement & Participation
- Include date each week
- Tracked on Intervention Data Sheet each day

Progress Monitoring Data
- Minimum of 1 x week for academic
- Minimum of 3 x week for behavior
- Collected on Intervention Data
- Graphed by hand and/or excel or other resource
- *For program-based interventions, data & graph may be printed and attached to this form. Example: FAST*

Instances of Verbal Aggression on the Playground
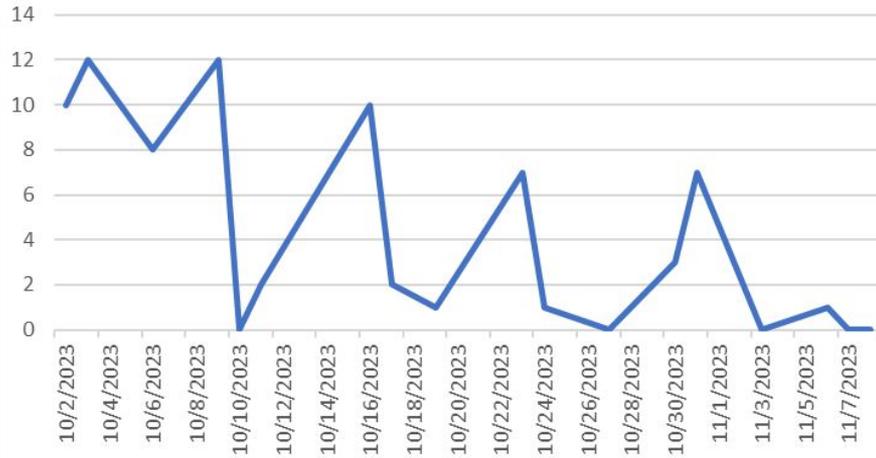
Sight Word Fluency

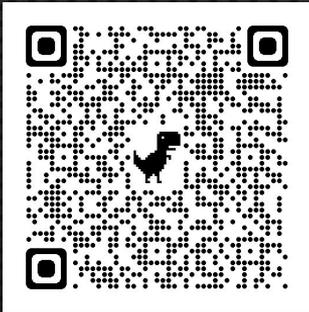1. What do you notice in the graphs?
2. How could this help determine next steps?

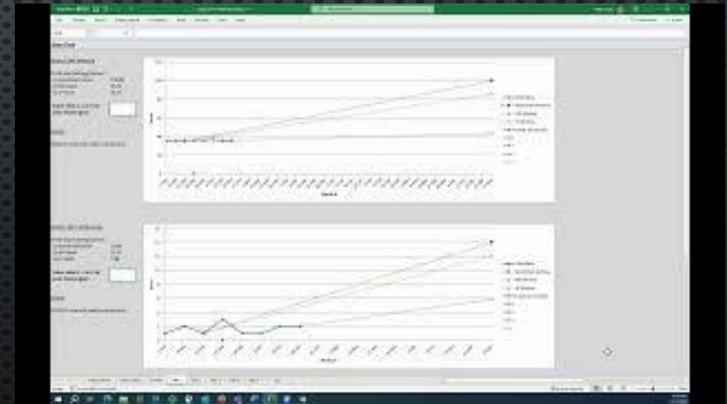# NCII Student Progress Monitoring Tool for Data Collection and Graphing (Excel)

Optional resource for teams

[Student Progress Monitoring Tool for Data Collection and Graphing (Excel)](#)

[Student Progress Monitoring Tool](#)

QR to fillable form

Use data from graph to answer these questions and determine next steps

Northland LEARNING CENTER

Multi-tiered System of Supports (MTSS) Student Success Team
This form pertains to K-12 students only
Updated 9/18/23

Part 2: Intervention Data			
Student Name:	DOB:	Grade:	Meeting Date:

Area of Concern #1:   Specific skill:

Round 1: *First 6-week cycle of Intervention #1*	**Round 2:** *Second 6-week cycle of Intervention #1*
Intervention: (name/description)	Intervention: (name/description)
Intervention completed by: (name of staff/position)	Intervention completed by: (name of staff/position)
What does data show? (Based on progress monitoring graph, is student making growth toward goal?)	What does data show? (Based on progress monitoring graph, is student making growth toward goal?)
What does data show? (Based on progress monitoring graph, is student making growth toward grade level standards?)	What does data show? (Based on progress monitoring graph, is student making growth toward grade level standards?)
Teacher Feedback/Observation:	Teacher Feedback/Observation:

Round 1 Student Success Team Decision		Round 2 Student Success Team Decision	
1. Student is making adequate progress. *Move to watchlist to monitor progress. Interventions may continue.*	☐	1. Student is making adequate progress. *Move to watchlist to monitor progress. Interventions may continue.*	☐
2. Student is not making adequate progress. *Proceed with 2nd round of interventions using a new intervention to address area of concern.*	☐	2. Student is not making adequate progress. *Proceed with optional 3rd round of interventions using a new intervention to address area of concern.*	☐
List new intervention: *(name/description)* Staff Responsible:		List new intervention: *(name/description)* Staff Responsible:	
3. Other: (please list)	☐	3. Other: (please list)	☐
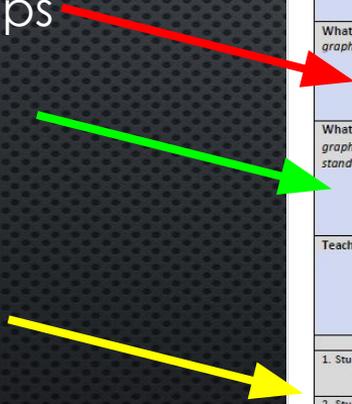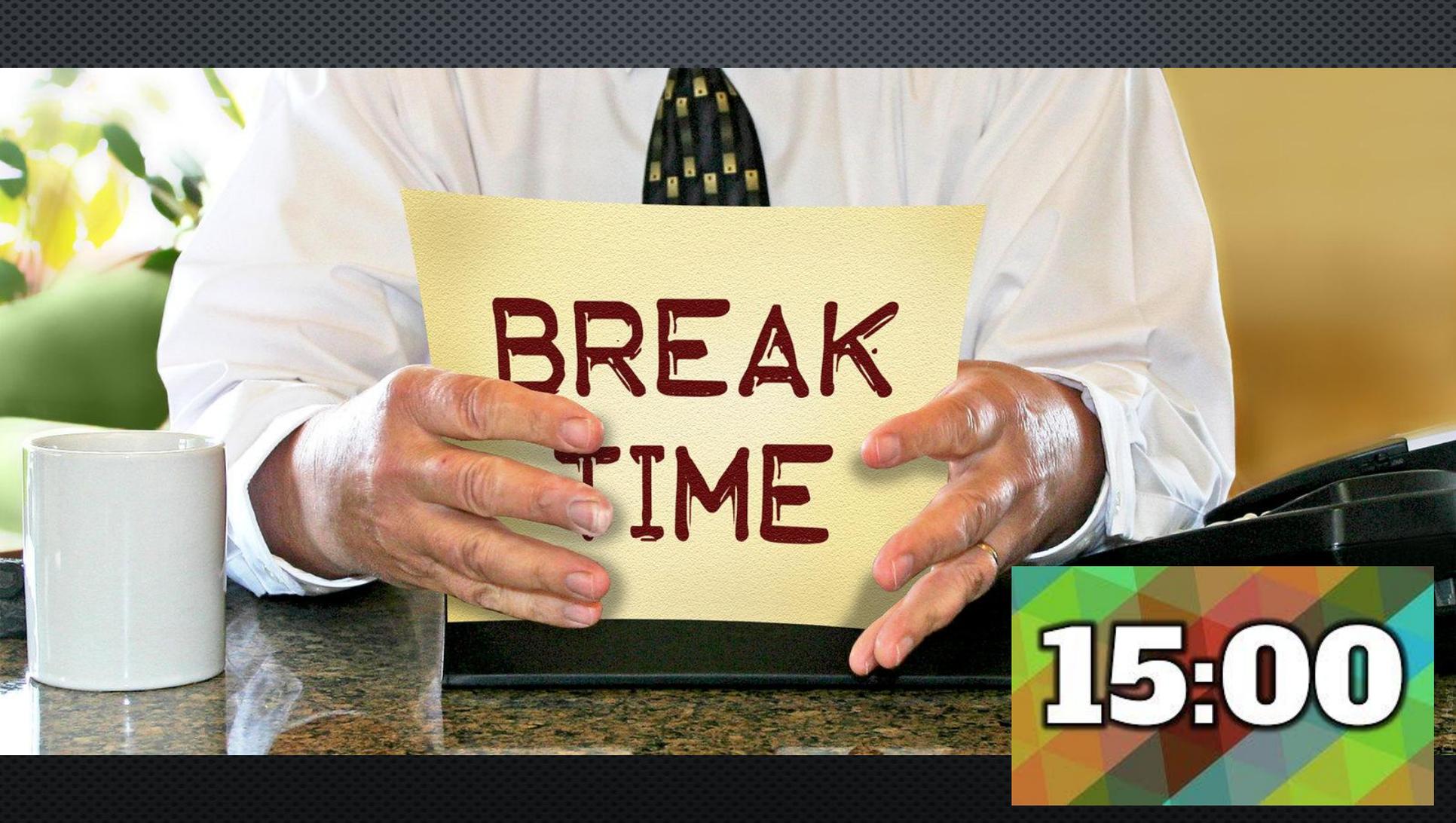
Case Studies

What would you do?

Scenario #1

Bao is a 5-year-old boy who is enrolled in a kindergarten classroom who receives early childhood special education support. He is from a Thai American family and attends a special education preschool program due to needs stemming from Down's Syndrome.

- Speaks English and knows a few Thai words.
- Lives with two parents and seven older siblings.
- Loves to be around people.
- Cumulative school records indicate that he started receiving in-home special education support at the age of 3 months.
- Has one friend in preschool and has started to bully him, calling him "retard" and "ugly."
- Social skills are lagging, and his friend is starting to avoid him.

Answer with your team:

- What intervention(s) would you choose for this student?
  - Who will be implementing it?
  - When will it be implemented?
  - How frequently? (30 school day minimum)

- How will you progress monitor?
  - What will you be measuring?
  - How will it be documented? (example: ¼, %)
  - How frequently will you progress monitor?

- What are the next steps you would take at home and school?
  - Communicate with family and other team members
  - Determine Data Review Date (30 school day minimum)

Scenario #2

Izzy is a third grader who has transferred from a charter school to a public elementary school and presents as follows:

- Caucasian English speaker
- Lives with two parents and has two older siblings who present as developmentally and psychiatrically typical.
- Appears to be gifted with artistic talent as evidenced by remarkably accurate drawings of famous people.
- Cumulative school records indicate that she has a 504 Plan due to a past psychiatric diagnosis of Selective Mutism. There is no indication that she has been referred for a special education evaluation or that a community-based therapist or psychiatrist is currently involved.
- Does not socialize with her classmates and utters a few words to one classroom paraprofessional on rare occasions.
- Academic performance is declining, and preschool IQ testing is in the average range.

Answer with your team:

- What intervention(s) would you choose for this student?
  - Who will be implementing it?
  - When will it be implemented?
  - How frequently? (30 school day minimum)

- How will you progress monitor?
  - What will you be measuring?
  - How will it be documented? (example: ¼, %)
  - How frequently will you progress monitor?

- What are the next steps you would take at home and school?
  - Communicate with family and other team members
  - Determine Data Review Date (30 school day minimum)

Scenario #3

 Joaquin is a 7th grader who attends a public middle school and presents as follows:

- Latino and fluent in Spanish and English.
- Single parent family with a younger sister who present as a good student and socially well-adjusted.
- Athletic and plays on junior varsity basketball team.
- Cumulative school records indicate that he has functioned well in a regular education program since kindergarten. There is no indication that he has ever been referred to the Child Study Team and records in his cumulative file document a history of above average academic achievement.
- Has many friends; two of whom approached a school counselor to report that Joaquin has seemed "really down" and has made comments such as "Life sucks and I don't see the point." He gave away his prized Sega Genesis video game player to a neighbor.
- Academic performance is declining, and he has been truant 9 days since school started.

Answer with your team:

- What intervention(s) would you choose for this student?
  - Who will be implementing it?
  - When will it be implemented?
  - How frequently? (30 school day minimum)

- How will you progress monitor?
  - What will you be measuring?
  - How will it be documented? (example: ¼, %)
  - How frequently will you progress monitor?

- What are the next steps you would take at home and school?
  - Communicate with family and other team members
  - Determine Data Review Date (30 school day minimum)

Scenario #4

Marvella is an 11th grade female who identifies as LGBTQ and attends a large urban high school.

- African American and Native American (Lakota) English speaker
- Intact family with two younger siblings who were adopted.
- Sings and plays the guitar and is self-taught.
- Has above average intelligence and is an underachieving student who frequently announces that she "hates" school and wants to drop out.
- Has been suspended twice this school year for fighting with classmates in the physical education locker room.
- Has received several lunch detentions for bringing cigarettes to school. Other students report that she uses drugs laced with "dangerous stuff."
- Has a juvenile record due to shoplifting and is supervised by a juvenile probation officer but is not receiving community services.
- Was referred for a special education evaluation and refused to engage is the assessment process. Her parents withdrew their permission to assess.
- Has a large group of friends who are known to be gang affiliated.

Answer with your team:

- What intervention(s) would you choose for this student?
  - Who will be implementing it?
  - When will it be implemented?
  - How frequently? (30 school day minimum)

- How will you progress monitor?
  - What will you be measuring?
  - How will it be documented? (example: ¼, %)
  - How frequently will you progress monitor?

- What are the next steps you would take at home and school?
  - Communicate with family and other team members
  - Determine Data Review Date (30 school day minimum)

Data Review Reflection
Bringing it to your SST meeting

1. What is going well with your SSTs & how frequently do you meet?
2. How are staff submitting student concerns to SST?
3. How are you prioritizing which students are being discussed?
4. How are you monitoring interventions & bringing data back to the team?
5. Moving forward, what are next steps for our SST?

MTSS Student Support Team Process Guide

NLC Website

Save the Date

Student Success Team Train the Trainer - Phoenix Room at the NLC & Virtual

Each SST should send teams or 2-3 members (1 Administrator, SST Lead/Chair, 1 SST member)

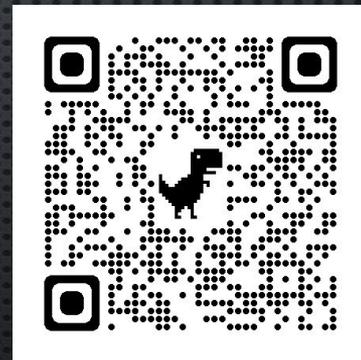**Thursday, Jan. 25 - The Whole Child Framework**
- 8:30-11:30 Elementary
- 12:00-3:00 High School

SCHOOLS HAVE TO BE READY FOR KIDS.

KIDS **DON'T NEED** TO BE READY FOR SCHOOL.

MINNESOTA DEPARTMENT OF EDUCATION

Survey/CEUs:

[Wrap Up Survey/CEU Link](#)

Northland LEARNING CENTER

Multi-tiered System of Supports (MTSS) Student Success Team

This form pertains to K-12 students only.

Updated 9/21/23

Part 1: Team Discussion

- *This form is intended to be a guide to have meaningful discussions and develop a plan.*
- *Staff expressing concern should complete the entire form prior to SST meeting.*

SST General Education Questionnaire

Student Name:		DOB:		Grade:		SST Meeting Date:	

District:		Serving School:	
Staff Name/Title:		Staff Email:	

1. Communication Log *(use to document areas of concern, interventions to begin, and referral to MTSS process)*

Date & Person Contacted:	Method: phone, text, in-person, or email	Parent/Guardian Concerns and Feedback (provide details)
	phone	
	email	
	email	

2. Please list 2-3 strengths for this student:

3. School Attendance History Information: *(print and attach attendance report from last 2 years)*

Length of time the student has been in current district:	☐ Less than 6 months ☐ 6 months to 1 year ☐ 1-3 years ☐ 4+ years	Name of schools attended: (List below)

4. Vision/Hearing Screening: *(NOTE: If student has a recently identified vision/hearing impairment, a 30-day corrective period must be implemented before the intervention process can proceed.)*

Date of school nurse vison screening		Date of school nurse hearing screening		Notes:
Vision Results:		Hearing Results:		
Does student wear glasses?	☐ Yes ☐ No			
Does student have hearing aids or use assistive hearing technology?	☐ Yes ☐ No			

5. Medical History: (Discuss with school nurse and list any significant conditions and/or results including both physical and mental health) Notes:

6. Is the student receiving any additional school or community-based services or support? ☐ Yes ☐ No	If yes, please list service(s) and provider(s):

7. Required supplemental data to print, discuss at meeting, and attach:

	Student Demographic summary page
	Student Enrollment Information
	Discipline/Behavior Referrals (Past 2 years, as applicable)
	Attendance Report (Past 2 years, as applicable)
	Grades (Past 2 years, as applicable)
	Universal Benchmark Data used to include Progress Monitoring graphs (3x per year)
	Other academic assessment/data (i.e., running records, writing samples, etc.)
	Other pertinent documentation and/or data sources: (i.e. mental health evaluation)

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8. Indicate Area(s) of Concern: *Check all that apply If needed, intervention resources are available in the MTSS Intervention Bank, or you may choose an alternate Scientific Research Based Intervention (SRBI).*

Reading
- ☐ Phonemic Awareness
- ☐ Phonics
- ☐ Reading Fluency
- ☐ Vocabulary
- ☐ Reading Comprehension
- ☐ Dyslexia
- ☐ Other:

Math
- ☐ Fact Fluency
- ☐ Number Operations
- ☐ Math Word Problems
- ☐ Number Sense
- ☐ Math Concepts
- ☐ Other:

Speech/Language: Comprehension
- ☐ Listening Comprehension/Receptive Language
- ☐ Comprehension (understanding directions)
- ☐ Other:

Speech/Language: Oral Expression
- ☐ Communication (Conversation Skills)
- ☐ Articulation (sound production)
- ☐ Voice
- ☐ Fluency/Stuttering
- ☐ Vocabulary
- ☐ Grammar
- ☐ Sentence Structure
- ☐ Semantics
- ☐ Low Language Development
- ☐ Other:

Writing/Spelling
- ☐ Writing
- ☐ Spelling
- ☐ Other:

Emotional (Social Emotional)
- ☐ Anxiety
- ☐ Depression
- ☐ Mild Internalizing Concerns
- ☐ Social Skills/Peer Relationships
- ☐ Transitions
- ☐ Communication
- ☐ Other:

Behavior
- ☐ Inattention/Hyperactivity
- ☐ Disruptive Behavior
- ☐ Non-Compliance
- ☐ Not Following the Rules
- ☐ Other:

Executive Functioning
- ☐ Off-task
- ☐ Organization
- ☐ Initiating Tasks
- ☐ Assignment/Work Completion
- ☐ Attention/Focus
- ☐ Self-Control/Impulsivity/Response Inhibition
- ☐ Other:

Other
- ☐ Health
- ☐ Outside Diagnosis
- ☐ Vision
- ☐ Hearing
- ☐ Fine Motor
- ☐ Gross Motor
- ☐ Other: (please describe)

9. Next Steps | *To be completed at SST meeting for students who will receive interventions*

Prioritize top 2-3 areas of concern. List intervention to be used and staff responsible for each intervention.
Note: Each intervention should be documented on its own MTSS Part 2: Intervention Data sheet.

Area of Concern 1:	Planned Intervention:	Staff Responsible:
Area of Concern 2:	Planned Intervention:	Staff Responsible:
Area of Concern 3:	Planned Intervention:	Staff Responsible

504 Plans

- WHO IS THE COORDINATOR FOR YOUR DISTRICT?

- HOW DOES THIS PLAY INTO YOUR SST PROCESS?

- HOW DO YOU COMMUNICATE THIS TO WHOLE TEAMS?

- RESOURCES & SUPPORTS

Who are the other team members?

- WITHIN YOUR SCHOOL

- WITHIN YOUR COMMUNITY

- WHAT RESOURCES/SUPPORTS ARE NEEDED?

The benefits of collaborative teaching in MTSS and special education

Schools are a beacon of support for all students, regardless of whether they are classified as general or special education students. (Remember that all students are general education some just receive extra supports) When educators and administrators utilize a consistent and effective approach, this **benefits all students** in the following ways:

- Improved academic performance

- Fewer behavior problems

- Fewer erroneous special education referrals

- Higher graduation rates

Understanding the MTSS and special education connection: 4 ways MTSS is beneficial

1. MTSS supports students' educational needs with a **whole-child** approach.

2. The progress monitoring involved in MTSS can help educators determine a specific learning disability

3. Progress monitoring can help determine if and when a student should be **exiting** from an IEP

4. MTSS can help students on IEPs move from Tier 3 into Tier 1 or Tier 2 instruction

Northland LEARNING CENTER

Multi-tiered System of Supports (MTSS) Student Success Team

This form pertains to K-12 students only

updated 9/21/23

Part 4: Referral for Special Education Evaluation

A. Student Demographics

Student Name:		MARSS #:		DOB:		Age:		Grade:	

Gender:	Race/Ethnicity:	Resident District:		Providing District:		Providing School:	

Parent/Guardian Name:		Parent/Guardian Email:	

B. Staff Information

Date Referral Sent:		Name of Referring Staff Member:		Staff Email:	

Additional staff who know student well to assist in referral process. (including classroom teacher if different from referring staff)

Staff Name:	Staff Email:	Staff Name:	Staff Email:

C. Additional Information needed for Evaluation Planning

Does student have a 504 plan?	☐ Yes	☐ No
Has this student repeated a grade(s)?	☐ Yes	☐ No

Educational History: (Work with special education staff and check all that apply)
- ☐ Student has received MTSS intervention.
- ☐ Student has previously been referred to Special Education.
- ☐ Student has had a special education evaluation in this district, another district, or another state.
- ☐ Student is currently receiving special education services. (i.e. speech)

Services currently or previously received: (check all that apply)
- ☐ Tutoring ☐ ADAPT/Counseling ☐ Occupational Therapy ☐ Physical Therapy ☐ Speech/Language
- ☐ Title I ☐ Outside Counseling ☐ Other:

Describe communication Skills: ☐ Non-verbal ☐ A Few Words ☐ Phrase Speech ☐ Halting Speech
- ☐ Articulation Errors ☐ Poor Grammar ☐ Difficulty Conveying Thoughts/Ideas ☐ Slow Verbal Response Time
- ☐ Difficulty Repeating Back Information ☐ Fluent Speech ☐ ASL ☐ Other:

If student is non-verbal or physically impaired, how do they functionally communicate their responses?
- ☐ Signing/Gestures ☐ Picture Board ☐ Technology (describe:) ☐ Other: (describe)

D. NLC Socio-Cultural Checklist (Must be completed; check all that apply)

Race/Culture	
1. The student is racially different from the majority of peers and staff in this school.	☐
2. The student's family participates regularly in events within their race/cultural group and/or the family is an enrolled member of a recognized American Indian tribe.	☐
3. The student seldom interacts with peers and staff of other racial/cultural backgrounds or has poor relations with peers and staff of other racial/cultural backgrounds.	☐
4. The student recently moved from another town, city, district, or state.	☐
5. None of the above apply to this student.	☐
Communication/Language	
1. There is a language, dialect, or communication style other than standard English spoken by the family members in the student's home.	☐
2. The student has a language, dialect, or communication style other than standard English.	☐
3. None of the above apply to this student.	☐

Other Factors

1. The student's family has moved more than once during the current school year of has a pattern of moving at least once a year over several years.	☐
2. The student's previous education has been sporadic, limited, or very different from the current school.	☐
3. The student's primary caregiver has changed within the last year.	☐
4. The student has recently experienced a crisis or trauma	☐
5. The student expresses or displays a sense of stress, anxiety, or isolation.	☐
6. None of the above apply to this student.	☐

E. Areas of Concern (check ALL that apply)

Academic Skills	Performance/Work Production
☐ Basic Reading Skills (i.e., Phonics)	☐ Attention
☐ Reading Fluency/Low Words Correct Per Minute	☐ Organization
☐ Reading Comprehension	☐ Study Skills
☐ Difficulty Recalling Vocabulary/Concepts	☐ Limited Endurance
☐ Basic Math Skills	☐ Task Initiation
☐ Math Facts	☐ Task Completion
☐ Math Calculations	☐ Limited Physical Strength
☐ Math Concepts/Problem Solving	☐ Attendance
☐ Spelling	☐ Fatigue
☐ Written Expression (ideas; grammar; mechanics)	☐ Difficulty Concentrating
☐ Handwriting skills (legibility; fine motor control)	☐ Planning and/or Sequencing Information
☐ Listening Skills (e.g. recall; multi-step directions, comprehension of verbal information)	☐ Other:
☐ Oral Language (if checked, please also check appropriate boxes in communication area in part C)	
☐ Other:	

Behavior	Other
☐ Verbally Aggressive	☐ Fine Motor Skills (e.g., buttons, tying, using scissors, handwriting, keyboarding)
☐ Physically Aggressive	☐ Gross Motor Skills
☐ Disruptive	☐ Low Cognitive Ability
☐ Non-Compliant	☐ Communication Skills
☐ Frequent Blurting Out	☐ Daily & Independent Living Skills
☐ Hyperactive/Impulsive	☐ Social & Interpersonal Skills
☐ Withdrawn	☐ Difficulty with Changes in Routine
☐ Anxious	☐ Difficulty with Transitions
☐ Disordered Thoughts (e.g., irrational, incoherent)	☐ Difficulty Making Friends
☐ Atypical Behavior (e.g., delusional, extremely odd actions, self-injury) Describe:	☐ Social Naivete or Vulnerability
☐ Other:	☐ Other:

Please Share Additional Concerns and Important Information Here (e.g. other test data, teacher/student interactions, office discipline referrals, student's own concerns, needed accommodations)

Attach the following documentation from MTSS Student Support Process

	Part 1: Discuss Form including all supplemental data
	Part 2: Intervention Data
	Part 3: Team Data Review
	Any Community based Medical Evaluation(s) and/or Mental Health Diagnostic Assessments

Special Education Case Manager Name:		Case Mgr. Email:	

Student Success Team Chairperson: Building Administrator	Name:
	Signature:
	Name:
	Signature:

Note: if Student has an ADHD diagnosis, DSM-V form from Sped forms is required