

Corvian Community School

MTSS Handbook



2020-2021

Table of Contents

MTSS Overview	1
Child Find & Three-Tiered Problem-Solving Approach	1
What is Multi-Tiered System of Support (MTSS)?	3
What is Progress Monitoring?	4
PROBLEM-SOLVING TEAMS	5
Definitions	5
Procedures for Problem-Solving Teams	6
Procedures for Communicating with Parents	7
Child Find Responsibilities (Procedures)	8
HELPFUL LINKS	9

MTSS OVERVIEW

Child Find & Three-Tiered Problem-Solving Approach

Child Find is a legal requirement for schools to find children who have disabilities and need services. Identifying these children is an important first step toward getting them the help they need to succeed in school through our EC (Exceptional Children) Department, when necessary. Child Find is part of a federal law called the Individuals with Disabilities Education Act (IDEA). This law protects the rights of students with disabilities. At Corvian, we use Multi-Tiered Systems of Support (MTSS), a 3-tiered problem-solving approach, to identify and support students who are not experiencing success with our core curriculum and instructional strategies. Students who are not meeting benchmark standards necessary for success will be provided with 2 levels of support beyond the core curriculum. MTSS has been identified as best practice in education, and fulfills federal and state legal requirements for meeting the needs of all students.

If a student continues through all three tiers and progress is not being made at an adequate rate, a referral to the EC team will be made. However, students can be referred to the EC team at any time if the team suspects a disability. They do not need to progress through all 3 tiers.



Tier 1 (i.e., core curriculum): The classroom teacher uses the core curriculum and school-wide positive behavior supports for all students, including strategies to support students with different skill levels. Research has shown that at least 80% of students can be successful with the general education

classroom approach and curriculum.

Tier 2: The core curriculum and school-wide positive behavior supports are supplemented with additional small-group interventions for students not successful at Tier 1.

Tier 3: More intensive support is needed to meet students' needs. Students receive more intense intervention programs and increased intervention time designed around skill deficits.

Please note the following regarding Tiers diagram above.

- The problem-solving team must consider whether the student's lack of progress is the result of a suspected disability. If a disability is suspected, the student must be referred to the IEP Team and interventions must continue concurrently while the issue of a suspected disability is resolved.
- A parent has the right to request, in writing, an evaluation for special education at any time. If the parent makes this request, the student must be referred to the IEP Team while interventions continue.
- Parents must be notified, in writing, regarding the student's response to intervention at each level (tier). The "Parent Notification of Intervention" must be used, and a copy retained in the student's cumulative file.

What is Multi-Tiered System of Support (MTSS)?



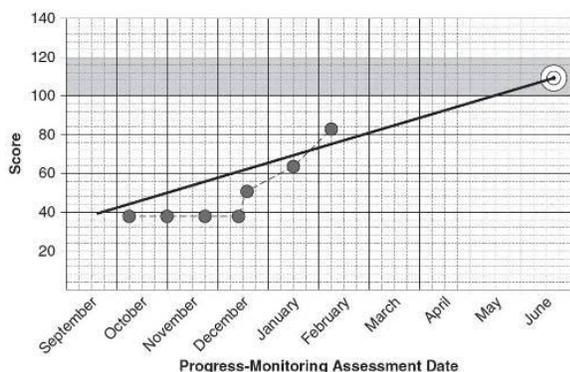
MTSS is a multi-tiered program designed to identify students with academic and behavioral needs and provide early intervention in the general education setting. MTSS uses academic and behavior interventions that are designed using scientific, researched based instruction.

Multi-tiered levels of interventions are based on students' needs and increase in intensity as lack of progress is made.

Progress monitoring data is used to track academic and behavior progress and assess further needs.

The MTSS team works alongside teachers to determine if appropriate progress has been made for dismissal from the program, if intensity should be increased, or if the special education team should be brought in to determine whether or not EC services should be considered.

What is Progress Monitoring?



Progress monitoring is a form of assessment that uses curriculum based measurements to monitor how a student is responding to instruction.

Curriculum based measurements are typically given every 2-4 weeks.

The MTSS team evaluates the student's rate of improvement to identify if the student is showing growth with the intervention.

Progress monitoring data is a key component of the MTSS program and helps team members make educated decisions about students' growth and needs.

PROBLEM-SOLVING TEAMS

Definitions

Problem-Solving Team: This term is an umbrella term often used to describe groups of individuals that meet to analyze data and determine solutions to problems. In an MTSS, there can be multiple problem-solving teams.

Professional Learning Communities, Intervention Teams, and Student Support Teams are all examples of teams that generally meet to discuss school-wide areas of concern related to the environment, instruction and curriculum for all students or groups of students. Specialized teams, such as the IEP Team, are also problem-solving teams; however, its purpose is initiated for individual students who are suspected of a disability or who have already been identified with a disability and is coordinated according to the regulatory requirements of the IDEA.

Individualized Education Program Team (IEP Team): This is the problem-solving team to which a student is referred when a disability is suspected, or a parent requests a formal evaluation. This team will engage in the problem-solving necessary to determine if a formal evaluation for special education and related services will occur and ensures that the appropriate procedures and documentation are completed in compliance with federal regulations and state policies. The implementation of interventions prior to a referral to the IEP Team is not required if a disability has been suspected by the parent or school staff or a parent or teacher has requested a formal evaluation in writing. However, interventions may need to be implemented concurrently with the formal evaluation timeline in order to provide the IEP Team a required component of a comprehensive evaluation at the time eligibility for special education and related services will be determined.

Procedures for Problem-Solving Teams

The problem-solving team should ask the following questions at each time progress monitoring data is discussed for groups of students (in addition to previously established problem-solving protocol):

- Has our problem-solving shifted from overall instruction, environment and curriculum for groups of students to individual, student-centered concerns?
- Are there any individual students that are consistently not making progress with interventions?
- Are there any individual students that are unlikely to achieve grade level standards by the end of the school year?
- Does the data indicate that the consistent lack of progress with intervention may be caused by a disability?
- Does the individual student's progress in the general curriculum have characteristics typically associated with a disability?

Depending on the cumulative responses to these questions, the problem-solving team may have a basis of suspecting a disability and if a disability is suspected, will refer to the IEP Team.

The problem-solving team must consider whether the student's lack of progress is the result of a suspected disability. If a disability is suspected, the student must be referred to the IEP Team and interventions must continue concurrently while the issue of a suspected disability is resolved.

A parent has the right to request, in writing, an evaluation for special education at any time. If the parent makes this request, the student must be referred to the IEP Team while interventions continue.

Parents will be notified, in writing, regarding the student's response to intervention at each level (tier). The "Parent Notification of Intervention" will be used, and a copy retained in the student's cumulative file.

Procedures for Communicating with Parents

Parents must be notified, in writing, that their student requires intervention beyond Core (Tier 1)

- The parent will be provided this information using the “Parent/Guardian Notification of Intervention”.
- A copy of this notification(s) will be retained in the student’s cumulative folder.
- A parent/guardian notification will be sent each time the intensity of intervention increases from core to supplemental and supplemental to intensive.
- A parent letter will also be sent each time the student successfully responds to intervention – intensive to supplemental and supplemental to core.

While these written notifications are required at any time a change occurs, an effort will be made to sync the notifications with parent-teacher conference times, progress reporting and/or report cards in order to consistently manage, supervise and ensure that this important parent communication is occurring.

Child Find Responsibilities (Procedures)

If a parent verbally requests an evaluation (also known as a parent referral to special education); staff will advise the parent to make the request in writing and send to the EC Facilitator of the school.

Upon receipt, the EC Facilitator shall provide the request to EC personnel to schedule the IEP Team meeting to discuss the parent request. This begins the regulatory/procedural timeline associated with initial referrals/evaluations.

HELPFUL LINKS

[MTSS Live Binder](#)

[NCDPI Integrated Academic & Behavior Systems](#)