

JPS Multi-Tiered System of Support (MTSS) Process Checklist (Form 1)



MSIS Intervention Screen

(Date completed)

Beginning the first day of school, decisions should be made regarding any students that were populated on the MSIS Intervention Screen. The school TST Committee should look at all available data to determine the appropriate supports for these students. The ****20 Day MSIS Intervention Form** with copies of data used to make decisions attached should be completed for each case. Then, the MSIS Intervention Screen should be updated accordingly. Schools have a maximum of 20 days to make the initial decision and update this screen.

Tier I Teacher/Grade Level Team or Focused Instructional Team (F.I.T.) Throughout the MTSS/TST Process use information from assessments, MTSS process forms or worksheets, and progress monitoring data to respond to learner needs through differentiation and/or strategic interventions. The processes listed below relate to students with prior/current low academic performance or behavior difficulties:

Use the **Multi-Tiered System of Support Process Checklist (Form 1)** to guide/monitor the MTSS process.

Create ****MTSS Student Portfolio** for students with prior/current low academic performance or behavior difficulties. Base decisions on current data. Universal screening and diagnostic data: STAR, Benchmark Diagnostic Assessments, Behavior, etc.; Summative Assessments: MAP, 9 weeks tests, Common Weekly Assessments etc.; Performance Assessments: Work Samples, Progress Reports, Report Cards, STAR, Academy of Reading, Academy of Math, AR Progress Data, etc. Also, include updated attendance reports, conference reports, behavior logs, phone logs, & copy of *Cumulative Record Insert (front/back)*. Complete the **Section 1A: Pre-K Student Profile** or **Section 1A: K-12 Student Profile** for each potential Tier II/III case

Section 1B: Tier I High Quality Classroom Observation Form should be completed prior to students entering Tier II. School administrators should complete the form indicating the traits demonstrated during the observation. This form is NOT placed in the student's **MTSS Student Portfolio**. Progress monitoring and follow-up actions will be guided by the school administrator through the teacher evaluation process.

Submit a ****Request for a Hearing/Vision Screening** and a ****Speech-Language-Hearing Referral Form** to the MTSS /TST Coordinator. The MTSS/TST Coordinator will complete a Vision Screening and notify the Speech Pathologist that a Hearing Screening needs to be completed.) ****JPS Hearing & Vision Checklist** should be completed and updated on the Student Profile Sheet (**Section 1A: Pre-K or K-12 Student Profile Sheet**)

Date of the *Vision Request* _____ Date of the *Vision Screening Completion* _____

Date of the *Speech-Language-Hearing Request* _____ Date of the *Speech-Language-Hearing Screening Completion* _____

Complete a ****Learning Styles Inventory/Assessment** with student.

Complete the ****Social/Emotional Worksheet (Appendix A)** if a behavior plan is needed

If there are problem behaviors, **JPSD Behavior Logs** must be maintained to document behaviors. (Behavior problems may include: attendance, social/ emotional / discipline / or work habits, etc.). If necessary, request a **JPSD Student Observation** by the counselor, interventionist, MTSS/TST School Coordinator, or other learning/behavior specialist.

Use **MTSS Behavioral Analysis Form C** to develop behavior interventions if necessary.

Use the ****MTSS Process Checklist (Form 1)** to guide and document completion of the Tier process.

Request a conference with the parent using the **JPS Parent Conference Request Form (Letter A)**. Send to parent and place a copy into the **MTSS Student Portfolio**. Follow up with parent to verify that they have received the request by phone or by sending an additional request. Document contacts with parents on the ****JPS Parent Contact Log**. During the conference review progress data and Tier interventions. A **JPS Conference Report Form (Letter A-1)** should be completed. Provide a completed/signed copy to the parent during the Parent/Teacher Conference and place a copy in the **MTSS Student Portfolio**.

If after strategic implementation of the interventions, adequate progress is not evident; the student should then be referred to Tier II.

☐ Yes – Continue current/revised interventions & progress monitoring ☐ No – Refer to Tier II

Tier II (Teacher and F.I.T., Grade-Level Team, or School MTSS/TST Committee)

Develop and/or maintain **MTSS Student Portfolio**. Provide updated data. Universal screening and diagnostic data: STAR, Benchmark Diagnostic Assessments, Behavior, etc.; Summative Assessments: MAP, 9 weeks tests, Common Weekly Assessments etc.; Performance Assessments: Work Samples, Progress Reports, Report Cards, STAR, Academy of Reading, Academy of Math, AR Progress Data, etc. Also, include updated attendance reports, behavior logs, conference reports, phone logs, & copy of *Cumulative Record Insert (front/back)*.

Complete the ****JPSD Teacher Narrative (Form 9)** prior to the School MTSS/TST Meeting.

Complete a ****Parent Interview Questionnaire (Form 10)** face-to-face with the parent prior to the School MTSS/TST Meeting.

Complete a **JPSD Authority to Obtain Information Form** if the parent shares information either medical or behavioral, etc. Ensure this is mailed to the proper agency. (Do not delay the MTSS/TST process waiting for this information)

The MTSS /TST Coordinator will send **** Parent Notification of Intervention Services (Appendix D)** letter to the parents. If the notice is not returned, the teacher must document that the parent was contacted by phone or other communication. If the parent wants to reschedule, the teacher will notify the MTSS/TST Coordinator of time and date.

If the behavior has been documented as below satisfactory, all behavior documentation must be reviewed, and a committee or group of professionals should complete the **MTSS Behavioral Analysis Process (Form C)** and develop a draft behavior plan to refine at the school MTSS/TST Meeting. The parents should be provided a completed/signed copy, and a copy should be placed in the **MTSS Student Portfolio**. Parents should be included in the development of interventions. Any student referred with an Office Disciplinary Referral (ODR) - mandatory review of behavior history and implementation of appropriate intervention.

Conduct School MTSS /TST Meeting. Meeting protocols and outcomes should be reviewed. **JPS Statement of Confidentiality** should

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Conduct School MTSS /TST Meeting. Meeting protocols and outcomes should be reviewed. **JPS Statement of Confidentiality** should be completed. The school MTSS/TST Committee should review all relevant data and draft academic or behavioral plans to refine and develop interventions, complete ****Section 2A: Tier II (Supplemental Instruction) Documentation**, and provide a copy to all teachers that work with the student & parents/guardians. Progress monitoring processes should be developed as well.

After implementation of the intervention(s), a meeting will be held to determine the effectiveness of the interventions. The MTSS/TST committee will document a review of the interventions and progress monitoring data on the ****Section 2B: Progress Monitoring and Evaluation for Tier II Interventions**. Parents should be invited to the **MTSS Intervention Review** meeting and be provided with copies of intervention and review documents (progress monitoring graphs). The team should analyze the problem-solving meeting with ****MTSS Teacher Support Team Meeting Checklist**.

If strategic implementation of the interventions (**minimum of 10 weeks**) has been deemed unsuccessful in closing the performance gap, the student should then be referred to Tier III. Two data progress monitoring points per week (1 if using STAR) should be available for making effective intervention decisions.

☐ Successful/continue interventions ☐ Successful/revise interventions ☐ Unsuccessful/move to Tier III

Tier III (Teacher/School MTSS Committee) TEACHER SUPPORT TEAM

Update or develop **MTSS Student Portfolio**. Provide updated academic or behavior data. Universal screening and diagnostic data: STAR, Benchmark Diagnostic Assessments, Behavior, etc.; Summative Assessments: MAP, 9 weeks tests, Common Weekly Assessments etc.; Performance Assessments: Work Samples, Progress Reports, Report Cards, STAR, Academy of Reading, Academy of Math, AR Progress Data, etc. Also, include updated attendance reports, behavior logs, conference reports, phone logs, & copy of **Cumulative Record Insert (front/back)**.

The school MTSS/TST Coordinator will send a ****Parent Notification of Intervention Services (Appendix D)** to the parent. If the notice is not returned, the teacher must document that the parent was contacted through a phone call or other communication. If the parent wants to reschedule, the teacher will notify the school MTSS/TST Coordinator of time and date.

If the behavior has been documented as below satisfactory, all behavior documentation must be reviewed, and a committee or group of professionals should complete the **FACTS** process and develop a draft behavior plan using the **Behavior Intervention Support Plan (Tier III)**. (Use **FBA** if necessary). The parents should be provided completed/signed copies, and a copy should be placed in the **MTSS Student Portfolio**. Parents should be included in the development of interventions.

The teacher should update documentation & provide progress monitoring summaries (graphs) to the school MTSS/TST Coordinator prior to the school MTSS/TST Meeting.

The school MTSS/TST committee will review all relevant data and draft interventions, and develop/refine interventions. If a student in grades **K-2** scores below the 10th percentile on the Universal Screener, an **Individualized Reading Plan and/or Math Plan** will be developed. If a student in **3rd grade** scores below the 10th percentile on the Universal Screener, failed the MKAS2, and/or scored a Level 1 on MAP, an **Individualized Reading Plan and/or Math Plan** will be developed. If a student in **grades 4-8** scores below the 10th percentile on the Reading Universal Screener, was promoted due to good cause exemption, was retained the previous year and/or scored a Level 1 on the MAP, an **Individualized Reading Plan and/or Math Plan** will be developed. A copy of the completed/signed ****Individualized Reading Plan and/or Math Plan Documentation Packet** should be provided to the teachers & parent. Students in **grades 9-12** that scores below the 10th percentile on the Universal Screener, scored a Level 1 on the MAP/SATP and/or failed course work (English II, U.S. History, Biology I, Algebra I the previous year, will receive interventions and documentation will be placed on form **Section 3B: Tier III (Intensive Intervention) Documentation** and progress monitoring processes will be developed and documented using the **3C: Progress Monitoring and Integrity Checks for Tier III Interventions** form. The team should analyze the problem-solving meeting with **MTSS/Teacher Support Team Meeting Checklist**.

After implementation of the **** Individualized Reading Plan or Tier III Success for Math**, a meeting will be held **within 8 weeks** to determine the effectiveness of the interventions. The school MTSS/TST committee will document a review of the interventions and progress monitoring data on the **** Individualized Reading Plan or Tier III Success Plan (Math)**.

If strategic implementation (**minimum of 8 weeks with two data progress monitoring points per week and no longer than 16 weeks**) of the interventions has been deemed unsuccessful, the student should then either be assigned a new or revised intervention or be referred to **JPS Multidisciplinary Evaluation Team (MET) Committee**.

☐ Successful/continue interventions ☐ Successful/revise interventions
☐ Unsuccessful/develop new Tier III intervention ☐ Unsuccessful refer to the **JPS MET Committee**

☐ Unsuccessful Tier III interventions - refer to **JPSD MET Committee**. The school MTSS/TST Coordinator will review the **MTSS Student Portfolio** with the referring teacher. A school MTSS/TST Staffing Meeting will be held with the referring teacher, counselor, school MTSS/TST Coordinator and principal or principal designee to review and update all supporting data and documents. Complete the **Tier III Academic Intervention Documentation Review/MET Referral Decision Tree** form.

The school MTSS/TST Coordinator will complete ****EES MET Form (within 2 calendar days of parent and/or TST Request)**.

The JPS MET Coordinator will provide a meeting date to the school MTSS/TST Committee. The school MTSS/TST Coordinator will notify the parents by letter (Form 6) and confirm with a follow up call.

The **MTSS Student Portfolio** including the completed ****MTSS Process Checklist (Form 1)** should be copied for **JPSD MET Committee**. (Minimum 2 copies – the school should also retain an additional copy)

Note: Interventions should be provided in all significantly deficit areas beginning at Tier I (including attendance, behavior, academics, etc.). If Tier interventions are unsuccessful, additional Tier III interventions should be developed or the student should be referred to the **District MET Committee**. Wherever interventions begin, all ****required forms** for prior intervention levels must be completed.

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Signature of RtI² /TST Coordinator: _____ **Signature of Principal:** _____



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Date of Referral to District MET Multidisciplinary Evaluation Team: _____