

APPENDIX V – 247

# Multi-Tier System of Support (MTSS)

## PROGRAM OPERATING GUIDELINES

The logo for Tucson Unified School District (TUUSD) is displayed in a large, stylized, white font with a black outline. The letters are bold and italicized, giving it a dynamic appearance.

**TUCSON UNIFIED SCHOOL DISTRICT**

SY 2015 - 2016  
Curriculum & Instruction  
Office of Teaching & Learning

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## **Section I: Multi-Tiered System of Support (MTSS)**

- Introduction
- Rationale
- District MTSS Goals
- District MTSS Core Principles

## Introduction

Multi-Tier System of Support (MTSS), aka Response to Intervention (RtI), is a multi-tiered framework designed to maximize achievement for all students. It focuses on outcomes through the systematic gathering of data to guide educational decisions. As such, MTSS is an educational process which benefits all students, not just a system to categorize and refer students for Exceptional Education testing and qualification.

## Rationale

The basic elements of MTSS are required by the No Child Left Behind Act (NCLB) and the Individual with Disabilities Act (IDEA). It is clear that parental involvement is critical to the Response to Intervention process if it is to be effective. Close communications with parents should be maintained throughout the process. Instructional fidelity through monitoring practices is also essential and expected. It is important for all stakeholders to understand that MTSS is not an “add-on,” rather it is an instructional framework or approach.

## District MTSS Goals

The goal of implementing a Multi-Tier System of Support Response plan is increased student achievement. The following district goals are expected with the implementation of TUSD’s MTSS plan:

- Maximum effect from core instruction for all students
- Maximum effect from behavioral supports
- Targeted instruction and early intervention for at-risk students
- Reduction in the over-representation of diverse student groups in low academic performance, exceptional education, and alternative education programs
- Narrow the achievement gap between all student groups (sub-populations)
- Increased pro-social student behavior
- Increased graduation rate
- Decreased drop-out rate
- Decreased discipline referrals, suspensions, and expulsions
- Improved attendance rates
- More positive attitudes toward school and academics
- Enhanced Exceptional Education effectiveness
- Enhanced Second Language Acquisition effectiveness
- Improved integrity of academic, behavioral, and attendance interventions through fidelity monitoring

### MTSS Core Principles

TUSD's MTSS plan is based on the following core principles:

- We can effectively teach all children
- Early intervention
- Use a multi-tiered model of service delivery
- Use a problem-solving method to make decisions within a multi-tiered model
- Use research-based, scientifically validated interventions and instruction
- Monitor student progress to inform instruction
- Use data to make decisions
- Use assessment in screening, diagnosis, and progress monitoring
- Instruction is differentiated to meet the needs of the individual student

Multi-Tier System of Support is a system for efficient instruction; a method for evaluating the needs of all students and fostering positive student outcomes through carefully selected and implemented interventions. It may also be used to assist the school in identifying students who may require more intensive instructional services and or be eligible for an Exceptional Education program, 504 plan, or other educational option.



## Section II: Dynamics of MTSS

- Description
- Multi-Tiered Model
- Problem-Solving Approach
- MTSS Pyramid
- District-Based MTSS Team
- School-Based MTSS Team
- School-Wide Implementation



## Description

The Multi-Tier System of Support model is a multi-tiered data based approach to providing services and interventions to students at increased levels of intensity based on progress monitoring and data analysis. The MTSS model is implemented by the classroom teacher with the assistance of the school-based MTSS Support Team and district-level support to ensure fidelity.

## Multi-Tiered Model

- Tier 1 Core Instruction (Foundation):
  - Tier 1 Core Instruction involves the continuum of scientifically-based instructional interventions, strategies, and resources that meets the academic, emotional, and behavioral needs of students. It involves all students in the general education population, and can affect any student who is not meeting grade level standards. Teachers use high-quality core class instruction aligned with the Arizona College and Career Ready Standards and/or Arizona's English Language Proficiency Standards, in which about 80% or more of the students are successful. These interventions and practices must be effective, efficient and linguistically/culturally responsive, differentiated in both make-up and intensity, and must be delivered with fidelity. Tier 1 is the foundation of the MTSS instructional model. Furthermore, this is the first level where at-risk learners are identified and supported with intervention.
  - Any or all of these strategies can be addressed during Tier 1: The use of the *Class Data Review* form, *Classroom Environment Checklist*, and *School and Classroom Procedure Checklist*. Throughout the school year ongoing PLC Data Reviews should occur to monitor progress towards meeting grade level expectations.
  
- Tier 1 Behavior (Foundation): Tier 1 Behavioral expectations are school-wide. Accordingly, TUSD utilizes the Positive Behavior Intervention Support (PBIS) model and Restorative Practices for behavior. PBIS consists of a set of clear expectations for students across all school settings, (e.g. hallways, bathrooms, cafeteria, common areas, etc.) with the emphasis of keeping students in the learning environment.
  
- Tier 2 Strategic Academic Interventions (Supplemental): In Tier 2, more intensive forms of strategic interventions are applied for those students not responsive to Tier 1 core instruction. Subsequently, students are identified for individual or small group intervention in addition to core class instruction and core classroom support. Tier 2 includes scientific research-based programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier 1 activities. TUSD Tier 2 programs include, SuccessMaker, Achieve 3000, and ALEKS. It is estimated 15% of students will need Tier 2 interventions.

- Tier 2 Behavior Interventions: Teachers are expected to maintain daily classroom expectations, routines, structures, norms, and procedures for presenting curriculum, designing instruction, and managing the social climate of the classroom including school-wide PBIS expectations. Additional supports may be put in place, i.e. behavior plan, mentor, social skills training, study skills training, tutoring, etc.
- Tier 3 Strategic Academic Interventions (Intensive): Students who have not responded adequately to Tiers 1 and 2 receive specific, custom-designed individual or small group instruction (designed using a problem-solving model) beyond the instruction in Tier 1. This level of intervention is aimed at those students who have difficulties academically or behaviorally. Tier 3 addresses the needs of approximately 5% of the students.
- Tier 3 Behavior Interventions: Tier 3 Behavior Interventions require intensive and individualized behavior intervention planning based on function-based behavior assessments and implementation for students who are unresponsive to school-wide (primary) interventions.

**Before a student is moved to the next Tier, the school-based MTSS support team must meet and follow the MTSS Guidelines and complete necessary documents before making the decision on student placement in MTSS Tiers! Student intervention efforts for academic and or behavior concerns must be entered into Student Information System beginning at the Tier 1 level by the classroom teacher. Progress based implementation of the intervention must be documented on the *MTSS Tier 1 Intervention and Data Collection Form*. Movement into Tier 2 and 3 will be entered by the classroom teacher, a designated school-based MTSS Student Advocate, MTSS School Administrator, or MTSS School Coordinator into Student Information System .**

### **Problem-Solving Approach**

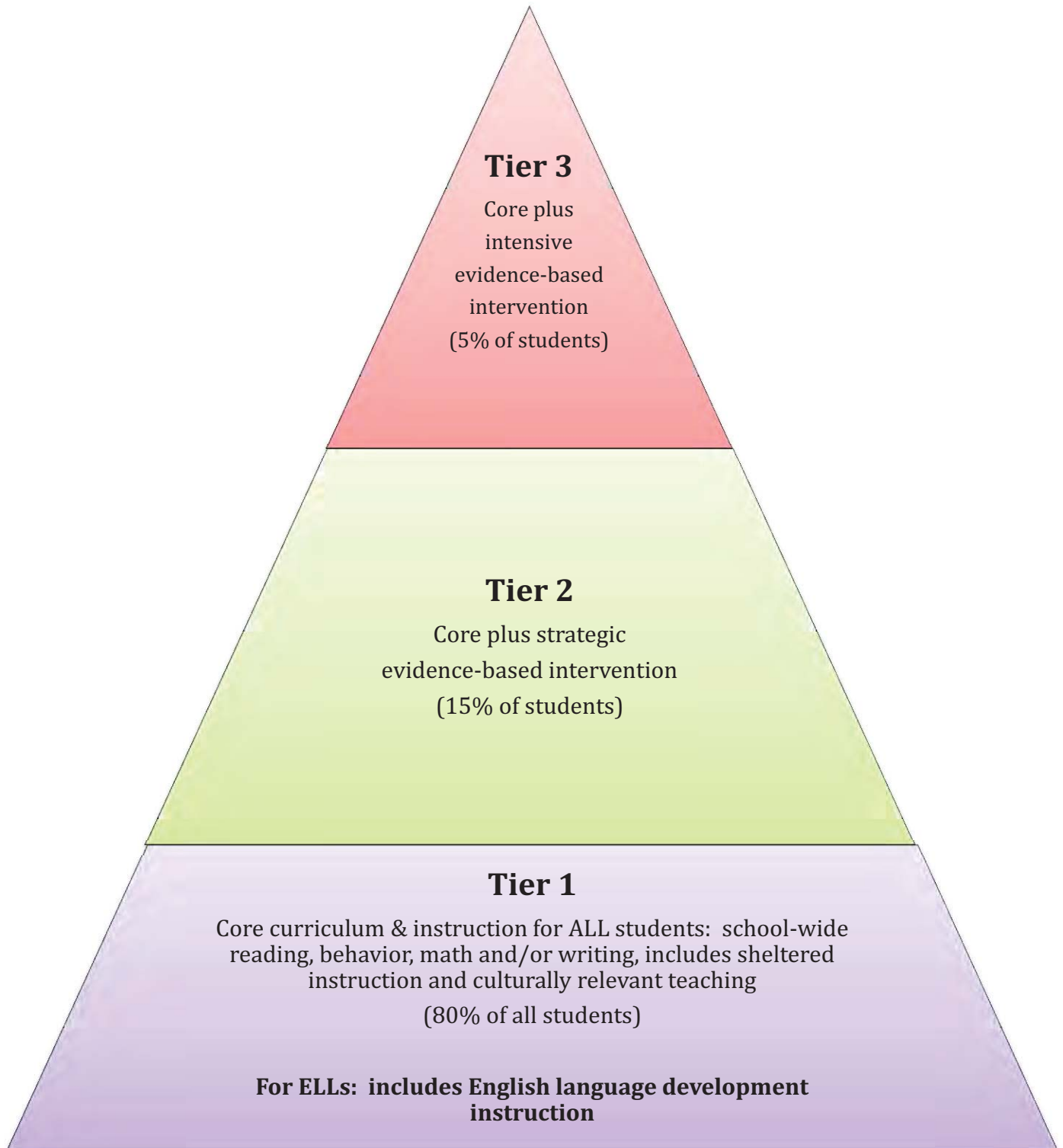
The interventions needed for Tier 1, 2, and 3 are identified through a data-based decision-making process. These decisions are made by the school-based MTSS support team. The steps for a problem-solving approach follow:

1. **DEFINE** the problem by determining the discrepancy between what is expected and what is occurring. Ask, “What is the problem?” “What specifically do we want students to know and be able to do,” compared to what they do know and are able to do. (If over 20% of the students are not meeting expectations, examine instruction, curriculum, and environment for needed adaptations and develop group intervention)

2. **ANALYZE** the problem using data to determine why the discrepancy is occurring. Ask, “Why is it taking place?” “Why is the desired goal not occurring?” “What are the barriers to the student doing and knowing what is expected?”
3. **IMPLEMENT** with integrity a planned intervention that will address a student’s performance goal, and delineate how the student’s progress will be monitored. Ask, “What are we going to do?”
4. **EVALUATE** the effectiveness of the intervention plan based on the student’s response to the intervention plan according to the progress monitoring data. Ask, “Is it working?” “Does the student’s progress compare to typical peers?” If not, how will the instruction/intervention plan be adjusted to better support the student’s progress?

### MTSS Pyramid

The following pyramid demonstrates how the three tiered model of school support incorporates the problem-solving process:



Academic Support	Behavior Support
<p style="text-align: center;"><b>Tier 3:</b> <b>Comprehensive &amp; Intensive</b> Students who need individualized interventions while continuing Tier 1 &amp; 2 supports.</p>	<p style="text-align: center;"><b>Tier 3:</b> <b>Intensive</b> Students who need individualized Behavior Intervention Plan while continuing Tier 1 &amp; 2 supports.</p>
<p style="text-align: center;"><b>Tier 2:</b> <b>Supplemental Interventions</b> Students who need more support in addition to the Tier 1 supports.</p>	<p style="text-align: center;"><b>Tier 2:</b> <b>Targeted Group Interventions</b> Students who need more support in addition to Tier 1 supports.</p>
<p style="text-align: center;"><b>Tier 1:</b> <b>Core Curriculum</b> Core curriculum for all students, including differentiation of instruction..</p>	<p style="text-align: center;"><b>Tier 1:</b> <b>Universal Interventions</b> All students receive behavioral support through such programs as PBIS, restorative practices, and good classroom and school-wide management strategies.</p>

### District-Based MTSS Team

The district MTSS team will consist of representatives of various members of the district, including school sites and central office. The responsibilities of the district team include, but are not limited to the following:

- **District Plan Development** – The district MTSS team will develop and implement the plan to be utilized by the entire district. The district MTSS team will be responsible for communicating the plan to all stakeholders, internal and external, in the district.
- **Professional Development** – The district MTSS team will be responsible for researching and providing resources for professional development of all stakeholders directly vested in MTSS, e.g. school administrators, Learning Supports Coordinator, teachers, counselors, support staff, and district administrators.
- **Resources** – The district MTSS team will be responsible for the acquisition of resources and strategies of effective intervention techniques for use at the school level by the school level teams.
- **Technical Assistance to School Teams** – The district MTSS team will be responsible for the communication of any and all new information and process issues regarding the district’s MTSS plan.

### School-Based MTSS Team

Each school will have an MTSS support team. This team should consist of people who are seen as leaders and represent a variety of subject areas and grade levels. A sample school-based MTSS support team should include a: school administrator designee, classroom teacher, LSC, interventionist, Student Success/Support Specialist, and the parent of a student. It could include the School Psychologist, Special Education Teacher, Drop Prevention Specialist, Dean of Students, Academic Specialist/Interventionist, Community Representative, ELD Teacher, Counselor and School Nurse based on individual student needs.

The school-based MTSS team should do the following:

- Develop a school implementation schedule
- Facilitate school-wide implementation of MTSS
- Meet monthly to review PBIS data, discipline data (AZ Safe “Discipline Report Manager” and/or office referrals), and student progression through the MTSS process.
- At the end of each quarter analyze school discipline data

### School-Wide Implementation

The school-based MTSS support team should focus on the following for school-wide implementation of the MTSS plan:

1. Review of screening data
2. Review of progress monitoring data
3. Review of attendance data
4. Review of discipline data using AZ Safe “Discipline Report Manager” and/or PBIS data
5. Planning of interventions
6. Self-assessment of problem-solving implementation
7. Data use in decision-making
8. Teacher support
9. Parent involvement

## TUSD Multi-Tiered System of Support (MTSS)

<b>Tier III</b>	
<b>Academic (Circa 5%)</b>	<b>Behavior (Circa 5%)</b>
<ul style="list-style-type: none"> <li>• Community Resources (see catalog of services)</li> <li>• Edgenuity (credit recovery)</li> <li>• Possible referral/testing for Ex. Ed. Services (only if all previous interventions have been exhausted and documented)</li> <li>• 211 Arizona</li> </ul>	<ul style="list-style-type: none"> <li>• Community Resources (see catalog of services)</li> <li>• Although a DAEP placement is a consequence, the services and support that a student receives are interventions</li> <li>• 211 Arizona</li> </ul>
<b>Tier II</b>	
<b>Academic (Circa 15%)</b>	<b>Behavior (Circa 15%)</b>
<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Targeted intervention with leveled readers, based on necessary skill development</li> <li>• LSC</li> <li>• Reading/Math Interventionist (if applicable)</li> <li>• Equity Success Specialist</li> <li>• Drop-Out Prevention Specialist</li> <li>• Successmaker</li> <li>• Achieve 3000</li> <li>• Pima Public Library Resources</li> <li>• Edgenuity (credity recovery)</li> <li>• Reading Recovery (where applicable)</li> <li>• 21<sup>st</sup> Century Grant Tutorial Program</li> <li>• Online Student Services Request for Support Form (TUSD Website) – requested by LSC or Principal</li> </ul>	<ul style="list-style-type: none"> <li>• LSC – specific and targeted support</li> <li>• Equity Success Specialist</li> <li>• Psychologist</li> <li>• Although an ISI placement is a consequence, the services and support that a student receives are interventions</li> <li>• Dropout Prevention Specialist</li> <li>• Online Student Services Request for Support Form (TUSD Website) – requested by LSC or Principal</li> </ul>
<b>Tier I</b>	
<b>Academic (Circa 80%)</b>	<b>Behavior (Circa 80%)</b>
<ul style="list-style-type: none"> <li>• District curriculum</li> <li>• Leveled readers</li> <li>• Strong Tier I instruction and engagement</li> <li>• Danielson’s Framework</li> <li>• Culturally Responsive Pedagogy</li> <li>• PLCs</li> <li>• SchoolCity</li> </ul>	<ul style="list-style-type: none"> <li>• PBIS</li> <li>• Restorative Practices</li> <li>• LSC – general support</li> <li>• PLCs</li> <li>• Teacher Support &amp; Intervention</li> </ul>

## Tier I Academic

**District Curriculum** – TUSD curriculum supports the Arizona College and Career Readiness Standards (ACCRS). The district curriculum provides teachers and administrators with a clear set of expectations of what should be taught and covered, through its scope and sequence. The district curriculum can be found on the district’s Curriculum Central website <http://tusd1.org/resources/index.asp>

**Leveled Libraries** – All elementary schools have been provided with leveled readers, to be used for Guided Reading. Students are to be assessed at the start of the year to determine their reading level. Based on their reading level, student will be placed in groups with students who share the same reading level. The teacher will use the leveled readers appropriate for each group. The teacher will provide ongoing and regular assessment of all students to determine the reading progress of each student. Each reading group will remain fluid throughout the year, as students should move in and out of groups as they progress. Online support for Level Libraries assessments can be found here: <http://nsga.digital.scholastic.com/>

**Strong Tier I Instruction** – All teachers in TUSD are expected to incorporate the various elements of Charlotte Danielson’s Framework for Teaching. As such, as part of the district 5 Year Strategic Plan, all teachers are expected to be proficient in 3a (Communicating with Students), 3c (Engaging Students in Learning), and 3d (Using Assessment in Instruction) this year. Professional development will be provided throughout the year to assist teachers with these strategies. Teachers are expected to share teaching strategies and techniques with one another during their PLC time.

**Charlotte Danielson’s Framework for Teaching** – TUSD uses Charlotte Danielson’s Framework for Teaching as its evaluation instrument. All teachers are required to be trained in using the Danielson framework for teaching. Resources: Tucson Unified School District Modified 2013 Danielson Framework for Teaching Evaluation Instrument Revised June 2015, Governing Board Approved July 2015; Danielson, Charlotte. 2007. Enhancing Professional Practice: A Framework for Teaching 2nd Edition; Charlotte Danielson’s FRAMEWORK FOR TEACHING Smart Card.

**Culturally Responsive Pedagogy (CRP)** – Culturally Responsive Pedagogy (CRP) is an approach to teaching and learning that focuses on the cultural background of all students. It is a value-added model to teaching that affirms and highlights the strength that all students bring to the classroom. CRP is the foundational instructional strategy expected to be used by all teachers, support staff, and administrators in TUSD. The district provides ongoing training through Professional Development to support teachers who teach these classes. **Resources:** Courses in TrueNorth Logic, Educational Materials Center (<http://www.tusd1.org/contents/depart/emc/index.asp>), Culturally Relevant Pedagogy and Instruction; Curriculum and resources – <http://www.tusd1.org/resources/index.asp>,



## Appendix J & K, Curriculum Audit

<http://www.tusd1.org/contents/Documents/curriculumaudit14.pdf> (pages 465-467)

**Professional Learning Communities (PLCs)** – Professional Learning Communities (PLCs) have been established on every school in TUSD. Wednesdays have been designated as early released days in order for the PLCs on each school to meet. The purpose of each PLC is collaboration and student achievement. During each PLC meeting, teachers are to discuss instructional strategies, curriculum, assessment, and interventions. The four basic questions of all PLC meetings are: What is it that students are supposed to learn? How do we know if they are learning it? What do we do if they are not? What do we do if they have?

**SchoolCity** – SchoolCity is TUSDs assessment tool. The district will administer three quarterly benchmarks throughout the year, with the fourth one being optional. The benchmarks will be a combination of standards taught during each quarter, as well as a culmination of benchmarks throughout the year. Additionally, non-reading and math teachers will also assess their students at the start of the school year and at the end of the school year to determine growth. Teachers may also utilize SchoolCity to create their own in class formative assessment.

Resource: <http://www.tusd1.org/resources/assessmenttools.asp>

## Tier I Behavior

**Positive Behavior Intervention and Support (PBIS)** – The foundation for the culture and climate of every school is PBIS. All schools are required to implement and support the PBIS model. Each school must maintain a fully functioning PBIS Site Core Team. The principal is responsible for ensuring the PBIS Site Core Team meets monthly and that PBIS strategies are implemented school-wide. The LSC is responsible for providing support and training with PBIS strategies. As part of the school’s PBIS plan, there should be school -wide and classroom PBIS strategies in place. These strategies should be consistent, practiced, and visible.

**Restorative Practices** – In an effort to keep students in class, the district is committed to using Restorative Practices where appropriate. What are Restorative Practices? 1) Reduce, prevent, and improve harmful behaviors; 2) Repair harm and restore positive relationships; 3) Resolve conflict, hold individuals and groups accountable; 4) Build healthy relationships between educators and students; 5) Address and discuss the needs of the school community. Restorative Practices are proven to support student behavior and to address instances where students have violated rules on school. The classroom teacher employs the key principles of restorative practices to make and develop relationships by encouraging a community of care and a sense of shared responsibility for each other’s well-being by modeling and teaching affirmative statements, affective questions, impromptu conferences, proactive circles, and reactive circles.

Resource: <http://www.tusd1.org/resources/restorative/index.asp>

**Learning Support Coordinator (LSC)** – The role of the LSC is to ensure that all barriers to learning, both academic and behavior, are removed. The LSC’s primary responsibilities support four areas, MTSS, PBIS, Restorative Practices, and Data Collection. The LSC is at the center of the MTSS process, ensuring that students referred to the MTSS Site Team receive the necessary support for success.

## Tier II Academic

**Tutoring** – When students begin to struggle with an academic concept or work, the teacher is expected to provide additional support. Depending on the teacher’s schedule, tutoring may occur before school, after school, or during lunch. All teachers are expected to provide this additional support if necessary. Many schools organize tutoring for students prior to and after school. These programs should be communicated to students and parents.

**Leveled Readers** – As mentioned, all elementary schools have been provided leveled readers. These readers are to be used during Guided Reading time. However, they may also be used for targeted interventions as well.

**LSC** – As mentioned, the role of the LSC is to ensure that students receive the academic and behavior support they need. Therefore, if a student is referred to the MTSS Site Team for Tier II support, it is the role of the LSC to secure the necessary resources needed to support the referred child. Additionally, it is the role of the LSC to keep track of the progress of support provided to the child.

**Reading/Math Interventionist** – Through the allocation of their Title I funds, some schools have funded a Reading or Math Interventionist. The role of the interventionist is to work with students who have been referred to receive Tier II support in these content areas. This support may come in the form of one- on- one or small group support. If a school has an interventionist, the interventionist is to maintain a schedule of services and keep track of the progress of the students he/she serves. The interventionist is to work collaboratively with the LSC and the student’s teacher of record. The progress of these students should be the subject of the school’s academic MTSS meetings.

**Student Equity Success Specialist** – The office of Student Support Services has assigned a number of Student Equity Success Specialists to various schools. The role of the Success Specialist is to provide additional support to students in need. Student Success Specialists are assigned to specific schools. However, if a student needs additional support at another school as recommended by that student’s MTSS team, then Student Support Services will re-align resources and assign a success specialist to support that student. The LSC may request additional support by completing the Student Equity and Intervention Request for Service Online form. The Student Equity and Intervention Request for Service Online Form can be found on the main TUSD Intranet webpage (towards the bottom of the page). Tier II academic support may involve in-class academic support, small group tutoring (before, during and after school), use of online resources like Success Maker and Achieve 3000 or

any other agreed upon tier II support after meeting with the site administration team and LSC.

**Drop-Out Prevention Specialist** – Most of the high schools have been assigned a Drop-Out Specialist. The role of the Drop-Out Specialist is to keep track of students who may be in danger of failing or dropping-out. The Drop-Out Specialist should be part of the principal's team and work closely with students addressed in MTSS academic and behavior meetings. These specialists also commit to home visits and work closely with students to keep them on track to graduate. Dropout Prevention Specialists will work with students to empower them to be successful in their learning through the use of strategies and alternative placements. Dropout prevention will assume the role of student advocate to ensure students are welcomed and are receiving an education that meets their individualized needs. Dropout specialists, using available community resources, will assist families in obtaining supplies and services that the lack thereof is responsible for impeding students from attending school.

**Success Maker** – All elementary through 8<sup>th</sup> grade students have access to Success Maker, a reading and math intervention web-based program. If students are struggling with certain academic concepts in reading and math, the teacher may provide additional time for students to work on Success Maker <http://tusd1.org/resources/assessmenttools.asp>

**Achieve 3000** – As part of the academic support provided for second-language learners, the district has provided Achieve 3000, a web-based intervention used for language development. This program has been very successful with students who struggle in reading. <http://www.tusd1.org/contents/depart/language/parents.asp>

**Pima Public Library Resources** – In partnership with TUSD, the Pima Public Library has a number of resources our students have access to, with the use of a library card. Through the work of the office of Student Support Services and the LSC, all students who require additional support, will be supported in acquiring a library card from the Pima Public Library. Principals have received information regarding this program.

Resources: Curriculum Link (Reference Libraries) <http://www.library.pima.gov/>  
<http://www.tusd1.org/resources/links/libraries.asp> ;

**Edgenuity (credit Recovery)** – Edgenuity is the district's credit recovery platform. High School students in danger of failing a core course will be required to take the portion of the course that they are failing during the same semester, in order to pass the semester. The counselor in conjunction with the assistant principal and LSC will ensure that the student is enrolled in Edgenuity to support their academic learning. Students who fail a core content course will be required to re-take that course during the next semester.

Resource: <http://payment.edgenuity.com/edgenuity>

## Tier II Behavior

**LSC** – As mentioned, the role of the LSC is to ensure students receive the academic and behavior support they need. Therefore, if a student is referred to the MTSS Site Team for Tier II support, it is the role of the LSC to secure the necessary resources needed to support the referred child. Additionally, it is the role of the LSC to keep track of the progress of support provided to the child.

**Student Equity Success Specialist** – The office of Student Support Services has assigned a number of Equity Success Specialist to various schools. The role of the Success Specialist is to provide additional support to students in need. Even though a Success Specialist may be assigned to a specific school, if a student is in need of additional support from another school, as per the recommendation of the other school’s MTSS Site Team, then the LSC will contact the Student Support Services office and request that a Success Specialist provide the necessary support requested. The LSC may request additional behavior support by completing the Student Equity and Intervention Request for Service Online form. The Student Equity and Intervention Request for Service Online Form can be found on the main TUSD Intranet webpage (towards the bottom of the page). Tier II behavior support may involve in-class support, 1:1 and small group mentoring, restorative and PBIS strategies, or any other agreed upon tier II support after meeting with the site administration team and LSC. Learning support coordinators may also request the assistance of a behavior specialist, through the BIT Team, by completing the appropriate paperwork through the BIT team. Resources: <http://tusd1.org/contents/depart/studentequity/contacts.asp>

**Restorative Practices** – It is common practice for administrators to use restorative practices for students who have violated the student code of conduct. These practices are effective interventions and work to restore the student back into their learning environment. Restorative Practices is a way to respond to children’s behavior that is consistent with education’s goals of supporting teaching and learning, not punishment, retribution, and exclusion. In Tier II, the LSC will focus on maintain relationships when minor conflicts occur, using conflict resolution and informal mediation.

In Tier III, the LSC focuses on repairing the harm and relationships using conferencing and problem solving (responsive) circles.

**In-School Intervention (ISI)** – On 19 schools in TUSD, including most high schools, middle schools, and two large K-8 schools, an ISI program is in place to keep students who are suspended short-term in school. Although the placement in the ISI program is an exclusionary consequence, the services offered in the ISI program are interventions. Students assigned to the ISI program, ranging from 2 – 5 days, will receive support from the LSC, counselor, and ISI teacher. In addition to receiving support with their core academic coursework, each student placed in ISI will engage in Restorative Practices and work on a social emotional curriculum, focused on problem-solving and self-management.

### Tier III Academic

**Edgenuity (credit recovery)** – Similar to Tier II academic support, a student may need to continue taking courses through Edgenuity in order to earn his/her credits. If a student is unsuccessful in passing his/her courses during the school year, he/she may be required to take a course in the next semester to remain on track to graduate. In certain cases, a student may choose to enroll in AGAVE, TUSD’s online school, or Project More, TUSD’s Alternative High School depending on their situation.

**Exceptional Education Testing** – Only after all possible interventions have been exhausted, a student may be referred by the MTSS Site Team to receive Exceptional Education testing to determine whether or not he/she may require Exceptional Education services. When a series of documented interventions have occurred at Tier III and have been unsuccessful, a referral for an Exceptional Education Review of Existing Data (formally known as Child Study) will be initiated. All MTSS documentation will be provided to the School Psychologist.

### Tier III Behavior

**Community Resources** – TUSD has partnered with a number of social service agencies in the community to provide additional support, in cases in which the district is unable to provide support. A list of these agencies is attached. Through the MTSS site team referral process, the LSC will work with these agencies and district departments to ensure that students receive the necessary support required.

**District Alternative Education Program (DAEP)** – Although the placement in DAEP is an exclusionary consequence, the services a student receives while in DAEP are considered interventions. Students suspended long-term for Level 4 and 5 offenses will be placed into the DAEP.



## Section III: Data

- Universal Screening and Progress Monitoring
- Academic Progress Monitoring and Exit Criteria
- Academic Progress Monitoring Documentation
- Academic Intervention Class Time and Structure
- TUSD Intervention Program Ideas

### Universal Screening and Progress Monitoring

Screening instruments are designed to identify student at risk. Standardized Universal Screening instruments are given to broad populations and have been researched to be predictors of future outcomes. The goal is to screen whole populations in order to catch and remediate if possible at Tier 1.

Progress monitoring tools are designed to measure growth, progress, increase or lack of improvement when interventions are provided consistently. These can be teacher developed, curriculum imbedded, or developed as part of a screening instrument.

Schedule Universal Screening and Progress Monitoring (PM) By Priorities: Needs Differ by Grade and by Skills Status				
Grades	K-3	4-6	7-9	10-12
<b>Tier 1</b>	SCREEN ALL STUDENTS 3 Times Per Year	SCREEN ALL STUDENTS 3 Times Per Year	SCREEN SOME STUDENTS	SCREEN SOME STUDENTS
<b>Tier 2*</b>	AT RISK (Discrepant) Progress Monitor 2 to 4 x Per Month	AT RISK (Discrepant) Progress Monitor 2 to 4 x Per Month	AT RISK (Discrepant) Progress Monitor 2 to 4 x Per Month	AT RISK (Discrepant) Progress Monitor 2 to 4 x Per Month
<b>Tier 3**</b>	SEVERELY DISCREPANT Progress Monitor 1 – 2 x Per Week	SEVERELY DISCREPANT Progress Monitor 1 – 2 x Per Week	SEVERELY DISCREPANT Progress Monitor 1 – 2 x Per Week	SEVERELY DISCREPANT Progress Monitor 1 – 2 x Per Week

\*PM at least bi-weekly reduces interruption to instruction time but allows intervention to be modified if needed

\*\* Weekly PM for Tier 3 allows Interventions to be modified, if necessary during 4-6 Weeks

All schools will use a process of reviewing student performance through formal and/or informal assessment measures. These assessments include:

### Universal Screeners

**Universal screening assessments** are characterized by the administration of quick, low-cost, repeatable testing of age-appropriate skills to all students. Schools typically administer screenings to all students three times a year. These assessments yield two important pieces of information. First, they provide evidence to help assess how functional the core curriculum, environment, and instruction are in the school. At least 80% of all students in the school should be showing adequate progress in a particular curricular element or program. If more than 20% of the students are not making acceptable gains in an area, the school must focus on improving the core curriculum and/or instruction. Secondly, universal screening identifies those students who may not be making expected progress and who may need additional diagnostic assessment and/or intervention, either in small groups or on an individual basis.

Characteristics of universal screening assessments identified in the professional literature:

- Accessible to all students
- Assess critical skills and concepts
- Brief (under 10 minutes), easy to administer and score
- Given to “all” students (i.e. district, school, grade-level, course)
- Quick turn-around time (1-3 days) of aggregated and disaggregated data to classroom teachers
- Repeatable
- Reliable and Valid (Commercial assessments have undergone psychometric analyses to determine validity and reliability. The inferences made from a “teacher-

made” assessment cannot be referred to as valid or reliable, if it has not been analyzed by a psychometrician.)

Types of Universal Screeners:

- DIBELS for reading at the elementary school level
- AIMS WEB
- CBM

## Diagnostic Assessments

**Diagnostic assessments** are used to aid educators in understanding the causes for student performance, i.e. the learning strengths and needs that underlie student performance on a universal screening or other assessment. They help teachers identify where a student’s understanding breaks down. This information is used to plan, modify and/or differentiate instruction/intervention.

Other tools that provide diagnostic information (e.g. analysis of student work, teacher observations, and student/family interviews) are important to include in the diagnostic process in order to triangulate data (analyze at least 3 different kinds of data). This helps educators determine the accuracy of any one assessment.

Characteristics of diagnostic assessments identified in the professional literature:

- Given to selected students
- Reliable (Commercial assessments have undergone psychometric analyses to determine reliability. A “teacher-made” assessment cannot be referred to as reliable if it has not been analyzed by a psychometrician.)
- Valid (Commercial assessments have undergone psychometric analyses to determine validity. The inferences made from a “teacher-made” assessment cannot be referred to as valid, if it has not been analyzed by a psychometrician.)

Types of Diagnostic Assessments

- Diagnostic Reading Assessment (DRA)
- “Assessing Reading Multiple Measures” (CORE Phonics Screener) by Linda Diamond
- San Diego Assessment or San Diego Quick Assessment
- Singapore Math Common Core Placement Test

## Progress Monitoring

**Progress monitoring assessments** are used to regularly assess students in specific academic and behavioral areas in order to determine the efficacy of and inform instruction/intervention and to make effective decisions regarding the instructional/intervention needs of a class, small group or individual student. The group’s or student’s current level of performance is determined and a goal that is aligned to the relevant standard(s) is set. Progress is measured regularly (the frequency depends on the intensity of instruction/intervention) to see if the actual rate of learning matches the expected rate. Based on the results, changes in curriculum, instruction and/or environment are made to match the student’s needs.



Progress monitoring helps schools establish more effective programs for children who have not benefited from previous programming, as well as identify students who are already proficient. It is a useful formative assessment in the classroom, as it yields information about students' mastery of specific skills or concepts, is sensitive to small increments of growth, and produces results that can be graphed.

Characteristics of progress monitoring assessments identified in the professional literature:

- Administered at regular intervals, with increasing frequency as the intensity of the intervention increases
- Rates of improvement are specified
- Sensitive to improvement/small increments of growth
- Sufficient number of alternative forms of equal difficulty
- Reliable and Valid (Commercial assessments have undergone psychometric analyses to determine reliability and validity. A "teacher-made" assessment cannot be referred to as reliable or valid if it has not been analyzed by a psychometrician.)

Types of Progress Monitoring Tools:

- DIBELS
- Easy Curriculum Based Measure (Easy CBM)
- Read Naturally
- Dolch and/or Fry's Word List
- PBIS Office referrals
- Teacher made skill based assessments

### Summative Assessments

Types of Summative Assessments:

- AZ Merit scores for grades 4-12 for reading and mathematics
- AZELLA for Reading specific to English Language Learners at all levels
- School City Benchmark Assessments
- Avenues Unit Assessments
- SuccessMaker

### Academic Progress Monitoring and Exit Criteria

The progress of each student who is receiving intervention instruction will be monitored regularly.

- **Tier 1:** Data collection using progress monitoring tool will be given once a month for student receiving intervention. Teacher should collaborate with available support staff for intervention ideas. ***The MTSS support team will determine any student movement to Tier 2.***
- **Tier 2: Reading & Math:** Diagnostic screener may be needed to further identify academic skill deficits. Based on diagnostic screener accommodations of

curriculum should be provided to student at their current academic functioning level. Identify school resources to implement plan and support teacher (review *Staff Resource Inventory*). Intervention support can be provided by teacher or support staff. Data collection using designated progress monitoring tool will be given bi-weekly. The MTSS team after reviewing data will make decisions on continued intervention, reduction or increased support.

- **Tier 3: Reading & Math:** Tier 3 interventions need to be individualized based on student needs. Interventions will be provided by available support staff and number of sessions per week will be increased. Student interaction and opportunity for response to instruction will be increased. Intervention selection may change but must be evidence based. Any intervention group must be 3 or smaller. Data collection using progress monitoring tool will be given at least weekly. The MTSS team after reviewing data will make decisions on continued intervention, reduction or increased support.
- **Reduction from Tier 3 to Tier 2:** For consideration for a **reduction** in intervention services, the student must exhibit considerable progress toward on-level performance. In addition, the student should achieve in the “high approaches” category on the most recent district benchmark assessment.
- **Exit from Tier 2 to Tier 1:** For consideration for exit from Tier 2 intervention services, the student must exhibit sufficient progress toward on-level performance. This will be demonstrated through both progress monitoring and classroom grades. The student must “meet standard” on the most recent district benchmark assessment or Universal Screener before exiting a Tier 2 intervention.

### Academic Progress Monitoring Documentation

Teachers will document Tier 1 interventions and progress monitoring data on the *MTSS Tier 1 Intervention and Data Collection Form*, and place this form in their Data Notebook.

- Must be cited on the MTSS form, electronically on the A & R website, and a printed copy must be placed *in the student’s MTSS folder and the student’s Cumulative folder*.
- Must be updated after MTSS meetings are held.
- Consistent school assessments will be used along with classroom grades and District Benchmarks when available.

### Academic Intervention Class Time and Structure

- **For Tier 1 students** who will be served in the classroom by the classroom teacher time must be built into the school day. Differentiated instruction targeting skills

where the student has gaps (Math/Reading or both) should occur on a consistent basis at least 3 times a week.

- **For Tier 2 and Tier 3 students** work with an intervention specialist or classroom teacher outside core instruction time. Students are grouped by intervention needs and may encompass multiple grade levels and classrooms. Tier 2 groups should be no more than 5 students and meet a minimum of 3 times per week for 30 minutes. Tier 3 groups should be 3 students or less and meet daily for 30 minutes.

### **TUSD Intervention Program Ideas**

**Any interventions included in a student's plan must be evidence based. Below are some suggested interventions that can be used.**

- **Tier 1 Interventions**
  - Reading Groups
  - Small Math Study/Differentiated Groups
  - Classroom-based intervention
  - Small group assignment
  - Read Naturally
  - PBIS and Restorative Practice
- **Tier 2 Interventions**
  - Reading and/or Math Groups (three times a week for at least 30 minutes)
  - Achieve 3000 reading
  - SuccessMaker reading/math
  - ALEKS math
  - Avenues "prescriptive" skill lessons
  - Continuation of Tier I interventions
- **Tier 3 Interventions**
  - Reading Groups (five times a week for at least 30 minutes)
  - Achieve 3000 reading
  - SuccessMaker reading/math
  - ALEKS math
  - My Reading Coach
  - Continuation of Tier I interventions
  - Other



## **Section IV: MTSS Team Member Roles and Responsibilities**

- School Administration
- School Coordinator
- Student Advocate

- Classroom Teacher
- Intervention Teacher
- Other Support Staff
- Parents/Guardians
- MTSS School Meeting Process & Organization

### School Administration (MTSS Administrator)

- Provide leadership and support to ensure the MTSS process is being implemented effectively on his/her school
- Assign a School Coordinator (Learning Supports Coordinator or Designee)
- PLC data review time built into the master schedule to analyze progress monitoring data
- Monitor the performance data on all students on his/her school
- Stay in communication with the School Coordinator (LSC or Designee) and teachers on student growth or lack of performance
- Train all staff on MTSS, PBIS, Restorative Practices, effective teaching strategies, required documentation, and school expectations
- Assign School Coordinator (principal w/ assistance of assistant principal, if available) to high-risk students)
- Collaborate with, guide, and direct School Coordinator
- Provide and maintain a supportive role during school MTSS meetings
- Encourage participation from all during MTSS meetings
- Verify consistent quality instruction and classroom behavior management are occurring prior to Tier 2 implementation
- Oversee process of documentation via district forms to ensure they are current
- Participate in MTSS Monthly Team meetings and at the end of each quarter conduct an analysis of the Discipline Data
- Use *Classroom Environment Checklist* to support best teaching practices

- Use School Administration Checklist and Staff Inventory to help guide you through the MTSS process.

### **School Coordinator (LSC or Designee)**

- Assume a leadership role in training all staff on MTSS, PBIS, Restorative Practices, effective teaching strategies required documentation, and school expectations
- Be well-informed in allowable accommodations (per state and federal guidelines)
- Be a specialist in accessing alternative instructional strategies
- Investigate student needs and research possible intervention strategies to recommend
- Maintain MTSS Student log
- Collaborate with classroom teacher to develop Tier 1 intervention plan
- Collaborate with the MTSS team to develop Tier 2 & 3 intervention plan
- Monitor implementation of intervention plan (observation, data review, conference with teacher, etc.)
- Maintain documentation on district forms in student files (file meeting documents in student Cumulative folder after every meeting)
- Schedule and lead MTSS collaboration, review, follow-up, and individual meetings
- Collaborate with school administrator for Tier transition or special circumstances
- Coordinate/facilitate assessments for screening and progress monitoring
- Facilitate MTSS meetings for transition between Tiers and all Tier 3 follow-ups
- Assign a time keeper for MTSS school meetings
- Use *Classroom Environment Checklist* to support classroom teacher
- Facilitate MTSS monthly team meeting

### **Student Advocate (LSC or MTSS Team Member)**

- Collaborate with classroom teacher and MTSS team to develop intervention plan

- Monitor implementation of intervention plan (observation, data review, conference with teacher, etc.)
- Maintain documentation on district forms in student files
- Present student information to MTSS team for collaboration, review, follow-up and other individual meetings
- Collaborate with MTSS team for Tier transition or special circumstances
- Coordinate the implementation of Tier 2 & 3 interventions
- Facilitate parent communication

### Classroom Teacher

- Provide differentiation for all students
- Build relationships with student through PBIS and Restorative Practices
- Review and implement *Classroom Environment Checklist* (Danielson, domain 2) at the beginning of the year and throughout the year as needed.
- Review and implement *School and Classroom Instructional Procedure Checklist* (Danielson, domain 2)
- Determine specific needs of at-risk students within the context of cultural relevancy
- Collaborate with grade level PLC to disaggregate performance data and to identify at risk students
- Communicate concerns with parents (Danielson, domain 4), School Coordinator, Student Advocate and School Administrator
- Send Meeting Invitation Letter to parents
- Implement suggested Tier 1 strategies with fidelity over a period of time and document interventions on the MTSS Tier 1 Intervention and Data Collection Form (Danielson, domain 1,2,3,4)
- Conduct Progress Monitoring Assessments (Danielson, domain 1 & 4)
- Attend MTSS meetings
- Will enter intervention efforts for Tier 1 in Student Information System
- When considering a student for Tier 2 interventions classroom teacher will complete the following:
  - *MTSS Meeting Preparation Form*
  - *MTSS Nurse Form*: give to the school nurse to complete and attach to MTSS Meeting Preparation Form
  - Attach Tier 1 documentation (MTSS Tier 1 Intervention & Data Collection Form) to the MTSS Meeting Preparation Form
  - Turn documents in to School Coordinator

### Intervention Teacher

If available on school Reading Specialist/Interventionist, Math Specialist/Interventionist, Writing Specialist/Interventionist.

- Input data onto appropriate forms for Tier 2 and Tier 3 interventions and progress monitoring. What do these forms look like?
- Communicate on a regular basis with classroom teacher, MTSS School Coordinator, and parents about the progress of the students he/she serves
- Implement MTSS programs and materials with fidelity and intensity
- Disaggregate performance data after each district assessment is given
- Progress monitor student in his/her class on a weekly basis on skills taught
- Chart student's progress through progress monitoring and assessments Intervention documentation sheet
- Collaborate with MTSS School Team and Teachers on student entry and exit criteria

### Other Support Staff

- Student Success Specialist
  - Provide small group academic and/or behavior interventions
  - Conducts home visits regarding academics, behavior, and/or truancy issue
  - Counsel and mentor students
- Para Professional/Teacher Assistant
  - Provide small group interventions
- Curriculum Coach/Teacher Mentor
  - Support teacher with creating and implementing appropriate student interventions
  - Support teacher with data analysis and documentation
  - Support teacher with areas marked "No" or "Partial" on *Classroom Environment Checklist*
- Student & Family Support Liaison
  - Work with school staff to create individualized plans



- Support students with creating steps to achieve education goals
- Provide support to teachers via consultation, resources or modeling
- Counselor
  - Provide small group interventions and/or 1:1 counseling
  - Support student and/or family in identifying community resources to support student and/or family
- Dean of Students
  - Collaborates with counselors and teachers regarding each student's discipline and educational needs and makes recommendations for changes as needed
  - Develops, recommends and provides alternative discipline strategies
  - Conduct home visits in regards to student's behavior problems and/or truancy issue
  - Counsel and mentor student
- Dropout Intervention Specialist (Middle & High School)
  - Monitors attendance, discipline, behavior, and grade reports to identify students at risk of dropping out
  - Compiles attendance reports, makes home visits to investigate cause for student's attendance problems.
  - Counsels at risk students and families regarding school and attendance
  - Designs and implements individualized intervention plans
  - Provides discipline behavior support to students and TUSD personnel utilizing restorative practices, intervention strategies, and advocacy
- Office Assistant/Attendance Technician
  - Informs Principal of students with high absence rates
  - Completes and sends out to parents/guardians, attendance letters (Coordinate with School Coordinator)

## Parents/Guardians

- Communicate needs with school personnel
- Maintain regular communication with classroom teacher
- Attend meetings as requested
- Participate in the problem-solving process
- Provide insight into the student's learning needs, styles, and preferences
- Ask questions to learn more about the intervention process, assessments, and curriculum being used with student

### ➡ **Parents/Guardians Contact**

1. When a student fails to make adequate progress, the classroom teacher should be the first person to make contact with the parent regarding the progress of the student (via a phone call, formal letter, and personal meeting).
2. Parents/Guardians are invited and encouraged to attend their child's MTSS meeting, to participate in creating their child's individual academic/behavior action plan.
3. When a student moves from Tier to Tier (e.g. general education with differentiation within the classroom, or targeted small group interventions) parents must be informed as a part of the School MTSS Team.

4. Parents/Guardians should be advised:
  - When a student is not making expected academic progress and/or exhibiting behavioral concerns
  - Ways parents/guardians can support their child
  - What services will be provided
  - What strategies will be used to address student concerns
  - What intervention programs will be used
  - How often school will monitor progress and inform parent
  - At what point the school may refer to the next level due to lack of response to intervention

### **MTSS School Team Meeting Process and Organization**

***The School MTSS Team will meet at least twice a month to focus on at-risk learners.***

School MTSS teams should use these guidelines:

1. Review confidentiality laws with School MTSS Team members
2. Schedule of MTSS Meetings will be sent out a week in advance by MTSS School Coordinator; MTSS Team Meetings will start on time and follow agenda.
3. MTSS School Team Meeting document will be completed at the meeting
4. Assign a time keeper to follow meeting agenda to assist team in time management. Allow 15 minute discussion per student.
5. When meeting on a student, send the parent MTSS Meeting notification letter. All team members should be prepared to provide support, intervention ideas, suggestions, and strategies to promote individual student success
6. Review baseline data that has been collected
7. Review *MTSS Meeting Preparation Form* and supporting documents at first MTSS meeting
8. Create SMART goals for identified academic/behavior target skill and identify progress monitoring tool/method.
9. Design specific intervention plans (fidelity and intensity over time)
10. Review and monitor intervention plans to ensure all participants fully understand the overall plan and their role in executing the plan



## Section V: Flow Chart, Process, and Procedures

- MTSS Academic Flow Chart
- Classroom Intervention Strategies for Tier 1 Instructional Core
- MTSS Behavior Flow Chart
- Behavior Tier 1 Overview: Behavior and Classroom PBIS
- Classroom Intervention Strategies for Behavior
- Attendance
- PBIS, Frequently Asked Questions
- Student MTSS Folders

## MTSS Academic Flow Chart

### Tier 1

- The *Classroom Environment Checklist* should be completed by classroom teacher and by Campus Administrator/Designee to consider environmental impacts to instruction for all students.
- Classroom teacher contacts MTSS Campus Coordinator for help with at-risk student.
- Campus Coordinator works with classroom teacher to determine student needs, select and implement appropriate Tier 1 instructional strategies/differentiated instruction and behavior interventions.
- Upon request Campus Coordinator observes intervention implementation within the next 3 weeks.
- Campus Coordinator and classroom teacher meet within 3-4 weeks to review strategies, determine if additional interventions are needed, schedule another meeting (not to exceed 6 weeks) or to advance student to Tier 2.
- Teacher completes MTSS Meeting Preparation form when considering student for Tier 2.

### Tier 2

- MTSS Team meets to review Tier 1 data, and determines if Tier 1 interventions should continue or if student should move to Tier 2.
- Campus Coordinator assigns referred student to Student Advocate if advanced to Tier 2.
- MTSS Team meeting #1 will discuss appropriate Tier 2 interventions and identify intervention support staff/teacher that will implement interventions. Tier 2 interventions will be implemented for a minimum of 3 weeks, while progress monitoring is being collected and documented. Schedule next meeting (not to exceed 4 weeks).
- MTSS Team meeting #2 will review response to intervention to determine if interventions were successful.
- If not, adjusted Tier 2 interventions will be implemented for a minimum of 3 weeks, while progress monitoring data is being collected and documented. Schedule next meeting (not to exceed 4 weeks).
- At 3rd MTSS meeting, a decision will be made to continue current intervention or to move student to Tier 3.
- If Tier 2 interventions are successful and student is making progress but not yet at benchmark, schedule next meeting in 6 weeks time.

### Tier 3

- MTSS Team meeting #1 meets to review Tier 2 data, and determines necessary Tier 3 intervention schedule and implementation process.
- Tier 3 interventions will be implemented for a minimum of 3 weeks, while progress monitoring data is being collected and documented. Schedule next meeting (not to exceed 4 weeks).
- MTSS Team meeting #2 will review response to intervention to determine if interventions were successful.
- If not, adjusted Tier 3 Interventions will be implemented for a minimum of 3 weeks, while progress monitoring data is being collected and documented. Schedule next meeting (not to exceed 4 weeks).
- At 3rd MTSS meeting a decision will be made to continue current intervention or consider options.
- When a series of interventions have occurred at Tier 3 and have been unsuccessful, a referral for an Exceptional Education Evaluation will be initiated and all MTSS documentation will be provided to School Psychologist.

## Classroom Intervention Strategies for Tier 1 Instructional Core

### **Organize a productive classroom environment:**

Specific seating arrangement and design that permits all students to view instruction, provide ready access to frequently used materials and equipment, keep high-traffic areas free of congestion, and facilitate monitoring student work and behavior.

### **Caveats for Learning:**

Feels Emotionally and Physically Safe

Makes Connections to Experience

Engage in Active and Authentic Learning

Receives Frequent Feedback

### **Instructional Strategies:**

Vary Grouping

Employ AVID strategies

Use of Multiple Intelligences

Teach Metacognitive strategies

### **How the Classroom Looks:**

All students can succeed (Accommodations, flexible grouping, fully inclusive, focus on whole child)

Active Learners (Students are engaged, connected, relevant learning, emphasis on comprehension)

Teacher as Facilitator (Teaching and learning valued, co-teaching model, teacher coaches, student centered)

Lessons which Accommodate (Instruction differentiated, multi-model instruction, varied pacing, learning centers)

Formative Assessments (Data utilized, student self-evaluate, use of rubrics, multiple ongoing measures)

Collaborative Partnerships (Parents as full partners, push-in support services, bottom-up model)

### **Suggestions for Tier 1:**

Utilize graphic organizers, posters, pictures, illustrations, highlighters, dry erase markers, pointer, diagrams, demonstrations, charts, and hands-on manipulatives

Divide instruction into shorter timeframes

Clearly stated directions in different ways and check for understanding (write, say, model)

Vary grouping (partners, cooperative, etc.)

Instructional adjustments such as direct, whole group, small group, individual

Allow students to summarize what was learned or teacher does the summarization (write/say)

Ask questions throughout the lesson and provide thinking time (call on all students)

Make learning fun and entertaining by bringing fine arts (drama, music, art, dance, humor)

Utilize signals to check for understanding and if student is focused on learning

Bring in multi-media, games, simulations

Provide constructive feedback in a timely manner

Revisit prior learning and new learning throughout the lesson

Make all learning relevant to the learner

Use open-ended questions and avoid leading questions

Use planners to provide support and structure

### MTSS Behavior Flow Chart



## Behavior Tier 1 Overview: Behavior and Classroom PBIS

Tier 1 PBIS is the development and implementation of supports for behavior across any school. PBIS is a proactive, preventive approach to behavior. Appropriate behaviors are taught to all students across all settings and acknowledged and reinforced when demonstrated.

In addition, PBIS includes procedures for responding effectively to problem behavior and implementing data-based problem-solving to monitor and evaluate the effectiveness of PBIS with respect to student outcomes and implementation fidelity. As a result, Classroom PBIS incorporates the following components:

1. Establish the use of data to identify and analyze classroom behavior concerns. (School based PBIS referral forms and/or AZ SAFE)
2. Implement key strategies for effective classroom management
  - a. Develop, post and teach classroom expectations and rules
    - Rules and expectation must be phrased in the positive (what you want your students to **DO** vs. don't).
    - Included your students in the development of classroom rules and expectations so they will have buy-in.
  - b. Develop & implement effective classroom procedures & routines
    - Routines and procedures must be followed consistently in order to be effective.
    - Inform students ahead of time if there will be a change to the routine.
    - Have a classroom daily schedule posted in the classroom (elementary school)
    - Develop plans for entering and exiting the classroom and changing class configurations, such as moving from whole class to small-group instruction. Classroom teacher must plan for movement of individual students to meet needs, such as pencil sharpening and getting personal supplies.
    - Develop a plan for activities such as taking attendance, collecting permission slips, making participation counts (pretzels, extracurricular activities), and keeping the classroom neat. And for the distribution, collection and storage of instructional materials,
    - When students are participating in group work each team member within a group should have a job, and over time each student should have an opportunity to do each job. Develop job descriptions and routines for assigning the jobs. Jobs might be facilitator, time-keeper, reporter, recorder, encourager, questioner, materials manager, taskmaster, etc.
  - c. Acknowledge and reinforce appropriate behavior

- Know your students! Use methods that are rewarding to them when praising for appropriate behavior.
  - Actively seek out opportunities to reinforce students.
- d. Establish and support, positive classroom interactions and climate
- Provide students opportunities to earn rewards. Classroom reward systems and the ongoing use of positive reinforcement elicit the repetition of desired behaviors, foster a positive climate, and focus attention on desired behaviors. Utilizing classroom rewards serves as a teaching tool by providing immediate feedback to students on what behaviors are expected.
  - Send positive notes home or make a positive call home.
- e. Provide advance organizers/pre-corrections
- Pre-corrections function as reminders by providing students with opportunities to practice or be prompted about expected behavior before they enter situations in which displays of problem behaviors are likely (Kolvin, Sugai, Patching, 1993). For example, a teacher states the following: “remember, before you go to homeroom collect all your materials, put your work on my desk and quietly line up,” or “what are your responsibilities before you go to homeroom?”
- f. Develop & implement effective responses to inappropriate behavior
- Consequences are teachable moments. Take the opportunity to remind students what behaviors are expected of them, as well as what they can do next time in lieu of engaging in inappropriate behaviors.



## Classroom Intervention Strategies for Behavior

### **Suggestions for Tier 1:**

Teacher directed and initiated. All students receive behavioral support through PBIS and Restorative Practices. Teacher utilizes the *Classroom Environment Checklist* and *The School and Classroom Instructional Procedure Checklist*. Teacher uses effective and consistent classroom management strategies. Classroom is structured keeping students engaged with instruction. Teacher directs and re-focuses students to understand expected routines, procedures and rules.

### **Intervention Strategies for Tier 2:**

Review and re-teach class/school-wide rules, procedures and routines

Increase positive reinforcement opportunities

Individual reward system/behavior chart (Opportunity to help teacher, individual attention from adult, Choice time/preferred activity time or directed activity time)

Implement and teach de-escalation techniques

Proximity Supervision

Change classroom seating

Provide accommodations as needed to keep student engaged (i.e., break down assignments into shorter portions, visual cues, simplify instructions)

Implement token or reinforcement system consistently

Discuss feelings/concerns privately with individual student

Teach social skills

Structured breaks

Implement in-classroom cool down (procedure and location)

Implement out-of-classroom cool down (procedure and location)

Behavior Intervention Plan (Counselor or LSC)

### **Intervention Strategies for Tier 3:**

Behavior Management Plan/Contract implemented with Consistency

Increased opportunity for positive reinforcement

Change in classroom

Changes to daily schedule

Crisis intervention Plan (addressing safety)

Determine what staff is available to support student

Data collected daily (point sheets)

**Attendance:**

The team must determine if an attendance issue is result of the student’s behavior, the parent’s behavior, or the environment and plan interventions accordingly. Barriers must be identified and addressed appropriately. Utilizing support staff on school (e.g.: community representative, counselor, social worker, student support specialist, etc.) to build a rapport with the parent and student is the most effective method assisting the student and/or parent to become invested in their education. Once a rapport has been established, a behavior plan for attendance which includes incentives to the student for showing up to class can be helpful in terms of keeping the student engaged and motivated to attend class.

**PBIS, Frequently Asked Questions:*****If the building principal doesn’t lead the MTSS Team or the implementation of Positive Behavior Intervention Support, then what is his or her role?***

Schools that have implemented PBIS rely heavily on team-based decision making. This increases program stability over time, reduces the criticism that discipline policies are simply administrator driven, and improves the quality of decisions. Although the building administrator may not facilitate the behavior team, her/his role is a vital one on the team and in the systems change process. Most importantly, the principal “sets the tone” in the building, and indicates what is valued and the course of action that will be pursued. As a critical member of the team the administrator represents the interests and concerns of the district, guides in issue of law and policy, accesses resources and removes roadblocks so that the team can carry out its important mission. Schools and school teams are rarely successful without strong, positive leadership from the building administrator.

***How do I go about selecting behavioral interventions for my students and school?***

One of the wonderful features of a MTSS team is that the teachers do not operate in isolation as is typical in many schools. Thus, the selection of interventions and programs is often done collaboratively by a school team as part of creating a broader system of behavioral supports. In the review and selection process, the team will:

(1) Clearly identify the problem they wish to resolve or the goal they wish to achieve (2) Review the research literature to see what interventions have “empirical support” or evidence of effectiveness in addressing the issue, and (3) develop a plan to implement and evaluate the intervention in their setting.

**SCHOOL-WIDE:*****What will PBIS look like at our school?***

A school-based team consisting of representative members of administration, faculty and staff on school will develop, implement, and monitor the school-wide PBIS Plan. This team will identify areas to target for intervention across school, and communicate these findings and plans for intervention across school. The discipline referral process and procedures will be consistent throughout the school and effective consequences will be used to discourage inappropriate behavior. The school will have identified and posted expectations and rules in specific settings used to teach students the expected (appropriate) behavior. A reward system (or incentives program) will be utilized to encourage and model appropriate behavior.

***How is PBIS a process?***

PBIS is not a packaged program with a set script. These components look different in every school because PBIS is a *PROCESS* that is individualized to meet the specific needs of each school. That process is always changing to meet these specific needs of the school (e.g., population changes, maintain interest or buy-in, address multiple levels of problem behavior, etc.).

***How is PBIS collaborative?***

A core team is formed and is representative of the entire staff of the school. The team pulls together ideas that meet the specific needs of their school. The team's ideas are presented to the rest of the staff and students for feedback, editing, and consensus on the plan. All members of the school contribute to the school-wide plan.

***How is PBIS proactive?***

Using discipline data helps the team to identify patterns and possible causes of inappropriate behavior. This information is then used to develop effective interventions to decrease inappropriate behavior and increase desired behavior across school. The use of yearly, monthly, or more frequent data comparisons helps to prevent the same patterns of inappropriate behavior from reoccurring and assist the core team in adapting the School-wide PBIS plan.

***How is PBIS educative?***

When children misbehave, we cannot *assume* that they know how to behave. After all, children in our schools come from many different backgrounds and cultures that view "behavior" in their own unique way. When a child misbehaves, we view the problem in the same manner that we would view problems in reading or math...as a skill deficit. Behavior is taught to establish a single, positive school climate and to relay to both students and staff that the appropriate behavior is priority in our school.

***How is PBIS functional?***

In order for PBIS to be effective, it has to reinforce staff and student behavior. That is, staff and students are rewarded/acknowledged for exhibiting appropriate behavior and reinforcement is withheld when problem behavior occurs. Staff and students will learn that the PBIS process "works" for them, because they are able to get what they "want" but only through using the appropriate behavior taught.

***How long will it take to do PBIS?***

Since School-wide PBIS is a process, not a program, schools vary on the length of time it takes to get going. Schools typically take between 3 months to 1 year to fully implement all the critical components of PBIS. Components are generally introduced a few at a time. The process is ongoing and constantly adapted to meet the changing needs of the school and address current concerns.

Many schools begin noticing improvements right away. However, it may take a few years for the school's philosophy regarding the handling of problem behavior to change. Although a participating school may see immediate reductions in discipline, the PBIS process can still take a school 3-5 years to fully implement a comprehensive approach to addressing problem behaviors (i.e., incorporate planned interventions to address classroom, targeted groups, and individual students exhibiting problem behavior).

**CLASSROOM:*****I've done a lot of behavior things like PBIS in my classroom, why should I do this one?***

Many teachers implement wonderful, creative, fun and effective behavior management systems in their classrooms. Unlike many other specific behavioral interventions or programs, PBIS is not something that one teacher can do alone in their classroom. PBIS is a collaborative effort that actively involves all staff members in a school; teachers, administrators, paraprofessionals, support staff and students. This cooperative approach recognizes the critical importance of consistency across people and settings in creating safe schools and effective learning environments. When linked to a broader system of behavioral supports, effective classroom management strategies and techniques become even more effective and efficient. This makes the work of the classroom teacher easier and the school experience of the student more positive.

**TARGETED GROUP:*****If there is a relatively small group of students causing most of the problems at our school, why should we start with a school-wide intervention for all students?***

Every school has a group of students who are more challenging to work with than the general student population. These at-risk or high-risk students often absorb an inordinate amount of staff time and resources. However, focusing our initial intervention efforts here will seldom create the kind of safe and positive school environment we are seeking. In fact, well-intentioned efforts designed to deal with these most difficult students actually can backfire and cause more problems. Creating safe and effective schools is done by first implementing “universal” interventions to actively create the desired culture and communicate to students what kind of behavior will be valued and acknowledged.

Once the school-wide system is strong, the team then moves to adding “selected” or small group interventions for their at-risk students. Finally, schools move to strengthen their “intensive” or individualized interventions for their high-risk students. Although it would seem that this would complete the process, the behavior team’s mission involves a commitment to ongoing evaluation and revision of systems of support in their school. PBIS is a philosophical framework that guides our ongoing efforts to support all students in the school.

**INDIVIDUAL:*****What exactly is the process of developing a behavior support plan?***

Positive Behavior Support begins by identifying the behaviors that are a concern and observing the behaviors in the situations where they occur. A team of people who work with the individual (including the family) may conduct a Functional Assessment Interview to identify the situations where problem behavior occurs and the conditions that relate to the behavior. This team should also conduct direct observations and collect information by seeing the problem behaviors actually happen. In addition, the team may also decide to collect some information on setting events to see if certain factors affect the likelihood that this individual will have “difficulties” (e.g., lack of sleep, allergies).

The goal of identifying the problem behaviors is to gain an understanding of why the individual engages in problem behavior. The process ends with the development of a purpose statement or hypothesis statement about the problem behavior. This hypothesis statement will describe the conditions or events that “trigger” the problem behavior, what the problem behavior means, and how problem behavior is maintained or reinforced. The

team will work together in developing these data-based summary statements. Once the statements are identified, the team will discuss:

- (a) How the behaviors can be prevented
- (b) New skills that the individual can be taught, and
- (c) How to react to the behaviors when they occur.

A behavior support plan will be developed that provides a guide for preventing problem behavior, teaching new skills to replace the behavior, and responding to the behavior in new ways.

***How long does a behavior support plan take to make a difference?***

Time varies according to how long the behavior has existed; how well the behavior works for the child, the type of replacement behavior chosen, and how easy the new behavior is to learn. It is not necessarily a "quick fix" solution; it is more of a lifestyle change.

***Who can implement a behavior support plan?***

Theoretically, anyone can put into place a positive behavioral support plan. Research by Dr. Ted Carr shows that parents and teachers have just as good of a chance (if not more) at success as do trained specialists.

***How should goals for the student with behavioral challenges be identified?***

Individualized positive behavior support focuses not only on decreasing specific behaviors of concern, but also building adaptive (and replacement) skills, and improving the individual's overall quality of life. Goals should be based on a positive, long-term vision for the student developed with input from the student, the student's family, and the support team.

***When do we know a plan is effective?***

When any intervention is selected, it is important to know the desired outcome or goal. In order to evaluate whether or not an intervention or program is working, the desired goal must be stated in such a way that it can be measured. For example, the goal, "Will reduce problems in the school" is not measurable. When reworded to read, "Will reduce office discipline referrals by 30% from last year" it becomes a measurable goal, and progress can be assessed on a monthly and/or annual basis. In order to make good decisions, relevant information must be collected about progress on each of the measurable goals the team or staff selects. When measurable goals are set, good information is collected and reviewed, and the team uses this information to continually evaluate and improve the systems of support, schools become places where both students and staff are successful.

***How can we effectively address the needs of individuals within group environments?***

Individual systems and group applications of positive behavior support are complimentary in that well-structured group applications (e.g., classroom management systems) provide a foundation for effective individualized support. Often, the need for individual systems is minimized by these broader systems. However, some people require a greater degree of individualization and support. It may be necessary to adapt features of group applications (e.g., physical arrangement, routines, types of rewards) to meet the needs of individuals within certain settings.

***What should be done when a student's behavior poses an immediate threat to themselves or others?***

When severe episodes of problem behavior occur, it is necessary to provide a rapid response to insure the safety of all involved and produce a rapid de-escalation of the behavior. Safe crisis management procedures are therefore necessary and should be planned thoroughly in advance. It is important to remember that the goals of crisis management procedures are to insure the safety of the student and all others, and to de-escalate the problem as rapidly as possible.

***I'm concerned about using positive reinforcement with students. Isn't it just bribery or manipulation?***

Positive Behavior Support treats the acquisition and use of social-behavioral skills in much the same way we would academic skills. That is to say, we teach and reteach the skills we want to see used by our students. Reinforcement is viewed as an effective tool in the education process. There are three general reasons why educators use positive reinforcement to support students; (a) To create positive relationships with students and their families, (b) To establish an inviting and positive learning environment where students and staff enjoy doing their respective jobs, and (c) to provide students with the accurate behavioral feedback they need to become more successful in school and better prepared for life.

### Student MTSS Folder

In order to maintain consistency across the district student MTSS documents will be stored in the Cumulative Folder.

1. All original MTSS required documents will be placed in the student Cumulative Folder after every MTSS meeting.
  - a. MTSS Meeting Preparation Form
  - b. MTSS Tier 1 Intervention and Data Collection Form
  - c. MTSS Nurse Form
  - d. MTSS School Team Meeting
  - e. Copy of MTSS Parent Meeting Invitation Letter
2. Signatures are required at each meeting w/date of meeting and pertinent information. Parent signature also needs to be included in this documentation. Accommodations should be made to ensure the parent is invited to be a part of the MTSS process. Indicate if parent is unable to attend the meeting.
3. Document MTSS initiation process and movement from Tier to Tier in Student Information System



## Section VI: Support Plan

Need to format and insert copy





## Section VII: MTSS Monthly Meeting



## **Section VIII: Forms**

- Classroom Environment Checklist
- School and Classroom Instructional Procedure Checklist
- Class Data Review
- MTSS Nurse Form
- School Administration Checklist
- Staff Resource Inventory
- Parent Meeting Invitation Letter
- BIT: Tier 2 Intervention Meeting Request
- MTSS Classroom Intervention Log
- MTSS Tier 1 Intervention and Data Collection Form
- MTSS Meeting Preparation Form
- Attendance Intervention Plan

## Classroom Environment Checklist

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

<b>CLASSROOM STRUCTURE</b>			
Yes	Partial	No	<b>In Place</b>
			Independent work in quiet area with individual seating
			Small group area allows students to interact
			Large group faces teacher
			No hidden areas; teacher can see all students
			Free time set up so students do not disturb others
			Classroom noise level is appropriate
			Pre-assigned location for materials needed for instruction
			Pre-assigned location for students to submit completed work
			Materials are in low traffic areas so as not to disturb others
			Tools such as pencil sharpener are in low traffic areas
			Teacher workstation does not interfere with student movement
			Teacher's attention is on students and not on workstations
<b>OPERATING PROCEDURES AND ROUTINES</b>			
Yes	Partial	No	<b>In Place</b>
			Routines are developed for getting, using, and returning materials
			Students understand the routines and use them
			There is an entry activity
			Instruction begins immediately
			Instructions and explanations are clear and concise
			Reminders of routines are provided before each activity
			Transitions are smooth, students know what they are to do
			Transition activities are provided and effective
			Students are provided a routine to follow if they finish an activity before the rest of the class
			There is a routine for the end of the class
			The schedule is posted
			Students have been taught the routines
			Student seating increases academic achievement rather than social interaction
<b>CLASSROOM STRUCTURE</b>			
Yes	Partial	No	<b>In Place</b>
			Classroom rules or expectations are posted
			Classroom rules or expectations are stated positively
			Students have been taught the rule
			Expected behavior is modeled
			Students are reminded about expected behavior
			Expected behavior is adequately acknowledged
			There is a system for addressing infractions
			The teacher is consistent
			Other (Add any other items you feel are needed):

## School and Classroom Instructional Procedure Checklist

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

<b>SCHOOL-WIDE PROCEDURES</b>			
Yes	Partial	No	In Place
			Going to the office, nurses office, library, computer lab, cafeteria, etc.
			Playground procedures (getting and returning materials)
			Walking the hallways individually and as a group
			Responding to emergencies (e.g. fire drill, lock down)
			Arrival and dismissal procedures (including buses)
			Between class transition procedures / passing period
<b>PARTICIPATING IN CLASSROOM DISCUSSION &amp; ASKING QUESTIONS</b>			
Yes	Partial	No	In Place
			Listening to and responding to questions
			Participating in class and small group discussions
			Working cooperatively with others
			Needing help or conferencing with another student
			Asking questions
			What to do if you are suddenly ill
			Classroom etiquette, saying "please" and "thank you"
<b>STUDY AND ORGANIZATION SKILLS</b>			
Yes	Partial	No	In Place
			Organizing and keeping a notebook, binder, folder
			Keeping a clear and organized desk
			Checking and using classroom materials
			Placing headings on papers
			Student data binder
<b>CLASSROOM PROCEDURES</b>			
Yes	Partial	No	In Place
			Getting materials/supplies (e.g. paper, pencil, scissors, glue, etc.)
			Sharpening pencils
			Passing in papers/turning in work
			Working in small groups
			Visitor in the classroom
			Entering class tardy
			Making up work when absent
			What to do when teacher is working with small groups
			Entering and exiting the classroom
			What do students do when classroom work is completed
			Bathroom procedure

**\*\*Ensure that a substitute emergency plan is accessible in your classroom\*\***



**MTSS Nurse Form**

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

Please complete this form and return it to classroom teacher by (insert date).

Does student have any vision problems?  Yes  No

If yes, does student wear glasses?  Yes  No

Date of last exam:

	Near	Far
Both eyes		
Left eye		
Right eye		

Was a medical referral made?  Yes  No

Does student have any hearing problems?  Yes  No

Date of last exam:

Left	
Right	

Was a medical referral made?  Yes  No

Is the student taking any medication?  Yes  No

Are there any known medical problems?

From your perspective as school nurse, do you have any concerns?

## School Administration Checklist

Use the checklist below to guide your thought the steps involved in the MTSS process.

Timeline		Date Completed
July/Aug	Assign a School Coordinator (LSC or Designee)	
July/Aug	<b><u>Staff Resource Inventory:</u></b> Identify staff members that can be used in tiered interventions.	
July/Aug	Identify staff members that will be on the MTSS monthly meeting team	
July/Aug	Review Universal Screener Data with teachers and complete the <i>Class Data Review</i> form or site created data form to identify students that need support and create a plan of action for all students.	
July/Aug	Beginning of the year PBIS staff training (teachers, support staff, monitors)	
Aug	Beginning of the year PBIS student assembly	
1 <sup>st</sup> semester	GSRR Parent Presentation held for 1 <sup>st</sup> semester	
1 <sup>st</sup> semester	GSRR Student Presentation held for 1 <sup>st</sup> semester	
Aug	MTSS Monthly Team meeting	
Sept	MTSS Monthly Team meeting	
Oct	MTSS Monthly Team meeting Q1 Discipline Data Analysis	
Nov	MTSS Monthly Team meeting	
Dec	MTSS Monthly Team meeting Q2 Discipline Data Analysis	
Jan. after break	2 <sup>nd</sup> semester PBIS student assembly	
2 <sup>nd</sup> semester	GSRR Parent Presentation held for 2 <sup>nd</sup> semester	
Jan	MTSS Monthly Team meeting	
Feb	MTSS Monthly Team meeting	
Mar	MTSS Monthly Team meeting Q3 Discipline Data Analysis	
Apr	MTSS Monthly Team meeting	
May	MTSS Monthly Team meeting Q4 Discipline Data Analysis	

### Staff Resource Inventory

**Directions:** List any resources in your building that can help your school in providing intervention support to students.

<b>ACADEMIC SUPPORT</b>			
<b>Tier</b>			<b>Personnel</b>
<b>1</b>	<b>2</b>	<b>3</b>	
			Student Success Specialist
			Reading Specialist/Interventionist
			Math Specialist/Interventionist
			Writing Interventionist
			Para Professional/Teacher Assistant
			Curriculum Coach/Curriculum Facilitator
			Student & Family Support Liaison
			Community Representative
			Other:
<b>BEHAVIOR SUPPORT</b>			
<b>Tier</b>			<b>Personnel</b>
<b>1</b>	<b>2</b>	<b>3</b>	
			Student Success Specialist
			Counselor
			Curriculum Coach
			Student & Family Support Liaison
			Dean of Students
			School Psychologist
			Principal/Administrator
			Para Professional/Teacher Assistant
			Monitor
			Community Representative
			Other:
<b>ATTENDANCE</b>			
<b>Tier</b>			<b>Personnel</b>
<b>1</b>	<b>2</b>	<b>3</b>	
			Drop out Intervention Specialist (Middle & High School)
			Office Assistant/Attendance Technician
			Counselor
			Student Success Specialist
			Dean of Students
			Community Representative
			Other:



Parent Meeting Invitation Letter

**[Insert Date]**

Dear Name of parent,

An important goal set by Tucson Unified School District is to ensure that all of our students achieve academic success, which consists of strong reading skills, having a solid foundation in mathematics skills, and demonstrating appropriate behavior for succeeding in school. Therefore, we provide opportunities for our students to engage in interventions based on their specific areas of need, through the Multi Tier System of Support (MTSS).

Your child (name) is demonstrating a **need for an academic/ behavior** support plan to provide specific interventions and strategies. Your child was identified for these interventions based on screening and progress monitoring data, classroom performance, test scores, and teacher observations. We will review this information at the meeting. Parent participation is encouraged in order to create an effective plan for your child.

The meeting will be held on Date \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

If you are unable to attend please call (Phone Number)

If you have any questions, please do not hesitate to contact your child's classroom teacher.

Sincerely,

(MTSS case manager)

\*\*\*\*\*

Please return this form to MTSS case manager (or designated teacher).

Student Name:

Meeting Date:                      Time:                      Place

I will be able to attend the meeting

I will not be able to attend the meeting

Parent Signature: \_\_\_\_\_

### BIT: Tier 2 Intervention Meeting Request

A Behavior Specialist from the Behavior Integration Team (BIT) may be available to attend a **ONE TIME** meeting during the Tier 2 intervention and planning discussion.

The Behavior Specialist would be available to collaborate with the MTSS team addressing a student's behaviors, review the data collected and offer interventions and strategies for the team to consider implementing to support the student.

The Behavior Specialist will not be available to observe a student, create, implement or monitor the plan.

A Behavior Specialist will only be available as time permits.

To invite a Behavior Specialist to a Tier 2 meeting, please complete the following form and return to Debie Erickson. ([debie.erickson@tUSD1.org](mailto:debie.erickson@tUSD1.org)).

Please send request 2 weeks prior to meeting. You will be notified by the BIT if someone is available to attend the meeting.

#### **TIER 2 Intervention Meeting Request:**

School: \_\_\_\_\_

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Meeting Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Contact person (name, phone, & email): \_\_\_\_\_

Please provide a brief detail regarding concerns:

THE FOLLOWING FORMS NEED TO BE FORMATED TO FIT THIS MANUAL

**MTSS Classroom Intervention Log**

**MTSS Tier 1 Intervention and Data Collection Form**

**MTSS Meeting Preparation Form**

**Attendance Intervention Plan**



## Section IX: Resources

- Reading
- Math
- Attendance
- PBIS
- Other: Multi-topic resource books

## Reading:

- **Florida Center for Reading Research:** [www.fcrr.org/for-educators/sca.asp](http://www.fcrr.org/for-educators/sca.asp)
- **Intervention Central:** [www.interventioncentral.org](http://www.interventioncentral.org)
- **“Road to the Code: A Phonological Awareness Program for Young Children”** by Benita Blachman, Eileen Ball, Rochella Black, Darlene Tangel. (for K-1 students who are having difficulty on their early literacy skills) ISBN-13: 978-1557664389
- **“Teacher-directed PALS: Paths to Achieving Literacy Success”** by Patricia Mathes, Jill Howard Allor, Shelley Allen, and Joseph Torgesen (beginning reading skills). ISBN-13: 978-1570353512
- **“Sound Partners: Lesson Book (A tutoring Program in Phonics-Based Early Reading)”** by Vadasy ISBN-13: 978-1593182083
- **“Sounds Abound: Listening, Rhyming and Reading”** by Hugh Catts ISBN-13: 978-1559993944
- **“Sounds Abound Storybook Activities”** by Sandy LaChance, ISBN-13: 978-0760604137

## Math:

- **Intervention Central:** [www.interventioncentral.org](http://www.interventioncentral.org)
- **“Monitoring Basic Skills Progress Basic Math Kit”** By Fynn Fuchs, Carol Hamlett, Douglas Fuchs. (For grades 1-6) ISBN-13: 978-1416403821

## Attendance:

- **Attendance Works:** [www.attendanceworks.org](http://www.attendanceworks.org)

## PBIS

- **PBIS World:** [www.pbisworld.com](http://www.pbisworld.com)
- **PBIS:** [www.pbis.org](http://www.pbis.org)
- **Intervention Central:** <http://www.interventioncentral.org/tools/behavior-intervention-planner>
- **Florida’s Positive Behavior Support Project:** <http://flpbs.fmhi.usf.edu/>
- **Behavior Charts:** [www.chartjungle.com/](http://www.chartjungle.com/)
- **Printable Behavior Charts:** [www.freeprintablebehaviorcharts.com/](http://www.freeprintablebehaviorcharts.com/)

## Other

- **Pre-Referral Intervention Manual”** by Stephen McCarney and Kathy Cummins Wunderlich, published by Hawthorne

<b>Academic</b>		
<b>ORGANIZATION</b>	<b>PHONE NUMBER</b>	<b>SERVICES</b>
American Association of University Women	800.326.2289	Support for women and girls through advocacy, education, philanthropy and research
Child and Family Resources	520.320.2202	Will offer community resources for families and mentoring students
City of Tucson - Mayor Rothschild	520.791.4201	District wide support and initiatives
JTED	520.352.5833	Educational opportunities
Legacy of Excellence Scholarship Committee	520.584.7500	Scholarships
NAMISA	520.622.5582	Support, Advocacy and Education Programs
National Society for Black Engineers	703.549.2207	Preparing and supporting African American students
Northern Arizona University	520.879.7905	Scholarships
OCA-Tucson		Scholarships
Pan Asian Community Alliance	520.512.0144	Tutoring, adult education, social services
Pascua Yaqui Education Services	520.879.5706	Early childhood, adult ed, scholarships
Pima Community College - Grants Office	520.206.7171	Information on grants and financial aid
Pima County Library	520.594.5654	Library, Tutoring and Resource information
Regional College Access Center	520.670.0055	Scholarship trainings for TUSD students, filling out FASFA forms, Training MASS Specialists, parents and students
Southern Arizona Black College Community Support Group	520.408.0653	Educational support for African American students
University of Arizona African American Student Affairs	520.621.3419	Support for African American students and families
University of Arizona Asian Pacific American Student Association	520.621.3481	Support for Asian Pacific American students and families
University of Arizona Math Cats/ Word Cats	520.621.7820	Tutoring for students
University of Arizona Native American Community Council	520.621.4608	Support for Native American students and families
Youth on the Rise	520.903.3904	Pathways to education and employment opportunities for youth ages 16-19 who have dropped out of high school

<b>Behavioral</b>		
<b>ORGANIZATION</b>	<b>PHONE NUMBER</b>	<b>SERVICES</b>
CODAC - Behavioral Health Services	520.623.3533	Prevention programs, Support and services
Pima Prevention Partnership	520.791.2711	Prevention programs, Support and services

<b>Parenting</b>		
<b>ORGANIZATION</b>	<b>PHONE NUMBER</b>	<b>SERVICES</b>
Angel Heart Pajama	520.419.5364	Providing pajamas and books to children in need
La Frontera	520.838.5633	Dream Academy / First Aid for Mental Illness / parent workshops
Literacy Connects	520.882.8006	Family literacy
Make Way For Books	520.721.2334	Raising a Reader
Our Family Services	520.323.1708 ex 204 or 210	Counseling services; domestic violence support groups, parenting classes
Parent Aid	520.798.3304	Parenting Classes
Parent Connection	520.315.1500	Parenting Classes
Pima Community College West School	520.206.4528	Parent University conference supporting partners
Pima County Community Prevention Coalition	520.205.4781	Prevent underage drinking and youth drug use in Pima County
U Of A Cooperative Extensions	520.626.4793	Parent workshops

<b>Health</b>		
<b>ORGANIZATION</b>	<b>PHONE NUMBER</b>	<b>SERVICES</b>
HOPE	520.770.1197	Group activities that help members to attain their individual treatment goals in an enjoyable way
Pima Community Access Programs	520.603.2398	PCAP links low-income, uninsured residents of Pima County with an affordable, comprehensive and coordinated network of health care providers.
Pima County Health Department	520.724.7741	Healthier Living workshops

<b>Faith Based</b>		
<b>ORGANIZATION</b>	<b>PHONE NUMBER</b>	<b>SERVICES</b>
4 Tucson	520.745.4404	Supporting TUSD and families
Casa Adobes Church	520.297.7238	Supporting TUSD and families
Catholic Social Services	520.623.0344 ex 1004	Supporting TUSD and families
Christ Community Church	520.296.8501	Supporting TUSD and families
Gap Ministries	520.887.8077	Supporting TUSD and families
Interdenominational Ministerial Alliance Community Action Team	520.670.1707	Supporting TUSD and families

## Adult Education

ORGANIZATION	PHONE NUMBER	SERVICES
Literacy Connects	520.882.8006	Family literacy
Make Way For Books	520.721.2334	Raising a Reader
Pan Asian Community Alliance	520.512.0144	Tutoring, adult education, social services
Parent Aid	520.798.3304	Parenting Classes
Parent Connection	520.315.1500	Parenting Classes
Pascua Yaqui Education Services	520.879.5706	Early childhood, adult ed, scholarships
Pima Community College Adult Services	520.206.6500	Adult Education program can help you improve your reading, writing and math skills, earn a High School Equivalency (HSE) diploma, improve your English language skills and more.
Pima Community College West School	520.206.4528	Parent University conference supporting partners
Pima County Community Prevention Coalition	520.205.4781	Prevent underage drinking and youth drug use in Pima County
SACASA Southern Arizona Center Against Sexual Assault	520.327.1171	Community Prevention, Education and Outreach program ;The Men's anti-Violence Partnership of Southern Arizona
U Of A Cooperative Extensions	520.626.4793	Parent workshops

## Refugee Services

ORGANIZATION	PHONE NUMBER	SERVICES
Arizona Office of Refugee Resettlement	602.542.4446	Refugee services
Bhutanese Mutual Assistance Association of Tucson	520.301.1936	Work for the smooth integration of people of Bhutanese origin into the mainstream of the USA. To advocate for access to resources and education opportunities so that families can make successful advancement of cultural, economic, and social transition in the USA
Horizons for Refugee Families	520.881.4373	Refugee Families advocates, educates and empowers refugee families and naturalized refugee citizens to create sustainable lives
International Rescue Committee	520.319.2128	Refugee services
Ishkashitaa Refugee Network	520.440.0100	Refugee services
Pio Decimo Center	520.622.2801	Offers community assistance in adoptions, basic services, Counseling, domestic violence, family, finances, housing, immigration, refugee services, seniors and transportation
Refugee Focus	520.721.4444	Refugee services
Refugee Integrated Service Provider Network	www.rispnet.com	Refugee services
Tucson International Alliance of Refugee Communities, Inc.	520.881.4404	Refugee services



<b>Social Services</b>		
<b>ORGANIZATION</b>	<b>PHONE NUMBER</b>	<b>SERVICES</b>
Child and Family Resources	520-320-2202	Will offer community resources for families and mentoring students
Community Food Bank of Southern Arizona	520.449.8343	Food Pantry
Community Foundation of Southern Arizona - African American	520.770.0800	To inspire and enact long-term solutions in areas such as animal welfare, arts and culture, community development, education, environment, health and human services
Goodwill Industries	520.623.5174	Jobs and mentorship for youth
Higher Ground	520.622.1425	After school programs and resources
I Am You 360	520.440.1335	Empowering at risk youth in our community through mentoring. Helping boost self-esteem, confidence, personal care, create self-awareness, self-reinvention, focus on education, develop leadership skills and social skills.
La Frontera	520.838.5633	Dream Academy / First Aid for Mental Illness / parent workshops
Pan Asian Community Alliance	520.512.0144	Tutoring, adult education, social services
Pima County Library	520.594.5654	Library, Tutoring and Resource information
Pima County One Stop	520.724.7700	Cash Assistance, Nutrition Assistance (formerly the Food Stamp Program), Medical Assistance and State Public Assistance to eligible children, individuals, and families.
Pio Decimo Center	520.622.2801	Offers community assistance in adoptions, basic services, Counseling, domestic violence, family, finances, housing, immigration, refugee services, seniors and transportation
The Trevor Helpline	866.4.U.TREVOR	Crisis and suicide prevention help line for lesbian, gay, bisexual, transgender and questioning youth
Youth on the Rise	520.903.3904	Pathways to education and employment opportunities for youth ages 16-19 who have dropped out of high school
YWMC Women's Counseling	520.224.7810	Counseling for women ages 8 and up, computer classes, clothing "Your Sisters' Closet"

## Counseling

Catholic Social Services	520.623.0344 Ex 1004	Counseling Services
Desert Men's Council	520.344.3624	Mentoring for boys
Emerge Center Against Domestic Abuse	520.795.8001	Emergency Shelter Facilities
Goodwill Industries	520.623.5174	Jobs and mentorship for youth
Goodwill's GoodGuides Mentoring	800.466.3455	Mentoring program for youth between the ages of 12 and 17 who are at risk for making harmful choices such as dropping out of school or joining a gang
Las Familias	520.3277122 ex 221	Counseling services for adults, children and Spanish Speakers
Our Family Services	520.323.1708 ex 204 or 210	Counseling services; domestic violence support groups, parenting classes
Pio Decimo Center	520.622.2801	Offers community assistance in adoptions, basic services, Counseling, domestic violence, family, finances, housing, immigration, refugee services, seniors and transportation
SAVAHCS Southern Arizona Veterans Affairs Health Care System	520.792.1450	Counseling
The University of Phoenix	520.239.5315	Counseling
Tucson Indian Center	520.884.7131	Lead, serve, empower and advocate for the Tucson urban American Indian Community and others, by providing culturally appropriate wellness and social services
YWMC Women's Counseling	520.224.7810	Counseling for women ages 8 and up, computer classes, clothing "Your Sisters' Closet"

## Mental Health

La Frontera	520.838.5633	Dream Academy / First Aid for Mental Illness / parent workshops
Our Place Clubhouse	520.224.5553	Psych-social rehabilitation Program
People's Health Care Connection	520.326.8953	Mental health
RAPP Project Connect	520.882.8422	Psychiatric evaluation and medication, medication monitoring, case management, individual and group counseling, alternative holistic groups for homeless adults with serious mental illness
SACASA Southern Arizona Center Against Sexual Assault	520.327.1171	Psychotherapy for female or male survivor of assault