

## Multi-Tiered System of Support (MTSS) Frequently Asked Questions (FAQs)

Who is the MTSS Coordinator?

This decision is at the school's discretion. For MTSS roles and responsibilities please see Section VIII of the manual.

Who completes the 7075 form?

The checklist on page 20 of the MTSS Manual, indicates that any qualified personnel may complete Form 7075. *Please note, the form is in the process of being revised to reflect this change. In the place of where it reads "SSW Name," simply cross that out and include who you have chosen to complete the form.*

How do I use the new MTSS line on the PF 16 Screen?

The new MTSS line added to PF-16 should reflect the initial Tier 3 meeting (formerly referred to as "SST 1") where the individual intervention is decided for a student; simply include the date this takes place. The new function of the "SST Meeting" line now represents the meeting where Consent to Evaluate is secured (formally known as "SST 2"); the SST & Consent to Evaluate line on DSIS should be the same. For more information including a screenshot representation refer to Section IX of the manual.

How do I create a Notification of Meeting for the MTSS Meeting?

Follow the standard procedure for creating an IEP SST Notice of Meeting in ESE-EMS on Accelify locate a student and entering team members names. Then follow the steps below:

### Creating a Notification of Meeting

1. Click on "Miami IEP Event" on the left navigation bar
2. Click the "Create Event" button located in the bottom right corner
3. Select the "IEP SST Meeting," enter the Schedule and Due Dates and click the "Save" button
4. Click on the hyperlink "IEP Notice of SST Meeting"
5. Click on "Notification of Meeting" on the left navigation bar under Forms section
6. Enter the required sections outline in red:
  - a. Location, Start and End Time
  - b. Contact names and telephone number for assistance
  - c. The purpose of the meeting (**NEW - Select the "Other" and enter "MTSS Meeting"**)
  - d. Required members
7. Click the "Save Form" button located in the bottom right corner within the outline box.
8. Click on "Distribution Manager" on the left navigation bar under Summary section
9. Select language and method of contact of the parent/guardian and checking the box



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10. Check the box for Notice of Meeting and click the “Distribute” button located towards the bottom right corner

11. A pdf will appear on the screen for printing

How do I respond to a Parent Request for evaluation?

The new MTSS process does not impact the procedure parents use to request their child to be evaluated.

The school has 30-calander days to review the presented parent information (verbal or written), then:

- A. Meet to generate an intervention and Sign Consent to Evaluate [DSIS: MTSS, SST, & Consent to Evaluate lines are completed – all three with the same date]  
or
- B. Meet to generate an intervention and get in Writing from the parent that they have chosen to not pursue a formal evaluation at this time [DSIS: MTSS line completed]  
or
- C. Inform the parent in Writing of the school’s reason for deciding not to meet

*This is referenced on the Note found on the top of the M-DCPS MTSS Flowchart on page 19 of the manual.*

How do I respond when presented with a Physician’s Statement (FM – 1920)?

The new MTSS process does not impact the procedures a team uses when presented with a medical physician’s note.

The school has 30-calander days to review the presented medical information and determine if the child is accessing their education (based on all the relevant data); If not accessing, then Option A --- if accessing, then Option B:

- A. Meet to generate an intervention and Sign Consent to Evaluate [DSIS: MTSS, SST, & Consent to Evaluate lines are completed – all three with the same date]  
or
- B. Meet to generate an intervention and refer case to the 504 Team [DSIS: MTSS line completed]. *The 504 Team will determine (1) if the child has a disability as defined under this statute [Disability Determination], and if so, (2) determine if a plan is needed to help the child access their education to a level equal to their nondisabled peers [Service Determination].*

How do I respond when presented with a Private Evaluation/Documents?

The new MTSS process does not impact the procedure used when a team is presented with a private evaluation. *Please follow WB# 23409 (“Procedures for Receiving and Processing Private Psycho-Educational Evaluations for Exceptional*

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Student Education (ESE) or Gifted Programs”) to process all private evaluation documents – which are to be used to develop interventions (and determine eligibility and services if needed).

The school has 30-calander days to review the presented evaluation/documents, then:

- A. Meet to generate an intervention and Sign Consent to Evaluate [DSIS: MTSS, SST, & Consent to Evaluate lines are completed – all three with the same date]

or

- A. Meet to generate an intervention and get in Writing from the parent that they have chosen to not pursue a formal evaluation at this time [DSIS: MTSS line completed]

What are the activities that should be taking place during the 30-calander Day window (as the problem-solving team prepares for the MTSS and/or SST meeting)?

As outlined on the M-DCPS MTSS Flowchart found on page 19 of the MTSS Manual:

1. Secure the Consent to Screen (FM-6279)
2. Collect all screening data (e.g., Vision, Hearing, Student Background, FBA)
3. Preview the data with the appropriate problem-solving team members
4. Decide who else, aside from the core members, should be invited to the MTSS meeting (e.g., Math Coach, Counselor, FAB trained personnel)

What suspected exceptionalities would lead the MTSS team to go directly to an SST Meeting / Consent for Evaluation?

All suspicions, aside from SLD, EBD, and Language Impaired, proceed directly to an SST Meeting [DSIS: MTSS, SST, & Consent to Evaluate lines are completed – all three with the same date]. The unlisted exceptionalities do not require Rtl data for eligibility. As a reminder, all students regardless of suspected area of disability, must receive general education interventions prior to an initial evaluation and have a Tier 3 intervention plan in place.

Is it necessary for a psychologist, speech language pathologist, and/or school social worker to be present at MTSS Meeting?

No. These individuals do not need to be present at the initial MTSS Meeting where Tier 3 intervention is discussed. School MTSS teams may proceed with conducting this meeting and problem-solving for each individual student. However, the psychologist must be present at the SST Meeting, where the child’s response to the Tier 3 intervention is reviewed and Consent for Evaluation is discussed.

Do SPED Students receive interventions?

Special Education is an individualized service, not an intervention. If their academic data shows that they qualify for intervention based on the Intervention/Enrichment Placement

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	<p>Chart, then they must receive that intervention. There should be an alignment with the services outlined in the IEP.</p>
<p>What is the recommendation when addressing behavior within the MTSS process?</p>	<p>When preparing for the MTSS meeting, the team must also collect FBA data to assist in creating behavioral intervention (SE-BIP). Refer to the MTSS Manual for behavior procedures. [DSIS: <u>MTSS line completed &amp; Student Case Management: FC and BI</u>]</p>
<p>How has the new MTSS process impacted Gifted referrals?</p>	<p>The new MTSS process does not impact the procedure for Gifted referrals. The school should go straight to the SST [DSIS: SST &amp; Consent to Evaluate lines should match].</p>
<p>Do Gifted Students receive interventions?</p>	<p>The Intervention/Enrichment Placement Chart details which students should receive intervention. Schools are required to provide intervention to all students who demonstrate a deficiency in reading regardless of participation in a gifted program. Schools are advised to triangulate data to arrive at the best instructional plan for each student. A single data point may not provide a full picture of a student's need.</p>
<p>Do ELL students receive Tier 2 and/or Tier 3 interventions?</p>	<p>Refer to the ELL Intervention Placement Chart in the MTSS Manual as this is based on multiple data points. ESOL Level 1 and 2 students who have been in the program less than 2 years must receive Home Language Arts (HLA) as their intervention. Students in ESOL levels 1-4 who have been in the program more than 2 years, should be placed in Tier 2 or Tier 3 intervention according to the ELA Intervention/Enrichment Placement Chart. Note: an EL committee must be included in decision making through the MTSS process for students who are not making progress.</p>
<p>According to the Department of Elementary ELA, are students automatically placed in Tier 3 based upon specific criteria in conjunction with the Tier 2 intervention?</p>	<p>Yes, the new MTSS process places students in Tier 3 automatically after reviewing multiple data points. This allows students to receive targeted and intensive instruction based on their specific identified reading deficiency as soon as possible. As a result, this will reduce the number of students who are referred for psychological evaluations and languish in interventions that are not targeting their needs. Beginning on page 41 in the MTSS manual, a timeline of events with links to specific documentation needed for the MTSS process is provided to streamline the process including PF 16 screens.</p>

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What is the recommendation when the placement chart yields a high number of Tier 3 students?

The placement chart should be used hand in hand with the data (historical as well) you are collecting when it comes to placing students into Tier 3 interventions. In terms of prioritizing material and personnel resources, schools should start with the neediest students and provide intervention to as many students as possible. The remaining students would benefit from strategic support during Tier 1 Differentiated Instruction. It is also important to group students with like needs. All students meeting Tier 2 or Tier 3 criteria should participate in growth monitoring in i-Ready.

How should a school proceed if a student is placed in Tier 3 intervention on the placement chart but has never received Tier 2?

The first step is to place students in Tier 2 intervention and monitor their progress closely. If the student(s) does not demonstrate progress on the Tier 2 assessments and other progress monitoring tools, the student may need Tier 3 intervention added to their schedule. If the student is progressing, and data indicates an upward trend in Tier 1 instruction, allow the student to remain in Tier 2 intervention only.

Should MTSS meetings be scheduled with parents when students are placed according to the placement chart? Are we to informing them that based on the criteria they are going to Tier 3 immediately?

Yes, parents must be involved throughout the entire MTSS process. The Read-At-Home plan (see WB #26238) includes parent letters and resources for parents to employ at home. The MTSS manual (page 44) provides specific steps to communicate with parents.

What are the progress monitoring tools aligned to new materials?

The progress monitoring tools may be found in the Student Enrichment/Intervention Placement Charts available in the MTSS Manual and ELA Curriculum Resources on SharePoint.

The following progress monitoring tools are available for each Tier 3 program listed below:

- *Adaptive Learning* report that indicates Learner Progress by Topic.
  - *Words Their Way* periodic spell checks (twice per quarter) on the word sort skills taught.
- Quick Reads* utilizes an Oral Reading Fluency probe (twice per quarter) with specific goals per grade level.



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What guidelines are there in reference to Tier 3 Progress Monitoring for Elementary ELA?

**K-1: Adaptive Learning** has 3 lesson tracks: phonemic awareness, phonics and structural analysis. Students will be placed in one of these three paths. The passing rate for their individual lessons is 70%.

An Adaptive Learning-Trouble Shooting Guide is available to you from the Department of Language Arts and Reading.

**For Grades 2-3:** Each Spell Check is a mini spelling test on the phonics skill taught. It is expected that T3 students score a 70% on spell checks to demonstrate mastery/growth. 2 spell checks per quarter

**In the IA class and Grades 4-5:**

3rd Grade ORF goals

Fall: 71WPM Winter: 92 WPM Spring: 107 WPM

4th Grade ORF goals:

Fall: 94 WPM Winter: 112 WPM Spring: 123 WPM

5th Grade ORF goals:

Fall: 110 WPM Winter: 127 WPM Spring: 139 WPM

2 ORFs per quarter

What Professional Development is available for MTSS?

Please refer to Weekly Briefing ID # 26241. It details the Professional Development that will be offered on October 9<sup>th</sup> and registration is available on My Learning Plan. *Additionally, a pre-recorded webinar recapping MTSS Coordinator training will be available via Weekly Briefing ID # 26242.*

What professional development and resources are available for the new Elementary reading intervention materials?

Teachers will receive training at the monthly ICADS on the new Tier 3 intervention materials. Additionally, webinars are available on the Curriculum Resources SharePoint under the "Intervention" folder by grade level (refer to Weekly Briefing #26264).

