



M-DCPS MTSS Flowchart



Note: A parent of a student suspected of having a disability may request, at any time, an evaluation to determine if the student is eligible for specially designed instruction and related services as a student with a disability. The District must conduct the evaluation or notify the parent in writing of the reasons for refusing to conduct an evaluation and the refusal for evaluation notice must be provided to the parent within 30 days.

START HERE Data confirms student is not attaining grade-level academic standards. (SAT-10, FSA, i-Ready Diagnostics, retained, etc.) Refer to criteria in Intervention [Placement Charts](#).

WEEK 1: Teacher collaborates with grade-level and/or relevant staff to identify differentiated strategies/activities that will assist students in succeeding at grade-level. Refer to the Intervention [Placement Charts](#) for research-based program, growth monitoring, frequency of intervention, and correct course codes. Notify parent in writing of Tier 2 interventions and progress monitoring. Conduct data chat with student. Continue all Tier 1 strategies. Teacher completes [Request for Assistance \(RFA\) FM-7073](#).

[MTSS Coordinator](#) begins to gather the following forms and documents in preparation for initial MTSS Meeting: [Consent for Screening FM-6279](#), [Physician Statement FM-1920](#), [Vision Screening FM-2125](#), [Audiometric Screening FM-7409](#), [MTSS Individual Student Screening FM-7075](#), [Home Lang. Screening Questionnaire FM-4219](#), Student Profile on PBI, J-Screen & LEP Meeting for EL students.

WEEKS 2-5: Teacher delivers targeted Tier 2 interventions along with Tier 1 core instruction. Teacher monitors progress and triangulates data from i-Ready, in-program core and intervention weekly/bi-weekly assessments, student grades, student attendance, and work folders. Ongoing communication with parents is critically important at this stage. Tier 2 interventions must be provided by a certified teacher.

Data indicates Tier 1 and Tier 2 Strategies have resulted in positive outcomes. Teacher will continue to monitor.

Poor Response

WEEK 5: Ensure strategic Tier 2 interventions have taken place with fidelity and integrity. Review student's attendance logs and complete [Tier 2 Fidelity Monitoring Chart FM-6493](#) and ensure all forms, screenings and questionnaires have been compiled and reviewed. Lastly, schedule initial MTSS and provide parent with Notification of Meeting.

MTSS Meeting is conducted to inform parent of the need for additional, more intensive, Tier 3 interventions. At meeting, [Tier 3 Intervention Plan FM-6290](#) is developed. If applicable, Language Proficiency Assessment is shared. [Consent Mutual Exchange FM-2128](#) should be secured. Date of MTSS meeting is recorded on [PF16 Screen in DSIS](#).

WEEKS 6-10+
Intensive Tier 3 interventions are ongoing (along with Tier 1 and 2) and monitored to ensure fidelity to the plan. All relevant data is collected and analyzed across tiers weekly. Tier 3 "Intensive" intervention must be provided by a reading endorsed or reading certified teacher.

Data indicates Tier 2 and Tier 3 Interventions are successful. Teacher will continue to provide support, monitor and communicate with parent.

Poor Response

[MTSS Coordinator](#) schedules **SST Meeting** where all student data and observations are discussed. [Tier 3 Fidelity Checklist FM-7451](#) is completed and signed by the administrator. If the team determines to move forward with an evaluation, [FM-6572](#) & [FM-4961](#) are completed. SST meeting date is recorded on the [PF16 Screen in DSIS](#).

Evaluation must be completed within 60 calendar days.