



Multi-Tiered System of Supports Handbook



MARYSVILLE
PUBLIC SCHOOLS



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MARYSVILLE PUBLIC SCHOOLS

MTSS FRAMEWORK

A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprising a collection of research-based strategies designed to meet the individual needs and assets of the whole child.

MISSION:

Personalize learning for every student through rigor, relevance, and relationships.

VISION:

Every student will excel, both personally and for the benefit of humanity.

Goal Statement:

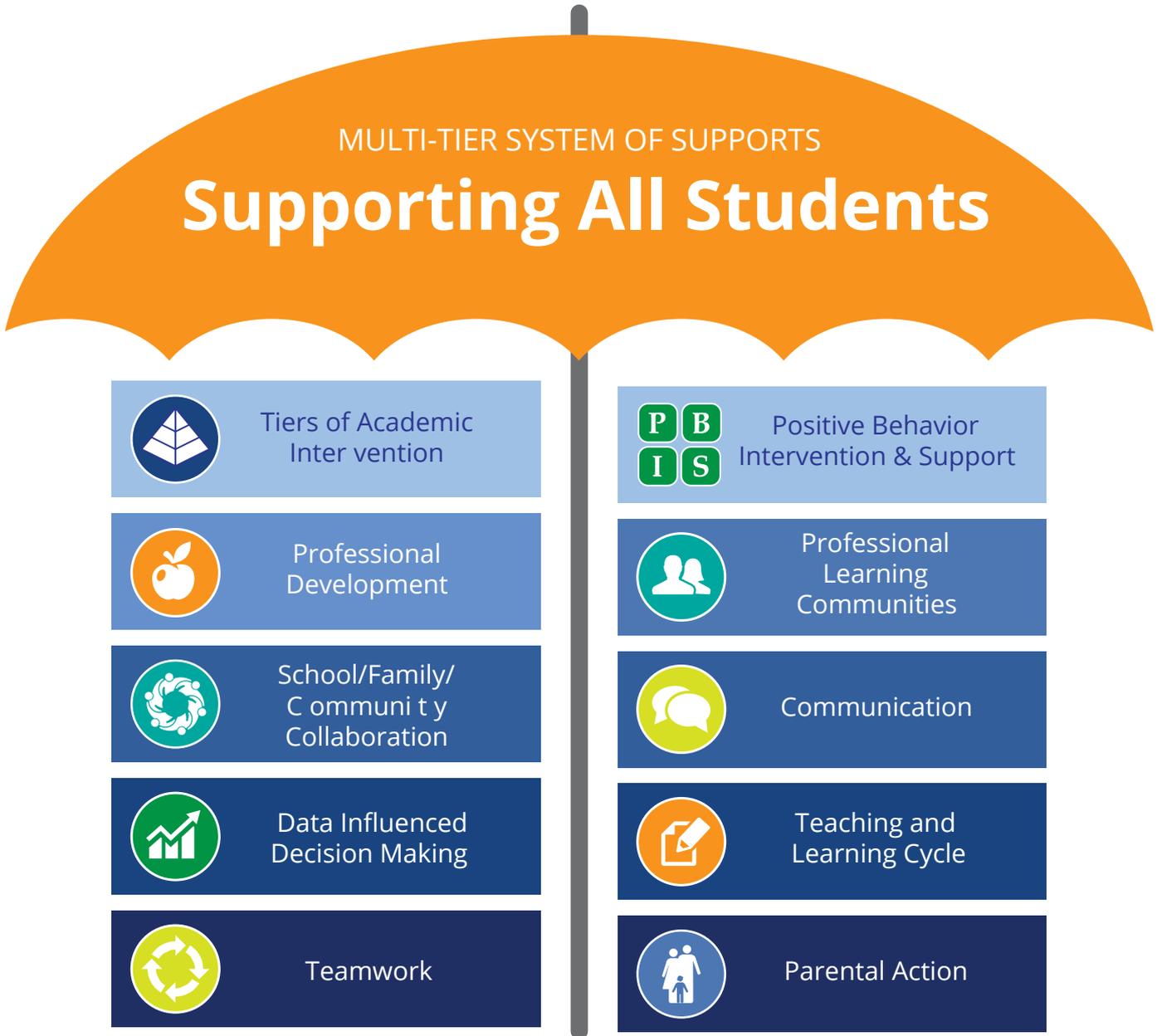
MPS will equitably reach every learner through the Professional Learning Community (PLC) process and Multi-Tiered System of Supports (MTSS) framework.

The MPS MTSS Framework provides at least all of the following essential components:

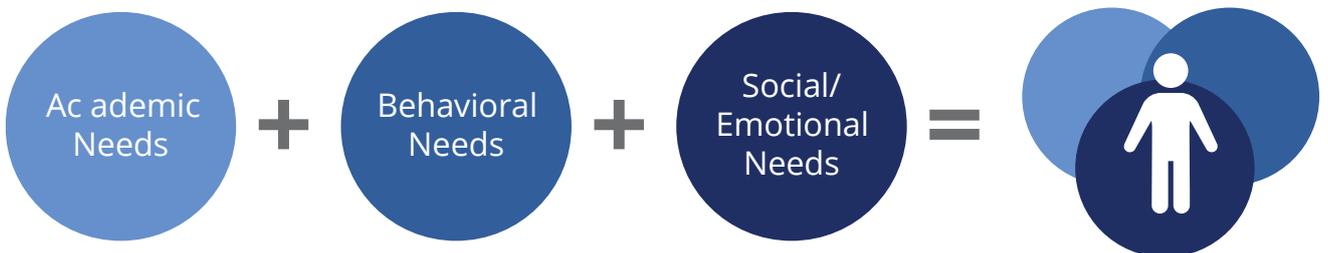
- Team-Based Leadership
- A Tiered Delivery System
- Selection and Implementation of Instruction, Interventions, and Supports
- A Comprehensive Screening and Assessment System
- Continuous Data-Based Decision Making

The Marysville Public Schools (MPS) defines Multi-Tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of all learners. In short, a MTSS framework is designed to ensure that each student who enters a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of a MTSS framework within the District's school improvement process is an essential component for improving academic achievement for all learners. Consequently, MPS is striving to improve achievement for all learners through the strategic support of the Michigan Department of Education (MDE) and St. Clair RESA.

Our Vision: Personalized learning for every student through rigor, relevance, and relationships.



MTSS supports the whole child



School-Wide System for Student Success

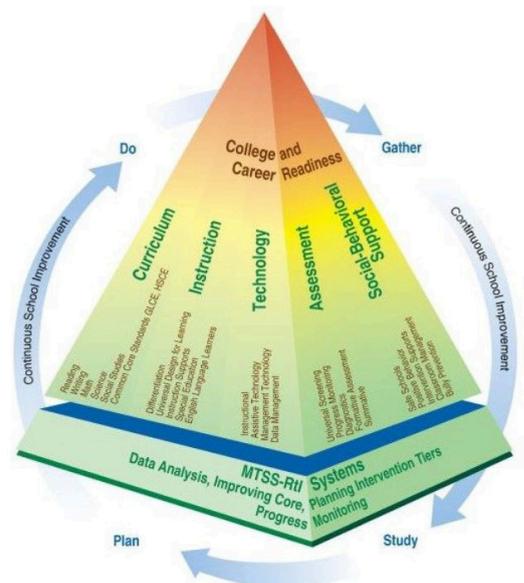
Team-based Leadership

Effective leadership plays a pivotal role in the successful implementation of MTSS, relying on innovation, significant decision-making, and the leadership's capacity to influence and guide both district and school climates. The MPS MTSS Leadership Team, along with school and building leaders, plays a crucial role in implementing MTSS district-wide and at the school level. The MTSS Leadership's roles and responsibilities encompass engaging staff, establishing a shared vision to support all students, designing collaborative structures, implementing shared assessment practices, delivering relevant professional development consistently, and monitoring MTSS implementation fidelity to ensure growth and achievement for all students.

Building leaders and the MTSS Leadership team support MTSS implementation by effectively communicating and modeling practices to school staff and community stakeholders. They provide essential resources for planning and implementing instruction, support, and intervention. Furthermore, they ensure that staff have access to the necessary data for instructional planning and decision-making. To facilitate collaboration and coordination, the MPS District MTSS Leadership Team convenes a minimum of four times annually with representatives from behavior, elementary academics, secondary academics, special education, and administration. Many district team members also lead other teams within the district, such as PBIS, Curriculum, and Administrative Leadership.

A Tiered Delivery System

The three-tiered instructional model of support and intervention is another critical element of MTSS implementation. Tier I includes social, emotional, behavioral, and academic expectations and instruction delivered to all students in a manner designed to differentiate the needs of the student(s). Tier II, referred to as strategic support and/or intervention, is provided to students demonstrating the need for additional or alternative instructional methods to meet benchmarks. Tier III, or intensive intervention, references small group or individualized instruction for students facing significant barriers to learning the skills required for school and learning success.



Selection and Implementation of Instruction, Interventions, and Supports

MPS ensures access to standards-based, high-quality instruction for all students. The use of evidence-based instructional practices including support and intervention targeting the individual needs of students is at the core of MPS MTSS Tier I. Core Instruction is defined as the foundational curriculum and instruction to which all students must have access. Core instruction includes all content areas, as well as social, emotional, and behavioral learning. Within core instruction, content areas include Science, Social Studies, Health, Math, Visual and Performing Arts, PE, ELA, and access to technology and information literacy. Access to core instruction necessarily includes the use of instructional practices to support English Language Learners, as well as culturally responsive practices, scaffolds, and differentiation strategies that enable every student the opportunity to learn effectively. Differentiated supports can and should occur within Core Instruction. Tier II and Tier III supports are aligned to the Tier I progression and are also centered on evidence-based best practices.

A Comprehensive Screening and Assessment System

MPS is committed to standards-based assessment practices embedded in core instruction for all students. The use of data to screen, diagnose, problem-solve, and develop meaningful action for students is a foundational element of MTSS implementation. Data practices include the use of data-based problem-solving and decision-making for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school-wide implementation of MTSS.

Continuous Data-Based Decision-Making

In MPS, data is intentionally reviewed at the classroom level within PLCs or department/grade-level teams. In addition, leadership teams comprised of a representative team of staff monitor the growth of students and determine the need for redesign of instruction in response. Procedures and protocols for developing and administering shared and common assessments allow school staff to use student data to design and redesign instruction, support at the core, as well as tiered supports and intervention. In addition to growth and achievement data from students, data on the fidelity of MTSS implementation allow school and district leadership to examine current practices and make changes or initiate supports to professionally develop staff, align practices with current student-based needs, and thereby make changes to enhance implementation.

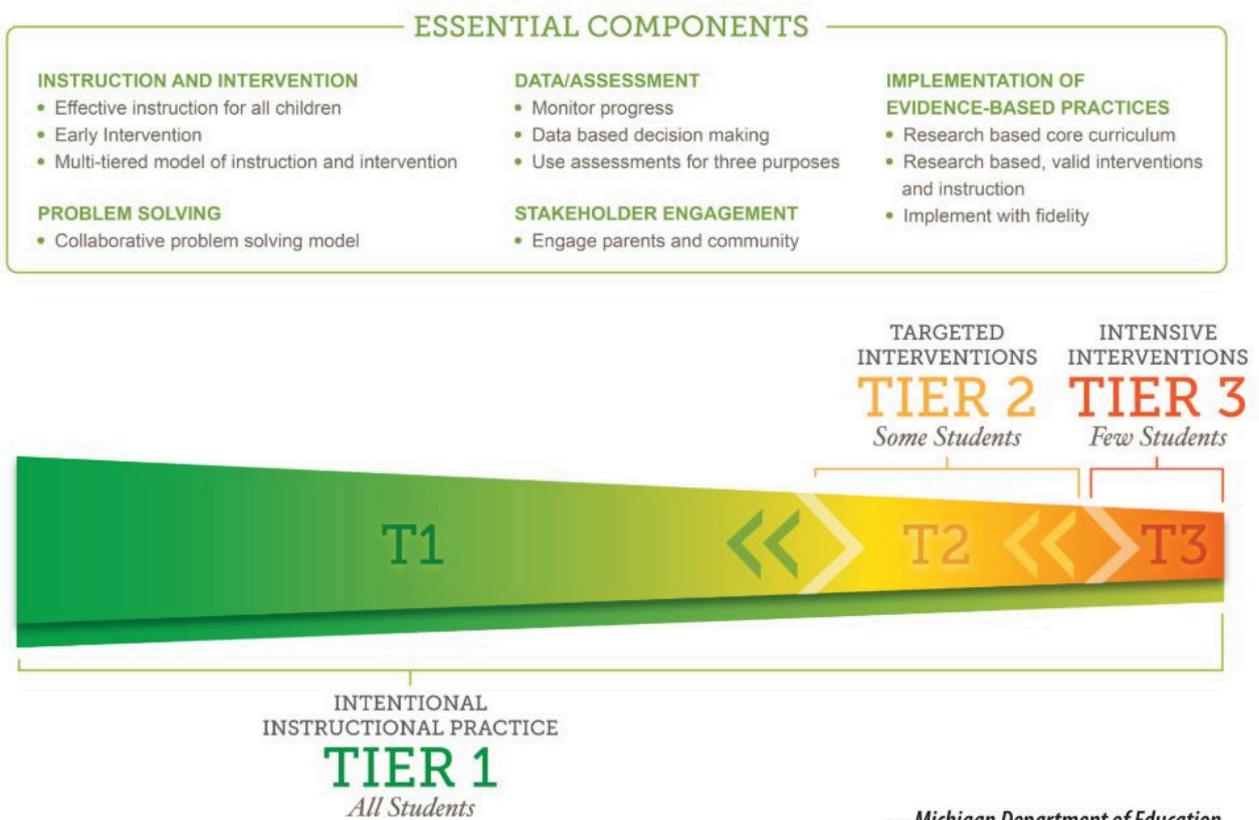
Section 31a Funding & Eligibility Requirements

LEAs utilizing Section 31a funding are required to implement a K-12 MTSS framework with fidelity. Marysville Public Schools (MPS) uses the MDE Practice Profile for MTSS as a model for implementing a responsive framework to address the academic and non-academic needs of students in our district. MPS also uses the Office of Educational Supports-Section 31a At-risk Program Monitoring Indicators as a model for professional learning and development of an MTSS model.

The intent and purposes of Section 31a are to provide instructional and non-instructional support services for pupils to achieve regular school attendance, reading proficiency by the end of third grade, math proficiency by the end of eighth grade, and career and college readiness by the end of high school. Section 31a funding eligibility requires an LEA to comply with the Read by Grade Three Law; use resources to address early literacy and numeracy; and implement with fidelity, for all grades it serves through 12th Grade, an evidence-based MTSS framework that uses data-driven problem-solving to integrate academic and behavioral instruction as well as interventions delivered to all pupils in varying intensities based on pupil needs. The MPS will follow the written procedure for completing Section 31a Eligibility Worksheets and 3.2 for decision-making of the Section 31a Program Design.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

MEETING THE ACADEMIC AND BEHAVIORAL HEALTH NEEDS OF ALL STUDENTS



Instruction, Interventions, and Support

Curriculum, instruction, and assessments are aligned both vertically (across grades) and horizontally (among classrooms at the same grade level and sections of the same course). A systematic approach is established and put into practice to routinely assess the effectiveness of the core curriculum. District and school leaders proactively address instructional needs and strengths, identified through continuous monitoring of instruction and the ongoing utilization of formative and summative student assessment data.

Qualified personnel demonstrate expertise in delivering both large and small-group research-based differentiated instruction that aligns with individual students' developmental levels and learning needs. Additionally, a well-organized system for formative feedback and decision-making is in place. The educational support provided to all students encompasses both academic instruction and non-academic assistance, incorporating differentiation and extension activities to meet the diverse needs of the students.

Tiered Delivery System

Tier 1 is core curriculum with differentiation. All students have access to high-quality curriculum, instruction, and behavior support in the classroom. Students are instructionally and flexibly grouped. All students are screened periodically to monitor progress and identify struggling learners who need additional support. Those students who need these extra supports will get differentiated instruction during core instruction in their regular classroom. Additional staff may be assigned to some classrooms during this block to work with students. This provides a lower student-to-teacher ratio for teacher-directed, small-group instruction.

Tier 2 is core curriculum plus Tier 2 intervention. If a student does not show progress in Tier 1, then Tier 2 supports are implemented. Students are provided with increasingly intensive instruction that is targeted to their specific needs. Additional assessments may be administered to determine exactly where the student has challenges. A plan is developed that targets the specific skill area that needs improvement to meet the desired goal. This instruction may need to be periodically modified to ensure progress. Interventions are discontinued once the goal has been met. If a student's progress monitoring information indicates that he or she is not making progress despite modifications to the Tier 2 interventions, then Tier 3 interventions are considered.

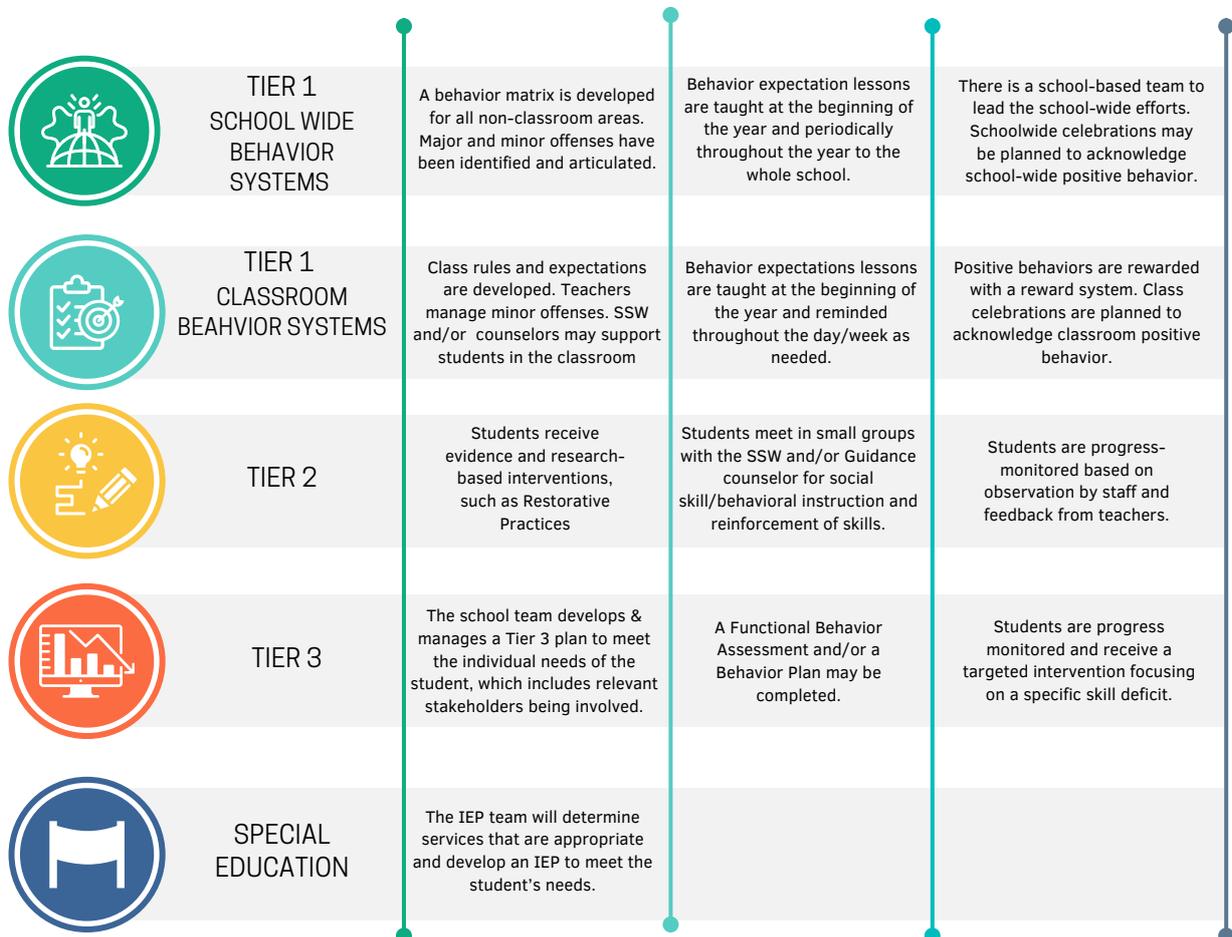
Tier 3 consists of the core curriculum alongside Tier 2 interventions with supplementary Tier 3 interventions. Approximately 5%-10% of students will need this most intensive level of instruction to be successful. More specialized assessments and input from the parent and school team occur through the Problem-Solving or Building Instructional Team process. Other school members such as a school social worker/counselor, special education teacher, literacy coach, math coach, etc. may become more involved with the student. Tier 3 interventions occur in addition to Tier 2 interventions so scheduling options need to be discussed. All team members, including the parent, closely monitor the child’s progress and determine which steps need to occur. Should a student continue to demonstrate a lack of progress despite Tier 3 interventions, then the student may need to be referred for special education consideration.

	TIER 1 CORE	Students performing on grade level receive core instruction and differentiation.	Students are instructionally and flexibly grouped to meet their needs.	Research-based Core Curriculum aligned with Michigan’s state standards
	TIER 1 CORE PLUS... CLASSROOM READING AND/OR MATH SUPPORT	Students at risk of not meeting grade level expectations receive core instruction with differentiation.	Students are instructionally and flexibly grouped to meet their needs. Some students, but not all, may receive intervention during the intervention block.	Additional teachers and/or paraprofessionals may be assigned to the classroom to provide more small-group, focused instruction
	TIER 2	Students receiving research-based interventions receive core instruction in small groups.	Interventions are by subject area - either reading or math or both. Students are progress-monitored frequently.	The frequency of interventions is dependent on the intervention
	TIER 3	Students who are not responding to Tier 2 interventions are considered Tier 3.	Tier 3 students continue to participate in the same core instruction & Tier 2 interventions they have been receiving.	The MTSS team may refer students for a special education evaluation if the students do not make adequate progress and they suspect a disability.
	SPECIAL EDUCATION	Special Education Students have an Individual Education Plan (IEP) that identifies the specialized instruction and support the student requires.	The student’s IEP Team is responsible for determining the best plan for the student.	Typically, students continue to participate in the same core instruction they have been receiving and may continue to receive Tier 2 intervention.

Behavioral Tiered Support

All students have access to non-academic supports that focus on the optimization of positive and productive functioning. Proactive and predictable classroom routines and a positive school climate are essential to the successful implementation of the tiered system of support. Classroom and school-wide expectations for all students are clearly defined, communicated, and visually displayed in classrooms and throughout the school. The school climate should support positive relationships with adults/teachers/mentors to provide additional support and encouragement.

Positive Behavior Interventions & Supports (PBIS) is a set of ideas and tools that schools use to improve the behavior of students throughout the school. PBIS is a proactive approach to addressing student needs and supporting prosocial skills. Behavioral expectations are clearly established, modeled, articulated, and routinely reinforced. PBIS uses evidence and data-based programs, practices, and strategies to frame behavioral improvement in terms of student growth in academic performance, safety, behavior, and establishing and maintaining a positive school culture. PBIS addresses the needs of all students regarding behavior, which creates an environment for both teaching and learning to occur in schools.



Academic and Behavioral Interventions

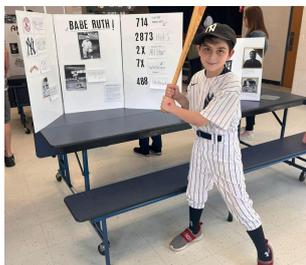
The interventions supplement, enhance, support, and provide access to the core curriculum and are provided in addition to the core instruction/universal behavior supports. There are a variety of interventions that are currently used for various skill instruction. All selected interventions are research-based and considered highly effective. All staff implementing interventions are fully trained and are highly skilled at implementing the interventions. Below is a sample of some of the interventions used:

ACADEMIC INTERVENTIONS

	ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
Tier 1 Instruction (Core)	Common Core State Standards Open Court Reading (OCR) Classroom Instruction that Works Teach Like a Champion Kagan Eureka Math	Common Core State Standards Teach Like a Champion 2.0 MAP Accelerator Classroom Instruction that Works Illustrative Math myPerspectives (ELA) Amplify Science	Chunk lessons Academic Support Classes Bell to Bell Instruction AP Classes & Dual Enrollment Reading Across the Curriculum Classroom Instruction that Works Teach Like a Champion 2.0
Tier 1 Intervention (Core)	Lexia/DreamBox BLAST - K Open Court Reading (OCR) Classroom Instruction that Works Strategies Kagan Strategies Open Educational Resources Zearn/Khan/IXL	Focused Instructional Time (FIT) Co-Teaching MAP Accelerator	Focused Instructional Time (FIT) Co-Teaching Academic Support
Tier 2 Intervention (Strategic)	BIT Strategies Lexia/DreamBox BLAST - 1st Small group instruction Delta Math Zearn/Khan/IXL	Lexia PowerUp Lunch Time Learning (WINS) Focused Instructional Time (FIT) Academic Support Math Foundation Class ASSISTments MAP Accelerator	Assigned FIT: reteach/retest, one/one support Reteach - Retest LTL - reteach, remediate Building Support Plans (from Academic Support Coach) Student Mentor Program Tutoring
Tier 3 Intervention (Intensive)	Lexia Skill Builders DreamBox Corrective Reading Reading Recovery 1:1 Individualized Instruction Delta Math Zearn/Khan/IXL	Corrective Reading Connecting Math Concepts Academic Support	Corrective Reading Credit Recovery/reteaching Academic Support Classes

BEHAVIOR INTERVENTIONS

	ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
Tier 1 Instruction (Core)	Handbook/Expectations PBIS/Leader In Me CHAMPS/MAC	Handbook/Expectations taught PBIS - Behavior Matrix, videos, taught during FIT and the day Anti-Bullying Presentation & Agreement	Handbook/Expectations Class Connection: MHS Expectations Freshmen Orientation Co-curricular Code of Conduct Athletic Code of Conduct
Tier 1 Intervention (Core)	Reteach/Remind behaviors, mentoring, progress monitoring Reteaching of Expectations Habit Rollout Handbook/Matrix/Expectation Communications PBIS/Leader In Me	Reteach/Remind behaviors, mentoring, progress monitoring Expectation Posters to redirect misbehaving students Behavior Flow Chart	Reteach/Remind behaviors, mentoring, progress monitoring
Tier 2 Intervention (Strategic)	Small Group: mentor, reteach, progress monitor BIP Strategies Social Stories	Small Group: mentor, reteach, progress monitor 1:1 Reteaching, coaching, behavior modification BIP Strategies Behavior Flow Chart	Small Group: mentor, reteach, progress monitor BIP strategies Check-in/Check-out Restorative Practices
Tier 3 Intervention (Intensive)	1:1 Individualized Instruction for reteaching behavior BIP Strategies Behavior Intervention Plans Self Management Systems	1:1 Individualized Instruction for reteaching behavior BIP Strategies Behavior Intervention Plans Functional Behavior Assessment Self Management Systems	1:1 Individualized Instruction for reteaching behavior Self Management Systems Small Group: mentor, reteach, progress monitor Behavior Intervention Plans



Comprehensive Screening and Assessment System

A universal screening system is in place and used by the district to assess the strengths and needs of all students in academic achievement and social, emotional, and behavioral competencies. Universal screening takes place three times a year: the beginning, middle, and end of the school year. A data collection and management system is in place for screening, diagnostics, and progress monitoring. Data from continuous progress monitoring drive instructional decisions throughout the tiered process. Progress-monitoring data indicates student response to intervention and determines student movement through the tiers. Students' academic and non-academic progress is monitored with increasing frequency as they receive more intensive additional tiered supports/interventions.

Universal Screeners

NWEA MAP Growth (K-8) is the primary Universal Screener used for English Language Arts and Mathematics. It is an online, adaptive screener that assesses a student's overall performance. It gives students a range of questions to determine exactly where a student is performing overall in those two subjects, as well as helps to determine where a student will perform on the MStep (when applicable). All students in grades K-8 take the NWEA test as our benchmark assessment three times a year. The testing results are used to assist our staff in identifying students who may need additional support/interventions.

DreamBox Math (K-5)

All students have access to DreamBox which is a supplemental online mathematics program that provides adaptive instruction for students in grades K-5 and focuses on numbers and operations, place value, and number sense.

MAP Accelerator (6-8)

MAP Accelerator is used for all students in grades 6-8. It provides differentiated learning pathways for students based on their NWEA Math MAP Growth score.

IXL (9-12)

In grades 9-12 the IXL diagnostic may be used as the benchmark assessment that is given a minimum of three times per year. IXL may be used to support the current curriculum as well as specifically assigned skills to help students become closer to achieving grade-level standards.

MLPP (Grades K-1)

The Michigan Literacy Progress Profile (MLPP) is a system of assessments and interventions to guide the literacy development of all children. The MLPP contains a wide variety of research-based assessment tools and instructional strategies that assess foundational literacy skills and provide appropriate instructional experiences to scaffold a child's literacy growth.

Developmental Reading Assessment (DRA) (Grades K-3)

Teachers, using the DRA, systematically observe, record, and evaluate student reading proficiency. The assessment provides recommendations for scaffolded support. The DRA is administered 2-3 times per year using fiction and non-fiction texts.

MAP Oral Reading Fluency (Grades K-3)

Aligned to the science of reading, MAP Reading Fluency is an adaptive universal screening and progress monitoring assessment. It monitors oral reading fluency, literal comprehension, and foundational reading skills. It quickly screens students at risk of reading difficulty, including characteristics of dyslexia.

Progress Monitoring Tools

All assessments are research-based and are valid and reliable predictors of future performance. Assessments are time-efficient and administered by properly trained staff. The assessment documentation of the student's progress is collected through the flexible tiers.

The infographic is set within a dark blue rounded rectangle. It is divided into two columns. The left column is titled 'READING' in a light blue header, and the right column is titled 'MATH' in a yellow header. Each column contains a list of assessment tools, each preceded by a green checkmark.

READING	MATH
✓ Summative Assessments	✓ Summative Assessments
✓ Oral Reading Fluency	✓ MAP Accelerator
✓ MLPP & DRA	✓ Delta Math
✓ NWEA	✓ MAP Skills Checklist
✓ MAP Skills Checklist	✓ NWEA
✓ PSAT 8/9, PSAT 10, SAT	✓ PSAT 8/9, PSAT 10, SAT

Team-Based Leadership & Data-Based Decision-Making

Effective collaboration and communication are essential aspects of the MTSS framework. Teams engage in data-driven decision-making and problem-solving at various levels—school, classroom, and individual student—to guide both academic and non-academic choices. The responsibility for students' progress is a collective effort among educators, including those in general education, special education, counselors, related services, English Language Education, Title I, and community-based representatives.

Collaborative meetings occur at different levels, such as district, school, grade, and student-centered teams. During these meetings, assessment data is reviewed, and decisions are collectively made. Dedicated time is allocated for grade-level and student-level teams to implement follow-up activities. Team members are well-versed in the policies and procedures necessary for compliance with special education regulations, particularly those related to using tiered instruction for determining eligibility for specific learning disabilities. This comprehensive approach ensures a cohesive and informed educational strategy within the MTSS framework.

Team Structure for MTSS in Marysville Public Schools



Team-Based Problem-Solving

Shared practices for team-based problem-solving are fundamental elements implemented consistently across all schools in the district. These practices serve as the foundational principles and methodologies that support effective team-based problem-solving efforts. The "Problem-Solving Process" is systematically applied during discussions about students in both BIT and School MTSS Team meetings.

Professional Learning Communities

Marysville Public Schools will equitably reach every learner through the Professional Learning Community (PLC) process. Educators work collaboratively in recurring monthly cycles of collective inquiry and action research to achieve better results for the students they serve. Leveraging the work done in PLCs is a catalyst for action and continuous improvement.

The District's PLCs have the following common characteristics:

- Shared commitment to improving student learning and outcomes
- Supportive and shared leadership by all members: administrators, teachers, support staff
- Supportive conditions for collaboration, including designated meeting times and a well-developed communication structure

MTSS	3 BIG IDEAS OF A PLC
<p>Addresses the needs of ALL students</p>	<p>A focus on learning: The fundamental purpose of the school is to ensure that all students learn at high levels.</p>
<p>Aligns the entire system of initiatives, supports, and resources</p>	<p>A collaborative culture and collective responsibility: In the PLC process, the entire school is considered the professional learning community. It takes the collective knowledge and skills of a school staff—including classroom teachers, administration, and support staff—to ensure every student succeeds. The structure of a PLC is the collaborative teams of educators whose members work interdependently to achieve common goals. These common goals are guided by four critical questions:</p> <ol style="list-style-type: none"> 1. What knowledge, skills, and dispositions should every student acquire as a result of this unit, this course, or this grade level? 2. How will we know when each student has acquired the essential knowledge and skills? 3. How will we respond when some students do not learn? 4. How will we extend the learning for students who are already proficient? <p>(DuFour et al., 2016, p. 36)</p>
<p>Implementing continuous improvement processes at all levels of the system (i.e. leadership meetings, grade level meetings, department meetings, data meetings, BIT, etc...</p>	<p>A results orientation: The constant search for a better way to improve results by helping more students learn at higher levels leads to a cyclical process in which educators in a PLC:</p> <ul style="list-style-type: none"> • Gather evidence of current levels of student learning • Develop strategies and ideas to build on strengths and address weaknesses in that learning • Commit to collective inquiry to learn about best practices to address the school's area(s) of weakness • Implement these research-based strategies and ideas • Analyze the impact of the changes to discover what was effective and what was not • Apply new knowledge in the next <i>cycle of continuous improvement</i>



Building Instructional Team

Students who are not making growth in Tier 1/Tier 2 programs may be referred to the Building Instructional Team (BIT). BIT Meetings focus on addressing individual student needs through the MTSS Process. Students who are referred for a special education evaluation by a parent should also be brought to BIT as an interim step until the evaluation is complete and an eligibility determination is made. However, whenever there needs to be a more in-depth review and investigation of a student's needs both academically and behaviorally, a BIT meeting can be initiated. The BIT Facilitator determines who is to be brought to the BIT meeting during the BIT Referral process.

BUILDING INSTRUCTIONAL TEAM MEMBERS



Core Team Members

Principal, Classroom Teachers, Literacy Coach (Elementary), Counselor (Secondary)



Invited as Needed

Special Education Teacher, Behavior Specialist, Social Worker, Assistant Principal, SLP, OT, etc...



Steps for Initiating a BIT Meeting

Students are referred to BIT meetings who are not meeting grade-level standards either academically and/or behaviorally. All students are referred to the BIT meeting based on screening data, benchmark data, and classroom performance supported by curriculum-based assessments, and social-emotional observations. Students will be placed on the Building Instructional Team Meeting agenda only after the referring teacher completes the BIT Referral Form and the principal has reviewed the referral.

The **Principal**:

- Review any new referral submissions and notify the classroom teacher or designee to contact the parent for consent.

Once it is determined that a BIT meeting should be initiated, the following process occurs:

1. The classroom teacher or designee calls the parents to let them know of the lack of sufficient progress and the need for a more in-depth, collaborative approach to develop a more individualized and intensive plan.
2. As soon as the classroom teacher or designee makes contact with the parent, the teacher will inform the principal that the parent has been contacted and can be added to the BIT agenda.

After consent is received and before the BIT meeting:

The Principal:

- Plans and shares the agenda based on the order of submission and urgency of the concern.
- Creates Shared BIT Folders & Forms in Google Drive.
- Place other relevant documents in the MTSS folders.

The Classroom Teacher/Literacy Coach/SSW/Counselor/SLP/ELL/OT:

- Review the agenda in advance.
- Collect relevant data, observation notes, work samples, and any additional information for the meeting, including any current interventions in advance.

The BIT Meeting Process & Procedures

During the Meeting, the BIT Team will...

- Update the current intervention plan and/or develop a more individualized and intensive plan.
- Review the current test data, and historical information, and explore any additional testing that may need to be administered to clarify the student’s learning needs further.
- Identify instructional strategies that have been effective with the student, the curriculum that is being used, the learning environments that are effective or not effective, and any other information that is known about the learner.
- Discuss options for a new plan and any further steps that need to occur before the plan can be finalized.
- Discuss Tier 2/Tier 3 interventions that are being initiated, and when the intervention will occur. The intervention will be monitored for approximately 4-8 weeks.
- Determine a mutually agreed upon communication plan for updating parents on student plans and progress.

After the Meeting

- The BIT team finalizes the written plan and makes sure all the relevant staff know the plan.
- Some coordination may be necessary in terms of the “who, what, where, and when” components of the plan. The principal or designee is to consult with the appropriate staff and facilitate the details of the plan.
- The BIT team will schedule a follow-up meeting to review the progress of the intervention.

During Follow-Up Meeting

- Review the MTSS plan and update progress toward the student’s goal.
- Review any other information staff would like to share.
- If the intervention goal is met, then the intervention is discontinued and the student may be dismissed from the BIT process.
- If the intervention goal has not been met, then another intervention may be considered OR the student may need to be referred for a special education initial evaluation.

Referral for a Special Education Evaluation

The principal will share the information with the District MTSS Coordinator for review on behalf of the team. If the District MTSS Coordinator determines there is sufficient data provided to support the need, they will forward the information to the Director of Special Education for a special education evaluation.

While the evaluation is in process, the BIT team should monitor the progress of the student and adjust the plan as needed.

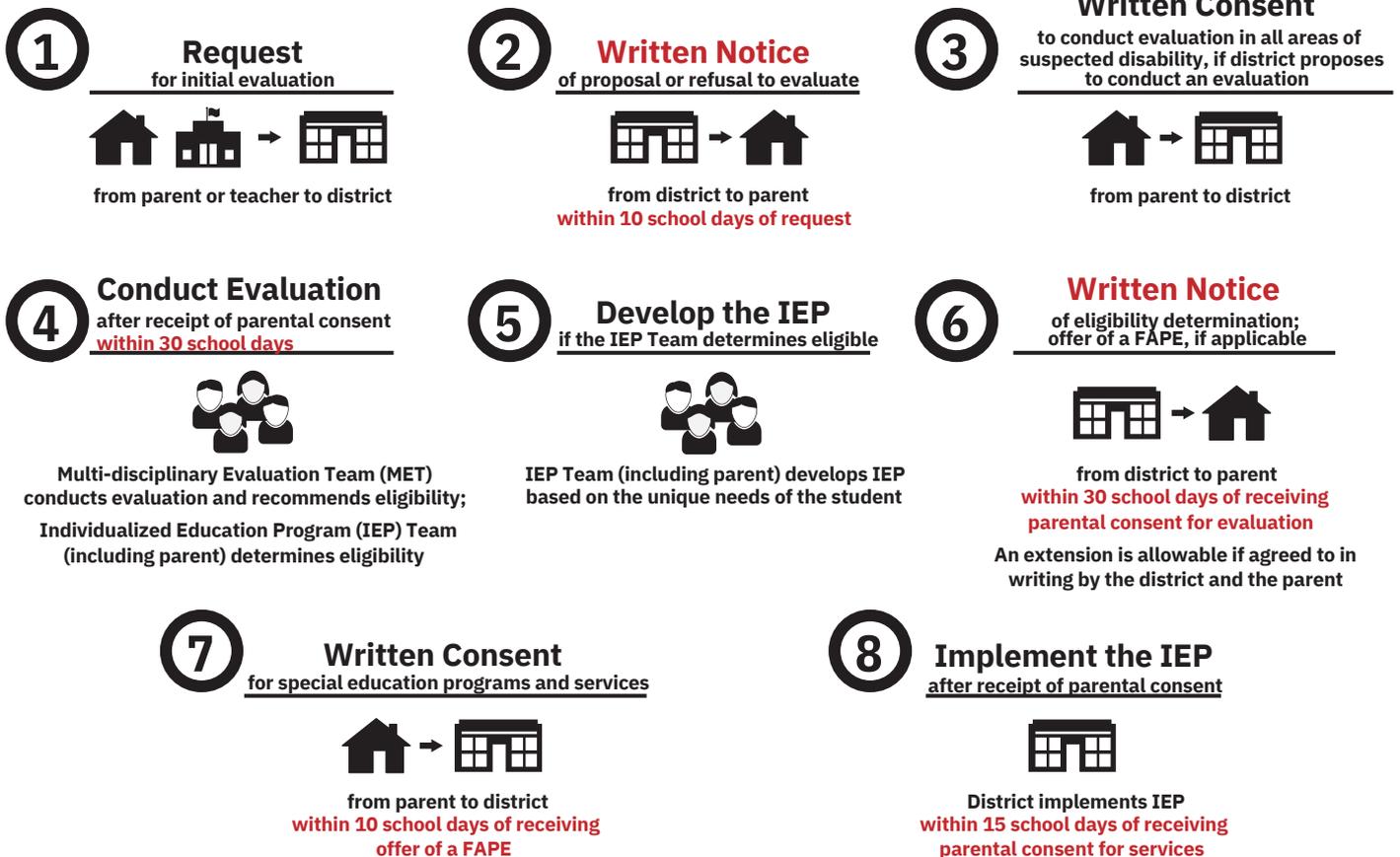
If the student does not qualify for special education services, the team needs to continue to revise the plan to work toward meeting the student's needs.

If the student does qualify for special education, the principal and special education staff will coordinate the details of the student's schedule and programming of MTSS and/or special education services.

Initial Evaluation Procedure for Special Education Programs and Services

Michigan Department of Education Office of Special Education Guidance Document:

[Guidance for Timeline for Initial Evaluations](#)



A PARENT GUIDE TO MULTI-TIERED SYSTEM OF SUPPORTS



Marysville Public Schools adheres to the Multi-Tiered System of Supports (MTSS) framework, an educational approach that prioritizes high-quality instruction for all students. This method incorporates a multi-tiered system of differentiated intervention supports in both academic and behavioral domains.



We consistently assess student achievement and closely monitor progress to facilitate timely adjustments in instruction, ensuring academic success.

We believe that every student can excel given targeted instruction tailored to their specific needs. Our commitment to individualized teaching reflects our dedication to optimizing the learning experience for each student.

ESSENTIAL COMPONENTS

INSTRUCTION AND INTERVENTION

- Effective instruction for all children
- Early Intervention
- Multi-tiered model of instruction and intervention

PROBLEM SOLVING

- Collaborative problem solving model

DATA/ASSESSMENT

- Monitor progress
- Data based decision making
- Use assessments for three purposes

STAKEHOLDER ENGAGEMENT

- Engage parents and community

IMPLEMENTATION OF EVIDENCE-BASED PRACTICES

- Research based core curriculum
- Research based, valid interventions and instruction
- Implement with fidelity



Tier 1

Tier 1 represents the foundational curriculum with personalized teaching methods. Every child has access to excellent curriculum, teaching, and behavior assistance right in the classroom. Regular progress check-ups ensure we keep track of how your child is doing and help us identify if they need extra help. If your child is identified as needing more support, they'll receive tailored instruction during regular class time.

Tier 2

Tier 2 builds upon the core curriculum by adding Tier 2 intervention. If your child isn't making progress in Tier 1, we implement Tier 2 support. They'll receive increasingly focused instruction tailored to their individual needs. Additional assessments might be conducted to pinpoint where your child needs targeted support. We'll create a plan that hones in on the specific skill areas needing improvement to reach grade-level expectations. This instruction may be adjusted periodically to ensure progress. Once the goal is achieved, interventions are phased out. However, if your child's progress monitoring shows they're still not making headway despite adjustments to Tier 2 interventions, we'll consider Tier 3 interventions.



Tier 3

Tier 3 involves the core curriculum along with Tier 2 support, supplemented by extra Tier 3 assistance. Usually, around 5% to 10% of students require this level of instruction to excel academically. This phase entails more specialized assessments and collaboration between parents and the school team to address challenges. Various school professionals such as interventionists, social workers, special education teachers, and literacy coaches may increase their involvement to aid the student. The team diligently tracks the child's progress and decides on necessary actions. If a student continues to struggle despite Tier 3 interventions, they may be considered for special education services.

HOW CAN PARENTS HELP?

We know from experience and research that parent involvement is critical to their child's success as a life-long learner. Parents are encouraged to be involved by:

- Recognizing your child's successes and focusing on what they can do.
- Learning more about the methods and materials used to teach your child and how your child is being helped to improve.
- Talk to your child's teacher about your concerns.



FREQUENTLY ASKED QUESTIONS

How was my child identified for needing interventions?

All students are screened in both reading and math at the beginning, middle, and end of each school year. These assessments are called “Universal Screeners.” Universal Screeners assess students’ knowledge of the content and standards for their grade level. If a student’s score indicates that he or she is at risk for not attaining grade-level mastery, then the student is identified to receive targeted interventions. Secondary screeners are administered to identify the specific foundational reading and math skills that students may have not yet mastered. The screeners help teachers and interventionists select the specific area in which to intervene. In addition to reviewing screening data, teachers closely monitor student progress based on daily classroom performance. It may become evident that a student would benefit from additional support based on data collected from daily classroom performance.

When will my child participate in the interventions and for how long?

Interventions occur throughout the day daily. Student progress is monitored at regular intervals and participation is based on the student’s progress toward the grade level goal. The length of participation varies from student to student as it is based on the student’s growth towards the goal.

Will my child miss core instruction?

Intervention/Extension block is built into the schedule to provide instruction that is in addition to core instruction be it intervention instruction on skills that need strengthening or instruction that extends learning. We ensure that students do not miss any core instruction.

Who will be doing the instruction?

All interventions are taught and/or overseen by highly qualified staff. Students may work with tutors, reading specialists, math teachers, special education teachers, paraprofessionals, classroom teachers, etc.

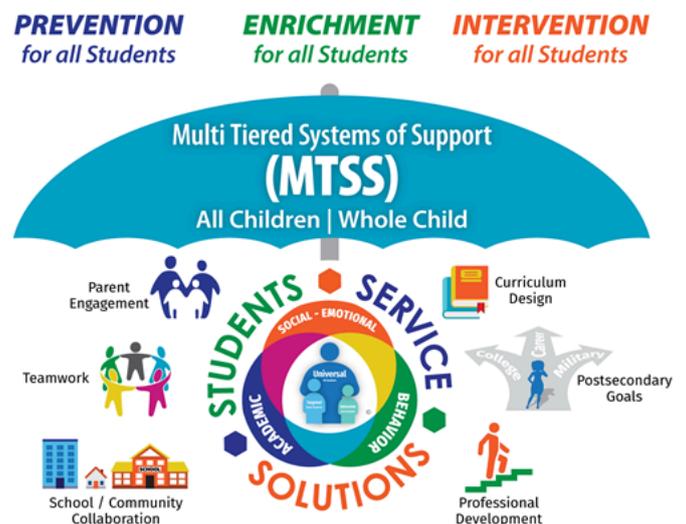
What are the interventions?

All the interventions are high-quality, research-based interventions. Students meet in small groups. Some interventions have a computer component to the instruction but also include teacher involvement. For specific information regarding your child’s intervention, please contact your child’s teacher.

[\(Marysville Public Schools Chain of Command Guide\)](#)

What if my child needs intervention in both reading and mathematics?

Students who need both reading and math interventions are first assigned to interventions in the area of greatest need. The other subject area will be supported through differentiated core instruction in the classroom by the classroom teacher. Once the student reaches his or her goal in the first area of need, then a new intervention will begin in the other subject area.





Marysville
Public Schools