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To: Board of Education via Dr. Palzet
From: Beth Parker
Re: MTSS processes in District 107
Date: November 16, 2022

After a rigorous review of our special education services, several suggestions for improvement were made. The review revealed that improvements need to be made to how students are identified for targeted support and how these students move through the available supports. Likewise, the district needed to update protocols, forms, and paperwork. As a result, a group of teachers and administrators developed an MTSS (Multi-Tiered System of Support) handbook that clearly outlines our processes and contains all the materials to move students through the process. The development of the handbook and the updated processes are part of our Strategic Blueprint Action Steps for the 2022-23 school year.

Background:

The Strategic Blueprint Action Step that addresses MTSS states: *The district will review current MTSS practices and develop new systems and structures to support tier-two interventions in ELA, math, and for student behavior.* Based on this review, a handbook was designed, which includes updated processes and procedures for student identification and support. Likewise, all teachers were trained in this new process which was implemented at the beginning of this school year. All students receive core (Tier 1) academic and social-emotional support, and additional interventions and extensions are provided to students as determined by data and collaborative problem-solving. Students who receive Tier 2 and Tier 3 intervention have access to the universal curriculum. Tier 2 and Tier 3 programming includes universal instruction with targeted interventions (e.g., TransMath; Blevins Intervention) and intensive interventions (e.g., TouchMath; Foundations/Just Words). The flexibility of this framework allows students to move from tier to tier as needed without prescribed timelines. The handbook and the new processes result from the work of our special education committee, which includes teachers, specialists, administrators, and parents.

MTSS Defined:

MTSS is a tiered framework that uses data to help match academic and social-emotional behavior data to the available instructional resources. Personalized education through a multi-tiered support system (MTSS) to support academic and/or behavioral needs is an effective way to meet the needs of learners. Like many others, Pleasantdale's MTSS model includes the following:

- Multiple tiers with increasing intervention (Tier 1, Tier 2, Tier 3)
- Universal screening of all students
- Systematic data collection systems and progress monitoring
- A problem-solving process
- A collaborative team approach

Philosophy:

MTSS is a comprehensive approach to meeting the needs of ALL learners.

Like RtI, it provides effective instruction and intervention across three tiers for all students. Assessment, progress monitoring, and data-driven instruction are all components of successful implementation. The goal of RtI was to reduce the number of students being referred for Special Education and to promote research-based, evidenced-based, high-quality instruction at all tiers. The goal of MTSS takes it one step

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further, implementing a more comprehensive system that addresses social, emotional, and behavioral development.

Program Principles and Methods

- Addresses academic as well as the social, emotional, and behavioral development of children (early childhood to graduation)
- Provides simple levels of support for all learners (struggling to advanced)
- Align resources and support for students receiving instruction, teachers, and other support staff delivering the instruction.
- Focuses on sustainable school improvement
- Strives to ensure that policies, practices, and programs are aligned at the classroom, school, and district levels.