RE-1 Valley School District
Multi-Tiered System of Supports
District Handbook

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Foreword

Multi-Tiered System of Supports (MTSS) is an integrated system connecting academic, behavioral, and social-emotional instruction that is based on student need. Colorado Multi-Tiered System of Supports (COMTSS) is a prevention-based framework using team-driven leadership and data-based problem solving to improve the outcomes of every student through family, school, and community partnerships, comprehensive assessment, and a layered continuum of supports. Implementation science and universal design for learning are employed to create one integrated system that focuses on increasing academic and behavioral outcomes to equitably support the varying needs of all students. (CDE definition, 2013). It is a structure and process developed to organize and focus responses to school-wide and individual student needs.

The vision of RE-1 Valley School District is to prepare each student today for tomorrow by providing a quality learning environment for all students. We believe that MTSS provides a systematic way to identify students in need of help; to intervene at the right time and in the right way; and to monitor the effectiveness of specific interventions.

This document is designed to provide practical guidance to RE-1 Valley educators regarding the development, implementation, and evaluation of *MTSS* services as a means to improve student achievement. It is a living document that will be revised and updated on a continual basis to ensure that policies, procedures

and resources are current and continue to meet the needs of the district. The work of the District MTSS contained in this document is based on information obtained from CDE, PBIS, and CKH websites.

Historical Perspective

In the fall of 2008, RE-1 Valley School District adopted a Layered Approach to Intervention based on the Comprehensive Intervention Model (CIM) and Response to Intervention (RtI) approach developed by Linda Dorn and associates, UALR Center for Literacy, Arkansas. In January 2014, Colorado adopted the Multi-Tiered System of Supports (MTSS) conceptual framework as a representation of two sustainable systems change frameworks, Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS). In the fall of 2021, RE-1 Valley adopted Capturing Kids' Hearts (CKH) to the K-12 education in order to implement transformational processes focused on social-emotional well-being, relationship-driven campus culture, and student connectedness.

The shift to a Multi-Tiered System of Supports, as the best description of a continuum of effective academic and behavioral instruction and supports for every student in RE-1 Valley, occurred during the summer of 2015. Multi-Tiered System of Supports (MTSS) remains the overarching framework to support the academic growth, attendance, and behavioral needs of all students in RE-1 Valley with the embedded components of RtI as the foundation. All curriculums, programs, and interventions flow through the MTSS District Committee for review and implementation.

PURPOSE and BELIEF STATEMENTS

The predominant theme for RE-1 Valley's efforts toward school improvement is empowering all students to learn through systematic school-wide support. Our highest priority must be our work related to teaching and learning. The overarching purpose of MTSS implementation is to improve educational outcomes for all students. RE-1 Valley believes:

- *Student learning is our highest priority. All students are able to learn and should be challenged to reach their full academic potential.*
- *Student responsibility for learning and behavior is fundamental to success.*
- *Early intervention for academics and behavioral development is critical.*
- *Education requires collaboration and partnerships.*
- *Family involvement is vital to student learning and behavior.*
- *Safe and healthy academic school environments are essential.*
- *Fair learning opportunities need to be accessible to all students. Fair does not mean equal.*
- *Individual and district accountability is necessary for continuous growth.*

WHAT IS MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)?

Multi-Tiered System of Supports (MTSS) is an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of all learners. It brings all of our supports together within one integrated continuum of supports. Multi-Tiered System of Supports seamlessly integrates the guiding principles of RTI, PBIS, and CKH and provides effective instructional strategies for academic, behavior, and social emotional learning systems. MTSS also sets the protocol for how adults in the District work together.

The framework improves learning outcomes for every student through a layered continuum of evidence-based practices that integrate academics, behavioral instruction, and interventions. The integrated instruction and intervention is delivered to students in varying intensities (multiple layers) based on student need, as evidenced by data. Data-based decision making ensures that district and/or school level resources reach the appropriate students at the appropriate levels to accelerate the performance of all students. In short, an MTSS framework is designed to ensure that every student that walks into a classroom will have his or her individual needs met through high-quality instruction and behavioral support.

In RE-1 Valley, MTSS is all inclusive meaning that any initiative, curriculum, intervention, or support that meets the needs of students falls under the MTSS framework. This includes, but is not limited to, RTI, PBIS, CKH, Summer School, Advanced Learning Plans, READ Plans, ICAP, alternate programming, ESY, etc.

WHAT HAPPENED TO RTI?

The Colorado Department of Education adopted the use of the conceptual framework of a MTSS. An effective RtI framework is not abandoned in the MTSS model but is rather the principal component of this comprehensive system of support. The RtI continuum (multi-layered interventions with increasing levels of intensity and duration) continues to remain foundational to MTSS. The shift to the MTSS framework ensures that the effective components fundamental to Response to Intervention address student academic needs are also applied to their social-emotional, academic, and behavioral needs.

RE-1 Valley educators have utilized a well-integrated RtI structure that connects general gifted and special education to provide high quality, standards-based instruction and intervention to increase academic growth. Assessment, progress monitoring, and data-driven decisions are essential components of successful RtI implementation. The RE-1 Valley model aligns with the Colorado state model, and maintains the RtI continuum. The continuum shows alignment and support in providing opportunities for students to show growth and achievement.

Layer 1 -Universal

ALL

Layer 2 - Targeted

Some

Layer 3 - Intensive

Few
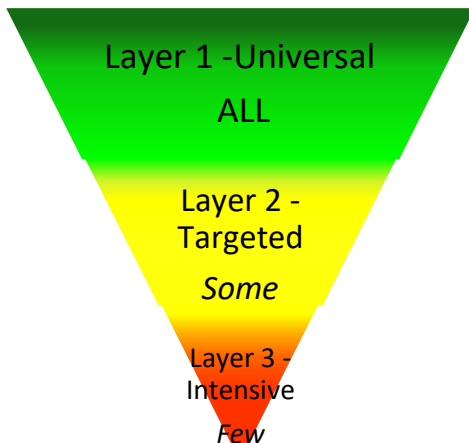
● High quality research, standards-based instruction, and social emotional and behavioral support for all students.
● Three layers of increasingly intense scientific, research based interventions that occur simultaneously with universal instruction.
● Instructional and behavioral decisions are data-based and assessment driven using a systematic, collaborative, problem-solving process.
● Student progress is monitored early, often, and over time at each layer of instruction and intervention, using objective information to determine if students are demonstrating growth.
● Special education teachers collaborate with general education teachers to align classroom instruction and support for students with specific learning disabilities in the least restrictive environment.
● Strong partnerships with family and community help support student success.

What is the difference between MTSS and RtI?

RtI is an integral part of MTSS, but MTSS is more cohesive and comprehensive in the goal of meeting the needs of all learners – academic, behavioral, and social emotional.   MTSS also focuses on creating ways for educators to work together to help students grow and achieve. The goal of MTSS is to have one sustainable overarching framework that meets the needs of all students and school improvement efforts.

Benefits of MTSS

- MTSS provides multiple levels of academic, behavioral, and social emotional support for all learners.
- MTSS provides support for teachers to deliver effective instruction, utilize and develop effective curriculum, administer assessments, and use data to guide instruction.
- MTSS outlines clearly defined roles, responsibilities, and accountabilities for educators, building leaders, and district personnel using common language for discussing implementation and expected outcomes.
- MTSS aligns resources and support for students receiving instruction and for teachers and other support staff who are delivering the instruction.
- The MTSS model ensures that practices, policies, and programs are aligned at classroom, school, and district levels.

MTSS: THE THREE-LAYER DESIGN MODEL for ACADEMIC AND BEHAVIORAL NEEDS

MTSS is grounded in the RtI model, developed by Linda Dorn, focusing on layers of intervention occurring simultaneously.

The model has three distinct tiers of support for all students within our district. Each tier encompasses a level of instruction or intervention that responds to student academic, behavioral, and/or social emotional needs.

- As a student has more intense learning or behavioral needs, he or she may simultaneously receive more intense interventions and supports in the next layer. Each layer has a different level of instruction, intervention, and/or services that responds to student needs.
- Student progress is monitored through data analysis. When a student has more intense learning or behavioral needs, his or her educational program is outlined and addressed by a team and the student is provided more intensive instruction and intervention. As student performance improves, the intensity of the intervention decreases.
- The MTSS model is designed to maximize student growth and achievement and contribute to overall school improvement efforts. It is a way for schools to organize and guide instructional delivery, allocate and optimize resources, and use an integrated systems approach to teaching and learning.
- The MTSS model is a proactive, preventative, intervention continuum developed to meet the varying needs of all students. Academic and behavioral needs are supported for all students using the three-layer model below:

The MTSS model provides instructional support at increasing levels of intensity according to student need. The focus of the framework of our model is on the need of the student rather than on a program or label. The need of the student determines the placement.

Layer 1: Universal Level (General Education) - all students receive universal instruction and support

All students - core academic, behavior, and social emotional programming

70 – 80% do not need further intervention

Purposeful differentiation and flexible grouping by classroom teacher

Preventative and proactive

Universal academic screenings and assessments are administered two–four times annually for all students to identify those who are at-risk for an academic deficiency

Layer 2: Targeted Interventions - some students also receive targeted interventions and supports

At risk students

About 10 – 15% of students require targeted instruction

Smaller group, targeted instruction

Provides intervention for students who are performing above or below standards in academic, behavioral, and/or social emotional expectations

In addition to universal instruction, with the expectation that an increase in the intensity of instruction will occur

Revolves around a specific area of need and is aligned with universal classroom instruction. Intervention instruction is provided by the classroom teacher or someone else. Student need drives intensity, group size, and duration of intervention.

Progress is monitored through frequent, ongoing data collection. This may include students with an IEP with goals that can be met at this level of intervention

Layer 3: Intensive Interventions - few students also receive intensive interventions

High risk students with significant gaps between benchmark and student performance

About 5% - 10% of students require intensive intervention

Highest level of support, designed to meet the specific needs of the small percentage of students who are still not responding to universal or targeted instruction and/or interventions. Students at this level have demonstrated that they are significantly below or above grade level standards; or need intense support

Tier 1 - UNIVERSAL All students receive universal supports with differentiation - 70-80% of students			
	ACADEMICS	**ATTENDANCE**	**SOCIAL-EMOTIONAL - BEHAVIORAL**
Practices & Evidence in School and Classroom at this level:	▪ Colorado Content Academic standards-based instruction ▪ Instruction with fidelity utilizing evidence-based, scientifically researched core program adopted by the district. ▪ Baseline assessment measures of overall ability and critical skills known to be strong indicators that predict student performance ▪ Purposeful differentiation and flexible small groups within the general classroom ▪ Preventative and proactive differentiation strategies	▪ Identified process for monitoring student attendance in each individual building that is aligned with MTSS ▪ Clear expectations of good attendance set by each school and clearly communicated to students and families. ▪ Reinforcement and recognition of positive attendance behaviors in classroom and school-wide; including incentives, and random moments to recognize students with expected attendance	▪ Durable and adaptable school-wide PBIS in each school with systemic support that aligns with district mission, including a PBIS matrix that identifies behavioral expectations for all areas of the school. ▪ School-wide plans for rewarding appropriate behaviors, to increase observation and praise; especially during times of increased inappropriate misbehaviors, such as prior to holidays and vacations. ▪ Teach, Observe, and Praise expectations and routines of PBIS matrix taught by school staff ▪ Expectations and routines re-taught, reinforced, and reviewed throughout the year ▪ All teachers/staff members trained each fall (and as needed) in the elements of the plan. Active participation by all staff members is expected. ▪ Effective classroom management that includes the consistent implementation of procedures and routines as well rules ▪ Capturing Kids' Hearts curriculum taught through classroom lessons, embedded support integrated during reading/writing instruction, and reinforced through a district-wide monthly focus.

Indicators to think about more support …	▪ Monitor students who are at some risk for low academic growth and achievement
	▪ Teacher increases frequency of instructional progress monitoring
		▪ Student is absent or tardy (excused or unexcused):
		   o 3-4 consecutive days
		   o 3-4 days within one month
			▪ Behavior data (tracking forms) indicate student is not responding to school- wide or classroom behavior plan (K-5 - Student attends PAWS place 1-2 times a quarter)
			▪ Multiple visits to the school nurse: 3 consecutive days; 4-5 times per week; same time every day, etc.
			▪ Multiple, frequent, or repeated bathroom breaks
			▪ Family shared/reported life event

Tier 2 - TARGETED Some students also receive targeted supports - 10% - 15 % of students		
	ACADEMICS	**ATTENDANCE**	**SOCIAL-EMOTIONAL - BEHAVIORAL**
Practices & Evidence in School and Classroom at this level:	Students at-risk for low academic growth and achievement: ▪ Data-based, focused intervention in specific areas of need in addition to universal instruction ▪ Smaller group; targeted explicit instruction; ▪ Differentiated instruction by universal teacher within the classroom	▪ Students at-risk for attendance: It is never just about attendance, but we have to start with attendance and work with families to address the other issues. ▪ Personal contact by the classroom teacher. The goal is to support the student / family with homework issues created due to the absences. Documented in Infinite Campus in the Contact Log. ▪ Attendance letter sent from each school office to the child's family, per Board Policy JH, after 7 days. *Discretion of the school if the absences are excused. ▪ Early intervention for students who are at-risk. Notification will be made to the next school /grade level and administrator in May of each school year, identifying students in need of attendance support for the upcoming school year.	▪ School-wide targeted intervention plan ▪ Consistent communication with SEL specialists and administration about student behavioral/social-emotional needs ▪ All staff members related to the student to be included on all emails. ▪ School-wide process for handling discipline referrals ▪ Parent involvement to support student behavioral/social-emotional needs, including meetings; communication logs; parent observation of class; etc. ▪ School-wide student support for social emotional needs.
Indicators of students who might need this level of support	▪ Student did not reach NWEA fall cut point in reading or math indicates a need for review of student's growth ▪ Student did not reach cut point on grade level universal assessment (PALS; SAT; etc.) ▪ Student is ineligible per CHSAA rules. (All students follow the established guidelines.)	▪ Student has been absent (excused or unexcused) for 5-7 consecutive days and/or 5-7 days within one month or has been tardy 5-7 days	▪ Student does not respond to classroom management plan consistently ▪ Timely rapid reinforcement or positive reward incentives interventions are required to support the student ▪ Student receives two or more office/bus referrals within a quarter

			▪ Ongoing and persistent bathroom breaks or visits to nurse occur

Tier 3 - INTENSIVE Few students also receive intensive supports - 5% of students			
	ACADEMICS	**ATTENDANCE**	**SOCIAL-EMOTIONAL - BEHAVIORAL**
Practices & Evidence in School and Classroom at this level:	▪ Intensive individual or small group interventions in response to student's identified needs take place simultaneously with universal core instruction – 'layered interventions' ▪ Most intense; smallest group; double or triple dipping intervention or second/third emersion ▪ Highly qualified teacher or interventionist delivers the intervention ▪ Documented in MTSS Intensive Student Intervention Plan	▪ Building MTSS team meeting scheduled to discuss ongoing / significant attendance issues with parent involvement regarding chronic absenteeism perBoard Policy JH and Truancy per Board Policy JHB	▪ School-wide intensive intervention plan ▪ Individual behavior/safety plan developed ▪ Consistent communication with SEL specialists and administration about student behavioral/social-emotional needs ▪ All staff members related to the student to be included on all emails.
Indicators of students who might need this level of support	▪ Significant gaps between benchmarks/cut points and student performance indicate a high risk for academic failure ▪ Student score on universal assessments is two or more grade levels below the cut-point ▪ Student is consistently on the ineligibility list - monitor weekly	▪ Student who has been absent or tardy for 7 or more days (excused or unexcused) within an academic year (Sept.-May) or calendar year (Jan.-Dec.) ▪ Students with chronic absenteeism due to various factors (truancy, trauma, substance abuse, homelessness, etc)	▪ Individual interventions based on intensive procedures ▪ Positive reinforcement plan needed to support the student ▪ Student receives three or more office referrals ▪ Behaviors or behaviors intensify beyond targeted level

Intervention Programming

Intervention is the practice of providing scientifically-based, high-quality instruction and progress monitoring to students who are below proficient in reading. Intervention is provided with intensity that is matched to student need. This involves more time daily, above and beyond 90+ minutes of universal (Tier 1 or core) instruction, which is focused on the specific needs of the student as identified by a diagnostic measure. Instruction can be intensified in three ways: (1) more time, (2) more targeted instruction, and (3) smaller group size.

District MTSS *Meets monthly*	CORE MTSS Team *Meets monthly/quarterly*	Grade Level/ Department/MTSS *Meets at least 2x a month*
Membership includes: District Admin, Building Admin, SSPs, diversified grade level/department/building representation Utilize collaborative team practices Facilitate a seamless MTSS model PreK-12 Problem-solve implementation of MTSS model in individual buildings Develop and maintain protocols related to Infinite Campus Be visionary - working on the district's big picture related to student achievement, curricula, interventions, behavior supports Ensure that a common-language, and common-understanding exists Ensure that district policies are supportive of, and not barriers to, the implementation of the model Provide sufficient support (professional development, technical assistance) to ensure that the implementation plan and timelines can be achieved Model and provide ongoing support in buildings for writing comprehensive Student Intervention Plans in Infinite Campus Identify MTSS components essential to successful implementation	Members include: Building Admin, SSP, diversified grade level/department representation Utilize collaborative team practices Ensure commitment to and implementation of district MTSS model with fidelity within their school Make critical building level decisions that support district MTSS model Discuss students who are not demonstrating progress and have been brought to the team by grade level or department MTSS Integrate itinerant professionals as appropriate and needed Collect, organize, and analyze school-wide data Model and provide professional development in writing comprehensive MTSS plans on Infinite Campus	Members include: grade level/department members, SSPs Utilize collaborative team practices Discuss students who have indicated a need for intervention based on universal screening assessments or who are demonstrating little or inadequate growth in universal instruction with responsive differentiation, or who demonstrate a need for behavioral or social-emotional support beyond the universal level, with responsive differentiation Determine and plan for specific interventions for at-risk students in order to intervene early and be proactive Determine placements for targeted or intensive interventions Progress monitor interventions Referrals to related specialists as appropriate

MTSS Staffing Support Team : A team that consists of itinerant staff, Sped Teachers, general education teachers, and administrators who set aside time during monthly staffing days to discuss students with high or unusual needs. The meetings are scheduled to discuss students for whom the grade level MTSS team needs further input from a wider range of expertise, to meet the particular student's unique needs. Each building will decide the process of determining which students to be discuss by the MTSS Staffing Support Team each month. (At a minimum, the student should have been discussed at least two MTSS meetings prior to this meeting, unless they are new to the district and exhibit significant needs.) These meetings may or may not involve community resources, parents, etc.

SOCIAL AND EMOTIONAL LEARNING AND POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

What is Social and Emotional Learning (SEL)? Social and Emotional Learning (SEL) is the process of acquiring the skills to:

- recognize and manage emotions, develop care and concern for others,
- establish positive relationships,
- make responsible decisions, and
- handle challenging situations effectively.

SEL provides schools with an evidence-based framework for preventing problems and promoting students' well-being and success. The SEL framework is an approach which involves students, staff, families, and community stakeholders. Effective SEL programs address the fundamental conditions for learning and foster students' capacity to learn. Best practice includes classroom teachers modeling evidence-based explicit social-emotional skills instruction in a safe, caring, supportive, participatory learning environment.

First two weeks of school: Students' academic and social-emotional growth is closely linked to the relationships established, the instructional focus and the routines taught during the first two-three weeks of school. It is critical that all teachers PreK – 12 set students up for a year of engaged and productive learning by:

- using positive teacher language to establish high academic and behavioral expectations
- getting students excited about schoolwork by offering engaging academics
- teaching the classroom and academic routines that enable a collaborative learning community to thrive
- having consistent expectations so students understand their role as a student in the classroom.

The efforts that teachers put into the first two-three weeks of school in building relationships and making connections with their students will benefit their instructional efforts for the entire year. Teachers need to remember to 'go slow so that they can go fast'. Routines and expectations for academics, assignments, behaviors, and attendance need to be intentionally taught and practiced. At the high school level, this means doing more than passing out a syllabus. Be intentional.

What is Positive Behavioral Interventions and Supports (PBIS)? It is a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors in order to create positive school environments. A continuum of positive behavior supports for all students within a school is implemented in areas including the classroom and non-classroom settings. PBIS involves the application of a behavior-based systems approach used to enhance the capacity of school personnel, families, and communities to promote safe and effective school environments that exhibit a link between research-validated practices and daily happenings, so that both teaching and learning can occur.

How can SEL and PBIS Work Together in School Settings? SEL and PBIS are both rooted in the belief that students learn best in a safe and well-managed learning environment. PBIS establishes a common purpose and approach to discipline throughout the school by developing and promoting positive expectations for all students. These expectations are taught, practiced, and reinforced through a reward system. SEL helps students and adults develop specific

social and emotional competencies that have been linked to positive outcomes. Evidence-based SEL programs teach these skills explicitly and provide opportunities for practice, feedback, and application within content areas and throughout the school setting. Both SEL and PBIS support using assessment information in order to maintain organizations that are committed to effective practice.

MTSS Behavioral Beliefs:

- Appropriate behavioral and attendance expectations can be effectively taught to all children
- Early intervention is essential when addressing behavioral concerns
- Use of a multi-layered model of service delivery is necessary
- Research-based, scientifically validated interventions should be used to the extent available
- Monitoring student progress to inform and implement further interventions is essential with decision making based on analyzed data
- Building partnerships with families and community stakeholders is crucial

Each building will ensure that the PBIS and SEL components are firmly in place, practiced, and include the following:

- A clear behavior matrix listing behavioral expectations in all school settings
- A plan for teaching the expected behaviors in the various locations throughout the building
- A building plan for observing, recognizing, and praising appropriate behaviors
- A plan to teach and train ALL staff members in the building who will use the PBIS system
- A system for tracking misbehavior, student discipline referrals, etc.
- A menu of universal components, interventions, and supports at the building level

MTSS STUDENT PLANS

All academic, behavioral, gifted, social-emotional, and attendance MTSS plans are written online in Infinite Campus.

Accommodation Plan: An accommodation involves changes to the environment for students and allows for equal access to instruction for students. Accommodations are provided to level the playing field. Teachers have the responsibility of knowing the allowable accommodations for state assessments. Only one CO Assessment Accommodation plan needs to be considered per student per calendar year.

- Teachers can complete instructional accommodations independently. ALL assessment accommodations must be discussed and decided at a grade level or department MTSS meeting and must adhere to CDE Accommodations.
- Each content area teacher is responsible for the subject they teach. If a teacher has already started a CO Assessment Accommodations Plan – just update it. Instructional accommodations can be entered by teachers without the MTSS team – only assessment accommodations need to be verified by the team.
- No assessment accommodation may be given without appropriate documentation in CO Assessment Accommodations on Infinite Campus. Please contact your building administrator if you have any questions. Error on the side of asking! Don't leave questions unasked.

- If a student needs an instructional or assessment accommodation, it is required that a parent is notified. Assessment accommodations require an active CO Assessment Accommodations Plan on Infinite Campus.

MTSS Plans: An MTSS plan is created in Infinite Campus when a student is identified as being at risk or high achieving through universal screenings or assessments – typically in the fall, and as needed throughout the school year.

Infinite Campus is the online portfolio and data warehouse used by RE-1 Valley. All assessment data is stored at this location, and teachers are expected to keep it current. PALS, NWEA, WIDA, CMAS, and CogAT scores are uploaded automatically at the close of the testing window by the district. Teachers should not enter these scores manually.

- Academic at risk indicators – Student:

  - Did not meet the cut points on the universal assessments for grade level
  - Is not responding to universal instruction
  - Is demonstrating lack of typical growth
  - Is not making adequate progress evidenced by assessments and progress monitoring

- Social/Emotional/Behavioral at risk indicators – Student:

  - Demonstrates behavioral needs that require more intensive support than school-wide PBIS plan.
  - Needs an alternate behavior plan to support his/her needs
  - Receives two or more office or bus referrals in a quarter
  - Earns multiple or repeated minor behavior infractions
  - Demonstrates emotional at-risk behaviors (extreme withdrawal; depression; isolation; etc.)
  - Shows signs of being at-risk for drop-out
  - Is ineligible based on CHSAA guidelines

- Attendance at risk indicators – Student:

  - has been tardy or absent for 7 or more days (excused/unexcused) within an academic year.

- Gifted indicators – Student:

  - is identified in one or more domains as gifted.

Writing an MTSS plan is a team effort done by MTSS teams (grade levels; departments; advising teams; common plan time teams; etc.) Each building has a specific plan about how all staff members will contribute and be involved. When a plan is being developed, at least two teachers will be involved.

- All aspects of a student need to be considered when writing an intervention plan. Ask, "What academic, behavioral, and/or social-emotional supports does this child need? How can the teacher meet those needs through differentiation? What needs require an intervention or special programming to be met?"
- Only one plan is created per student per school year. A single plan can have multiple goals including academic, behavioral, attendance, or gifted/talented goals. If no plan is started, then a new plan for the current school year is created. If another plan has been started during the current school year, then the plan needs to be edited and a new goal added.
- For K-3 students, READ Plans are an embedded part of an MTSS RtI plan when a student is identified as having a Significant Reading Deficiency. READ Plans are only discontinued and closed in the spring and this needs to be documented in the meeting notes.
- A student's Individual Education Plans (IEPs) is their RtI plan. However, if they are identified with a significant reading deficiency (SRD), a READ plan will be created.
- Any discussions, meetings, or changes made regarding a student's educational needs are to be documented in the MTSS plan.
- Parent involvement is a key component of developing a student plan. Every effort should be made to share the plan (get input when appropriate) with parents at parent-teacher conferences, other regularly scheduled parent meetings, or as needed.

Interventions used within the district:

	AYRES	**CAMPBELL**	**CALICHE ELEMENTARY**	**STERLING MIDDLE SCHOOL**	**STERLING HIGH SCHOOL**	**CALICHE JR/SR HIGH SCHOOL**
Reading	● Phonics Blast ● Lexia ● IXL ● Heggerty	● Phonics Boost ● HD Word ● Lexia ● Khan Academy ● Learning Ally	● HD Word ● Lexia ● IXL ● Heggerty ● Reading Plus ● Rewards ● Bridge the Gap ● LLI	● IXL	● IXL ● Khan Academy ● Reading Plus ● Learning Ally ● LEXIA	● IXL ● Rewards ● Bridge the Gap ● Easy CBM ● Learning Ally
Math	● ST Math	● IXL ● Khan Academy ● Math's Mate	● IXL ● ST Math ● Math's Mate ● Prodigy	● IXL	● IXL ● Khan Academy ● Easy CBM	● IXL

Ending an MTSS RtI Plan: When a student demonstrates strong academic growth, and interim/summative assessment data indicates that he/she is no longer at-risk, the MTSS team may decide to exit the student. A positive response to intervention will further confirm significant improvement, evidenced by the student consistently meeting the assessment data cut points. Triangulation of data is mandatory before a change to a student's RtI plan may be made. The meeting must be documented on Infinite Campus.

<u>**Gifted and Talented K-12:**</u>

What is an ALP—Advanced Learning Plan
"The Advanced Learning Plan (ALP) is a legal document [22-20-R-12.00, C.R.S.] outlining programming for identified gifted and talented students and is used as a guide for educational planning and decision making." (CDE). ALPs are written in Infinite Campus. Each gifted student should have one academic goal, along with one affective goal. The goals must be constructed through input from the student's parents, teachers, and student. It is also an accountability method for assessing gifted student growth through progress monitoring of quantitative and qualitative goals in gifted student programming and social-emotional development.

What are the areas of Giftedness?
ECEA Rules, revised in 2015, specify the areas for gifted identification in Colorado. A student may be identified in one or more of these domains (areas):
- <u>General Intellectual Ability</u>
- <u>Specific Academic Aptitudes</u>
  - Reading
  - Writing
  - Mathematics
  - Science
  - Social Studies
  - World Languages
- <u>Specific Talent Aptitudes</u>
  - Creative or Productive Thinking
  - Leadership
  - Dance
  - Music
  - Performing Arts (theater, speech and debate)
  - Visual Arts
  - Psychomotor

Which students are required to have an ALP?

In RE-1 Valley, every K-12 student that has been identified as Gifted and Talented will have an Advanced Learning Plan (ALP) created for them. This is in compliance with Colorado House Bill 1244-07, which mandated gifted education in the State of Colorado and required the development of Advanced Learning Plans for all identified gifted students. The ALP will provide documentation of gifted education services in the student's area(s) of strengths, and the manner in which the child's academic, social and emotional needs will be addressed.

What is universal screening (CogAT in grade 2 and 6)?

Universal screening means the systematic assessment of ALL students within a grade level for identifying students with exceptional ability or potential, especially students from traditionally underrepresented populations. The CogAT scores include percentile ranks for verbal, quantitative, and non-verbal batteries, at which 95th percentile is a qualifier (see Chart 1 and Chart 2 on the following pages). All second and sixth grade students along with students new to the district who are observed having gifted potential will be given the CogAt assessment.

How is a student identified as Gifted and Talented?

Multiple points of data are taken into consideration when identifying gifted students. They may include, but are not limited to, cognitive scores, achievement scores, academic profile, portfolios, teacher and parent referrals, and other various pieces that build a body of evidence in accordance with CDE guidelines. The four specific pathways to identify a student as Gifted and Talented are in the following charts:

Chart 1 - Specific Academic Aptitude - Student has at least one qualifying (95th percentile score) on CogAT.

Cognitive Test 95th percentile or above on one or more batteries and

...two measures from any area or combination of areas below

Criterion- or Norm-referenced Achievement Test

- Advanced/Distinguished/ Exceeds Expectations on State Assessment*
- 95th percentile or above on norm-referenced achievement test
- 95th percentile or above on CDE Resource Bank or district bank of approved assessments for non-state tested standards

Norm-referenced Observation Scale

- 95th percentile or above on norm-referenced observation scale for specific content area

Performance Evaluation

- State or national academic contest – top place or ranking
- Expert juried performance (Advanced or Distinguished)
- Teacher/Expert assessed portfolio review (Advanced / Distinguished/Above Grade Level)

Specific Academic Aptitude

Reading
Writing
Math
Science
Social Studies
World Language

Chart 2 - Specific Academic Aptitude Student does not have a qualifying (95 percentile score) on CogAT.

Three or more measures from two of the three areas below

Criterion- or Norm-referenced Achievement Test

- Advanced/Distinguished on State Assessment
- 95th percentile or above on norm-referenced achievement test
- 95th percentile or above on CDE Resource Bank or district bank of approved assessments for non-state tested standards

Norm-referenced Observation Scale

- 95th percentile or above on norm-referenced observation scale for specific content area

Performance Evaluation

- State or national academic contest – top place or ranking
- Expert juried performance (Advanced or Distinguished)
- Teacher/Expert assessed portfolio review (Advanced / Distinguished/Above Grade Level)

Specific Academic Aptitude

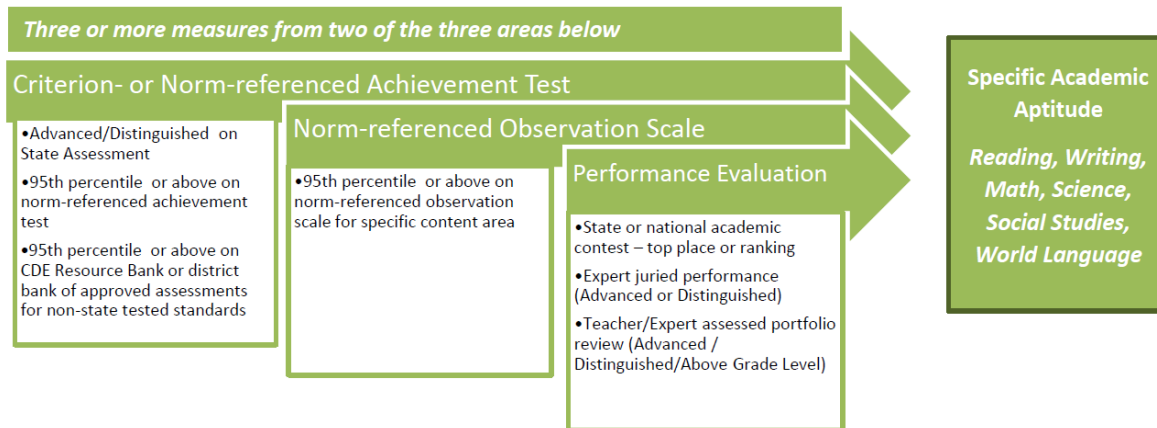*Reading, Writing, Math, Science, Social Studies, World Language*

Chart 3 - Specific Talent Aptitude At least one qualifier in Boxes 1, 2, and 3. If there is no qualifying test for Box 3, then two qualifiers in Box 1, and one qualifier in Box 2.
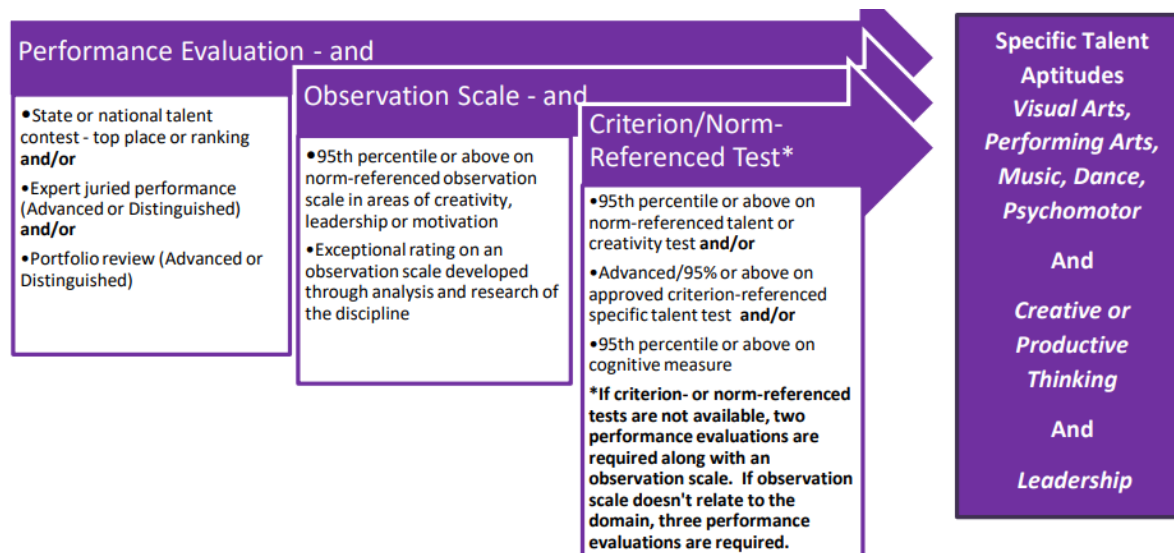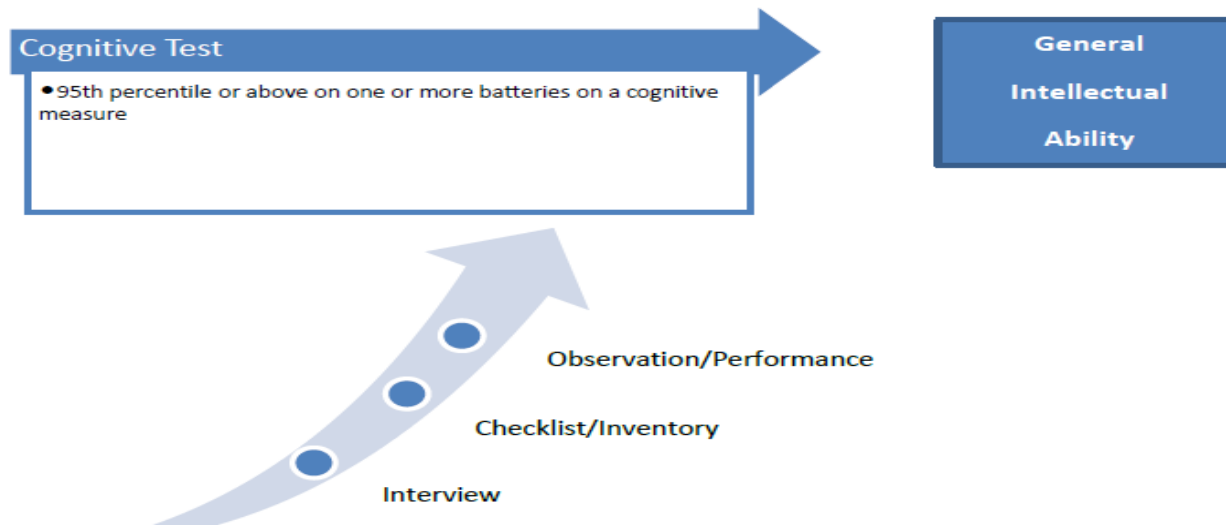
Performance Evaluation - and

- State or national talent contest - top place or ranking **and/or**
- Expert juried performance (Advanced or Distinguished) **and/or**
- Portfolio review (Advanced or Distinguished)

Observation Scale - and

- 95th percentile or above on norm-referenced observation scale in areas of creativity, leadership or motivation
- Exceptional rating on an observation scale developed through analysis and research of the discipline

Criterion/Norm-Referenced Test*

- 95th percentile or above on norm-referenced talent or creativity test **and/or**
- Advanced/95% or above on approved criterion-referenced specific talent test **and/or**
- 95th percentile or above on cognitive measure

*If criterion- or norm-referenced tests are not available, two performance evaluations are required along with an observation scale. If observation scale doesn't relate to the domain, three performance evaluations are required.

Specific Talent Aptitudes
Visual Arts, Performing Arts, Music, Dance, Psychomotor

And

Creative or Productive Thinking

And

Leadership

Chart 4 - General Intellectual Ability A gifted determination based solely on a cognitive assessment score, without any other qualifying data, is the **exception**.

Cognitive Test

- 95th percentile or above on one or more batteries on a cognitive measure

General Intellectual Ability

Observation/Performance

Checklist/Inventory

Interview

Who writes the ALP?
An ALP is created in Infinite Campus when a student is identified as being Gifted and Talented. Plans are not written by a single person but rather by a team. K-12 student ALPs will generally be generated and monitored by the district GT coordinator, student, parents, and teachers.

When are ALPs written?

Typically, ALPs are written in the fall by the student's MTSS team, prior to Parent-Teacher Conferences, and as needed throughout the school year. Alps are monitored for progress and revisited throughout the year. All ALPs must be written and delivered to parents by the end of November.

How are parents involved and notified?

Ideally, an ALP is a collaborative process involving the gifted student, the classroom teacher, the parent/guardian, and the gifted education representative at the school. Parents are invited and expected to collaborate with teachers in the development of an ALP for their child. Specifically, parents can provide insights into their child's strengths and interests outside of school by completing a student inventory, and discuss ways to incorporate these factors into a learning plan. They also are given the opportunity to share their child's social and emotional needs.

Parents will receive copies of their children's ALPs delivered either by mail or in person. Typically, ALPs are discussed during fall Parent-Teacher Conferences. Parents will have an opportunity to give feedback to the coordinator or teachers and may suggest further modifications to the ALP.

What programming options are common?
Common programming options, that may be used, are listed in the following table:

Content	Process	Product	Environment
• Accelerated curriculum • Grade-level curriculum • Honors/AP/IB • Online classes • Supplemental curriculum • College courses	• Acceleration • Depth & Complexity • Extension • Grouping • Higher order thinking • Independent study • Research • Tiered instruction	• Authentic audience • Cross-curricular • Demonstration of new knowledge • Formative/ summative assessment • Real-world application	• Center • Cluster group • Flexible group • Independent • Resource room • Whole class • Online • Magnet classroom • Concurrent enrollment

A student enrolls and was identified as Gifted from his previous Colorado school? What now?
The Exceptional Children's Education Act (ECEA) requires that a student who moves from one district in Colorado to another district in Colorado retains his/her gifted identification. This concept is referred to as "portability."

What is a Talent Pool?
A talent pool is defined as a group of students who demonstrate an advanced or even exceptional ability in a particular area, but at this time do not meet the criteria for gifted identification. Through programming, a student may meet the criteria for gifted identification at a later date.

A gifted student is not "showing potential", so this child must not be gifted?
Once a student has been identified, programming continues through graduation. Instead of eliminating gifted students who underachieve from gifted programming, efforts should be made to target the source(s) of the students' underachievement and develop individualized interventions based on this information. A gifted child cannot be "ungifted".

Where can you get more information or support to help you understand and apply the new Gifted rules?
There is a Gifted Coordinator at Ayres, Campbell, Sterling Middle School, and Sterling High School. Caliche K-12 also has one Gifted Coordinator. Visit with your administrator to find out the coordinator for your building. Additionally, there are numerous resources and fact sheets pertaining to Gifted and Talented services on the CDE website (https://www.cde.state.co.us/gt/alp)

ATTENDANCE – Additional Information:

- The school principal is responsible for maintaining the integrity of the attendance systems for their building and will establish a procedure for identifying and documenting absentee and tardy students. School staff / teachers will utilize daily Infinite Campus to record & monitor student attendance information.

- Automated Contact / Office Notifications: Parents will be responsible for calling the school each day when it is necessary for a student to be absent. If the parents do not contact the school, the automated call system will be used to notify the parents of the child's absence and request that they contact the school.

- Targeted: A MTSS meeting is scheduled to discuss attendance issues at TARGETED Layer. This first meeting could be by grade level; department level; team level; or multi-grade teams if siblings are involved. Parents and/or students should be invited or have the opportunity for input. Their input can be made via a phone contact or the liaison. The following people should be in attendance: teachers involved with the student, administrators, and any district support services personnel as deemed necessary.

    - Discuss & document attendance issue in Infinite Campus and/or Infinite Campus

- Intensive: A Building MTSS Team meeting is scheduled to discuss ongoing/significant attendance issues at INTENSIVE Layer. This would be, at a minimum, the second MTSS meeting held to discuss the child's attendance and documented in Infinite Campus and/or Infinite Campus. Building MTSS Team members along with relevant teachers/staff from initial meeting(s) should be included.   Schools should contact the buildings where the siblings (if any) attend to verify if this is a family issue or individual issue. If relevant, personnel from the other schools should be invited to attend.

MTSS COMMON LANGUAGE DEFINITIONS

Accommodations Practices/procedures that provide equitable access during instruction and assessments for students. The purpose of accommodations is to reduce or eliminate the effects of a student's disability by giving the student access to the content or assessment; accommodations do not, however, reduce learning expectations. Accommodations are commonly categorized in four ways: Presentation Accommodations; Response Accommodations; Setting and Environmental Accommodations; and Timing and Scheduling Accommodations. It is critical to note that accommodations provided to a student during state assessments must also be provided during classroom instruction, classroom assessments, and district assessments. However, some instructional accommodations may not be appropriate for use on statewide assessments. It is imperative that educators become familiar with state policies about the appropriate use of accommodations during state assessments. Note: Even when an accommodation is part of the school culture, (i.e. using a planner); it still needs to be specifically documented if it is an essential part of the student's success at school.   This can be on an IEP and on an RtI Student Intervention Plan.

Assessments MTSS uses a tiered system of assessments that increase in frequency and intensity as greater needs are revealed. Timely, reliable assessments indicate which students are falling behind in critical skills or which students need their learning accelerated, as well as allow teachers to design instruction that responds to the learning needs. By regularly assessing students' progress in learning and behavior, teachers can identify which students need more help, which are likely to make good progress without extra help, and which students need their learning accelerated.

Data Information related to important educational questions, that has been collected via multiple sources, including assessments and observations, and over time. Within an MTSS framework, data are collected in order to determine (a) student progress and responsiveness, (b) intervention effectiveness, and (c) implementation fidelity.

Data-based Problem Solving and Decision Making The process used by stakeholder teams from multiple settings (e.g. home, school, community), to analyze and evaluate information related to planning and implementing effective instructional strategies matched to student need.

Diagnostic Instructional Assessment Diagnostic assessments are administered after a problem has been identified in order to provide an in-depth, reliable assessment of targeted skills. Their major purpose is to provide new or more reliable data about a child's academic or behavioral needs for planning more effective instruction and interventions.

Evidence-based Practice The use of practices, interventions, and strategies, which have been proven to be effective through scientifically-based research and a comprehensive collection of studies.

Family, School, and Community Partnerships The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, district, and state outcomes.

Intervention A targeted academic and behavioral instructional method based upon focused assessment of skills and needs.

Layered Continuum of Supports Culturally- and developmentally-relevant practices, that are layered from universal (every student) to targeted (some students) to intensive (few students), in order to support the academic and behavioral needs of every student.

<u>Modifications</u> Changes to or a reduction of the learning or assessment expectations. Some examples of modifications include: requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems); reducing assignments and assessments so a student only needs to complete the easiest problems or items providing the student with hints or clues to scaffold to the correct answer on assignments and tests. Educators should understand that providing modifications to content during classroom instruction and/or classroom assessments may have the unintended consequence of reducing a student's opportunity to learn critical content. Providing a student with a modification during an assessment changes what skills are being measured.

<u>Outcomes</u> The effect that occurs as a result of the integration of practice selection, data collection, and systemic implementation. Within an MTSS framework, outcomes are (a) academic and/or social, (b) for every student (whole school, small group, and/or individual), and (c) contextually relevant.

<u>Progress Monitoring</u> Progress monitoring is a systematic approach to gathering academic and behavioral data using a variety of data collection methods. Student performance is examined frequently, over time, to evaluate response to instruction and intervention.

<u>Research-based Practice</u> Broad term used to describe programs or practices that have been studied but not necessarily using all of the quality indicators of scientifically-based research which include systematic cause-and-effect research design, replication and peer review.

<u>School Improvement Plans</u> Experience has demonstrated that in order to increase achievement, successful systems plan their improvement efforts collaboratively. Developing one common plan for improvement streamlines the school and district's efforts and resources, and maximizes improvement for all learners. By strategically embedding an MTSS framework into the district and school improvement plan, a school system sets itself up for continuity and alignment in the implementation of research-based systems. MTSS serves as a comprehensive process to organize the work through data analysis, goal setting, planning, implementing, monitoring, and evaluating. When working together, the School Improvement Process and the MTSS framework enhance and strengthen each other for the benefit of all learners.

<u>Scientifically-based Research</u> Research that applies rigorous, systematic, and objective procedures to obtain reliable and valid information relevant to education activities and programs. This includes cause and effect research design, replication, and peer review. Scientifically-based research must have some replication, but the replication is limited as compared to the magnitude required for evidence-based practice.

<u>Shared Leadership</u> The coordination and training, coaching, resources, and evaluation needed to support the implementation of MTSS through shared decision-making by a group of individuals who represent the school, district, and community (e.g. students, family members, general and special educators, specialists, etc.).

<u>Universal / Screening (Interim) Assessment</u>   Administered to all students as an initial baseline (typically given at the beginning of the year), these assessments measure the overall ability and critical skills known to be strong indicators that predict student performance. They also alert teachers to the presence of a problem and level of need in a specific area and help to identify students who do not meet or who exceed grade level expectations. Results can be used as a starting point for instruction or to indicate a need for further evaluation. This type of assessment can be also be used as the end-of-the year outcome assessment. It shows how functional the curriculum and instruction are in the school and detects whether or not students are making acceptable progress in the curriculum.