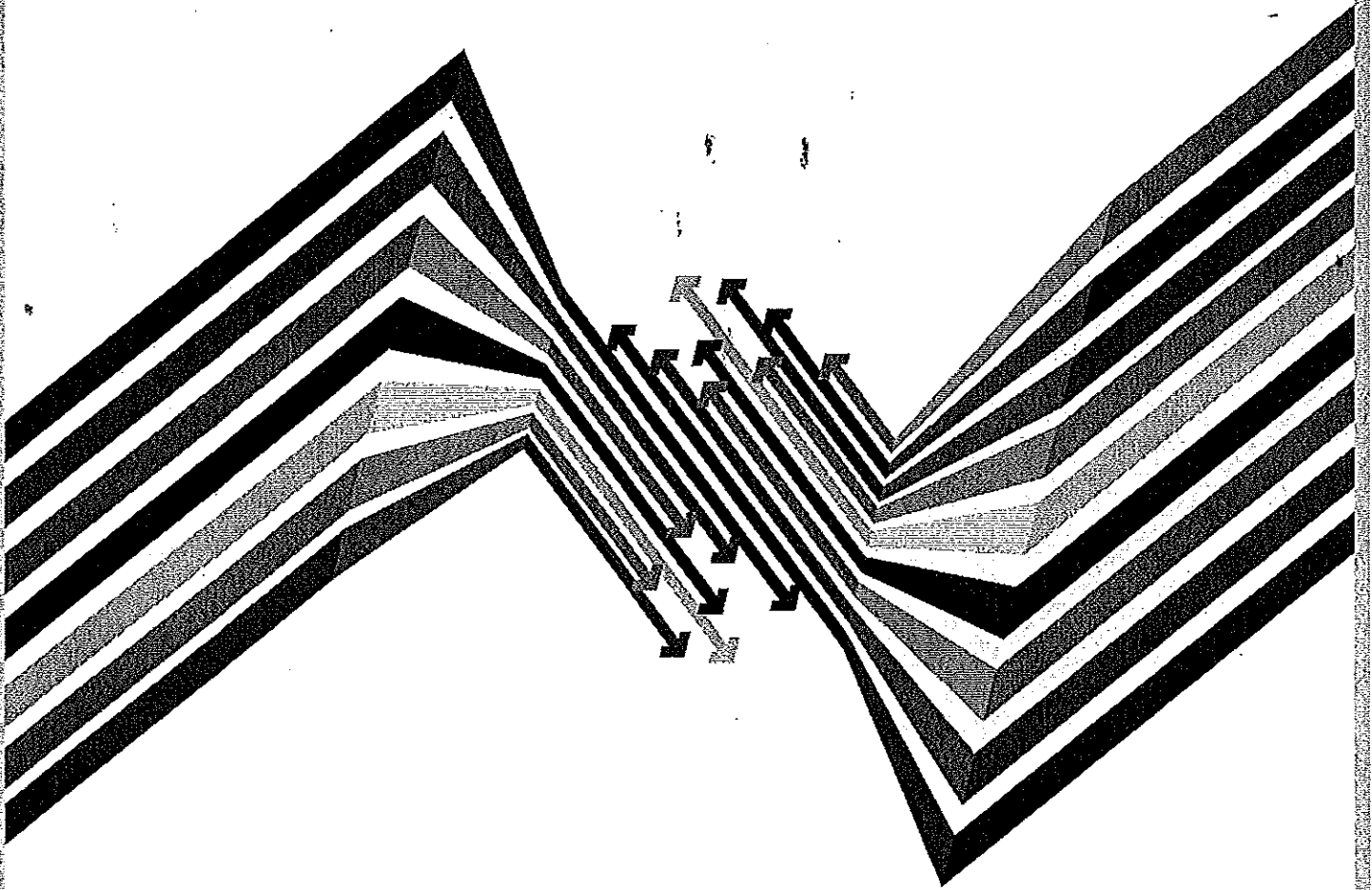


*NSC Working Copy Dec. 2016*

# Madison Metropolitan School District Plan for Students At-Risk of Not Graduating



Approved by the Board of Education on  
October 2016

MADISON METROPOLITAN SCHOOL DISTRICT



*Renewed: August, 2017*

P. 7  
↑  
**Vision** for MMSD

Every school will be a thriving school that prepares every student to graduate from high school college, career and community ready. A thriving school is one in which every student and adult is recognized for their strengths, challenged to do better and supported to succeed. Organized around collaborative work and mutual accountability, a thriving school is also clearly focused on preparing all students for college, career and community.

Support of students graduating (exiting FAPE) while still identified as at-risk. (LAF 80% graduation) March, 2016  
Should MMSD be providing diplomas to identified "at-risk" students?

## Introduction

In accordance with state statutes and Department of Public Instruction (DPI) regulations the Board of Education must establish a process for identifying students at-risk of not graduating from high school and, annually, develop a plan for meeting the needs of those students in order to better prepare them for successful graduation.

This plan sets forth the means by which the District will identify students at risk of not graduating and provide them with appropriate and adequate academic and social-emotional supports and intervention in order to obtain their high school diploma and successfully graduate college, career, and community ready. This plan also includes strategies for parental notification and involvement.

*⇒ college, career, and community ready*  
*post-secondary transition planning*  
*rubric?*

## Identifying a Student as a Student At Risk of Not Graduating

Pursuant to Wisconsin State Stat. sec. 118.153(1), students at risk of not graduating are students in grades 5 to 12 who withdrew prior to completing high school or are two or more of the following:

- **Behind their age group in the number of high school credits attained**  
A student shall be determined to be behind in his/her age group in the number of high school credits attained if the student is 2 or more semesters behind in credits or 2 or more quarters behind, depending on type of high school schedule.
- **Two or more years behind their age group in basic skill levels**  
A student shall be determined to be behind two or more years than his/her age group in basic skill levels in Math and/or Reading if he/she falls into the lowest score range on the state-mandated assessment in Math and/or Reading.
- **Habitual truants, as defined in §118.16(1)(a)**  
A student shall be determined to be "habitually truant" if he/she missed all or part of five days in a semester without an acceptable excuse.
- **Parents (teen parents; male and female and pregnant teens)**
- **Adjudicated delinquents**  
A student is determined to have been adjudicated a delinquent based on reports received from the court system.
- **8th grade student who fall into the bottom range in all subject areas on the state-mandated assessment of knowledge and concepts, 8th grade pupils who failed the state-mandated assessment of knowledge and concepts and 8th grade students who failed to be promoted to the 9th grade**

School-based teams shall consider the above factors, at least annually, for all MMSD students in grades five through twelve.

If a team determines that a student is a student at risk of not graduating high school, the team shall initiate the process to provide written notice to the student's parent/guardian. The written notice, as required by PI 25.04(5), shall include the following:

(a) The name and telephone number of a person the parent or pupil can contact regarding the school district's children at risk plan or program.

(b) A description of the district's at risk plan.

(c) A statement that the pupil is eligible to be enrolled under the district plan to serve children at risk.

(d) A description of the at risk programs available and how the pupil may participate in a specific program if more than one program is offered as part of the district plan.

*Performance measures" BOE March, 2017*  
(e) A statement to inform the parent that he or she may select one or more programs in which the pupil may be enrolled, if the pupil meets the prerequisites for the specific program requested.

(f) Describe the procedure for requesting that the pupil be enrolled in the specific at risk program selected by the parent. The request shall be in writing, or be given verbally to the person responsible for enrolling the pupil in the program. This person shall record the date and time of a verbal request and whether this request was made in person or by phone.

(g) Identify the process that a parent may use if the parent disagrees with the planned services.

#### **Parent Notification Letter**

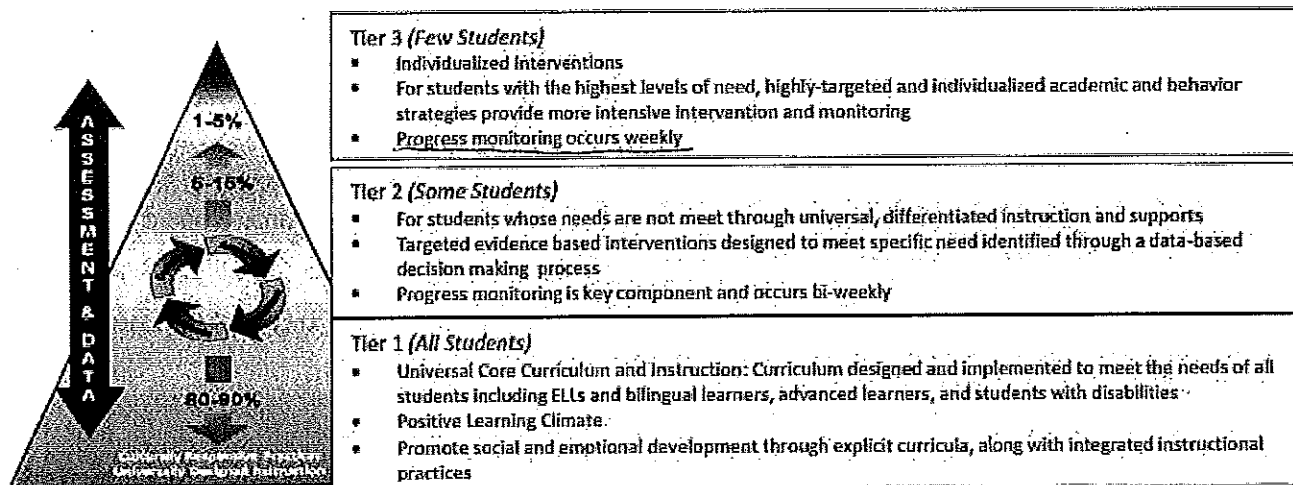
In MMSD, we combine our state-mandated at-risk notification for grades 5 - 12 with our district at-risk notification procedures (e.g., non-promotion in 8th grade, and on-track to graduation in 10th - 12th grades). These 4 letter templates can be found in Attachment A.

## Multi-Tiered System of Supports

The MMSD, consistent with DPI's philosophy of providing a multi-level system of supports, provides students access to a multi-tiered system of supports (MTSS). MTSS in MMSD is the integration of evidence based instruction, intervention, and assessment to address the full range of student academic and behavioral needs present in today's classroom. In MTSS, the needs of all learners are identified and supported early through increasing levels of instructional time and intensity. By using performance data and monitoring learning rates and social-emotional-behavioral development of students, schools make important instructional decisions to meet the needs of ALL of our learners (e.g., students from different backgrounds, levels of language proficiency, and levels of attainment). MTSS is a key part of the broader MMSD strategic framework to support all learners and ensure equitable access to a robust, high quality education. MTSS provides the structure for the MMSD community to prioritize the academic and behavioral instructional needs of all students, including our students at-risk of not graduating, our Students with Disabilities (SWDs), students with advanced learning needs, and English Language (EL) and Bilingual Learners.

In a multi-tiered system of instruction and support, teachers provide quality instruction across three tiers that are universally designed, differentiated, culturally and linguistically responsive, and aligned to grade-level content standards. MTSS is a framework that provides for equitable access to high-quality, grade-level academic and behavioral instruction and supports for all students. The below graphic illustrates the intensity of supports offered to all students, including those students who are at-risk of not graduating.

## Multi-Tiered Framework for Instruction and Intervention



## **Pre-K – Grade 4 - Prevention Programs and Supports Available for Students**

### **Potential Indicators:**

The state does not provide criteria for students in grades 4K through 4, however, some of the following common factors in students' lives from 4K through 4th grade may be potential indicators toward future identification of at risk:

- Chronic/severe behavior problems
- Academic delay in reading and/or math
- Habitual truancy (absent from school without an acceptable excuse for part or all of five or more days on which school is held during a school semester)
- Any adverse childhood experience as perceived by the child

### **Programs and Services to Support Individual Student Achievement and Success in School**

Within our elementary schools, there are a variety of supports available to encourage student success and meet individual learning needs so as to prevent future difficulties. MMSD provides a wide range of quality options to all students regardless of label or status. These supports are monitored on a regular basis to ensure that a student is making progress and reaching goals.

Below is a sample of supports offered to 4K - Grade 4 students to prevent them from becoming at - risk of not graduating. A comprehensive list and guidance for supports and interventions can be found in the MMSD Intervention toolkit ([mmsd.org/intervention](http://mmsd.org/intervention)).

### **Non-Exhaustive List of Supports and Interventions - Grade 4K - 5**

- Summer School
- Math interventions (e.g., Do the Math, Number Worlds, iReady)
- Reading interventions (e.g., Leveled Literacy Intervention, Voyager, Six-Minute Solution, Guided Reading groups, Reading Recovery, Descubriendo de la Lectura, Corrective Reading)
- Attendance interventions
- Behavioral interventions (e.g., Check-In/Check-out)
- Small group interventions for social-emotional-behavioral concerns (e.g., Concerned others, Aggression, executive functioning, social skills, etc.)
- Intensive Support Team (IST) services

### Timelines, Roles, and Responsibilities

Below is a timeline of actions by month associated with identifying students who meet the definition of at-risk as set forth in this plan.

Month	Action	Person Responsible
June-July	Pull list of students who meet At-Risk Criteria based on previous school year data.	School-based staff (e.g., counselor, social worker, psychologist, etc)
September	Contact parents via phone or in person to foreshadow letter is coming.	School-based staff (e.g., counselor, social worker, psychologist, homeroom teacher, etc)
September	Mail letters.	School-based clerical
October	Conduct parent/guardian meetings for successful academic future and document plan through student information system. Monitor and adjust plan as needed throughout the remainder of the year based on student response.	Student Support and Intervention Team (SSIT) and/ or IEP team
October - June	Set calendar dates to review plan with parents/guardians and documentation, hold team meetings as scheduled, continue or revise and adjust as needed based on student's responsiveness to the intervention supports and plan.	Student Support and Intervention Team (SSIT) and/or IEP team

## Grades 5 - 12 - Intervention Programs and Supports Available for Students Identified

As set forth above, identification occurs through an annual process upon review of statutory factors for determining a student's at-risk status. Once identified, school teams work with families/guardians and students to design and implement a plan of support. This process occurs in the Student Supports and Intervention Team (See Attachment B) or within the context of the Individualized Education Plan (IEP) team if the student has an IEP. Interventions are documented in a student information system and reviewed every 6-10 weeks by the appropriate team to ensure responsiveness to the intervention.

### Non-Exhaustive List of Interventions and Programs - Grade 5 - 12

- Summer School
- Math interventions (e.g., Do the Math Now, Extended Math, Think Thru Math)
- Reading interventions (e.g., Extended Literacy, Rewards, Read 180, System 44, Language!
- Attendance interventions
- Small group interventions for social-emotional-behavioral concerns (e.g., Concerned others, Aggression, executive functioning, AODA, SAIG)
- Behavioral interventions (e.g. Check-In/Check-Out, Check and Connect, Wrap-around intervention and support [e.g., Rehabilitation, Empowerment, Natural Supports, Education, and Work (RENEW)])
- Alternative education programs (e.g., Shabazz City High School, Capital High, SAPAR, Horizon, Night School)
- Intensive Support Team (IST) services
- Graduation timeline\*

~~For some students it may be beneficial to consider an extended graduation timeline that provides additional time and access to meet specific student needs (e.g., ELL newcomers, students who are At Risk). This decision to use an extended graduation timeline should be based on all relevant data sources and made in collaboration with families and other school support staff. Some students who receive special education services may be entitled to on-going services, supports and programming through the age of 21 or until they have earned a high school diploma, as determined by their IEP team.~~

↓  
All

### Evaluation of At Risk Programming

The District will use established methods to monitor and evaluate academic and social emotional programs. Additionally, alternative schools and programs will be monitored using established data-review protocols including, but not limited to, the School Improvement Planning (SIP) process. District-wide and building-level data related to graduation rates, student achievement and attendance will also be monitored on an ongoing basis with particular attention paid to the outcomes for students identified as at risk of not graduating with the goal of reducing the percentage of students who meet the state definition. Existing data review tools and protocols, such as 9th Grade on Track and the Early Warning System, will be leveraged for this purpose.

In accordance with State Statute sec. 118.153(2), the Board of Education shall review and approve this Plan annually by August 15.



**ATTACHMENT A(1) - For Use in Grades 5-6  
(Entering 6th & 7th grades - Standard At-Risk Notification Letter)**

Dear Parent/Guardian of [student name]:

We want to do all we can to help ensure [Child's First Name]'s success at school. We measure success in a number of ways, using both District-defined and State-required standards. We use these multiple standards to help determine whether we are meeting the District's vision of preparing all students to graduate college, career and community ready. *commitment*

The purpose of this letter is to notify you that [CHILD'S FIRST NAME] has been identified as meeting the state criteria of being an "At risk" student. Currently, the State of Wisconsin identifies "children at risk" as students in grades five through twelve who are at risk of not graduating from high school because they withdrew prior to earning their high school diploma, or are two or more of the following:

- ~~Two or more years behind their age group in basic skill levels.~~
  - A student shall be determined to be behind two or more years than his/her age group in basic skill levels in Math and/or Reading if he/she falls in the bottom two score ranges on the state-mandated assessment in Math and/or Reading.
- **Habitual truants, as defined in §118.16(1)(a)**
  - A student shall be determined to be "habitually truant" if he/she missed all or part of five days in a semester without an acceptable excuse.
- **Parents (teen parents; male and female and pregnant teens)**
- **Adjudicated delinquents**
  - A student is determined to have been adjudicated a delinquent based on reports received from the court system.

*How can these students be determined as "ready" when exit via IEP*

Specifically, [CHILD'S FIRST NAME] has been identified as a student at risk of not graduating because [he/she] meets the following criteria:

[Specific Criteria met by student]

For more information, please see the MMSD At Risk Plan, which is available online at the district website: [www.madison.k12.wi.us](http://www.madison.k12.wi.us). The District's plan outlines some of the services available for students identified as at risk. *service delivery accommodations*

We would like to work with you and [Child's First Name] to develop a plan for a successful academic future. To this end, you are invited to work with the school team to discuss options and services available for [Child's First Name]. A staff member from [SCHOOL NAME] will contact you soon regarding the available services and supports. If, in the meantime, you have questions or concerns, please do not hesitate to contact me. *"ready"*

*↓  
customized, unique*

Sincerely,

## ATTACHMENT A(2)- For Grade 7 (Entering 8th grade students)

Dear Parent/Guardian of [student name]:

We want to do all we can to help ensure [Child's First Name]'s success at school. We measure success in a number of ways, using both District-defined and State-required standards. We use these multiple standards to help determine whether we are meeting the ~~District's vision of preparing all students to graduate college, career, and community ready.~~ *commitment*

The purpose of this letter is to notify you that [CHILD'S FIRST NAME] has been identified as meeting the state criteria of being an "At risk" student. Currently, the State of Wisconsin identifies "children at risk" as students in grades five through twelve who are at risk of not graduating from high school because they withdrew prior to earning their high school diploma or are two or more of the following:

- **Two or more years behind their age group in basic skill levels**
  - A student shall be determined to be behind two or more years than his/her age group in basic skill levels in Math and/or Reading if he/she falls in the bottom two score ranges on the state-mandated assessment in Math and/or Reading.
- **Habitual truants, as defined in §118.16(1)(a)**
  - A student shall be determined to be "habitually truant" if he/she missed all or part of five days in a semester without an acceptable excuse.
- **Parents (teen parents; male and female and pregnant teens)**
- **Adjudicated delinquents**
  - A student is determined to have been adjudicated a delinquent based on reports received from the court system.

Specifically, [CHILD'S FIRST NAME] has been identified as a student at risk of not graduating because [he/she] meets the following criteria:

[Specific Criteria met by student]

Districts are also required to develop a plan for providing programming and support for students identified as at risk. For more information, please see the MMSD At Risk Plan which is available online at the district website: [www.madison.k12.wi.us](http://www.madison.k12.wi.us). The District's plan outlines some of the services available for students identified as at risk.

Additionally, [CHILD'S FIRST NAME] may be at-risk of non-promotion from 8th grade based on one of the following District criteria:

- Core GPA (7th and 8th grade cum. >1.67)
- Measures of Academic Progress (MAP) scores fall into the Minimal range for Reading and/or Math
- Results on state-mandated exam fall in the Minimal range

We would like to work with you and [Child's First Name] to develop a plan for a successful academic future. To this end, you are invited to work with the school team to discuss options and services available for [Child's First Name]. A staff member from [SCHOOL NAME] will contact you soon regarding the available services and supports. If, in the meantime, you have questions or concerns, please do not hesitate to contact me.

Sincerely,

## **ATTACHMENT A(3)- For Grade 8 (Entering 9th Grade Students - Standard At-Risk Letter)**

Dear Parent/Guardian of [student name]:

We want to do all we can to help ensure [Child's First Name]'s success at school. We measure success in a number of ways, using both District-defined and State-required standards. We use these multiple standards to help determine whether we are meeting the District's vision of preparing all students to graduate college, career and community ready.

The purpose of this letter is to notify you that [CHILD'S FIRST NAME] has been identified as meeting the state criteria of being an "At risk" student. Currently, the State of Wisconsin identifies "children at risk" as students in grades five through twelve who are at risk of not graduating from high school because they withdrew prior to earning their high school diploma or are two or more of the following:

- **Behind their age group in the number of high school credits attained**
  - A student shall be determined to be behind in his/her age group in the number of high school credits attained if the student falls one (1) or more credits behind his/her age-group cohort as evidenced by credits recorded in academic history.
- **Two or more years behind their age group in basic skill levels**
  - A student shall be determined to be behind two or more years than his/her age group in basic skill levels in Math and/or Reading if he/she falls in the bottom two score ranges on the state-mandated assessment in Math and/or Reading.
- **Habitual truants, as defined in §118.16(1)(a)**
  - A student shall be determined to be "habitually truant" if he/she missed all or part of five days in a semester without an acceptable excuse.
- **Parents (teen parents; male and female and pregnant teens)**
- **Adjudicated delinquents**
  - A student is determined to have been adjudicated a delinquent based on reports received from the court system.
- **8th grade student who fall into the bottom range in all subject areas on the state-mandated assessment of knowledge and concepts, 8th grade pupils who failed the state-mandated assessment of knowledge and concepts and 8th grade students who failed to be promoted to the 9th grade**

Specifically, [CHILD'S FIRST NAME] has been identified as a student at risk of not graduating because [he/she] meets the following criteria:

[Specific Criteria met by student]

For more information, please see the MMSD At Risk Plan, which is available online at the district website: [www.madison.k12.wi.us](http://www.madison.k12.wi.us). The District's plan outlines some of the services available for students identified as at risk.

We would like to work with you and [Child's First Name] to develop a plan for a successful academic future. To this end, you are invited to work with the school team to discuss options and services available for [Child's First Name]. You may also explore the opportunities available at Shabazz City High School (<https://capital.madison.k12.wi.us>) and/or Capital High (<https://shabazz.madison.k12.wi.us>). A staff member from [SCHOOL NAME] will contact you soon regarding the available services and supports. If, in the meantime, you have questions or concerns, please do not hesitate to contact me.

Sincerely,

## ATTACHMENT A(4)- For Grades 9-12 (Entering 10th, 11th, & 12th Grade Students - Standard At-Risk Letter plus GPA/credit check)

Dear Parent/Guardian of [student name]:

We want to do all we can to help ensure [Child's First Name]'s success at school. We measure success in a number of ways, using both District-defined and State-required standards. We use these multiple standards to help determine whether we are meeting the District's vision of preparing all students to graduate college, career and community ready.

The purpose of this letter is to notify you that [CHILD'S FIRST NAME] has been identified as meeting the state criteria of being an "At risk" student. Currently, the State of Wisconsin identifies "children at risk" as students in grades five through twelve who are at risk of not graduating from high school because they withdrew prior to earning their high school diploma or are two or more of the following:

- **Behind their age group in the number of high school credits attained**
  - A student shall be determined to be behind in his/her age group in the number of high school credits attained if the student falls one (1) or more credits behind his/her age-group cohort as evidenced by credits recorded in academic history.
- **Two or more years behind their age group in basic skill levels**
  - A student shall be determined to be behind two or more years than his/her age group in basic skill levels in Math and/or Reading if he/she falls in the bottom two score ranges on the state-mandated assessment in Math and/or Reading.
- **Habitual truants, as defined in §118.16(1)(a)**
  - A student shall be determined to be "habitually truant" if he/she missed all or part of five days in a semester without an acceptable excuse.
- **Parents (teen parents; male and female and pregnant teens)**
- **Adjudicated delinquents**
  - A student is determined to have been adjudicated a delinquent based on reports received from the court system.
- **8th grade student who fall into the bottom range in all subject areas on the state-mandated assessment of knowledge and concepts, 8th grade pupils who failed the state-mandated assessment of knowledge and concepts and 8th grade students who failed to be promoted to the 9th grade**

Specifically, [CHILD'S FIRST NAME] has been identified as a student at risk of not graduating because [he/she] meets the following criteria:

[Specific Criteria met by student]

For more information, please see the MMSD At Risk Plan, which is available online at the district website: [www.madison.k12.wi.us](http://www.madison.k12.wi.us). The District's plan outlines some of the services available for students identified as at risk.

Because [CHILD'S FIRST NAME] is at-risk of not graduating, we also wanted to provide information on credits earned to date and core (English, Math, Social Studies, Science) grade point average. This information can be found enclosed with this letter, and will be used as a guide to help develop a plan.

We would like to work with you and [Child's First Name] to develop a plan for a successful academic future. To this end, you are invited to work with the school team to discuss options and services available for [Child's First Name]. You may also explore the opportunities available at Shabazz City High School (<https://capital.madison.k12.wi.us>) and/or Capital High (<https://shabazz.madison.k12.wi.us>). A staff member from [SCHOOL NAME] will contact you soon regarding the available services and supports. If, in the meantime, you have questions or concerns, please do not hesitate to contact me.

Sincerely,

## Supplementary information - SAMPLE

### Core GPA

Current Core GPA	Benchmark	Status
[Sample 2.7]	3.0	At-Risk

### Credit Attainment (sample)

Courses	MMSD Graduation Requirements	Credits Completed	Specific Courses & Credits Still Needed
English	4		
Social Studies	3		
Math: Algebra I, Higher Level Algebra & Geometry	3		
Science	3		
Physical Education	1.5		
Health	.5		
Electives			
Total Credits needed for Graduation			



Student Support and  
Intervention Team (SSIT)

2015-16

[mmsd.org/ssit](http://mmsd.org/ssit)



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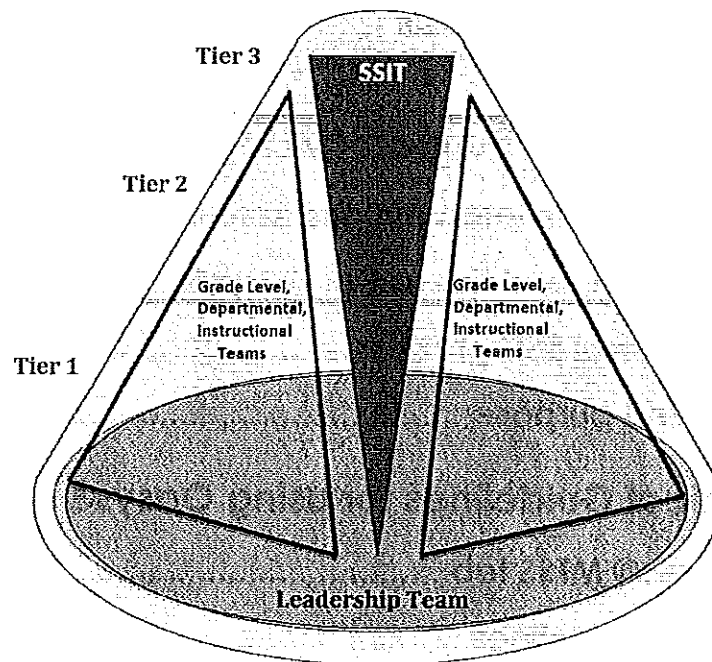
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## Purpose & Overview

### Purpose

The purpose of this document is to provide the school with the process and procedures of implementing an effective School Support and Intervention Team (SSIT). The SSIT is a type of teacher team that uses the process of individualized problem-solving. A referral to SSIT is made when teacher(s) and/or parents need additional help in problem-solving around student need(s). An effective SSIT depends on the effectiveness of other teaming structures such as the School Based Leadership team and Teacher teams. Effective teaming structures are essential to continuous school improvement and implementation of tiered-supports, or Multi-Tiered System of Supports (MTSS). This graphic below represents the interplay of teams (e.g., SBLT, Teacher Teams, and SSIT) across a school's multi-tiered system of supports.







## Overview

This document is organized by general guidelines of SSIT including purpose, parameters, presuppositions, typical team members, and sample agendas. Documentation and forms are then discussed.

## Purpose of SSIT

**Student Support and Intervention Team (SSIT) is an interdisciplinary team that uses the Collaborative Problem-Solving Process to serve two primary functions:**

- Groups of Students: Analyze data to support, develop, select and evaluate tier 2 and 3 interventions
- Individual: Address the needs of individual students who are not making expected progress

## Parameters of SSIT

**We accomplish our purpose through:**

- Alignment, integration and interaction with the work of other teams (at all tiers)
- Regular meetings, agendas and note-taking
- The collaborative problem-solving process which includes:
  - Problem Identification
  - Problem Analysis
  - Plan Implementation & Monitoring
  - Plan Evaluation
- Culturally and linguistically responsive practices
- Collaborative meeting practices, including clear roles and responsibilities
- Membership that includes established leadership, standing members & representatives specific to the desired meeting outcomes
- The use of approved referral, documentation and feedback tools
- Consistent follow-through and communication



### Presuppositions

- Leadership Team regularly utilizes the collaborative problem-solving process to improve larger, school wide 'systems' (e.g., PBS, MTSS Literacy and Math, School-wide flexible grouping model) that impact all students (Tier 1)
- Other teams (grade level, department, instructional teams) are in place, and respective team members regularly use the collaborative problem-solving process to:
  - Improve systems and practices within the classroom
  - Adjust core instruction, as necessary based on multiple sources of data
  - Identify and provide groups of students with evidence-based strategies, supports and/or programs in addition to core instruction
  - As needed, refer students to SSIT for individual problem-solving who are not making expected progress /growth despite additional intervention
- Principals play a vital role in supervising the team to ensure high quality SSIT as part of a larger school team structure
- MMSD will provide adequate technology resources to complete and document practices as described by these guidelines, expectations and recommendations

### Guidelines for team membership

#### The following should be considered for membership on the SSIT at both elementary and secondary levels

- *Administrator:*
  - Supervises team to ensure high quality SSIT as part of a larger school team structure, provides role authority necessary for instructional decision-making, and serves as the primary conduit to Leadership Team
- *Parent/Guardian:*
  - Good faith effort to include the student's parent/guardian at the individual student problem-solving meeting is an expectation. In the event that the parent is unable to attend, plans should include methods for including parent input prior to the meeting, and communication of meeting outcomes following the meeting
- *Academic representative (s):*
  - Learning Coordinator (LC), Instructional Resource Teacher (IRT), Literacy Coach, Interventionist, etc.
- *Behavior representative(s):*



Positive Behavior Support (PBS) coach, cross categorical teacher (CC), etc.

- *Classroom representative(s):*  
Classroom teacher, CC, English Language Learner (ELL) teacher, etc.
- *Student services representative(s):*  
Counselor, nurse, psychologist, social worker
- *School-based program support teachers* when available and/or applicable
- *Speech/Language clinician*
- *Representatives from additional areas as determined by individual concern and systems level work:*  
Occupational and/or Physical Therapist (OT/PT), Advanced Learning Instructional Resource Teacher (AL-IRT), IRT, ELL, Lesbian, Gay, Bisexual, Transgender and Questioning resource teacher (LGBTQ), parent liaisons, engagement coordinators, specials teachers, prior teachers, etc.

### **Guidelines for team member roles**

SSIT clearly identifies and defines team member roles which include coordinator, facilitator, time keeper, note taker and engaged participant

*Coordinator: \**

Supports systems purpose in following ways:

- Schedules completion of SSIT Self-Assessment Survey annually
- Gathers data on the work of the SSIT for school leadership team review
- Data point person who gathers and brings data sets to the SSIT

Supports individual problem-solving purpose in following ways:

- Collects SSIT referrals and ensures appropriate membership and roles for the SSIT meetings
- Manages calendar and list of invitees for new referrals
- Ensures that representation for SSIT work is adequate to develop an informed intervention plan
- Monitors calendar to ensure that team follows up on referrals and is prepared for re-visits

\*It is the administrator's responsibility to determine who will serve as the SSIT coordinator. Desired skills include the ability to use/interpret data, attend to organizational detail, maintain adequate records and manage time.



*Facilitator:*

Facilitates the SSIT meeting:

- Prepares agenda and states the desired outcomes
- Adheres to the SSIT agendas, maintaining one topic and one process at a time
- Uses the Collaborative Problem-Solving process
- Ensures that participation is balanced, and that conflict is managed effectively

*Time Keeper:*

- Keeps track of time and makes sure the group finishes tasks on time
- Ensures that there is ample time to document the intervention plan

*Note Taker:*

- Records information regarding the work of the SSIT

*Engaged participants:*

- Come prepared to contribute fully to the Collaborative Problem-Solving Process

*Meeting Frequency and Time:* Weekly, 60- 90 minutes



**Suggested Scheduling for Agenda Content<sup>1</sup>**

- (1) Systems: data problem-solving (tiers 2 &3)
- (2) Individual: individual student problem-solving: initial and revisits)

The following examples provide several *suggested* scheduling options which allow the SSIT to meet both designated purposes. Other options can also be considered that offer the best fit for school structures.

Example 1: (90 minutes weekly)

Week 1: day of wk:____	Week 2: day of wk:____	Week 3: day of wk:____	Week 4: day of wk:____
2:30-4:00 Systems	2:30-4:00 Individual	2:30-4:00 Individual	2:30-4:00 Individual

Example 2: (90 minutes weekly)

Week 1: day of wk:____	Week 2: day of wk:____	Week 3: day of wk:____	Week 4: day of wk:____
2-2:30: Systems 3:00 - 4:00 Individual	2-2:30: Systems 3:00 - 4:00 Individual	2-2:30: Systems 3:00 - 4:00 Individual	2-2:30: Systems 3:00 - 4:00 Individual

Example 3: SSIT by Grade level/Neighborhood/House (60 minutes weekly)

Week 1: day of wk:____	Week 2: day of wk:____	Week 3: day of wk:____	Week 4: day of wk:____
10 am - 11 am Systems	10 am - 11 am Individual	10 am - 11 am Individual	10 am - 11 am Individual

<sup>1</sup> Recommended meeting agendas are being developed for both systems and individual problem-solving purposes



# MADISON METROPOLITAN SCHOOL DISTRICT

## Multi-Tiered Systems of Support (MTSS)

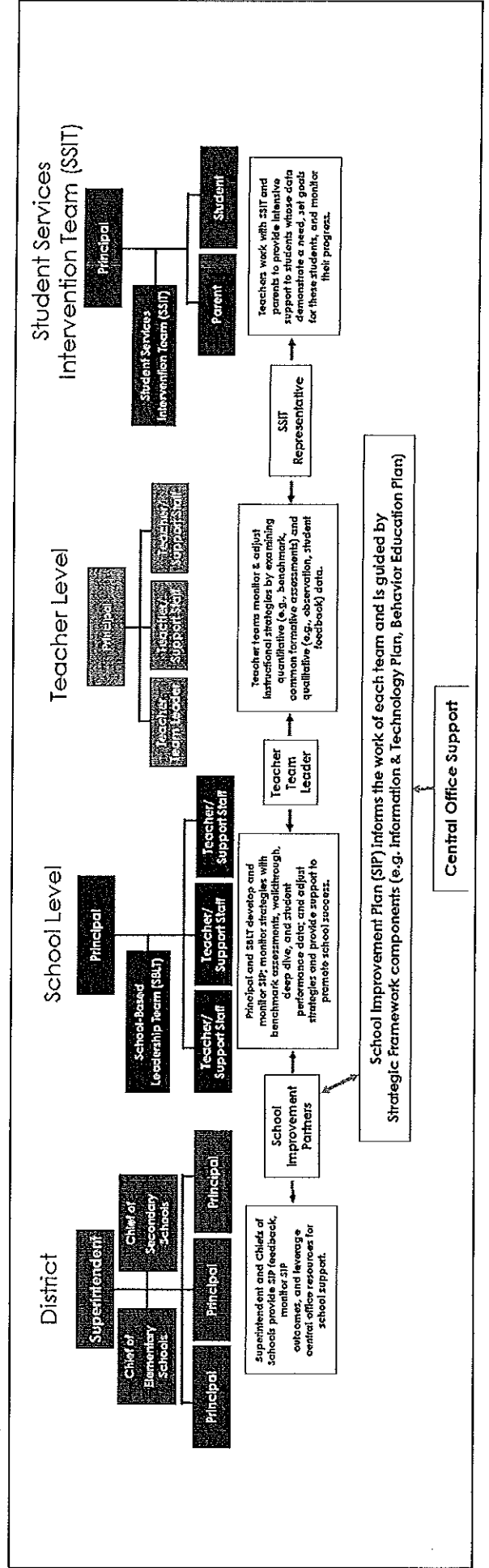


A Multi-tiered System of Supports, formerly referred to as Response to Intervention or RTI2 in the Madison Metropolitan School District, is a systematic, multi-tiered model. MTSS establishes a process for providing increasing levels of instructional time and intensity whereby the needs of all learners are identified, supported early and effectively. MTSS is based on the provision of high quality standards-based core instruction and the use of data to identify students for appropriate acceleration and intervention. MTSS implementation is everyone's responsibility and advances academic and behavioral achievement through frequent progress monitoring, ongoing data collection and analyses, as well as providing immediate, evidence-based intervention for those who need it.

### Teaming Structures that support MTSS and Tiered Interventions

Within an MTSS framework, schools should have a team infrastructure that includes at least 3 types of teams: (1) school-based leadership team (SBLT), (2) teacher teams (e.g., department, grade level or instructional teams), and (3) student support and intervention teams (SSITs). Principals help define membership across these teams, making sure that team composition is intentional. The "Teacher/Support Staff" role can apply to many types of staff (e.g., Assistant Principals, Classroom Teachers, PBS Coaches). High functioning teams at each level (school, teacher/grade, and individual student) analyze data to problem solve and develop plans to achieve success. In each case, the goals identified by the school improvement plan (SIP) should drive the selection of data for analysis. The graphic below illustrates how teams at various levels fit into the MTSS framework. The shaded boxes in the middle define the team composition, and the white boxes below describe the work of each team. Staff like, School Improvement Partners and SSIT Representatives act as connections between teams, helping communicate issues across levels.

**Tier 1 adjustments & Tier 2 interventions led by collaborative teacher teams** are for those students in need of supplemental support in learning essential core literacy, math, language standards, and behavior. Literacy Interventionists typically implement Tier 3 interventions. The **SSIT** focuses on supporting teacher teams as well as individualized problem-solving when students don't respond as expected to **Tier 3 interventions**.





## Teams and their roles in interventions across tiers of support

With teaming structures, data-based decision making, and on-going progress monitoring for assessing the core and supplemental instruction and interventions, more students will achieve academic and behavioral expectations. Each school may look different in their structure and communication around interventions. Each of these teams is presented below with primary responsibilities identified within the context of tiered support. Best practices dictate that we reflect and adjust at whatever level of the system we are responsible for on a regular basis. This ensures equity and access to a multi-tiered system of supports for all students.

### Primary Responsibilities of **SBLT** within a tiered system of supports:

- Develops the school's improvement plan
- Reviews school wide and grade level data sets regularly (e.g., quarterly)
- Monitors implementation and fidelity of implementation
- Ensures that English Language and Bilingual Learners have access to core instruction and intervention in their language of instruction (considers ELP levels in data sets).

### Primary Responsibilities of **Teacher Teams** within a system of tiered supports:

- Meet on a consistent basis to review student data and progress
- Identify and differentiate support for students, above and below core, based on initial and on-going data
- Deliver interventions as intended to address identified needs
- Monitor and assess improvement efforts noting strengths and areas for further refinement

### Primary Responsibilities of **SSIT** within a tiered system of supports:

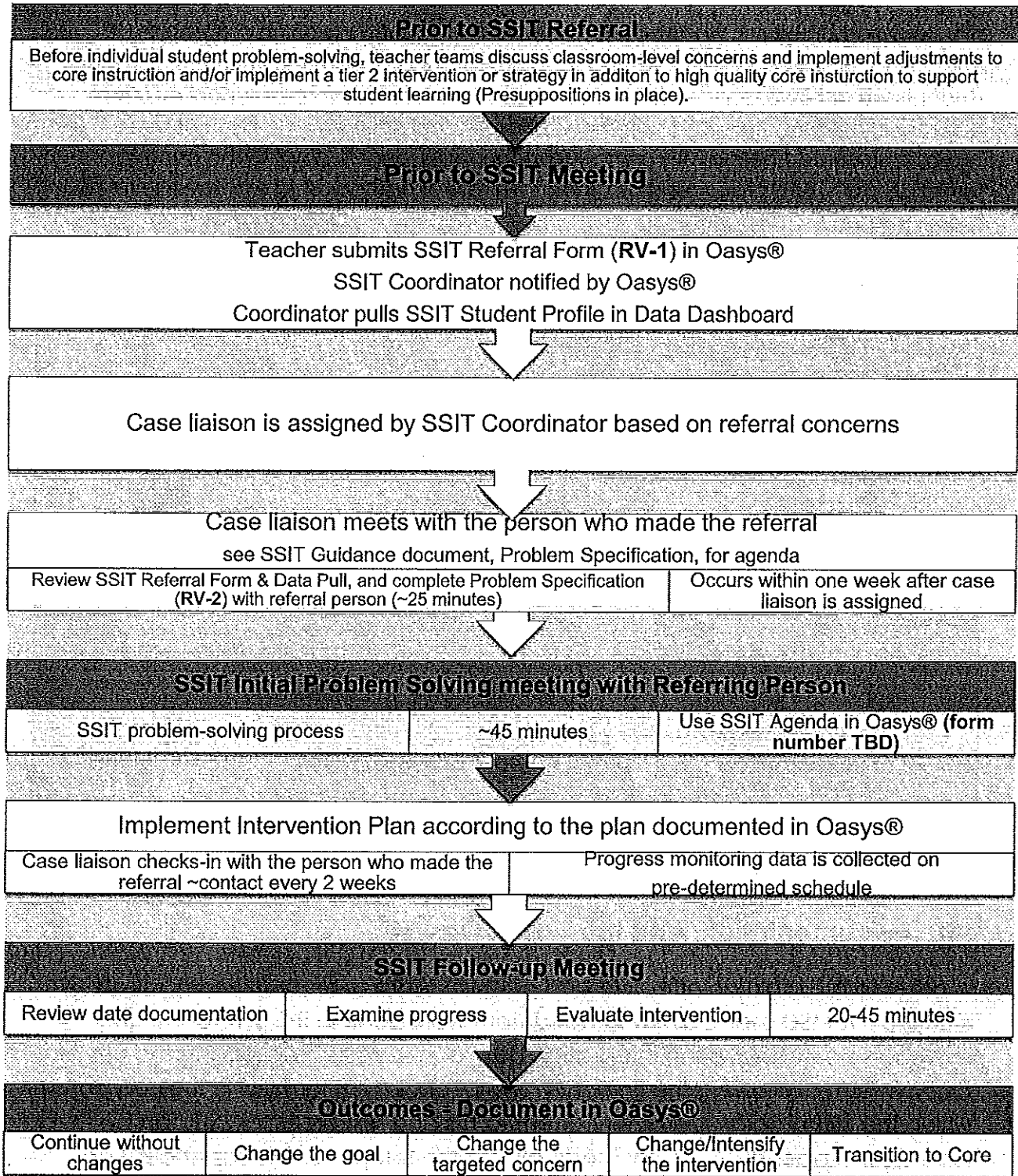
- Meet once per week or every other week.
- Engage in individualized problem solving to address the needs of individual students who are not making expected progress.
- Work with teacher teams to support, develop, select and/or evaluate Tier 2 and Tier 3 interventions.
- Communicate to SBLT any systems level effectiveness data for Tiers 2 & 3

## SSIT, Documentation, and the use of Oasys®

In order to maintain an effective and efficient team, a record keeping strategy is critical. MMSD uses Oasys® to document work done in the SSIT team. The flowchart below shows the integration between the SSIT process and the use of Oasys® forms. Following the flowchart is a list of Oasys® forms and their purpose within the SSIT process. All other current forms and resources for SSIT can be located in Appendix A. Note: the quality of the SSIT process is dependent on the presuppositions outlined on page 4.



**Flowchart for General SSIT process**







**Oasys® forms and purpose**

Form Name	Number	Purpose	Required/Optional
SSIT Referral Form	RV-1	This form is used when a person (e.g., teacher, staff, parent) is making a referral.	Required
Problem Specification	RV-2	The referral is assigned a Case Liaison. This liaison works with the referring person to document strengths and concerns prior to the initial SSIT problem solving meeting.	Required
SSIT agenda	TBD	This form is used at the initial meeting to guide the meeting and to document problem-solving and outcomes	Required
Core Curriculum and Instruction Checklist  -consult the CLRP checklist	RV-4	This form is used by the team during the initial meeting. The team asks questions such as "was appropriate instruction delivered? Were culturally and linguistically responsive practices incorporated?" The team documents these responses. This aspect is critical to thinking about alterable variables such as instruction, curriculum, and environment.	Required
MTSS Behavior and Social Intervention Planning	RV-20	This form can be used during the problem solving meeting if the team finds they want to narrow the focus of intervention planning to this area.	Optional



Form Name	Number	Purpose	Required/Optional
MTSS Math Intervention Worksheet	RV-21	This form can be used during the problem solving meeting if the team finds they want to narrow the focus of intervention planning to this area.	Optional
MTSS Reading Intervention Worksheet	RV-22	This form can be used during the problem solving meeting if the team finds they want to narrow the focus of intervention planning to this area.	Optional
Create an Intervention Plan	MTSS tab-	Go to this separate tab when creating and documenting a Tier 2 or Tier 3 intervention	This will print out on RV-11  } One of these 2 documentation processes are required
Reflect and Adjust	SSIT Notes	Use this form when the team recommends an adjustment to core instruction or initial Tier 2 intervention that is delivered by the teacher.	
Review of Intervention	MTSS tab – progress monitor	Use this form when you have a follow up meeting to review the student response to intervention	Required This will print out on RV-13
For students with advanced learning needs where an intervention plan is not enough, use			
AL Subject/Whole-Grade Acceleration Plan	TBD	AL-IRTs will use this form when the team recommends acceleration a student at least a whole grade within a subject or using the Iowa Acceleration Scale to determine whole grade-level skipping.	Required
AL Partial Replacement Plan	TBD	AL-IRTs will use when the team recommends that a student have parts of their core curriculum replaced within a subject.	Required



## Legal and Ethical Guidelines for using Oasys®

MADISON METROPOLITAN SCHOOL DISTRICT

### GENERAL GUIDELINES for USING Oasys®

#### PURPOSE OF Oasys® MTSS TAB

The purpose Oasys® is to document student academic and behavior interventions that have been implemented to support student success, and the results of those interventions. Oasys® can be used for all students and is part of a student's pupil record. More specifically, the information contained in Oasys® may be primarily categorized as behavioral records. As a pupil/behavioral record, it can be accessed by "other school officials, including teachers . . . whom the agency has determined to have legitimate educational interests." While any record keeping system serves as a form of communication for future readers, this is not the primary purpose of Oasys®. Oasys® fulfills an important state reporting legal function in that it is the district's sole mechanism for reporting interventions tried and the effect of those interventions, how many of the students receiving interventions were referred for an IEP evaluation, and how many students were eventually identified as students with a disability.

#### Oasys® GENERAL GUIDELINES

**Matthew Bell, MMSD Associate General Counsel 6.11.2010, revised 6/1/2015**

"The Family Educational Rights and Privacy Act (FERPA), analogous State statutes and District policy define an education record as those records that are directly related to a student and maintained by an educational agency. 34 CFR 99.3; MMSD Policy 4151. Based upon this definition, comments, notes, or any other information documented in Oasys® would certainly be considered an education record. Because of that status, any information documented in Oasys® is protected by the pupil record confidentiality provisions of FERPA, State statutes and District policy.



When approaching the decision to record information in Oasys®, users should consider the following:

1) **Always remember that because Oasys® is a pupil record, a parent or eligible student has a right to review that information.**

Information should be written with the understanding that parents are the readers; information recorded in Oasys® can be accessed, if requested, by parents. All information about a student or family member recorded in an e-mail and/or in Oasys® becomes part of the pupil record. Information considered to be a 'personal record' turns into 'public record' when it is included in an e-mail or is recorded in Oasys®.

2) **Always consider the safety of the student.**

While staff must be mindful of the sensitive nature of some of the information we possess, if student safety is implicated and the information needs to be known in order to keep the student safe, the information can and should be recorded in Oasys®.

3) **Is the information directly related to the student's academic functioning?**

The more closely related the information is to a student's academic functioning, the more likely it is to be appropriate to record in Oasys® and therefore accessible to a wider variety of school staff. The more sensitive the information, the less likely it is to be appropriate to record in Oasys®.

4) **Is the information directly related to in-school activities/behavior?**

Information recorded in Oasys® should be directly related to a student's in-school activities/ behavior, such as attendance or school behavior that is subject to discipline.

Information that relates to non-school related activities/behavior is not appropriate to record in Oasys®. All information from outside providers should be placed in the student's Behavioral File. Examples include family situations, referrals to outside agencies, counseling received outside of the school setting, legal proceedings, AOD issues, etc.



- 5) **Does the information that is recorded in Oasys® contain content that is necessary for those accessing and reviewing it to know in order to perform their professional responsibilities?**

There are many examples of information that a student might share with a school staff member that should not be accessible to all of the student's teachers. If the information is only needed by a select few, such as the student's school counselor, staff should not record the information in Oasys® and should only disclose the information to those who have a "legitimate educational interest."

This is particularly important to consider when documenting issues related to mental health, sexual abuse, AOD issues and other sensitive topics. Staff should err on the side of minimizing disclosures related to this type of information because such information is often not needed by a majority of school officials in order to perform their professional responsibilities.

- 6) **Any record identified as a patient health care record, or information derived from a patient health care record, should not be recorded in Oasys®.**

For a definition of a Patient Health Care record, please see Wis. Stats. 146.81 to 146.84 or contact the Legal Services office.

- 7) **Keep in mind that if 'personal notes' or any information included in 'personal notes' are recorded in Oasys®, they lose their status as 'personal notes' and become a pupil record.**

Personal notes are defined in FERPA as "[r]ecords that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record." Should a staff member record information from personal notes in Oasys®, that act may transform the personal notes into a pupil record.

These guidelines neither mandate nor prohibit that any particular type or piece of information be recorded in Oasys®. However, they do provide a method of analysis to determine on a case-by-case basis whether any one piece of information should be disclosed to school officials who may have access through Oasys® to that information.



## **GUIDELINES for Oasys® ENTRIES**

When recording information in Oasys®, please keep in mind the following:

**1) An entry in Oasys® should be a concise, accurate, objective and professional record of important information regarding academic progress and school interventions designed to support student success.**

**2) The results of individual assessments or test scores, beyond those required by state or local entities, should not be recorded in Oasys®.**

Professional interpretation of formal assessments is required for the results to be useful in determining an appropriate school intervention. The plans of action and outcomes of problem-solving should be the focus of information recorded in Oasys®.

**3) Because staff from other MMSD schools and other districts may access Oasys® records, information needs to be clear, concise and free of jargon.**

Use the name of the role (teacher, nurse, PBS Coach) rather than the name of the person (John) when entering the names of staff responsible for implementing interventions. Using initials in addition to the staff role is helpful if there are multiple staff in each role. If the information recorded in Oasys® identifies a school-specific program, its purpose should be explicitly stated.

**4) Comments regarding existing interventions and custom interventions are subject to the same guidelines as the interventions that are programmed into Oasys®.**

**5) When relevant and necessary to programming, parent opinions or statements may be recorded in Oasys® and should be entered as quotations.**

**6) When a plan includes a referral to any community resources indicate "referring to outside services."**

Examples of such referrals include those for therapy, AODA assessments, etc. Do not list details without explicit parent and student permission. Even with permission, this information should be kept in the student's behavioral file, not in Oasys®.



Listed below are examples of information that are appropriate to record in Oasys®:

### **Academics**

- Strengths of student
- Gaps in skills or concepts
- Reading/Math levels
- Concerns
- Classes necessary to support student success (Read 180, Extended Math, Junior Great Books)
- 'At risk' status for non-promotion or Grade-level acceleration
- Academic assessments (e.g., MAP, ASPIRE, formative assessment results)
- Academic interventions implemented and results of those interventions

### **Behavior**

- Number and reason for behavioral referrals
- Number and reason for suspensions (if cause is documented in IC)
- Behavioral interventions implemented and results of those interventions
- Specific behavior that is also documented in IC
- Data on observable behaviors that has been collected by staff

### **Attendance**

- Attendance information: number of days missed (excused or unexcused), number of tardies, attendance rate, etc.
- Information about student or parent meetings conducted for problem solving including date of meeting, strategies generated, etc
- Interventions implemented and results of those interventions

### **Other**

- Referring to outside services
- Document parent opinions or perceptions through use of quotations
- Discussing student safety issues



7) Listed below are examples of information that are inappropriate to record in Oasys®:

- Health information
- Personal comments, opinions or conjecture
- Personal information about student or student's family
- Court sanctions, delinquency status or legal issues
- AOD referrals or AOD use/abuse: student or parent
- Child Protective Services referrals or suspicions about child abuse
- Suicide attempts or information about self-harm
- Mental health diagnoses or treatment: student or parent
- References to therapy or psychiatric issues
- Comments about parenting skills, practices
- Outcomes or scores/results of school-based psycho-social assessments
- Other inappropriate recording (e.g., Jargon, staff member names, unsubstantiated rumors)

Again, these guidelines neither mandate nor prohibit that any particular type or piece of information be recorded in Oasys®. However, they do provide a method of analysis to determine on a case-by-case basis whether any one piece of information should be disclosed to school officials who may have access through Oasys® to that information.





## Appendix A

### [Link to Current SSIT resources](#)

Please note that some of these resources will be integrated into Oasys® forms. These resources will be updated prior to August 2015.

