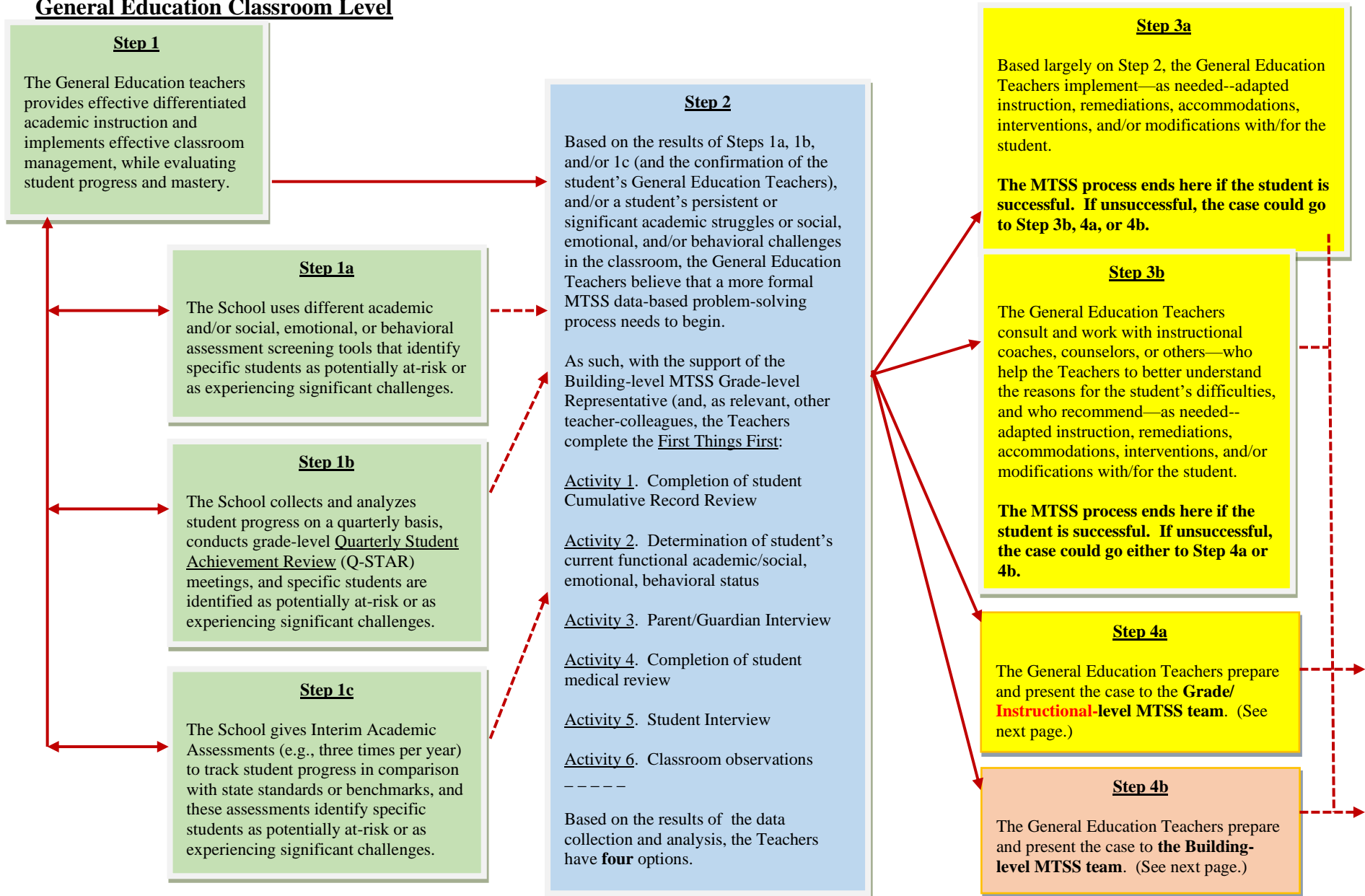


Flowchart 1. MTSS Blueprint/Flowchart for Schools -1

General Education Classroom Level



Flowchart 1. MTSS Blueprint/Flowchart for Schools -2

Grade/Instructional-Level MTSS Team

Step 4a [Grade/Instructional-level MTSS Team]

After consulting with his/her Grade-Level MTSS Team Representative, the General Education Teachers prepare and present the case to his/her **Grade/Instructional-level MTSS Team**. One or more Grade-level colleagues then help the Teachers to reanalyze the data and situation, and implement additional/new classroom remediations, accommodations, interventions, and/or modifications with/for the student.

The MTSS process ends here if the student is successful. If unsuccessful, the case could go to Step 4b.

Building-Level MTSS Team

Step 4b [Building-level MTSS Team]

After consulting with his/her Grade-Level MTSS Team Representative, the General Education Teachers prepare and present the case to the **Building-level MTSS Team**.

Once enough relevant, known information is available, a Case Consultant is assigned to the Teachers to collaborate on and complete classroom-based functional assessments—leading to the implementation of additional/new classroom remediations, accommodations, interventions, and/or modifications with/for the student.

The MTSS process ends here if the student is successful. If unsuccessful, the case could go to Step 5, Step 6, or Step 7.

Building-Level MTSS Actions

Step 5

Based on a continued lack of student response (or a non-qualifying special education decision at Step 7), the **Building-level MTSS Team** reconsiders the case and assigns additional support for more intensive classroom-based intervention.

The MTSS process ends here if the student is successful.

OR

A referral is made to the Special Education Placement Team to determine special education eligibility.

Step 6 [504 Assessment Team]

This Step could be activated at any time that an educator or parent suspects that a student has a disability (including a medical condition) that is impacting or interfering with his/her educational (academic or social-behavioral) progress.

As approved by the district, the school's **504 Assessment Team** (or another designated team) coordinates the assessments needed to validate (a) the presence of a student's disability (as defined in federal Section 504 law), and (b) the fact that the impact of the identified disability can be offset by implementing one or more accommodations or assistive supports.

If qualified, a formal 504 Plan is written for the student.

The Special Education Process

Step 7 [The Special Education Placement Team]

While this Step typically follows Step 5 (it also could immediately follow Step 4a or 4b), it may occur—by federal law—at any time where an educator or parent suspects that a student has a disability that is impacting or interfering with his/her educational (academic or social-behavioral) progress.

Special education assessments are completed by the Special Education Placement Team.

Previous MTSS assessment and intervention data are considered (as relevant)

If found eligible, the Student receives services through an IEP (including needed assistive supports and/or accommodations).

If found ineligible, the Case is returned to the Building-level MTSS Team (Step 5) for continued assessment-to-intervention services, supports, interventions, or programs.