



Multi-Tiered System of Supports *Documentation Checklist*

REACH-MS is coordinated through the University of Southern Mississippi and is sponsored by a U.S. Department of Education grant to the Mississippi Department of Education (Grant No H323A210009).

**This checklist is used to evaluate the completeness of information and data in a student's MTSS folder.
Only mark yes if section is fully complete.**

Tier I Universal Support Documentation							
Section 1A	Component	Complete		Notes	Initials		
Pre – K	Student Profile Demographic Information	Y	<input type="checkbox"/>	N	<input type="checkbox"/>		
	College and Career Readiness Anchor Standards Performance Approaches to Learning Social/emotional English Language Arts Mathematics Science Social Studies Physical Development The Arts	Y	<input type="checkbox"/>	N	<input type="checkbox"/>		
	Behavior Social Emotional Issues (Appendix A) Discipline Record Total Number of Discipline Reports Total Number of Classroom Removals Parent Conference(s) Date(s): Additional behaviors that may impact performance:	Y	<input type="checkbox"/>	N	<input type="checkbox"/>		
	Attendance Current Year: _____ (Previous 3 Years) School Year _____/ _____ School Year _____/ _____ School Year _____/ _____	Y	<input type="checkbox"/>	N	<input type="checkbox"/>		
	Special Population Special Education IEP/504 Initial Eligibility Date Eligibility Category EL (Appendix B)	Y	<input type="checkbox"/>	N	<input type="checkbox"/>		
	Kindergarten Readiness Assessment Score	Y	<input type="checkbox"/>	N	<input type="checkbox"/>		
	Multiple Screeners	Y	<input type="checkbox"/>	N	<input type="checkbox"/>		
	Hearing and Vision	Y	<input type="checkbox"/>	N	<input type="checkbox"/>		

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Tier I Universal Support Documentation				
Section 1B	Component	Complete	Notes	Initials
K - 8	Student Profile Demographic Information	Y <input type="checkbox"/> N <input type="checkbox"/>		
	Course Performance Reading Mathematics Science Social Studies Language Arts	Y <input type="checkbox"/> N <input type="checkbox"/>		
	Behavior Social Emotional Issues (Appendix A) Discipline Record Total Number of Discipline Reports Total Number of Suspensions (In & Out of School) Total Number of Classroom Removals Parent Conference(s) Date(s): Additional behaviors that may impact performance:	Y <input type="checkbox"/> N <input type="checkbox"/>		
	Attendance Previous Years Current Year Last 3 Schools Attended	Y <input type="checkbox"/> N <input type="checkbox"/>		
	Grade Retention	Y <input type="checkbox"/> N <input type="checkbox"/>		
	Special Population Special Education IEP/504 Initial Eligibility Date Eligibility Category EL (Appendix B)	Y <input type="checkbox"/> N <input type="checkbox"/>		
	K-Readiness Assessment	Y <input type="checkbox"/> N <input type="checkbox"/>		
	Literacy Based Promotion Act	Y <input type="checkbox"/> N <input type="checkbox"/>		
	State Assessments	Y <input type="checkbox"/> N <input type="checkbox"/>		
	Multiple Screeners Dyslexia Screener Universal Screener	Y <input type="checkbox"/> N <input type="checkbox"/>		
	Hearing and Vision	Y <input type="checkbox"/> N <input type="checkbox"/>		

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Tier I Universal Support Documentation				
Section 1C	Component	Complete	Notes	Initials
9 - 12	Student Profile Demographic Information	Y <input type="checkbox"/> N <input type="checkbox"/>		
	Course Performance Reading Mathematics Science Social Studies Language Arts SATP Algebra I English II Biology U.S. History	Y <input type="checkbox"/> N <input type="checkbox"/>		
	Behavior Social Emotional Issues (Appendix A) Discipline Record Total Number of Discipline Reports Total Number of Suspensions (In & Out of School) Total Number of Classroom Removals Parent Conference(s) Date(s): Additional behaviors that may impact performance:	Y <input type="checkbox"/> N <input type="checkbox"/>		
	Attendance Previous Years Current Year Last 3 Schools Attended	Y <input type="checkbox"/> N <input type="checkbox"/>		
	Grade Retention	Y <input type="checkbox"/> N <input type="checkbox"/>		
	Special Population Special Education IEP/504 Initial Eligibility Date Eligibility Category EL (Appendix B)	Y <input type="checkbox"/> N <input type="checkbox"/>		
	Repeated Course Work	Y <input type="checkbox"/> N <input type="checkbox"/>		
	State Assessments	Y <input type="checkbox"/> N <input type="checkbox"/>		
	Diploma Options	Y <input type="checkbox"/> N <input type="checkbox"/>		
	Hearing and Vision	Y <input type="checkbox"/> N <input type="checkbox"/>		
1D	Tier 1 High Quality Classroom Observation Form	Y <input type="checkbox"/> N <input type="checkbox"/>		

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Tier II Supplemental Instruction Documentation				
Section	Component	Complete	Notes	Initials
2A	Documentation Targeted deficit area Evidence based intervention Measurable evaluation criteria Start Date Duration Frequency of Intervention Frequency of Progress Monitoring (2 data points a month) Intervention implementers Review Date (4 week & 8 week) Parent Notification Letter	Y <input type="checkbox"/> N <input type="checkbox"/>		
2B	Fidelity Check (2 at equal intervals)	Y <input type="checkbox"/> N <input type="checkbox"/>		
2C	Progress Monitoring and Evaluation Documented Review – (data in graphical format) 1 st Documented Review Cumulative Documented Review Decision Signatures	Y <input type="checkbox"/> N <input type="checkbox"/>		

Additional Notes:

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Tier III Intensive Intervention				
Section	Component	Complete	Notes	Initials
3A	Teacher Support Team Referral and Meeting Letter to Chair or Mississippi State Board Policy Part 3 Chapter 41, Rule 41.1: Intervention Teacher submitting referral TST Chair acknowledging receipt Date of receipt of referral Date of TST Meeting to discuss referral Referral Meeting Details Summary of Decisions Signature & Title TST Recommendations	Y <input type="checkbox"/> N <input type="checkbox"/>		
3B	Documentation Targeted deficit area Evidence based intervention Measurable evaluation criteria Start Date Duration Frequency of Intervention Frequency of Progress Monitoring (1 data point a week) Intervention implementers Review Date (8 week & 16 week) Parental Notification	Y <input type="checkbox"/> N <input type="checkbox"/>		
3C	Fidelity Check (2 at equal intervals)	Y <input type="checkbox"/> N <input type="checkbox"/>		
3D	Progress Monitoring and Evaluation Documented Review – (data in graphical format) 1 st Documented Review Cumulative Documented Review Decision Signatures	Y <input type="checkbox"/> N <input type="checkbox"/>		

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Section	Component	Complete	Notes	Initials
3E	Teacher Support Team Invitation	Y <input type="checkbox"/> N <input type="checkbox"/>		
3F	Statement of Confidentiality	Y <input type="checkbox"/> N <input type="checkbox"/>		
3G	End of the Year MTSS Tier Information Universal Screener Dyslexia Screener Attendance Grades Behavior Comprehensive Evaluation Outside Testing Intervention Tiered Level of Support at the end of the School Year (TI, TII, TIII)	Y <input type="checkbox"/> N <input type="checkbox"/>		

Additional Notes:

Checklist completed by: _____ **Date:** _____