

Multi-Tiered System of Support

MTSS



Resource Guide

Whole Child Domain

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Educational Partners Shared Vision

The information in this guide reflects the collaborative efforts of Minnesota State Academy for the Deaf (MSAD) MTSS Team members. The school established a shared understanding of MTSS and is working to develop a systematic approach to establishing a sustainable school-wide MTSS system that will meet the diverse needs of every student. The MSAD's Multi-Tiered System of Support aims to ensure equitable access to language/communication; and academic, behavioral, and social-emotional support for all students.

The MTSS team works closely with educational partners within the school's community, including classroom teachers, DeafBlind interveners, paraprofessionals, counselors, psychologists, social workers, speech-language pathologists, ASL Specialist, support service providers, Dorm staff, Student Life director, educational directors, and special education director.

MnMTSS Statewide Framework

MnMTSS Statewide Framework

*The state's **systemic, continuous school improvement** framework for ensuring positive **social, emotional, behavioral, developmental, and academic outcomes** for **every student**.*



- Infrastructure for Continuous Improvement
- Family and Community Engagement
- Multi-layered Practices and Support
- Assessment
- Data-Based Decision Making

Minnesota Multi-Tiered System of Supports (MnMTSS) is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. MnMTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. In addition, it engages an anti-bias and socially-just approach to examining policies and practices and ensuring equitable distribution of resources and opportunity.

The MnMTSS framework consists of five fundamental components that work together for successful

implementation:

- An infrastructure that provides a system in which people can work effectively and efficiently.
- Family and community engagement that promotes authentic collaboration to support common values and equitable outcomes
- Multi-Layered practices and supports that match intensity of services to level of student need.
- Assessment tools with which to accurately and reliably collect information that aids decision making.
- Data-based decision-making practices that consider the unique experiences of every population and drive continual improvement.

These five components were selected based on a review of the published scientific literature on MTSS and educational equity; technical assistance centers from other states; MTSS implementation rubrics; and the practical experience of work group members implementing MTSS.

1. Infrastructure for Continuous Improvement

Schools require tangible infrastructure such as buildings and materials like books, pencils, paper, and technology. In addition, schools require intangible infrastructure like a system of compensation for teachers, procedures that people reliably follow and norms for acceptable behavior. All those critical but often invisible elements are infrastructure, or underlying structures that are necessary to have in place to be safe and get things done. MTSS is a framework that organizes people around equitable and empirical decision-making regarding student academic, behavioral, social, and emotional well-being.

MTSS requires infrastructure beyond what is historically available in schools. MTSS infrastructure requires:

- Clear goals or mission.
- Leadership that prioritizes reaching these goals through coordination of resources and personnel based on known best practices and responses to student data.
- Core staff beliefs concerning the power of finding the conditions that bring about student learning.
- Creating positive school climates in which students want to learn and teachers want to teach.
- Professional learning that builds and sustains effective practices that bring about flourishing students.
- Teams of educators that have efficient and effective meetings that ultimately benefit student outcomes.

2. Family and Community Engagement

MnMTSS aims to make families partners in educational decision making by developing reciprocal relationships, amplifying the voices of marginalized or disadvantaged populations, clearly communicating learning objectives and student progress on those objectives, and actively listening to contributions and concerns from families.

Through authentic collaboration, schools can create meaningful relationships with families and communities and build new opportunities for students together.

3. Multi-Layered Practices and Supports

Multi-Layered supports allow every student to receive the support they need to reach meaningful and rigorous learning standards. In MnMTSS, there is a system for intensifying support, when needed, so that a broader array of the diverse student population will be successful.

While intervention intensification occurs on a continuum based on student need, consider three general intensity categories:

- Tier 1 involves the instruction and support provided to every student.
- Tier 2 offers additional support to some students through pre-established intervention protocols that can be quickly put into place, and which are likely to be effective for most students who are having difficulties with Tier 1 alone.
- Tier 3 includes more intensive, individualized support provided to those students for whom Tier 2 support has been insufficient.

Within each tier, there is room for increases in intensification. For example, in tier 1, teachers can intensify practice and feedback opportunities by instituting structured peer tutoring. In any case, the intensification procedures of MnMTSS create conditions that are more socially just and equitable, since each student will receive the support they require to be successful regardless of individual differences.

4. Assessment

Schools require tools and processes to assess student and system performance and progress to determine if they need to make adjustments to help every student succeed.

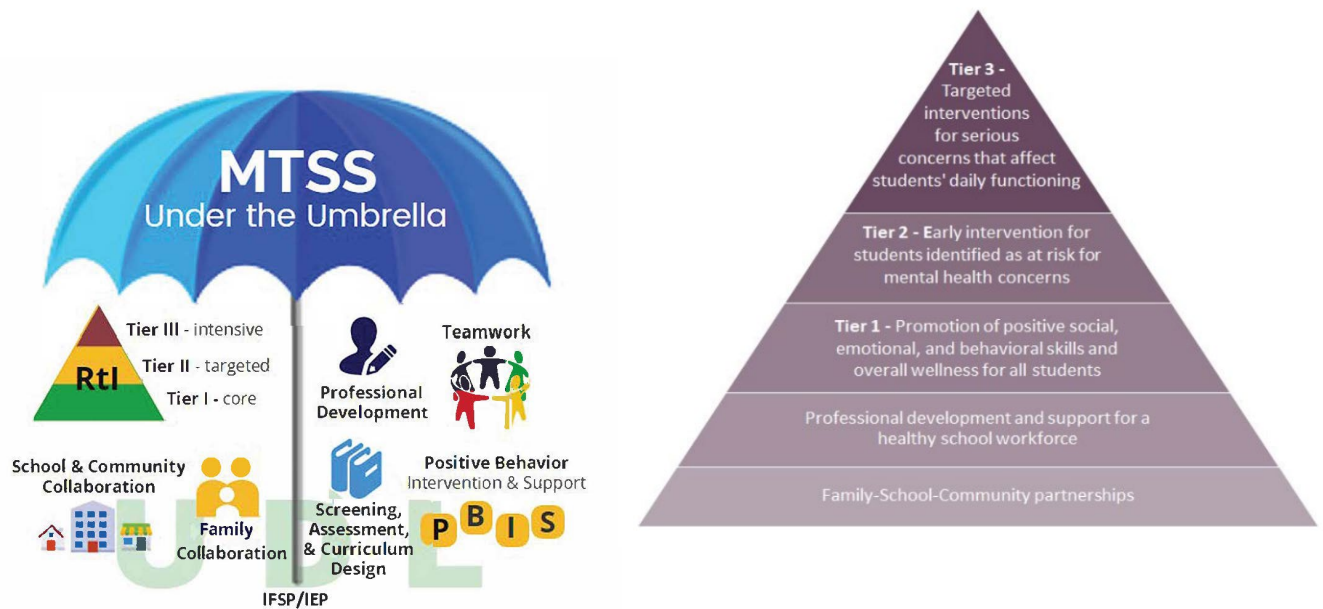
MTSS assessment systems can screen student groups and ensure individuals get the resources and support they need with enhanced or targeted instruction. Assessment systems for analysis (also known as diagnostic assessment) can provide decision makers with awareness of which student knowledge or performance gaps need to be filled, what motivational needs should be addressed, and what obstacles need to be removed for a student to be successful.

MnMTSS provides guidance on what assessment procedures need to be in place in order to guide instruction through knowledge obtained by screening, progress monitoring, analytic and program fidelity assessments. MnMTSS assessment provides the knowledge required to intervene early and well, so that every student can be provided with what they need.

5. Data-Based Decision Making

Data-based decision making provides grounding in empirical evidence and system alignment across people and programs, so that all are pulling toward shared goals. It disaggregates data to evaluate the outcomes for each student population so that inequity can be identified and addressed proactively. This increases the likelihood that decisions that are in the best interest of the students that schools serve. MnMTSS promotes a problem-solving approach in which problems are precisely defined and analyzed, solutions address root causes, and implementation is monitored to ensure success. The data-based problem-solving component of the MnMTSS framework consists of three major subcomponents: accessible and integrated data, decision-making process, and system performance

The Multi-Tiered System of Support Umbrella



MTSS stands for multi-tiered system of support. MTSS is a comprehensive, proactive framework used in education to provide students with the academic and behavioral support they need to succeed. MTSS uses data to help match academic and social-emotional behavior (SEB) assessment and instructional resources to every student's needs in the following areas:

- Identifying students who need support
- Making data-driven decisions needs
- Monitoring student progress
- Involving stakeholders

MTSS is applied to all students, not just to struggling students. MTSS often includes language about collaborative, concurrent, and/or communicative supports. MTSS typically includes three tiers of support: Core, Targeted, and Intensive. The goal of MTSS is to ensure that all students receive the support they need to succeed academically and behaviorally.

PBIS, on the other hand, is a specific approach to behavior management that is often used as part of an MTSS framework. PBIS focuses on promoting positive behavior by teaching and reinforcing appropriate behavior, rather than punishing negative behavior. While PBIS is a specific approach to behavior management, MTSS is a broader framework that includes academic and behavioral supports, of which PBIS is just one component.

MSAD's MTSS framework was developed with the recognition that many factors contribute to a student's overall well-being. While some of these factors may occur outside the school's environment or control, MTSS focuses on supporting students and giving them the tools they need to succeed as best they can.

Best Practices for a Multi-Tiered System of Support (MTSS)

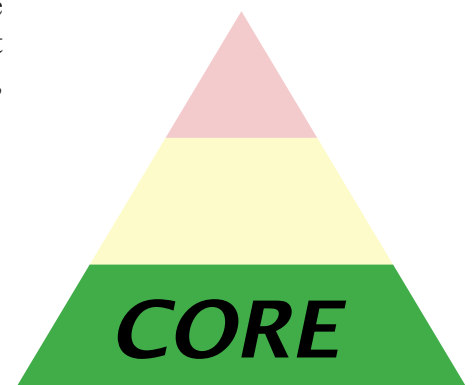
1. **Universal Design for Learning (UDL) and Differentiation Among the Tiers**
Involve changing the pace, level, or type of instruction to meet diverse needs in the classroom. High quality instruction uses student choice, multiple means of expression, and lessons that address the different ways students learn.
2. **Universal Screening for All Students Two Times a Year**
Screening is a quick assessment of a student’s understanding, and it gauges knowledge and abilities. It supports instruction by benchmarking where students are at a specific point in the school year and supports the creation of initial intervention groups.
3. **Purposeful Progress Monitoring**
Monitoring students regularly to determine if they are making progress on their goals is important. Purposeful progress monitoring allows educators to make data- based decisions about the effectiveness of their strategy if the original intervention is not effective for a student.
4. **Targeted Interventions That Match Student Need and Defined Goals**
Interventions must align with the specific needs of individual students to help them reach their academic or behavioral goals. An intervention that does not match will not provide results in a timely manner.
5. **Evidence-Based Teaching at Each Tier**
It is important that support is based on evidenced-based practices.
6. **Professional Development**
Professional development should be linked directly to the implementation goals of MTSS in your school. Ongoing professional development is needed to continue supporting educators and students.

Tier 1 – Universal Support Proactive and Preventative

Universal (Tier 1) instruction, also known as **core instruction**, is the academic and behavioral grade level instruction that each student receives daily. Tier 1 instruction aims to meet students’ academic, behavior and social emotional needs.

Universal (Tier 1) Instruction and Supports include:

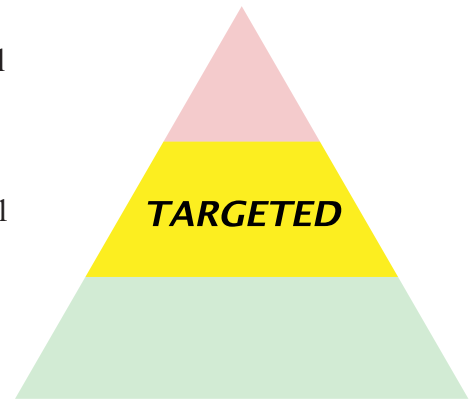
- Applying instruction and support for academics, behavior, and social emotional wellness
- Implementing research-based programs and best practices
- Planning flexible groupings and differentiation
- Delivering integrated instruction and intervention to support all learners
- Providing structures and systems for creating a positive school and classroom climate
- Ensuring cultural proficiency and inclusiveness



Tier 2 – Supplemental Support Targeted

Targeted (Tier 2) instruction is strategic instruction for students who need additional support in learning grade-level academic or behavioral skills or skills needed for real world success. These supports are generally done in small groups and include additional opportunities to practice the skills necessary for core instruction or strategies for enrichment. Tier 2 instruction is intended to be coordinated with Tier 1 instruction.

- Aligning and integrating Targeted (Tier 2) interventions with Universal (Tier 1)
- Academic and behavioral instruction and supports
- Working with smaller groups of students who share the same instructional needs
- Implementing research-based and culturally responsive teaching for student needs
- Ensuring progress monitoring data are collected, monitored, and addressed by MHT or a student's SST.
- If a student does not make progress in Tier 2 intervention, SST will discuss the next steps (revisit implementation strategies or move to Tier 3 intervention). If a student makes progress and shows improvement, SST will determine if a student is graduated from Tier 2 intervention.

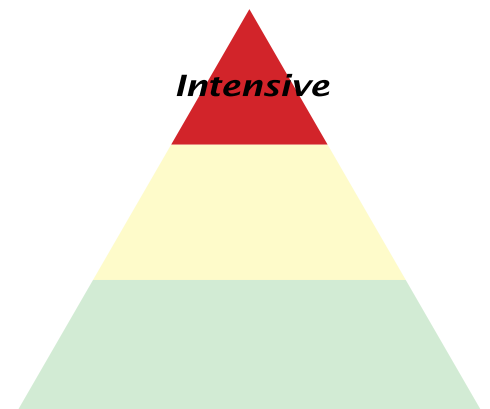


Tier 3 – Intensive Supports

Intensive (Tier 3) Instruction is intensive instruction and support provided to the students who are struggling with significant learning gaps and need academic and/or behavioral support. Typically, these students do not have the appropriate grade level skills yet to be successful without support. Interventions tend to be focused and occur individually or in small groups.

Intensive (Tier 3) Interventions and Supports include:

- Increasing intensity on the most critical set of skills
- Working with smaller instructional group(s) of students
- Integrating Intensive (Tier 3) interventions and supports with Universal Tier 1 instruction
- Using data to determine intensity while monitoring progress
- Providing multiple opportunities for guided practice
- Planning systematic instructional sequencing and scaffolding
- If a student does not make progress in Tier 3 intervention, SST will discuss the next steps. If a student makes progress and shows improvement, SST will determine if a student is graduated from Tier 3 intervention and will be moved to Tier 2 intervention for maintenance purposes



Academic Supports

Tier 3

In addition to Tier 1 and Tier 2:

- Intensive, individualized, explicit instruction using research-based curriculum
- Standards-based curriculum
- Intervention (SLP, ASL, or Reading)
- Collaboration with parent
- Tutoring
- Extended School Year
- Progress Monitoring

Tier 2

In addition to Tier 1:

- Use of supplemental materials from research-based curriculum
- Use of different instructional strategies based on student needs
- Targeted small group instruction focused on specific academic skills
- Intervention (SLP, ASL, or Reading)
- Co-teaching support in the classroom
- Academic Intervention Plan
- Collaboration with parents

Tier 1

- Language-rich environment
- Standards-Embedded Curriculum
- State Standards Checklist
- Flexible Groupings
- Universal Design for Learning (UDL) Purposeful Learning
- Essential Standards – Rigor
- Executive Functioning Instruction
- Learning Targets/Objectives understood by students
- Success Criteria
- Meaningful Academic Tasks Student Engagement
- Collaborative Conversations Student-Student Collaboration
- Differentiation
- Small Group Instruction
- ASL/English Language Development Culturally Responsive Teaching
- Scaffolding
- Embedded opportunities for listening, speaking, reading, and writing in both ASL and English

Instructional Strategies

- Active Participation
- Pre-teach/re-teach
- Model/Gradual Release
- Thinking Maps
- Math Inquiry
- Accountable Student Talk
- Explicit Vocabulary Instruction
- Explicit Reading Strategies Instruction

Supplemental Supports

- IXL, MindBloom, Learning A-Z,
- Support from SLP, ASL Specialist, or Reading Specialist
- Formative Assessments
- Multiple opportunities to demonstrate learning
- Modified classwork/homework
- Home-school connection

Behavior Supports

Tier 3

In addition to Tier 1 and Tier 2

- Behavior contract
- Functional Behavior Assessment (FBA)
- Behavior Intervention Plan (BIP)
- Crisis Management protocols (crisis counseling, short term purposeful individual counseling)
- Outside referrals (chronic mental/behavioral health related issues)
- Individual counseling services (IEP services)
- Daily check ins with counseling service provider

Tier 2

In addition to Tier 1

- Tier 2 Interventions
- Mentoring groups
- MHT-led Peer Mediations
- Behavior contracts
- Restorative Conferences
- Small group/individual behavior support group
- Check-in/Check-out Monitoring System
- Group-based counseling support (non-IEP services, friendship groups, etc.)
- Individual counseling support (temporary non-IEP services)
- Student Support Team (SST) meetings
- Parent/student and school staff conferences
- Support from School Counselor, Social Worker, and School Psychologist

Tier 1

- Language-rich environment
- Positive Behavior Intervention and Supports (PBIS)
- School-wide Guidelines and Expectations
- Forums on specific behavior-related topics
- Schoolwide positive behavior incentives
- Evidence-based Social-Emotional Learning (SEL) Lessons
- Restorative Justice Practices
- Teacher-led Peer Mediations
- Teacher-led Conflict Resolution
- Consult from School Counselor, Social Worker, and School Psychologist
- Home-school connection

Social-Emotional Supports

Tier 3

In addition to Tier 1 and Tier 2

Home visit for social-emotional support if in crisis
Refer to outside providers (treatment programs, therapeutic services, county services)
Outside agency on campus to work with students
Develop individualized behavioral support plans
Build relationships and provide specialized skill instruction for students and their family members

Tier 2

In addition to Tier 1

Targeted push-in classroom support
Increase reinforcement for positive behavior
Individual student check-in, check-out with support staff
Individual and/or group sessions
Restorative Practices
Conflict Resolution
Mentoring groups or play groups
Provide structured interventions for students exposed to trauma and chronic stress
Meet as a team to analyze root causes, provide supportive interventions, and monitor progress

Tier 1

Language-rich environment
Social Emotional Learning lessons and activities
Parent Workshops
Student forums on topics of wellbeing and other SEL topics
All students are assigned to a counselor
Classroom check ins/Soft start
Responsive classroom
Homeroom with case managers
Positive relationship
Zones of Regulation
School Climate Team
Shared agreements for behavior
Orderly routines and transitions
Restorative discipline system
Evidence-based SEL curriculum/ culturally responsive instruction/bullying prevention
SEL in academic instruction
Student voice and engagement
Trauma-informed school environment

Reflective Questions to Determine Additional Supports

Tier 3

Did the student respond to any of the previous interventions?
Which one(s)?
Why do you think the student responded?
Which Tier or next level of support will best meet the student's needs?

Tier 2

Behavior/Social-Emotional

Have I consulted with teachers, parents, and support staff to gather additional insights?
Have I worked collaboratively with parents/guardians to meet the students' needs?
Have I tried different strategies that match the students' interest and abilities?
Did I implement interventions supported by data with fidelity?

Tier 1

Academic

Have I communicated clear lesson objectives and criteria for success? What do I want all my students to know and be able to do?
How will I know if they learned it?
How will I respond when some students do not learn?
How will I extend the learning students who have learned it? What specific skills is the student missing? How do I know? Do my interventions match the student's identified need?

Behavior/Social-Emotional

Have I had a planned conversation with the student regarding behaviors of concern?
Have I consulted with my peers for additional strategies or questions?
Have I consulted with the support staff counselor, psychologist, BIS, and or social worker? Have I surveyed the interests of the student?
Have I identified a preferred adult on-campus?
Have I worked collaboratively with parents / guardians to meet the student's needs?
Have clear expectations been introduced, established, and practiced for students?

Reflective Questions to Determine Reducing Supports

Tier 3

Behavior/Social-Emotional

Has the student met their intervention/counseling goals?
Have all areas of need been addressed?
Can the frequency of support be reduced?
Does the student continue to show needs that require intensive support? Do they require referrals to outside support?

Tier 2

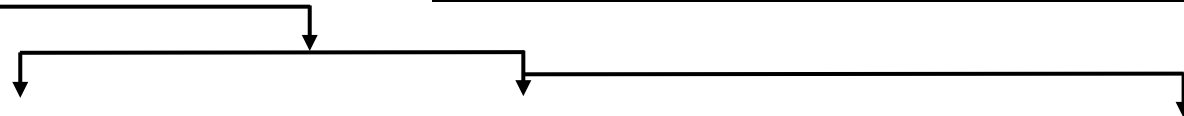
Behavior/Social-Emotional

Can the frequency of support be reduced?
Have intervention/counseling goals been met?
Is the student able to function in school environments with less support?

Tier 1



Middle School/High School Academic Intervention Plan



Yellow Zone Failing 1 class (D or F) at the monthly grading check, OR moved from Red Zone	Orange Zone Failing 2 or more classes (D or F) at the monthly grading check, OR was in Yellow Zone during the previous monthly grading check	Red Zone Was in Orange Zone and is still failing 2 or more classes (D or F) at the end of the recovery period, OR was in Orange Zone during the previous monthly grading check
<p>Support: Teacher will set up one day of tutoring a week for two weeks, after school with the teacher of the class student is failing</p>	<p>Support: Assigned counselor will set up an SST meeting Teacher(s) contact parents via phone or email Teacher(s) set up one day of tutoring per week for two weeks after school with teacher(s)</p>	<p>Support:</p> <ul style="list-style-type: none"> Assigned counselor will set up a second SST meeting (parents and student are required to attend) Assigned counselor and teacher(s) will create a grade recovery plan Teacher(s) will set up four days, everyday tutoring (required) after school Assigned counselor will set up three academic intervention sessions to focus on executive functioning
<p>Privilege: Can participate in sport practices, play rehearsals and any extracurricular activities (AB, BOTB, math competition, etc.)</p>	<p>Privilege: Can participate in sport practices, play rehearsals and any extracurricular activities (AB, BOTB, math competition, etc.)</p>	<p>Privilege:</p> <ul style="list-style-type: none"> <u>CAN</u> participate in sport practices, play rehearsals, BOTB practices, and Academic Bowl practices <u>CAN'T</u> participate in any sports games (volleyball, basketball, football, track, etc.) Discussion of reducing participation in non-athletic extracurricular activities (e.g., officer positions, clubs, special projects, etc.)
<p>Communication: Teacher will connect with the family via email or phone to update them on the grade status and interventions. Teacher will communicate with the case manager, assigned counselor, athletic director, school director and dorm director (if applicable)</p>	<p>Communication: Teacher(s) will connect with the family via email or phone to update them on the grade status. Assigned counselor will communicate with the case manager, teacher(s), athletic director, school director and dorm director (if applicable) regarding intervention plans.</p>	<p>Communication: Assigned counselor will communicate with student, case manager, teachers, school director, family, athletic director, and dorm director (if applicable)</p>
<p>How to get out of Yellow Zone: After the recovery period for two weeks, all your grades are 70% or higher</p>	<p>How to get out of Orange Zone: After the recovery period for two weeks, all your grades are 70% or higher You will be moved to Yellow Zone for ongoing support if you still have one failing class (D or F)</p>	<p>How to get out of Yellow Zone:</p> <ul style="list-style-type: none"> At the end of the recovery period for two weeks, you passed all your classes with 70% or better If you passed all classes at the END of the recovery period, you will be moved to Yellow Zone for monitoring purposes



Leveled Bullying Behaviors Guideline

Verbal Bully Behavior	Non-verbal Bully Behavior	Physical Bully Behavior	Menu of Reinforcers
SEVERITY/FREQUENCY: LEVEL ONE			
<ul style="list-style-type: none"> ● Telling secrets ● Gossiping ● Starting or spreading rumors ● Teasing about possessions, clothes, looks, etc. ● False reporting (regarding other's behaviors) ● Name calling ● Cyberbullying ● Manipulation of friendships ● Boasting with the intent of putting others down ● Posting slander in public places ● Not reporting witnessed bullying behaviors 	<ul style="list-style-type: none"> ● Making threatening or insulting gestures ● Dirty looks, eye rolls, etc. ● Ignoring or excluding others ● Passing notes ● Hiding/taking items from others ● Being a passive supporter or bystander-laughing, etc. ● Imitation of another person that is intended to demean, put down, or manipulate (includes in person and via technology) 	<ul style="list-style-type: none"> ● Pushing/Shoving/Poking ● In another's space ● Blocking another's path ● Using one's size or body to intimidate ● Any form of unwanted touch 	<ul style="list-style-type: none"> ● Reminder/Warning ● Reteach expectations ● SWIS if appropriate ● Explain social impact ● Think sheet or time-out- adult's choice ● Recess detention ● Phone call home ● Loss of classroom privilege ● Bullying workshop (developed with collaboration from MHT)
SEVERITY/FREQUENCY: LEVEL TWO			
<ul style="list-style-type: none"> ● Chronic Level 1 Behaviors ● On-going harassment through technology, notes, phone, or other forms of communication ● Insults based on size, intelligence, race, ability, religion, ethnicity, family, athletic ability, gender, disability, or sexual orientation ● Fighting or threatening words ● Intimidation through continued gossiping, teasing, or destructive humor ● Being a supporter or follower of a bully 	<ul style="list-style-type: none"> ● Chronic Level 1 Behaviors ● Defacing Property ● Playing tricks to embarrass others ● Stealing ● Making threatening gestures ● Cyberbullying ● Being a supporter or follower of a bully 	<ul style="list-style-type: none"> ● Chronic Level 1 Behaviors ● Starting fights ● Purposeful scratching, headlocks, biting, or spitting ● Tripping/kicking ● Other physical altercations ● Threatening physical harm ● Threatening with physical harm to gain another's belongings (extortion) 	<ul style="list-style-type: none"> ● SWIS ● Recess detention ● Phone call home by administration ● Individual Behavior Plan ● Counseling referral (when appropriate) or office referral ● Refocused in an alternate setting ● Principal determines from Level 3 options ● Lunch detention ● Restorative practice (apology, research project, peer mediation etc.) ● Meeting with students and staff (focused on incident and developing empathy)
SEVERITY/FREQUENCY: LEVEL THREE			
<ul style="list-style-type: none"> ● Chronic Level 2 Behaviors ● Prolonged harassment ● Encouraging total group exclusion of someone by threatening other if they do not comply ● Sexual harassment ● Severe threats ● Making repeated or graphic threats ● Retaliation 	<ul style="list-style-type: none"> ● Chronic Level 2 Behaviors ● Destroying property ● Arson ● Arranging public humiliation ● Writing graffiti with a bias against someone ● Making repeated or graphic threats ● Sexual harassment 	<ul style="list-style-type: none"> ● Chronic Level 2 Behaviors ● Physical cruelty ● Repeated acts of violence ● Assault with a weapon ● Major physical assault ● Retaliation ● Sexual harassment 	<ul style="list-style-type: none"> ● SWIS ● Phone call home by administration ● In-School suspension ● Out-of-school suspension ● Re-teaching with school counselor ● Restitution ● Law Enforcement contacted ● Parent meeting

Tier 2 Intervention Logistics

For any intervention to have the desired effect, it must be provided consistently and with fidelity. Because Tier 2 and Tier 3 behavior interventions are partially provided by staff other than the classroom teacher, ample planning and preparation is necessary before implantation. Consider the following Guiding Questions before beginning Tier 2 behavior interventions:

- How many students will be receiving Tier 2 support?
- Who will be monitoring Tier 2 interventions?
- Who will store, organize, and analyze intervention data?
- Is there time in the master schedule for delivery of Tier 2 support?
- When will staff receive training on behavior interventions?

There are multiple ways to provide all interventions. While the locations and time of day make look different, it is important to think through the process and determine the structure that works for them. The following table below gives examples of providers, time, and location for the various essential behavior interventions:

Intervention	Possible Providers	Possible Time	Possible Locations	Other Considerations
Tier 2	Paraprofessional Licensed Staff Teachers Counselor Support Staff (librarian, etc.)	Upon arrival At dismissal Morning routine/meeting/ breakfast 5 minutes before dismissal	Counselor's office Teacher's class Hallway Cafeteria Library Bus Zone Middle Classrooms	Relationship between students and staff Time/Schedule Impact on other students
Daily Behavior Sheet		Check in/Check out MHT will share the daily behavior sheet	Check in/Check out determined by SST	SST review data Staff training Feedback Loop (required)
Social Skills Instruction Executive Functioning Skills		Lunch Flex Time Weekly Pull Out Homeroom Recess	Counselor's office Conference room Teacher classroom Library	Consider grouping by skill deficit or need. May group grade level/age

Examples of Types of Data to Determine Tiered Supports

Types of Data

Academic Supports	Behavior Supports	Social-Emotional Supports
Classroom Screening Foundational Skills Common Assessment District Benchmark Unit Test MAP/NWEA STAR Reading Intervention Language/Speech services Evaluation report Summative Data Student Work Samples	SWIS reports Bullying reports Counseling service progress Teacher Surveys Behavior tracking (ABC Data, Frequency Data, Duration Data) Direct Observations Rating Scales Functional Behavior Analysis (FBA) Universal screener data Student Self-Monitoring Incentive Data	SWIS reports Bullying reports Attendance Counseling Referrals Parent Request Behavior tracking (ABC Data, Frequency Data, Duration Data) Direct Observations Rating Scales Functional Behavior Analysis (FBA) Flowchart of interventions which includes referral for social- emotional supports SST Meetings

Types of Teams

Several types of teams operate within MSAD’s MTSS. Each team is outlined below to further develop a shared understanding of roles and responsibilities of team members.

- **Student Support Team (SST):** This is a small team, typically consisting of the student’s case manager and/or teacher(s), assigned mental health team (MHT) member, and educational program director. Other individuals may also be involved if applicable, including athletic program staff, paraprofessionals, interveners, other service providers, and dorm staff. This team meets when necessary, typically when an issue related to the student’s behavior or academic progress arises. The MHT member assigned to the student is responsible for setting up the SST meeting and is responsible for taking notes or assigning a notetaker during the meeting. During the meeting, team members discuss observations of the student’s progress and brainstorm ideas for support and intervention. The team develops an action plan, including a timeline for when the team will meet again.
- **Department Team:** This team consists of individuals who work within a department or large group of students (for example, 3rd to 5th grade students or middle school students). Team members include teachers, MHT members, and educational program directors. Other individuals may also be involved if applicable, including athletic program staff, paraprofessionals, interveners, other service providers, and dorm staff. The department team meets when there is an academic or behavioral issue impacting a group of students and a group intervention is needed. MHT members and educational program directors are responsible for setting up department team meetings and taking notes or assigning a notetaker during the meeting.
- **MTSS Team:** The MTSS team is comprised of educational program directors, dorm directors, a teacher representative, and a MHT representative. The MTSS team oversees the overall system of supports and interventions and identifies areas that may need more support

MTSS Procedures

Beginning of the Year (August-September)

- MTSS team reviews student IEPs and compiles a list of students that are currently receiving Tier 2 and Tier 3 support, specifically identifying the most recent level of support.
- MHT meets with classroom teacher(s) to review student's most current level of support to determine which Tier 2 and Tier 3 supports will be in place during the first month of school.
- MTSS team schedules regular MTSS meetings.
- MTSS team coordinates universal screening for all students
- MTSS team coordinates the beginning of the school-year training to share latest updates and review our systems

During the School Year

- Teachers adhere to the expectations in Tier 1. If a student is not making progress, the teacher consults with the MHT and administration for additional strategies and support.
- MTSS team can schedule a designated time dedicated to providing mini-professional development opportunities to build the staff's repertoire of strategies.
- Teacher refers student for additional supports if the student makes minimal progress in the identified area(s) based on data.
- Teacher communicates concern to parent before the parent receives a meeting invitation from the MTSS team.
- MTSS team schedules regular meetings to determine the fidelity of supports provided to students in Tiers 2 and 3.
- MTSS team review students' progress and adjust accordingly to meet the students appropriate support level
- Administration shares updates information with teams.

End of School Year

- MTSS team ensures student MTSS data is updated in the file.
- MTSS team coordinates universal screening for all students

MTSS Team Roles & Responsibilities

Principals/Dorm Director

- Oversee MTSS implementation
- Attend MTSS and SST meetings
- Examine data and instructional practices at the Tier 1 level (administrator)
- Monitor fidelity of instruction (administrator)
- Determine professional development and program needs as related to MTSS based on trends, patterns, and student outcomes
- Share information with educational department

MTSS Team

- Serve as liaison between teams
- Support overall MTSS implementation
- Schedule MTSS meetings and ensure all relevant personnel are in attendance
- Facilitate problem solving using school-wide data to guide instructional decisions
- Disseminate MTSS information and resources
- Assist in school-wide implementation process, progress monitoring protocols, data collection and data analysis procedures (CICO, SWIS, AIP, Behavioral Contacts, SST, etc.)
- Record strategies, supports in tiered plans
- Provide professional development
- Contribute expertise in data interpretation and analysis, progress monitoring, and effective problem solving
- Administer diagnostic screening assessments to further define the nature of concern and potential strengths and weaknesses

Mental Health Team Members

- Attend SST meetings
- Identify POC for communication purposes
- Assist team in understanding the familial, cultural and community components of students' responses to instruction, learning and academic success
- Evaluate and summarize student progress specific to behavioral, emotional, and mental health concerns and the effect on academic progress
- Serve as community liaison to ensure adequate and appropriate resources for students and families in need
- Assist with crisis response for students in critical need (e.g., suicide ideation, self-harm, family crisis, homelessness)
- Develop tier 2 and 3 intervention tools/materials
- Assists in observing student to help identify appropriate intervention strategies and/or barriers to intervention
- Assists in designing interventions matched to student needs, based on data
- Evaluate and summarize progress of tier 2 or 3 interventions

MTSS Team Roles & Responsibilities

Service Providers	<ul style="list-style-type: none"> • Attend meetings, as needed • Provide expertise in assessments • Administer diagnostic screening assessments to further define the nature of concern and potential strengths and weaknesses
Classroom Teachers/Case Managers	<ul style="list-style-type: none"> • Provide high-quality standards-based instruction and interventions with fidelity • Implement research-based strategies, supports, and plans for small group and/or individual students • Document interventions and progress monitoring data • Communicate student progress to parent(s)/ guardians • Refer student(s) for additional supports when specific measurable progress is not achieved within identified timeline • Ensure that appropriate data are provided before meeting • Collaborate with the SST team to determine appropriate student supports • Follow academic intervention plans • Attend SST meetings
Dorm Staff	<ul style="list-style-type: none"> • Attend SST meetings as needed • Collaborate with the SST team to determine appropriate student supports • Document interventions and progress monitoring data • Communicate student progress to parent(s)/ guardians • Ensure that appropriate data are provided before meeting
Paraprofessional	<ul style="list-style-type: none"> • Attend SST meetings as needed • Document interventions and progress monitoring data • Ensure that appropriate data are provided before meeting • Communicate student progress to case manager
Athletic Director/Coaches	<ul style="list-style-type: none"> • Attend SST meetings as needed • Coordinate with team in regards to athletic contracts and expectations • Follow academic intervention plans
Families/Caregivers	<ul style="list-style-type: none"> • Attend SST meetings as needed • Provide information about the child's background and developmental history • Works with the child at home

Glossary of Terms

MTSS	Multi-Tiered System of Supports	Multi-Tiered System of Supports (MTSS) is a term used to describe an evidenced based framework or model of schooling that uses data- based problem-solving to integrate academic, behavior, and social-emotional.
RtI	Response to Intervention	The practice of providing high-quality instruction, intervention, and supports matched to student needs using learning rate over time and level of performance to make important instructional decisions.
PBIS	Positive Behavior Interventions and Supports	An implementation framework for maximizing the selection and use evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral supports of all students.
UDL	Universal Design for Learning	A set of principles for curriculum development that gives all students an equal opportunity to learn. UDL provides a blueprint for creating instructional goals, methods, material, and assessments that work for everyone.
SEL	Social Emotional Learning	A process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish, and maintain positive relationships, and make responsible decisions.
CRT	Culturally Responsive Teaching	A pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.
PM	Progress Monitoring	Progress monitoring is used to assess a student's performance, to quantify his/ her rate of improvement or responsiveness to intervention, to adjust the students' instructional program to make it more effective and suited to the student's needs, and to evaluate the effectiveness of the intervention.
FBA	Functional Behavior Assessment	An assessment conducted to determine the function of a student's behavior when a student exhibits serious and/or chronic challenging behavior.
BIP	Behavioral Intervention Plan	An individualized, proactive plan designed to help reduce or prevent challenging behaviors by reinforcing strategies and positive behavior instruction.
CM	Case Manager	An assigned teacher serving in the role as a student's primary contact and responsible party for IEP implementation.
SST	Student Support Team Meetings	A student's core team where members meet and discuss strengths and areas of needs as well as intervention plans

