



Multi-Tiered System of Supports

MTSS District Handbook

Havre Public Schools
P.O. Box 7791
Havre, MT 59501
406-395-8550
www.blueponyk12.com

May 2025

Havre Public Schools

Kindergarten through Twelfth Grade

Highland Park Primary
Lincoln McKinley Primary
Sunnyside Intermediate
Havre Middle School
Havre High School

Core Purpose

Provide each student with the tools and experiences to be successful in their own life and positively influence the world.

Our Values

Flexible Learning Opportunities-Havre Public Schools believe each student can learn. We provide a diverse and personalized learning opportunities which meet the needs and attributes of each student.

Excellence -We are committed to a culture of continuous growth, innovation, and high expectations.

Community -We value our engaged, diverse, student-focused and collaborative community. In addition, we understand that the relationship with our community is vital to the success of each student.

Table of Contents

Contents	Page (s)
Multi-Tiered System of Supports	4
Multi-Level Prevention System	5-6
Additional Resources	7



Multi-Tiered System of Supports

MTSS Overview

MTSS is a general education, multi-level approach used by our district in providing high-quality evidence-based academic instruction, behavioral support, and tiered intervention aligned with individual student needs. MTSS relies on universal screeners, a multi-level prevention system, progress monitoring, and data-based decision making. Information acquired through this process creates a foundation in which decisions can be made to address instruction and intervention in the areas of academics, behavior, and whole child skill development. Addressing specific needs creates positive outcomes for our students.

Essential Components of MTSS

Team-Based Leadership	Team is comprised of key stakeholders responsible for leading and coordinating MTSS efforts.
Consensus and Commitment	Teams have consensus regarding the importance of adopting the MTSS framework.
Evidence-Based Instruction, Intervention and Supports	Instruction, interventions, and supports are selected that are strongly supported by high-quality, rigorous research.
Collaborative Teams	Teams work interdependently to learn about and communicate the impact of instruction using evidence of student progress to improve outcomes for all students.
Tiered Delivery System	A multi-tiered approach provides a responsive framework that helps to match academic, social-emotional, and behavioral instruction, intervention, and supports of all students.
Comprehensive Screening and Assessment	Draws on multiple valid and reliable assessments and measures designed to inform instructional and programmatic decisions. (Balanced Assessment System/Universal Screening/Progress Monitoring/Diagnostic Assessment)
Data-Based Decision Making	Data is used to analyze, evaluate, and plan strategies that support sustainable system improvement and learner outcomes.

Source: [Montana Office of Public Instruction-MTSS](#)

Multi-Level Prevention System

[What is a Multi-Level Prevention System?](#)

Core Instruction for *All* Students-Tier 1

Universal Instruction and Supports for ALL Students (Academic, Behavior, and Whole Child Skill Development) *Approximately 80% of Students*

Tier 1 consists of core curriculum in the areas of academics, behavior, and whole child skill development. This level of instruction and support is provided to ALL students in the general education classroom. A comprehensive, research-based curriculum is used along with evidence-based instructional practices, which are aligned to Montana State Content Standards. Universal Design for Learning (UDL) and High- Leverage Practices (HLPs) will be provided to support student achievement. Universal screening will be administered three times a year in grades kindergarten through eleventh, to assist in identification of students who may require additional support through Tiers 2 and 3.

[Essential Features of Tier 1](#)

[What is Screening?](#)

Targeted Support for *Some* Students-Tier 2

Supplemental Interventions and Supports for Some Students (Academic, Behavior, and Whole Child Skill Development) *Approximately 10-15% of Students*

Students who are at risk of not meeting educational benchmarks, as indicated by the assessment and screening process, will receive additional support through small group instruction. This support is in addition to Tier 1 core instruction. Tier 2 focuses on meeting the specific needs of the student. Evidence-based instructional strategies and intervention will assist in targeting student deficits.

[10 Essential Features of Tier 2](#)

Intensive Support for *Few* Students-Tier 3

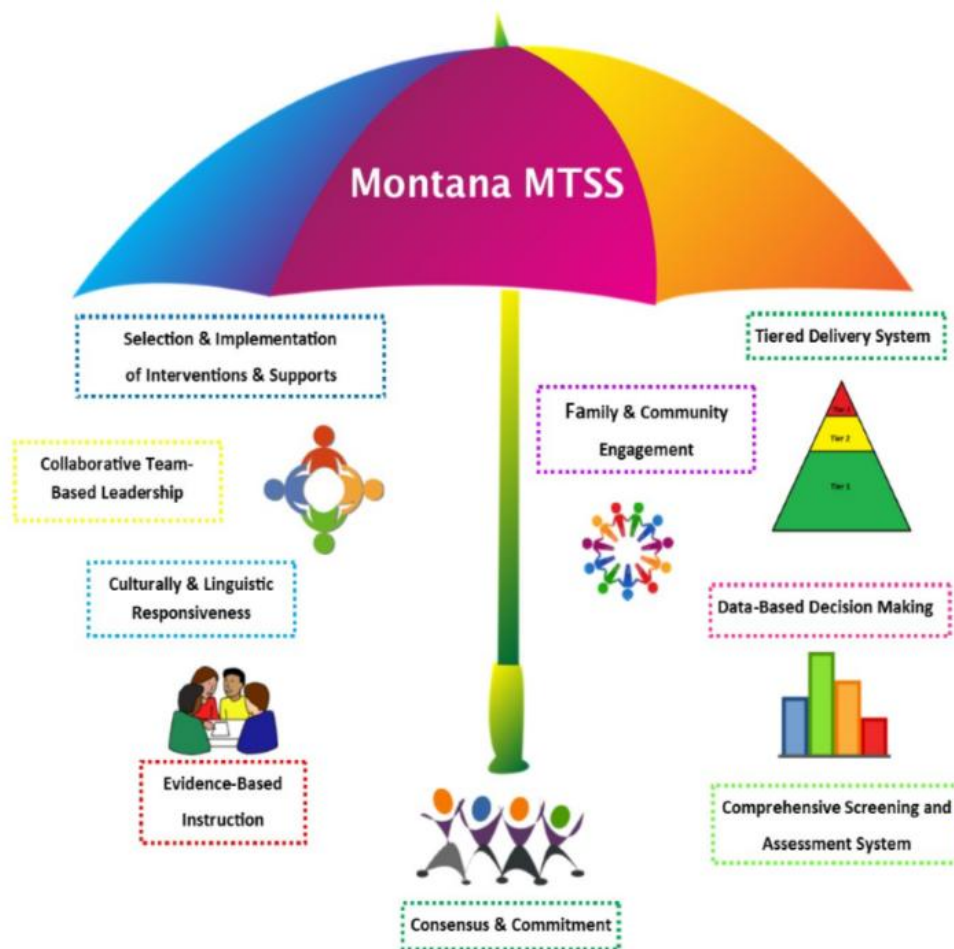
Intensive Individualized Interventions and Supports for Few Students (Academic, Behavior, and Whole Child Skill Development) *Approximately 3-5% of Students*

Students who have not responded adequately to Tiers 1 and 2 will receive additional support through intensive, evidence-based intervention, which will target specific skill deficit. Tier 3 provides an opportunity to conduct a diagnostic assessment which will pinpoint the specific area of need, academically or behaviorally. Tier 3 allows for lower student-teacher ratio, increased time in interventions outside of core instruction, and an increase in the number of opportunities for a student to respond.

[Essential Features of Tier 3](#)

Additional Resources

<u>Havre Public Schools Website</u>
<u>Montana Office of Public Instruction</u> Multi-Tiered System of Supports
<u>Montana Office of Public Instruction</u> Whole Child Skill Development
<u>Center on PBIS</u> Positive Behavior Interventions
<u>Attendance Works</u>



Havre Public Schools
 Lisa Passon
 MTSS Director
passonl@blueponyk12.com
 Robins Administration Building
 406-395-8550

