



# Understanding the Multi-Layered System of Supports (MLSS) & Student Assistance Team (SAT) Process

April 2025



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Introduction to Multi-Layered System  
of Supports (MLSS)

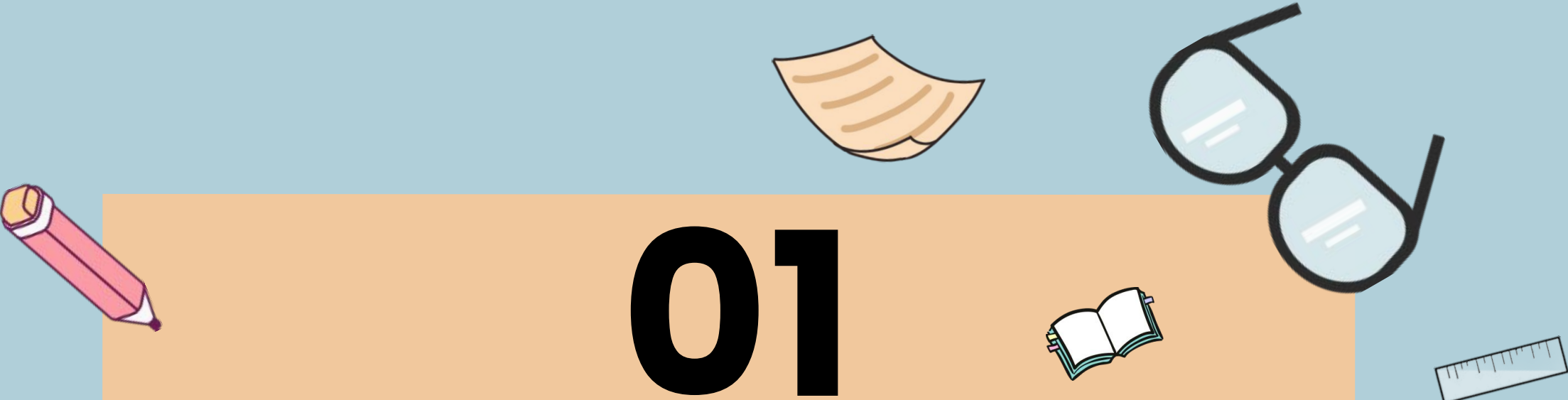
**02**

Navigating the Student Assistance  
Team (SAT) Process



...

Intervening early can make a significant difference in the lives of students, setting them up for long-term success and enabling them to reach their full potential.



# 01

## **Introduction to MLSS Multi-Layer System of Supports**





# Overview of MLSS

## Definition and Purpose

Multi- Level System of Supports (MLSS) is a framework aimed at providing targeted educational interventions to all students. It aims to address learning, social/emotional needs, and behavioral needs.

## Key Components

Key components of MLSS include screening, progress monitoring, multi-layered interventions, and data- based decision-making to support student success.



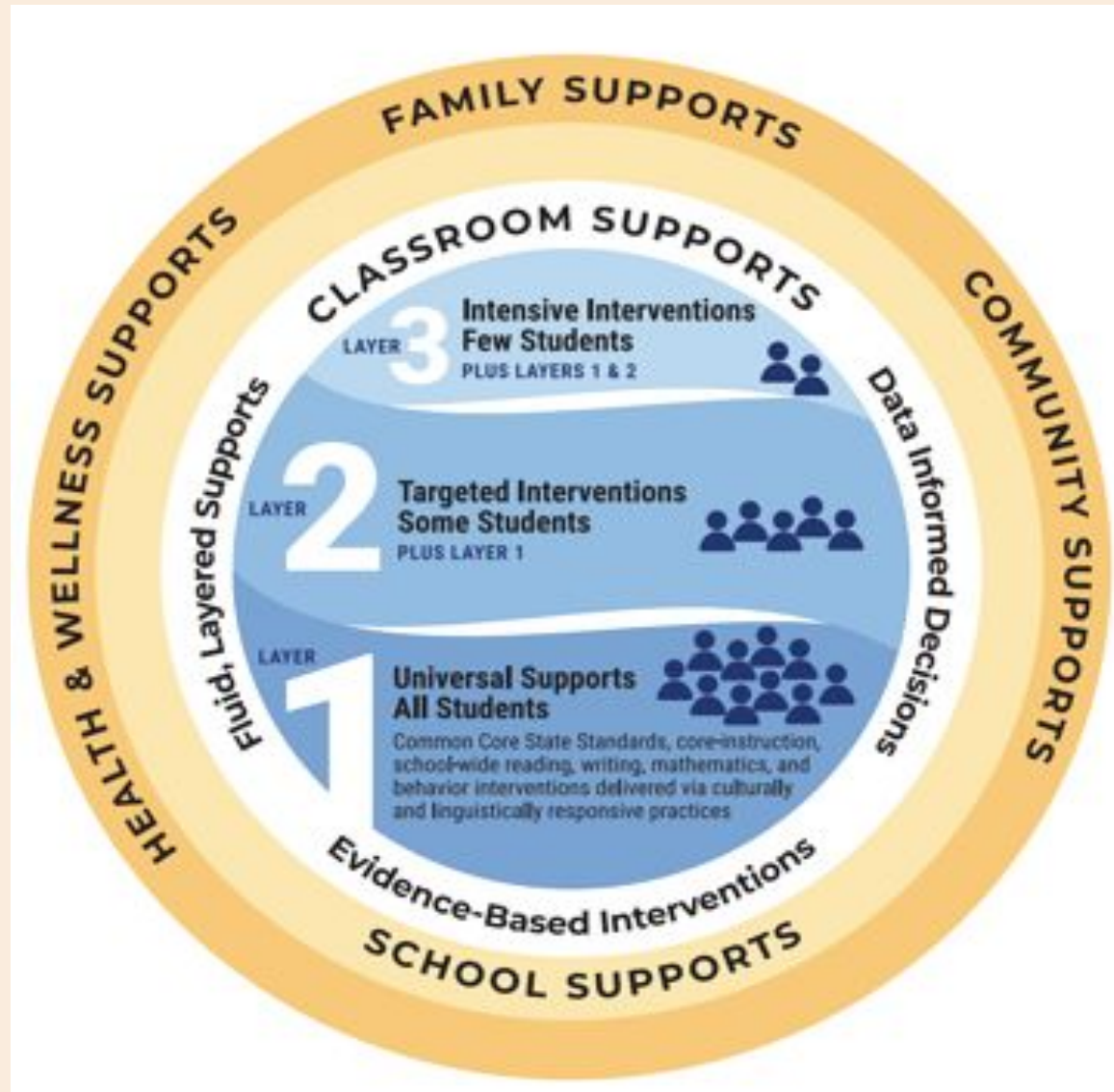
## 6.29.1.9 NMAC

### New Mexico MLSS Policy

What does the policy actually require?

- **All students** shall have access to layer 1, 2, and 3 interventions without a need to convene a SAT team or a referral to special education or related services.
- The policy reinforces that **all students are general education students first**, which is a foundational belief of MLSS. Interventions and supports start in the general education setting and become more targeted based on student need.

# NM MLSS Information



## Layer 1: Universal Supports for All Students

| Layer   | Intervention Type | Intervention                                              |
|---------|-------------------|-----------------------------------------------------------|
| Layer 1 | Academic          | High-quality differentiated core instruction              |
|         |                   | High-quality differentiated materials                     |
|         |                   | Differentiating work products to better meet student need |
|         |                   | Smaller group instruction                                 |
|         |                   | More time receiving small group instruction               |
|         |                   | More frequent small group instruction                     |
|         | Behavior          | 5:1 positive reinforcement to corrective feedback         |
|         |                   | Effective anti-bullying policies and messaging            |
|         |                   | Positive social interaction with each student each day    |
|         |                   | Processes and procedures for common classroom functions   |
|         |                   | Social contracts                                          |
|         |                   | Character development curriculum                          |
|         |                   | Explicit behavior expectations for common areas           |

## Layer 2 - Targeted Interventions

|         |          |                                                                                                                                                 |
|---------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Layer 2 | Academic | High-quality supplemental instructional programs or curricula                                                                                   |
|         |          | Pullout instructional time to remediate students on specific skill deficits based on data                                                       |
|         |          | Extended time to complete assignments                                                                                                           |
|         |          | Push-in staff supports to provide smaller group instruction, more time in small group or more frequent small group instruction                  |
|         | Behavior | Token economies                                                                                                                                 |
|         |          | Counseling                                                                                                                                      |
|         |          | Small groups focused on social issues that may precipitate changes in behavior (e.g. divorce, grief, body image issues, anger management, etc.) |
|         |          | Self-monitoring                                                                                                                                 |
|         |          | Daily behavior logs                                                                                                                             |
|         |          | Behavior contracts                                                                                                                              |
|         |          | Sensory tools                                                                                                                                   |
|         |          | Organizational tools                                                                                                                            |

## Layer 3 - Intensive Interventions

|         |          |                                                                                 |
|---------|----------|---------------------------------------------------------------------------------|
| Layer 3 | Academic | Pullout services to meet individualized needs                                   |
|         |          | Longer, more frequent, smaller group, or otherwise more intensive interventions |
|         | Behavior | Behavioral contract                                                             |
|         |          | Continuous adult supervision                                                    |
|         |          | Social stories                                                                  |
|         |          | Individual schedule                                                             |
|         |          | Structured breaks                                                               |
|         |          | Communication log with family                                                   |
|         |          | Proximity control                                                               |

# Layer 1: Universal Supports for All Students

## Who: ALL STUDENTS

- Core curriculum
- School wide positive behavior supports
- Differentiated instruction based on student needs



## Layer 2 - Targeted Interventions

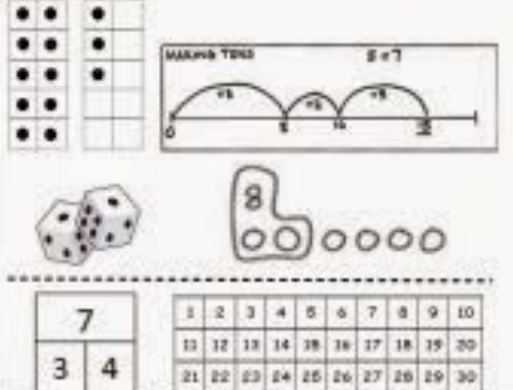
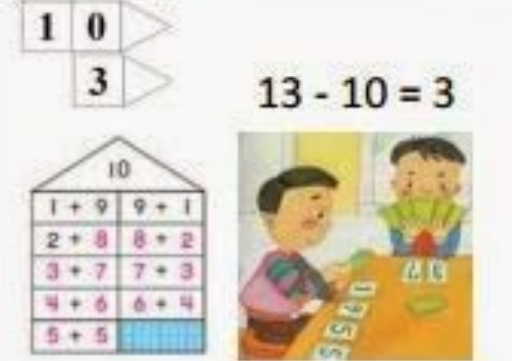
### Evidence-based interventions for students who need support

For students not making expected progress, or those who are insufficiently challenged.

-Includes Layer 1 AND targeted interventions

### MATH

- Small groups
- Re-teaching
- Manipulatives

| Concrete                                                                            | Representational                                                                                | Abstract                                                                             |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Students manipulate hands-on, concrete materials                                    | Students draw and observe diagrams, or watch the teacher touching and moving hands-on materials | Numbers and mathematical symbols                                                     |
|  |             |  |

## Layer 2 - Targeted Interventions

### Evidence-based interventions for students who need support

For students not making expected progress, or those who are insufficiently challenged.

-Includes Layer 1 AND targeted interventions

#### READING

- Small groups
- Re-teaching
- Reading interventionist
- increased repetition



## Layer 2 - Targeted Interventions

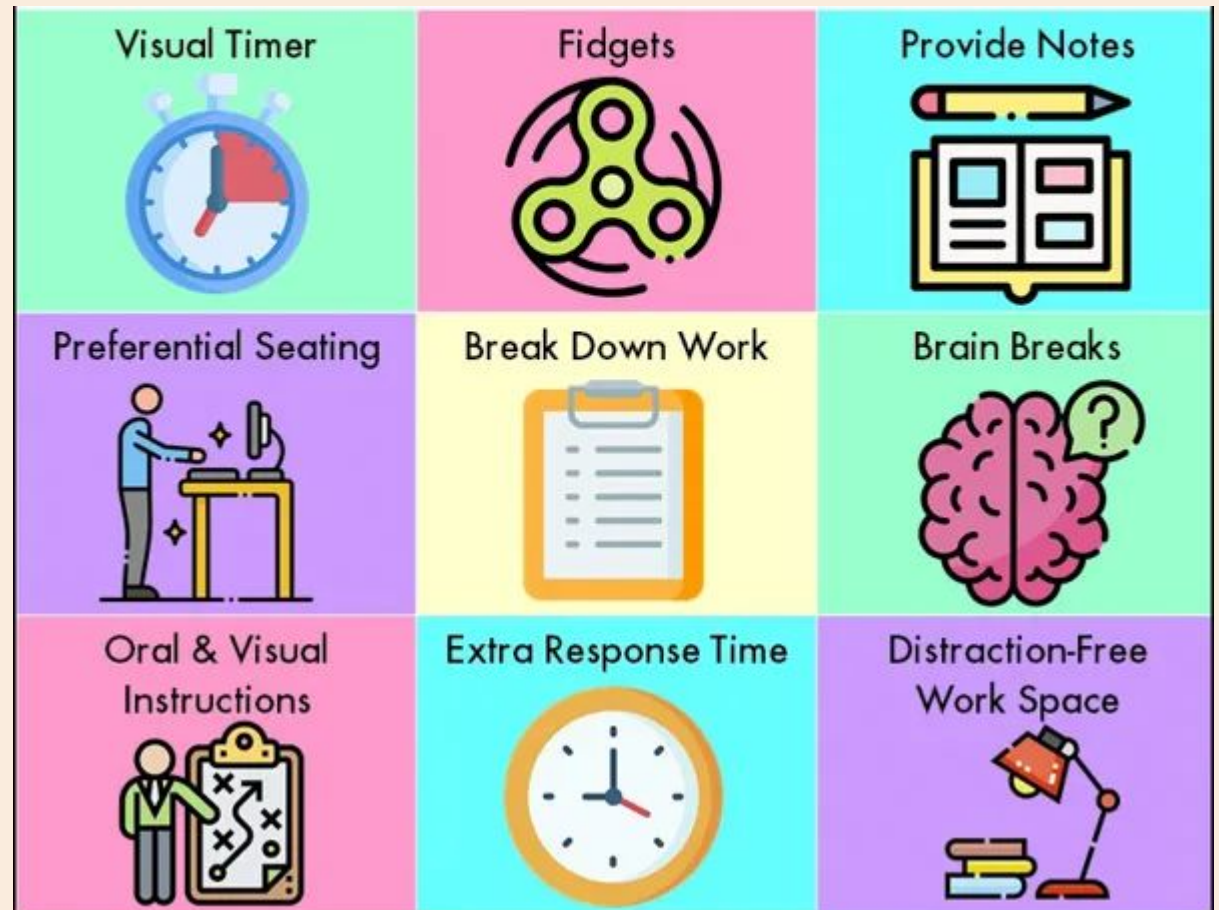
### Evidence-based interventions for students who need support

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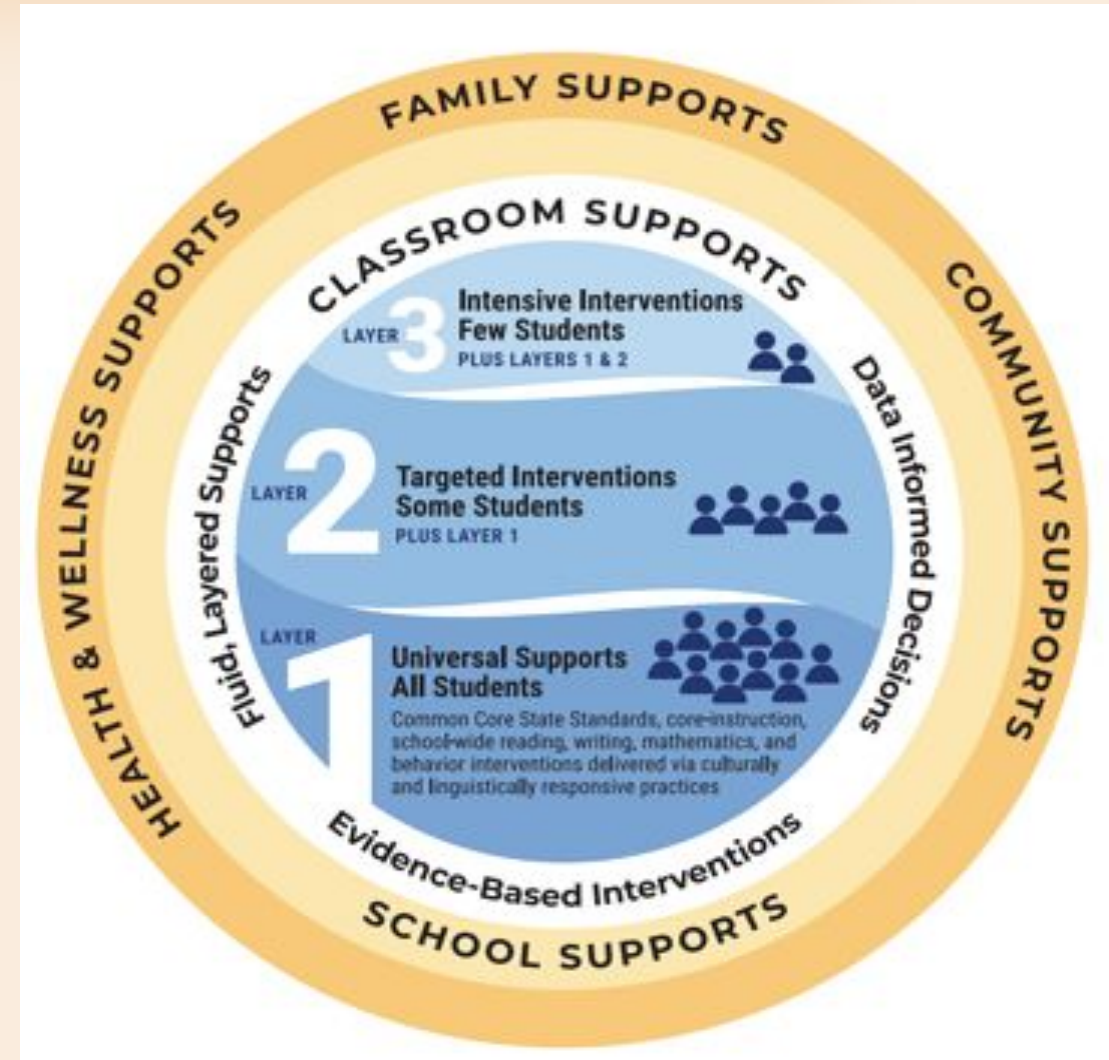
#### OTHER

- Token economy
- Preferential seating
- Sensory objects
- Movement breaks
- Push in services



## Layer 3 - Intensive Interventions

- All layers of support.
- Interventions are more intense
- More frequent
- Longer duration
- Pullout services



# Supporting all Students in Middle School Math

**Layer 1**

High-quality instruction for all students

**Layer 2**

Additional Supports

# Layer 1 - Core Math Instruction

## High-quality instruction for all students:

- Clear learning goals and routines
- Visual models and manipulatives
- Think-alouds and guided practice
- Checks for understanding (e.g., exit tickets)
- Scaffolded supports (anchor charts, word walls)
- Small group collaboration
- Frequent formative assessments to guide instruction

## Layer 2 - Targeted Math Support

### **For students needing extra help:**

- Small group instruction on specific skills
- Re-teaching content using new strategies
- Pre-teaching vocabulary and key concepts
- Supplemental tools (Clever- 99math, Khan Academy, Flocabulary etc.)
- Extra guided practice with feedback (Math Diagnosis & Intervention System included in our adopted curriculum)
- Scheduled intervention - lunch

# Targeted Math Support Example

Name \_\_\_\_\_

Intervention  
Lesson **M44**



## Tips and Sales Tax

Ivan was charged \$27 for a haircut. The sales tax is 7.5% and Ivan tipped 15% on the amount after tax. What is the total amount Ivan paid for his haircut?

Find the cost with sales tax by answering Exercises 1 to 5.

1. What is 7.5% written in decimal form? \_\_\_\_\_
2. To find 7.5% of \$27, multiply the decimal form by 27.  
Write an expression that can be used to find 7.5% of 27. \_\_\_\_\_
3. What is  $0.075 \times 27$ ? \_\_\_\_\_
4. Sales tax is always rounded up to the nearest cent.  
What is the amount of sales tax? \$ \_\_\_\_\_
5. What is the cost of the haircut with tax? \$ \_\_\_\_\_



# SEL in Action: Middle School Example

**What is SEL?** Social-Emotional Learning (SEL) helps students develop skills in:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

## **SEL Examples in Middle School**

- Morning check-ins with the grade level counselor or homeroom teacher
- Restorative Justice circles
- Second Step SEL Lessons in Homeroom weekly
- Mindfulness or breathing breaks
- Group projects to build collaboration
- Setting personal goals and tracking progress
- Access to clubs with like-minded students
- JJAB One Circle and Grow Your Mind Small Groups during lunch

**Key Takeaway** SEL helps middle school students **manage emotions, build healthy relationships, and succeed in school**. Collaboration between school and home strengthens these skills!

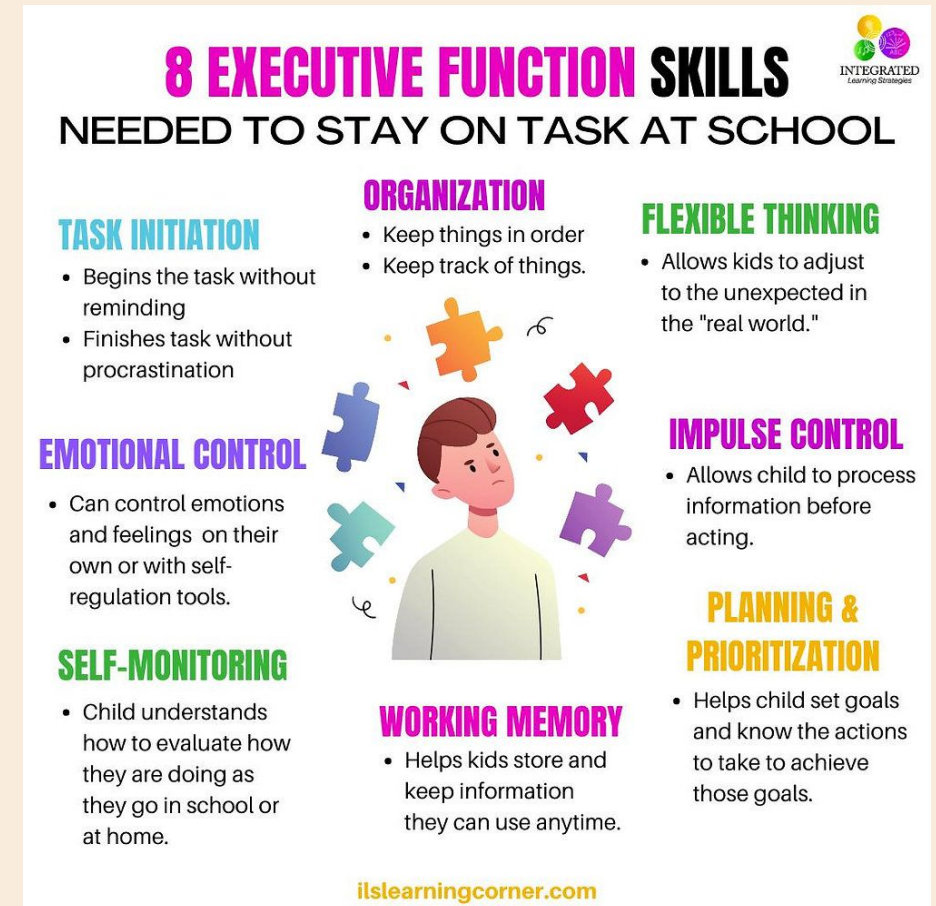
# Supporting Executive Functioning Needs through MLSS

## What is Executive Functioning?

- The "CEO of the Brain" – responsible for:
  - Planning & Organization
  - Time Management
  - Task Prioritization
  - Emotional Regulation
  - Focus & Attention Control

## Why is it Important?

- Helps students manage assignments and deadlines.
- Supports independent learning and problem-solving.
- Reduces stress and improves academic success.



# MLSS Strategies to Strengthen Executive Functioning

- **Support for All Students** – Establishing structured routines, visual supports, and organization tools, with additional guidance for those who need it.
- **Planning & Organization** – Using digital or paper planners to track assignments and deadlines
- **WIN Time (What I Need)** – Dedicated sessions for reteaching, support, and task completion
- **Prioritization Skills** – Teaching students how to organize and tackle tasks based on urgency

By applying these **MLSS strategies**, students can **enhance independence, reduce stress, and achieve academic success.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Student name _____</p> <p>Class _____ Date _____</p> <p><b>STUDENT TASK CHECKLIST</b></p> <p>Actions Accomplished for This Assignment:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> followed directions</li><li><input type="checkbox"/> participated in class</li><li><input type="checkbox"/> stayed on task</li><li><input type="checkbox"/> used class time wisely</li><li><input type="checkbox"/> didn't talk unless given permission</li><li><input type="checkbox"/> had a positive attitude</li><li><input type="checkbox"/> showed respect toward others</li><li><input type="checkbox"/> worked well with others</li><li><input type="checkbox"/> completed assignment(s)</li></ul> <p>Items to Improve for Next Time:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> _____</li><li><input type="checkbox"/> _____</li><li><input type="checkbox"/> _____</li></ul> <p>Teacher Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Student name _____</p> <p>Class _____ Date _____</p> <p><b>STUDENT TASK CHECKLIST</b></p> <p>Actions Accomplished for This Assignment:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> followed directions</li><li><input type="checkbox"/> participated in class</li><li><input type="checkbox"/> stayed on task</li><li><input type="checkbox"/> used class time wisely</li><li><input type="checkbox"/> didn't talk unless given permission</li><li><input type="checkbox"/> had a positive attitude</li><li><input type="checkbox"/> showed respect toward others</li><li><input type="checkbox"/> worked well with others</li><li><input type="checkbox"/> completed assignment(s)</li></ul> <p>Items to Improve for Next Time:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> _____</li><li><input type="checkbox"/> _____</li><li><input type="checkbox"/> _____</li></ul> <p>Teacher Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# ●● District Reading Intervention

## LAPS Literacy Vision Reading



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100% of LAPS 3rd  
Graders will be  
proficient readers.

## LAPS Literacy Vision Writing



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100% of LAPS 8th  
Graders will be proficient  
writers.



# How do we meet or exceed our vision?

## Teachers Can Deliver Evidence-based Reading Instruction to All Students

- ❖ This can be accomplished through Layer 1 instruction using CKLA (Core Knowledge Language Arts) and HMH.
- ❖ Amplify offers additional intervention resources to supplement in-class remediation (Layer 2) or used in Layers 2 & 3 instruction by specialists to meet the needs of struggling readers.
- ❖ Programs are in place district wide to address the needs of struggling readers.



# Criteria for Reading Intervention

Multiple measures are taken to determine a student's need for reading intervention. These measures include:

- ❑ Teacher Observation
- ❑ Parent Observation and Input
- ❑ Classroom Performance
- ❑ Data Discussions using universal screener and benchmark test results
- ❑ Access Test results
- ❑ Specialists Input



# Reading Screeners

**Universal screeners are tests that are given 1-3 times a year to a class, grade, or even an entire school to check for potential reading difficulties. Students who fail to meet a school's established criteria may be at risk for reading problems or eligible for additional reading support.**



# District-wide Universal Screeners

**Dyslexia Screener:** All First Grade students are required to be given a dyslexia screener. Data is collected and reported to parents and key instructional players. Students not passing the screener may have additional assessments to determine the need for intervention.

**PAST** (Phonological Awareness Screening Test): This screener is designed to provide information on a student's readiness for reading. It is an assessment that is based on oral responses in which the student manipulates the speech sounds they hear.

**LETRS** Phonics and Word-Reading Survey: This survey includes letter naming and letter/sound correspondences; high frequency words; and, word reading according to syllable type.

**DIBELS:** (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. This includes timed reading fluency measures and CLOZE comprehension assessments.

# District Benchmark Reading Assessments

## K-2 Early Literacy

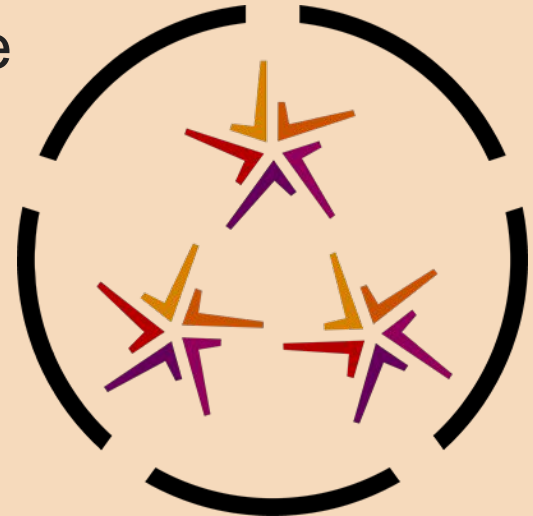
As part of New Mexico's balanced assessment program, students in kindergarten to grade 2 take *iStation's Indicators of Progress* (ISIP™), an online, adaptive assessment, three times during the school year: August (**B**eginning of Year), December (**M**iddle of Year), and May (**E**nd of Year). This assessment is used to measure a student's readiness for grade-level instruction. Students who score in Levels 4 and 5 are considered "ready" for grade-level instruction. Students who score in Levels 2 and 3 will need targeted support in order to access grade-level material. Students who score in Level 1 are identified as those needing intensive support.



# District Benchmark Assessments

## 3-8 Literacy Data

Students in grades 3-8 take the Interim Measures of Student Success and Achievement (iMSSA), an online assessment, three times a year: August (**B**eginning of Year), December (**M**iddle of Year), and May (**E**nd of Year). This assessment is used to measure a student's progress toward mastery of grade-level content. All 5th and 6th grade students are also given the DIBELS screener at the beginning and end of year.



|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date<br>2024-2025 | Progress Data & Interventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                   | It has been the goal of this program to follow closely where teachers are in their curriculum instruction, offering additional support and interventions in a small group setting, as well as in-class support.                                                                                                                                                                                                                                                                                                                                                                                           |
| Goals             | <p>The student will be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• Know and apply grade-level phonics and word analysis skills in decoding words</li> <li>• Know syllable rules and how to apply them to basic word patterns</li> <li>• read with sufficient accuracy and fluency to support comprehension</li> <li>• compose simple and complex sentences using expected sentence structures</li> </ul> <p>as measured by: Istation(minimum of Level 3 above 50th%ile), SPIRE Progress Monitoring and post tests (minimum of 80% accuracy), and teacher observation and input.</p> |

**Sample of reading  
intervention progress  
monitoring that might set the  
stage for a SAT.**

|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>30 Minutes<br/>5 Times Weekly</p> | <p>Interventions implemented based on classroom performance, formative assessments and Istation Measures:</p> <p><u>Focus: Explicit instruction in letter identification, sounds, and formation, spelling patterns, blending and segmenting, fluency and comprehension.</u></p> <p>Phonemic Awareness activities to include:</p> <ul style="list-style-type: none"> <li>• Heggerty</li> <li>• Rhyming</li> <li>• Grapheme/Phoneme matching and counting</li> <li>• Elkonin Boxes</li> <li>• Phoneme manipulation: deletion and replacement</li> <li>• Identifying phoneme placement: initial, medial, ending</li> </ul> <p>Alphabetic Principles/Phonics/Decoding Instruction:</p> <ul style="list-style-type: none"> <li>• Sound/letter identification</li> <li>• Mirrors to identify articulation of sounds</li> <li>• Matching Games</li> <li>• Word formation using magnetic letters, transferring words to paper in written form</li> <li>• Phoneme/Grapheme mapping</li> <li>• Vocabulary</li> <li>• Repeated practice</li> <li>• Word Chaining</li> <li>• Comprehension</li> <li>• Decodable text</li> <li>• Fluency Practice with repeated timed readings</li> <li>• Fluency Practice with Reader's Theater</li> <li>• Implementation of explicit intervention program: S.P.I.R.E (February 2023)</li> <li>• Ongoing review of previously learned letters/sounds, and high frequency words</li> <li>• Blending and Segmenting/Spelling</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Dictation of individual words and sentences</li> <li>• Letter formation practice</li> </ul> |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Record of Student Progress:**

BOY-1st Quarter

Phonological Awareness Screening Test (PAST):

Basic Phoneme Level 63% Accuracy 47% Automaticity

LETRS Phonics and Word Reading Survey:

Letter Naming: 98%

Letter/Sound Correspondences (consonants and digraphs):88%

Letter/Sound Correspondences (Vowels): 93%

Closed Syllable Words (CVC): 72%

SPIRE Concept Assessments:

ff,ll,ss (Floss Rule): 90%

äL=/öl/: 95%

wä=/wö/: 95%

qu=/kw/: 95% Automatic

ck=/k/: 95% Automatic

tch-/ch/: 100% Automatic

10/10/24\_\_\_\_\_ is a focused and hard worker in reading class. Her attention to lessons and practice will benefit her progress in reading. She is still relying on sounding out words sound-by-sound. She is exposed to daily auditory, visual and kinesthetic instruction that will support the goal of blending fluidly through words.

12/13/24 \_\_\_\_\_has demonstrated automaticity and fluency in her reading progress. The decision to exit \_\_\_\_ from intervention and place her on Progress Monitoring has been determined. Current iStation Data and teacher observation supports this decision.

This sample of an actual student record demonstrates the goal of Layer 2 instructional support as the student was exited mid-year after showing necessary progress. Should adequate progress not have been made, the record would become a part of the SAT process.

# Intervention Tools

“Reading skills can be increased with the right early intervention and prevention programs.”\*

*District Reading Interventionists and Special Educators use:*

- ❖ S.P.I.R.E. [Specialized Program Individualizing Reading Excellence] to remediate students not responding to Layer 1 instruction.
- ❖ Amplify offers the ARG [Assessment and Remediation Guide], DERG [Decoding and Encoding Remediation Guide], and Intervention Tool Kit as intervention that is directly aligned to CKLA’s Layer 1 instruction.
- ❖ Parallel Universe for 5th Grade Students



\*Birsh & Carreker, Multisensory Teaching of Basic Language Skills.

# Role of the LAPS Reading Interventionist

## ✓ *Job Summary:*

Promotes science-based core literacy instruction to ensure that 100% of Los Alamos Public School students are proficient readers and writers. Collaborates with teachers and building principals to establish and monitor literacy goals that prevent reading difficulties. Provides targeted or intensive literacy instruction to identified students who require intervention and support in Layers 2 And 3.

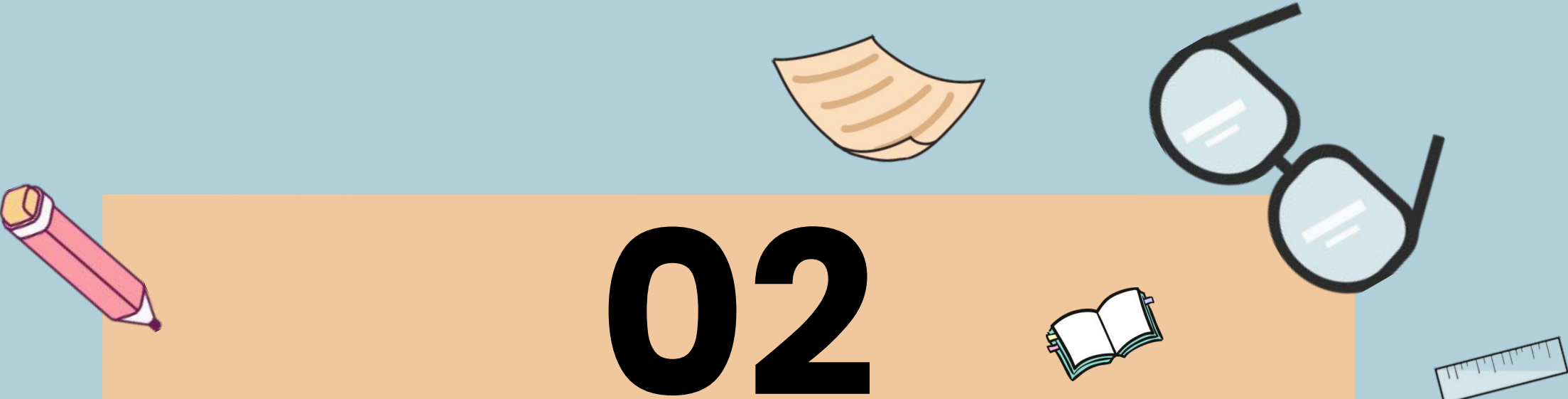
## ✓ *Qualifications:*

Bachelor's degree with appropriate New Mexico licensure. Must possess an active Level 2 or Level 3 New Mexico Elementary K-8 teacher license and be eligible for NM Reading Endorsement.



## ✓ *Performance Responsibilities:*

Provide direct individualized intervention services to K-2 Layer 2 students in a one-on-one or small group setting (priority given to Layer 2 on case by case basis)  
Co-Facilitates/Coordinates school problem solving team



# 02

## **Navigating the SAT Process (Student Assistance Team)**



# MLSS vs SAT

## Multi-Layered System of Supports (MLSS):

- **Preventive Approach:** Early support to prevent severe academic or behavioral issues.
- **Layered Support:** Multiple support layers from whole-class to individualized assistance.
- **Continuous Monitoring:** Regular assessments to adjust supports based on student needs.

## Student Assistance Team (SAT):

- **Targeted Support:** Evaluates and assists students needing extra help beyond classroom interventions.
- **Team Approach:** Collaboration among teachers, counselors, and administrators to identify effective strategies.
- **Formal Process:** Assesses student needs, plans interventions, and may lead to 504 or IEP evaluations.

**Summary:** MLSS provides a comprehensive support framework for all students, while SAT focuses on evaluating individual needs and recommending additional services.

# What is the Student Assistance Team (SAT)?

## Purpose of SAT

- A school-based team that supports students experiencing academic or behavioral challenges
- Helps ensure all students receive appropriate support to succeed in core instruction
- Governed by NM law (**SS22-13-6**)

## What SAT Does

- Collects and reviews student data
- Identifies and documents interventions and outcomes
- Makes determinations about grade retention (**SS22-2C-6**)
- Refers to special education if needed

## What SAT Does NOT Do

- Does **not** directly provide interventions or supports to students

# Steps Involved in the SAT Process

## Monitor Progress & Determine Next Steps

If a student doesn't make progress after targeted interventions, the team may consider a special education referral. This happens when data shows the student's challenges significantly impact learning and may require specialized instruction beyond general education supports.

## SAT Meeting & Intervention Planning

The SAT team—made up of educators, specialists, and the family—meets to review student data, identify strengths and needs, Can recommend targeted intervention plan to support the student in the general education setting.

## Referral to SAT

A student is referred to the SAT when they are not making adequate progress academically, behaviorally, or socially—even with Layer 1 and 2 supports. Referrals can come from teachers, parents, or other school staff.





# Los Alamos Middle School - MLSS and SAT

Teachers are TEAMED – meaning all 7th and 8th graders are on a Hawk Team.

7th Grade Hawk Teams = Atomic Hawks, Sky Hawks, and Silver Hawks

8th Grade Teams = Thunder Hawks, Lightning Hawks, and Black Mesa Hawks

A Team consists of an ELA, Science, Math, and Social Studies teacher. All students on a team, will have the same core teachers. The exceptions to this would be Math +/-ELA + classes and special education classes. In those classes, students will have a different teacher for that specific class.

Advantages to the Teaming model is that teachers work together with the same 100 students. Teachers on the same team have “team time” to meet together to discuss concerns or plan together to support their shared students.



# MLSS Meeting

LAMS has a standing MLSS meeting every Friday from 8–8:30am. Teachers/staff can come to the meeting to discuss concerns for a specific student. These concerns can be concerns that a specific teacher has or ones that the Hawk Team have. Counselors, School Psychologist, District Diagnostician, and an Admin are part of the MLSS Team. Topics discussed include:

- data to collect
- interventions
- communication with parents
- what have you tried? Successful?
- next steps



# SAT Meetings at LAMS

SAT Meetings usually happen during a Team's "team time." We review the data as a SAT. We discuss – What is the data telling us? What are the interventions we have implemented. Were they successful? Concerns? Next steps?

SAT can include:

- Teachers
  - Parents
  - Student
  - Counselor
  - Outside therapists
  - Specialists (SLP, PT, or anyone knowledgeable about area(s) of concern)
- 



## Wrapping Up – Key Takeaways

- MLSS is a proactive, layered system that supports **all students** in academic, behavioral, and social-emotional areas.
- Interventions are provided based on student needs—no SAT referral is needed to receive support.
- The SAT process is a structured, data-driven approach to problem-solving for students who are not making adequate progress.
- Data collection and consistent documentation are essential throughout the MLSS and SAT process.
- A student must demonstrate **educational impact and need for specially designed instruction** to qualify for special education.

# Glossary

## Parent Glossary: Understanding MLSS & SAT

### **MLSS (Multi-Layered System of Supports)**

A framework that provides academic, behavioral, and social-emotional support to all students through layered interventions.

#### **Layer 1**

Core classroom instruction that all students receive. It includes high-quality teaching, strong routines, and universal supports.

#### **Layer 2**

Targeted, small-group support for students who need more help than what layer 1 provides.

#### **Layer 3**

Intensive, individualized support for students with significant needs.

### **SAT (Student Assistance Team)**

A school- based team that reviews student data, tracks the impact of interventions, and may recommend retention or referral for special education. The SAT does not provide direct services or interventions.

### **Progress Monitoring**

Regular tracking of a student's growth to see if interventions are working.

### **Intervention**

A specific strategy or program used to improve academic or behavioral skills.

### **Educational Impact**

How a student's challenges affect their ability to participate in and benefit from general education. In New Mexico, specific criteria must be met before referring a student to the SAT process, including suspected disability, risk of retention, or parent request.



**Thank you!**

# **Los Alamos Public Schools Student Services**

