



Multi-Tiered Systems of Support MTSS Handbook

Sunnyside Intermediate School
Grades 4 - 5
Handbook

Sunnyside Intermediate School
602 13th St.
Havre, MT 59501
406-395-8553
<https://ss.blueponyk12.com/>

Mission Statement

“Sunnyside Intermediate School will support every student to thrive academically, socially, and emotionally to prepare them for the future.”

Havre Public Schools

Core Purpose

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

Values

Flexible Learning Opportunities-Havre Public Schools believe each student can learn. We provide a diverse core education with 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.



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MTSS

Multi-Tiered Systems of Support: MTSS is a general education, multi-level approach used by our district in providing high-quality research-based academic instruction, behavioral support, and tiered intervention aligned with individual student needs. MTSS relies on universal screeners and frequent progress monitoring to provide necessary data. This data provides essential information in educational decisions. Sunnyside Intermediate has the responsibility to address learning needs early and intensify instruction to close the achievement gap. MTSS defines our goal.

[Montana Office of Public Instruction MTSS](#)

Program Guidelines

To ensure that student needs are being met in the general education classroom, academic and behavior, a multi-level prevention model is used. Through these tiers of support, intense intervention is provided to support student-specific needs.

Universal Screener: Benchmark screening windows will be held during the months of September, January, and May. All students will be administered mClass DIBELS 8th universal screener (mClass DIBELS 8th -Dynamic Indicators of Basic Early Literacy Skills) and mClass Math. In conjunction with universal screeners and teacher input, data will provide necessary information in identifying students who may need further assessment and intervention.

Tier 1 (Benchmark): Tier 1 is the foundation of the MTSS multi-level prevention model. All students will receive high-quality Tier 1 core instruction in the general education classroom in reading and math. This will allow a majority of students to reach educational benchmarks, with the goal in mind that approximately 80% of students will reach Tier 1 status.

Tier 2 (Strategic): Students who are at risk for not meeting educational benchmarks, as indicated by the mClass universal screeners and MAST reports, will receive additional support through small group instruction. This support is in addition to Tier 1 core instruction. Tier 2 addresses the needs of approximately 15% of students. Tier 2 interventions will be provided three to four days a week, 20-30 minutes per day within the general education classroom. District-approved, evidence-based interventions will target student deficits.

Tier 3 (Intensive): Students who have not responded adequately to Tiers 1 and 2 will receive additional support through intensive, district approved, evidence-based interventions outside of the classroom, as indicated by the mClass screeners and MAST reports. Tier 3 addresses the needs of approximately 5% of students. Tier 3 interventions will be provided four days a week for 30 minutes per day targeting student deficits.

Progress Monitoring: Reading and math progress monitoring will take place monthly. Progress monitoring will be skill-specific to grade level. Those students who score in the strategic range in either screener will be progress monitored one to two times per month. Students who score intensive will be progress monitored two to four times per month.

Intervention: District approved; evidence-based interventions will be implemented for students who are identified through the mClass DIBELS 8th and/or mClass Math universal screener as being at risk for not meeting educational benchmarks. These students are those who score in the strategic and intensive range. Fidelity to these interventions is vital for students to successfully close learning gaps. Interventions need to run for a minimum of six weeks before being modified.

Building Leadership Team

MTSS Building Leadership Team: The MTSS building team consists of the building principal, MTSS director, and representatives from each grade level. Other representatives may include special education staff, school counselor, CSCT services, and school psychologist. MTSS BLT representatives assist in developing building goals, building action plans, maintaining data walls, reviewing intervention materials, and attending necessary MTSS BLT meetings. MTSS BLT meetings will take place monthly. Additional meetings may occur as needed.

PAX Resources

Pax Pledge

“I am a PAX Leader, as you will see. So, I better my world, and I better me.
I strive to improve PAX each day. I am proud to be a PAX Leader-at school, at home, and at
play.”

Pax Overview

PAX is our behavior program that gives the students control over their own behaviors and makes them feel like a part of a family community of caring and understanding. It leads the students to follow expectations that allow for everyone to feel safe, cared about, and the learning to continue.

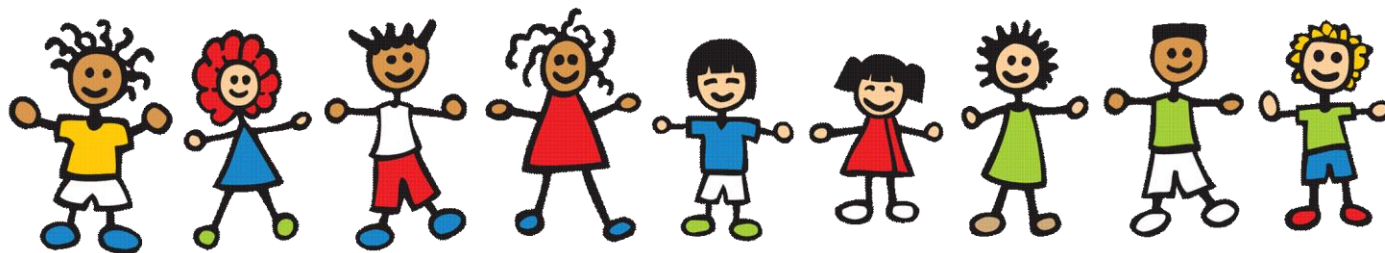
In our school we use “PAX Voice” for the appropriate voice levels needed in certain areas.

We use “PAX Hands and Feet” for walking and keeping them to ourselves.

We use “PAX Quiet” when we blow our harmonica to get their eyes and ears on us, ready to listen while sitting still.

Lastly, we use “PAX Leader” to compliment students who are following all the expectations and to remind them of their promise to be their best in all areas.

PAX Good Behavior Game





Major Infractions



Rule Infractions

Example

Abusive/Threatening Language —Inappropriate language directed at others.	Verbal or gestural messages that include threats, intimidation, pictures, or written notes. Swearing directed at another and/or with intent to harm or upset another.
Fighting —Inappropriate serious physical contact, including anger between two or more students that may result in injury.	With intent to hurt another: hitting punching, scratching, kicking, biting, spitting, snow/ice/rocks, etc.
Physical Aggression —Inappropriate serious physical contact, including anger, that may result in injury.	With intent to hurt another: Shoving a person out of frustration, hitting, punching, scratching, kicking, biting, spitting, etc.
Overt Defiance/Disrespect —Continual refusal to follow requests or directions.	Ignoring authority or walking away, or leaving school grounds.
Property Damage/Vandalism —Substantial destruction or disfigurement of property.	Deliberately destroying school property or property of another
Continuous Disruption —Behavior causing a major inappropriate disruption.	Loud talking, yelling, screening, noise with materials, horseplay, sustained out of seat behavior.
Forgery/Theft/Cheating —In position of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.	Signing a staff or another student's name on a form or permission slip, placing something of a teacher or another student's in his/her backpack, etc.
Harassment/Bullying —Repeated delivery of disrespectful messages (verbal or gestural) to another person including negative comments based on race, religion, gender, age, sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal matters.	Deliberate, targeted, and/or repeated name calling, demeaning words, or actions, etc.
Other —Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.	Possession and/or use of matches, lighters, firecrackers, weapons, or throwing inappropriate objects.



Montana MTSS

Selection & Implementation
of Interventions & Supports

Tiered Delivery System

Collaborative Team-
Based Leadership

Family & Community
Engagement

Culturally & Linguistic
Responsiveness



Data-Based Decision Making



Evidence-Based
Instruction



Comprehensive Screening and
Assessment System



Consensus & Commitment

