



# **Multi-Tiered Systems of Support MTSS Handbook**

Lincoln McKinley Primary  
Grades 2 - 3  
Handbook

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## Mission Statement

*“Lincoln-McKinley will respectfully prepare every student academically, socially and emotionally to be the citizens of tomorrow.”*

## 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. Lincoln McKinley 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 8<sup>th</sup> -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 mClass DIBELS 8<sup>th</sup> universal screener, 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, research-based interventions outside of the classroom, as indicated by the mClass DIBELS 8<sup>th</sup> universal screener. Tier 3 addresses the needs of approximately 5% of students. Tier 3 interventions will be provided four days a week for 20-30 minutes per day. District approved; evidence-based interventions will target 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 8<sup>th</sup> 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 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.

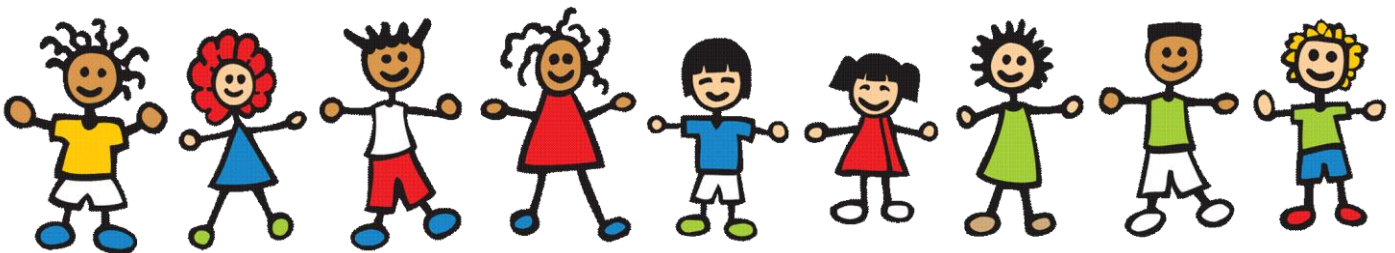
In our school we use “PAX Voice” for the appropriate voice levels needed in certain areas.

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.

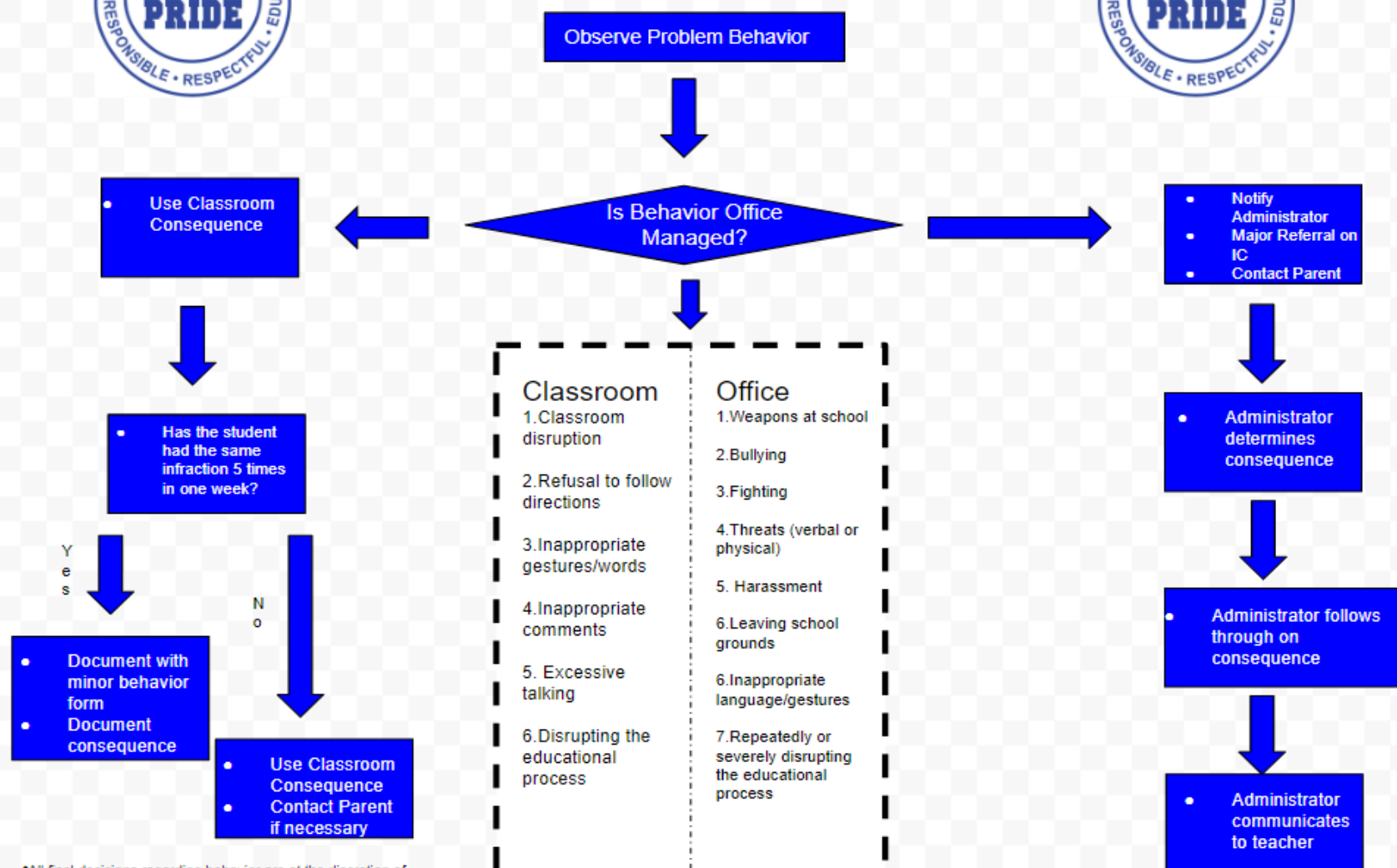
Lastly, we use “PAX Leader” to compliment students that are following all the expectations and to remind them of their promise to be their best in all areas.

## PAX Good Behavior Game





## Lincoln-McKinley Elementary Discipline Matrix



\*All final decisions regarding behavior are at the discretion of administration and in accordance with Havre Public Schools policies



# Montana MTSS

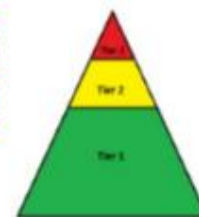
Selection & Implementation  
of Interventions & Supports

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

