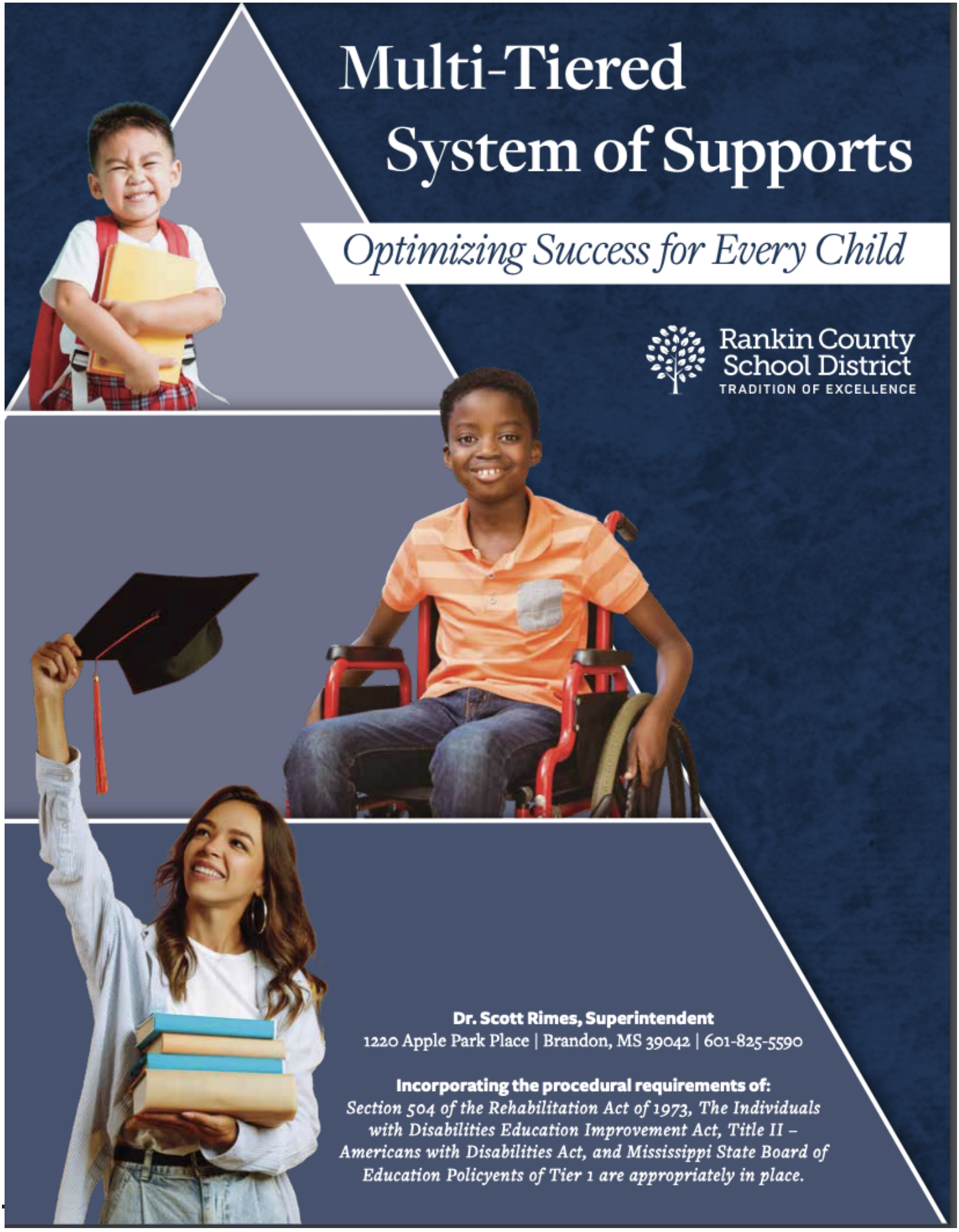
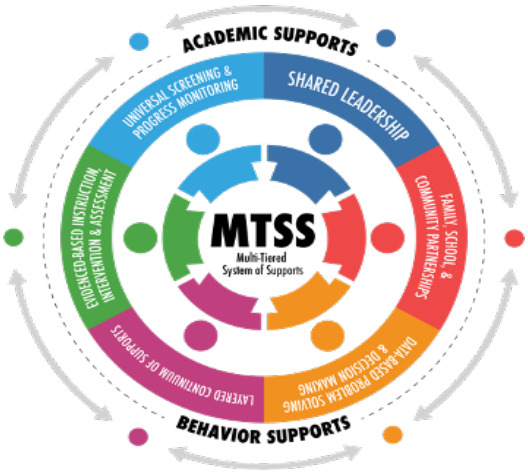


Multi-Tiered System of Supports: Overview Document

Multi-Tiered System of Supports

Overview Document



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Completed in Collaboration with the Offices of Curriculum, Counseling, and Student Support Services

RANKIN COUNTY SCHOOL DISTRICT

March 2025

EQUITY STATEMENT

Rankin County School District (RCSD) continues to meet or exceed the 90% graduate rate, a stated goal for the state of MS by 2027. Multi-Tiered System of Supports (MTSS) maintains high expectations for all students and increases support as needed, based on individual student data in the areas of academics, social-emotional, and behavior. MTSS aligns with and supports the RCSD priorities and values outlined in the Strategic Plan, including achieving equitable academic outcomes, creating a culture of belonging, and promoting health and resiliency. MTSS supports our District vision and mission:

THE RCSD VISION

Continue a tradition of excellence by providing a world-class education that empowers all to grow through curiosity, discovery, and learning.

THE RCSD MISSION

Bring Everyone's Strengths Together!

We will all intentionally focus on empowering our students to reach their maximum potential by embracing opportunities and challenges while cultivating a tradition of distinction in education.

Introduction

This Multi-Tiered System of Supports (MTSS) Overview Document is designed to guide teachers and administrators as they instruct all students in the Rankin County School District (RCSD). The intention of this document is to assist stakeholders in understanding MTSS, provide a deeper understanding of the essential components, and explain the value of utilizing a Multi-Tiered System of Supports to improve student outcomes and develop best practices to support all students.

Purpose

The primary purpose of the Multi-Tiered System of Supports Overview Document is to provide effective implementation of the Three-Tiered Instructional Model to support the academic and behavioral outcomes for ALL students in Rankin County. This document addresses decision-making strategies to support students in each Tier of the three-tier process.

Best practice recommendations and requirements within the Mississippi MTSS Framework include effective selection and implementation of decision-making teams leading to meaningful instructional changes for each student.

This document will assist teachers and administrators as they assess students' needs and design instructional interventions and strategies for those students who demonstrate learning and/or behavior problems that interfere with their success in the classroom and in the school environment.

Three-Tier Instructional Model

The MTSS process is supported by the Mississippi State Board of Education's Policy 41.1 Intervention. The policy ensures the behavioral and academic needs of every student are met through the Three-Tier Instructional Model. This is an instructional model designed to meet the needs of every student within Rankin County. The model consists of three tiers of instruction:

- Tier I: Quality classroom instruction of the Mississippi Curriculum Frameworks
- Tier II: Focused supplemental instruction, and
- Tier III: Intensive interventions specifically designed to meet the individual needs of students.

This instructional approach supports struggling learners as well as advanced learners, through the selection of evidence-based instruction and intervention. Teachers use progress monitoring information to determine if each student is making adequate progress, identify any student as soon as he/she is falling behind, and modify instruction early enough to ensure that every student gains essential skills.

Monitoring of student progress is an ongoing process that may be measured through informal classroom, benchmark, and large-scale assessments.

MTSS Essential Components

Rankin County School District utilizes the Mississippi MTSS Essential Components. This is a cohesive framework that supports all students while meeting their academic and behavioral needs. MTSS is an effective framework that ensures positive educational outcomes for students PreK through 12th grade. It encompasses Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS) and ensures effective team-based problem solving that is data-informed and evidence-based.

Mississippi's MTSS Framework consists of six essential components:

- Shared Leadership
- Family, School, and Community Partnerships
- Data-Based Problem Solving and Decision Making
- Layered Continuum of Supports (Tier I, Tier II, Tier III)
- Evidence-Based Instruction, Intervention, and Assessment
- Universal Screening and Progress Monitoring

Component One: Shared Leadership

Effective leadership is essential for impacting a school and positive student outcomes. Shared leadership is critical for an effective MTSS framework. There is a shared responsibility among teachers, leaders, and families to support our students. Leadership teams are recommended to provide a problem-solving unit that works together to make decisions for students. These teams should meet regularly to analyze student data to improve instruction and design interventions.

This problem-solving team should collaborate and communicate to improve student outcomes, distribute available resources, coordinate professional development as needed, and ensure fidelity and sustainability.

School Shared Leadership Teams may include but are not limited to:

- Administrator
- Interventionists
- Learning Strategies Teachers
- Behavior Specialist
- Counselor
- Classroom Teachers
- Special Education Teachers
- Parents

Additional team members may include gifted teachers, dyslexia interventionists, physical therapists, occupational therapists, mental health professionals, district office personnel, and English Learner Teachers.

Interventionist/Behavior Specialist Role

As part of the Multi-Tiered System of Supports Rankin County has chosen to employ school interventionists, learning strategies teachers, and behavior specialists. Interventionists and learning strategies teachers are educators who collaborate with teachers to identify and assist with proven teaching and intervention methods. A behavior specialist is a professional who specializes in behavior, has a strong understanding of the principles of behavior and applied behavior analysis. They work with others to reduce challenging behaviors and replace them with functional, socially-significant behaviors. These three professionals have a key role in the MTSS process. However, these positions are simply one link in the chain of improving student learning. Research has proven that developing the leadership and learning capacity of principals, counselors, behavior specialists, school interventionists, and teachers is the best strategy for sustained instructional improvement.

Component Two: Data-Based Problem Solving and Decision Making

Rankin County School District utilizes data to make decisions and drive instruction. It is a critical part of the MTSS process and teachers collaborate to ensure they are making appropriate decisions for students and providing effective instruction at all levels. The following data pieces are used when making academic and behavioral decisions for students:

- State assessments
- Universal screeners
- Diagnostic assessments

- Progress monitoring
- Formative and summative assessments
- Attendance
- Office discipline referrals
- Classroom observations



This data is collected and analyzed for all students throughout the school year. By utilizing this four-step process, schools will ensure they are meeting the needs of all students.

Component Three: Layered Continuum of Supports (Tier I, Tier II, Tier III)

A layered continuum of supports is in place for ALL students in Rankin County no matter their level of achievement. This is in place to ensure that all students have access to appropriate levels of instruction. Each layer of support increases with intensity from Tier I (universal), Tier II (targeted), and Tier III (intensive).

Tier I

Tier I is the universal layer of support that is in place for ALL students in Rankin County. This instruction occurs in whole-group, small-group, and in individual settings if needed.

Classroom teachers will utilize an evidence-based curriculum that is aligned to the MS College- and Career-Readiness Standards while providing high-quality Tier I instruction. Tier I provides students with an opportunity to observe explicit modeling, have time for guided and independent practice while being supported through effective classroom management and positive behavior support.

With evidence-based, high-quality instruction 80% of our students are successful at the Tier I level, making it the first level of prevention (Branching Minds, 2020).

Tier II

Tier II is the targeted layer of support that is in place for SOME students who need supplemental support in addition to their Tier I layer of support. It should never occur in place of Tier I support.

Tier II interventions are designed for students who have not shown adequate progress at the Tier I level and need additional support to be successful. When core instruction is strong, it is typical for around 15% of students to need this additional support (Branching Minds, 2020). Classroom teachers are responsible for providing additional instructional support that aligns with the general classroom instruction that is occurring at Tier I.

Interventions should be carefully developed using district-approved interventions that are specific to identified skill gaps, driven by data, and follow a progression of skills.

These interventions should be conducted one-on-one or in a small group setting for 20-30 minutes 3-5 days per week. Teachers are encouraged to use differentiated instruction, modeling, allow multiple student responses, and provide immediate feedback.

Students receiving Tier II interventions will be progress monitored every other week to ensure adequate progress.

A documented review of the Tier II interventions will occur at 4 weeks and again at 8 weeks. This will ensure that changes can be made to the intervention and students are obtaining the instruction necessary for success.

Teacher Support Team (TST)

Before a student can begin to receive a Tier III intervention they must be referred to a Teacher Support Team (TST) Meeting by the TST committee. The TST committee should be composed of the principal, counselor, interventionist, classroom teacher, and any other professional who has knowledge of the child being referred. At this meeting, data is reviewed and decisions are made to determine the appropriate next steps for intervention.

The TST process will be utilized throughout the school year to resolve issues, problems, or concerns related to the performance of students as identified by teachers, administrators, parents and/or guardians.

Tier III

Tier III is the most intensive layer of support that is in place for a FEW students in our schools. It is designed to meet the academic and behavioral needs of our students by utilizing the most intensive and targeted instruction and intervention.

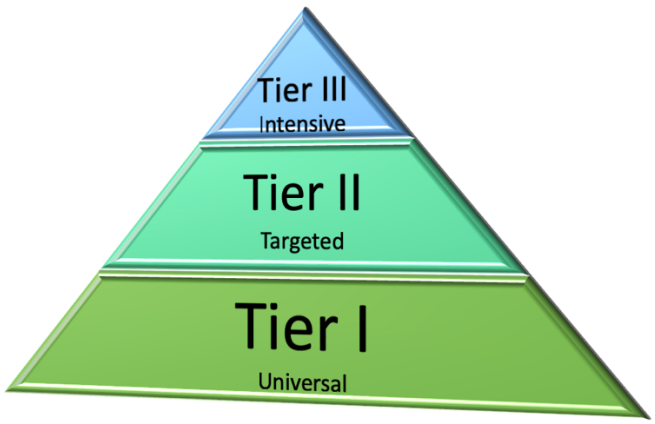
Tier III interventions are designed for students who do not respond to Tier II supplemental interventions that have been provided with fidelity. It is typical to find around 5% of our students who need additional support at this level (Branching Minds, 2020).

The purpose of a Tier III intervention is to increase the student's rate of progress and close deficit gaps. It is based on assessment data and aligned to core classroom instruction. These interventions should be evidence-based, taught explicitly and systematically, and closely monitored for fidelity.

Tier III interventions should occur 30-60 minutes 4-5 days per week in a one-on-one or a small group setting. A school interventionist may pull the student to work on these targeted skills utilizing data to make decisions for students.

Students receiving Tier III interventions will be progress monitored every week to ensure adequate progress.

A documented review of the Tier III interventions will occur at 8 weeks and again at 16 weeks. This will ensure that changes can be made to the intervention and that students are obtaining the instruction necessary for success.



District Teacher Support Team

Rankin County School District conducts District Teacher Support Team (DTST) meetings to ensure students are receiving the appropriate level of tiered intervention. Recommendations can be made to change the student's level of support during the meetings. They are conducted in the fall and again in the spring for the elementary schools and in the fall for the secondary schools.

This team is composed of the school-level administrator, counselor, interventionist, and any additional staff as needed. The team also includes district-level staff including the curriculum director, academic intervention specialist, behavior specialist, data specialist, content area specialists, special education representative, and any additional staff as needed.

Child Find

The three tiers of support should work together to support the whole child (academic and behavioral). The district has a responsibility to identify, locate, and evaluate all students suspected of having a disability. This occurs through the Child Find Process.

If a student does not make adequate progress through the three tiers of support a decision must be made to revise the intervention, adjust the goal, or refer the student to the Multidisciplinary Evaluation Team (MET) to complete a Child Find Study.

While students are being identified through the Child Find Process their high-quality classroom instruction and academic and behavioral supports will continue.

Component Four: Family, School, and Community Involvement

Rankin County School District strives to build family, school, and community partnerships to support ALL students. We know that students are more successful when families and schools work together.

The collaboration between schools, families, and communities will increase student, classroom, school, and district outcomes through the establishment of trusting relationships. These partnerships are critical for the successful implementation of MTSS.

Component Five: Evidence-Based Instruction, Intervention, and Assessment

Rankin County School District utilizes evidence-based instruction, intervention, and assessment to improve outcomes for our students. The Mississippi Department of Education (MDE) has provided districts with approved intervention lists for both academic and behavior interventions that we review when choosing our intervention programs.

Mississippi Evidence-based Academic Interventions Approved List

Mississippi Approved Behavior Interventions

It is the priority of RCSD to provide our students with evidence-based programming to meet their academic needs.

K-12 Approved English Language Arts Interventions

Intervention	Grade	Tier Level	Focus Area	Progress Monitoring	Possible Student Selection
Foundations for Language	K-1	III	Letter recognition, phonological/phonemic awareness, oral language	Lesson checks and letter naming	Students with characteristics of dyslexia
Stepping Stones	K-1	III	Listening, conventions, phonological/phonemic awareness	Lesson checks	Students with phonemic and phonological deficits
Heggerty	K-1	II	Phonological Awareness	Lesson checks, letter naming, phoneme segmenting	Students with a phonological awareness deficit.
West Virginia Phonics	3-6	II, III	Phonics	Lesson checks and scoring points	Students with a phonics deficit.
Phonics First	K-3	II, III	Phonics	Diagnostic and lesson checks with scoring points	Students with a phonics deficit
Into Reading Read and Respond Journals	1-6	II	Comprehension	Lesson Checks	Tier 2 students with a deficit in comprehension.
Ready Reading and Magnetic Lesson	K-6	III	Standards-based instruction for reading compression,	Ready lessons/assessments	Students with a comprehension deficit

*Prescriptive Instruction			vocabulary, phonological awareness, and phonics	including weekly data points	
iReady Tools Tools for Scaffolding Comprehension (Begins at 3rd grade)	K-6	II	Standards-based instruction for phonological awareness, phonics, high-frequency words, vocabulary, and comprehension skills	Tools for instruction and scaffolding comprehension require weekly data points	Students with a phonological awareness, phonics, high-frequency words, vocabulary or comprehension deficit
AIM Structured Literacy Dyslexia Interventions	K-5	III	Systematic Routines that Provide Explicit Instruction for Students who have Deficits in Phonological Awareness and Phonics.	Weekly prescriptive lesson plans and progress monitoring on identified specific skills.	Tier III students with severe foundational deficits.
Dyslexia Interventions	1-5	III	Systematic routines that provide explicit instruction in the alphabetic principle, decoding, comprehension, oral expression, listening, and writing	Bi-Weekly progress monitoring	Students who have a diagnosis of dyslexia and meet the RCSD criteria for services
Ready Phonics for Reading	3-8	III	Systematic instructional program that provides explicit instruction in phonics as well as phonemic awareness, fluency, and comprehension	Weekly progress monitoring	Students with a phonemic awareness or phonics deficit impacting their comprehension
Comprehension Strategy Focus	4-6	II	Use with any content area grade level book to address comprehension and writing standards	Weekly comprehension/writing progress monitoring checks	Students without a foundational skills deficit, but struggle with comprehension and/or writing
Grade Results	7-12	II/III	Content Area	Diagnostic, Built in reports	Students needing

					remediation in specific content areas
Newsela	4-12	II/III	Leveled text, comprehension, vocabulary, and writing	Built in quizzes	Students without a foundational skills deficit, but struggle with comprehension
Edulastic Pear Deck Learning	6-12	II/III	Standard based questions	Buildable weekly assessments	Students needing remediation in specific content areas

K-12 Approved Math Interventions

Intervention	Grade	Tier Level	Focus Area	Progress Monitoring	Possible Student Selection
Eureka [2] Catalyst *Teacher Directed	K-5	II/III	All Math-Specific to Grade	Lesson assessments	Teacher matches lessons to skill/deficit/standard
Imagine Learning	K-12	II/III	K-12 math	Lesson assessments/reteaching graph	Students needing remediation in grade level math content
Envision Math	6-8	II/III	6-8 math	Lesson Assessments	Students needing remediation in grade level math content
Math in Practice	K-5	II/III	K-5 math	Lesson Assessments	Students needing remediation in grade level math content
iReady/Math Ready Lessons Tools for Instruction	K-8	II/III	Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry	Built-in reporting	Students needing remediation in grade level math content
MathXL	6-12	II/III	6-12 math	Built-in reporting	Students needing remediation in grade level math content

Grade Results	9-12	II/III	Content Area	Diagnostic, Built in reports	Students needing remediation in grade level math content

Component Six: Universal Screening and Progress Monitoring

Universal screening is conducted to determine if a student is likely to meet grade-level benchmarks. It is used to establish a baseline at the beginning of the year to align classroom instruction. It is given again in the middle of the year so instruction can be adjusted and at the end of the year to look at the overall growth of the students. The data gained from the universal screening process should be used to make decisions about interventions along with other data points.

Rankin County School District administers a Universal Screener three times each academic school year to all kindergarten through 3rd-grade students, in addition to any student that is in Tier II or Tier III. Screeners are followed by a diagnostic assessment administered by the student's classroom teacher. The diagnostic assessment is specific to the student's identified deficit area. It is important to use results from screeners and diagnostic assessments, utilizing multiple data points to help identify the lowest deficit skill. This is where the intervention will begin.

The Mississippi Department of Education has provided a Universal Screener Companion Guide. It is beneficial when finding the starting point for reading interventions.

Behavior

Guidelines for Behavior

For behavior, RCSD uses the MTSS model of Positive Behavioral Interventions and Supports (PBIS). PBIS uses evidence-based practices for its continuum of support for elementary, middle, and high school students.

Importance of Behavior

Tier 1 universal supports are the core programs and strategies provided to all students within the school to promote successful student outcomes and prevent school failure. Unless discipline issues are at a minimum, instruction will be interrupted, and teaching time will be lost. Additionally, poor academic performance may lead to students engaging in problem behavior that results in the incompleteness of academic tasks.

Big Ideas for Behavior

Each school develops three to five broad school-wide behavioral expectations that are positively stated and memorable. School-wide behavior expectations provide a common vision and language within a school. These expectations point to what to teach when it comes to social behavior. The expectations should be made visible throughout the school so that a visitor can identify the expectations within minutes of entering the school. School-wide behavioral expectations are applied in all school settings, including the classroom.

Define Expectations in a Behavioral Matrix

The school-wide behavioral expectations are then defined within each school setting in a behavioral matrix. Students need clearly defined expectations for each school setting. Applying the school-wide expectations to each setting creates a behavior matrix that allows both students and staff to know what behaviors students should display in each setting. Within the classroom setting, teachers apply behavioral expectations to the specific procedures and routines within their individual classrooms (e.g., transitions, arrival, whole group work, small group work).

The behavior matrix serves as the foundation for both teaching behavioral expectations and for providing feedback to students. When developing a behavioral matrix, schools determine what each of the school-wide expectations look like within each specific setting. The behaviors are described in a concise and positive manner that tells the students what to do and does not focus on what not to do.

Make the Expectations Visible

The expectations should be visible throughout the school so that a visitor can identify the expectations within minutes of entering the school. This is accomplished through activities such as:

- Creating posters of the expectations defined for each setting.
- Including the expectations in the staff handbook.
- Including the expectations in the school handbook and other materials sent home with students.
- Including the expectations on the school website.
- Using the expectations as screensavers for computers.

Teaching for Behavior

School-wide behavioral expectations should be explicitly taught using examples and non-examples specific to each school setting. Similar to teaching reading, schools explicitly teach the behavioral expectations as they are defined for each school setting. The school leadership team has a process in place to ensure that staff is teaching students to fluency the behavioral expectations needed to be successful in each school setting.

When expectations may differ between school, home, and/or the community, the teaching of expectations includes explicitly identifying and teaching the differences along with the reason for the expectation at school while avoiding teaching that behaviors that are inappropriate at school are "wrong" even when the behaviors may be appropriate in other settings.

Create Lesson Plans and a Teaching Schedule

Teaching expectations occur at the start of each school year. Behavior expectations are also re-taught throughout the school year at predetermined times and as indicated by data. The teaching of school-wide expectations in each setting is done deliberately through lesson plans and a teaching schedule. Schools use the completed behavioral matrix to guide the development of lesson plans for teaching the expectations.

Lesson Plans

Lesson plans include all the following critical features:

- Behavior expectations are clearly defined.
- Rationale is provided.
- Examples are provided that fit the general case.

- Non-examples are provided that are typical of behaviors seen in the setting and not taken to an extreme.
- Opportunities are available for students to practice the expected behaviors.
- Acknowledgement is given for expected behaviors.

Expectations are also taught within each individual classroom specific to the routines and procedures of that classroom.

Monitoring of Student Behavior

After school-wide expectations have been identified, defined in each setting, and explicitly taught, school staff must monitor student behavior in order to have opportunities to provide feedback. Monitoring student behavior involves active supervision with basic monitoring practices of movement, scanning, and positive interactions. Staff are taught to move around in an unpredictable pattern while monitoring students to increase contact with students and to be aware of any problem areas as well as students who may need more support. Staff are also taught to scan the environment while monitoring student behavior. This includes watching and listening to what is going on in the setting.

Finally, staff are taught to create opportunities for positive interactions with students. This includes making an effort to connect with individual students and groups of students as well as reinforcing appropriate student behavior.

Acknowledgment System

Each school develops a specific school-wide acknowledgment system as a means of providing feedback to students on their behavior. An acknowledgment system is created to accomplish the following:

- Foster a welcoming and positive school climate.
- Focus staff and student attention on desired behaviors.
- Increase the likelihood that desired behaviors would occur in the future.
- Reinforce the teaching of new behaviors.
- Provide a prompt for staff to recognize appropriate behavior.
- Reduce the time spent correcting student misbehavior.

The school-wide acknowledgment system typically includes three types of acknowledgments:

- Immediate, high-frequency predictable acknowledgments.
- Intermittent, unpredictable acknowledgments.
- Long-term celebrations.

School leadership teams develop an acknowledgment system that includes all three types of acknowledgments. When developing the acknowledgment system, the school leadership team seeks input and feedback from staff, students, and families to ensure the acknowledgment system is meaningful and authentic. The system should be designed so that all students have access to acknowledgments on a regular basis.

Immediate, High-Frequency Predictable Acknowledgements

Immediate, high-frequency predictable acknowledgements are used to shape and teach new behaviors as well as reinforce the expected behaviors. Many schools will use a ticket system to provide the immediate, high-frequency predictable acknowledgements. These tickets are linked to the school-wide expectations and provide a prompt to the school staff to provide specific feedback on the students' behavior while providing a visible acknowledgment of the appropriate behavior for students.

Intermittent, Unpredictable Acknowledgments

Intermittent, unpredictable acknowledgments are intended to bring surprise attention to certain behaviors or to be delivered at scheduled intervals. Once behaviors have been learned, we want those behaviors to be maintained. They can also assist in ensuring newly learned behaviors stick. Things like raffles, using tickets, special privileges, and random positive calls or postcards from school staff to parents are all ways to use intermittent reinforcement to support the ongoing demonstration of expected behaviors.

Long-term Celebrations

Long-term celebrations are used to acknowledge accomplishments. These can be either specifically for students who have demonstrated expected behaviors or as school-wide incentives. At the school-wide level, the school leadership team is routinely collecting and reviewing data on discipline referrals in order to engage in proactive and preventative problem solving and action planning. The school leadership team also collects and uses fidelity data to inform their implementation efforts. These data are reviewed at least monthly and should be shared with school staff often to provide feedback to the staff regarding implementation efforts and outcomes for students.

Differentiation for Behavior

Posting school-wide behavioral expectations in each school setting allows the regular use of the expectations to prompt the expected behaviors. Similar to teaching academic behaviors, teaching school-wide expectations is enhanced by using specific scaffolds

during the initial learning of the expected behaviors. These scaffolds can include setting-specific posters of the expected behaviors. These posters provide a visual prompt to students for the expected behaviors in each setting. They also provide an opportunity for staff to use the scaffold to review expectations and provide examples of expected behavior in the particular setting. The use of the posters may fade over time such that staff only needs to point to the poster as a reminder and eventually the posters hanging on the wall in each setting are the only scaffold provided to students.

Another way to provide scaffolded support to students is to use the school-wide expectations as labels to describe a student's behavior. For example, rather than saying "Good job" to a student, a staff member could say "Good job being safe by walking in the hallway and following directions as we went to art class." By specifically linking the positive verbal acknowledgment to the behavior demonstrated, not only do the students know what behavior is being acknowledged, they are more likely to demonstrate the behavior in the future. The feedback explicitly links the behavior to specific school-wide expectations.

Strategic Integration for Behavior

School-wide behavioral expectations are integrated into both typical school settings and less common school settings. School-wide expectations are explicitly taught for common school settings. Schools also teach students to apply the expectations in new and novel situations. One example includes specific strategies to ensure students demonstrate school-wide expectations with a substitute teacher. When a substitute is present, the school-wide expectations are still in place. Schools will often have teaching staff include a plan for a substitute that includes a quick review of the school-wide expectations and having the substitute teacher increase the use of the immediate, high-frequency predictable acknowledgements (e.g., tickets) throughout the day to reinforce the demonstration of the behavioral expectations.

Schools also apply the school-wide expectations to new or novel environments. For example, in some secondary settings, athletic coaches take the school-wide expectations and develop a behavioral matrix specific to various settings (e.g., practice, home games, away games, locker rooms). A behavior matrix can also be developed for a field trip or after-school events.

Background Knowledge for Behavior

Use students' previous experience to help them better understand the rationale

for teaching and using expected behaviors. To maximize learning, school staff should ensure that they are connecting the teaching of behavioral expectations to students' previous learning, knowledge, and experiences. One way to do this is to help students identify the similarities between school expectations and home or community expectations in order to build upon students' prior knowledge.

Another way to do this is to incorporate real life experiences or student priorities into the behavioral expectations lessons. This also provides an opportunity for students to identify the behavioral expectations of their home or community and for students and staff to discuss the similarities and differences. Where differences in behavior expectations do exist, staff use the opportunity to explicitly teach these differences along with the rationale for having school-wide expectations.

Review for Behavior

Behavioral expectations should be reviewed and re-taught throughout the school year at predetermined times and as data indicate needs. High-quality academic instruction includes the deliberate review and practice of key concepts and skills. Within Positive Behavioral Interventions and Supports (PBIS), the deliberate review and practice of school-wide expectations in each setting is also necessary. These reviews should happen throughout the school year. Often, these review sessions are scheduled for predictable times when behavioral errors may occur more frequently (e.g., after winter break). They may also be scheduled for times and locations where discipline referral data indicates a specific need. For example, if a school leadership team notices an increase in problem behaviors during the 3rd/ 4th grade recess, a booster session may be provided specifically for these grade levels targeting the playground setting.

Often, booster sessions are delivered in more creative formats, such as:

- Review games (i.e. Bingo or Jeopardy)
- Songs and/or videos
- Story starters

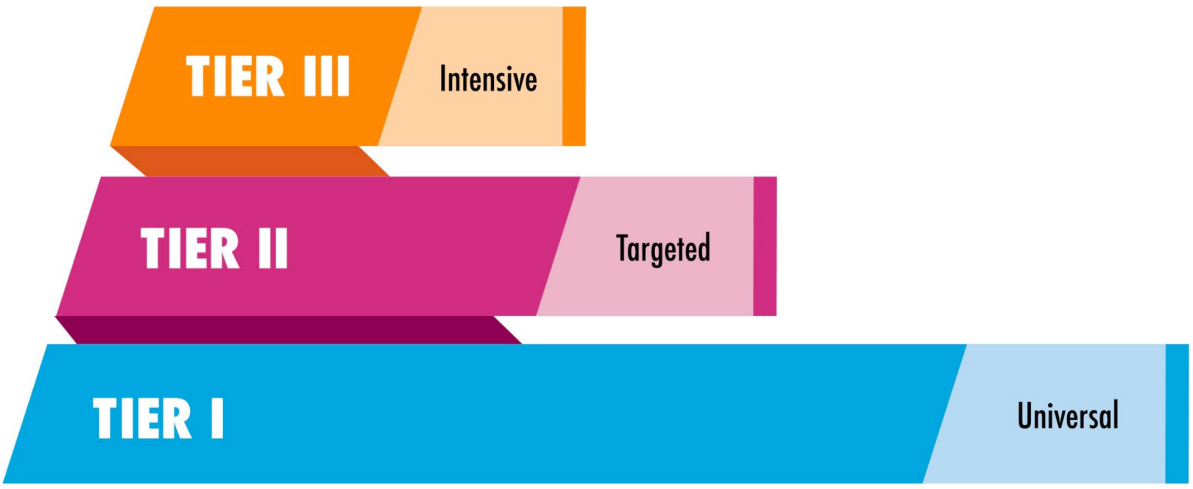
TIER 1: Quality Classroom Instruction

In Tier 1 effective classroom management strategies are implemented. These approaches are intended for ALL students, staff, and settings. They include the development of school-wide expectations, a behavioral matrix (Center on PBIS I Behavior Matrix), and reinforcement systems that reward desired school appropriate behaviors.

Outcomes, systems, data, and practices are continually evaluated using Positive Behavioral Interventions and Support (PBIS).

The following are a few examples of researched and evidence-based Tier 1 interventions:

- Active teaching of school/classroom procedures and rules
- Consistent acknowledgment of appropriate behavior in the school setting
- Incorporation of Social Emotional Learning during instruction
- Active supervision by the teacher of student behavior by scanning, moving around the room, and interacting with students
- Providing students with frequent and varied opportunities to respond during instruction
- Providing structured breaks
- Access For All Guide 2.0
- MS Early Warning System



Tier 3 - Intensive, individualized intervention for FEW students 1% - 5%
Tier 2 - Targeted group interventions for SOME students 15% - 20%
Tier 1 - Preventive practices for ALL students

When rules and expectations are established and regularly taught throughout the school, 80-85% of misbehaviors that typically occur may be prevented. The remaining 15% of students may need Tier 2 or Tier 3 interventions.

TIER 2 Supplemental Instruction

A referral can be made to Tier 2 when a student is not responding to general classroom management methods. Before progressing, ensure that the school administrator or designee has evaluated the teacher and determined that the teacher's classroom management strategies are appropriate and consistently employed.

Information collected from the teacher(s) should include:

- MTSS Tier 1 Documentation (report card, progress report, attendance report, discipline records, teacher documentation of Tier 1 strategies and results)
- Results from the most recent Behavior Screener
- Any behavior logs from the problem behavior area(s) noted

Once this information has been collected, it will be reviewed by the counselor and/or administrator, along with the MTSS team, to initiate the Tier 2 process.

Tier 2 supports are for students who need additional help. The purpose of intervention in the Tier 2 level of support is to reduce current incidents of problem behavior for students identified as "at-risk" for engaging in behavior problems (typically 15 to 20 percent of student enrollment). It is important to note that all students are provided with universal support. Those in need of Tier 2 intervention support are provided with behavior support strategies in addition to universal support (Center on PBIS, 2023).

Due to the number of students who could benefit from Tier 2 support, it would not be feasible to develop and implement individualized behavior support for all of these students. Fortunately, many students will respond positively to simple intervention strategies matched to student needs that are also quick and easy for staff to implement.

Critical Features of Tier 2 Interventions for Behavior

Certain features should be kept in mind when designing or selecting Tier 2 interventions for students.

- Small Group - Grouping students with similar needs together for Tier 2 interventions can be an efficient method for instruction.
- Matched to Student Need(s) - Tier 2 interventions should be deliberately selected to address the specific need(s) or function of the student's problem behavior.
- Explicit Instruction of Skills - The focus is on explicitly teaching expected

behavior and/or additional pro-social skills to students. This includes the use of examples and non-examples. The instruction should intentionally be linked to the big ideas from Tier 1 school-wide PBIS (school-wide expectations).

- Opportunities to Practice - Roleplay is intentionally planned and conducted so that expected behavior is practiced before a problem behavior has occurred.
- Frequent Feedback to Students - The intervention should set an established schedule for more frequent feedback to the student on his or her behavior.
- Fading Supports -As students make progress with Tier 2 interventions, there should be a deliberate plan to fade the additional supports.

Key Points:

1. All staff need to be trained on how to make referrals and how to implement the intervention(s) and ensure that teachers are aware of the procedures for making referrals and steps to follow through the process.
2. Develop a system for communicating with participating students, staff, and families
3. School personnel are responsible for maintaining the integrity of the intervention(s) and ensuring that teacher(s) and/or staff member(s) are conducting the progress monitoring with fidelity.
4. The school will maintain a log to record all times when he/she meets with the student as part of the intervention (small group, individual counseling, etc.)
5. Data is used continuously to monitor prowess and to determine when any modification(s) to the plan should be applied.

Documentation:

- Parent notification of Tier 2 implementation
- MTSS Tier 2 Documentation of behavior interventions (with supporting documents)
- Antecedent-Behavior-Consequence (ABC) Data for 10 days
- Progress monitoring from Capture (point system, behavior log, etc.)
- MTSS Behavior review meetings documentation form
- Tier 1 High-Quality Classroom Observation form completed by school administrator
- Social/Emotional worksheet

Tier 2 interventions are for individuals or small groups of students who exhibit difficulties despite school-wide and classroom PBIS. This may include but not limited to:

- Students at risk for academic/behavioral concerns.
- Students who continue to engage in frequent problem behaviors despite effective schoolwide Tier 1 prevention efforts.
- Students who demonstrate a need for additional teaching, monitoring, and redirection.
- Students who could benefit from extra attention or support during the school day before they are in crisis.
- Students identified as individuals with both academic and behavioral difficulties.
- Inappropriate student behavior that occurs over multiple settings.
- Students with attendance concerns.

While the focus is on students with office referrals, remember the students who are:

- At risk on the Behavior Screener
- Referred by parents
- Early Warning System (AMOS)
- Transitioning back to home school or district (e.g. alternative school, juvenile detention center, inpatient/outpatient mental health center, etc.)
- "under the radar" (internalizing behaviors or that may not be attention-seeking or overt)

List of Behaviors:

Externalizing Behaviors	Internalizing Behaviors
Disrupting the class	Displays depression or sadness
Refusing to do work	Sleeps often
Noncompliance/refusing to follow directions	Acts unmotivated
Minor physical contact	Appears shy and timid
Vandalism	Does not participate in games
Inappropriate language	Self-injuries

Check-in, Check-out

The Tier 2 intervention Check-in, Check-out helps students with individual goals on a daily basis.

Check-in, Check-out (CICO) includes:

- Check-in and check-out daily with an adult at school.
- Regular feedback and reinforcement from teachers.
- Family component.
- Daily performance data used to evaluate progress.

CICO addresses the critical features of Tier 2 interventions:

- Small Group -A manageable number of students based on the available resources at the school participate in this intervention.
- Matched to Student Need(s) - This intervention increases the frequency of positive interactions between the student and adults in the building. It is designed to address problem behaviors that are maintained by attention.
- Explicit Instruction - The explicit instruction provided in CICO is linked to the re-teaching of school-wide expectations.
- Structured Prompts - Students participating in CICO are provided with a daily progress report that includes the school-wide expectations. These are used to provide prompting to the student prior to the start of the school day during a check-in. Within a class or period throughout the day, the teacher provides additional prompts to the students using the expectations on the daily progress report or CICO card.
- Opportunities to Practice - A student's day is broken into subject areas or time periods in which the student has opportunities to demonstrate the expected behaviors. These opportunities occur across the school day in various settings (e.g., classroom, cafeteria, playground).
- Frequent Feedback - CICO is designed specifically to provide students with additional feedback and reinforcement throughout the day. This feedback and reinforcement is deliberately linked to the school-wide expectations.

At the end of each subject or time period, the teacher quickly provides feedback to each student on his or her behavior during that period or subject. At the end of the day, each student has a "check-out" with the designated adult.

In addition, CICO includes a family component that allows the student to receive additional feedback from a family member. Students bring home the daily progress report to be reviewed and signed by their parent or guardian and returned to school the next day.

If CICO does not reduce the severity of behavior problems within three to four weeks, the following standard protocol should be followed:

- Additional counseling by a counselor in a 1:1 or small group setting
- Change of personnel for CICO
- Shorter increments of time for rewards

If Tier 2 interventions are not successful, then referrals to the Teacher Support Team are in order. Coordination of hearing/vision screening should be done at the same time as the referral to TST. On the behavior side, a behavioral referral to TST also initiates data collection for a possible FBA (Functional Behavioral Assessment).

Evaluation of Interventions:

- Progress monitoring data should be collected daily and examined on a bi-weekly basis at minimum.
- The percentage of points earned should be graphed daily, over time, to allow for more timely and accurate decision-making.
- At least 10 days of data should be collected before considering making modifications to the student's plan. (unless a MAJOR incident occurs)
- In addition to the behavior progress monitoring; discipline, grades, and attendance reports should be reviewed to determine the impact (positive or negative) of the intervention plan implementation.
- Following five weeks of monitored implementation (including one week of baseline data), the plan will be reviewed by the TST team to determine the need to continue or modify. Outcomes should be documented using the behavior review meetings documentation form.
- A lack of implementation with integrity and fidelity will result in a restart of the data tracking timeline. Consistency is key for tracking behavior.
- Lack of progress on student behavioral goals will result in a consideration of referral for Tier 3 interventions.

TIER 3: Intensive Interventions

Tier 3 supports are intensive programs and strategies for students who need individual supports in addition to Tier 1 and Tier 2 supports. The purpose of Tier 3 is to reduce the severity of academic or behavioral problems.

Tier 3 Practices

Individualized Student Behavior Support Plan

The teacher support team designates someone to complete a Functional Behavioral Assessment (FBA) to identify and verify the specific function(s) of the student's behavior(s). This information is used to develop a comprehensive intervention support plan with the goal of making the problem behaviors irrelevant, ineffective, and/or inefficient while building up the desired or expected behavior.

Students are identified for Tier 3 supports when interventions implemented with fidelity at Tier 2 have not produced the desired results in student behavior. To establish the efficacy of this process, it is essential to confirm that Tier 1 and Tier 2 behavior supports have consistently been applied and monitored for the student.

To initiate a referral to Tier 3, the following must occur:

- Parent/guardian is notified
- Hearing/Vision screening is conducted
- Complete Social/Emotional Worksheet
- Identify target behaviors (data collected from behavior logs; focus should be on 1-2 behaviors only)
- The school counselor and/or behavior specialist will conduct a Tier 3 Functional Behavior Assessment and complete a Behavior Intervention Plan (if needed), based on the FBA results.
- The teacher will collect daily progress monitoring of identified behavior(s) to be graphed for easy interpretation.

Next Steps:

The TST team meets prior to the Multidisciplinary Evaluation Team (MET) to determine if the student would benefit from mental health services or if the student should be referred to MET for a comprehensive evaluation to determine the need for special services.

Addressing Alternative School Interventions

When a student that is already placed in an alternative school automatically populates on the MSIS intervention screen, the home school will notify the alternative school immediately. The home school should complete the data on the intervention screen and document that the alternative school will provide the interventions.

When a student is placed in the alternative school but was referred to TST at the homeschool prior to placement, the alternative school TST should provide assistance as outlined by the home school TST. The home school should document that the alternative school will provide the interventions.

When a student is NOT referred by the home school TST but is referred by the alternative school TST, the home school should provide assistance as outlined by the alternative school TST upon the student's return.

When to contact your behavior support personnel/ Student Support Specialist:

- With any questions about T2 interventions
- When a child is failing to respond to T2 interventions
- When you have a student being moved to T3
- With any questions related to the MTSS process for behavior
- With any questions about Capture, progress monitoring/data collection
- With any questions about student's transition from juvenile detention, inpatient/outpatient facilities, etc..)---Behavior, SEL, Mental Health Issues

Universal Screeners

Universal behavior screening is conducted to assess a student's behavioral and emotional health which can help identify students who may be at risk for developing behavioral or emotional problems.

Rankin County School District administers a universal behavior screener two times each academic school year for all kindergarten through 5th grade students and one time a year for 6th through 12th grade students. The screener can help identify strengths and areas for growth in social, emotional, and behavioral well-being. It can also help identify students who may need further assessment or individualized support.

Chronic Absenteeism

Rankin County School District follows the guidelines from Mississippi Department of Education stating that chronic absence may be a signal that a student needs intervention and supports. School districts that are experiencing high student absenteeism should follow a Multi-Tiered Support System (MTSS) framework. MTSS guides districts to use interventions, just like resources used for academics and behavior, which correspond to the intensity of the students' needs. Building social-emotional learning (SEL) with students and families is crucial for creating a supportive educational environment and fostering reasons for students to attend school. The following is a link to the Mississippi Department of Education website about chronic absenteeism.

Multi-Tiered System of Supports Addressing Attendance

Resources

Center on PBIS: Positive Behavioral Interventions and Support (2023). What is PBIS. https://www.pbis.org/pbis/what-is-pbis

Mississippi Department of Education. (2021). MS Evidence-based Academic Interventions Approved List. https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Intervention/approved_academic_intervention_list_2.pdf

Mississippi Department of Education. (2021). MS Approved List of Behavior Interventions. https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Intervention/mississippi_approved_list_of_behavior_interventions_2021_1.pdf

Mississippi Department of Education. (2020). Multi-Tiered System of Supports Guidance Document. https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Intervention/guidance_document_mtss_june2020.pdf

Mississippi Department of Education. (2024). Multi-Tiered System of Supports: Addressing Attendance. https://www.mdek12.org/sites/default/files/documents/OAE/OEER/Intervention%20Services/Resources/mtss_guidance_for_attendance_final1.pdf

Reach Mississippi. (2024). The University of Southern Mississippi. reachms.org

Sutton, Dr. Essie. (2020). Understanding MTSS Tier Levels: Common Problems and Solutions. Branching Minds. https://www.branchingminds.com/blog/understanding-tier-patterns-and-movement-in-mtss