



ROBBINSDALE
Area Schools



Multi-Tiered System of Supports (MTSS) Handbook

UPDATED FEBRUARY 2026

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(Re)Discover Rdale Strategic Plan

The (Re)Discover Rdale strategic plan is the direct result of stakeholder input. Its four strategic themes are Academic Achievement; Student Engagement and Wellness; Collaboration and Partnerships; and Staff Investment and Impact. The plan's priority outcomes, grounded in equity, are as follows:

- Improve achievement for students of color
- All students are ready for school
- Every child reading at or above grade level
- Academic and social emotional growth in middle grades
- Student engagement in school and learning
- Student support from families to learn and achieve
- Clear path and readiness for career, college and life

Multi-Tiered System of Supports (MTSS)

MTSS Definition

According to the Minnesota Department of Education MTSS Framework (2022), MTSS is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental and academic outcomes for every student. MnMTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. In addition, it engages an anti-bias and socially just approach to examining policies and practices and ensuring equitable distribution of resources and opportunity.

What are the critical elements of MTSS?

There are five fundamental components that all work together in a successful MTSS system.

1. An infrastructure that provides a system where people work effectively and efficiently.
2. Family and community engagement that allows for and promotes authentic collaboration.
3. Multi-layered supports and practices that match intensity of services to meet the student needs.
4. Assessment tools that are used to accurately and reliably collect information and are used in decision making.
5. A data driven decision making approach that drives continual improvement.

Five Fundamental Components of MnMTSS



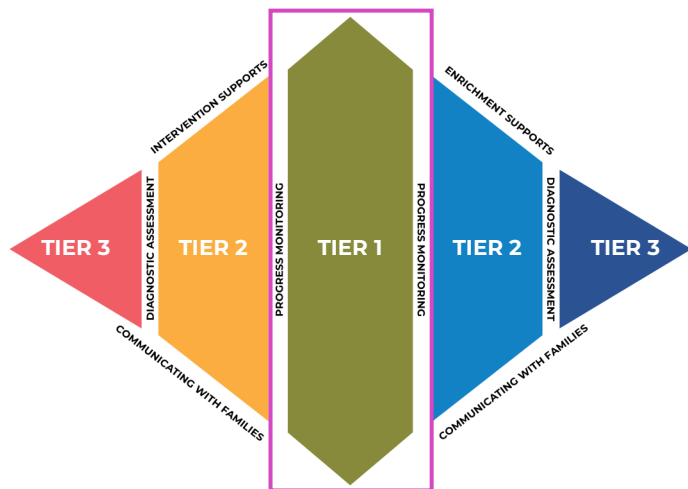
Understanding MTSS Tiers

As shown on the next page, MTSS is characterized by a continuum of integrated academic and social-emotional learning (SEL) supports reflecting the need for students to have fluid access to instruction and supports of varying intensity.

All tiers include both academic and SEL supports for students that are achieving on, above or below grade level expectations. As students move through the continuum of tiers, it is essential that they still receive high-quality, evidence-based core instruction at each level.

TIER 1

Tier 1 refers to core universal instruction. This tier includes standards-based and differentiated academic, social and emotional instruction. Instruction is culturally and linguistically responsive for every student as a necessary foundation for tiered support.



Indicators and Criteria

Districts and Schools Select Evidence-based Instructional Materials

Criteria:

- The materials the district uses have undergone a sequential review process that ensures evaluation for:

- Alignment to the standards.
- Evidence-based for the target population of learners.
- Culturally and linguistically responsive.
- Inclusion of multiple perspectives and identities.
- Recognition of bias in upholding stereotypes.
- A process is in place for training staff on the instructional materials and assessing the progress of implementation within the district.

Educators Engage in Evidence-based Instructional Practices

Criteria:

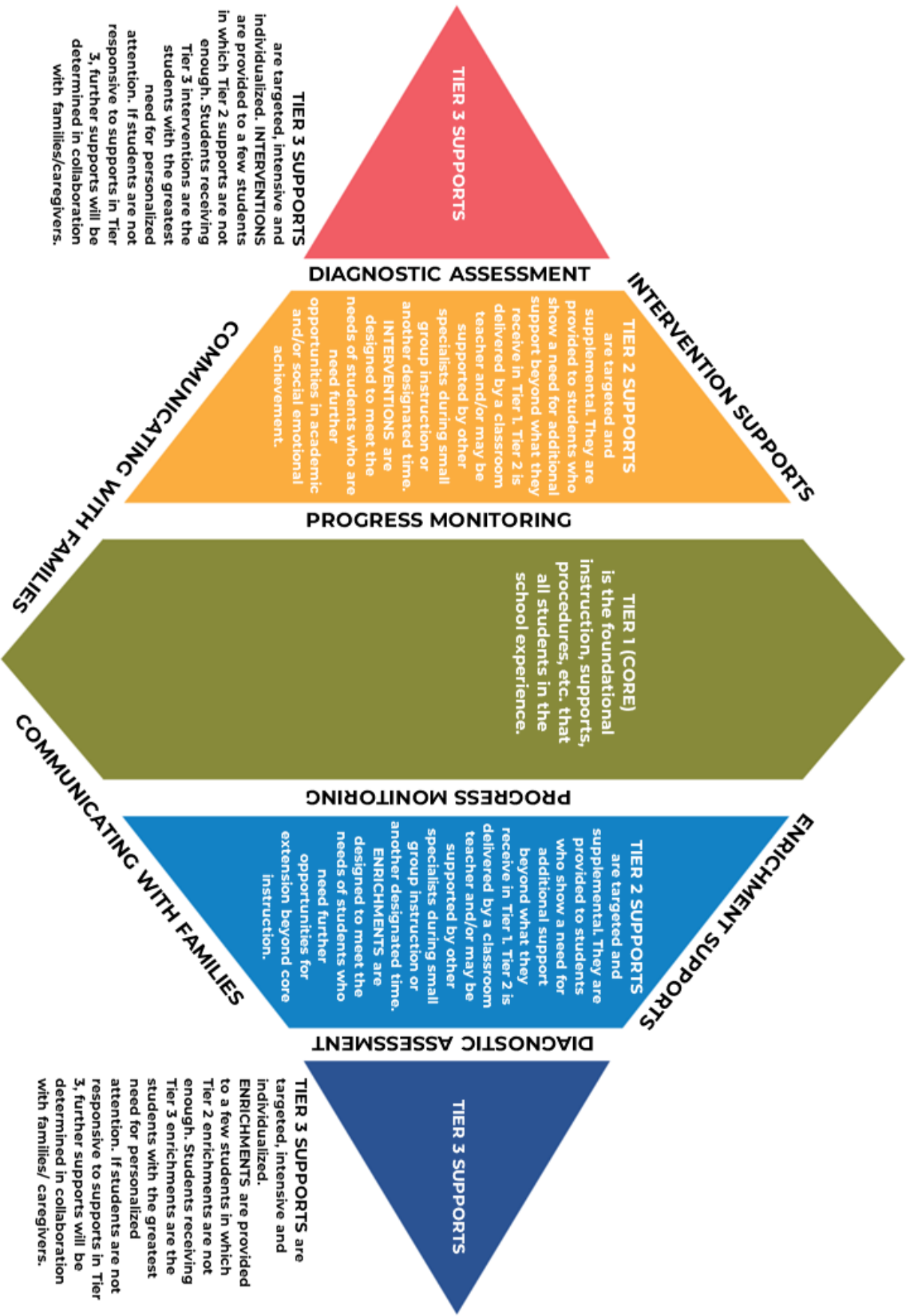
- Evidence exists that all teachers are implementing evidence-based academic and SEL practices across content areas on a daily basis for every student. (Minnesota Multi-Tiered System of Support Framework 26)
- Instructional practices are culturally and linguistically sustaining, empowering, aligned to standards, and provide opportunities for student engagement, collaboration and discourse.
- Multiple data sources are used to differentiate instruction based on the needs and interests of students.
- Students are given opportunities to make connections between new information, their prior knowledge, and their lived experiences.
- Social-emotional learning is explicitly integrated with academic learning.

Tier 1 Targets

Criteria:

- At least 80% of secondary students meet standards from Tier 1 (core) programming alone in class grades, credit attainment, attendance, behavior, and SEL.

Multi-Tiered System of Supports (MTSS): Layers of Support



- At least 80% of elementary and early childhood students meet standards from Tier 1 (core) programming alone. in literacy, numeracy, social and emotional.
- At least 95% of students proficient at the beginning of the year are proficient at the end of the year.

Tier 1 Horizontal and Vertical Alignment Clarifies Expectations and Builds Student Skills from One Grade Level to the Next

Criteria:

- Teaching and learning objectives are based on standards and benchmarks for academic content areas and are well articulated from one grade to another.
- A well-articulated scope and sequence is used within grade levels and content areas to ensure equitable learning experiences are guaranteed and viable.

Fidelity: High Quality Tier 1 Instruction and Programming is provided to Every Student

Criteria:

- Procedures are in place to systematically monitor the implementation fidelity of Tier 1 as described above.
- Procedures exist to use these data.
- Goals are set for improvement as needed.

Tier I Instructional Practices and Interventions

There are situations when a whole class intervention is needed. **When 50% or more of the students in a class demonstrate a shared need, then a classwide intervention is needed.**

What is it?		How does it look in the classroom?
Classwide Intervention	Instructional programs delivered to the entire class with instruction focused on standards and skills students should have already mastered.	• Providing the whole class with explicit instruction in a skill or concept that should have already been mastered • Provided along with the grade level standards material for Tier 1
Scaffolding/ Accelerated Learning	Segmenting learning tasks into smaller blocks and providing temporary instructional aids.	• Strategically prioritized knowledge, standards or skills from prior grade(s) are taught just before related grade-level content • Content: Starting with easy and familiar concepts and building to complex concepts • Task: Think-aloud modeling to teach metacognitive skills • Material: Use of story maps to teach about story elements
Differentiated Instruction	Instruction that offers multiple avenues and modes for students to acquire skills and demonstrate their learning.	• Content: Varying the vocabulary used to prompt students' engagement, in Depth of Knowledge (DOK) level 4 questions • Process: Students completing assignments at their own pace with structured check-in points • Products: Offering students different modes for final exams (e.g., written exam, developing a game, or oral presentation) • Learning environment: Structuring different spaces for students to study/read independently
Accommodations	Adaptations that increase access to how students learn and engage the curriculum without altering expectations.	• Pairing visuals with step-by-step instructions • Providing preferential seating • Using a classroom microphone so that voices can be projected without straining vocals • Teacher provides notes for a lesson

Problem Solving Process

Building teams should consider data from a variety of sources to prioritize areas of concern for students. Teams should use the [DuFour's](#) questions when using the problem-solving model to address students' needs.

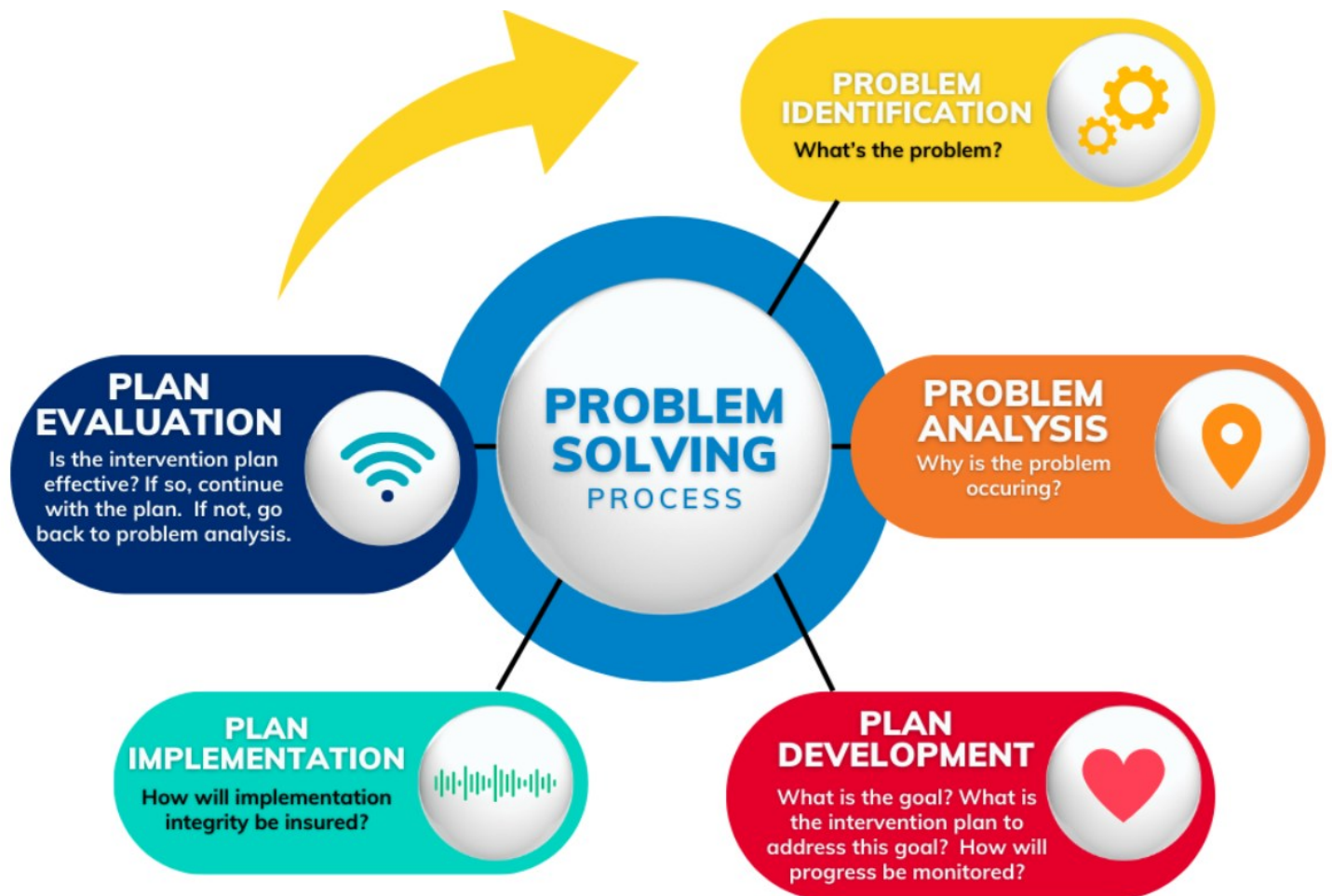
The [DuFour questions](#) can also guide our work within **all Tiers** of the MTSS process. These questions are:

1. What do we expect our students to learn? (Goals/Expectations)
2. How will we know they are learning? (Assessment)
3. How will we respond when they don't learn? (Intervention)
4. How will we respond if they already know it? (Differentiation Up)

All these questions lead the teacher to purposefully reflect on their practice in the classroom and on the achievement of their students. These questions allow the teacher to purposefully collaborate with members of their teams. As a student moves into the higher tiers of the MTSS process, more people become involved in answering these targeted questions. (Modified from Datapalooza by Alicia Waeffler)

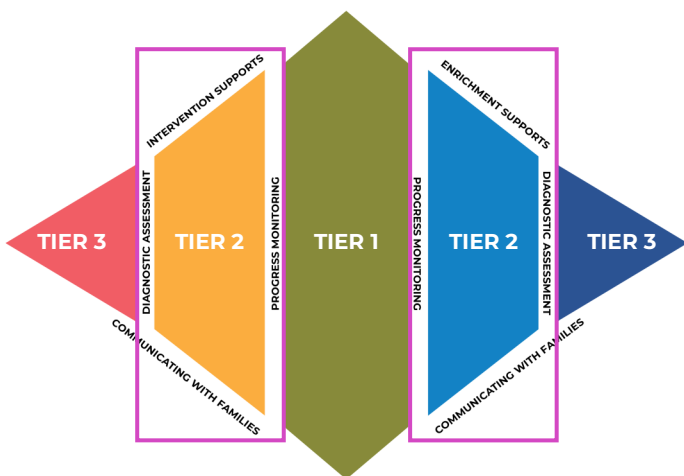
Extenuating Circumstances

Under certain circumstances, students may advance directly to the MTSS Team for Tier 2 or Tier 3 considerations. These may include, but are not limited to: IQ test, medical conditions including mental health, homelessness, excessive absences/tardies, significant family change (death, deportation, or incarceration).



TIER 2

Tier 2 refers to targeted supplemental intervention or enrichment that is provided to students who show a need for additional support beyond what they receive in Tier 1. Tier 2 interventions and enrichments are aligned with the core academic and SEL instruction, are culturally and linguistically sustaining, and are designed to meet the needs of students who are exceeding or at risk in academic and/or SEL achievement. Approximately 10–15 percent of students receive Tier 2 interventions or enrichments, while continuing to be instructed in the core (Tier 1) program. Tier 2 is delivered by a classroom teacher and/or may be supported by other specialists during [WIN](#) (What I Need) Time or during small group instruction. The needs of these students are identified through [universal screening](#), [progress monitoring](#), [diagnostic assessments](#) and problem solving processes.



Indicators and Criteria

Evidence-Based Tier 2 Instructional Materials are Provided to Students Who Need Supplemental Support

Criteria:

- An inventory of evidence-based academic and behavior interventions are available to match student needs to the most precise and likely interventions are based on data-based decision making.
 - [FastBridge Literacy Interventions](#)

- [PRESS Intervention Overview and Training](#) (Literacy)
- [FastBridge Math Interventions](#)
- [Behavior Interventions](#)
- Selection of Tier 2 academic and behavior interventions reflect:
 - Cultural and linguistic factors.
 - Inclusion of multiple perspectives and identities.
 - Recognition of bias in upholding stereotypes.

Evidence-Based Tier 2 Instructional Practices are Likely to Be Effective for Most Students

Criteria:

- Evidence exists that all supplemental instructional interventions are evidence-based for the content areas and grade levels in which they are used.
- Instructional goals are co-created by students and are progress monitored at least monthly.
- Progress monitoring data is used to drive decisions in Tier 2 instruction.
- At least 60% of students served in Tier 2 are reaching learning goals.
- Instruction is differentiated based on student response; factors adjusted based on student response may include intensity (frequency and duration) and group size.
- Students are provided opportunities to make connections between new information, their prior knowledge, and their lived experiences.
- SEL is explicitly integrated with academic learning.
- Parent/family communication on student progress is shared in a timely manner.
- Implementation fidelity of the intervention (as designed by purveyor or researcher) is monitored on a regular basis.

Tier 2 Supports Are Aligned with Tier 1 and Designed to Help Students Meet Tier 1 Expectations

Criteria:

- Evidence exists that supplemental interventions are well aligned with academic standards and social emotional support core instruction.

Fidelity: High Quality Tier 2 Intervention for Those Receiving It

Criteria:

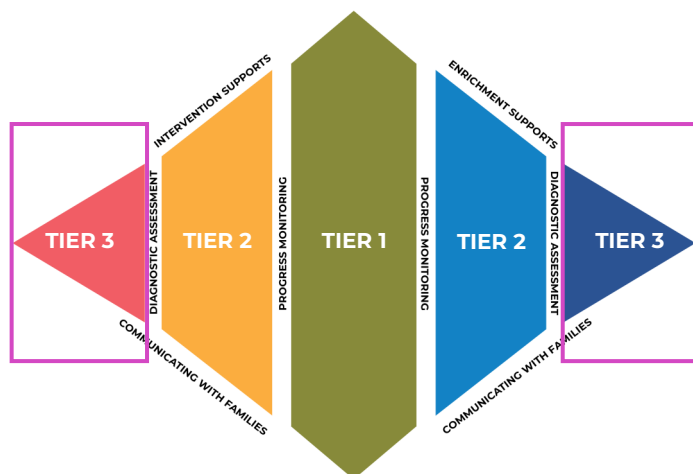
- Procedures are in place to systematically monitor the implementation fidelity of Tier 2 as described above.
- Procedures are in place to use these data. (Minnesota Multi-Tiered System of Support Framework 28)
- Goals are set for improvement as needed.

WIN (What I Need) Time

- Learner-centered flexible grouping instructional model designed with student needs in mind.
- Designed to provide systematic intervention on targeted skills and opportunities for extension and enrichment.
- WIN happens in rapid cycles (4-6 weeks) in flexible groups across a grade level (elementary) or content area (secondary).

TIER 3

In addition to core academic and SEL instruction, Tier 3 provides intensive, culturally and linguistically sustaining, individualized intervention or enrichments, which are aligned with state standards, and are beyond Tier 2. These interventions or enrichments are provided to a few students and include students with or without an Individualized Education Plan (IEP). Tier 3 students are the students with the greatest need for personalized attention. Tier 3 also provides an opportunity to conduct further diagnostic study of the student's needs to plan for more comprehensive programming and interventions. A small percentage of students, in the range of 1-5 percent, would need the intensive individualized interventions and supports or enrichments of Tier 3.



Effective interventions or enrichments will be linked to assessment and problem-solving data, will be progress-monitored regularly, and will be evaluated for fidelity. If not responsive to interventions in Tier 3, students may be considered for special education evaluation or Section 504 as determined by the building MTSS team.

Tier 3 interventions intensify and individualize across the following domains:

- Increased number of opportunities to respond
- Increased frequency and explicitness of feedback
- Increased focus on discrete skill instruction within the targeted skill
- Increased attention transfer of skills taught to the contexts in which they are used

- Increased clarity and explicitness of language paired with examples and non-examples
- Increased pre-correction and prompting
- Enhanced and targeted specific positive reinforcement

Indicators and Criteria

Evidence-Based Tier 3 Instructional Materials are Provided to Students Who Need Intensive Support

Criteria:

- Evidence-based academic and behavior interventions are designed to match individual student needs to the most precise and interventions are based on data-based decision making.
- Creation or selection of Tier 3 academic interventions reflect cultural and linguistic factors.
- Inclusion of multiple perspectives and identities.
- Recognition of bias in upholding stereotypes.

Evidence-Based Tier 3 Instructional Practices Intensify and Individualize Supports for Students Who Require Customized Programming

Criteria:

- Evidence exists that all targeted instructional interventions are evidence-based for the content areas and grade levels in which they are used and include mental health services provided in the school by either internal providers or external providers (co-located or school-linked services).
- Instructional goals are co-created with students and are progress monitored at least weekly and changes to instructional factors are made according to the data.
- Instructional factors considered for intervention selection or design and for adjustment based on individual student response and includes intensity and group size.

- Instruction is individualized based on goal setting and provided by highly qualified instructional staff.
- Students are provided opportunities to make connections between new information, their prior knowledge, and their lived experiences.
- SEL is explicitly integrated with academic learning.
- Caregivers and families are fully engaged in the decision-making and goal setting process and communication of progress monitoring provides a two-way feedback loop.

Tier 3 Interventions are Aligned to Student Specific Needs and to Making Students Successful with Grade Level Standards

Criteria:

- Decisions regarding student engagement in both core instruction and intensive intervention are made on a case-by-case basis and according to student need.
- Intensive interventions are aligned to the specific skill needs of students to help them make progress toward core standards.

Fidelity: Tier 3 Interventions are Monitored to Ensure Fidelity

Criteria:

- Procedures are in place to systematically monitor the implementation fidelity of Tier 3 as described above.
- Procedures exist to use these data.
- Goals are set for improvement as needed.

Data and Assessments

It is essential that **data** guides the MTSS process through each of the three tiers. **This data comes from formative and summative assessments** such as: universal screeners, progress monitoring, and diagnostic assessments. Educators should use data to determine appropriate levels of intervention and the type of instruction required to support each student's learning.

Universal Screening Assessment

A universal screener measures the overall ability of critical skills and is known to be strong indicators that predict student performance in a specific subject. The data from the screening assessments help teachers plan for classroom instructions. The universal screening assessments at Rdale, as articulated in the Rdale Assessment Plan, are:

- **Reading:** FAST earlyReading, FAST aReading, FAST CBM reading, preACT
- **Math:** FAST earlyMath, FAST aMath, preACT
- **SEL:** FAST SAEBRS, my SAEBRS
- **Early Learning:** TS GOLD and Prevent, Teach, Reinforce for Young Children

For more detailed information on required screeners and administration of these screeners please reference the [Rdale Assessment Plan](#).

Progress Monitoring Assessment

Progress monitoring assessments are assessments that are administered on a regular basis after implementing instruction. Multiple data points from assessments will determine the success of the instructional strategies implemented at Tier I. Progress monitoring should happen more frequently the more intensive the instruction. Examples of progress monitoring assessments within the Rdale Assessment Plan, are:

- **Reading:** FAST CBMreading, earlyReading, PRESS formative and summative assessments, PAST
- **Math:** FAST earlyMath, FAST CBM-math Automaticity, FAST CBMmath CAP, formative and summative assessments
- **SEL:** Direct Behavior Rating, Check and Connect, Check In Check Out (CICO)

Diagnostic Assessment

This is an additional assessment educators administer to gain more information about students' learning. Diagnostic assessments should be completed on students who are not demonstrating proficiency in Tier 1 instruction or on the Screening Assessments. Diagnostics are often performed on a one-to-one basis. Examples of diagnostic assessments at Rdale are:

- **Reading:** PRESS (K-5-[Phonemic Awareness](#) and [Phonics](#)), [PAST](#), LETRS, [LETRS Spelling Screeners](#), [LETRS Phonics and Word Reading Survey](#)
- **Math:** [Number Sense Screener](#) (K-1), [Delaware Screener](#) (2-5) or [NumPA Diagnostic Interview \(2-8\)](#)
- **SEL:** [Prevent Teach Reinforce Functional Behavior Assessment \(PTR\)](#)

MTSS Cycle of Inquiry and Action

Use this tool to decide which tier the intervention is needed in:

- Know your **measure**
- Know your **students**
- Know your **resources**
- Know your **plan**
- Know your **impact**

What is the **area of need** (specific skill or group of skills) in your class/grade?

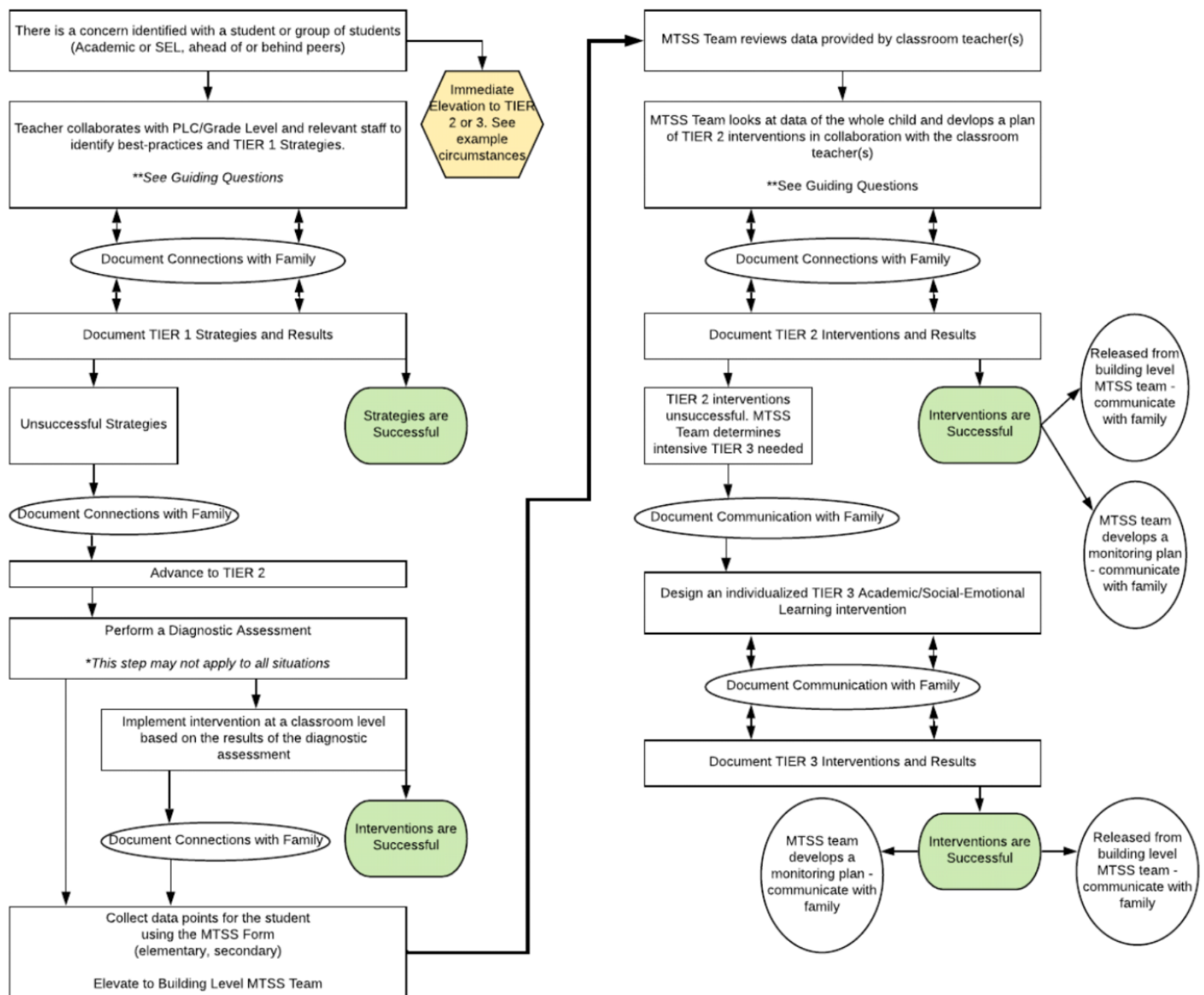
What is the **level of need** (whole class, small group, individual) in your class/grade?

- **Class-wide need:** 50% or more of the class is at some or high risk
- **Group need:** 10-50% of the class is at some or high risk
- **Individual need:** 10% or less of the class is at some or high risk



Rdale MTSS Flowchart

The [Robbinsdale Area Schools MTSS Flowchart](#) is a document that is designed to guide educators through how to support students who need something additional to the general practice of the classroom or the general support of the school. The additional support might be to assist students who are struggling to meet expectations or students who are performing beyond expectations. The purpose of this flowchart is not to prescribe interventions; rather, its purpose is to guide discussions around strategy.



Rdale MTSS Flowchart Process

The first line of interventions will be carried out as Tier 1 instructional strategies by the classroom teacher. She/he will begin the process by collaborating with her/his Professional Learning Community (PLC) to develop instructional strategies that address the needs of their students. Targeted instructional strategies should be conducted for approximately 4 weeks. Central to the MTSS process is communication with the families and documentation of the instructional strategies employed and their results. All parent communication will be documented in Infinite Campus under the Teacher Contact Log tab.

If a need for more focused individualized or small group intervention is identified, students may be moved into Tier 2 at the classroom level. If appropriate, a diagnostic assessment should be given, and the data it provides will inform student needs, and help to focus on the intervention strategies required. These interventions should be conducted and monitored for approximately 4-6 weeks.

If a student requires support beyond documented classroom interventions, advancement to the MTSS team is required. This is accomplished through completion of the [MTSS Student Information Form](#) for elementary or secondary, as appropriate. The non-negotiables for documentation are:

- Students strengths
- Present levels of performance
- Areas of concern
- Documentation of interventions (including progress monitoring data) that have already taken place

These interventions occur for approximately 4-6 weeks.

The MTSS team will review all data points and implement more individualized intervention strategies based on their findings. The interventions will continue to be documented as well as all communication with the family.

When Tier 2 interventions are unsuccessful, the team may determine that a more intensive Tier 3 intervention is needed; communication with the family must be documented. Within this communication process, the school should discuss what possible Tier 3

interventions might include. Following this communication, the MTSS team will design an Academic or Social Emotional Learning (SEL) individualized intervention.

At any point in the Tier 2 or Tier 3 MTSS process, interventions may be deemed effective and may continue to be monitored by the classroom teacher and/or the MTSS team.

Administrative teams will need to look at schoolwide data through the lens of academic and social-emotional learning at a minimum every quarter. This data may identify:

- Students who need differentiated Tier 1 strategies; or
- Advancement to Tier 2 or Tier 3.

Immediate Elevation to Tier 2 or 3

Under other certain extenuating circumstances, students may advance directly to the MTSS Team for Tier 2 or Tier 3 considerations. These may include but are not limited to: IQ test, medical conditions including mental health, homelessness, excessive absences/tardies, significant family change (death, deportation, or incarceration).

Roles and Responsibilities

At Robbinsdale Area Schools, all staff play a role in implementing the Multi-Tiered System of Supports (MTSS). MTSS work is ongoing and is happening at the district, building, grade or content team and classroom levels to remove barriers and challenges that impede success.

Classroom Teacher

Purpose: The educator provides highly-engaging, standards-based instruction that meets the needs of all students.

Process: Teachers review multiple types of data including academic, non-academic and observational data. Grade level or department teams collaborate to create a plan for differentiating instruction and classroom management strategies that meet students' needs.

Roles and Responsibilities:

- Administer district, school and classroom assessments.
- Review Universal Screening data to identify student learning needs.
- Implement the core instructional plan (Tier 1) and utilize evidence-based instructional practices.
- Implement classroom management and discipline plan.
- Utilize culturally responsive teaching strategies which amplify student voice and increase student engagement.
- Clearly communicate learning targets and student progress to families and students.
- Document and communicate with families when requesting assistance from building MTSS team.
- Build meaningful relationships with students, families and colleagues.
- Provide ongoing feedback to support learning.
- Participate in and apply professional development strategies.
- Provide differentiated instruction (Tier 2 or Tier 3).
- Document observations and evidence of student learning, behavior and social/emotional needs.

- Provide tiered interventions: individual, small group and whole group.
- Administer, record and review progress monitoring data, and share with the MTSS Team.
- Seek and utilize coaching supports both at the building and the district level.

Professional Learning Communities (PLCs)

Purpose: The purpose of PLCs is to have educators meet regularly in collaborative teams to analyze student data and student work, inform and adjust instructional practices to meet individual student needs and advance student achievement.

Team Members: Grade level or department teachers and support staff.

Process: Teachers review multiple types of data including academic, non-academic and observational data. Teams collaborate to determine root cause and create a plan for differentiating instruction and classroom management strategies that are evidence-based and meet students' needs.

Roles and Responsibilities:

- Use common formative and/or summative assessment data to inform instruction.
- Collaborate to create core instruction that meets the needs of most students.
- Identify ways to differentiate instruction to meet the needs of all students.
- Disaggregate data by student group to identify those in need of additional time and support.
- Identify students needing additional academic support and plan for standard interventions
- Use the basic components of problem-solving (DuFour's) when addressing student needs.

Develop a systematic response plan to reteach and extend.

- Discuss strategies, create action plans and progress-monitoring systems that will help particular student groups find success.

Building-Wide MTSS Team (Tier 2, 3)

Purpose: The MTSS team focuses on the needs of individual students who need more intensive interventions in order to achieve or exceed academic and SEL success. These meetings, determined by the building-level MTSS process, are data-driven, occur regularly and use an efficient, consistent process that allows participants to review progress and make intervention decisions for students. These interventions are **in addition** to core instruction (Tier 1) and can occur within the classroom setting by the classroom teacher.

Team Members (Suggested): Administrator, General Education Teacher representative, School Psychologist, School Social Worker, Equity Specialist, Support Staff, Families, Interventionist if applicable, etc.

Process: Before a student is referred for intensive intervention, the classroom teacher provides the team with relevant background information, current performance levels and previously attempted intervention(s), progress monitoring data and other relevant data including student strengths and family communication.

Roles and Responsibilities:

- Analyze school behavior and academic data to identify students in need.
- Collaborate with teachers to ensure evidence-based Tier 1 instructional practices are in place for referred students.
- Evaluate referred students to determine needs and assign interventions.
- Document Tier 2 interventions.
- Determine data collection system and cycle for data review.
- Communicate with teachers about student interventions, solicit feedback.
- When extenuating circumstances elevate a

student's need, all educators who work closely with the student need to be informed.

- Monitor intervention data to determine student progress.
- Identify, assign and monitor Tier 3 interventions.
- Develop and write academic and/or SEL plans for students at Tier 3.
- Recommend referral for special education or Section 504 eligibility.
- Recommend referral for grade or subject acceleration.

Building Instructional Leadership Team in Tier 1

Purpose: The Instructional Leadership Team (ILT) establishes a schoolwide vision and plan. The ILT focuses on instructional practice, culture and systems that are identified for reaching schoolwide goals. The ILT has an important role in monitoring progress, reviewing data and sharing learning throughout the school.

Team Members (Suggested): Administrators, instructional leaders, representatives from all content areas, specialists, grade level representatives, support staff, families/community members, students (when appropriate), etc.

Roles and Responsibilities:

- Develop and monitor the School Improvement Plan.
- Support the development and implementation of the MTSS framework within the school.
- Support the implementation of the universal screening and diagnostic tools which will be used to identify students in need of additional support (academic and SEL).
- Review and analyze student performance data to determine areas of building climate and instructional needs.
- Establish progress monitoring and data collection procedures to be used by staff.
- Work with staff to ensure expected Tier 1 best practices are implemented in the areas of academic and social-emotional needs.

- Identify areas of need within the building and guide action planning and implementation of plans to address building needs.
- Develop building wide systems and expectations.

MTSS Site Administrator

Purpose: The site administrator guides the building in the development and implementation of a consistent Multi-Tiered System of Supports framework, which is part of each building's School Improvement Plan.

Roles and Responsibilities:

- Lead the development and implementation of MTSS framework and processes.
- Establish a schoolwide commitment to instruction and intervention designed to meet the needs of all students.
- Assure the building has a plan for core academic and SEL programs and provide training for staff on instructional and SEL strategies.
- Schedule for schoolwide meetings and activities.
- Review schoolwide data using the Rdale Data Driven Dialogue on a regular basis (quarterly at minimum).
- Facilitate MTSS Team meetings.
- Provide coaching support to staff.
- Support teachers to organize flexible student groupings and to deliver differentiated instruction.
- Manage, analyze and use student performance data (progress monitoring, ODR, attendance and learning walks) to guide data-based decision making and to drive instructional decisions made for all students.
- Establish and monitor the effective use of selected interventions at Tier 2 and 3 for improving learning outcomes for every student.
- Monitor the efficacy and fidelity of MTSS implementation in the building.
- Assure communication with families regarding student progress (and the interventions being used) is occurring.

District-Level Team

Purpose: The purpose of this committee is to refine and implement MTSS procedures across the district. The intended audience is School Administration, School Psychologists, and the people who oversee and run the MTSS committee in buildings.

Roles and Responsibilities:

- District leaders clearly communicate the expectations for implementation of all MTSS components, ensure the equitable distribution of resources, and work with school leaders to implement the MTSS framework.
- Leaders engage in data-based problem-solving to continuously improve upon practices, policies, and procedures and have relational trust with staff, families, and the community.
- A MTSS Coordinator is assigned to facilitate the District MTSS Leadership Team and development of the MTSS Handbook/Implementation Plan.
- Fidelity of implementation of MTSS is monitored at least annually at the district level and at each site. Results are used by the District MTSS Leadership Team to guide decisions towards stronger implementation.

MTSS Collaborative Cohort

Purpose: The purpose of the MTSS Collaborative Cohort is to increase student achievement and strengthen implementation of the MTSS process by building capacity at sites around data cycles, intervention tools, Tier 1 Instruction, and coaching support.

Roles and Responsibilities:

- Collaborate with MTSS staff and interventionists across the district.
- Build capacity at the sites around data cycles, intervention tools and coaching supports.
- Support teacher teams and PLC's district wide.
- Align, unify and provide collaborative opportunities.
- Serve as a conduit between professional learning and practice.

MTSS Meetings

The following information includes guidance for a buildings MTSS team to structure their meetings. The MTSS team focuses on the needs of individual students who need more intensive interventions in order to achieve academic and SEL success. These meetings, determined by the building-level MTSS process, are data-driven, occur regularly and use an efficient, consistent process that allows participants to review progress and make intervention decisions for students.

SAMPLE Agenda for MTSS Team Meetings		
MTSS Team Meetings	Who	Purpose
Introduction and Purpose	Facilitator	Welcome, introduce all team/family members and explain agenda
Describe the student(s) and share data	Referring teacher	Teacher briefly describes the student(s), notes the primary area of concern, describes interventions that have been attempted and reviews student(s) data
Ask questions and create hypothesis	Team	The team asks clarifying questions in order to analyze the data and develop a hypothesis for why the student is responding insufficiently i.e. skill deficit, function of behavior
Brainstorm evidence-based strategies for intensification	Team	Brainstorm evidence-based strategies for addressing the specific deficit or function of behavior
Prioritize and plan	Team	Prioritize which strategy may be most effective and create a plan that includes the person(s) responsible for the delivery of the intervention, a timeline, clearly defined goals and a method for progress monitoring
Wrap-up and next steps	Facilitator	Set a date and time for follow up meeting to monitor the student's progress in the intervention; discuss how plan will be shared with necessary staff members/family and who will document intervention



Matriculation

EARLY LEARNING TO KINDERGARTEN

Purpose: To increase collaboration between Early Learning and Elementary MTSS teams in order to ensure successful transition of students receiving MTSS support. The Early Learning MTSS team will hand off MTSS student Intervention Action Plans to support successful transitions into Kindergarten classrooms with a goal of having Intervention Action Plans in place for the start of Kindergarten.

Winter	Spring	Fall
Not applicable	- Early Learning MTSS coach will make the initial contact to the elementary school administration - The Early Learning MTSS coach and preschool teacher will meet with the elementary MTSS team/Admin/Psych to talk about each student's Intervention Action Plan	- Early Learning MTSS coach will reach out to the building secretary during Workshop Week to determine kindergarten placement and teacher of Early Learning MTSS students - The Early Learning MTSS coach will send an email to the elementary MTSS lead and the student's K teacher to share the student's Intervention Action Plan

ELEMENTARY TO MIDDLE SCHOOL

Purpose: To increase collaboration between Elementary and Middle School MTSS teams in order to ensure successful transition of students receiving MTSS support.

Winter	Spring	Fall
- January: Fifth Grade Information Night at the middle schools for families - January: Middle school counselors visit 5th grade classes to go over middle school registration/information	- Fifth grade MTSS teams share information with middle schools regarding student plans - Elementary school 504 plan coordinators share information with the middle schools - Middle school counselor meets with fifth grade counselor (of the following year) for information sharing, if requested - Fifth grade math data is compiled and shared with middle school teachers to assist with class placement	- August: Middle School Open House (week before school starts) - September: First day of school ~ Sixth grade only for orientation

MIDDLE SCHOOL TO HIGH SCHOOL

Purpose: To increase collaboration between Middle and High School MTSS teams in order to ensure successful transition of students receiving MTSS support.

Winter	Spring	Fall
- January: Eighth grade information night at both high schools for families - January: High school counselors visit eighth grade classes to go over high school registration/information	- Eighth grade MTSS teams share information with high schools regarding student plans - Eighth grade counselor meets with Ninth grade counselor (of the following year) for information sharing - Eighth grade reading data is compiled and shared with high school reading teachers to assist with class placement and intervention	- August: High School Open House (week before school starts) - September: First day of school ~ Ninth grade only for orientation



Acceleration/Retention: 513 Administrative Policy

Family Communication

Rdale believes family partnerships are integral to the success of all students. Families have the right to regular communication concerning their child's academic and social emotional learning. We believe in building and maintaining positive relationships with students, and we strive to do the same with our students' families. This includes reaching out to families through formal and informal methods of communication.

All families of Robbinsdale Area Schools can expect the following in regard to regular communication from school:

- Welcome letter
- Schoology, Seesaw or Parent Portal updates
- Parent/teacher conferences (Fall and Spring)
- Field trip or special events information
- Notes, phone calls, emails as needed
- Staff will document family communication in Infinite Campus under Teacher Contact Log
- Response by end of next business day when a parent initiates contact via phone/email
- Up-to-date school website
- Robo-calls and mass emails regarding important information
- Automated call home for absences
- Family Information Night around MTSS
- [MTSS One Pager for Families](#)



Appendix

Key Reference Documents

- [Minnesota Multi-Tiered Support System Framework](#)
- [A Guide to Student Support and Behavior](#)

Intervention Resources

- [National Center for Intensive Interventions](#)
- [PBISWorld.org](#)
- [Rdale Structured Literacy Plan](#)
- [Data Protocol Template](#)
- [MTSS Student Information Form](#)
- [EL Documentation Form](#)
- [Language Usage and Background for EL](#)
- [MTSS One Pager for Families](#)





ROBBINSDALE Area Schools

MISSION

The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

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