



Saucon Valley School District

Multi-Tiered System of Supports (MTSS) Overview

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What is MTSS?

Multi-Tiered System of Supports

Definition

MTSS is a framework schools use to identify and support students' academic, behavioral and social-emotional needs through layered levels of support across schools.

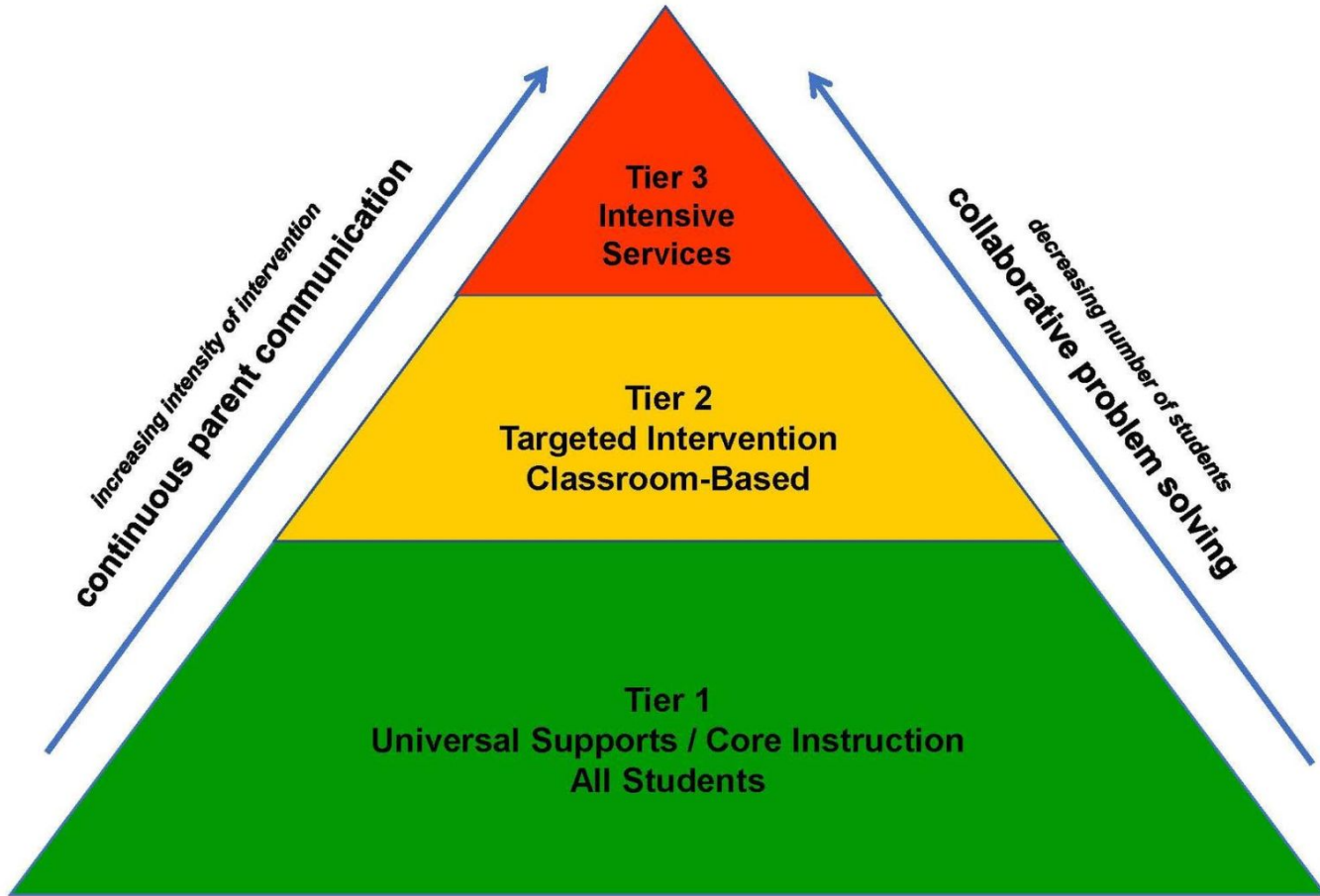
Key Ideas

- Uses data to guide decisions
- Provides early intervention before problems escalate
- Ensures equitable support for all students

The Tiers

- **Tier 1:** High-quality instruction & supports for *all* students
- **Tier 2:** Targeted supports for *some* students
- **Tier 3:** Intensive, individualized supports for *few* students

MTSS helps schools meet students where they are —
academically and behaviorally — to improve outcomes for **all**.





What is SWPBIS?

School-Wide Positive Behavioral Interventions and Supports

Definition

SWPBIS is a preventive, school-wide approach to teaching and reinforcing positive behavior.

Key Ideas

- Focuses on teaching expected behaviors, not just reacting to misbehavior
- Emphasizes positive reinforcement
- Creates consistent expectations across classrooms and schools

How It Works

- Clear, common behavior expectations
- Staff model and teach behaviors
- Data is used to monitor behavior trends and guide supports

Connection to MTSS: SWPBIS is a core Tier 1 behavioral support framework within the MTSS framework.



What is Olweus?

Olweus Bullying Prevention Program

Definition

Olweus is an evidence-based bullying prevention program designed to reduce bullying and improve school climate.

Key Ideas

- Addresses bullying prevention, not discipline only
- Focuses on students, staff, families, and school culture
- Emphasizes clear rules, adult supervision, and student voice

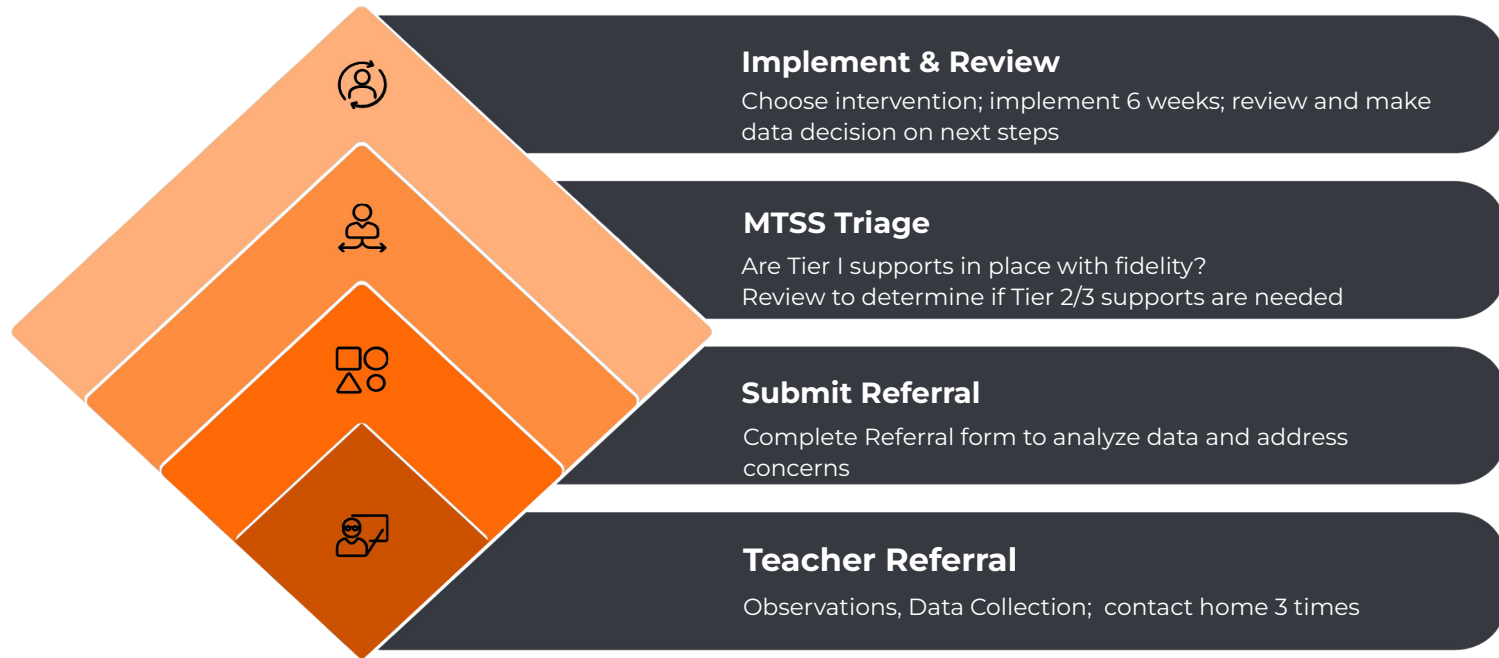
Core Components

- School-wide anti-bullying policies
- Classroom discussions and expectations
- Staff training and consistent response to bullying

Connection to MTSS & SWPBIS: Olweus strengthens Tier 1 prevention and supports safe, respectful learning environments.

MTSS Referral Process

A systematic approach to supporting students through Multi-Tiered System of Supports



This flowchart outlines the complete decision-making pathway for implementing and evaluating Tier II interventions. The process begins with teacher observation and documented family contact, progresses through team-based data review and intervention selection, includes a structured 6-week trial period, and concludes with data-driven decisions about next steps based on student outcomes.

Saucon Valley Elementary School



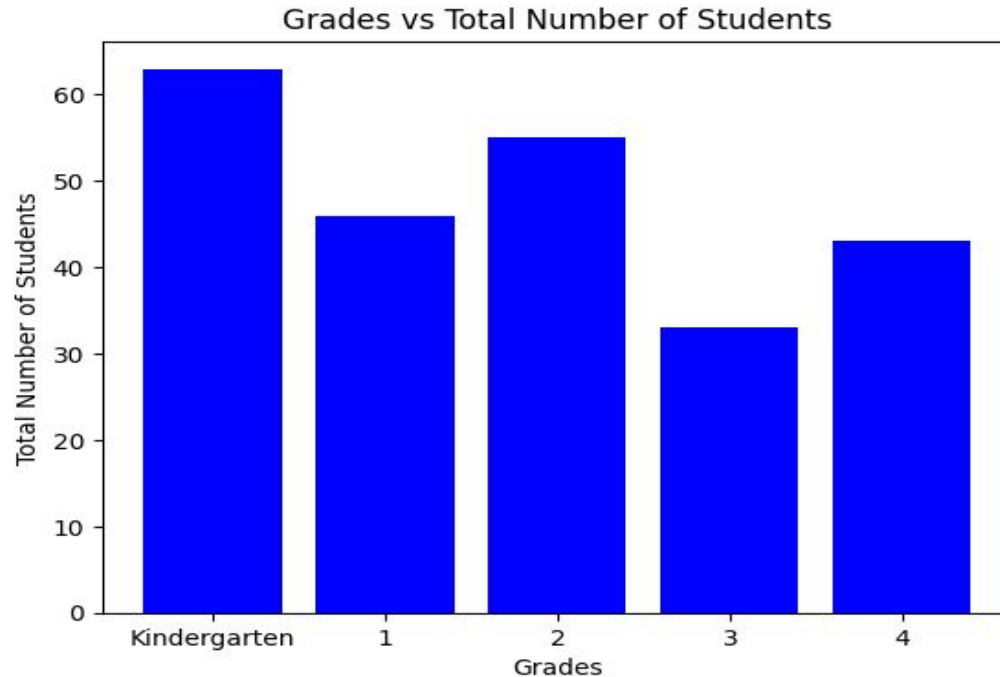
Elementary School MTSS Overview

Monitoring & Analyzation

- **Data Leadership Team (Sept/Oct & Jan/Feb)**
 - **Analyze Universal Benchmarks:** Review beginning and mid-year data from MAP, DIBELS and ACADIENCE.
- **Grade Level Data Teams (Monthly)**
 - **Peer Review:** Teachers present data on struggling or excelling students against their grade-level peers.
 - **Tier I Strategy Innovation:** Brainstorm and document classroom-level adjustments
 - **Referral goes to the Student Success Team (SST)**
 - **Potential Referral:** Determine if a student requires a formal referral or can continue with other modified Tier I supports.
- **Student Success Team (SST) (2x Monthly):** Admin, Guidance, School Psych, Check in & Check Out Liaison, Reading and Math Specialists, Teacher Liaisons, OT, Speech Therapists, ACE liaison
 - **Multi-Disciplinary Assessment:** Conduct reviews for K–2 (once monthly) and 3–4 (once monthly).
 - **New Referral:** Evaluate data for new referrals to determine the most appropriate recommended intervention.
 - **Ongoing Case Management:** Re-evaluate previous referrals to analyze progress or adjust strategies based on data.
- **Committees also meet monthly-review all data to determine students discharging or remain from tier 2.**

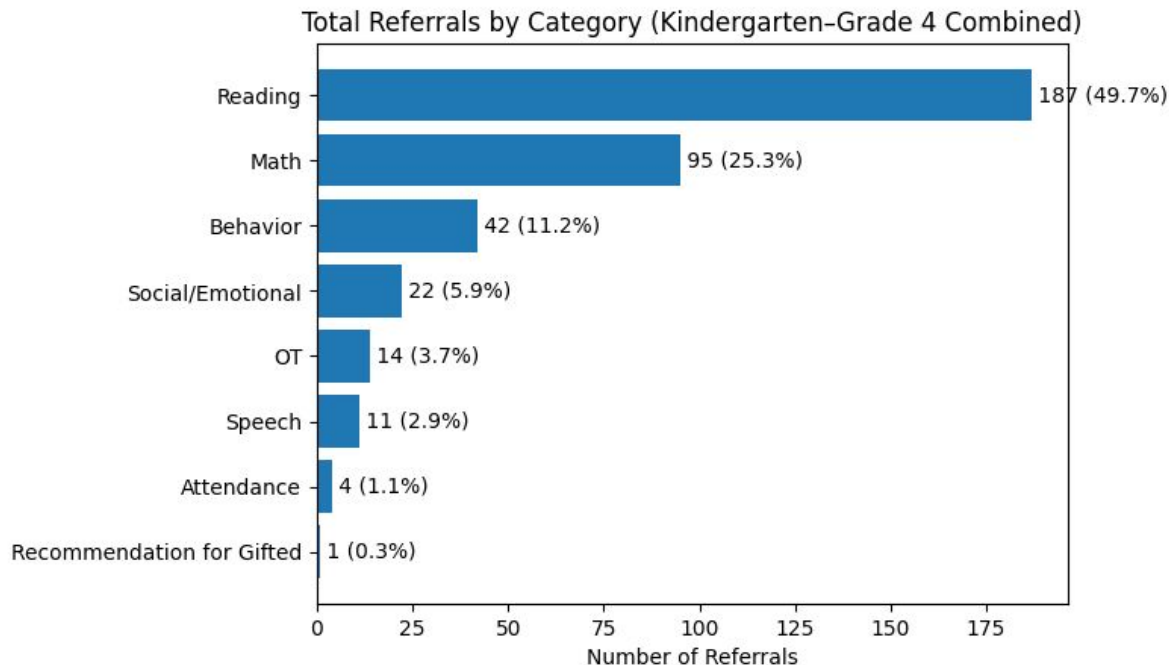
Elementary School Referrals

Total # of students referred: 240



Elementary School Referrals

Total # of referrals: 376



Elementary Tier 1 Interventions

Tier I (Academic Instruction)

- Dedicated I/E (Intervention/Enrichment) time built into the master schedule for both Math and Reading
- Standards-aligned core instruction with differentiation
- Data-driven instructional adjustments within the classroom
- Universal screening and benchmark assessments to guide instruction

Tier I (Social/Emotional)

- Counselor Lessons
- Counselor Lunch and Learns

Tier I (Behavioral)

- **PBIS**
 - **Pillars:** Respectful. Responsible. Safe.
 - Adding Kindness.
 - Teaching and reteaching expectations
 - **PAWS** – Positive Behavior Reward System
 - PAWS redemption and quarterly celebrations, such as Masked Singer.

Tier I (OT)

- **Kindergarten Bootcamp**
 - Six weeks, all students, one goal: emotion regulation.

Elementary Tier 2 Interventions

Tier II (Academic Instruction)

- **Daily I/E Support (30 min)** – Extra help or challenge based on needs identified through assessments, such as MAP and DIBELS
- **Reading Support** – Small groups build reading skills using tools (e.g., Lexia and Geodes)
- **Math Support** – Small groups focus on building strong math computation and problem-solving skills
- **Progress Monitored Often** – Student growth is tracked using Amplify (reading) and Acadience
- **Grades 3–4 (If Needed)** – Some students may receive ACE Program (After School Programming and Center for Excellence).

Tier II (Behavioral)

- **Check-In/Check-Out (CICO)**
 - Monitoring through behavior chart
 - Incentives matched to each child's needs (typically every 5 days)
- **Big Panthers/Little Panthers Mentee Program**
 - Younger students are paired with older student mentors
 - Targets students who could benefit from positive interactions, inclusion
 - Mentees participate in monthly activities with their “Big”
 - Students stay connected as they move through schools

Elementary Tier 2 Interventions continued...

Tier II (Social/Emotional)

- Counselor Lunch and Learns
- Student Assistance Program (**SAP**) Groups
- English Language Learner Group

Tier II (ST/OT)

- Response To Intervention for speech and occupational therapy

Elementary Tier 3 Interventions

Tier III (Academic Instruction)

- **ACE Program-** Students use the (ACE) After School Center of Excellence program for individualized support plan (Offered 4 days a week).

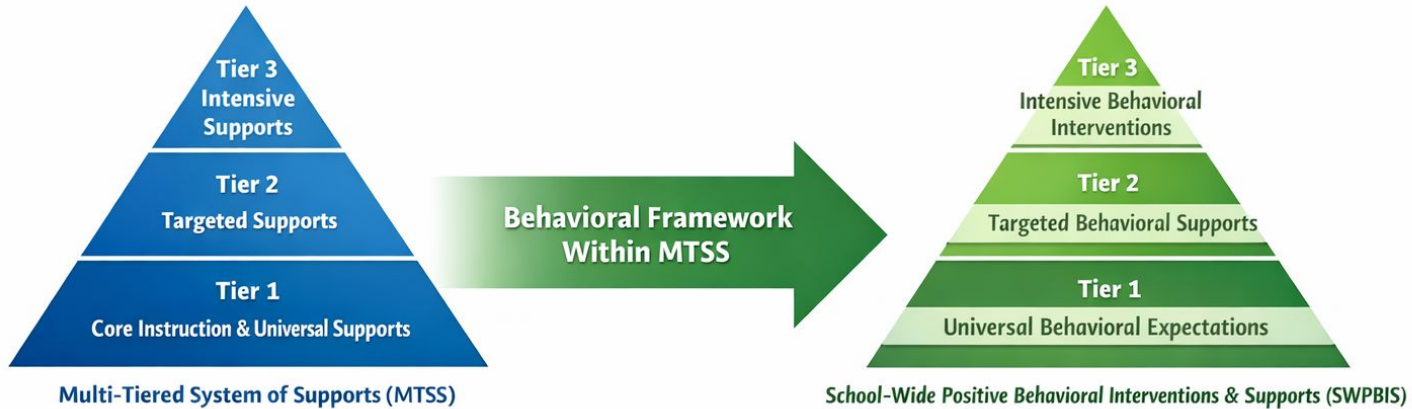
Tier III (Social/Emotional)

- Counseling 1 on 1 or small group

Tier III (OT)

- Sensory Rooms (Calming/Wiggle)

From MTSS to SWPBIS: An Integrated System of Support



Data-Driven Decision Making • Consistent Expectations • Prevention-Focused • Equity-Centered

Elementary School PBIS Update

Tier 1

- Adding "Kindness" to the PBIS matrix to align with anti-bullying efforts.
- Daily teaching/reteaching, ticket rewards, and quarterly gym celebrations.

Tier 2 (Targeted)

- **SAP Groups:** Friendship groups led by counselors.

Tier 3 (Intensive)

- **Focus:** Social skills training.
- **Tools:** "Zones of Regulation" to help students identify and manage emotions.
- **Goal:** Applying for Tier 3 recognition this year.

CIU20 recognizes elementary CICO success for Tiers 1 & 2

Our Olweus Bullying Prevention Program Core Pillars

Elementary School Adaptation



Respectful • Responsible • Self-Control/Safe • Kind

Elementary Olweus & Next Steps

Olweus Updates

- Revising the matrix to explicitly add "**Kindness**" to the already existing **Responsible**, **Respect**, and **Safe** within the PBIS framework.
- Positive feedback received from K-4 staff regarding horizontal alignment.

Next Steps

- Continue to evaluate all MTSS systems within the framework
- Review interventions to strengthen alignment with MTSS
- Maintain positive momentum with staff support
- Provide Professional Development and Training on these systems

Saucon Valley Middle School



Middle School MTSS Overview

MTSS Team:

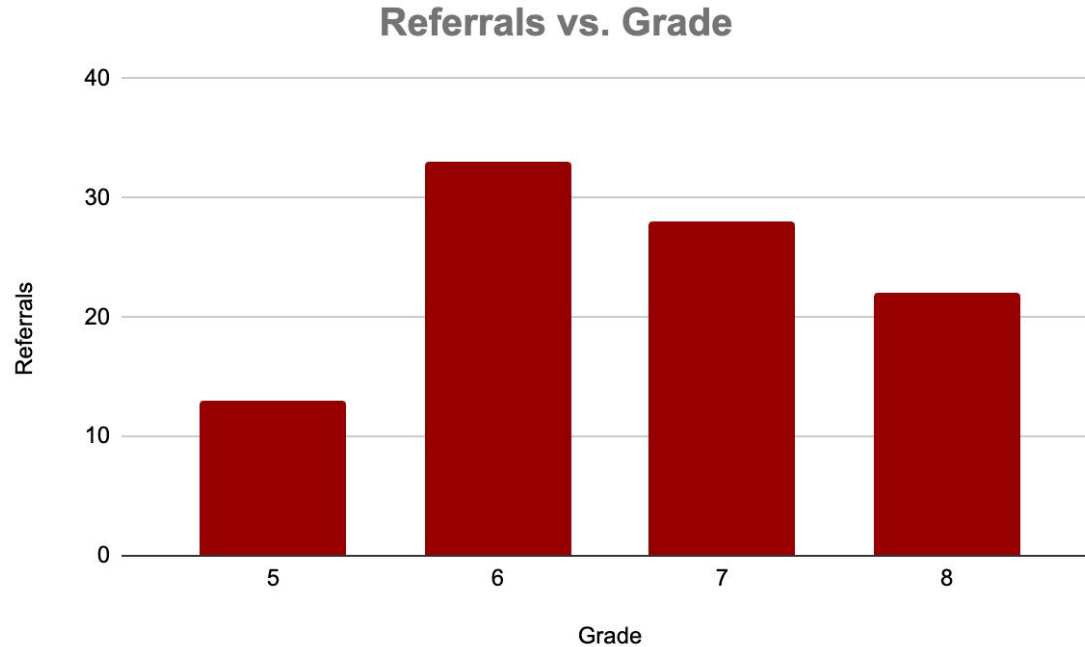
- Administration, Counselors, School Psychologist, Reading Specialist, School Social Worker.

Team Meetings:

- Meet weekly (bi-weekly with Administration).

Middle School Referrals

Total # of student referrals: 96

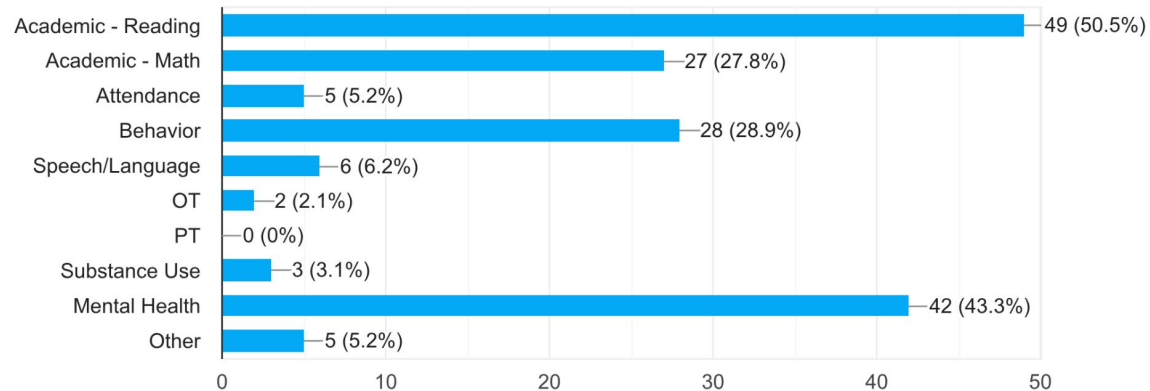


Middle School Referrals

Total # of referrals: 166

Please check the boxes below that relate to the area of concern for the student. (Check all that apply)

97 responses



Middle School Tier 1 Interventions

Academic Core Instruction

- Standards-aligned, high-quality core curriculum in all content areas
- Evidence-based instructional practices (explicit instruction, gradual release, modeling)
- Differentiated instruction within the classroom

Schoolwide Expectations

- Positively stated behavior expectations
- Expectations explicitly taught and retaught
- Consistent classroom routines

Social-Emotional Learning

- Intentional relationship-building practices
- Student voice opportunities
- Clubs and extracurricular access for all

Middle School Tier 2 Interventions

Academic Core Instruction

- Small Group Remediation and Interventions grades 5 and 6 (IE)
- ELA 2 and Math 2 Grades 7 and 8
- ACE-Specific for students after school
- Check and Connect

Social-Emotional Learning

- Small Group counseling
- One-on-One counseling
- Counselor-Check Ins
(weekly/monthly)

Schoolwide Expectations

- Behavioral Point Sheet

Middle School Tier 3 Interventions

School Counselors:

- 1:1 meetings specifically for academic, mental health, and/or attendance needs.

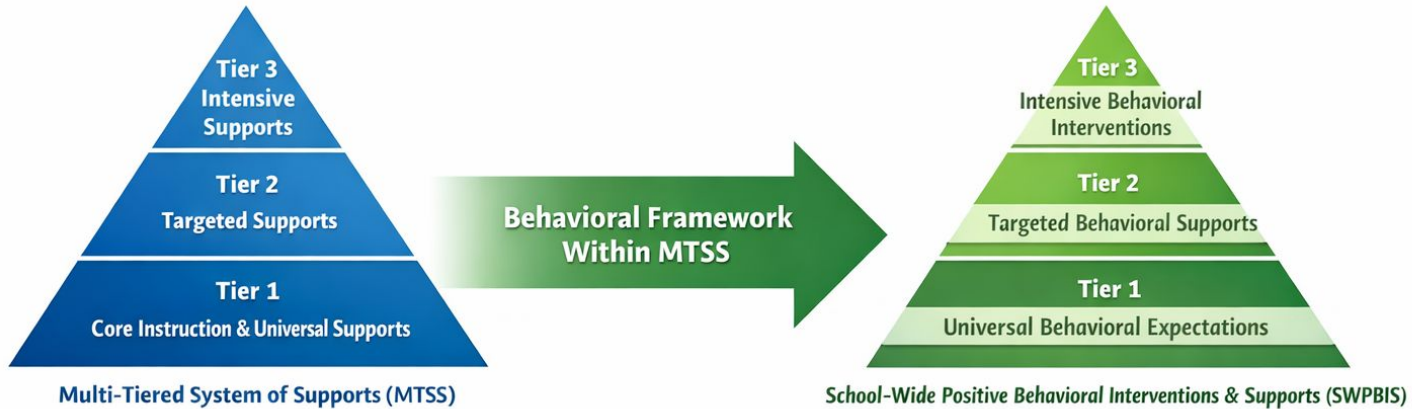
Social-Emotional Learning

- One-on-One counseling
- LVHN: Referral to Outpatient Counseling

Caron Foundation

- Substance Abuse Intervention

From MTSS to SWPBIS: An Integrated System of Support



Data-Driven Decision Making • Consistent Expectations • Prevention-Focused • Equity-Centered

Middle School PBIS Update

PBIS – Middle School Continuous Improvement & Alignment

- Middle school administration partnered with the PBIS team to evaluate current practices, data, and behavioral trends.
- Identified areas for improvement to ensure continuity and consistency within the PBIS framework.
- Updated practices to better reflect a cohesive, schoolwide PBIS approach.
- Will align PBIS initiatives with Rachel's Challenge and the Olweus Bullying Prevention Program.
- Restructured implementation to increase coherence, clarity, and impact across all programs.

Our Core Pillars for Olweus Bullying Prevention in Middle School



Respect • Connection • Student Voice • Shared Expectations • Empowerment

Middle School Olweus Update

Framework: Established to incorporate elements of Olweus.

Training: Assistant Principal trained the internal team (counselors and teachers).

Collaboration: Team reviewed Olweus Training materials and will embed lessons into the PBIS framework.

Next Steps:

Provide Professional Development to all staff training integrating PBIS-aligned lessons into daily instruction.

Middle School Next Steps

Integrated MTSS Framework: SWPBIS + Olweus Alignment

Academic Interventions (MTSS)

- Refine I/E time for Tier 2/3 ELA & Math (Grades 5–6)
- Refine I/E time for Tier 2/3 ELA 2 & Math 2 (Grades 7–8)
- Continue family partnership to promote SAP & ACE participation (Grades 7–8 intervention block)
- Align code of conduct practices to MTSS, SWPBIS, Olweus Bullying, and restorative practice approaches

Strengthening SWPBIS (College & Career Ready Focus)

- Embed Essential Skills: Goal Setting, Collaboration, Critical Thinking, Adaptability, Leadership
- Expand Tier 2 & Tier 3 behavioral supports
- Full rollout of enhanced PBIS model – Fall

Olweus Integration

- Incorporate core bullying prevention elements
- Strengthen Tier 1 prevention and response systems

Ongoing Evaluation

- Explore enhanced SEL curriculum programming
- Investigate MTSS digital academic/behavior platforms

Saucon Valley High School



High School MTSS Overview

MTSS Team:

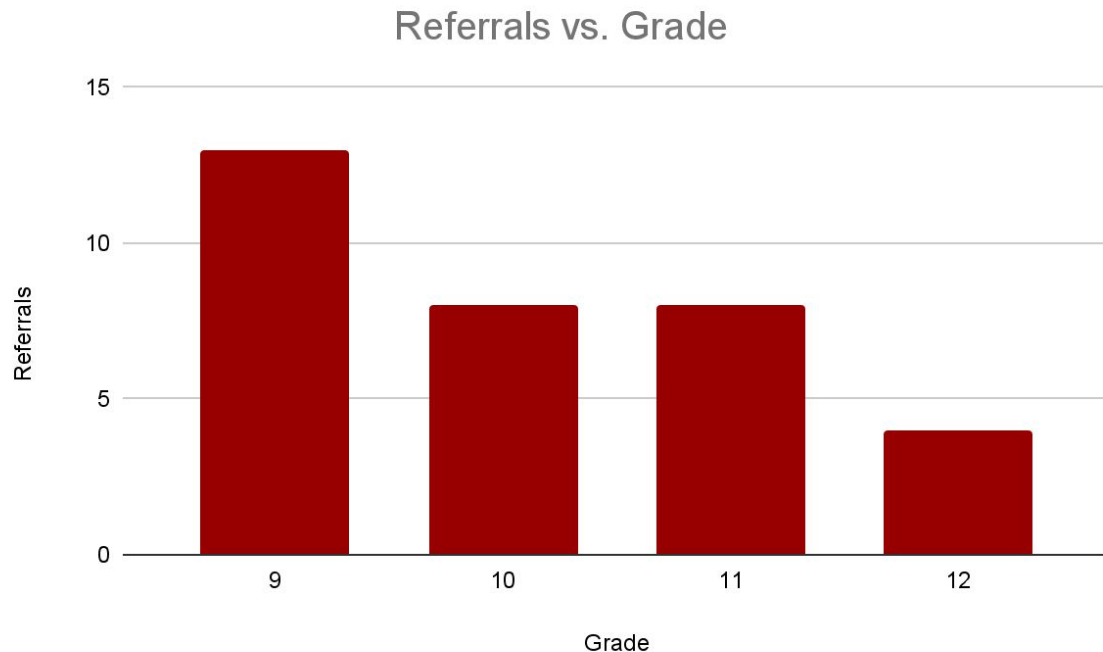
- Administration, Teachers and School Counselors

Team Meetings:

- Meet weekly (bi-weekly with Administration).

High School Referrals

Total # of students referred: 31

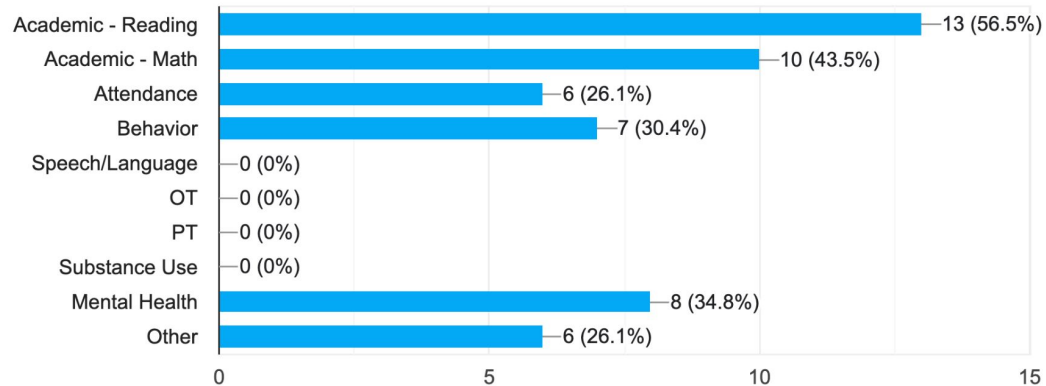


High School Referrals

Total # of referrals: 50

Please check the boxes below that relate to the area of concern for the student. (Check all that apply)

23 responses



High School Tier 1 Interventions

Academic Core Instruction

- Standards-aligned, high-quality core curriculum in all content areas
- Evidence-based instructional practices (explicit instruction, gradual release, modeling)
- Differentiated instruction within the classroom

Schoolwide Expectations

- Positively stated behavior expectations
- Consistent classroom routines

Social-Emotional Learning

- Intentional relationship-building practices
- Student voice opportunities
- Clubs and extracurricular access for all

High School Tier 2 Interventions

Check and Connect

- Designed to address academics, behavior, and/or attendance.

Counseling Support

- Three counselors available for support

Big Panthers/Little Panthers Mentee Program

- Elem students are paired with HS student mentors
- Targets students who could benefit from positive interactions, inclusion
- Mentees participate in monthly activities with their “Big”
- Students stay connected as they move through schools

ACE Program (After School Programming and Center for Excellence)

- **Structure:** After-school intervention.
- **Schedule:** 4 days a week.
- **Staffing:** One teacher per session.
- **Students:** 8 students currently enrolled

High School Tier 2 Interventions Counselor Groups

Dialectical Behavior Therapy (DBT) Skills Group

- Mindfulness and emotional regulation
- Distress tolerance and stress management
- Interpersonal effectiveness

Social Skills Group

- Communication and friendship skills
- Problem-solving and group participation
- Understanding social cues

Grief & Loss Group

- Support for loss or major life changes
- Healthy coping strategies
- Emotional expression in a safe space

Anger Management Group

- Identifying anger triggers
- Coping and self-control strategies
- Conflict reduction and communication

Stress & Anxiety Group

- Identifying stressors and anxious thoughts
- Relaxation and coping techniques
- Building resilience and time-management skills

Caron Foundation

- Substance Abuse
- Blue's Program: 14-19 for Cognitive Behavioral Therapy (CBT)

High School Tier 3 Interventions

School Counselors:

1:1 meetings specifically for academic, mental health, and/or attendance needs.

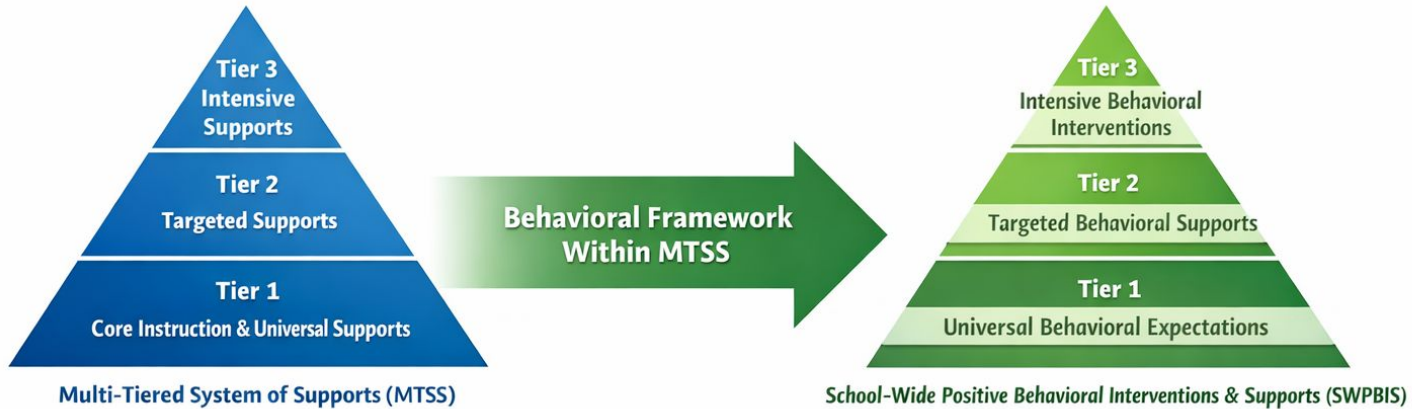
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- One-on-One counseling
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Caron Foundation

- Substance Abuse Intervention

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High School PBIS Update

PBIS – High School Continuous Improvement & Alignment

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- Identified areas for improvement to ensure continuity and consistency within the PBIS framework.
- Will analyze PBIS initiatives with Rachel's Challenge and the Olweus Bullying Prevention Program.

The Olweus Bullying Prevention Program Pillars



High School Olweus Bullying Prevention Update

- Internal team trained by Assistant Principal.
- Aligning efforts with "Rachel's Challenge"
- Planned staff collaboration on the implementation program
- **Status:** Implementation is progressing gradually.

High School Next Steps

Integrated MTSS Framework: SWPBIS + Olweus Alignment

Tier 1: Schoolwide Systems (Prevention & Essential Skills)

- Integrate Olweus-aligned bullying prevention practices with in MTSS and SWPBIS framework

Tier 2 & Tier 3: Targeted & Intensive Supports

- Broaden behavioral and academic supports within MTSS framework
- Strengthen small group and individualized intervention pathways

Family Partnership & Student Access

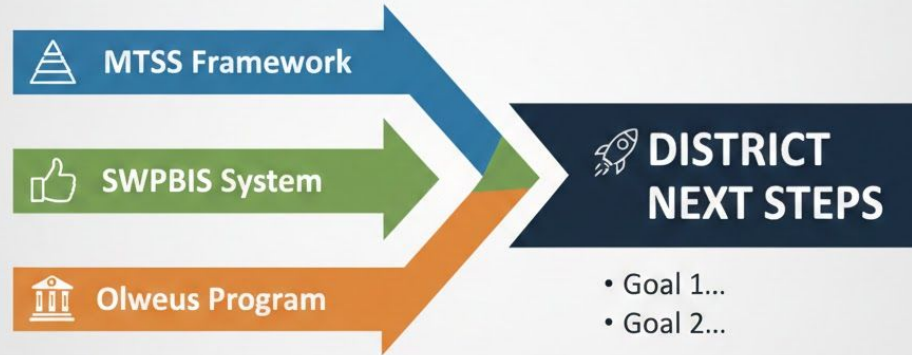
- Continue collaboration with families to promote **SAP and ACE remediation**

Evaluation & Continuous Improvement

- Explore enhanced supports: *SEL programs, MTSS digital academic/behavior systems. etc....*

MOVING FORWARD TOGETHER

Aligning Our Frameworks for District Next Steps



Saucon Valley School District Next Steps

Align Tiered Interventions Across Systems

- Map MTSS academic and behavioral tiers with SWPBIS supports and Olweus programs to ensure consistent vertical and horizontal support for all students.

Integrate Data Systems

- Establish unified data tracking for academic, behavioral, and social-emotional indicators to guide interventions, monitor progress, and inform leadership decisions.

Professional Learning and Collaborative Teams

- Provide training for staff on using aligned frameworks and data for decision-making; foster cross-functional teams to coordinate interventions.

Review and Revise Procedures & Protocols

- Ensure school-level practices reflect integration of academic, behavioral, social-emotional and anti-bullying supports; standardize referral, monitoring, and follow-up procedures.

Ongoing Monitoring and Continuous Improvement

- Conduct regular audits of alignment, review outcomes, and adjust supports to enhance student engagement, safety, and achievement.



Thank you!

Get in touch



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Why MTSS Referrals Are Higher in Elementary Schools

Early Identification Focus

- Elementary is designed to identify academic and behavioral needs as early as possible
- Intervening early prevents gaps from widening over time

Foundational Skill Development

- Reading, writing, and math foundations are taught in elementary grades
- Skill deficits are more visible and easier to detect at younger ages

Universal Screening Practices

- Elementary schools conduct more frequent universal screenings
- Data naturally leads to higher numbers of students flagged for support

Developmental Variability

- Wide range of developmental readiness in young learners
- Differences in maturity, attention, and self-regulation are more pronounced

Behavioral Skill Learning

- Social, emotional, and behavioral expectations are still being taught
- Students often require structured supports to learn school routines

MTSS Referral Process

Step 6-Determination

MTSS Team determines if intervention should continue or if student returns to Tier I.

Step 1 Pre-referral

Teacher submits pre-referral form as an attachment to the google referral.

Step 5- Evaluation

MTSS Team determines new intervention or modifications to try.

Step 2-Data Review

MTSS Team reviews all data and determines Tier II Intervention.

Step 4-Review

MTSS Team reviews intervention data to determines effectiveness.

Step 3-Implementation

Intervention is trialed for 6 weeks



Elementary – Academic Interventions (ACE)

ACE Program Overview

- **Launch:** Began in October for 3rd and 4th Grade.
- **Staffing:** 4 designated teachers dedicated to the program.
- **Current Enrollment:** 19 students receiving after-school intervention.
- **Monitoring:** Assessments conducted every 4-6 weeks.

Future Goal: Expanding program to include K-2 students.