



Multi-Tiered System of Supports (MTSS)

MTSS - What Is It?

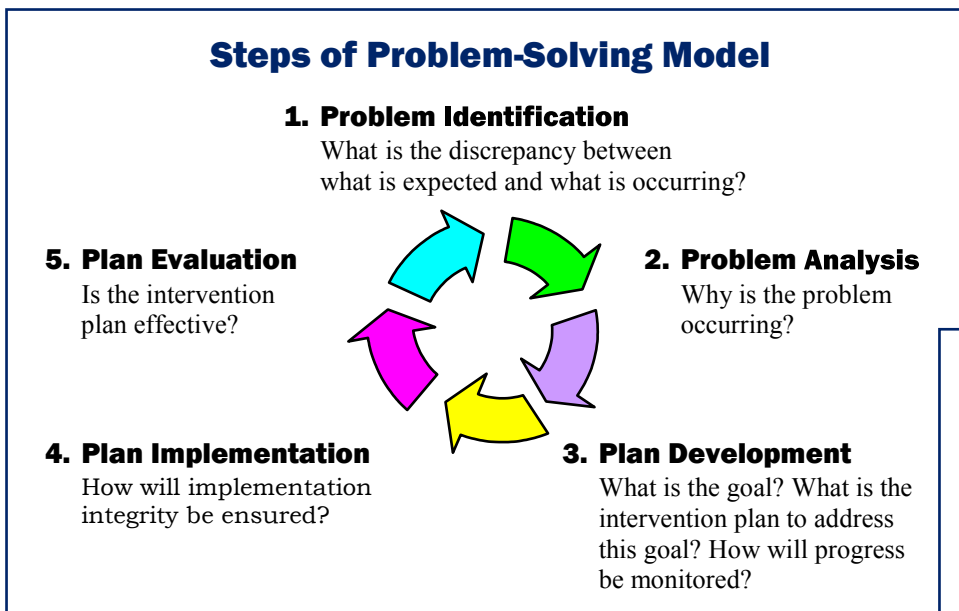
All parents and educators want to see their children succeed. It can be very frustrating when a child falls behind academically or in areas related to social, emotional, or behavioral functioning. Multi-tiered System of Supports (MTSS), allows for early intervention by providing academic and behavioral supports rather than waiting for a child to fail before offering help.

Why MTSS?

MTSS is a systematic process that can be used to determine if and how students respond to specific changes in instruction. MTSS provides an improved framework for school teams in designing, implementing, and evaluating educational interventions.

The essential elements of an MTSS approach are:

- providing scientific, evidence-based instruction and interventions in general education
- monitoring and measuring student progress in response to the instruction and interventions
- using these measures of student progress to guide instruction and make educational decisions



MTSS Components

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2008-2009 Committee

Jackie	Burdick	Breton Downs Elementary	Reading Specialist
Cinny	Gould	Breton Downs Elementary	2 nd Grade Teacher
Kate	Randall	Breton Downs Elementary	Social Worker
Patty	Sienstra	Breton Downs Elementary	Speech Pathologist
Wendy	VanZegeren	Breton Downs Elementary	Principal
Holly	Brownley	Lakeside Elementary	Young 5s Teacher
Linda	Kehm	Lakeside Elementary	Principal
Chris	Kenward	Lakeside Elementary	Social Worker
Kirk	Reifinger	Lakeside Elementary	1 st Grade Teacher
Kathy	Storey	Lakeside Elementary	Reading Specialist
Stephanie	Peri	Wealthy Elementary	3 rd Grade Teacher
Heidi	Sunderhaft	Wealthy Elementary	Principal
Lavina	Wynalda	Wealthy Elementary	Social Worker
Bill	Behrendt	Middle School	Special Education Teacher
Jill	Fouch	Middle School	Special Education Teacher
Kris	Grieffendorf	Middle School	Math Teacher
Lisa	Healey	Middle School	Guidance Counselor
Beth	Hill	Middle School	Special Education Teacher
Joann	Kuklewski	Middle School	Assistant Principal
Andrea	Potter	Middle School	Intern
Lynda	Rupke	Middle School	Guidance Counselor
Steve	Seth	Middle School	Social Worker
Peter	Stuursma	Middle School	Principal
Danielle	Beller	High School	Guidance Counselor
Jenny	Clay	High School	Guidance Counselor
Jenny	Fee	High School	Principal
Larry	Fisher	High School	Guidance Director
Kara	Green	High School	Special Education Teacher
Lisa	Menichino	High School	Special Education Teacher
Katie	Michell	High School	English Teacher
Glenn	Mitcham	High School	Assistant Principal
Caroline	Cannon	District	Intervention Specialist
Karen	Comeau	District	LEP Teacher
Barbara	Cone	District	Tutor
Joanne	Platt	District	Psychologist
Jann	VanAirdale	District	Special Education Director
Kathy	Wisniewski	District	Psychologist
Jeanne	Glowicki	District	Assistant Superintendent/Instructor
Marie	Fowler	St. Stephen School	Special Education Teacher
Jeanne	McLaren	St. Stephen School	Teacher
Cindy	Thomas	St. Stephen School	Principal
Pam	Thomson	St. Stephen School	Teacher

2009-2010 Committee

Jackie	Burdick	Breton Downs Elementary	Reading Specialist
Cinny	Gould	Breton Downs Elementary	2 nd Grade Teacher
Kate	Randall	Breton Downs Elementary	Social Worker
Wendy	VanZegeren	Breton Downs Elementary	Principal
Holly	Brownley	Lakeside Elementary	Young 5s Teacher
Linda	Kehm	Lakeside Elementary	Principal
Chris	Kenward	Lakeside Elementary	Social Worker
Kirk	Reifinger	Lakeside Elementary	1 st Grade Teacher
Kathy	Storey	Lakeside Elementary	Reading Specialist
Stephanie	Peri	Wealthy Elementary	3 rd Grade Teacher
Heidi	Sunderhaft	Wealthy Elementary	Principal
Lavina	Wynalda	Wealthy Elementary	Social Worker
Bill	Behrendt	Middle School	Special Education Teacher
Kris	Grieffendorf	Middle School	Math Teacher
Lisa	Healey	Middle School	Guidance Counselor
Peter	Stuursma	Middle School	Principal
Danielle	Beller	High School	Guidance Counselor
Jenny	Clay	High School	Guidance Counselor
Kara	Green	High School	Special Education Teacher
Katie	Michell	High School	English Teacher
Rotating		High School	Administrator
Caroline	Cannon	District	Intervention Specialist
Karen	Comeau	District	LEP Teacher
Barbara	Cone	District	Tutor
Jeanne	Glowicki	District	Assistant Superintendent/Instructor
Joanne	Platt	District	Psychologist
Jann	VanAirdale	District	Special Education Director
Kathy	Wisniewski	District	Psychologist
Marie	Fowler	St. Stephen School	Special Education Teacher
Jeanne	McLaren	St. Stephen School	Teacher
Cindy	Thomas	St. Stephen School	Principal
Pam	Thomson	St. Stephen School	Teacher

2010-2011 Committee Members

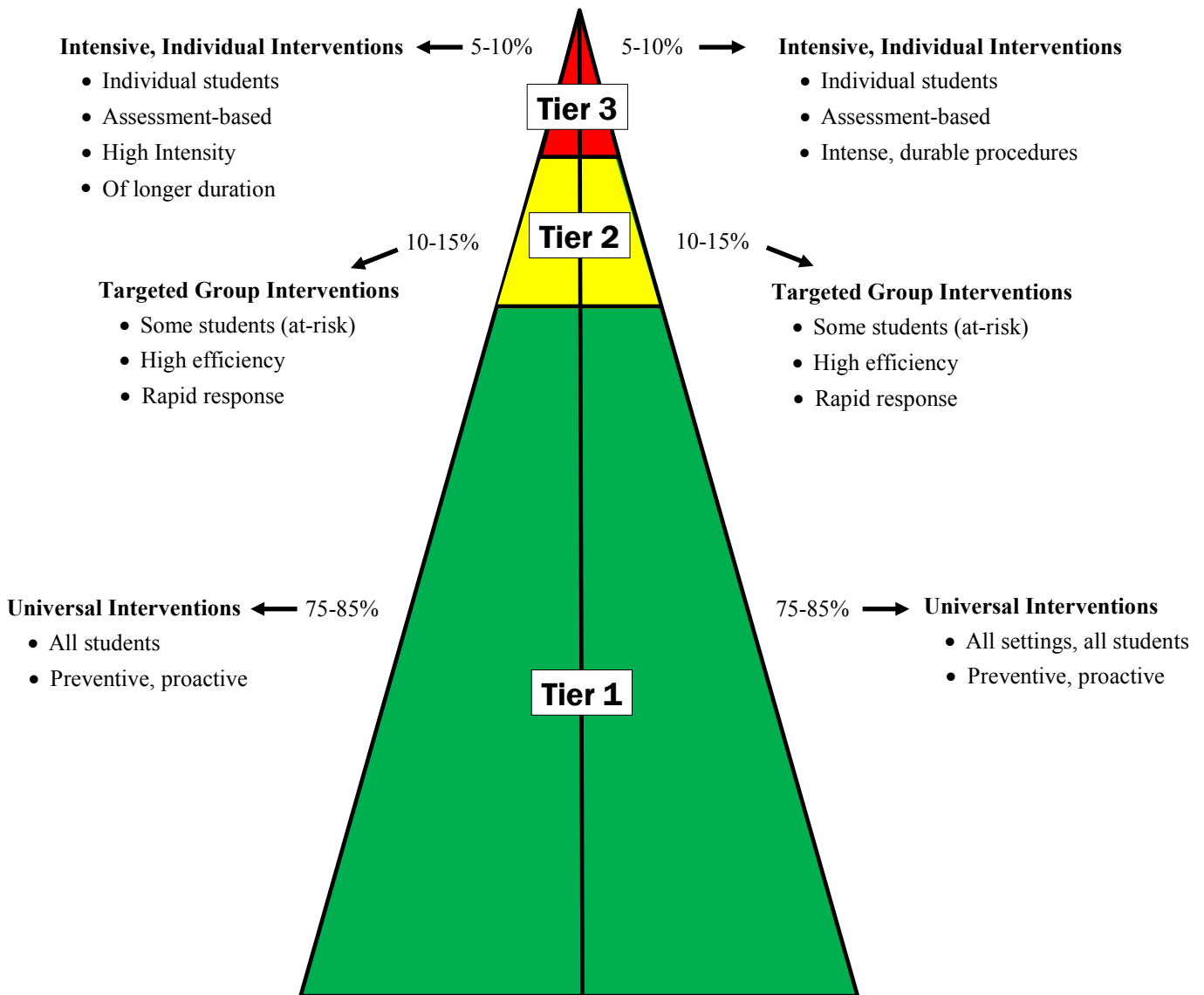
Jackie	Burdick	Breton Downs Elementary	Reading Teacher
Amanda	Rettig	Breton Downs Elementary	5th Grade Teacher
Caroline	Cannon	Breton Downs Elementary	Principal
Kirk	Reifinger	Lakeside Elementary	1st Grade Teacher
Kathy	Storey	Lakeside Elementary	Reading Teacher
Linda	Kehm	Lakeside Elementary	Principal
Stephanie	Perl	Wealthy Elementary	3rd Grade Teacher
Kelly	Froehlich	Wealthy Elementary	5th Grade Teacher
Heidi	Sunderhaft	Wealthy Elementary	Principal
Bill	Behrendt	Middle School	Special Education Teacher
Kris	Greiffendorf	Middle School	Math Teacher
Lisa	Healey	Middle School	Guidance Counselor
Anthony	Morey	Middle School	Assistant Principal
Danielle	Beller	High School	Guidance Counselor
Katie	Michell	High School	English Teacher
Jenny	Fee	High School	Administrator
Shelly	Schram	District	Intervention Specialist
Karen	Comeau	District	Limited English Proficiency (LEP)
Barbara	Cone	District	Tutor
Jeanne	Glowicki	District	Assistant Superintendent/Instruction
Joanne	Platt	District	Psychologist
Patricia	Goucher	District	Psychologist
Kathy	Wisniewski	District	Special Education Director
Pam	Thomson	St. Stephen School	4th Grade Teacher
Marie	Fowler	St. Stephen School	Special Education Teacher
Cindy	Thomas	St. Stephen School	Principal

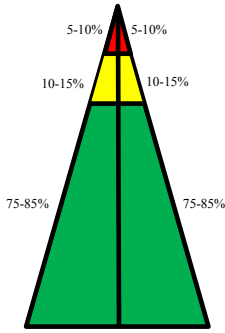
A Three-Tier Model

School-Wide Systems for Student Success

Academic Systems
(MTSS)

Behavior Systems
Positive Behavioral Intervention Support
(PBIS)

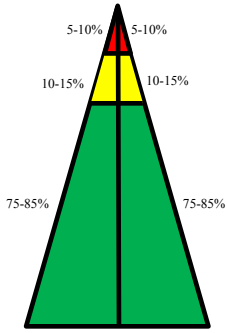




East Grand Rapids Public Schools

Multi-tiered System of Supports - Elementary Breton Downs, Lakeside, Wealthy Elementary Schools

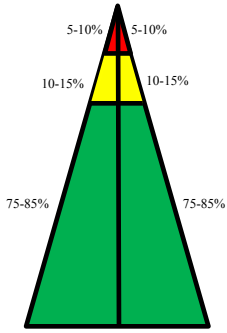
Academic Systems	Behavioral Systems
Tier 3	
General education and special education students paired together for incidental benefits and support (speech, OT, and resource room for fine motor, language, reading, writing, and math support)	Specific behavior intervention plans with data collection (FUBAs/BIPs)
Leveled Literacy Intervention (LLI)	Short term, individual school social work service
Reading Support, one-on-one	
Tier 2	
Reading Support—small group	Small group social work support to address such issues as divorce, friendship, grief, social skills, organizational skills, behavior
Leveled Literacy Intervention (LLI)	Teacher's behavior plans for students
Targeted math interventions	
Tier 1	
Differentiation training for staff	Diversity training for staff
Holt/Harcourt math curriculum	ALERT
K-5 common math assessments	Bullying prevention
Fountas & Pinnell Benchmarks and Assessment	Consultation from resource room teacher, OT, SSW, reading teacher, psychologist, speech pathologist, ELL teacher through team meetings and follow-up
Units of Study Writing	Preschool/kindergarten transition
Battle Creek Math and Science Center	
Social Studies Alive!	
Handwriting Without Tears Y5-5	



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Multi-tiered System of Supports – Middle School

Academic Systems	Behavioral Systems
Tier 3	
General education and special education students paired together for incidental benefits and support (speech, OT, and resource room for fine motor, language, reading, writing, and math support)	Behavior Intervention Plan (BIP), Functional Behavioral Assessment (FUBA)
Leveled Literacy in Title I	Social work support
Intervention Specialist Caseload	
Tier 2	
Co-taught classes	Student Responsibility Center (SRC) - tiered
Math Lab, including teacher/parent contracts	Check and Connect
Study Skills	Guidance Office groups to address divorce, friendship, grief, social skills, anger management
Targeted Tutoring Services	
Title I Reading	
Algebra/English Boosters	
After school academic assistance	
Tier 1	
Differentiation training for staff	Diversity training for staff
Academic Help	Comprehensive guidance programs, orientation/5th grade transition
Reading class	Pro-social discipline program, Way to Go, thematic anti-bullying messages
Core Curriculum: Holt Mathematics, science, social studies, world language, ELA	Consultation from resource room teacher, OT, SSW, reading teacher, psychologist, speech pathologist, ELL teacher through team meetings and follow-up



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Multi-tiered System of Supports – High School

Academic Systems	Behavioral Systems
Tier 3	
Individual Targeted Tutoring	Behavior Plans
General education and special education students paired together for incidental benefits and support (speech, OT, and resource room for fine motor, language, reading, writing, and math support)	
Tier 2	
Math Essentials	Guidance Office groups to address divorce, friendship, grief, social skills, anger management
Co-teaching	Check and Connect
Guided Study	
Targeted Tutoring Services	
Tier 1	
Math Lab	9th Grade Transition (Freshman Forum/Survival)
Academic Help	Check & Connect
Differentiation training for staff	Youth Development
Counseling intervention	Counseling Interventions
Diversity training for staff	Consultation from resource room teacher, OT, SSW, reading teacher, psychologist, speech pathologist, ELL teacher through team meetings and follow-up
National Honor Society tutors	
Exam review	
Aligned core curriculums that meet Michigan Merit High School Diploma Guidelines	

East Grand Rapids Public Schools

Elementary Child Study Team (CST)

Secondary Student Assistance Team (SAT)

Mission

To ensure that every student in the general education environment is provided the opportunity to succeed by utilizing individualized intervention strategies focusing on the student's particular strengths and by meeting the student's specific learning needs in the general education program.

Responsibility

To identify and assist students whose school behavior is consistent with at-risk academic and/or social failure.

Criteria for Team Referral

- Attendance
- Grades
- Discipline
- Academic Performance
- Standardized Test Results
- Behavior
- Other

Team Composition

- Administrator
- Counselors—Secondary
- School Social Worker
- School Psychologist
- Special Education Representative
- General Education Teacher
- Others as needed

Administrator Responsibilities

- Schedule CST/SAT meetings
- Notify CST/SAT members of meeting dates, times, and locations
- Set agenda items for CST/SAT meetings
- Maintain the official records and notes of the CST/SAT
- Assist others as needed
- Coordinate with outside agencies as needed
- Gather attendance, behavior, grade, and other relevant information about the referred student
- Collect data regarding a student's progress and report back to the CST/SAT

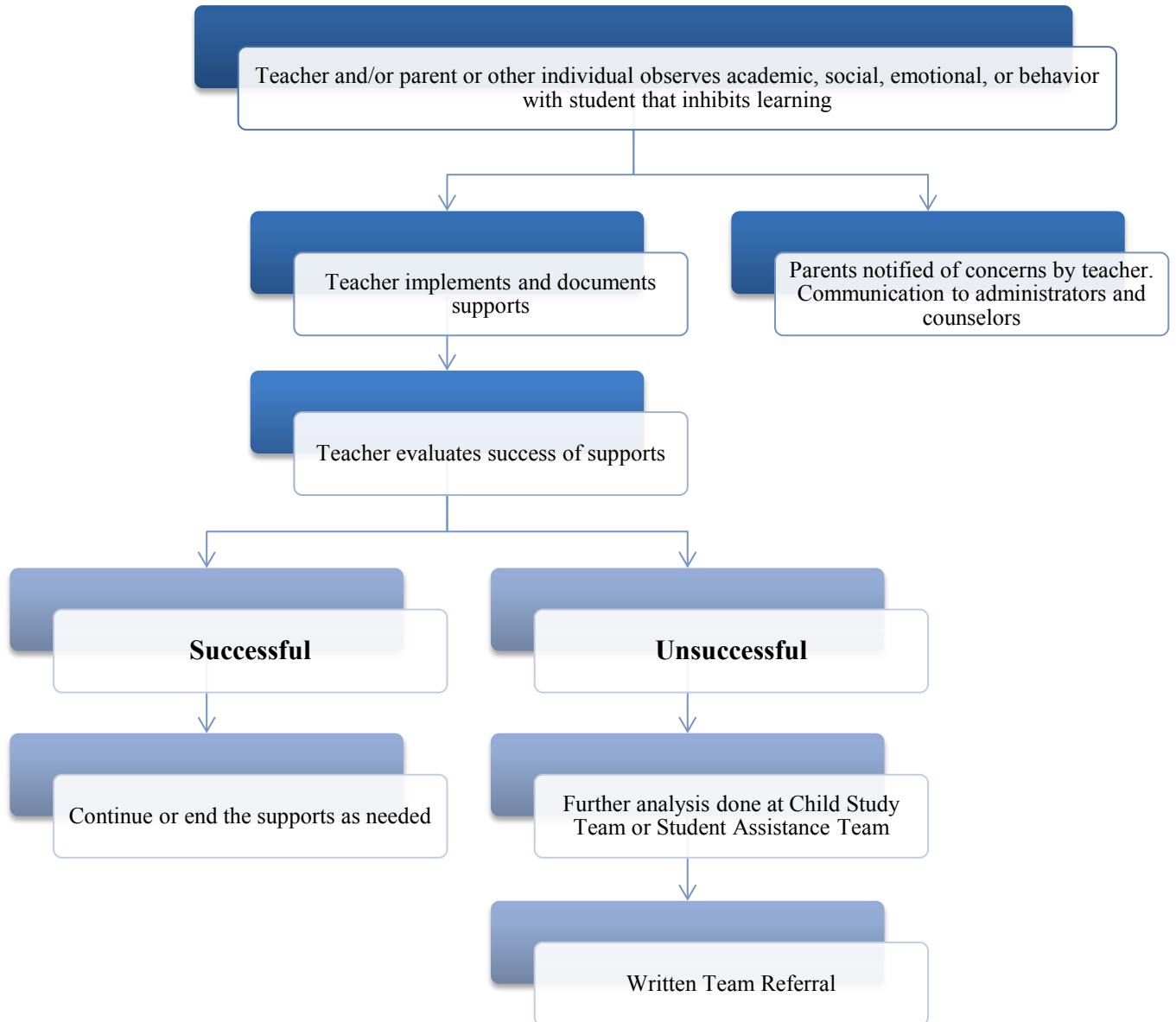
Team Member Responsibilities

- Consistent and on-time attendance
- Active participation
- Representation of CST/SAT within school, district, and community
- Support CST/SAT decisions and recommendations
- Coordinate the steps in the Action Plan
- Maintain confidentiality

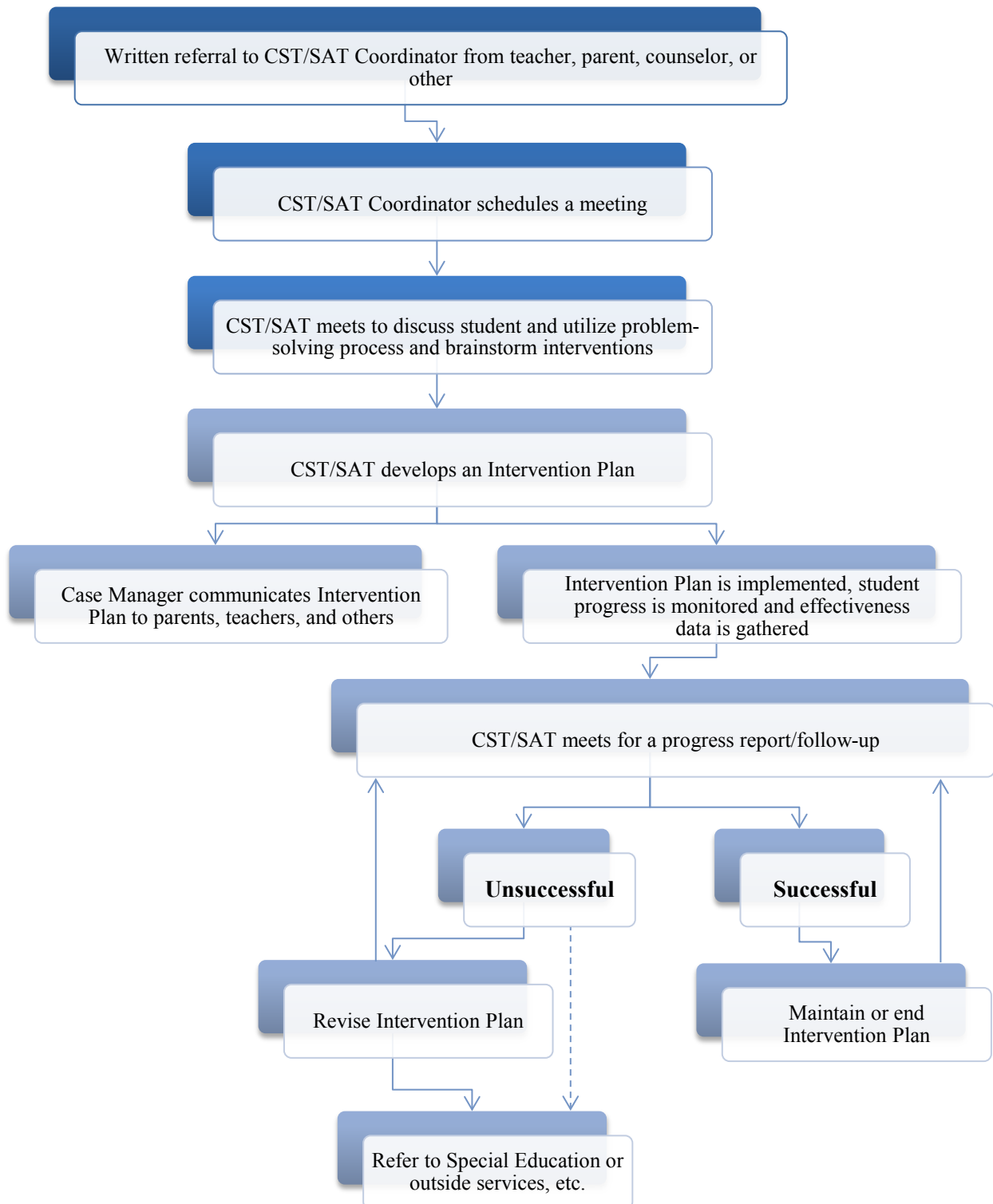
Process

- Student identification
- Intervention plan
- Follow-up and monitor

East Grand Rapids Public Schools
Elementary Child Study Team
Secondary Student Assistance Team



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Elementary Child Study Team
Secondary Student Assistance Team
(continued)



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Tier I Supports

This form must be completed and returned to the building principal prior to a student being placed on the Child Study Team or Students Assistance Team Agenda.

Student Name: _____ Date: _____

Student Grade: _____ Referred by: _____

Please list student strengths: _____

Indicate the reason(s) this student is being referred to the Student Assistance Team: _____

This concern has been communicated to the parent (when/how): _____

Parent response: _____

Please place a check mark next to the Tier I supports that have been used with this student in your classroom, and the duration of each. Also, please indicate whether or not these Tier I supports have been effective.

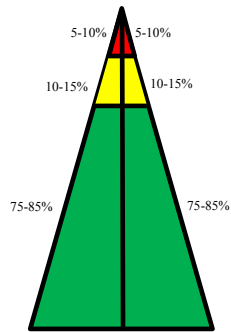
Tier I Supports	Tried	Duration/Approx. Number of Times	Effective	
			Yes	No
Digital			<input type="checkbox"/>	<input type="checkbox"/>
Preferential seating			<input type="checkbox"/>	<input type="checkbox"/>
Signed homework planner			<input type="checkbox"/>	<input type="checkbox"/>
Signed behavior log			<input type="checkbox"/>	<input type="checkbox"/>
Reduced assignments			<input type="checkbox"/>	<input type="checkbox"/>
Accepted late assignments			<input type="checkbox"/>	<input type="checkbox"/>
Different testing setting			<input type="checkbox"/>	<input type="checkbox"/>
Extended time on tests and quizzes			<input type="checkbox"/>	<input type="checkbox"/>
Extended time on assignments			<input type="checkbox"/>	<input type="checkbox"/>
Differentiated strategies			<input type="checkbox"/>	<input type="checkbox"/>
Met with support persons (Guidance Counselor, SSW, Psych, OT)			<input type="checkbox"/>	<input type="checkbox"/>
Academic help			<input type="checkbox"/>	<input type="checkbox"/>
Student accessed web site			<input type="checkbox"/>	<input type="checkbox"/>

East Grand Rapids Public Schools
Elementary Child Study Team
Secondary Student Assistance Team

Student Name: _____ Grade: _____ Date: _____

Persons in Attendance: _____

Initial Reason for Discussion
History: (study skills, grades, social-emotional, absences, district/state tests, health concerns)
Student Strengths (academic/social-emotional)
Student Challenges (academic/social-emotional)
Previous Accommodations Strategies/Interventions and Success Level
Suggested Strategies and Interventions
Intervention Plan, Staff Responsible, and Follow-up Date



Resources

Notes