

A Multi-Tiered System of Supports (MTSS) advisory team consisting of teachers, parents/community members, counselors, specialists and administrators has been meeting since November to learn about academic, behavioral and social-emotional supports for students in our district. The team is also learning about evidence-based practices to support all students. The purpose of the team is to develop a written Multi-Tiered System of Supports framework that defines MTSS; provides guidance for the use of integrated academic and behavioral supports at the classroom, school and district-level; and identifies levels of responsibility for implementing these supports.

In the fall of 2018, we will begin piloting elements of this MTSS framework in 11 elementary and 7 secondary schools. The goal of the pilot process is to gather information that we will ultimately use to help each school in the district establish or refine tiered academic and behavioral supports.

A team in each school will oversee elements of a tiered support system or systems. Teams will be provided with support and training to:

- Use data to identify school-level academic and behavioral needs
- Implement or refine elements of a tiered support system or systems using data and evidence-based interventions

Examples of tiered support systems include Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS). Response to Intervention includes strong core instruction for every student (Tier 1), extra academic support for students who don't respond to core instruction (Tier 2), and individualized help for students with severe or persistent needs (Tier 3). With PBIS, all students are taught school-wide behavioral expectations and acknowledged for following them. Students with greater behavioral needs are provided with increasingly intensive interventions. Both tiered systems use assessment data to identify student needs.

To prepare for the pilot process, elementary and secondary teams that include principals from our pilot schools, directors, and specialists from special education and Safety Net are currently attending professional learning sessions. These sessions provided our teams with information about implementing high quality MTSS at the school and district level. These teams will work together throughout the pilot process.

Next year, as pilot schools implement and refine tiered-support systems, they will provide feedback to the district MTSS leadership team about needed support and resources to carry out and sustain them. In addition, the MTSS leadership team will monitor student academic and behavioral outcomes at pilot schools. The MTSS leadership team will use this information to make recommendations for expanding and improving tiered supports to improve academic and behavioral outcomes in all our schools.