

# Multi-Tiered System of Support (1 of 2)

Working to improve educational outcomes for EVERY student

**WHAT:** In Colorado, a Multi-Tiered System of Supports (MTSS) is defined as: a prevention-based framework of team-driven data-based problem solving for improving the outcomes of EVERY student.

**WHY:** JFK believes in the success of **every student** behaviorally, academically and social emotionally. In this belief, JFK will continue to educate and prioritize providing tools and resources for each individual student's success. JFK's objective is to implement, sustain, and evaluate an equitable and culturally responsive multi-tiered system of supports, through a problem-solving organization that integrates data, interventions, and systems which improve educational outcomes for EVERY student.

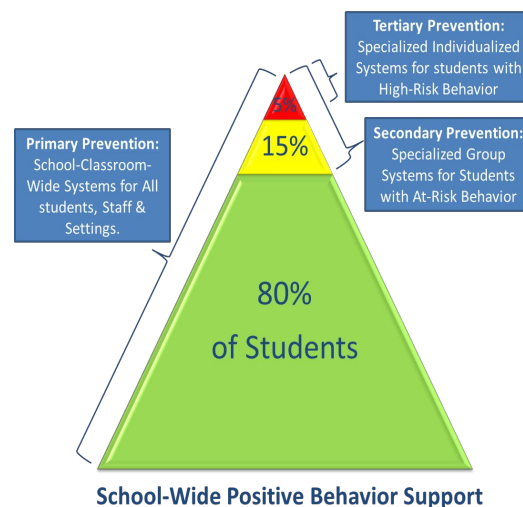
Effective MTSS Tier 1 and Tier 2 classroom management, supports and interventions ARE MEASURABLE according to the DPS LEAP Tool [LE.1, LE.2, LE.3, LE.4, I.2, I.6] and WILL be used to evaluate teacher effectiveness.

**WHO:** JFK divides into 3 intentional teams [MTSS-6, MTSS-7 and MTSS-8] in order to widen the scope, strategically target, and consistently provide support to its caseloads of students.

**HOW:** The JFK MTSS team uses both quantitative and qualitative data reports, teacher referrals, observations/walkthroughs and perception and cultural analyses to focus in on students and staff who are in need of additional supports for behavioral/emotional concerns and/or academic, cultural, and equity concerns. This includes students who have significant gaps in academics and students with habitually disruptive behaviors.

**School-wide Systems and ALL Staff Caseload:** 80% of primary MTSS prevention and management occurs in the classroom, school settings, and school-wide systems (Aligned to Tier 1 and Tier 2 DPS Behavior Matrix AND LEAP Evaluation Tool).

**MTSS Caseload:** 15% of secondary prevention and management occurs within specialized groups - designated MTSS teams - to support students/staff with at-risk behavior (Aligned to Tier 2 and Tier 3 DPS Behavior Matrix). 5% of tertiary prevention, transition, consequential management is designated for High-Risk Behaviors including but not limited to Tiers 4-6 on the DPS Behavior Matrix.





# Multi-Tiered System of Support (2 of 2)

## Overview of JFK MTSS Protocol - 2019-2020

### Setting the Tone (Academics Course Work, Behaviors, Attendance)

**Tier 1** - Classroom teacher has exhausted all possible interventions, which were applied and documented via Infinite Campus under the Conferences tab.

- a. This includes 6 weeks of:
  - i. phone call(s) home/parent teacher home visit(s) or conferences
  - ii. (2-4) Tier 1 Interventions conducted in the classroom with results documented in IC
  - iii. collaborating with other teachers, RJ conversations, etc

**Tier 2** - MTSS meets with all collaborative teachers, parents/guardians, counselors, dean(s), nurse, possible instructional coaches, etc. to look for trends and data results.

- b. Revisit tier 1 intervention-what worked/ didn't work?
- c. Core MTSS Team MTSS Roles and Responsibilities
  - i. How could we build off of successful interventions/student strengths?
  - ii. Research and Observations (ABC tracking)
  - iii. What new interventions should be considered/recommended?
  - iv. Collaborative intervention with the classroom teacher(s)
  - v. Consult with internal departments

**Tier 3** - Teacher implements MTSS Team recommended plan.

- d. Referral for internal Services
- e. Plans (AP, FBA, BIP, Safety)
- f. Services (IEP, 504, MH, ELD, separate support class, etc.)
- g. Referral for outside agency or school

### School to Home Connection

**Tier 1** - Classroom teacher has exhausted their possible interventions and documented interventions and results applied in Infinite Campus, under the Conferences tab.

- a. This includes:
  - i. Initial contact home to include either a phone call or email home
  - ii. parent/teacher conference with all of student's teachers (if possible)
  - iii. Home Visit (optional)

**Tier 2** - After the referring teacher consults with MTSS Core Team, all meet with collaborative teachers, parents/guardians, counselors, dean(s), nurse, possible instructional coaches, etc., as needed to look for trends and results.

- b. Optional as Needed - Meet with Parent/ Guardian debrief Tier 1 results & provide MTSS recommendations

### Accountability/Tracking System

#### Tier 1

- a. Classroom teacher interventions/differentiation and results are documented in Infinite Campus (IC) under the Conferencing tab for student.
- b. Teacher has done research and included it into the MTSS accommodation document

#### Tier 2

- c. Initiated by classroom teacher through "Tier 2 MTSS Request for Support" form entry
- d. Core MTSS Team tracks on-going Tier 2 Supports into the "Tier 2 Supports Status Tracking" document
- e. Initiating classroom and other teachers track status through "Tier 2 Supports Status Tracking"

#### Tier 3

- f. Referral/Exit of MTSS Process
  - i. Plans (AP, FBA, BIP, Safety)
  - ii. Services (IEP, 504, MH, ELD, separate support class, etc.)
  - iii. Referral for outside agency or school