

**Decatur Public Schools 61**

**Multi Tiered System of Support (MTSS)**

**Guiding Document**



**2025-2026**

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## **Acknowledgements**

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## **Mission Statement, Purpose, and Philosophy**

### **Mission Statement**

The mission of Decatur Public Schools is to unlock students' unique and limitless potential to achieve their personal aspirations as fully prepared, contributing citizens in a global society through learning experiences distinguished by:

- commitment to the whole person resulting in student growth and confidence
- relevant, innovative, personalized academic pathways that promote passion and pride
- a learning environment that fosters curiosity and the thirst for achievement and discovery
- a culture of diversity, adaptability, and resilience
- meaningful and lasting relationships
- extraordinary school and community connections

### **Purpose**

The purpose of MTSS is to create and maintain an effective learning environment, and establish academic and behavioral support aligned to student's individual needs. This multi-tiered system will also support social and emotional learning to ensure all students at DPS achieve social, emotional, and academic success.

### **Philosophy**

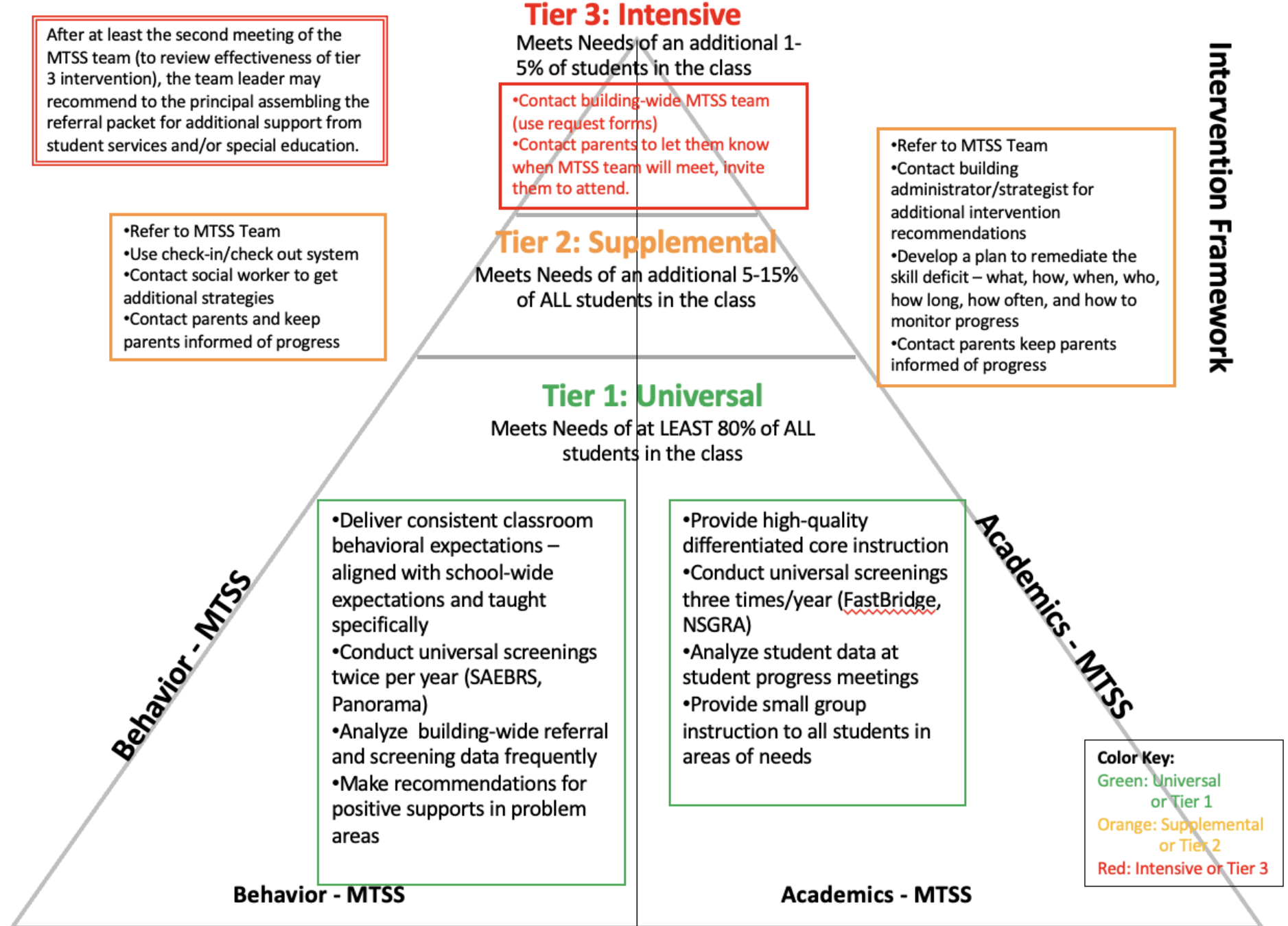
MTSS is a framework for continuous improvement that is systemic, prevention focused, and data-informed, providing a coherent continuum of support to meet the needs of all learners.

A rigorous prevention system provides for the early identification of learning or behavioral challenges and timely interventions for students who are at risk for long-term learning loss. This system includes three levels of intensity and prevention, which represent a continuum of support.

# Principles of Tiered Systems of Support

Tiered systems of intervention consist of seven core principles.

1. Use all available resources to teach all students.
2. Conduct universal screening/benchmarking.
3. Use scientific, research based instruction/interventions.
4. Monitor classroom performance.
5. Use a multi-tiered model of service delivery.
6. Make data-based decisions.
  - a. What do we want all students to know and be able to do?
  - b. How will we know if they learn it?
  - c. How will we respond when some students do not learn?
  - d. How will we extend the learning for students who are already proficient?
7. Monitor Progress **Bi-weekly (Tier 2) and Weekly (Tier3).**



## Roles and Functions of Building MTSS Teams

**Facilitator:** Facilitates each team meeting, brings agreed upon agenda. Clarifies any tasks that need to be completed before the next meeting. Guides the Team through the stages of the MTSS process. Maintains control of the meeting (e.g., requesting that participants not engage in sidebar conversations, reminding the team to focus its data based decision making on the specific concerns.

**Recorder:** Takes notes to record decisions and actions. Distributes copies to team members. Creates a record of the intervention meeting, including a detailed plan for intervention and progress-monitoring.

**Time Keeper:** Keeps meeting on-task. Make sure the meeting begins and ends on time. Monitors the time allocated to each stage of the meeting and informs members when that time has expired.

### Possible Team Members:

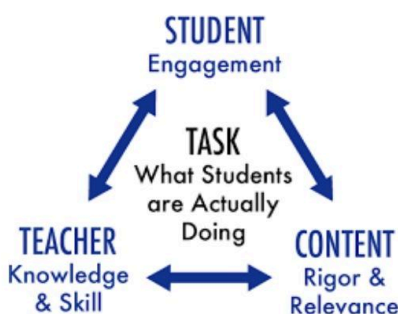
Administrator
General Education Teacher
Special Education Teacher
Student (Behavior) Interventionist
Counselor/Social Worker/Psychologist/Speech Teacher
Special Education Administrator
Truancy/Parent Liaison
Referring Teacher

## Section 1: Academic

### Tier 1: Academic

**Provide instruction for ALL students at grade level**

→ Provide quality instruction around the Instructional Core



◆ The Seven Principles of the Instructional Core are as follows:

- Increases in student learning occur only as a consequence of improvements in the level of content, teacher's knowledge and skill, and student engagement
- If you change any single element of the instructional core, you have to change the other two.
- If you can't see it in the core, it's not there.
- Task predicts performance.
- The real accountability system is in the tasks that students are asked to do.
- We learn to do the work by doing the work, not by telling other people to do the work, not by having done the work at some time in the past, and not by hiring experts who can act as proxies for our knowledge about how to do the work
- Description before analysis, analysis before prediction, prediction before evaluation.

→ Conduct universal academic screenings at least three times annually.

- ◆ Fall Assessment- August Assessment window
- ◆ Winter Assessment- November Assessment window
- ◆ Spring Assessment- April Assessment window

→ Conduct frequent formative assessments

→ Analyze student performance on all assessments to:

- Determine what the grade level or class needs as it relates to additional instruction by skill.
- Formulate groups within Tier 1.
- Provide whole and small group differentiated instruction.

→ There should be ongoing two-way communication with parents throughout the year about the academic progress of students.

**NOTE:** Tier 1 should meet the needs of at LEAST 80% of ALL students in the class.



## **Tier 2: Academic**

**Provide targeted research based interventions for identified students (no more than 20% of grade level)**

- Data Review and Analysis ([Data Warehouse- Fastbridge Percentile Reports](#))
  - ◆ Additional data sources should also be utilized to determine students in the lowest 20%tile of the grade level
  - ◆ No anecdotal evidence should be provided at this time
- Classroom teacher will enter Referral into Skyward for identified students ([Referral Directions](#))
- Principal (or designee) will pull Referral ([Student Referral Report](#)) and place student on agenda for MTSS Meeting
  - ◆ Schedules for MTSS meetings are determined at building level prior to start of school year
- MTSS Team will determine intervention plan ([Tier 2/ Tier 3 Student Plan](#))
  - ◆ Schedule: 60 minutes a week for intervention in addition to Tier 1 Small Group instruction (can be completed by certified teacher or teaching assistant)
- MTSS Team will place student on agenda for follow up meeting (6-8 weeks out)
- MTSS Team will place student on agenda for follow up meeting (6-8 weeks out)
- MTSS Team will provide teacher with a Parent Letter to communicate with families of identified student ([SAMPLE](#))
- Interventions & Progress Monitoring will be tracked utilizing Skyward & Fastbridge ([Interventions and Progress Monitoring- Skyward](#) [FastBridge Interventions](#) [FastBridge Progress Monitoring](#))
  - ◆ FastBridge should be the 1st resource for interventions
- Fidelity Check of Intervention should be completed by Principal (or designee) at least 1 time in a 6 week interval ([Fidelity Check](#))
- At the follow up MTSS Meeting scheduled, effectiveness of interventions will be reviewed.
  - ◆ Determination to continue or discontinue intervention will be made at that time.
  - ◆ Documentation of all steps inclusive of meeting notes will be stored in Skyward ([Meeting Notes](#))
  - ◆ Revision of Tier 2 Plan can take place through utilization of additional Student Plans in Skyward ([Tier 2/ Tier 3 Student Plan](#) )
- If the student is not making progress over a sustained period of time (8-12 weeks) and revision of plan is not effective, MTSS Team will determine the need for Tier 3 Interventions.

**NOTE:** Tier 2 addresses the immediate remediation needs of no more than the lowest 20% of the grade level. The goal is for the student to meet grade level expectations and be successful with Tier 1 instruction, allowing the teacher to discontinue Tier 2 interventions.

## **Tier 3: Academic**

### **Provide targeted research based interventions for identified students (no more than 5% of grade level)**

- If the student identified by the MTSS Team as needing Tier 2 support is not making progress over a sustained period of time (8-12 weeks) and revision of plan is not effective, MTSS Team will determine the need for Tier 3 Interventions.
- MTSS Team will determine intervention plan ([Tier 2/ Tier 3 Student Plan](#))
  - ◆ Schedule: 60 minutes a week for intervention in addition to Tier 1 Small Group instruction + 150 minutes a week for intervention for a total of 210 minutes is needed.
  - ◆ Tier 3 Interventions (150 minutes) need to be completed by a certified teacher.
  - ◆ Tier 2 Interventions (60 minutes) continue and can be completed by a certified teacher or teaching assistant
- MTSS Team will place student on agenda for follow up meeting (6-8 weeks out)
- MTSS Team will provide teacher with a Parent Letter to communicate with families of identified student ([SAMPLE](#))
- Interventions & Progress Monitoring will be tracked utilizing Skyward & Fastbridge ([Interventions and Progress Monitoring- Skyward](#) [FastBridge Interventions](#) [FastBridge Progress Monitoring](#))
  - ◆ FastBridge should be the 1st resource for interventions
- Fidelity Check of Intervention should be completed by Principal (or designee) at least 1 time in a 6 week interval ([Fidelity Check](#))
- At the follow up MTSS Meeting scheduled, effectiveness of interventions will be reviewed.
  - ◆ Determination to continue or discontinue intervention will be made at that time.
  - ◆ Documentation of all steps inclusive of meeting notes will be stored in Skyward ([Meeting Notes](#))
  - ◆ Revision of Tier 3 Plan can take place through utilization of additional Student Plans in Skyward ([Tier 2/ Tier 3 Student Plan](#))
  - ◆ Special Education Administrator is required to be in attendance at the MTSS Team Meeting in which students on Tier 3 Plans are being reviewed.
- MTSS Team may determine after 6-8 weeks of limited progress on Tier 3 if a case study evaluation is deemed necessary.
  - ◆ [MPSED Referral for Initial Case Study Evaluation](#)
  - ◆ Tier 2 and Tier 3 Intervention must continue to take place throughout the duration of the case study
  - ◆ 504 Process could also be considered at this point as well

**NOTE:** Tier 3 interventions are the most intensive of the three tiers and are individualized to target the student's area(s) of need. (e.g., longer sessions, smaller group size, more frequent sessions). The goal is for the student to meet grade level expectations and be successful with Tier 1 instruction, allowing the teacher to discontinue Tier 2 and 3 interventions. Generally, only the lowest 5% of the grade would be targeted for Tier 3 interventions.

## **Section 2: Behavior**


### **Tier 1: Behavior**

- Define 3-5 School wide Expectations
  - ◆ Be Respectful
  - ◆ Be Responsible
  - ◆ Be Ready to Learn
- Teach and Pre Correct
  - ◆ 7 Mindset Lessons Reinforcement, Restorative Conversations & Circles
- Model and Practice
  - ◆ Adults Model what is expected
  - ◆ Students practice what is taught
- Acknowledge Appropriate Behaviors
  - ◆ Classroom, Whole School, Grade Level Celebrations
- Reteach the Expected Behaviors
  - ◆ Have students practice expected behaviors
- Conduct universal behavior screenings at least two times annually.
- Analyze student and teacher (as available) screener performance, behavioral referral, and CARE room visit data
- There should be ongoing two-way communication with parents throughout the year about the academic progress of students.

## **Tier 2: Behavior**

- Classroom teacher will enter Referral into Skyward for identified students ([Referral Directions](#))
- Principal (or designee) will pull Referral ([Student Referral Report](#)) and place student on agenda for MTSS Meeting
  - ◆ Schedules for MTSS meetings are determined at building level prior to start of school year
- MTSS Team will determine intervention plan ([Tier 2/ Tier 3 Student Plan](#))
- MTSS Team will place student on agenda for follow up meeting (4 weeks - 20 school days)
  - ◆ Creation of Building Level Intervention Plan ([Student BLIP](#))
  - ◆ Documentation needs to be uploaded to Skyward ([Attachments](#))
  - ◆ Schedule time with Student (Behavior) Interventionist to work on teaching specific skills to students related to their behaviors
    - RIPPLES lessons, Social Stories, etc can be utilized for this purpose
    - CICO is generally the most appropriate tracking device for Tier 2 behaviors - skills need to be taught
    - Tier 2 Behavior Interventions will be specific to the student and will vary.
- MTSS Team will place student on agenda for follow up meeting (4 weeks - 20 school days)
- MTSS Team will provide teacher with a Parent Letter to communicate with families of identified student ([MTSS Parent Letter](#))
- At the follow up MTSS Meeting scheduled, effectiveness of interventions will be reviewed.
- Interventions & Progress Monitoring will be tracked utilizing Skyward ([Interventions and Progress Monitoring- Skyward](#))
  - ◆ Behavior Charts and Documentation need to be upload separately to Skyward ([Attachments](#))
  - ◆ Documentation outside of Skyward tools for behavior can be utilized in lieu of Progress Monitoring Data tracking sheets found there
  - ◆ All documentation must be linked in Skyward
- At the follow up MTSS Meeting scheduled, effectiveness of interventions will be reviewed.
  - ◆ Determination to continue or discontinue intervention will be made at that time.
  - ◆ Documentation of all steps inclusive of meeting notes will be stored in Skyward ([Meeting Notes](#))
  - ◆ Revision of Tier 2 Plan can take place through utilization of additional Student Plans in Skyward ([Tier 2/ Tier 3 Student Plan](#))
- If the student is not making progress, at the time of follow up meeting the MTSS Team will determine the need for Tier 3 Interventions.
  - ◆ A scheduled, formal behavioral observation by a Student Interventionist is required.

## **Tier 3: Behavior**

- If the student is not making progress, at the time of follow up meeting the MTSS Team will determine the need for Tier 3 Interventions.
  - ◆ A scheduled, formal behavioral observation by a Student Interventionist is required.
- MTSS Team will determine intervention plan ([Tier 2/ Tier 3 Student Plan](#))
  - ◆ Scheduled time for working with student on specific behaviors needs to be increased
  - ◆ Parents must be notified and involved with the MTSS Process at this time
    - Documentation of parent contacts and a parent meeting is necessary at this point
- MTSS Team will place student on agenda for follow up meeting (2-3 weeks out)
- MTSS Team will provide teacher with a Parent Letter to communicate with families of identified student ([Same Letter As Above may need adjusted](#))
- Interventions & Progress Monitoring will be tracked utilizing Skyward ([Interventions and Progress Monitoring- Skyward](#))
  - ◆ Behavior Charts and Documentation need to be upload separately to Skyward ([Attachments](#) [Data Tracking Spreadsheet](#))
  - ◆ Documentation outside of Skyward tools for behavior can be utilized in lieu of Progress Monitoring Data tracking sheets found there
  - ◆ All documentation must be linked in Skyward
- At the follow up MTSS Meeting scheduled, effectiveness of interventions will be reviewed.
  - ◆ Determination to continue or discontinue intervention will be made at that time.
  - ◆ Documentation of all steps inclusive of meeting notes will be stored in Skyward ([Meeting Notes](#))
  - ◆ Revision of Tier 3 Plan can take place through utilization of additional Student Plans in Skyward ([Tier 2/ Tier 3 Student Plan](#))
  - ◆ Director of Student Services (or designee) is required to be invited to the MTSS Team Meeting in which students on Tier 3 Plans are being reviewed.
- MTSS Team may determine after 2-3 weeks of limited progress on Tier 3 if a case evaluation is deemed necessary or if a referral to Alternative Education is appropriate.
  - ◆ [MPSED Referral for Initial Case Study Evaluation](#)
  - ◆  Expulsion or Alternative Program Referral Packet
  - ◆ Tier 2 and Tier 3 Intervention must continue to take place throughout the duration of the case study
  - ◆ 504 Process could also be considered at this point as well

**NOTE:** Tier 3 interventions are the most intensive of the three tiers and are individualized to target the student's area(s) of need. (e.g., longer sessions, smaller group size, more frequent sessions). The goal is for the student to meet grade level expectations and be successful with Tier 1 instruction, allowing the teacher to discontinue Tier 2 and 3 interventions. Generally, only the lowest 5% of the grade would be targeted for Tier 3 interventions.

## **Appendix A - Forms utilized prior to Skyward MTSS Module**

[MTSS Tier 2 Student Performance Record](#)

[MTSS Tier 2 Student Plan](#)

[Tier 2/3 Meeting Request](#)

[Sample Parent Letter](#)

[Intervention Documentation Spreadsheet](#)

[Fidelity Check](#)

[MTTS Student Plan Follow-Up](#)

[Student Plan Revision form](#)

[Tier 3 Student Plan](#)

[MTTS Student Plan Tier 3 Follow-Up](#)

[MTSS Student Plan Revision \(Tier 3\)](#)