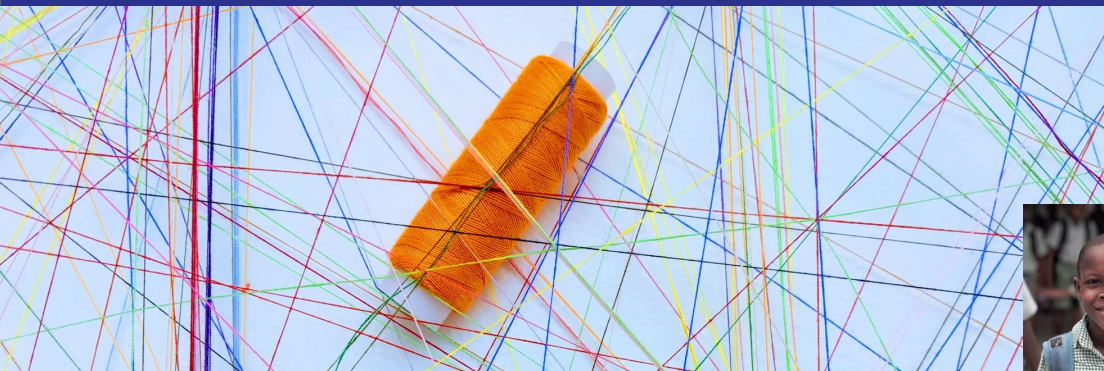
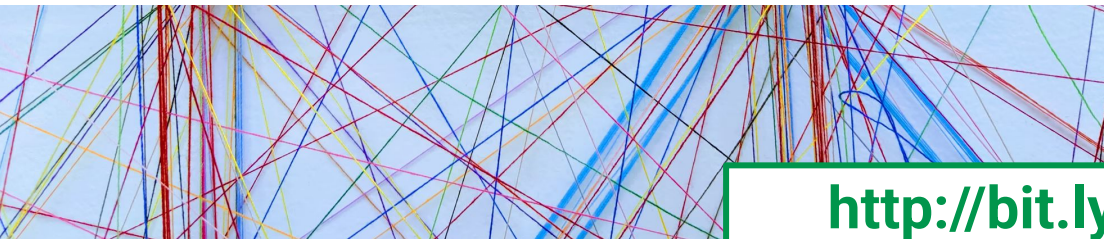




Designing an Effective MTSS Handbook:

Creating a Clear and Actionable Guide for Success



10.8.25

<http://bit.ly/4pWw1sX>



Every Student. Every Day.





Oakland Schools Facilitators



Tina Kozlowski
English Language
Development (ELD)
Consultant



Jay Haffner
Educational
Improvement
and Secondary
Literacy
Consultant

<http://bit.ly/4pWw1sX>



Agenda



- 11:00 - 11:10** – *Connector & Purpose*
- 11:10 - 11:30** – *What/Why of MTSS Handbook*
- 11:30 - 11:40**– *Activity Overview/Choice*
- 11:40 - 12:00** – *Handbook Exploration*
- 12:00 - 12:05** – *Solidifying Next Steps*
- 12:05 - 12:10** – *Survey*



Every Student. Every Day.

<http://bit.ly/4pWw1sX>

Outcomes



1. ✓ Deepen understanding the essential components of a Multi-Tiered System of Supports (MTSS).
2. ✓ Increase awareness of effective models and organizational structures used in district-level MTSS handbooks.
3. ✓ Increase knowledge of what to include in a district handbook, including the written descriptions, processes, and procedures that guide system-wide implementation.



Connector



Where would you rate yourself?



- 👉 0: Not sure where to start/what actually to include
- 👆 1: We've talked about our MTSS Handbook, but nothing is drafted
- ✌️ 2: We've started a draft, but it's incomplete
- 👉 3: We have a working handbook, but it needs polished
- 👋 4: Our handbook is strong, but could still be improved
- 👐 5: Our handbook is solid/exemplar—others could learn from it



The What & Why of the MTSS Handbook





Why a System?

"If you can't describe what you are doing as a process, you don't know what you're doing."

– W. Edwards Deming

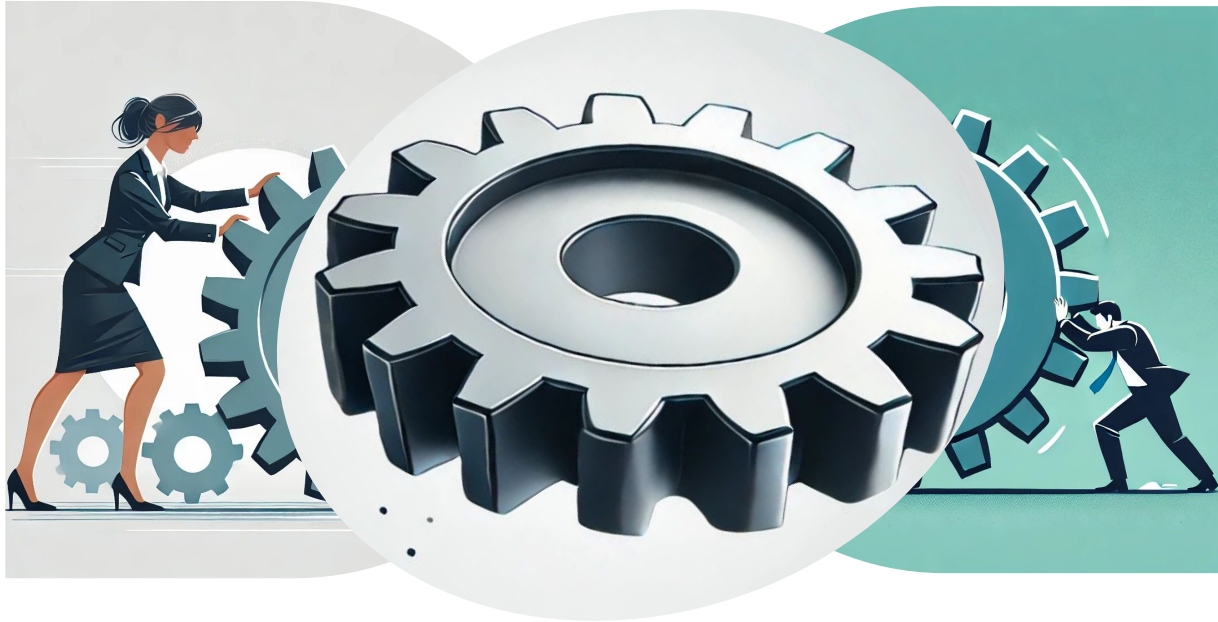
"If you don't write it down...then it is not a system"





Why the Need for Systems

**Administrator
Turnover**



**Teacher
Turnover**





SYSTEMS - Who? What? Why?



SYSTEM

A series of interdependent and aligned processes and people working together toward a common goal to bring desired results.





Defining MTSS

Multi-Tiered **System** of Supports



A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to **meet the individual needs and assets of the whole child** at all achievement levels.





MTSS - A District-wide System for ALL

District

School

Classroom

Student

***MTSS operates at all
levels of the
educational system.***

***MTSS supports all
learners in the
system.***





WHY MTSS for your District?



Every Student. Every Day.





Another *WHY*?



**Are districts required
to implement MTSS?**

YES...because...





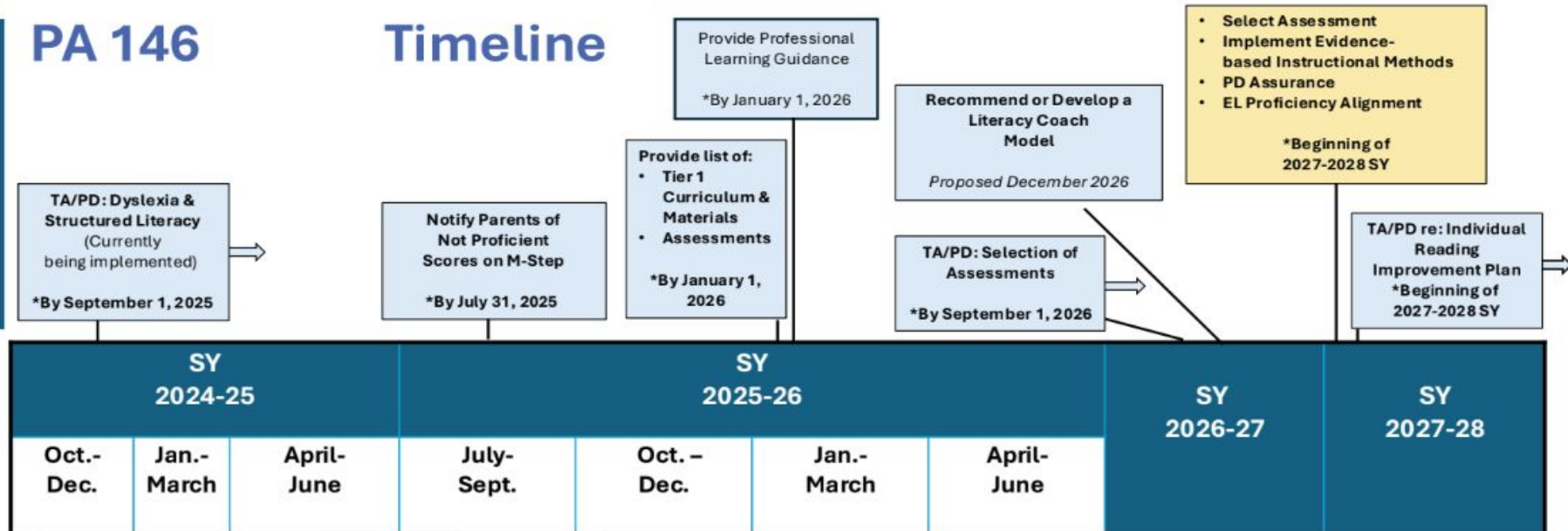
Another *WHY?*



- PA 146
- School Code:
1280h and 22b
Memo



Timeline



KEY:

MDE

Responsibilities

LEA

Responsibilities

***Bold font= Date/responsibilities required by statute**

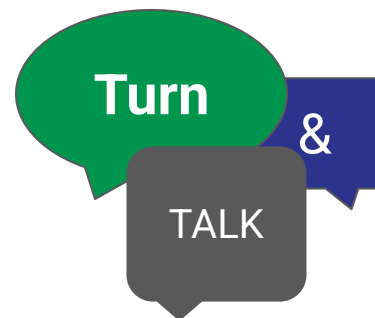
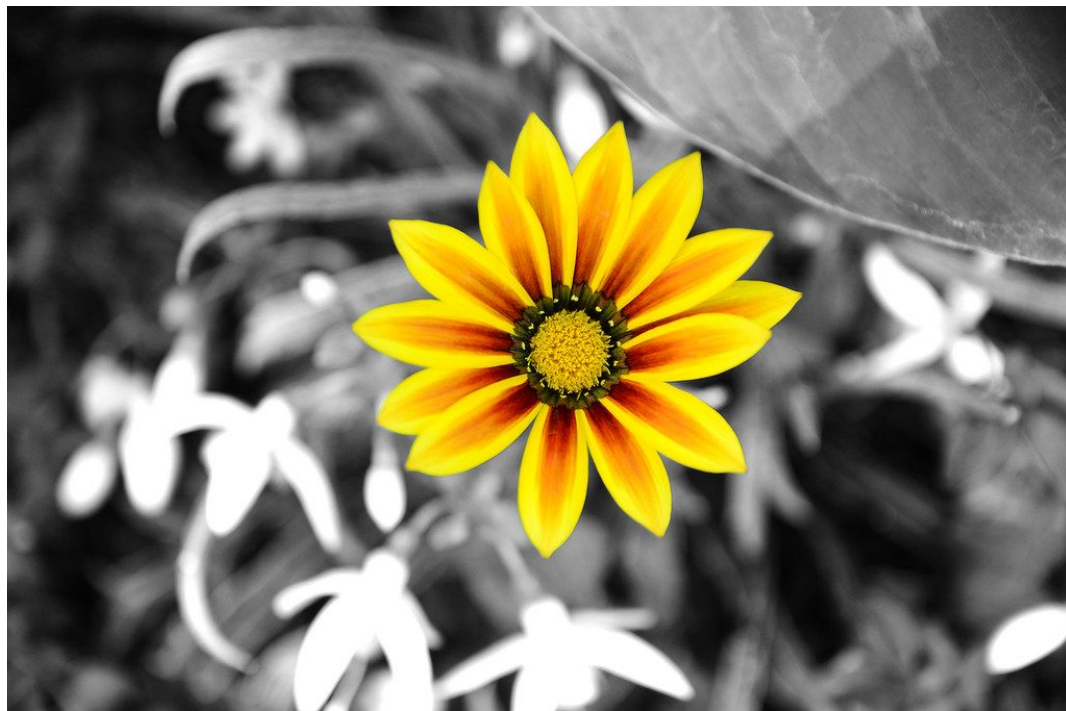
Regular font= MDE self-imposed dates/responsibilities





Reflect - Elbow Partners

2:00



*What's standing
out for you?*





MDE MTSS Practice Profile

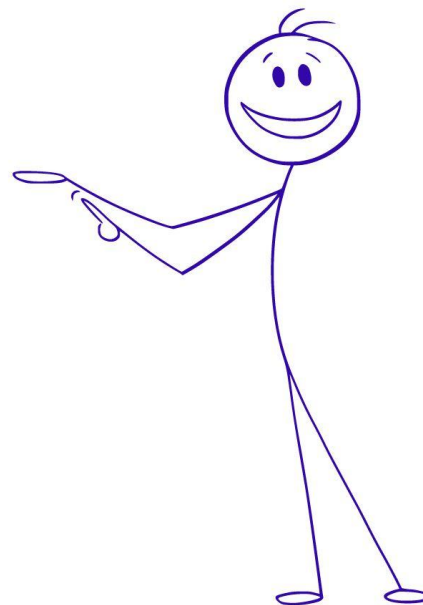
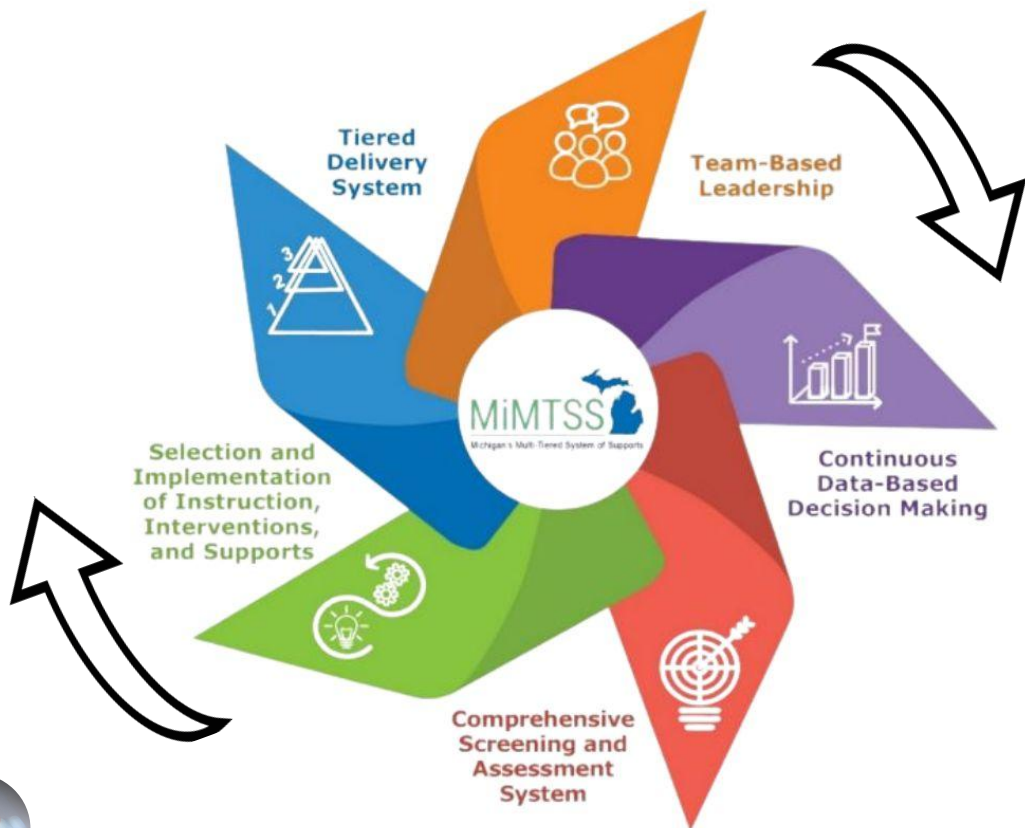


Michigan's Multi-Tiered System of Supports
Practice Profile





The Pinwheel/Ninja Star of MTSS



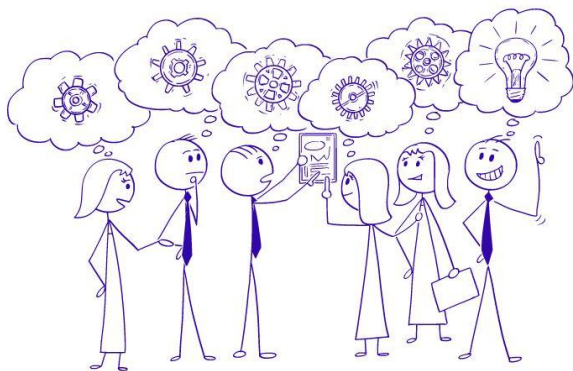


Team-Based Leadership

Team-based leadership is essential for effective implementation of MTSS. It emphasizes **shared responsibility, collaborative decision-making**, and the **strategic use of data** to guide instruction and interventions. Leadership teams are crucial at all levels of the system.



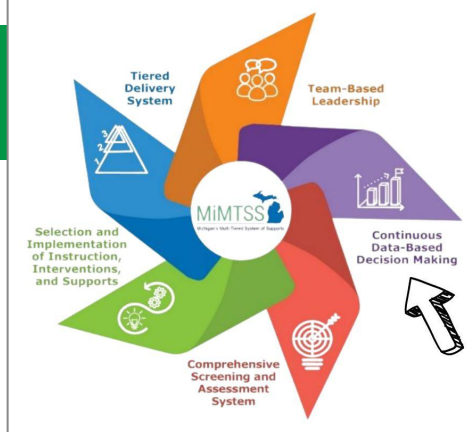
Listen and Jot





Continuous Data-Based Decision Making

Continuous data-based decision making is central to the MTSS framework. It ensures that student progress is regularly monitored, and decisions are informed by data. This process involves using reliable data sources to tailor interventions and supports to meet the unique needs of each student.



Listen and Jot



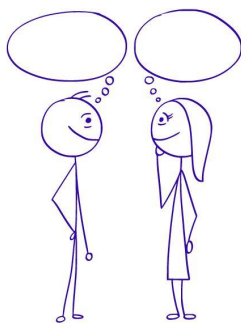


Comprehensive Screening & Assessment System

This system **identifies student needs early** and monitors progress through **universal screening, diagnostic assessments, and progress monitoring**. These tools ensure that interventions are **targeted and responsive** to each student's academic and behavioral needs.



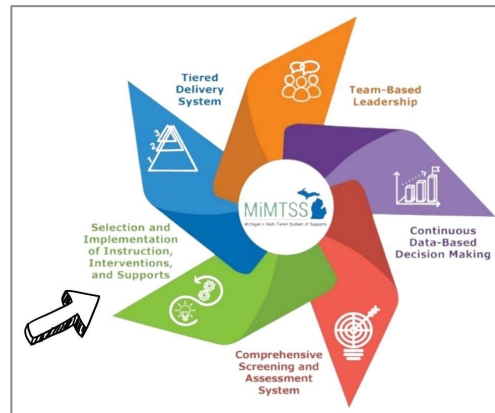
Listen and Jot





Selection & Implementation of Instruction, Interventions, & Supports

The selection and alignment process **considers a whole child approach, the population of learner(s) being served, and alignment with the district's existing philosophy, programs, and initiatives.** Selection also considers the **resources and capacity** needed to support MTSS **implementation with fidelity.**



Listen and Jot

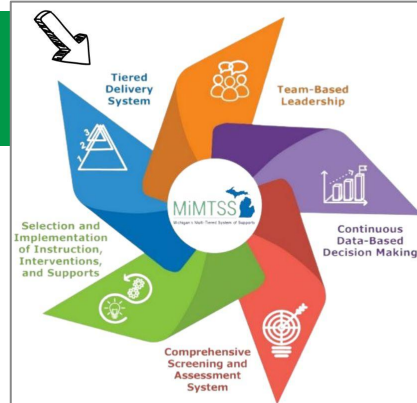
(MDE Practice Profile, p. 22)





Tiered Delivery System

A responsive framework that provides research-based instruction, interventions, and supports intended to meet the needs and assets of the whole child. **Based on an aligned curriculum, the instructional practices, interventions and supports are organized along a continuum to meet the needs of each and every learner.** Tiers are intended to be layered with intensification of supports matched to learner need.



Listen and Jot

Students are NOT “Tiers”

- Tier 1 is the **universal instruction and differentiation** intended to meet the needs of all learners.
- Tier 2 is an **intervention platform** consisting of supplemental, targeted interventions intended for some learners who **require support or extension beyond tier 1**.
- Tier 3 supports provide **intense individual interventions**, building on Tier 1 instruction and Tier 2 intervention, for learners with highly accelerated, or severe and persistently challenged, academic and/or non-academic needs.





MTSS as a System of Systems - 5 components

With your elbow partner.

Where do you see evidence of these 5 components at the district and school level? Strengths? Areas of Growth?





Resources for Developing MTSS Handbooks



MDE's MTSS Practice Profile

- Tool to guide district-level practices essential for system-wide implementation of MTSS.
 - Many practices are applicable at the school level
- The Practice Profile is NOT a fidelity tool used to evaluate implementation.
 - This is framework—not a rubric

MTSS Practice Profile At-A-Glance (OS Resource)

- Definitions of 5 MTSS components and summary of Practice Profile, Expected Use in Practice for each

MDE Section 31a Program Monitoring Indicators - MTSS monitoring indicators (#14-18)

- Indicators of Success
- Required Evidence

MiMTSS Technical Assistance Center - resource for PL, tools/resources, capacity building, research, & projects

MiMTSS
Michigan's Multi-Tiered System of Supports

Michigan Department of Education (MDE)
Multi-Tiered System of Supports Practice Profile

Version 5.0
July 2020

Oakland Schools
MTSS Practice Profile Quick Review

Team-Based Leadership:

- District team with authority and responsibility for supporting district-wide MTSS implementation
- Team is composed of diverse perspectives/voices
- Commitment to MTSS professional learning
- Formal communication plan for internal/external community members
- Formal process for reviewing and addressing internal/external barriers

Continuous Data-Based Decision Making:

- Data is analyzed 2x per year for effectiveness, needs, progress for all learners
- Written process for selecting/deselecting learner outcome, fidelity, and capacity assessments (i.e., capacity, fidelity, scale/reach, impact)
- Formal use of a whole child data collection system
- Continuous improvement process occurs
- Communication plan for continuous improvement with the community
- Prioritizing time, professional learning, and resources for data-based decision making

Comprehensive Screening & Assessment System:

- Analysis of assessment and implementation site indicators (i.e., evidence, usability, supports, need, fit, capacity)
- Allocated time and resources for professional learning around all assessments
- Education are given guidance annually on all assessments
- Informing learners and families about all assessments
- Written plan for monitoring fidelity of implementation consistently over time

Selection and Implementation of Instruction, Interventions, and Supports:

- Maintaining an initiative inventory
- Written process for selecting and deselecting interventions, instructional practices, and supports (i.e., evidence, usability, supports, need, fit, capacity)
- Alignment of instructional practices, interventions, and supports
- Family/community input and feedback is gathered across selection and alignment processes
- Resources are equitably allocated to educators

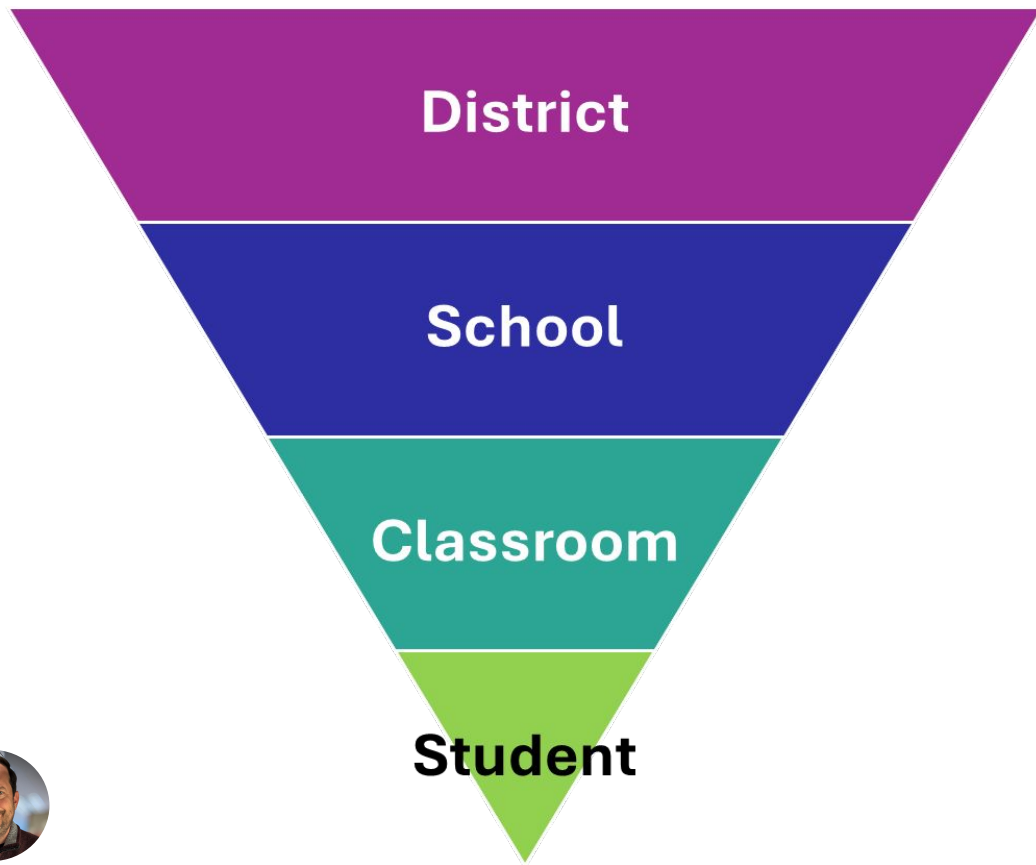
Michigan Department of Education
Office of Educational Supports (OES)
Section 31a At-risk
Program Monitoring Indicators

MiMTSS TA Center

Home to Michigan's Multi-Tiered System of Supports Technical Assistance Center (MiMTSS TA Center) providing ongoing professional learning opportunities for educators and administrators. The center is committed to helping educators use data, systems, and practices that have individualized and provide support for all to achieve their dreams.



MTSS: Who Does What at Each Level?



Who else needs to be:

Informed?

Consulted?

Involved?

On the team?



Activity Overview/ Choice



Option #1

What Do We Need To Get There?





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MiMTSS
Michigan's Multi-Tiered System of Supports

Michigan Department of Education (MDE)
Multi-Tiered System of Supports Practice Profile

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Michigan Department of Education
Office of Educational Supports (OES)
Section 31a At-risk
Program Monitoring Indicators

MiMTSS TA Center

Return to Michigan's Multi-Tiered System of Supports Technical Assistance Center (MiMTSS TA Center) page

MiMTSS Technical Assistance Center

The MiMTSS TA Center supports education building new knowledge and skills across all students equitably using a Multi-Tiered System of Supports framework. We are committed to helping educators use data, systems, and practices that have individual learners and provide support for all to achieve their dreams.

Option #2

Where are we now?

Assessing your
MTSS Handbook





MTSS Handbook Self-Assessment



The Oakland Schools MTSS Handbook Self-Assessment Tool

The Oakland Schools MTSS Team is pleased to offer this free MTSS Handbook Self-Assessment Tool to local districts to assist staff in their continuous improvement efforts related to MTSS. This tool will ask you several questions about the current state of your MTSS Handbook, and will provide recommendations for improvement, based on your input. It has been designed by Oakland Schools staff to be in alignment with the MDE MTSS Practice Profile. We estimate that it will take you 10-15 minutes to complete this tool, but it may take more time if a group of individuals from a district need to deliberate to come to a consensus on responses. We recommend completing this in one setting, but you may come back to this survey link with previous answers saved, provided you have cookies enabled on your browser.

<https://bit.ly/MTSSHandbookSAT>



The **Birchwood School District** handbook describes the district's approach to monitoring fidelity of implementation of MTSS.

Strongly Agree

Somewhat Agree

Somewhat Disagree

Strongly Disagree



Option #3

Where Are

We Going?

Treasure Hunt for

Golden Nuggets





MTSS Handbook - Vicksburg, MI

Vicksburg Community Schools Multi-Tiered System of Supports Handbook

MULTI-TIERED SYSTEM OF SUPPORT



"Educational equity means that each child receives what he or she needs to develop to his or her full academic and social potential." - National Equity Project

VCS MTSS Handbook Table of Contents

- I. [Introduction](#)
 - Definition
 - Guiding Principles
 - Outcomes
 - Essential Components
 - District Commitment
- II. Essential Components of MTSS
 - A. [Team-Based Leadership](#)
 - B. [Tiered Delivery System](#)
 - C. [Selection and Implementation of Instruction, Intervention, and Supports](#)
 - D. [Comprehensive Screening & Assessment System](#)
 - E. [Continuous Data-Based Decision Making](#)
- III. [VCS Commitments](#)
 - Family Community Collaboration
 - Professional Learning
- IV. [Additional Resources](#)



Handbook Example - St. Francis ISD, MN



Multi-Tiered System of Support (MTSS) Handbook 2023-24 School Year



St. Francis Area Schools
St. Francis, Minnesota

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Assessments	Common Assessments 9 Schoolwide Universal Screening 10
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Tier II Process	Tier II Intervention 13 Tier II Extension..... 14
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Digging For Treasure!



Instructions: As you explore the example MTSS handbooks, use the map linked below to capture the best ideas, structures, and formats you'd like to consider for your district's handbook.

District Treasure Chests:

- [Vicksburg, MI](#)
- [St. Francis, MN](#)

Handbook Treasure Map:

- [\(Forced Copy\) Notecatcher](#)

Hunting Tips:

- *Smaller Teams:* Consider working together, one handbook at a time
- *Larger Teams:* Consider breaking up into teams of two in order to complete each handbook. Leave time at the end in order to come back together and share your thinking as a team





Sharing Your Plunder! 🏆



Team Debrief:

- Briefly share **1–2 of your top “treasures”** — ideas you found in the MTSS handbooks that you might apply to your own.



For each treasure, explain:

- **Why** it stood out to you
- **How** it could strengthen your district’s MTSS system and/or handbook

*As a team, discuss what next steps you might want to focus on in regards to your own MTSS handbook. How might you implement those next steps?



Exploration Time

20:00



Next Step Planning/Calendaring



After today, begin solidifying your team's planning for the months ahead. Use the prompts below to guide your next steps:

- What additional meetings need to be scheduled in order to move your work forward?
- Who else should be involved in those meetings?
- What steps are needed to revise or draft your MTSS handbook?
- What is your plan for communicating/onboarding updates to your handbook (consider updating returning staff, rolling out to new)?

If your handbook is ready for publication, please consider:

- What are your top implementation priorities for the 2025–2026 school year? How might you monitor and adjust?



Join us on January 8th!

Register [here](#)

Audience: Bring a small district team (spots are limited!)

- MTSS Leaders/Coordinators, EL Leaders, PBIS Leaders, State & Federal Program leaders, and any key MTSS committee members responsible for handbook development

Coherence By Design: Synthesizing Handbooks into a Cohesive MTSS Framework

Thank You & Please Complete Your Survey



Every Student. Everyday.



Thank You

In accordance with state and federal law, Oakland Schools does not discriminate, nor permit discrimination, on the basis of race, color, national origin, ethnicity, religion, sex, (including pregnancy or parental status, gender identity, gender expression, and sexual orientation), disability, age, height, weight, familial status, marital status, military service, veteran status, genetic information, or any other legally protected status, in its educational programs and activities, employment, or enrollment. The District also provides equal access to the Boy Scouts of America and other legally designated youth groups. For questions or complaints regarding unlawful discrimination or harassment, employees should contact the Assistant Superintendent of Human Resources, Personnel Management, and Labor Relations at 248.209.2466 or Complaints@oakland.k12.mi.us. Students and others should contact the Civil Rights/Title IX Coordinator at 248.209.2467 or CivilRights.TitleIX@oakland.k12.mi.us.