

Included in these slides you will find a general overview of:

- the priorities/goals for year 1
- Multi-Tiered Systems of Support (MTSS)
- anticipated challenges and mitigations prior to the start of the semester (August 2023)



MTSS: Phase 1 (Academic Year 2023-24)

Phase 1 Priorities: Academic Year 2023-2024

- Priority 1: Faculty & Staff follow the referral process for reporting student concerns/incidents.
- Priority 2: Fidelity to the system and referral life cycle for at least 95% of referrals.
- Priority 3: Accurate and complete data for at least 95% of referrals.

Premise of MTSS

The earlier we can identify a problem, the more time we have to:

- analyze it to best understand our learners' needs
- implement a plan that provides each student the level of support they need

This is accomplished by using research-based interventions matched to their specific challenges. MTSS is how we provide an Equitable and Successful Education for ALL Students.

Overview of MTSS Tiers

- The MTSS model requires that we utilize the student's data/information to place them in a tier of support
- Interventions are applied based on the Tier the student is placed in
- Our goal is that 80% of all students be in Tier 1

Special Education

Eligibility for SPED is

determined by SPED Dept.

- •Mental Health: Receive contracted ERMHS services via onsite Seneca clinicians
- ·Services are specific to IEP goals only
- •Seneca providers work w/SpEd team to update progress to goals quarterly
- Behavior: Students with Behavior Svc. minutes will receive services from the MWA Behavior Specialist, and or Seneca Provider as determined by team/need

Tier 3:

SST 3rd or 4th+

Eligibility to access Tier 3 supports is determined by documented SST data

- 6 wks. targeted "solution and goal based" sessions w/MWA social workers
- •1-1 sessions based on identified need as per the previous SST data
- If no solutions are found, move to Telehealth svc. delivery model, after no more than "2" six week sessions - SW to decide escalation to TeleHealth

Tier 2:

2nd or 3rd SST Cycle

Eligibility to access Tier 2 supports is determined by documented SST data

- Skills groups to specifically address identified needs, i.e., academic, behavioral, social emotional
- SST process to guide progress

Tier 1:

Pre-SST / SST, 1st or 2nd SST Cycle

In class academic, social emotional, behavioral supports

- Teachers, grade level leads, behaviorist, social workers, SST/504 Coordinator
- PreSST / SST's to address student concerns

Implementation: Areas of Concern & Mitigations

- Staffing for Triage Center(s): these are supposed to be staffed by the Student Services Coordinators but we have not hired for these positions and have no active candidates
 - Mitigation: Pausing the triage center until a robust model is in place. Working with teachers as needed to de-escalate students in the classroom.
- Confusion Regarding the Role of SST and the Dean's Office: it will take time for staff to know what types of reports go to which department
 - Mitigation: daily check ins between the Dean's Office and SST to review the referrals received that day, this is in addition to the weekly Student Services Meeting.
- Shifting Old Mindsets Regarding MWA's Service Model: This can look like advocacy for moving Students to Tier 3 too soon/right away
 - Mitigation: Ensure ALL students are going through the assessment process no student moves through the tiers without assessment.
- Communication: Getting teachers to communicate early and often.
 - Mitigation: collaborating with school leaders to leverage grade level meetings as a common touchpoint to surface students of concern.