BCPS Office of School Climate
Multi-Tiered System of Supports (MTSS) Overview

MTSS Model for Baltimore County Public Schools:
The Multi-Tiered System of Supports (MTSS) is a framework to guide schools to provide a continuum of prevention and intervention services and supports. Decisions regarding the needed services and supports should be made:

- based on data,
- using practices proven by research to be effective at achieving the identified goals (Evidence-based practices/EBPs),
- in a manner that ensures equitable and culturally proficient outcomes, and
- using a multi-disciplinary team process.

Positive and Sustainable School Climate
Schools should ensure that they maintain a positive and sustainable school climate. This refers to the quality and character of school life which includes:

- Norms, values, and expectations that support people feeling socially, emotionally, and physically safe.
- People are engaged and respected.
- Students, families, and educators work together to develop, live, and contribute to a shared school vision.
- Educators model and nurture attitudes and behaviors that emphasize the benefits and satisfaction gained from learning.
- Each person contributes to the operations of the school and the care of the physical environment.

Problem Solving Process
Step 1: Define the goal. Using data, identify student(s) not attaining goal.
Step 2: Identify reasons goal not being attained (root cause analysis).
Step 3: Develop/implement plan using evidence based strategies.
Step 4: Evaluate effectiveness of the plan (progress monitoring).
Resource mapping should be conducted initially and periodically throughout this process.
Data Collection

School teams charged with planning should look at school-wide data under tier 1, and student data for tiers 2 and 3.

Possible Data to Review:
- Discipline referrals
- Academic performance
- Attendance
- Community agency data
- Climate survey
- Assessment Data

Required Elements of the BCPS MTSS:

TIER 1 – Universal

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
<th>Potential Resource Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Behavior Supports</td>
<td>A structured and proactive approach that establishes consistent school-wide and classroom behavioral expectations. These expectations are communicated, taught, practiced and reinforced by school staff and parents. This process includes non-punitive and systematic strategies and interventions designed to improve student success.</td>
<td>All School Staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Approach determined by school leadership</td>
</tr>
<tr>
<td>Social-Emotional Learning</td>
<td>The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Core competencies include Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision making.</td>
<td>All School Staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Support provided by School Counselor, School Social Worker, School Psychologist, and Behavior Interventionist</td>
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### TIER 1 – Universal

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<td><strong>School-wide Mental Health Promotion and Prevention Activities</strong></td>
<td>Examples include: Suicide Prevention, Bullying Prevention, Substance Abuse Prevention, Character Education, Social Skills</td>
<td>All School Staff Support provided by School Counselor, School Social Worker, School Psychologist, and Behavior Interventionist</td>
</tr>
<tr>
<td><strong>Teacher Consultations</strong></td>
<td>The provision of support to teachers around classroom management, student behaviors, and/or other academic and/or behavioral needs.</td>
<td>School Administrator School Counselor School Social worker School Psychologist Consulting Teacher STAT Teacher Behavior Interventionist Special Educator Resource Teacher</td>
</tr>
<tr>
<td><strong>Screening</strong></td>
<td>Method or tool to screen and identify students in need of supports.</td>
<td>Administrator School Nurse School Counselor School Psychologist (with parent permission) School Social Worker (with parent permission)</td>
</tr>
<tr>
<td><strong>Teaming</strong></td>
<td>A school-wide team that looks at data, including school-based community partner(s) if applicable, for example, a grade-level team.</td>
<td>All staff (as appropriate)</td>
</tr>
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<tr>
<td><strong>Group Interventions</strong></td>
<td>Small groups focused on a specific need (such as anger management, grief, social skills, etc.) using evidence-based practices.</td>
<td>School Counselors, School Psychologists (with parent permission), School Social Workers (with parent permission), Behavior Interventionists, School Nurses, Community Provider (with parent permission).</td>
</tr>
<tr>
<td><strong>Brief Individual Support</strong></td>
<td>Short-term support provided by a teacher, behavior interventionist, counselor, etc.</td>
<td>School Counselors, School Psychologists (with parent permission), School Social Workers (with parent permission), Behavior Interventionists, School Nurses, Community Provider (with parent permission), Teacher, PPW</td>
</tr>
<tr>
<td><strong>Mentoring</strong></td>
<td>Linking a student with a person to support and guide them.</td>
<td>Teacher, School Counselor, School Nurse, School Social Worker, PPW, Community Provider (with parent permission), Behavior Interventionist, Mentor Facilitator</td>
</tr>
<tr>
<td><strong>Teaming</strong></td>
<td>A problem-solving team (SST/IEP) for individual students. A written plan may be developed that includes a range of interventions.</td>
<td>IEP Chair, SST Chair</td>
</tr>
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## BCPS Office of School Climate
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#### TIER 3 – Intensive Intervention

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| **Teaming**            | A problem-solving team (SST/IEP) for individual students which addresses:                                                                                                                                     | SST Chair
School Administrator
Other professional with background about student
**Intake Team:**
PPW plus appropriate professionals with background about student  
**FBA (with parent permission):**
School Psychologist
School Counselor
Behavior Interventionist
School Social Worker
Teacher |
|                        | • the coordination of services for students with intensive needs
• a transition plan for students stepping down from more intensive to less intensive supports.
• the development of a formal plan with measureable goals, often a Student Support Team (SST) plan or Individual Education Program (IEP) which may include a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP). |                                                                                                              |
| **Individual Interventions** | Evidence-based services provided by a school counselor, school social worker, school psychologist, school nurse, or PPW.                                                                                     | School Counselor
School Social Worker (with parent permission)
School Psychologist (with parent permission)
School Nurse
PPW
Community Partner (with parent permission) |
| **Referral Process**   | A specific plan for making referrals to community services both inside and outside of the school building, including mental health and substance abuse services.                                                 | School Counselor
PPWs
School Nurse
School Social Worker
School Psychologist |

Updated 10/2/2018
**BCPS Office of School Climate**  
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| **Crisis Response Plan** | How the school will address a student’s emotional/behavioral/mental health crisis. This plan should incorporate suicidality and threat management. If available, a behavior interventionist should be included in this plan. | Potential Staff Involved in Developing Plan: Administrators, School Counselor, School Social Worker, School Psychologist, School Nurse, PPW, SRO, other staff as appropriate  
Emergency Petitions: SRO Clinically licensed mental health professionals (School Social Workers with LCSW-C, School Counselor with LCPC, PPW with LCPC or LCSW-C, or School Psychologist with state license)  
Threat Assessment: Led by administrator Consultation with School Counselor, School Social Worker, School Psychologist and Community Provider (as needed and as available) |

**Teaming**

Schools may use one or multiple multi-disciplinary teams at Tier 1. Some schools may use the school improvement team or a subcommittee, others may use the Student Support Team, others may use several existing committees to plan and evaluate Tier 1 supports.

Each school should have a Student Support Team that plans, coordinates and evaluates supports at the Tier 2 and 3 levels. Student Support Teams are chaired by a school administrator and include the following persons, based on student need: school counselor, school nurse, school psychologist, pupil personnel worker, school social worker, teacher, and parent. Additional members may be added, based on student need.

**Progress monitoring**

Involves using data to drive decisions. The process should take place at regular intervals but more frequently at Tier 2 and Tier 3. Decision rules should be used to determine how to screen students for interventions. Based on a review of progress, school teams should be able to determine if adjustments need to be made. The fidelity of the implementation of the intervention should also be considered.