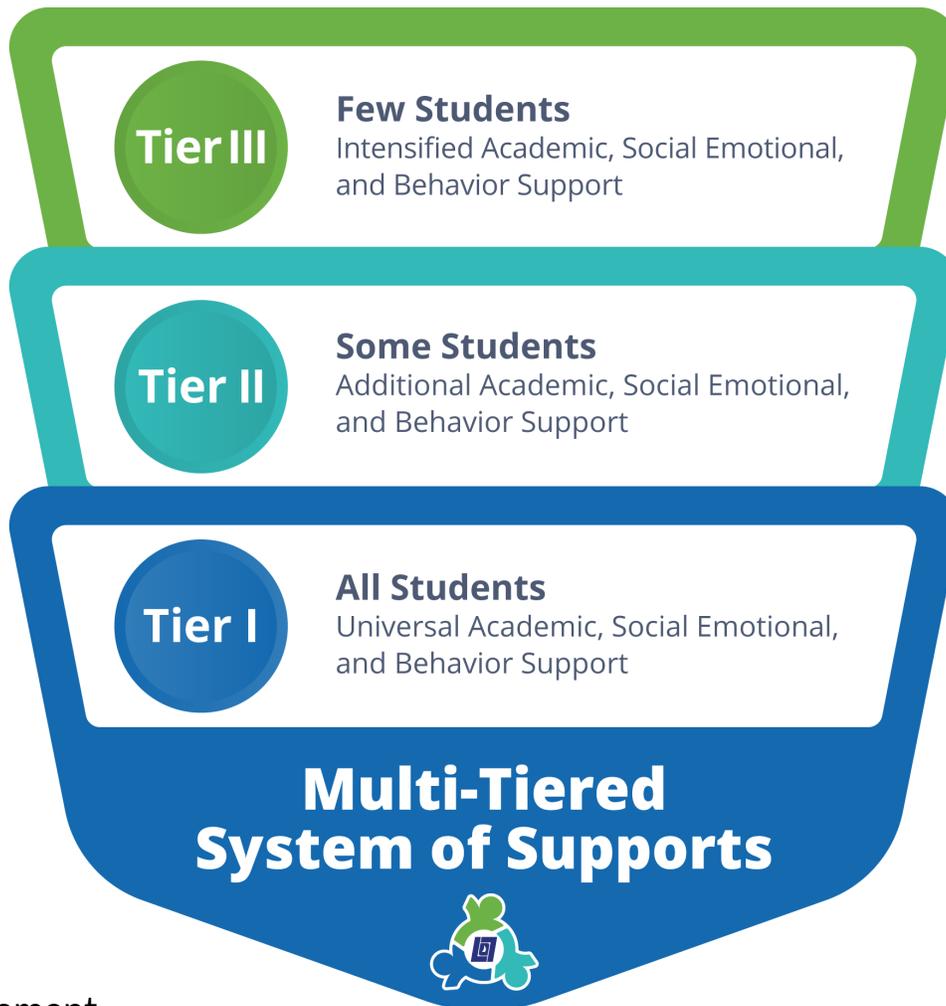


# Multi-Tiered System of Supports

## Lake Oswego School District



### Equity Statement

Lake Oswego School District continues to make progress toward a 100% graduate rate, a stated goal for the state of Oregon by 2025. MTSS maintains high expectations for all students and increases support as needed, based on individual student data in the areas of academics, social-emotional, and behavior. MTSS aligns with and supports the LOSD priorities and values outlined in the Strategic Plan, including achieving equitable academic outcomes, creating a culture of belonging, and promoting health and resiliency. MTSS supports our District mission:

We are a learning community dedicated to creating a culture of belonging and educational excellence.

### Collective Responsibility

Collective responsibility is a shared belief and accountability that ensures high levels of learning and inclusion for each and every child.

The Lake Oswego School District's Multi-Tiered System of Supports (MTSS) framework is driven by the belief that each student's strengths, needs, and goals should be at the center of our work. Teaching practices should be focused on providing each student with the instruction, intervention, and support needed. The MTSS process informs the school team about how to best support each student.

## Multi-Tiered System of Supports (MTSS) Definition

MTSS is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction. The framework can be used for both academic or behavioral support.

## Elements of MTSS

- All students participate in accessible, engaging, culturally-relevant, standards-based instruction, and assessment.
- Universal screeners are administered and data is analyzed to assess the effectiveness of core instruction and to identify students who may need support.
- Effective teaching strategies and evidence-based interventions are utilized.
- Formative assessment is used in the classroom to determine if each student is meeting grade level standards. Progress monitoring of targeted instruction increases as needed.
- Prior to the start of Tier II and III interventions, parents/guardians will be notified. This can be done through a parent-teacher conference, phone call, email, or letter.

## Overview of the Tiers

MTSS is based on the premise that classroom instruction should meet the needs of eighty percent of students. Fifteen percent of students will need targeted supplemental instruction. The remaining five percent of students will need intensive and individualized support. These increased layers of instruction are divided into tiers. Each will utilize data to identify which students need additional instruction or intervention. Progress monitoring will determine its effectiveness resulting in individual student growth with the targeted skill.



**Tier III - Few Students - Intensified Academic, Social Emotional and Behavior Support**  
In addition to receiving high quality classroom instruction in Tier I, a few students also receive intensive and individualized support for identified academic or behavioral needs. Tier III interventions supplement standards-based grade level instruction and may happen in the regular classroom or in other settings. Note: Tier III supports are not synonymous with Special Education Services.



**Tier II - Some Students - Additional Academic, Social Emotional and Behavior Support**  
In addition to receiving high quality classroom instruction in Tier I, some students also receive targeted supplemental instruction for identified academic or behavioral needs. Tier II interventions supplement standards-based grade level instruction and may happen in the regular classroom or in other settings.



**Tier I - All Students - Universal Academic, Social Emotional and Behavior Support**  
All students receive high quality instruction and participate in social-emotional learning in the classroom. Classroom teachers use formative assessments to monitor progress toward grade level standards and to differentiate instruction.

## Immersion Programs

Interventions and support for students in Immersion programs begin with multiple intervention cycles in the language of instruction. English interventions are used if a student is not responding to intervention.

## Supporting Positive Student Behavior

Behavioral expectations grounded in school and community values and clearly defined across settings provide transparency for all staff, support students' skill development, and promote a positive and predictable learning environment for all.

Schools have clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure for addressing behaviors.



## Restorative Approaches and Student Discipline

Classroom and school policies and procedures emphasize pro-active, instructive, and/or restorative approaches to student behavior that:

- respond on-the-spot
- remind or (re)teach expectations, as appropriate, to set the student up for future success
- promote student and staff mental health and wellness
- prioritize student access to instructional environments (e.g., staff are trained and supported to de-escalate problem behaviors and address trauma effectively)
- are implemented consistently and equitably
- are regularly reviewed and modified based on feedback

## Targeted and Intensive Supports

For Tier II, each school's Behavior Support Team, Student Support Specialist, and principal will also support classroom observations, data collection, skill building, and the development of an intervention plan. If behaviors do not improve, the classroom teacher contacts the family and the Student Support Specialist brings the concerns to the Student Success Team to develop a Functional Behavioral Assessment/Behavior Support Plan (Tier III).

## Professional Development

Each school's Behavior Support Team and principal will facilitate training and coaching for school staff on foundational knowledge and core classroom practices that promote equity and wellness. Professional development that promotes student and staff success includes:

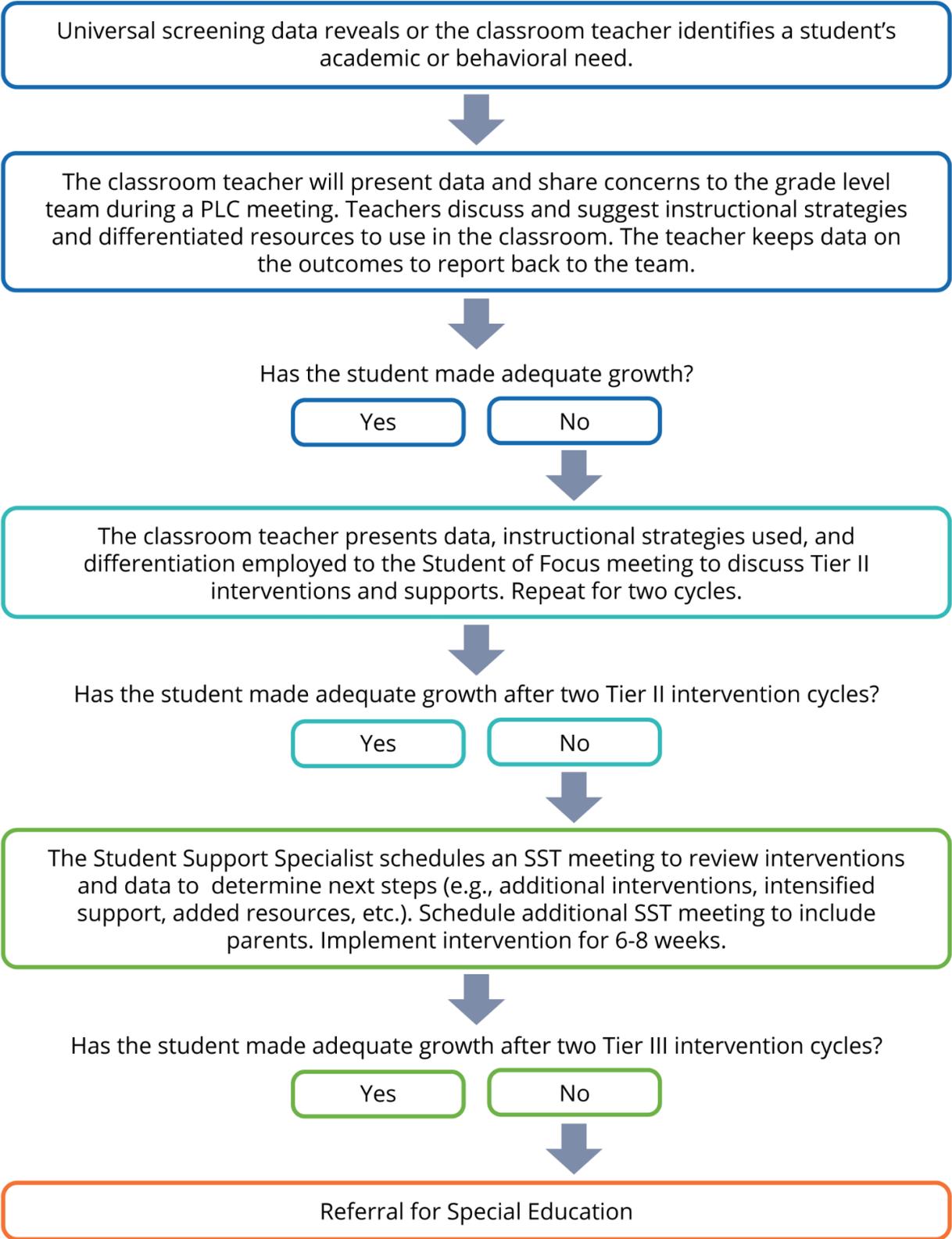
- behavioral principles to understand and support student behavior
- mental health and trauma-informed care foundations
- historical context and present-day issues specific to the school's underserved populations
- effectively applying core practices with cultural competence

## For More Information

To learn more about MTSS at your child's school, please contact your school's Student Support Specialist, Counselor, or Principal.



## MTSS Process Flowchart



\*This flowchart illustrates the steps in the MTSS process. Please collaborate with your school's Student Support Specialist, Counselor, or Principal for the specific timeline for your child at each step of the process.