Multi Tiered System of Support
Post Secondary

Shannon Melvin – Dean of Students
Kissimmee Campus
Poinciana Campus
St. Cloud Campus
What is MTSS?

The FLDOE and USF partnered to create the Florida PS/RTI project in 2006.

Recently the project has evolved to focus on building Florida’s school district capacity to implement a Multi-Tiered System of Supports (MTSS). MTSS is a term that has emerged in recent years to describe a comprehensive, integrated approach to addressing the academic, behavioral, and social-emotional needs of students.

PS/RTI and MTSS represent terms for the same model of service delivery.

*What has changed is the level of support for MTSS implementation in the state of Florida*

A Culture Of Success

Professional Learning Communities

MTSS
TECO’s Vision Statement for MTSS

“TECO’s Multi Tiered System of Supports (MTSS) core purpose is to ensure content and skill mastery through support for all students using ongoing collaboration that involves all students, teachers, administrators, families, and community partners.”

(Written by the TECO MTSS Guiding Coalition – Fall, 2016)
TECO’s Problem Solving Process

1. A process for identifying academic, attendance, and discipline issues.

2. A process for identifying why academic, attendance, and discipline issues are occurring.

3. A process for providing support to improve academics, attendance, and discipline.

4. A process for monitoring progress in the areas of academics, attendance, and discipline.
Problem Solving Cycle

Step 1 – What is the problem?

Step 2 – Why is this occurring?

Step 3 – What are we going to do about it?

Step 4 – Is it working?
3 Target Areas for Support

1. Academics
2. Attendance
3. Discipline
What is MTSS?

100%

Students are part of MTSS
What is MTSS?

Some will need strategic interventions
20 Students

Michelle

Gavin
MTSS Pyramid

TIER 1
100% of Students
CAUTION
SLIPPERY SLOPE AHEAD
MTSS Pyramid

TIER 1
100% of Students

TIER 2
Strategic (Some)

TIER 3
Intensive (Few)
Academics with MTSS
ACADEMICS
LEO exceptions

- 69-0% Intensive
- 79-70% Strategic
- 100-80% Core

Qualifications:
- 3.7 or Higher Deans List
- 3.0 or higher NTHS Qualified
Most programs tracked by OCP with a few exceptions.

The following programs tracked by courses:

- Medical Assisting
- Pharmacy Tech
- Cosmetology
- Coder Biller
- Barbering
Tier 2 Academic Interventions:

- Independent lab time
- Peer tutoring
- Conference with Problem Solving Team
- Additional study resources
- After school tutoring
- Alternative Assignment
- Alternative Assessment
- Study skills class
- Student contracts
- Refer to Guidance
- Refer to Job Development Counselor
- Assign a Mentor

**Accommodation NOT Modification!**
Tier 3 Interventions:
Intensive Individualized

- Independent lab time
- Peer tutoring
- Conference with Problem Solving Team
- Additional study resources
- After school Individualized tutoring
- Alternative Assignment
- Alternative Assessment
- Study skills class
- Student contract
- Refer to Guidance
- Refer to Job Development Counselor
- Assign a Mentor
- “I” grade assigned, 2 weeks of make up given

Accommodation NOT Modification!
Attendance with MTSS
ATTENDANCE
Tracker by semester

0-70% Intensive

71-84% Strategic

85-100% CORE

90-100% NTHS Qualified
Tier 1 Attendance

- **90-100%**
  Qualifies for National Technical Honor Society.

- **85-90%**
  The teacher has a one on one conference with the student. Teacher documents in FOCUS.
Tier 2 Attendance

71-84%

- Refer to counselor and/or Problem Solving Team
- Remind 101 alerts
- MTSS Coach/PA monitors every 2 weeks
Tier 3 Attendance Intensive

0-70%

- PST Conference with Student/Parent
- Student placed on contract
- Remind 101 alerts
- Monitor every 2 weeks
- Assign a mentor
### No Attendance Tier 2 Entries were found.

<table>
<thead>
<tr>
<th>Entry Date</th>
<th>Interventions</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/24/2017</td>
<td>☑ MTSS Coach/PA monitors every 2 weeks, ☑ Refer to counselor and/or Problem Solving Team</td>
<td>Student has entered tier 2 for attendance. Current rate is 73%. Counselor and instructor will monitor.</td>
</tr>
</tbody>
</table>

### No Attendance Tier 3 Entries were found.

<table>
<thead>
<tr>
<th>Entry Date</th>
<th>Interventions</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/21/2017</td>
<td>☑ Assign a mentor, ☑ PST Conference with Student/Parent, ☑ Monitor every 2 weeks, ☑ Remind 101 alerts</td>
<td>Student has entered tier 3 for attendance. Current rate is now at 65%. PST meeting called and student states transportation is a problem.</td>
</tr>
</tbody>
</table>
Discipline with MTSS
# Discipline Matrix

## TECO Discipline Matrix Updated 9-15-16

<table>
<thead>
<tr>
<th>Number</th>
<th>Level</th>
<th>Infraction Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>L4</td>
<td>Cell Phones and wireless communication or electronic devices that are visible, activated, or inappropriately used during class</td>
<td>M</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>2</td>
<td>L4</td>
<td>Disobedience (Minor)</td>
<td>M</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>3</td>
<td>L4</td>
<td>Failure to Comply with School Rules</td>
<td>M</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>4</td>
<td>L3</td>
<td>In an unauthorized area such as staff room, staff office, entering in staff rest, etc. without permission</td>
<td>M</td>
<td>M</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>5</td>
<td>L3</td>
<td>Failure to properly display student ID 5 times</td>
<td>M</td>
<td>M</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>6</td>
<td>L3</td>
<td>Disobedience (Major)</td>
<td>M</td>
<td>M</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>7</td>
<td>L3</td>
<td>Failure to properly display student ID 2-3 times</td>
<td>M</td>
<td>M</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>8</td>
<td>L2</td>
<td>Failure to properly display student ID 4 times</td>
<td>M</td>
<td>M</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>9</td>
<td>L2</td>
<td>Failure to properly display student ID 5 times</td>
<td>M</td>
<td>M</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>10</td>
<td>L1</td>
<td>Failure to properly display student ID 10 times</td>
<td>M</td>
<td>M</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>11</td>
<td>L1</td>
<td>Inappropriate Behavior</td>
<td>M</td>
<td>M</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>12</td>
<td>L1</td>
<td>Inappropriate gestures, language or materials</td>
<td>M</td>
<td>M</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>13</td>
<td>L1</td>
<td>Aggression, Non-physical</td>
<td>M</td>
<td>M</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>14</td>
<td>L1</td>
<td>Confrontation/Threats</td>
<td>M</td>
<td>M</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>15</td>
<td>L1</td>
<td>Defiance</td>
<td>M</td>
<td>M</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>16</td>
<td>L1</td>
<td>Disobedience (Severely Severe)</td>
<td>M</td>
<td>M</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>17</td>
<td>L1</td>
<td>Disobedience to Staff or Authority</td>
<td>M</td>
<td>M</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>18</td>
<td>L1</td>
<td>Disobedience (Repetitive)</td>
<td>M</td>
<td>M</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>19</td>
<td>L1</td>
<td>False or Misleading Information</td>
<td>M</td>
<td>M</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>20</td>
<td>L1</td>
<td>Harassment - 1st Offense</td>
<td>M</td>
<td>M</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>21</td>
<td>L1</td>
<td>Intentional Damage of Personal/School property</td>
<td>M</td>
<td>M</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>D</td>
</tr>
</tbody>
</table>

**Teacher Actions 1-3**

1. Verbal Reminder - Call OE Parent
2. Written Warning - Corrective Action - Call OE Parent
3. Written Probation - Corrective Action - Call OE Parent

**Administrative Actions 4-8**

4. Suspension 1 Day
5. Suspension 2 or more days
6. Expulsion
7. To be handled by Law Enforcement
8. Report to Law Enforcement
9. Return of TECO property, restitution for damages/property

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9. Return of TECO property, restitution for damages/property

M = Mandatory
O = Optional
Student has received a suspension

Student has received a written warning or probation

Student has no infractions beyond a verbal warning

DISCIPLINE
Resets each semester

No tier 2 or 3 NTHS Qualified
Tier 2 Discipline Interventions

- Teacher issues a Written warning
- Teacher issues a Written probation
- Teacher Refers student to the guidance counselor
- Teacher contacts parent of DE student
Tier 3 Discipline Interventions
Teacher reports to Administration Immediately

- Administrative Suspension
- PST meeting called
- Discipline contract
- Daily check in with Dean
- Assign to different group
- Other
Problem Solving Team

MTSS IMPLEMENTATION FOR TECO
Problem Solving Team (PST) Members

- Adult Students
- DE Parents
- Counselor
- Financial Aid
- Career Counselor
- Program Advisors
- Teachers
- Dean/MTSS Coach
- Curriculum Coach
- Administrators
- Job Development Counselor
- Any Identified Stake Holder
Goals of the Problem Solving Team:

- Evaluate effectiveness of core curriculum (Tier 1)
- Apply a systematic problem solving process to improve core academics, attendance, and discipline
- Develop a comprehensive instructional/intervention plan for academics, attendance, and discipline using research based interventions determined to have a high probability of success
- Identify students needing additional support and provide interventions
- Collect relevant data and monitor student progress frequently to assess appropriateness and success of the interventions
- Evaluate overall intervention effectiveness and problem solve for improvement
Take responsibility for their learning, attendance, and behavior

- Abide by the attendance policy
- Abide by the classroom expectations
- Attend all suggested interventions
- Attend PST evaluation meeting
Teacher Responsibilities

- Teach the core curriculum
- Maintain high standards
- Communicate effectively
- Maintain accurate and timely student records
- Identify students needing tier 2 and 3 support
- Provide tier 2 and 3 interventions
- Establish and teach classroom routines
- Monitor classroom routines
- Model professionalism at all times
- Hold students accountable
- Be consistent
- Celebrate success
MTSS Coach’s Responsibility

- Facilitates Problem Solving Team (PST) Meetings and Data review
- Receives and evaluates teacher request forms for student support
- Sends student/parent invitations
- Acquires appropriate data and documentation for the meetings
- Monitors intervention fidelity and data of students receiving intervention(s)
- Keeps track of when plans are due to be reviewed
- Maintains MTSS calendar and sends invites to PST members
- Initiates recommendation for withdrawals when MTSS process is exhausted
Academic Coach’s Responsibilities

- Participate in the design and delivery of professional development
- Support colleagues through mentoring, collaboration, and professional development
- Assist the PST in correctly diagnosing specific student needs
- Provide expertise on appropriate interventions for identified need
Administrator’s Responsibilities

- Set vision for problem solving process
- Help identify and allocate resources
- Support the implementation of interventions
- Facilitate review of intervention fidelity
- Address school-wide “systems” concerns
- Provide or coordinate opportunities for professional development
School Counselor’s Responsibility

- Provide interventions as needed
- Attend PST meetings as needed
- Counsel students that may need to change programs to be successful
- Provide relevant information regarding student needs
How was this model evaluated?

*TECO’s model was presented to a three member leadership team at USF and was overwhelmingly endorsed as a valid and comprehensive MTSS plan for the post secondary technical school context.

*Jose Castillo, Assistant Professor, Department of Education and Psychological Studies. Co-Director, Florida Problem Solving/Response to Intervention Project, University of South Florida.

*Amber Brundage PK-12 Alignment Coordinator, Florida Problem Solving/Response to Intervention Project in the Institute for School Reform at the University of South Florida.

*Deanna Cowly, Central Regional Coordinator for the Florida Problem-Solving/Response to Intervention project.
“The (TECO) plan is comprehensive and the focus on improving class and program wide instruction using data is critical. Being responsive to students’ needs at that level allows for interventions (developed through problem-solving) for those students you identify as at-risk to be successful. Students at-risk for dropping out or failing can get more focus from the staff and also are part of more effective and efficient classes and programs.”

Jose Castillo, Assistant Professor, Department of Education and Psychological Studies. Co-Director, Florida Problem Solving/Response to Intervention Project, University of South Florida.
- Shannon Melvin, Dean of Students/MTSS Coach, Technical Education Center Osceola, Kissimmee, Florida, 407-344-5080, melvins@Osceola.k12.fl.us

- Jose Castillo, Assistant Professor, Department of Education and Psychological Studies. Co-Director, Florida Problem Solving/Response to Intervention Project, University of South Florida, Tampa, 813-974-5507, jmcastill@usf.edu


Books and Book Chapters


Reports and Technical Manuals


AT & UDL Newsletter - Digital Resource found online at http://www.tlc-mtss.com/resources.html#u1332-4.


Questions?