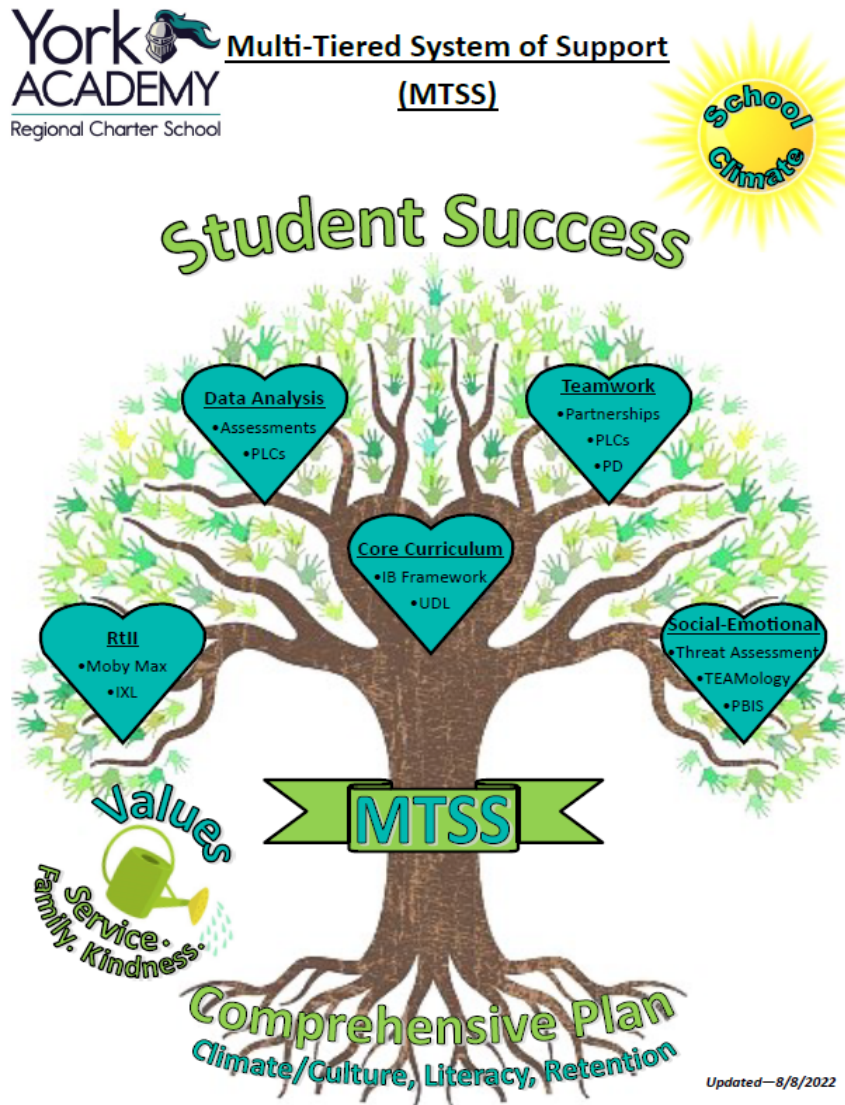


Multi-Tiered System of Supports Handbook

Introduction

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RTI/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relevantly synonymous with RTI and is intended to help ALL students meet with continuous academic and behavior success (www.PaTTAN.net). An MTSS process is part of a larger Data review process that is used to ensure overall high quality instruction to meet the needs of every learner.



York Academy Regional Charter School Philosophy of MTSS

The MTSS philosophy at York Academy Regional Charter School is that all students can learn when given strategic support. Through the MTSS process, each student is provided the opportunity to learn and achieve success. Each educator at York Academy is committed to the collective responsibility of holistically considering the needs and assets of each student and providing research-based interventions to ensure the growth and success of all learners.

Understanding the Multi-tiered System of Supports

This collaborative problem solving framework contains three levels of intervention or support. These levels of support serve as basic guidelines to define the amount of support any given student may need and are not categorizations of students. The three levels of intervention apply to academics and/or behavior.

Tier 1-: Universal- The universal tier applies to all students and includes the high quality teaching and behavior support for all students using the core academics and school wide behavioral expectations. This tier can also be considered as teacher remediation or classroom level intervention.

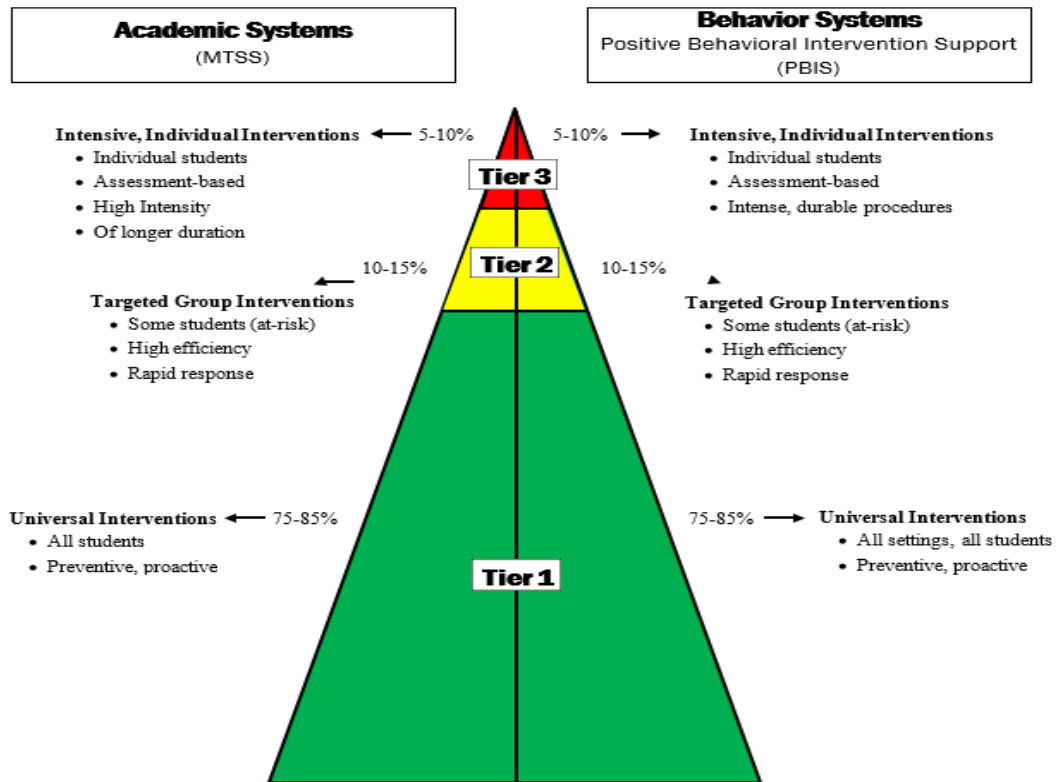
Tier 2: Targeted- Targeted group interventions are for some students who are at risk for not meeting academic or behavioral expectations. Students in Tier 2 have been identified as needing additional support to address specific skill deficits.

Tier 3: Intensive- Intensive group interventions applies to the needs of few students and includes interventions designed to address the unique needs of an individual student.

[See Graphic on Next Page](#)

A Three-Tier Model

School-Wide Systems for Student Success



The Purpose of the Tiers

The purpose of the different tiers is to:

- Help schools provide effective teaching and effective classroom environments so that **ALL** students are able to meet grade level standards.

- Provide help to students who are having difficulty in addition to what everyone gets, rather than replacing it with something different.
- allow schools to provide help to students that matches each student's needs.

“Tiers” of support are just that, not a system for labeling students, but a system for organizing and deploying instructional and supportive resources. (McCart and Miller, 2020)

MTSS Team Member Roles and Responsibilities

Academics	Behavior
IB Coordinator	Dean of Students
Special Populations Coordinator	
School Psychologist	
School Counselor	
Reading Specialists	
Speech Teacher	
EL Teacher	Social Worker
Assistant Head of School	Head of School