



CAMDEN CITY SCHOOL DISTRICT MTSS (MultiTier Support System) Guide

Purpose

MTSS isn't a specific curriculum. It's a proactive approach that has key elements:

- Universal screening for all students early in each school year
- Increasing levels of targeted support for those who are struggling
- Integrated plans that address students' academic, behavioral, social, and emotional needs
- A schoolwide approach to student support, with teachers, counselors, psychologists, and other specialists working as a team to assess students and plan interventions.
- Professional development so staff can provide interventions and monitor progress effectively
- Family involvement so parents and caregivers can understand the interventions and give support at home
- Frequent monitoring of students' progress to help decide if they need more interventions
- The use of evidence-based strategies at every tier of support

By Peg Rosen Retrieved 4/25/22 [MTSS: What Is a Multi-Tiered System of Supports? | Understood](#)

What is the New Jersey Tiered System of Support (NJTSS)?

NJTSS is a framework compiled of core components for multi-tiered academic and behavioral supports designed to promote student achievement and success and response to intervention (RTI). With a foundation of strong district and school leadership, a positive school culture and climate, and family and community engagement.

NJTSS is a framework for supporting students through a continuum of services provided through core programs and interventions; the use of data to drive decisions builds upon the Intervention and Referral Services (I&RS) process; the NJTSS framework provides schools with a structure for meeting the academic, behavioral, health, enrichment, and social and emotional needs of all students.

NJTSS includes nine essential components that promote prevention and provide the interventions and enrichment that each and every child needs to achieve. NJTSS aligns resources, from within schools, across school districts and within communities and counties, to provide the right interventions to the right students at the right times. The ultimate goal is to provide instruction and behavioral support that prepare every student for postsecondary education, career and life in the community. Through regular monitoring of student progress, along with data-based decision making by problem-solving teams and a continuum of supports

and interventions based on student performance, NJTSS integrates the various teams and expertise in schools and communities to maximize the efficient use of resources and the effectiveness of interventions. (NJDOE 2019)

What is the Research Supporting NJTSS?

The multi-tiered system of supports (MTSS) model, on which NJTSS is based, provides a framework for addressing all students' needs through regular use of data to guide high quality implementation of instruction at varying levels of intensity (e.g., universal instruction provided to all students, targeted small-group instruction provided to students with moderate needs, and intensive individualized instruction). MTSS has evolved as a result of decades of educational research and innovations focusing on data-based decision making and early prevention/intervention.

Research from multiple domains has provided a strong foundation for MTSS.

- Innovations in data-based instructional decision making from the 1970s (Ysseldyke & Sylvia, 1974) shifted the focus from unmalleable student abilities and presumed ability deficits to instruction guided by the assessment of student's skill strengths and weaknesses. Educational psychologists such as Deno (e.g., Deno & Mirkin, 1977) were instrumental in bringing attention to a need to gather immediate data on the effectiveness of instructional approaches to gauge their appropriateness for individual students.
- In the 1980s and 1990s, a problem solving approach to addressing skill needs arose in progressive educational environments in Iowa (Ikeda & Gustafson, 2002), Minnesota (Marsten, Muyskens, Lau, & Canter, 2003) and Pennsylvania (Kovaleski, Tucker, & Duffy, 1995) that served as a primary basis for an MTSS approach.
- Further attention to students' response to intervention over the past two decades (RTI; Fuchs et al., 2003; Glover & Vaughn, 2010; Vaughn, Linan-Thompson, & Hiskman, 2003) has required an MTSS framework to address a continuum of data identified student needs.
- Innovations in the area of early prevention have also provided a foundation for the evolution of MTSS.
- In the mid-1990s, educators began to transport a public health model with three levels of prevention into schools (Shinn, Walker, & Stoner, 2002). Accordingly, a framework was developed for addressing a continuum of needs whereby all students receive universal Tier 1 instruction and, through screening and progress monitoring, additional service delivery needs are identified to support students with moderate (Tier 2) or intensive (Tier 3) intervention needs.

The need for MTSS approaches for data-driven instruction has been formalized through an emphasis in the No Child Left Behind Act (2001) on proficiency for all students, a focus in the

Individuals with Disabilities Education Improvement Act (2004) on the use of a data driven approach to assessing students' response to intervention, and attention in the Every Student Succeeds Act (2015) to the integration of systems in schools via multi-tiered student services. (NJDOE 2019)

MTSS is an "umbrella" term. It includes some multi-tiered systems of support you may know already: Response to intervention (RTI) helps students who are struggling with academics. It provides increasing levels of support to help them catch up. Learn more about [RTI](#). Positive behavioral interventions and supports (PBIS) is an approach schools use to promote school safety and good behavior. All students are taught how they're expected to behave. These expectations are described in a positive way. ("Be respectful" instead of "Don't talk back.") Learn more about [PBIS](#).

By Peg Rosen Retrieved 4/25/22 [MTSS: What Is a Multi-Tiered System of Supports? | Understood](#)

What are the Essential Components of Camden City School District MTSS?

The top three essential components of MTSS are:

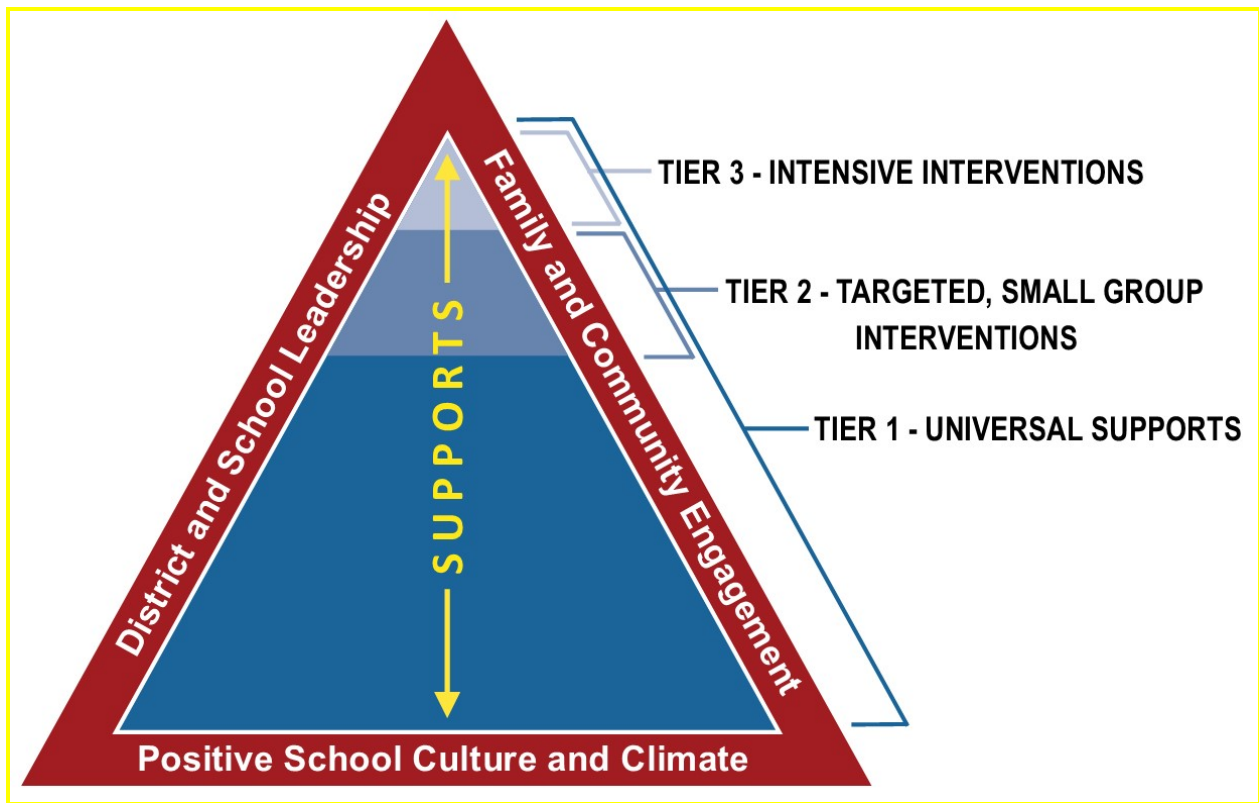
1. Effective district and school leadership;
2. Family and community engagement;
3. Positive school culture and climate.

Below is a graphic representation of the nine essential components of our MTSS framework based on the NJTSS. instruction and assessment components are bolstered by three The inner components reflected in the outer triangle: 1) effective CCSD school and district leadership committed foundational to the implementation of the system; 2) a positive school culture and climate that is conducive for learning; 3) and family and community engagement.

The inner triangle represents the remaining six components and is very similar to many models of RTI. The inner triangle is divided into three tiers supports that include core programs and intervention which represent a continuum to address academic, behavioral, social emotional, and health receive va related needs that vary by level of intensity. Students may receive various levels of intervention during the year as the collaborative problem solving team reviews progress monitoring data and applies database criteria to determine who needs what intervention when. Core instructional and behavioral support programs and interventions are preventative, non-restrictive and fluctuate in intensity, frequency, and duration based on students' needs. A student may move throughout these tiers as his or her needs demand. The level of support may also differ for specific skills and content-areas. For example, a student may make sufficient progress in core instruction in English language arts but receive Tier 2 support in addition to core instruction for mathematics. Accommodations for students who are English

learners or students with disabilities should be provided to a student as appropriate during core instruction (Tier 1) and during interventions (Tiers 2 and 3) and should not preclude a student from participating in core instruction. The three tiers of instruction and intervention represented by the inner blue triangle are described in detail in the module on “High quality learning environments.”

4. High-quality learning environments, curricula, and instructional practices;
5. Universal screening;
6. Data based decision making;
7. Collaborative problem solving teams;
8. Progress monitoring;
9. Staff professional development



Description of the framework:

1) Effective district and school leadership

Administrative leadership that supports the implementation of NJTSS with fidelity and includes:

- District and building leadership teams, with representation from administration, staff, students, families and community partners, that meet regularly and approach instruction and interventions in an integrated manner;

- Clear district and school vision and mission statements, developed collaboratively by the leadership teams, that include a commitment to build capacity and sustain the NJTSS framework;
- District and school implementation plans illustrating coordination of interventions and supports across tiers;
- A flexible approach to scheduling of students and staff to ensure student access to small group interventions in addition to core instruction and teacher access to professional development activities;
- A supportive leadership style that fosters effective teacher leaders with diverse backgrounds and expertise;
- A plan for the transitioning to new leaders to promote sustainability; and
- A commitment by district and school leadership to provide professional development opportunities and resources to teachers, school personnel, families and leadership.

2) Family and Community Engagement

Ongoing participation of family and community partners in the design, implementation and sustainability of the NJTSS framework that includes:

- Involvement of families and community partners in the development and implementation of the school vision and mission, including the NJTSS framework;
- Identification of strategies and resources to accommodate cultural and linguistic differences and link families, staff and students to appropriate service providers and community partners;
- Use of multiple means of culturally-responsive, ongoing communication including review of district and school level performance and progress data; and
- Scheduling of intervention planning meetings to facilitate meaningful parent participation and review of student progress data.

CCSD Student, Family, & Community Engagement

Student, Family, & Community Engagement Collaboration between students, staff, families, and community partners is a key component in determining and providing appropriate support for all students. Defined strategies for engagement are essential, such as the use of collaboration protocols, communication plans, feedback loops, stakeholder surveys, targeted outreach efforts, etc. (Đurišić & Bunijevac, 2017). Involving families in the development of an effective tiered system helps to ensure the development of culturally sustaining and linguistically appropriate models of support. Below are samples of what this may look like in practice.

- Welcoming Environment & Relationships - The district and schools create a welcoming culture and environment for all families/caregivers, students, school staff, and community members. Stakeholders are valued and connected to each other in support of high academic expectations, achievement, and healthy development and wellbeing.
- Effective Communication - Families/caregivers, school/district staff, and administration engage in regular, meaningful two-communication/dialogue about learning, high academic expectations, and the healthy development of students. The focus is on “doing with families,” as opposed to “doing to” families. Schools systematically share information using multiple communication pathways and solicit input about school goals and initiatives with students, families, and the broader community.
- Engagement in Student Support - Families/Caregivers and students are actively engaged in student support processes/decisions and regularly informed about progress. Families/caregivers receive the information they need to advocate for their children and are informed of their rights to request a special education evaluation at any time during the tiered support process.

CCSD Family And Community Engagement Plan

CCSDs model for FACE (Family And Community Engagement) in MTSS is organized around 6 key components that are supported by specific indicators, which were identified after a comprehensive review of the literature on best practices for family and community engagement in educational settings (Henderson, Mapp, Epstein, et.al).

- [District Leadership](#)
- [Data-based outcomes](#)
- [Positive Relationships](#)
- [Multi-Dimensional Multi-Tiered Approach](#)
- [Empowering Families](#)

3) Positive school culture and climate

The CCSD is incorporating the Positive Behavioral Supports in Schools (PBSIS) tiered supports for behavior, to establish school environments with clearly defined and articulated expectations, transitions, routines and behavior interventions for students.

CCSD is fostering school culture and climate that emphasizes positive, proactive, and preventive practices aligned to a student's sense of physical and emotional safety fostering optimal conditions for learning that includes:

- A clean, safe, welcoming and accessible physical environment;
- Assessment of school culture and climate using multiple sources (e.g., [NJ School Climate Survey](#), indicator checklists, discipline data, etc);

- School environments that have clearly defined and articulated expectations, transitions and routines;
- Instruction on social norms, relationship building, and behavioral expectations infused into curricula and daily routines;
- Regular activities that are planned specifically to foster positive school climate and community building;
- Communication between staff and administrators that is reciprocal and occurs frequently;
- Use of supportive behaviors (e.g., listening, helping, expressing caring, etc.) by staff toward students and towards each other;
- Ongoing student and staff recognition for positive contributions to the school community;
- Opportunities for student and staff input into planning and decision making (e.g., through feedback discussions, student round tables, surveys, etc.); and
- Use of Restorative Practices, Transformative and Restorative Justice (e.g., visuals, coaching, mentoring, teachable moments) to support positive choices by students.

The CCSD has a new district level safety and school climate team. The district Anti-Bullying Coordinator will lead to ensure consistency across the schools.

Each school has a school safety/school climate team. The school team will collect and analyze the NJSCS data

4) High-quality learning environments, curricula and instructional practices

A three-tiered model of instruction and intervention that includes:

- Evidence-based core instruction (Tier 1) delivered with fidelity;
- Targeted, small group interventions in addition to core instruction (Tier 2); and
- Intensive interventions (Tier 3) customized to students' needs; and
- Embedded use of differentiation and the Universal Design for Learning principles in the planning of curricula, instructional activities, and assessment including:
 - Options in the ways information is presented, different approaches for students to express learning and demonstrate knowledge and skills, and varied ways to encourage engagement often impacted by student interests;
 - Appropriate accommodations, supports, strategies, and scaffolds that reduce barriers to learning while promoting learner independence;
 - Personalization in terms of targeted strategies, self-reflection, and technology to enhance instruction;

- Curricula and instruction based on the New Jersey Student Learning Standards and introduced by qualified and appropriately trained educators in a manner demonstrating fidelity and high expectations for all students;
- Culturally-responsive approach to instruction;
- Flexibility and adjustment as necessary based on data collected during period of progress monitoring; and
- Utilization of flexible grouping and cooperative learning.

5) Universal diagnostic screening

The use of reliable screening tools that are:

- Administered to all students in English language arts and mathematics, more than once per year, to identify students who are at risk for learning and behavior difficulties; and
- Administered in accordance with test protocols.

6) Data-based decision making

The systematic analysis of data across multiple levels of instruction and interventions that includes:

- Use of data drawn from multiple sources (screening, classroom assessments, progress monitoring, state assessments, etc.) and analyzed at multiple levels (school-wide, grade, class, individual student) to set goals and monitor progress;
- Use of formative assessment to guide differentiation, as needed;
- Use of data tracking and analyzing tools that enable school personnel to access current information easily; and
- Decision rules that clearly define movement between tiers and determine whether interventions are effective or need to be modified.

7) Collaborative problem-solving teams

The active, cooperative involvement of diverse school staff and/or community resources to comprehensively study and creatively address the academic, behavioral and health needs of students that includes:

- Review of data from multiple sources;

Staff resources and high-quality coaching, training and technical assistance, based on the [New Jersey Professional Learning Standards](#), to promote staff buy-in of a tiered system of supports that include:

- Modeling and performance feedback to support the development of high quality instruction and interventions;
- Professional learning communities; and
- Opportunities to showcase district and school strengths at the district and school levels.
- Members (i.e., teachers, parents, CST members, administrators, interventionists, specialists, etc.) selected depending upon the purpose of the meeting;
- A meeting schedule; and
- A pre-planned agenda.

*****Schools will use the Collaborative Teams Toolkit AchieveNJ**

<http://www.state.nj.us/education/AchieveNJ/teams/Toolkit.pdf>

8) Progress monitoring

The Camden City School District is using **HIBsterVENTION**, the District’s paperless portal to enter and track the MTSS process. It provides its users with the ability to develop and implement Remedial Action Plans for all students. Hibstervation is used for the *ongoing review of progress to assess student outcomes, determine the effectiveness of academic and behavioral interventions, and determine the rate of student improvement which includes:*

- A selection of progress monitoring tools and procedures that are implemented accurately and measure incremental growth;
- An established timeline for monitoring student progress;
- Regularly scheduled meetings to review data; and
- Review, and revise as needed, the action plan for student improvement.

The Camden City School District MTSS (CCSD MTSS) Team

The CCSD MTSS Team is responsible for determining the current status of the district's core programs and intervention systems with respect to meeting students' needs. The district level team will guide school leadership teams in assessing what is needed to implement and maintain a cohesive system that engages all students, staff, families and community resources. This team will align core programs, the I & RS process, and intervention support and enrichment activities with the CCSD MTSS to meet the needs of each school and student. School team representatives include school administration, staff, students, families (linguistically and culturally diverse) and community partners that meet regularly and approach instruction and interventions in an integrated manner.

The members of the CCSDMTSS Team are the following:

1. Chief Schools Officer
2. Deputy of Student Support
3. Supervisor of Special Services
4. Sr. Director of Family and Community Engagement
5. Director of Student Services- Manager of Counselors
6. Health Supervisor
7. Chief Academic Officer
8. Senior Lead Educator of Curriculum ELA/SS K-8
9. Senior Lead Educator of Math/Science K-8
10. Director of Bilingual Education
11. Director of Early Childhood
12. Senior Lead Educator of Curriculum ELA/SS K-12
13. Senior Lead Educator of Math/Science K-12
14. Senior Lead Educator of Curriculum CTE
15. Senior Lead Educator of Special Content Area PreK-12
16. Sr. Director of Safety and Security
17. Sr. Director Information, Technology, Operations
18. DTLR Representative
19. District Parent Liaison
20. Community Based Organization Leader

Description of CCSD MTSS Tiered Support

Tier I

Within the MTSS model, universal supports such as high quality, universally designed, culturally sustaining, and evidence-based curriculum, instruction, and assessments are provided for *all*

students. These are supports available to all students through a general education program. Inclusive practice, which is linguistically responsive and culturally sustaining, is a cornerstone of tier 1.

Inclusive practice is defined as “instructional and behavioral strategies that improve academic and social emotional outcomes for all students, with and without disabilities, in general education settings” (Educator Effectiveness Guidebook for Inclusive Practice, 2017). For example, providing students with a high-quality, coherent curriculum that provides options and choices for how they learn (i.e, access to books, videos, or direct teacher instruction), what materials, scaffolds and supports they need to learn (i.e., visuals, exemplars, graphic organizers, rubrics, etc.), and how they can express what they have learned will allow more students to access rigorous, standards-based instruction.

Tier 2

Tier 2 supports occur in addition to the supports that are provided in tier 1 settings. These supports are generally done in small groups and include additional opportunities to practice the skills necessary for core instruction or strategies for enrichment.

Tier 3

Tier 3 provides more intensive support. These are often explicit, focused interventions that occur individually or in very small groups with greater frequency. It is important to note that tier 3 is not synonymous with special education. Students with disabilities may not need tier 3 support and students not identified with a disability may in fact need tier 3 supports.

These tiers represent the level of support a student may need at any point in his/her/their schooling in the areas of : 1) Academic / Social Emotional Learning, 2) Behavior, and 3) Health.

CCSD List of Support & Intervention Programs

Tier 1 UNIVERSAL SUPPORT
<p>LEARNING SUPPORTS</p> <p>Instructional Core Program</p> <p>Grades K-2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Co-Teaching Model <input type="checkbox"/> Instructional Block <ul style="list-style-type: none"> ○ Guided reading/ strategy/ skilled-based groups ○ Cooperative learning and strategy or skill-based groups ○ Explicit instruction with in-the-moment feedback and guided practice ○ Formative Assessments (sample: exit tickets) <p>Data-points and analysis used for teacher reflective practices</p>

** UBD plan coming soon (SYR 2022-23)

Intervention Programs

Elementary (K-8)

- i-Ready
- Foundations (Grades K-3)

K-12

- Imagine Math
 - (Bilingual K-12, Middle School Math, & High School Math)
- IXL
- iStation (Bilingual)

BEHAVIORAL SUPPORTS

Social Emotional Learning Program

Preschool, Kindergarten (Yorkship prek-1)

- Second Step

K to 5

- The Studies Weekly Program included in the Social Studies weekly program, each unit includes
- Zones of Regulations
 - Forest Hill- K-5
 - Yorkship-2-5
 - Morgan Village Middle grades (6-8)
 - Camden High School

K to 8

- Class DOJO
- Why Try (Catto and Davis)

Camden Promise Neighborhood /Center for Family Services offers (Comprehensive School-based Social Solutions Team)

- Morgan Village Middle
 - Mentoring of all students by Transition Manager
 - Coaching by College and Career Success Coach
- Camden High School
 - SEL via Sr. Seminar

PBIS

- NJPBIS at Cooper's Poynt, HB Wilson, Yorkship, Vets
- MVM

HEALTH SUPPORTS

CCSD uses the Whole Child Approach model as a framework for improving students' health



Life Skills Program via Hispanic Family Center

- Developing coping mechanism via workshops for all students to learn to deal with crisis and or trauma (assemblies)

Tier 1: Health Concerns

Children placed in this category should have their health needs assessed at least once a school year by the certified school nurse at the beginning of the school year or at the time of diagnosis. Reassessment occurs as the condition requires and the nurse’s judgment determines.

- Classification of students by the severity of their condition(s) remains the responsibility of the certified school nurse. The certified school nurse may factor into his/her decision any of the following or other significant factors that increase health care need:
 - ✓ Chronic illness stressors
 - ✓ Drug/alcohol stressors
 - ✓ English-as-second language
 - ✓ High mobility/turnover
 - ✓ Homeless/Shelter
 - ✓ Poverty/low income
 - ✓ Reentry
 - ✓ Special education, enrolled

The student’s diagnosis may place him/her at Tier 2, but if the student has more than one diagnosis (co-morbidity) or any of the above risk factors, the nurse may place the student in a higher level of severity.

Tier 2 TARGETED, SMALL GROUP INTERVENTIONS

LEARNING SUPPORTS

- Reading Interventionists
- Read 180 (high schools)
- Extended Day Program
- Small Group Instruction
- Progress Monitoring

BEHAVIORAL SUPPORTS

- Calming Room
 - Cooper's Poynt, Yorkship
- Extended Day Program via Camden Promise Neighborhood
- One to one mentoring At-Risk 9th graders via Camden Promise Neighborhood
- School Based Youth Services
- Early intervention, crisis management, in-house counseling via PerformCare

HEALTH SUPPORTS

- Individual and Group Counseling via Hispanic Family Center

Tier 2: Medically Complex

The medically complex student has a complex and/or unstable physical and/or social-emotional condition that requires daily treatments and close monitoring by a professional registered nurse. Life-threatening events are unpredictable. Treatments, medications, and reporting of current signs and symptoms can be delegated, but delegation requires a trained, willing, and competent staff person and close supervision of that staff person by a certified school nurse. The level of supervision required is determined by the certified school nurse but must be adequate to maintain safety and ensure competence of the direct caregiver. Adaptations of the medically complex student to the educational system must be negotiated and maintained with the student, family, school staff (classroom and administrative), and community health care provider(s). Students in this category may require an Individualized Health Care Plan (IHCP).

Examples include, but are not limited to:

- ✓ ADHD and on medications.
- ✓ Anaphylactic event (bee sting, severe food allergy).
- ✓ Cancer
- ✓ Complex mental or emotional disorders (anxiety, depression, OCD, Eating).
- ✓ Immune disorders
- ✓ Stable diabetic

- ✓ Moderate to severe asthma; inhaler at school and peak flow meter.
- ✓ Oxygen, continuous or intermittent.
- ✓ Preteen or teenage pregnancy.
- ✓ Taking carefully time medications.
- ✓ Taking medications with major side effects.
- ✓ Unstable metabolic conditions.

Emotional disorders and homicidal and/or suicidal behaviors may be assessed and categorized at this level. These conditions require collaboration with school counselors. The certified school nurse's role must be identified and defined and mutually agreed to in these cases. Pregnancy may also be classified at this level. Pregnancy issues must be assessed and may require weekly evaluation.

Staffing Requirements: Children placed in this category require a professional licensed nurse assigned to the building.

Tier 3 INTENSIVE INTERVENTIONS

LEARNING SUPPORTS

- Increased frequency Reading Interventionists
- Increased frequency Extended Day Program
- Increased frequency Small Group Instruction
- Increased frequency Progress Monitoring

BEHAVIORAL SUPPORTS

School Based Youth Services(SBYS) -functional assessment

- SBYS and Partners i.e DCPS

HEALTH SUPPORTS

Tier 3: Medically Fragile

Students with complex health care needs in this category face daily the possibility of a life-threatening emergency requiring the skill and judgment of a professional registered nurse. An individual health care plan or plan of nursing care developed by a registered nurse must be complete, current, and available at all times to personnel in contact with these children.

Examples may include, but are limited to:

- ✓ Severe seizure disorder, requiring medications that can be administered only by a nurse.

- ✓ Severe asthma with potential for status asthmatics.
- ✓ Sterile procedures.
- ✓ Tracheotomy with frequent and/or unpredictable suctioning.
- ✓ Unstable and/or newly diagnosed diabetic with unscheduled blood sugar monitoring and insulin injections.

Staffing Requirements: Every child in the medically fragile category requires a full-time Professional Nurse assigned to the building.

***Tier 4: Nursing Dependent**

Nursing dependent students require 24 hours/day, one-to-one, skilled nursing care for survival. Many are dependent on technological devices for breathing, for example, a child on a respirator, and/or for continuous nursing assessment and intervention. Without effective use of medical technology and availability of nursing care, the student will experience irreversible damage or death. Before a student enters school, a certified school nurse will complete a nursing assessment of the student and determine an appropriate plan of care/individual health care plan.

Staffing Requirements: Immediate availability of the nurse on the premises and is within audible and visual range of the patient (student).

CCSD's MTSS Instructional Guidance for the HIBsterVention

[HIBsterVention Work Flow](#)

Topic: MTSS/Moving a Tier 1 student to Tier 2

Meeting Recording Link:

https://us06web.zoom.us/rec/share/IUHZVANsV4i1VrcoUwygfC50aS_-FY47LpQKF8kYdocwC08Mcul6iltEi59wDtjW.hwVoKQ8wqi6zJIRB

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Setting up a MTSS/I & RS meeting:

<https://eds.helpdocs.com/other-modules/team-meetings>

How to Login to the MTSS Program:

Meeting Recording Link:

https://us06web.zoom.us/rec/share/396gh1Qus-0RbwRlgEMFMLWy_EB7gJiAkSweyzFnHeBfBRRWCFD9vmRpJKkxoYNH.kqe4K_4ODz_wSZC

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Overview of the MTSS Program:

Meeting Recording Link:

https://us06web.zoom.us/rec/share/TXAJSA2wMY6zIbS9d54kcnv-CREONliPyJs6o2JF93NREQgEKxAciMP4Igs5_pB.890qriI3QbVkJQooU

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MTSS/Setting Up a Class and Making a Tier 1 Referral

Meeting Recording Link:

<https://us06web.zoom.us/rec/share/ss1xeDMOTW64W0iUqgeoQVmJsgswESTvMu9JGgepoxFc0UPngDoANK3QdHXz9btd.fLZLMnKoDhxjyG8B>

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Topic: MTSS/Moving a Tier 1 student to Tier 2

Meeting Recording Link:

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PROFESSIONAL DEVELOPMENT IMPLEMENTATION PLAN for School Year 2022-2023

Next school year, the district will incorporate **HIBsterVention** as the software program for progress monitoring. All school and Teaching and Learning staff will be trained on this tool. The professional development training dates are the following:

Staff	Dates
IRS Teams Counselors CSO and CAO Division	May 2022
Special Education Department Principals Lead Educators	June 2022
Grades Prek, K, 1 2, 3 4, 5 6,7,8 <i>High Schools</i> Camden, Creative Arts BRIMM and BPLA, Eastside	August-September