

North Dakota Multi-Tier System of Support (NDMTSS) Application

District

Start Year

School

Steps 1-3, Signatures and Commitments

Letter of Commitment for the MTSS Cohort beginning for the _____ School Year

We, the undersigned, endorse, support and comply with the requirements for our school and district to implement Multi-Tiered Systems of Support (MTSS) for Academics and Behavior at the:

(Check all that apply): Elementary Middle School Secondary

Step 1: School District Administrator(s)

Superintendent Name:

Signature _____ Date

Assistant Superintendent Name:

Signature _____ Date

School Board President Name:

Signature _____ Date

Step 2: District Leadership Team Member names & Contact information

(Step 2 Building Principal or Superintendent required to attend trainings)

School Phone

Principal Email

Name Email

Name Email

Name Email

Additional Team Members:

Name Email

Name Email

School Leadership Team Member Names & Contact information:

School Phone

Principal Email

Name Email

Name Email

Name Email

Additional Team Members:

Name Email

Name Email

Step 3: MTSS Coaches

MTSS Academic Coach Name Email

MTSS Behavior Coach Name Email

Schools Coach will work with

MTSS Academic Coach Name

List Schools Coaches will work with:

- 1.
- 2.
- 3.

Step 4: Implementation Planning Process Documentation

Please attach to this application

- A. Describe the components of the district’s or building’s school Improvement plan that align with the ND MTSS training plan. Include Specific goals, if appropriate, and data targets.
- B. A requirement for participation in the ND MTSS training is that the district’s elementary school is implementing RTI. How will the secondary level engage the feeder elementary school regarding their RTI implementation efforts (and PBIS implementation efforts, if applicable)? How does the leadership team pose to ensure collaboration on mutual goals with the elementary school? How will alignment of the interventions and data collection process across levels be addressed?
- C. What are the school building plans for implementing Secondary MTSS in the following area? Add pages as needed. Reply to items that are relevant to the current issues in the building.
 - Which secondary grade levels will be included in MTSS? All of them at once, or will grades be added gradually or on a schedule?
 - What are current levels of commitment for ND MTSS? Is there commitment to do the plan and any needed schedule changes?
 - What are the options to address scheduling of time periods for interventions (or interventions and enrichments)? Is there a willingness to be flexible with grouping of students?
 - What are key targets for improvements in behavior, reading, and math? For example, here is the current situation, here is the evidence regarding how the current situation is working, here is where we need to go.

What supporting data exists for targets? Here is what we are doing, here is the evidence regarding how it is working, here are the next steps to meet the goals.

- How will alignment of targets fit with the district school improvement process?
- What assessment measures can be used for benchmarking purposes?

- Identify planning time for the building leadership team within the schedule.
 - Consider how to integrate coaching support as a part of the building leadership team structure.
 - Provide preliminary estimates of the timeframes for installing components within a 3-year MTSS scale up process (teams will not be held to these estimates, but planning is encouraged).
 - Identify consulting assistance that is currently available to the school in areas relevant to implementing MTSS (e.g., access to math training or coaching support through a STEM project)
 - Establish plans for engaging students and/or parents as stakeholders in the MTSS initiative
- D. Please provide a description of the current level of commitment of building personnel to begin implementing Multi-Tiered Systems of Support. Who has been involved in making the decisions? How has input to the plan been provided? What challenges does the planning group anticipate implementing Secondary MTSS? Are there processes currently in place for resolving issues/disagreements among school staff members regarding direction, implementation steps, collaborative decision-making, interpretation of data, or other issues? Is there a willingness to flex grouping of students for different purposes? Which readiness steps can occur over a longer period of time?
- E. The MTSS behavior focus will emphasize engagement of support personnel within schools such as lunchroom staff, janitorial staff, bus drivers, etc. because these individuals are in positions to support positive behaviors and to identify concerns. What issues do you anticipate in engaging these personnel? How will the leadership team share information with and obtain input from these ancillary staff members regarding student behavior across settings within the school or on school grounds?
- F. What time is available within the school schedule for the building leadership team to share information with staff on plans that are developed? What other mechanisms of communication with staff will be used?

Step 5: Letters of Support

Please list below the letters of support attached to this application. Consider feeder schools, parent organizations such as PTA, Student Council, etc.

- 1.
- 2.
- 3.

Please send completed application to:

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