

Adopted 11-2025

Scio School District 095

MTSS Handbook



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Introduction

The purpose of this handbook is to provide educators and staff with a clear, step-by-step guide for implementing Multi-Tiered Systems of Support (MTSS) at our school. MTSS is a proactive, data-driven framework designed to ensure that every student receives the support they need to thrive academically, behaviorally, and socially-emotionally. Key principles of MTSS include prevention, early intervention, restorative practices, equity, and ongoing progress monitoring.

This handbook outlines the Student Intervention Team (SIT) process, documentation requirements, and guidelines for collaboration with families.

Mission

The Scio School District and community, in partnership, will educate, inspire, and develop students to be capable, caring adults equipped to create their own future.

Vision

Scio School District believes that the function of education is to perpetuate our democratic way of life and to develop each individual to the fullest of student capacity to live that democratic life and to guide and direct the individual through those experiences which will best enable students to gain the understanding, abilities, and controls necessary for successful living in our society. In the practical application of these goals, our school district shall, within the limitations inherent within this system, provide each individual opportunities to:

1. Develop the skills necessary to achieve fulfillment as a person and to realize the values of self-worth and pride in one's achievements.
2. Develop character, discipline, and principles to assist him in making sound moral and ethical choices.
3. Achieve and maintain strong physical and mental health, while maintaining concern for the safety and well-being of others.
4. Develop understanding, appreciation, and individual talents in art, music, drama, and literature.

5. Develop an awareness of our changing society and the ability to understand and cope with its problems.
6. Learn to use leisure time both productively and responsibly through a positive attitude toward participation in a range of physical, intellectual, and creative leisure time activities.
7. Recognize the worth and dignity of the individual and develop a cooperative attitude in human relations.
8. Respect people of other cultures and races while acknowledging different political, economic, and social ideals.
9. Develop an understanding of our American heritage and the value of using democratic ideals and ideas.
10. Develop skills in reading, writing, speaking, and listening to effectively communicate ideas and feelings.
11. Develop an attitude that fosters curiosity for lifelong learning.
12. Examine and use information in a constructive and creative manner by reasoning, logical thinking, and scientific methods.
13. Develop skills in the use of mathematics as well as the natural, social and physical sciences.
14. Meet student obligations and responsibilities as a citizen and develop a respect for personal and public property.
15. Develop an understanding, appreciation, and individual talent for various skills, crafts, and professions, as well as the ability to be a good manager of money, property, and resources.
16. Understand and appreciate the principles of living in a family group and develop attitudes leading to the acceptance of responsibilities as a family member.

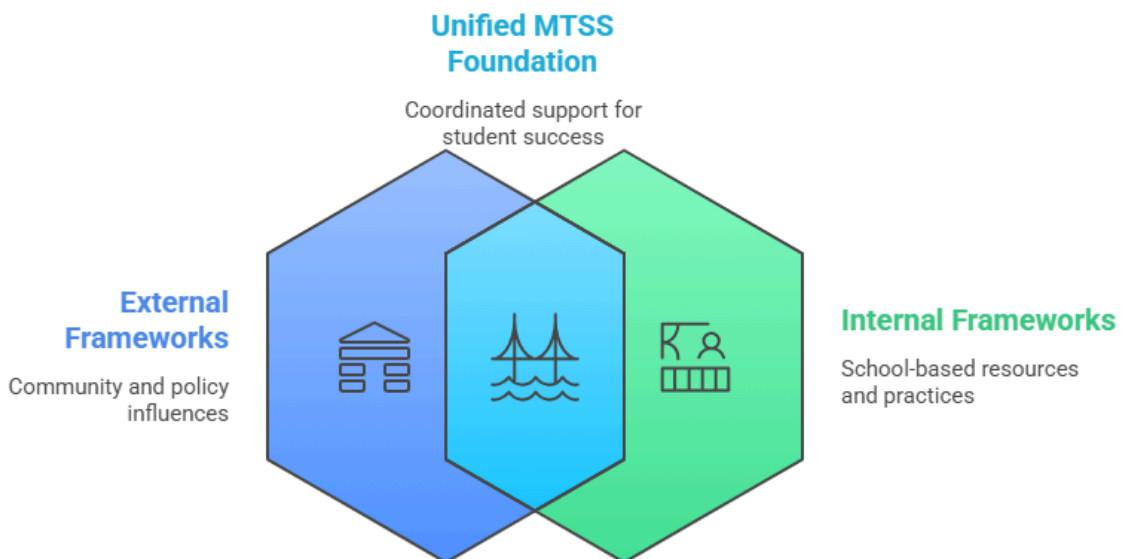
We further believe that the school and community must work together to make these goals possible. Therefore, there would be an attitude of mutual respect and confidence between professional educators and patrons of the community.

Core Components of MTSS

(Adapted from Mississippi DOE, 2020)

1. **Shared Leadership:** SIT, ILT, Climate, ASERT, and Administrative Teams collaborate to ensure fidelity and alignment.
2. **Data-Based Problem Solving & Decision Making:** Utilize Panorama, Early Warning System, and Synergy for real-time data on academics, attendance, and behavior.
3. **Layered Continuum of Supports:** Tier I (All), Tier II (Some), Tier III (Few).
4. **Family, School, and Community Partnerships:** Collaborations with Linn County Mental Health, Community SIT Team, LBL ESD, and YST.
5. **Evidence-Based Instruction & Interventions:** Curriculum and supports aligned to ESSA evidence levels (Strong–Promising).
6. **Universal Screening & Progress Monitoring:** Implemented 3x per year, using Panorama and district screeners (DESSA, attendance, academic benchmarks).

Synergy of External and Internal MTSS Supports



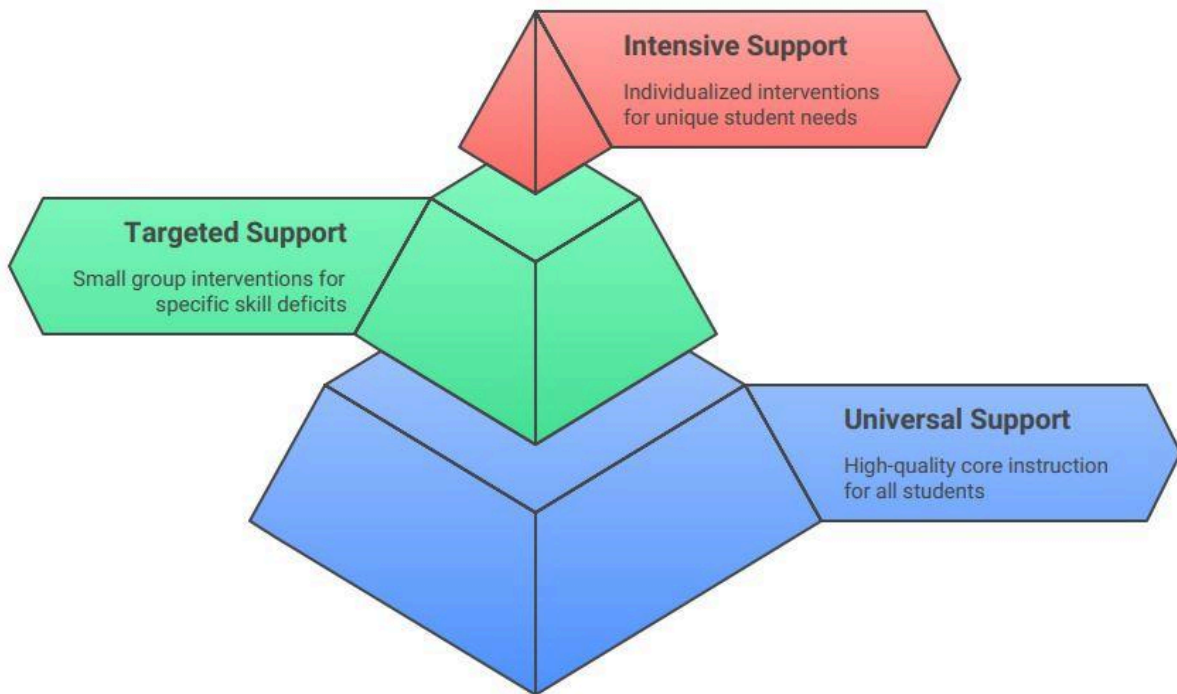
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MTSS Framework Overview

- **Tier 1 (Universal Supports):** High-quality, evidence-based instruction and proactive classroom management strategies provided to all students.
- **Tier 2 (Targeted Supports):** Small-group, targeted interventions for students identified as at-risk.
- **Tier 3 (Intensive Supports):** Individualized interventions and supports, often requiring more frequent progress monitoring and specialized staff involvement.

Tiers of Support

MTSS Tiered Support System



Tier 1: Universal Supports

- **Academics:** Delivering high-quality, standards-aligned instruction; implementing differentiation; utilizing universal screeners; ensuring access to the core curriculum.

- **Behavior:** Employing Positive Behavior Interventions and Supports (PBIS); establishing clear expectations; adopting restorative justice practices; consistently reinforcing positive behavior.
- **Social Emotional Learning (SEL):** Implementing a schoolwide SEL curriculum, conducting daily check-ins, facilitating community circles, and fostering positive climate practices.
- **Equity Lens:** All Tier 1 practices are intentionally designed to be culturally responsive, linguistically inclusive, and trauma-informed.

Tier 2: Targeted Supports

- **Academics:** Implementation of small-group reteaching, skill-based interventions such as reading and math labs, and dedicated tutoring sessions.
- **Behavioral Interventions:** Strategies including Check-in/Check-out (CICO), behavior contracts, focused social skills groups, and small restorative circles.
- **Social-Emotional Learning (SEL):** Facilitation of counseling groups, targeted mentorship programs, and structured lessons on coping skills.
- **Equity Lens:** Utilization of data disaggregation to identify student groups that are underrepresented in achievement and conducting targeted outreach to families.

Tier 3: Intensive Supports

- **Academics:** Tailored interventions, one-on-one tutoring, specialized instructional programs, and potential referrals for special education evaluations.
- **Behavioral Interventions:** Conducting Functional Behavior Assessments (FBA), developing Behavior Intervention Plans (BIP), providing wraparound supports, and facilitating restorative conferences.
- **Social-Emotional Learning (SEL):** Offering individual counseling, establishing mental health partnerships, and providing crisis response services.
- **Equity Lens:** Implementing individualized, student-centered problem-solving strategies to ensure access to resources and promote culturally responsive practices.

Restorative Justice & Positive Behavior Supports

Our district is committed to cultivating a positive, safe, and inclusive school climate through a balance of proactive supports, restorative practices, and evidence-based interventions. The goal is not only to reduce exclusionary discipline but also to repair harm, rebuild trust, and reintegrate students into the community.

Tier 1: Schoolwide Supports

- Restorative conversations, circles, and conferences as part of daily practice.

- PBIS acknowledgement systems (tickets, shout-outs, awards, staff recognition).
- Proactive, trauma-informed classroom management.
- Schoolwide data review through Early Warning System (EWS) and Synergy.

Tier 2: Targeted Supports

- Restorative circles/small group conferences to repair harm and re-establish belonging.
- Check-In/Check-Out, social skills groups, SEL interventions.
- Mini-FBA with a brief behavior support plan when patterns emerge.
- Structured family engagement and Youth Services Team (YST) referrals.

Tier 3: Intensive Supports

- Formal restorative conferences involving students, staff, and families.
- Full Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP).
- Individualized reinforcement systems with frequent monitoring.
- Collaboration with community partners via YST referrals.

Conduct Mapping & Operating Procedures

- Clear guidelines for distinguishing between classroom-managed and office-managed behaviors.
- Flowchart mapping for conducting referrals and restorative responses.
- Standard operating procedures for SIT referrals, data collection, and communication with families.

MTSS Teams

- SIT (Student Intervention Team): Problem-solving team focused on individual student needs; manages Tier 2/Tier 3 interventions.
- ILT (Instructional Leadership Team): Guides curriculum and instructional alignment; ensures academic Tier 1 effectiveness.
- Climate Team: Oversees PBIS, SEL, restorative practices, and school culture initiatives.
- ASERT Team (Assessment, Support, Equity, Response Team): Ensures equity in access to supports, monitors data for disproportionality, and leads restorative responses.

Foundational Practices for MTSS



Data-Driven Decision Making

Using data to inform and guide educational strategies



Collaborative Teams

Fostering teamwork among educators and stakeholders



Professional Development

Providing ongoing training for educators



Family and Community Engagement

Involving families and communities in education



Evidence-Based Interventions

Implementing proven educational strategies

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The SIT Process

Step 1: Classroom Teacher Recognizes a Need

- The teacher identifies a student of concern (academic, behavioral, or social-emotional).
- Differentiation strategies are tried, documented, and reviewed.
- The teacher communicates with parents about concerns and potential solutions.
- The teacher notifies the Principal of the concern.
- A meeting is scheduled to discuss the student.

Step 2: SIT Meeting #1

Purpose: Initial support, collaboration, and baseline data collection.

Participants:

- General Education Teacher

- Special Education Teacher
- Administrator
- Other staff as appropriate (Title I, Counselor, etc.)

Parent Contact:

- The Gen Ed Teacher should inform parents of concerns and planned supports.

Forms/Documentation:

- To-Do List
- File Review
- Data Tracking Sheet

Actions:

- Brainstorm and select interventions.
- Begin structured data collection.

Step 3: SIT Meeting #2 (Approx. 8 weeks later)

Purpose: Review intervention effectiveness, adjust as needed, and formally include parents.

Participants:

- SIT Team (including parent)

Forms/Documentation:

- Updated To-Do List
- File Review (in progress)
- Completed Data Tracking Sheets from the first cycle
- New Data Tracking Sheets for next cycle
- Parent-completed Medical History Form

Actions:

- Review progress monitoring data.
- Adjust or intensify interventions as appropriate.

Step 4: SIT Meeting #3 (Approx. 8 weeks after Meeting #2)

Purpose: Determine next steps, including possible Special Education referral.

Participants:

- SIT Team (including parent)

Forms/Documentation:

- Completed To-Do List and File Review
- All Data Tracking Sheets (previous and current)

Actions:

- Review cumulative data.
- Adjust interventions or intensify supports.
- Consider referral to SPED if:
 - The student is not making progress compared to grade-level peers.
 - Despite consistent implementation, interventions have proven ineffective.

Early SPED Involvement

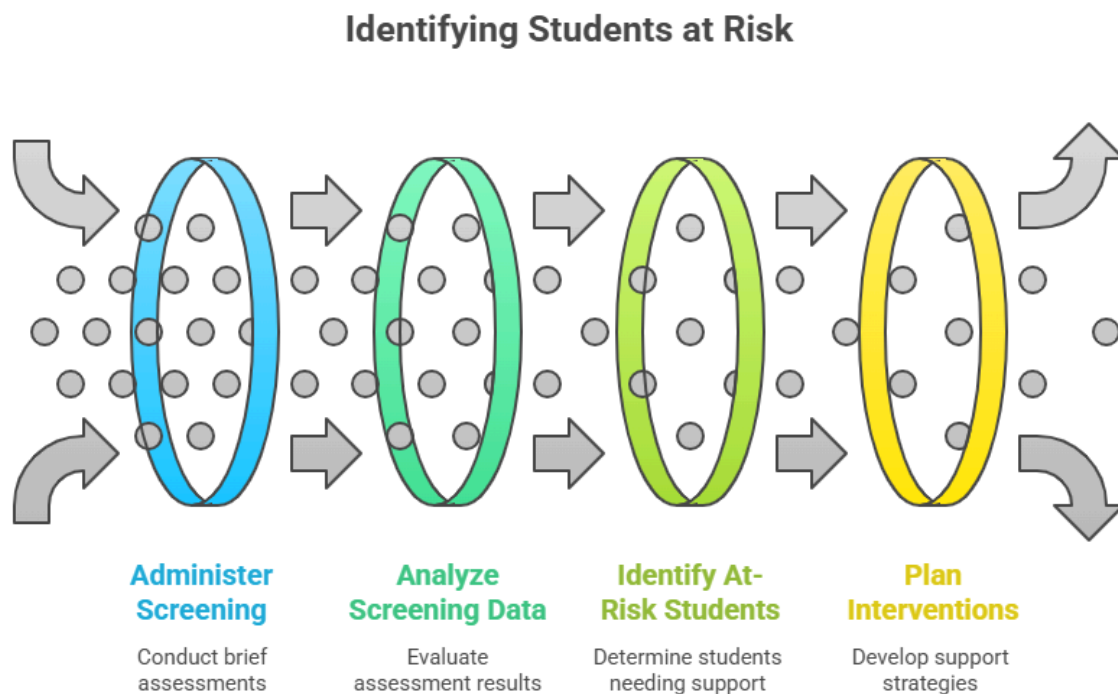
- If a disability is suspected at any point, a referral to Special Education may be made for evaluation.

Roles & Responsibilities

- **General Education Teacher:** Implements Tier 1 & Tier 2 supports, documents interventions, and communicates with parents.
- **Administrator:** Oversees SIT process, ensures timelines are followed.
- **Counselor/Title/Special Education:** Provides specialized support as needed.
- **Parent/Guardian:** Shares input, medical history, and collaborates in support planning.

Documentation Requirements

- Maintain copies of all SIT forms (To-Do List, File Review, Data Tracking Sheets).
- Data must reflect the frequency, duration, and intensity of interventions.
- Ensure timely submission of forms to the SIT coordinator or administrator.



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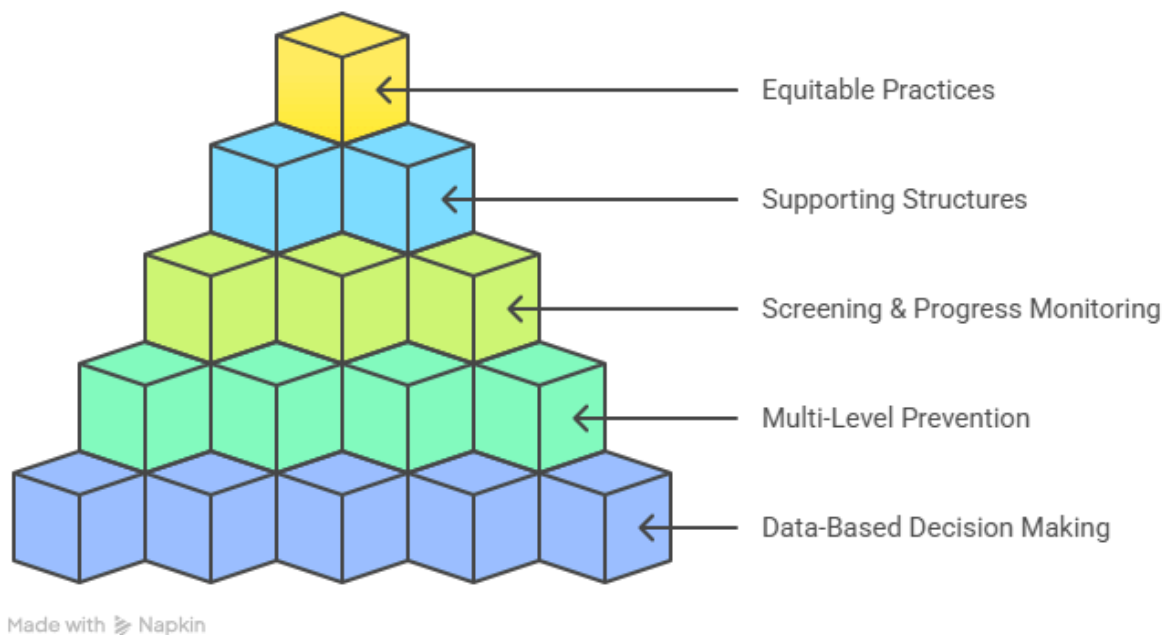
Data-Based Problem Solving & Decision Making

Follow the **Four-Step Process** (MDE, 2020):

1. Define the problem or goal (What do we expect students to know/do?)
2. Analyze the problem (Why is the gap occurring?)
3. Develop and implement the plan (Intervention, responsible staff, timeline, fidelity).
4. Evaluate the plan (Progress monitoring and reflection).

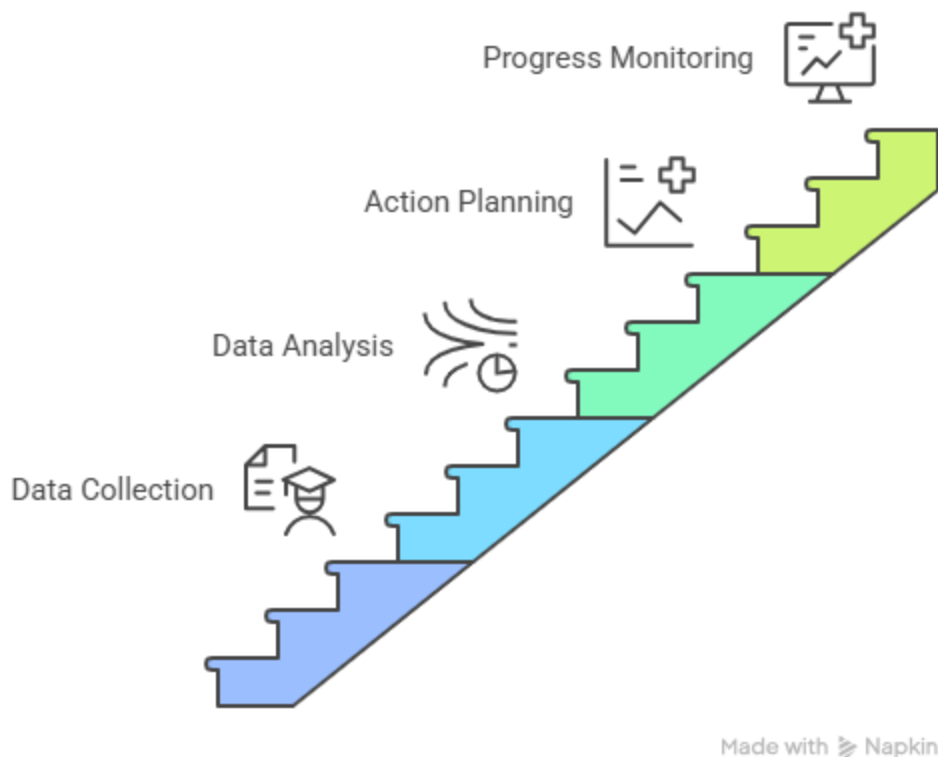
Data sources: Panorama, Synergy, attendance, discipline, and academic benchmarks.

MTSS Framework Pyramid



An MTSS framework, with data-based decision-making at its core, provides a comprehensive and proactive approach to supporting all students. By implementing the key elements and supporting structures outlined in this document, schools can create a system that meets the diverse needs of their students and promotes academic and behavioral success for all. The integration of culturally responsive and evidence-based practices ensures that the framework is equitable and effective.

Implementing Data-Driven MTSS



Implementation Fidelity & Team Structures

Teams & Roles:

- **District Leadership Team:** Oversees district-wide MTSS implementation.
- **School Leadership Teams:** Coordinate Tier I fidelity and PD.
- **SIT (Student Intervention Team):** Manages Tier II and III interventions.
- **ASERT:** Oversees behavior, crisis prevention, and de-escalation support.
- **Climate/ILT Teams:** Monitor culture, engagement, and instructional practices.

Fidelity Tools:

- Annual MTSS Self-Assessment (SAM Rubric).
- Tiered Fidelity Inventory (TFI) for PBIS.
- Implementation calendar (Fall/Winter/Spring data review).

Alignment with MTSS & Equity

Restorative Justice and PBIS are aligned within the MTSS framework to ensure students receive the proper support at the right time. Interventions affirm identity, promote belonging, and reduce disproportionality. Professional development equips staff to implement trauma-informed, culturally and linguistically responsive practices across all tiers.

Equity & SEL Alignment

Equity and Social-Emotional Learning (SEL) are foundational to the Multi-Tiered System of Supports (MTSS) framework. Together, they ensure that all students—regardless of background, identity, or life experience—have access to safe, inclusive, and affirming learning environments. Equity and SEL are not stand-alone initiatives; they are woven into every tier of support, guiding how we teach, respond, and build community.

Equity in Practice

- **Culturally Responsive Implementation:** Equity ensures that SEL and behavioral supports are responsive to each student's identity, culture, language, and lived experience. Staff intentionally recognize and celebrate diversity as an asset in the classroom and school community.
- **Reducing Disproportionality:** Data is reviewed through an equity lens to identify and address disparities in discipline, attendance, and academic performance. The goal is to eliminate systemic barriers and ensure fair access to interventions.
- **Voice and Agency:** Student and family perspectives are valued in decision-making, particularly in SIT and YST meetings. Every student should feel seen, heard, and empowered to contribute meaningfully to their school community.

SEL Integration

- **Explicit Instruction:** SEL provides direct teaching in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- **Empathy and Perspective-Taking:** Through restorative circles, classroom discussions, and schoolwide SEL lessons, students learn to understand others' viewpoints, manage emotions, and engage respectfully with peers.
- **Inclusive Practices:** SEL is embedded in daily routines, helping students and adults practice inclusion, compassion, and respect across differences.
- **Trauma-Informed Lens:** SEL strategies are grounded in trauma-informed principles, ensuring safety, predictability, and emotional regulation for all learners.

Shared Outcomes

- Both Equity and SEL promote belonging, safety, and student voice as essential conditions for learning.
- Restorative Justice, PBIS, and SEL work together to build a culture in which mistakes are seen as opportunities for growth rather than punishment.
- Staff are supported through ongoing professional development to implement practices that affirm identity, repair harm, and strengthen relationships.

Family, School & Community Partnerships

Strong partnerships between families, schools, and community organizations are the foundation of a successful Multi-Tiered System of Supports (MTSS). When families and educators work collaboratively—and when community partners extend the reach of school-based supports—students experience increased connection, safety, and belonging.

These partnerships ensure that academic, behavioral, and social-emotional needs are met through shared responsibility and open communication.

Family Engagement

- **Active Collaboration in SIT Meetings:** Families are invited to participate in Student Intervention Team (SIT) meetings to share insights, contribute to goal-setting, and help design intervention strategies. Their voices and experiences guide the development of individualized support.
- **Regular Communication and Progress Updates:** Schools provide frequent updates on academic, behavioral, and SEL progress through Synergy, phone calls, and conferences. Feedback loops ensure transparency and promote trust.
- **Empowerment through Education:** Families receive tools and training to support learning at home—such as behavior strategies, SEL language, and trauma-informed parenting resources.
- **Culturally and Linguistically Responsive Communication:** All communication is designed to be accessible, translated when needed, and aligned with the diverse cultural and linguistic backgrounds of our families.

School-Based Collaboration

- **Unified Systems of Support:** Teachers, counselors, administrators, and specialists collaborate within the MTSS framework to ensure consistent Tier 1 expectations, targeted Tier 2 supports, and individualized Tier 3 interventions.
- **Family as Partners in Problem Solving:** Staff view families as co-creators of solutions. Instead of a “school-to-home” model, the district embraces a “school-with-home” approach—recognizing families as essential partners in their child’s growth.

- **Celebrating Success:** Schools actively celebrate progress through newsletters, family nights, and PBIS recognition systems that include family engagement (e.g., students earning SOAR tickets, special field trips, or positive referrals).

Community Partnerships

- **Youth Services Team (YST):** The YST connects schools to vital wraparound supports, including mental health, mentoring, and family services. Referrals may be made for Tier III interventions or family-level supports to ensure holistic care.
- **Linn County Mental Health Partnership:** Provides on-site and referral-based counseling, crisis response, and behavior consultation to strengthen Tier III supports.
- **Logger Links Community Events:** Community-based events designed to unite families, students, and staff in a positive and inclusive setting. These events promote connection, belonging, and awareness of available support.
- **Parent Education Nights:** Hosted throughout the year to increase awareness of mental health resources, SEL practices, digital safety, and academic support.
- **Santiam Service Integration Team:** The Santiam Service Integration Program consists of four teams that work to provide a safety net to the communities of Turner to Idanha, and Sublimity to Scio/Jefferson. Each of the five teams follows the local school district catchment area (physical boundary). Households that reside in the district boundary, regardless of having children in the district, are potentially eligible for assistance. Team members meet monthly to address community needs and share information/network. Each team operates independently, addresses and responds to local needs, allocates team funds for community needs and outreach events, and provides an opportunity to network/share resources.

Shared Commitment

- Family, school, and community partnerships are built on **trust, respect, and shared accountability** for student success.
- The district commits to **two-way communication, cultural humility, and shared leadership** with families and partners.
- Collaboration across systems ensures that support extends beyond the school day and into the community—fostering a network of care for every student.

Behavior, SEL & Restorative Practices Integration

Our district's approach to student behavior is rooted in the belief that **children do well if they can** (Ross Greene). When students experience challenges, we respond with compassion, skill-building, and relationship repair—not punishment. Through the integration of **PBIS**, **Social-Emotional Learning (SEL)**, and **Restorative Practices**, we foster environments where every student feels safe, valued, and connected.

Behavior supports are proactive, equitable, and data-driven—ensuring that interventions build student capacity and promote long-term success rather than short-term compliance.

Positive Behavioral Interventions and Supports (PBIS)

- **Recognition Systems:**
 - *SOAR Tickets* (Safe, Organized, Accountable, Respectful) and *Super Hawk Awards* celebrate positive behavior and reinforce district-wide expectations.
 - Staff recognition programs promote consistency and adult modeling of the same core values.
 - Classrooms embed acknowledgment systems that align with PBIS Tier 1 expectations and support Tier 2 motivation goals.
- **Data-Driven Decision Making:**
 - Behavior data is collected and reviewed through Synergy and Panorama dashboards.
 - Trends inform Tier 1 reteaching, Tier 2 interventions, and Tier 3 individualized support.
- **Consistency Across Settings:**
 - PBIS expectations are taught, modeled, and reinforced in classrooms, buses, cafeterias, playgrounds, and all common areas.
 - Staff use everyday language and visuals to ensure predictable, positive environments.

Restorative Practices

- **Restorative Circles:**
 - Used proactively to build classroom community and reactively to address conflict.
 - Circles encourage empathy, accountability, and shared problem-solving.
- **Restorative Conversations:**

- Short, structured dialogues between staff and students to reflect on impact, repair harm, and rebuild trust.
- These replace punitive or exclusionary discipline measures whenever appropriate.
- **Re-Entry Conferences:**
 - Conducted after significant incidents, suspensions, or absences to reintegrate students into the learning community.
 - Include student, family, and key staff to develop a reintegration plan focused on support, not punishment.
- **Alignment with MTSS:**
 - Restorative approaches are embedded in Tier 1 culture, Tier 2 small-group interventions, and Tier 3 intensive reintegration plans.

Trauma-Informed Responses

- **CPI Principles:**
 - Staff utilize *Crisis Prevention Institute (CPI)* strategies emphasizing de-escalation, safety, and dignity.
 - Nonviolent Crisis Intervention (NCI) training equips staff to recognize early signs of distress and respond with empathy.
- **District De-Escalation Flowchart:**
 - Provides a step-by-step guide for responding to escalating behaviors while maintaining student and staff safety.
 - Prioritizes co-regulation, emotional safety, and repair over removal or exclusion.
- **Collaborative and Proactive Solutions (CPS):**
 - Problem-solving with students to identify unsolved problems and teach lagging skills.
 - Focuses on prevention rather than reaction.

Social-Emotional Learning (SEL) Integration

- **Panorama's SEL Curriculum:**

- Provides K–12 SEL instruction that fosters purpose, empathy, and resilience.
- Lessons integrate seamlessly with PBIS expectations and restorative conversations.

- **Logger Links:**

- A community-based SEL initiative that promotes unity, inclusion, and district-wide belonging.
- Events and student-led campaigns strengthen the connection between schools, families, and the community.

- **SEL Screening:**

- Panorama's SEL screening tool that identifies student strengths and needs across SEL competencies.
- Data informs Tier 1 instruction, Tier 2 targeted groups, and Tier 3 individualized supports.

- **Alignment with Equity:**

- SEL implementation centers identity, culture, and voice. Practices affirm student backgrounds and address disproportionality in behavior outcomes.

Shared Outcomes

- Behavior supports are grounded in empathy, accountability, and growth.
- SEL instruction equips students with the tools to manage emotions, build relationships, and make responsible decisions.
- Restorative practices ensure harm is repaired and relationships are restored, maintaining a sense of belonging for all students.
- Together, PBIS, SEL, and Restorative Practices create a unified system where **safety, connection, and learning thrive**.

Counselor's Role in MTSS (ASCA-Aligned)

Tier I: Deliver SEL instruction, schoolwide prevention campaigns.

Tier II: Run targeted groups, Check-In/Check-Out, and behavior plans.

Tier III: Conduct individual counseling, QPR-aligned suicide prevention response, referrals to community services.

Chronic Absenteeism & Early Warning Systems

- Panorama EWS identifies “Sliding” and “Off Track” students.
- Tiered interventions:
 - **Tier I:** Attendance messaging, incentives.
 - **Tier II:** Family meetings, mentorship, Check-In/Check-Out.
 - **Tier III:** Attendance contracts, YST referrals, home visits.

Professional Development & Staff Support

- Bi-annual CPI training (verbal/non-violent crisis intervention).
- QPR suicide prevention and Hope Squad partnership.
- Restorative Practices & Trauma-Informed Care PD.
- Tiered Fidelity Review each semester.

Appendices

- A: SIT Flowchart and Referral Form [Sit Flow Chart | PDF - Scribd](#)
- B: Tier II Mini-FBA Template [SCIO Mini-FBA Packet.docx](#)
- C: Panorama Data Review Schedule
- D: Community Resources (YST, Linn County MH, SSIT, Hope Squad(if adopted))[Northern Linn YST Referral Packet - Fillable PDF \(12\).pdf](#)
[Scanned-Blank-ROI-Santiam-SI-20252026.pdf](#) [LCMH COP WHC Referral 01.05.24 fillable \(004\) \(4\).pdf](#)
- E: Glossary of MTSS Terms (adapted from MDE, 2020) [Scio School District 95 – MTSS Glossary of Terms](#)

References & Acknowledgements

Acknowledgements

The Scio School District 95 Multi-Tiered System of Supports (MTSS) Handbook was developed through the collaborative efforts of district leadership, teachers, counselors, specialists, and community partners dedicated to the academic, behavioral, and social-emotional success of every student.

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- **Scio School District 95 Leadership Team** – for vision, alignment, and implementation support.
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- **Counseling and Student Services Staff** – for ASCA-aligned integration of SEL, suicide prevention, and family engagement.
- **Community Partners:** Linn County Mental Health, Youth Services Team (YST), Trillium Counseling, and the Santiam Service Integration Team – for ensuring wraparound and crisis response support.
- **Panorama Education & CPI (Crisis Prevention Institute)** – for tools that strengthen data-based decision-making and trauma-informed care.

Your collective efforts ensure that Scio SD continues to build a safe, inclusive, and equitable system where every student can thrive.

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