

FREE RESOURCE • TIER 1 IMPLEMENTATION PLAN

MTSS Handbook

A working template for your building's **Tier 1 implementation plan**. The handbook is the shared reference document your MTSS Design & Implementation Team returns to across the year — the place where “what does our school actually do for Tier 1?” has a written answer, not a different answer from every staff member you ask.

Fill this out at the start of the year, or update last year's. Keep it short enough that your team actually reads it. A handbook that lives in a drawer is worse than a three-page one people open. This template has **seven sections**.

SCHOOL YEAR

BUILDING / TEAM

DATE COMPLETED

SECTION 1

Vision for Tier 1

One or two sentences describing what successful Tier 1 implementation looks like at your school this year. Good vision statements name **what all students experience**, not just what the team does.

NOT THIS

“Our team meets monthly and reviews screener data.”

THIS

“Every student receives high-quality core instruction, clear school-wide expectations, and universal screening three times a year. When a student needs more, our system identifies them early.”

OUR VISION FOR TIER 1 THIS YEAR

SECTION 2

MTSS Design & Implementation Team

Summarize your team structure here.

See the **MTSS Team Roles** template for the detailed roster of rotating and standing members. If that template isn't filled out yet, list your core team below and complete it when you can.

MEETING CADENCE

e.g. monthly, second Tuesday, 3:00–4:00 PM

STANDING LOCATION

DECISION-MAKING NORM

e.g. consensus, majority, administrator final call

WHO COVERS WHEN THE FACILITATOR IS ABSENT

CORE TEAM MEMBERS

SECTION 3

School-wide expectations

The small number of behaviors, values, or commitments your school teaches, reinforces, and refers to across all settings. Most schools find that **3–5 expectations** that apply everywhere — classroom, hallway, cafeteria, bus — works well: few enough to remember, broad enough to cover most of what students need.

OUR EXPECTATIONS

WHERE THESE ARE POSTED

WHEN THEY ARE TAUGHT

e.g. first week of school, monthly re-teaching, after long breaks

HOW STAFF ACKNOWLEDGE THEM

e.g. specific praise, tickets, house points, classroom systems

SECTION 4

Discipline flowchart

Every staff member should be able to answer: “When a student’s behavior is off-track, what do I do first, and what triggers an office referral?”

OUR FLOWCHART LIVES AT

file path, handbook page, posted location

HOW STAFF ARE TRAINED ON THE FLOWCHART

e.g. August PD, reviewed each semester, new-staff onboarding

STAFF-MANAGED BEHAVIORS — HANDLED IN THE CLASSROOM

OFFICE-MANAGED BEHAVIORS — REFERRED TO AN ADMINISTRATOR

SECTION 5

Universal screening schedule

The three or more times each year you screen all students in academics, behavior, and/or SEL. Screening is universal — every student, every window.

Window	Dates	Who screens	What’s screened
Fall			
Winter			
Spring			

ACADEMIC SCREENER

e.g. DIBELS, aimsweb, STAR, mCLASS, NWEA MAP Growth

BEHAVIOR / SEL SCREENER, IF USED

WHO LOADS SCREENING DATA

SECTION 6

Data-meeting cadence

The regular rhythm of your team looking at screening and progress-monitoring data together.

FREQUENCY

monthly is typical; weekly in intensive cycles

STANDING AGENDA

e.g. screener review, Tier 1 trends, students flagged for Tier 2, team actions

PROTOCOL USED

name your team's chosen meeting protocol

WHERE DECISIONS ARE RECORDED

meeting notes template, intervention log, both

WHO PREPARES THE DATA

see MTSS Team Roles — Data Lead

SECTION 7

Professional development expectations

The PD your team commits to delivering or completing this year, tied to Tier 1 implementation.

STAFF PD PLANNED

COACHING SUPPORTS AVAILABLE

e.g. instructional coach, behavior specialist, peer observation

HOW NEW STAFF ARE ONBOARDED TO THIS HANDBOOK

WHEN THIS HANDBOOK IS REVIEWED AND UPDATED

recommended: annually, before the next year's team takes over

Revisit cadence

- ☐ **Start of year:** review and update each section; decide what changed from last year
- ☐ **End of year:** archive this year's handbook; note what needs revision before the next year's team takes over
- ☐ Optional mid-year check-in: confirm what's in the handbook still matches what's actually happening

A handbook records what your school decided. What it can't carry is the per-student layer underneath it — screening results, intervention plans, progress data, fidelity checks, and family communication for every student in Tier 2 and Tier 3, all year. **ScholarPath Intervention Monitoring** was built to hold that layer, keeping the whole MTSS process in **one data source** instead of three systems and a binder.

monitoring.scholarpathsystems.org

Not a pitch. A reference point, if the gap between the handbook and the daily work feels wider than it should.

This document records organizational practices, staff roles, and schedules. Filled-in copies contain staff names and school-specific operational details; handle per your district's document-retention policies.