



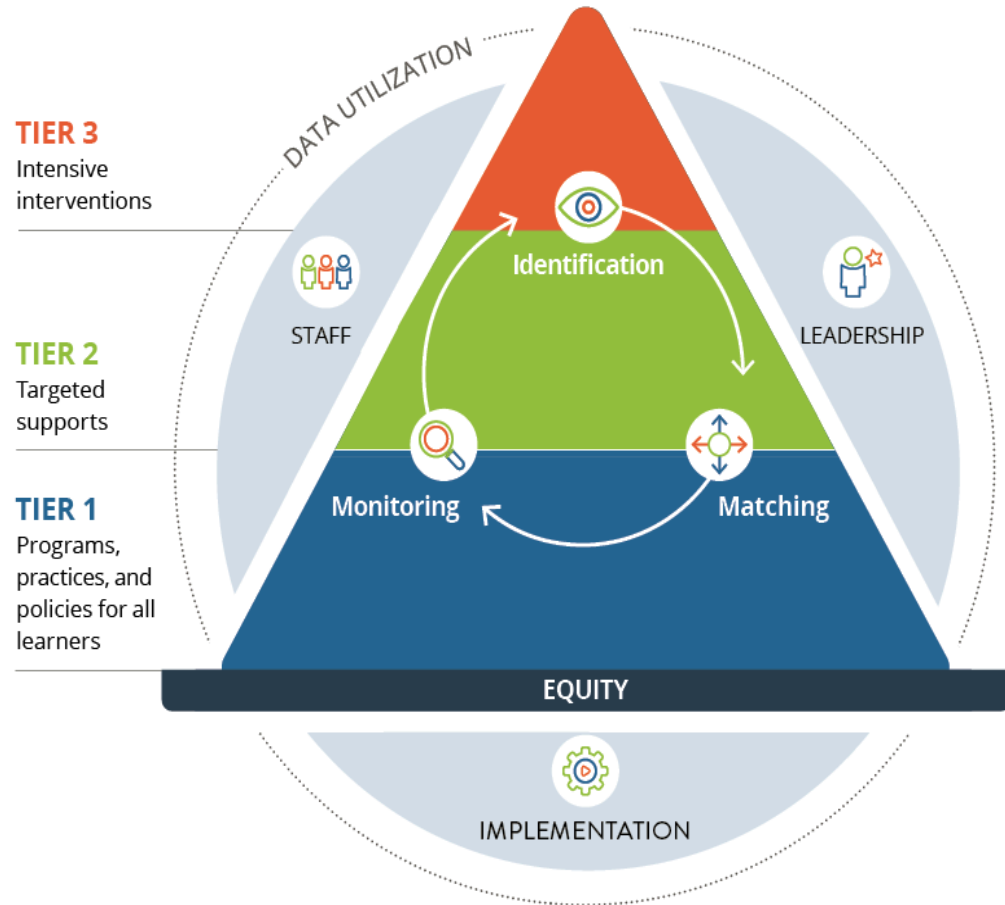
# MTSS Sustainability Checklist

## DIRECTIONS

The purpose of this tool is to guide sustainability and continuous quality improvement planning of a comprehensive MTSS System for SEL and mental health. This tool prompts a high-level reflection on the key components of MTSS:

- Team structure
- Tiered supports
- Identification, matching, and monitoring
- Drivers of Effectiveness (leadership, implementation and staff)
- Data Utilization (data and practices)

This tool is not meant for evaluation, but rather to prompt reflection, promote conversation, and inform sustainability and continuous quality improvement planning. For each item, consider whether your district has the item in place, and if it requires improvement and/or sustainability planning (e.g., ongoing professional development support, financial sustainability, etc.). Because equity is the foundation of an effective MTSS, embedded in each item are equity considerations. When rating each element of the MTSS framework be sure to include the equity considerations in your rating and reflections.



## Rating Scale

<b>1</b> = Needs improvement	<b>2</b> = Need sustainability planning	<b>3</b> = Completely, consistently, and effectively in place and sustainable	<b>N/A</b> = Don't have
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Team Structure	1	2	3	N/A	Notes
<p>A team composed of individuals representing diverse roles, backgrounds, and perspectives. This team meets regularly, using a consistent meeting format to reflect, plan, and act in support of the MTSS for social, emotional, and behavioral development. Input from community members outside of the team (staff, students, families), as well as other data, is gathered and incorporated into decision-making throughout the year. Each year there is interest in joining the team from new members of the school community. There is understanding across the school community about the purpose, impact, and importance of the team.</p> <p><b>Equity Consideration:</b> The team prioritizes, considers, and uplifts the various identity groups represented in our school, district, and larger community. Every voice is honored and the team operates in an inclusive, culturally and linguistically respectful manner.</p>					

Tiered Supports	1	2	3	N/A	Notes
<p><b>Tier 1:</b> Social, emotional, and behavioral supports are guided by a documented framework. Supports are consistent and aligned within and across grades in ways that are developmentally appropriate and culturally affirming. All staff provide these supports through both explicit teaching and implicit integration in all areas of the school environment. Students, staff, and families can clearly see and articulate what Tier 1 supports are. Tier 1 supports are part of the fabric of “how we do things”, and are not tied to any one person/role.</p> <p><b>Equity Consideration:</b> The guiding framework is informed by the social identities, cultural practices, and values of the various groups represented in the school community. Universal supports are adaptive and responsive to the needs of all learners across different identity groups.</p>					

Tiered Supports	1	2	3	N/A	Notes
<p><b>Tier 2:</b> As needed, for specific students at a particular time, targeted supports (e.g., SEB skill groups, check-in/check-out) are available both inside and outside of the classroom setting. These supports are clearly documented, understood, implemented by trained staff, and properly monitored/managed. The school community (students, staff, families) can articulate what Tier 2 supports are available and understand how to access these supports as needed.</p> <p><b>Equity Consideration:</b> The selection and implementation of targeted supports are responsive to the assets, cultural values, and linguistic repertoires of students. Implementation and progress monitoring are critically analyzed through a lens of inclusive, anti-racist practices to identify and address implicit bias and exclusionary practices.</p>					
<p><b>Tier 3:</b> As needed, intensive social, emotional and/or behavioral supports (e.g., 1:1 counseling, behavior support plan, referrals to outside mental health providers) are available to students with elevated needs at a particular time. These supports are clearly documented and understood, delivered by trained staff, and properly monitored/managed.</p> <p><b>Equity Consideration:</b> The selection and implementation of intensive supports are responsive to the assets, cultural values, and linguistic repertoires of students. Implementation and progress monitoring are critically analyzed through a lens of inclusive, anti-racist practices to identify and address implicit bias and exclusionary practices.</p>					

Identification, Matching, and Monitoring	1	2	3	N/A	Notes
<p>A clear process is in place within the school/district for identifying students who might benefit from additional social, emotional, or behavioral supports. This process matches the student needs to an aligned intervention/support and monitors students' responses to interventions. Staff, students, and families understand what supports are available and how to refer students and/or request support. This process does not rely on any individual person or role and happens regularly during consistent, dedicated meetings.</p> <p><b>Equity Consideration:</b> Identification, matching, and monitoring processes are critically analyzed through a lens of inclusive, anti-racist practices that are culturally and linguistically sustaining to identify and address implicit bias and exclusionary practices.</p>					

Drivers of Effectiveness	1	2	3	N/A	Notes
<p><b>Leadership:</b> School/district leaders demonstrate commitment to creating and sustaining a multi-tiered system of supports for social, emotional, and behavioral needs through articulating a clear vision, sharing clear goals, and providing supports (e.g., time, finances, learning, etc.) to those tasked with carrying out the various elements of an effective MTSS. The vision exists outside of one individual leader and tangible supports exist to “onboard” new community members to the vision.</p> <p><b>Equity Consideration:</b> School/district leaders articulate their vision for equitable social, emotional, and behavioral supports, set clear equity goals, and ensure supports (e.g. time, finances, learning, etc.) are equitably distributed to those tasked with carrying out the various elements of an effective MTSS.</p>					

Drivers of Effectiveness	1	2	3	N/A	Notes
<p><b>Staff Competency:</b> Staff understand the importance of social, emotional, and behavioral support, can articulate their role in supporting an effective MTSS, and receive professional development and ongoing coaching (internal or external) that is guided by the SEB vision and/or framework.</p> <p><b>Equity Consideration:</b> Staff receive professional development and ongoing coaching (internal or external) that supports their understanding of culturally responsive and affirming social, emotional, and behavioral supports, and helps them to critically examine potentially biased and exclusionary existing practices.</p>					
<p><b>Effective Implementation:</b> Staff implementing social, emotional, and behavioral supports understand the rationale behind the supports they are providing, engage in effective collaboration to provide supports, and monitor the fidelity of implementation through tracking, data collection, observations, etc.</p> <p><b>Equity Consideration:</b> Staff implementing social, emotional, and behavioral supports examine the supports they are providing to ensure strategies are culturally and linguistically sustaining for the students they are intended to support.</p>					

Data Utilization	1	2	3	N/A	Notes
<p>The school/district collects a variety of implementation fidelity and outcome data related to students' social, emotional, and behavioral development (e.g., SEL assessment), disaggregates and analyzes the data, appropriately shares data with partners, and uses the data to inform, monitor and improve supports.</p> <p><b>Equity Consideration:</b> The school/district uses data metrics, data collection techniques, and communication strategies that are culturally and linguistically sustaining for all students, staff, and families.</p>					



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