

Michigan Department of Education
Multi-Tiered System of Supports (MTSS) in Michigan’s State School Aid Act Of 1979
July 2020

THE STATE SCHOOL AID ACT of 1979	MTSS LANGUAGE IN THE LAW
<p>Section 21h(2)(a)(i) Partnership Districts</p> <p>Grant funds available via application for Partnership Districts only.</p>	<p>A review of the district's implementation and utilization of a <u>multi-tiered system of supports</u> to ensure that it is used to appropriately inform instruction.</p>
<p>Section 31a (3) (a-e)</p>	<p>(3) For a district or public school academy to be eligible to receive funding under this section, other than funding under subsection (7) or (8), the district or public school academy, for grades K to 12, shall comply with the requirements under section 1280f of the revised school code, MCL 380.1280f, and shall use resources to address early literacy and numeracy, and for at least grades K to 12 or, if the district or public school academy does not operate all of grades K to 12, for all of the grades it operates, must implement a <u>multi-tiered system of supports</u> that is an evidence-based framework that uses data-driven problem solving to integrate academic and behavioral instruction and that uses intervention delivered to all pupils in varying intensities based on pupil needs. The <u>multi-tiered system of supports</u> described in this subsection must provide at least all of the following essential components:</p> <ul style="list-style-type: none"> (a) Team-based leadership. (b) A tiered delivery system. (c) Selection and implementation of instruction, interventions, and supports. (d) A comprehensive screening and assessment system. (e) Continuous data-based decision making.

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Section 31a (5)	<p>5) Except as otherwise provided in this section, a district or public school academy receiving funding under this section shall use that money only to provide instructional programs and direct noninstructional services, including, but not limited to, medical, mental health, or counseling services, for at-risk pupils; for school health clinics; and for the purposes of subsection (6), (7), or (8). In addition, a district that is a school district of the first class or a district or public school academy in which at least 50% of the pupils in membership were determined to be economically disadvantaged in the immediately preceding state fiscal year, as determined and reported as described in subsection (4), may use not more than 20% of the funds it receives under this section for school security that aligns to the needs assessment and <u>the multi-tiered system of supports model</u>. A district or public-school academy shall not use any of that money for administrative costs. The instruction or direct noninstructional services provided under this section may be conducted before or after regular school hours or by adding extra school days to the school year.</p>
Section 31a (11)	<p>(11) Subject to subsections (6), (7), and (8), for schools in <i>which more than 40% of pupils are identified as at-risk</i>, a district or public school academy may use the funds it receives under this section to implement <u>Tier 1</u>, evidence-based practices in schoolwide reforms that are guided by the district’s comprehensive needs assessment and are included in the district improvement plan. Schoolwide reforms must include parent and community supports, activities, and services, that may include the pathways to potential program created by the department of health and human services or the communities in schools program. As used in this subsection, "tier 1, evidence-based practices" means research-based instruction and classroom interventions that are available to all learners and effectively meet the needs of most pupils.</p>

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<p>Section 31a (12)(a) Job-Embedded Professional Development & Coaching; Literacy</p> <p>Please reference MDE Coaching Definition for guidance.</p>	<p>(12) A district or public school academy that receives funds under this section may use up to 7.5% of those funds to provide research-based professional development and to implement a coaching model that supports the <u>multi-tiered system of supports framework</u>. Professional development may be provided to district and school leadership and teachers and must be aligned to professional learning standards; integrated into district, school building, and classroom practices; and solely related to the following: (a) Implementing the <u>multi-tiered system of supports</u> required in subsection (3) with fidelity and utilizing the data from that system to inform curriculum and instruction. (b) Implementing section 1280f of the revised school code, MCL 380.1280f, as required under subsection (3), with fidelity.</p>
<p>Section 31a (13) Job-Embedded Professional Development & Coaching; Literacy</p> <p>Please reference MDE Coaching Definition for guidance.</p>	<p>(13) A district or public-school academy that receives funds under this section may use funds received under this section to support instructional or behavioral coaches. Funds used for this purpose are not subject to the cap under subsection (12).</p>
<p>Section 31n (13)(b)</p>	<p>(13) An intermediate district shall apply for funds under subsection (12) in a form and manner determined by the department. The application shall include, but is not limited to, all of the following:</p> <p>(b) Identification of a behavioral health assessment training implementation plan that shall include a description of how results of the training will be incorporated into administrative policies and a comprehensive school safety plan, including into a <u>multi-tiered system of support</u>.</p>

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Section 35a (3)	<p>(3) A district that receives funds under subsection (5) may use up to 5% of those funds to administer department-approved screening and diagnostic tools to monitor the development of early literacy and early reading skills of pupils in grades K to 3 and to support research-based professional development for educators in administering screening and diagnostic tools and in data interpretation of the results obtained through the use of those tools for the purpose of implementing a <u>multi-tiered system of support</u> to improve reading proficiency among pupils in grades K to 3. A department-approved screening and diagnostic tool administered by a district using funding under this section must include all of the following components: phonemic awareness, phonics, fluency, and comprehension. Further, all of the following sub-skills must be assessed within each of these components:</p> <ul style="list-style-type: none"> (a) Phonemic awareness - segmentation, blending, and sound manipulation (deletion and substitution). (b) Phonics - decoding (reading) and encoding (spelling). (c) Fluency - reading rate, accuracy, and expression. (d) Comprehension - making meaning of text.

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Section 35a(4)(a)(ii)	<p>(4) From the allocation under subsection (1), there is allocated an amount not to exceed \$31,500,000.00 for 2019-2020 for the purpose of providing early literacy coaches at intermediate districts to assist teachers in developing and implementing instructional strategies for pupils in grades K to 3 so that pupils are reading at grade level by the end of grade 3. All of the following apply to funding under this subsection: (a) The department shall develop an application process consistent with the provisions of this subsection. An application must provide assurances that literacy coaches funded under this subsection are knowledgeable about at least the following:</p> <p>(i) Current state literacy standards for pupils in grades K to 3. (ii) Implementing an instructional delivery model based on frequent use of formative, screening, and diagnostic tools, known as a <u>multi-tiered system of support</u>, to determine individual progress for pupils in grades K to 3 so that pupils are reading at grade level by the end of grade 3.</p>

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Section 35a (5)(i)(A-E)	<p>(5) From the allocations under subsection (1), there is allocated an amount not to exceed \$19,900,000.00 for 2019-2020 to districts that provide additional instructional time to those pupils in grades K to 3 who have been identified by using department-approved screening and diagnostic tools as needing additional supports and interventions in order to be reading at grade level by the end of grade 3. Additional instructional time may be provided before, during, and after regular school hours or as part of a year-round balanced school calendar. All of the following apply to funding under this subsection:</p> <p>(i) Implemented a <u>multi-tiered system of support</u> instructional delivery model that is an evidence-based model that uses data-driven problem solving to integrate academic and behavioral instruction and that uses intervention delivered to all pupils in varying intensities based on pupil needs. The multi-tiered system of supports must provide at least all of the following essential components:</p> <ul style="list-style-type: none"> (A) Team-based leadership. (B) A tiered delivery system. (C) Selection and implementation of instruction, interventions, and supports. (D) A comprehensive screening and assessment system. (E) Continuous data-based decision making.
Section 54b Integrated Behavior and Learning Supports (MiBLSi)	<p>Appropriates \$1,600,000 GF/GP for FY 2019-20 to continue MiBLSi, a program that includes positive behavioral intervention and supports and provides a statewide structure to support local initiatives for an integrated behavior and reading program.</p>