

Michigan Department of Education
Multi-Tiered System of Supports (MTSS) in Michigan’s State School Aid Act Of 1979
FY 2025

THE STATE SCHOOL AID ACT of 1979	MTSS LANGUAGE IN THE LAW
Section 21h(2)(a)(i) Partnership Districts Grant funds available via application for Partnership Districts only.	A review of the district's implementation and utilization of a multi-tiered system of supports to ensure that it is used to appropriately inform instruction.
Section 23g (5)(b)	(5) All tutoring programs in the MiStrategyBank must be reviewed by MAISA. If necessary, MAISA may convene a committee to review tutoring programs for inclusion in the MiStrategyBank. The committee described in this subsection must include all of the following members: (a) Two certified teachers representing elementary and secondary schools. (b) A representative from the MiMTSS TA Center. (c) A representative from an institution of higher education with a teacher preparation college. (d) Two representatives of the department. (e) One representative of the MAISA Michigan Collaboration Hub. (f) An intermediate district designee with a background in English language arts. (g) An intermediate district designee with a background in mathematics
Section 23g (6)(e)(ii)	(e) It ensures that all tutoring is supported by individuals who provide training and coaching. The individuals described in this subdivision shall meet all of the following criteria: (i) Have established knowledge and expertise in all aspects of the tutoring program. (ii) Support the integration of the tutoring into a school’s multi-tiered systems of support framework. (iii) Support and provide initial and ongoing professional development or training of tutors. (iv) Participate in or lead data review meetings of graphed progress monitoring data of all students being tutored every 4 to 8 weeks. (v) Provide fidelity checks for program implementation using a checklist with immediate performance feedback.

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Section 31a (2) (a-e)	<p>(2) For a district or public school academy to be eligible to receive funding under this section, other than funding under subsection (7), (8), (23), or (24), the district or public school academy, for grades K to 12, must comply with the requirements under section 1280f of the revised school code, MCL 380.1280f, and must 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, <u>must implement a 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. <u>The multi-tiered system of supports described in this subsection must provide at least all of the following essential components:</u> (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.</p>
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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), (8), (23), or (24). 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 (3), may use the funds it receives under this section for school security or school parent liaison personnel. The uses of the funds described in the immediately preceding sentence must align to the needs assessment and the multi-tiered system of supports model and, for funds spent on parent liaison personnel, must connect parents to the school community. A district or public school academy shall not use any of the money received under this section 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>

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Section 31a (11)	(11) Subject to subsections (6), (7), (8), (23), and (24), for schools in which more than 40% of pupils are identified as at-risk, a district or public school academy may use the funds it receives under this section to implement tier 1, 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.
Section 31a (12)(a) Please reference MDE Coaching Definition for guidance.	(12) A district or public school academy that receives funds under this section may use those funds to provide research based professional development and to implement a coaching model that supports the multi-tiered system of supports framework. 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 multi-tiered system of supports required in subsection (2) 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 (2), with fidelity.

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Section 31a (14)	(14) Beginning in 2024-2025, a district or public school academy may use up to 60% of the funds it receives under this section for the following purposes: (a) Up to 30% to reduce the teacher to pupil ratio in grades K to 3 in schools for which the percentage of pupils in membership who were determined to be economically disadvantaged in the immediately preceding fiscal year is equal to or greater than the minimum percentage for a district or public school academy to be assigned to opportunity index band 5. (b) Up to 30% to support retention and recruitment efforts that help reduce staff turnover and vacancies of instructional and support staff if the district or public school academy is assigned to opportunity index band 5 or 6.
Section 31a (15)	(15) Funds used as described in subsection (14) must align with the needs assessment and the multi-tiered system of supports model. A district or public school academy shall not use any of the money described in subsection (14) for administrative costs or to supplant existing funding, including, but not limited to, maintaining existing salaries or costs. A district or public school academy shall report its intent to use funds described in subsection (14) to the department by not later than November 1 of the current fiscal year.
Section 31a (18)	(18) A district or public school academy that receives funds under this section may use up to 10% of the funds received under this section to provide evidence-based instruction for pre-kindergarten instructional and noninstructional services to children who meet at least 1 of the criteria in subsection (25)(a)(i) to (x).
Section 31a (21)	(21) A district or public school academy that receives funds under this section may use funds received under this section to provide an anti-bullying or crisis intervention program.

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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, and risk factors for word-level reading difficulties of pupils in grades pre-K to 5 and to support evidence-based professional learning described in subsection (11) for educators in administering and using screening, progress monitoring, and diagnostic assessment data to inform instruction through prevention and intervention in a <u>multi-tiered system of supports framework</u>. 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, rapid automatized naming (RAN), and comprehension. Further, all of the following sub-skills must be assessed within each of these components: (a) Phonemic awareness - segmentation, blending, and sound manipulation (deletion and substitution). (b) Phonics - decoding (reading) and encoding (spelling). (c) Fluency. (d) Comprehension - making meaning of text.</p>
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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 \$42,000,000.00 for 2024-2025 for the purpose of providing early literacy coaches at intermediate districts to assist teachers in developing and implementing instructional strategies for pupils in grades pre-K to 5 so that pupils are reading at grade level by the end of grade 3. All of the following apply to funding under this subsection:</p> <p>(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: (i) Current state literacy standards for pupils in grades pre-K to 3. (ii) Implementing an instructional delivery model based on frequent use of formative, screening, and diagnostic tools, known as a multi-tiered system of supports, to determine individual progress for pupils in grades pre-K to 5 so that pupils are reading at grade level by the end of grade 3. (iii) The use of data from diagnostic tools to determine the necessary additional supports and interventions needed by individual pupils in grades pre-K to 5 to read at grade level.</p>

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Section 35a (5)(i)(A-E)	<p>(5) From the allocation under subsection (1), there is allocated an amount not to exceed \$19,900,000.00 for 2024-2025 to districts that provide additional instructional time to those pupils in grades pre-K to 5 who have been identified by using department-approved screening and diagnostic tools as needing additional supports and interventions to read 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: (a) To be eligible to receive funding, a district must demonstrate to the satisfaction of the department that the district has done all of the following: (i) Implemented a multi-tiered system of supports 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: (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. (ii) Used department-approved research-based diagnostic tools to identify individual pupils in need of additional instructional time. (iii) Used a reading instruction method that focuses on the 5 fundamental building blocks of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension and content knowledge. (iv) Provided teachers of pupils in grades pre-K to 5 with research-based professional development in diagnostic data interpretation. (v) Complied with the requirements under section 1280f of the revised school code, MCL 380.1280f.</p>

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35a (11)(e) LETRS Training	<p>(11) For the provision of professional learning to the school personnel described in subsection (10), the department shall approve LETRS as the approved provider of professional learning, if LETRS continues to meet all of the following: (a) Be offered through a system of training that provides educators with the knowledge base to effectively implement any class-wide, supplemental, or intervention reading approach and to determine why some students struggle with reading, writing, spelling, and language. 62 (b) Provide training activities that direct educators to implement effective reading and spelling instruction supported by scientifically based research and foster a direct explicit instructional sequence that uses techniques to support teachers’ independence in using their newly-learned skills with students in the classroom. (c) Include integrated components for educators and administrators in pre-K to grade 3 with embedded evaluation or assessment of knowledge. Evaluation or assessment of knowledge under this subdivision must incorporate evaluations of learning throughout each unit and include a summative assessment that must be completed to demonstrate successful course completion. (d) Build teacher content knowledge and pedagogical knowledge of the critical components of literacy including how the brain learns to read, phonological and phonemic awareness; letter knowledge; phonics; advanced phonics; vocabulary and oral language; fluency; comprehension; spelling and writing; and the organization of language. (e) Support educators in understanding how to effectively use screening, progress monitoring, and diagnostic assessment data to improve literacy outcomes through prevention and intervention for reading difficulties in a multi-tiered system of supports. The multi-tiered system of supports must include at least all of the following essential components: (i) Team-based leadership. (ii) A tiered delivery system. (iii) Selection and implementation of instruction, interventions, and supports. (iv) A comprehensive screening and assessment system. (v) Continuous data-based decision making.</p>

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Section 35a (13) (e) As used in this section:	(e) “Multi-tiered system of supports” means a comprehensive framework that includes 3 distinct tiers of instructional support and is composed of a collection of evidence-based strategies designed to meet the individual needs and assets of a whole pupil at all achievement levels.
Section 54b MiMTSS	Sec. 54b. (1) From the general fund money appropriated in section 11, there is allocated an amount not to exceed \$1,600,000.00 for 2024-2025 to expand the implementation of the literacy and social, emotional, and behavioral components of a multi-tiered system of supports, including positive behavioral interventions and supports, using the MiMTSS Technical Assistance Center. (2) The department shall use funds allocated under this section for the purpose of expanding the statewide expertise, technical assistance, and implementation of the multi-tiered system of supports, dyslexia expertise, and evidence-based instructional practices grounded in the science of reading using the MiMTSS Technical Assistance Center, a nationally recognized program. In addition, the department shall identify an intermediate district to act as a fiscal agent for these funds. (3) As used in this section, “MiMTSS Technical Assistance Center” means the Michigan Multi-Tiered System of Supports Technical Assistance Center.