



Multi-Tiered System of Supports (MTSS)

This guide outlines the types of support available for students who are having difficulty adjusting to the learning environment and/or activities at Brilliant Microschools.

It is organized into **three levels (or tiers) of support**. Each tier includes specific **signs or behaviors** that may indicate a student needs additional help, along with the **types of support** that can be provided at that level.

The **primary** measure and indicator of success is the student's consistent generation of **formative assessment learning data**.

Social-Emotional Learning (SEL) and **Mastery** serve as **secondary indicators**.

Behaviors Defining Student Norms and Expectations

Formative assessments.

These are ongoing, low-stakes checks for understanding used by teachers to monitor student learning in real time.

These assessments help identify what students understand, where they may need support, and how instruction can be adjusted to meet their needs. The goal is not to assign a final grade but to inform teaching and support student growth.

At BMS, formative assessment includes students participating in classroom activities, completing Performance Tasks, Eduprotocols, Nearpods, IXL/Khan Academy skills, and other tasks assigned by the teacher — all of which generate learning data that helps track progress.

Social-Emotional Learning (SEL).

Students follow the BMS Honor Code, demonstrate appropriate behavior, keep their cameras on to remain visible and engaged, feel comfortable in the virtual classroom, and actively participate in class discussions.

Mastery.

Students demonstrate a strong understanding of key concepts and skills by earning at least a 3 out of 4 on all Performance Tasks in each unit. This indicates they are on track with learning goals and building deep, lasting knowledge over time.

STUDENT MTSS - Tier 1

Tier 1 is the core classroom experience that all students receive.

It includes daily instruction, activities, and supports designed through our Universal Design for Learning (UDL) approach.

This tier focuses on meeting student needs through strong lesson planning, clear expectations, consistent classroom routines, and built-in scaffolds to support diverse learners.

If a student is struggling at this level, we first examine and strengthen Tier 1 supports before introducing more targeted interventions.

Triggers for Tier 1 Classroom Supports

The following conditions indicate that a student may benefit from strengthened Tier 1 support within the general classroom setting.

Teachers and parents are encouraged to proactively request support if a student does not appear consistently comfortable, engaged, or happy in class—even if specific issues have not yet become severe.

Formative Assessment:

When students are unable to complete classroom activities—including Eduprotocols, Nearpod, and 60 minutes of IXL skills per week—for two consecutive weeks, resulting in a lack of formative assessment data and missed learning opportunities.

Social-Emotional Learning (SEL):

When students do not follow the BMS Honor Code more than twice within a two-week period, are absent for 40% or more of classes within a three-week period, or repeatedly adjust their cameras to avoid being visible (more than once after a two-week adjustment period).

Mastery:

When students receive less than a 2 out of 4 on two unit Performance Tasks, it signals that they are not yet demonstrating sufficient understanding of key concepts and may need additional scaffolding, reteaching, or differentiated instruction within the general classroom environment

Actions for Tier 1 Support Steps

Corrective Tier 1 Actions - to Prevent Triggering Tier 2 Support:

Reward Positive Behavior:

Teachers will consistently praise and reward positive behavior with verbal recognition and a structured rewards system, such as special privileges or certificates. Clear

criteria for rewards help students understand what is expected. This focus on positive actions helps students develop responsibility and motivation.

Student Choice:

If students are not motivated, alternative options will be provided for them to demonstrate the acquisition of knowledge and skills, including both what is to be created (**product**) and how it is to be created (**process**).

The students' interests will inform this alternative assignment, but it must provide the opportunity for mastery of the knowledge and skills identified in the respective unit's power standards.

Modify/Differentiate Task:

Teachers will adjust assignments to match each student's learning style and ability. This includes changing the difficulty, format, or length of tasks. Various supports—such as extra instructions, visual aids, or different materials—will be provided to help students complete their work. The aim is to create a flexible environment where all students can succeed and show their knowledge in ways that suit them best.

Student-Centered Goal Setting:

If students struggle to maintain a healthy amount of focus and organizational skills, a classroom routine will be implemented where the student is coached and supported to set behavioral and/or academic goals on Mondays, with follow-up reflections on Fridays. Students will also share their progress with their parents.

Visual Supports:

Visual supports help students understand and engage with their learning. These can include timers, schedules, anchor charts, examples, templates, and graphic organizers. Timers aid time management, schedules provide structure, and anchor charts summarize key concepts. Examples and templates offer task models, while graphic organizers help organize information. These tools make learning easier for all students by catering to different learning styles.

Reset Room:

Whenever the BMS Honor Code is not observed, students may be placed in a “reset room”—i.e., a Zoom breakout room—to settle their emotions and reflect on their behavior.

Conference:

If students appear to have emotional, social, or academic challenges, SEL and intervention support will be implemented in class.

When inappropriate behavior is demonstrated, students will reflect in a reset room, inform their parents of their actions, and attend a parent-teacher-student conference.

Communication and Collaboration:

Teachers will keep open and ongoing communication with families and team members to make sure everyone is on the same page about the student's progress and any changes to their support.

Families are valued partners in this process. Teachers will share regular updates and invite families to be part of conversations and decisions that support their child's learning.

If additional support is needed, the teacher will inform the Assistant Principal (AP) to help plan next steps together.

Everyone working with the child — parents, teachers, and school staff — will be encouraged to share ideas and suggestions so we can build the best plan possible. We'll also share tools, resources, and tips to help families support learning at home.

Our goal is to create a warm, trusting environment where families feel welcome, heard, and included every step of the way.

Documentation and Accountability:

Teachers will continue updating **Toddle** with notes about the supports being used and how the student is responding.

Keeping track of what's working helps us make smart, thoughtful decisions about what the student may need next.

Tier 1 Outcomes & Next Steps:

Success Within Two Weeks

If the student meets expectations within two weeks of receiving Tier 1 supports, no additional action is needed. Teachers will continue to monitor and support as usual.

Struggling After Two Weeks

If the student is still struggling after two weeks, the teacher will schedule a Parent-Teacher Conference (PTC) to review progress and discuss additional Tier 1 strategies.

Improvement After Parent-Teacher Conference

If the student improves within two weeks following the PTC, the current support plan will continue with regular monitoring.

Continued Challenges After Additional Support

If the student continues to face challenges after additional support, the team will consider moving to Tier 2 interventions for more targeted assistance.

STUDENT MTSS - Tier 2

Tier 2 is the first level of additional, individualized support for students who are not making adequate progress within the regular classroom (Tier 1). This tier involves intentional, focused interventions tailored to address specific academic, behavioral, or engagement challenges.

At this level, the Dean of Students becomes actively involved in developing and overseeing the student's support plan to ensure they receive the extra help they need to succeed.

Triggers for Tier 2 Classroom Supports

Teachers and parents are encouraged to proactively request support — even if specific issues have not yet become severe.

Formative Assessment:

After Tier 1 supports have been provided, if students are still unable to complete classroom activities—such as Eduprotocols, Nearpod, and assigned skill-building tasks for a set amount of time each week—this results in a lack of formative assessment data and learning opportunities.

Social-Emotional Learning (SEL):

When students do not follow the BMS Honor Code more than twice within a two-week period, are absent for 40% or more of classes within a three-week period, or repeatedly adjust their cameras to avoid being visible (more than once after a two-week adjustment period).

Mastery:

When students receive less than a 2 out of 4 on two unit Performance Tasks, it signals that they are not yet demonstrating sufficient understanding of key concepts and may need additional scaffolding, reteaching, or differentiated instruction within the general classroom environment.

Actions for Tier 2 Support Steps

Identification and Recommendation:

Based on ongoing assessments and observations, teachers or staff identify students who need additional support beyond Tier 1 interventions. These students are then referred to the MTSS support team for Tier 2 interventions, coordinated by the Assistant Principal of the student's House.

Mandated Meeting with Dean of Student Support:

Parent Support will help schedule a meeting between the Dean or the teacher (both if necessary), the parent(s)/guardian(s), and the student.

This meeting is essential to discuss in person the reasons for moving to Tier 2 and to begin collaborative planning for support.

Teachers will reach out via Toddle and once confirmed Parent Support will help finalize the schedule on our school calendar. If a teacher does not hear back from a parent/guardian, Parent Support will follow up with a phone call.

Honor Code Review:

During this meeting, the school's Honor Code is reviewed with the student and parent(s)/guardian(s) to reinforce shared expectations and highlight their importance.

It's essential to ensure our student clearly understands what is expected and what the potential outcomes/impacts are if those expectations are not met.

Development of a Partners In Learning Action Plan: In addition, during the meeting the team will create a detailed [Tier 2-Partners in Learning](#) action plan tailored to the student's specific needs. This plan will include:

- **Specific Target Goals:** Clearly define the academic and/or behavioral goals the student needs to achieve. These goals should be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound).
 - **Intervention Strategies:** Outline the specific strategies and interventions (Mandated Meeting with AP and Review of Honor Code, Monitoring, Weekly Check-ins, Class Change, Mandated Peer Tutoring/Mentoring and/or SEL Group, Remedial Math/English, Executive Functioning Group) that will be implemented to support the student in reaching these goals.
 - **Responsibilities and Roles:** Clearly delineate the roles and responsibilities of the student, parents/guardians, teachers, and support staff in implementing and supporting the action plan.
2. **Monitoring and Progress Check-Ins:** Establish a schedule for regular weekly check-ins to monitor the student's progress toward the target goals. These check-ins should include:
 - **Progress Monitoring Tools:** Utilize tools and assessments to track the student's progress. This could involve academic assessments, behavioral logs, attendance records, etc.
 - **Regular Meetings:** Hold follow-up meetings with the student, parent(s)/guardian(s), and relevant staff to review progress, adjust interventions as needed, and provide feedback and encouragement.
 3. **Communication and Collaboration:** Maintain open and consistent communication between all parties involved. This ensures that everyone is aware of the student's progress and any adjustments to the support plan. Encourage collaboration and input from all stakeholders to ensure a comprehensive support system.
 4. **Documentation and Accountability:** Keep detailed records of all meetings, plans, and progress reports. This documentation is vital for accountability and for making data-driven decisions about further interventions or support adjustments.

- If the student upholds the Partners In Learning Action Plan within the given time frame, the student will return to Tier 1. If the student does not adhere to the Partners In Learning Action Plan, Tier 3 will be triggered.

Tier 3

Tier 3 is our highest and **Ultimate** level of assistance and support.

The following are conditions that trigger Tier 3:

- Failure to adhere to the Partners In Learning Action Plan.
- The parent does not uphold their part of the BMS Honor Code.

Actions if Tier 3 Support is triggered:

By incorporating these steps, we can provide a comprehensive and intensive Tier 3 support plan that effectively addresses the student's needs through increased 1:1 counselor/psychologist involvement, structured parental engagement, and clear, measurable goals supported by daily check-ins and consistent monitoring. This approach ensures a holistic and collaborative process to support the student's academic, behavioral, and emotional success, fostering a supportive environment for sustained improvement.

1. **Identification and Referral:** Teachers or staff identify students who require the highest level of support beyond Tiers 1 and 2 based on ongoing assessments, observations, and previous interventions' effectiveness. These students are then referred to the MTSS support team for Tier 3 interventions (Parent Mandated Meeting with Dean and Personal Growth Roadmap, Daily Check-ins, Placement Change (1-1, ESE), Mandated Individual Coaching/Counseling, Mandated Summer School, ABA (when appropriate) based on Tier 2 data.
2. **1:1 Counselor/Psychologist Plan:** Assign a dedicated school counselor or psychologist to work intensively with the student (at an additional expense to the parent). This plan includes:
 - **Initial Comprehensive Assessment:** Conduct a detailed assessment of the student's academic, behavioral, and emotional needs, identifying root causes of challenges.
 - **Personalized Intensive Support Plan:** Develop a highly individualized support plan that includes frequent 1:1 sessions with the counselor/psychologist, focusing on targeted interventions, skill-building, and coping strategies.
3. **Mandated Meeting with Dean and Parent(s):** Schedule a mandatory meeting involving the Dean, the parent(s)/guardian(s), and the student to discuss the transition to Tier 3 support and establish a collaborative and intensive approach. When appropriate also include AP and Teacher.
 - **Review and Reinforce Expectations:** Thoroughly review the school's Honor Code and behavioral expectations with the student and parent(s)/guardian(s).
 - **Discuss the Personal Growth Roadmap:** Introduce and discuss the individual Personal Growth Roadmap, emphasizing its role in providing clear expectations and structured support.
4. **Individual Personal Growth Roadmap:** Develop a [Tier 3-Personal Growth Roadmap](#)

tailored to the student's specific needs, outlining precise behavior/academic goals. This plan will include:

- **SMART Goals:** Clearly defined goals that are Specific, Measurable, Achievable, Relevant, and Time-bound.
 - **Behavioral Expectations:** Detailed behaviors the student is expected to demonstrate or avoid.
 - **Empowerment Progress Log:** The Empowerment Progress Log is a tool for students to track and celebrate their personal growth. It helps them set goals, monitor their progress, and reflect on their achievements. This log supports students in their journey towards self-improvement and positive change, guiding them towards a more empowered and fulfilling life.
5. **Daily Check-ins:** Implement a structured system of daily check-ins to monitor the student's progress and provide immediate feedback. This includes:
- **Daily Check-ins:** A short meeting at the end of each day to review the student's progress, provide feedback, and discuss any challenges or successes.
 - **Documentation:** Maintain a detailed daily log of the student's behavior/academic performance to track progress and inform future interventions.
6. **Regular Parental Involvement:** Ensure ongoing, intensive communication and involvement of the parent(s)/guardian(s) through:
- **Daily Updates:** Provide daily updates to the parents, detailing the student's achievements and areas for improvement.
 - **Weekly Meetings:** Schedule weekly meetings with the parents, student, and Dean to review progress, adjust the behavior contract as necessary, and reinforce support strategies.
7. **Progress Monitoring and Adjustments:** Use comprehensive data from daily check-ins and counselor/psychologist sessions to monitor the student's progress.
- **Frequent Assessments:** Conduct frequent assessments to evaluate the effectiveness of the interventions and make necessary adjustments promptly.
 - **Feedback Loop:** Maintain an open and continuous feedback loop between the student, parents, counselors/psychologists, and teachers to ensure ongoing, data-driven improvement.
8. **Long-term Support Plan:** Develop a long-term, sustainable support plan to ensure the student's continued success, which may include:
- **Gradual Reduction of Intensity:** Slowly reduce the intensity of support as the student meets their goals and demonstrates sustained improvement, while ensuring a smooth transition.
 - **Ongoing Monitoring:** Continue periodic monitoring and check-ins even after transitioning out of Tier 3 to ensure the student maintains their progress and to provide additional support if needed.

Additional Step for Students Unable to Reach Success with Tier 3

For students who are unable to achieve success with Tier 3 interventions, we will implement the following steps:

- When appropriate students will be transferred to 1:1 where they will have access to work on skills needed to continue their learning. When students demonstrate appropriate

skills needed for the group setting classroom in this environment for four consecutive weeks, they may return to a group setting with Tier 3 support, as advised by the Dean of Student Progress or Principal.

Multi-Tiered System of Support (MTSS) MTSS customizes high-quality teaching, interventions, and enrichment to meet students' specific needs. By analyzing screening data, we make informed decisions to support student growth and success, addressing academic, emotional, and behavioral needs. This guide outlines three levels of support for students struggling to adapt to Brilliant Microschool's environment, starting with standard classroom experiences and detailing actions to avoid higher tiers. Success is measured primarily by formative assessment data, with Social-Emotional Learning (SEL) and Mastery as secondary indicators.



Intensive

Tier 3 is our ultimate level of assistance and support

Actions if Tier 3 Support is triggered: Parent Mandated Meeting with Dean and Personal Growth Roadmap, Daily Check-ins, Placement Change (1-1, ESE), Mandated Individual Coaching/Counseling, Mandated Summer School, ABA (when appropriate)



Individualized

Tier 2 is our first level of additional individualized student support.

Actions if Tier 2 support is triggered: Mandated Meeting with AP and Review of Honor Code, Monitoring, Weekly Check-ins, Class Change, Mandated Peer Tutoring/Mentoring and/or SEL Group, Remedial Math/English, Executive Functioning Group



Universal

Tier 1 is our customary universal classroom learning experience.

Corrective actions to avoid triggering Tier 2 support: Reward Positive Behavior, Student Choice, Modify Task, Student-Centered Goal Setting, Visual Supports, Reset Room, Chat/Breakout Room talk w/ student, WorkTalk during 10 min. break, Messaging Parent, PS call, PT Conference (teacher will let AP know)