

MTSS Behavior update

Multi-Tiered System of Supports

Dr. Robinson, 2026



According to Whalen (2020), MTSS is a systemic framework that integrates academic, behavioral, and social-emotional supports through tiered intervention and data-driven decision-making.

Whalen, 2020



St. Louis Park
Public Schools

Multi-Tiered System of Support (MTSS)

Where students may require targeted supports

Tier 3
Intensive Individualized Interventions
(about 5%)

Tier 2
Targeted Small Group Interventions
(about 15%)

Where many students may benefit from additional support.

Tier 1
General Classroom Core Instruction
(about 80%)

Where the majority of our students are served.

Purpose of this update

**Where we stand as of February 2026 after
year of introduction, implementation, and
strengthening?**

System performance update



St. Louis Park
Public Schools

MDE deducted 15% of student services budget due to the overidentification and disproportionality findings identified in the district's special education data review

Risk Ratio Table for ST. LOUIS PARK PUBLIC SCHOOL DIST.

		2018	2019	2020	2021	2022	2023	2024	Year of Identification
Placement in Instructional S..	Black or African Ame..	0.994	2.206	2.393	1.738	3.179	3.350	3.161	■ Year 0
Out-of-School Suspensions, ..	Black or African Ame..	3.612	3.888	2.125		3.193	3.442	3.484	■ Year 1
Total Disciplinary Removals	Black or African Ame..	4.084	3.562	1.481		3.369	4.969	5.419	■ Year 2
									■ Year 3

**2025-26 YTD: Current suspension as of February: 132
76 were Black students**

2024-25 sy: 254 suspension- 71 were Black students

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Numerator Counts for ST. LOUIS PARK PUBLIC SCHOOL DIST.

		2016	2017	2018	2019	2020	2021	2022	2023	2024
Developmental Cognitive Disabilities	American Indian or Ala..	0	0	0	0	1	1	0	0	0
	Asian	1	1	1	1	1	1	1	0	0
	Black or African Americ..	14	12	12	10	9	13	16	15	14
	Hispanic or Latino	2	4	4	4	4	3	4	5	5
	Native Hawaiian or Pac..	0	0	0	0	0	0	0	0	0
	Two or More Races	2	1	1	0	0	1	3	5	5
	White	16	14	13	15	14	14	12	13	9
Placement in Instructional Setting 3	American Indian or Ala..	0	0	0	0	0	0	1	0	0
	Asian	1	1	1	1	2	2	1	1	1
	Black or African Americ..	16	14	10	23	22	15	22	25	28
	Hispanic or Latino	6	8	9	9	6	7	5	4	6
	Native Hawaiian or Pac..	1	1	1	2	1	1	0	0	1
	Two or More Races	4	1	1	3	3	3	4	5	7
	White	22	23	23	23	24	20	15	19	17

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Out-of-School Suspensions, more than 10 days	American Indian or Ala..	0	0	0	0	1	0	0	0	0
	Asian	0	0	0	0	0	0	0	0	0
	Black or African Americ..	1	2	1	0	1	0	2	1	2
	Hispanic or Latino	0	0	0	0	0	0	2	0	0
	Native Hawaiian or Pac..	0	0	0	0	0	0	0	0	0
	Two or More Races	1	0	0	0	0	0	0	0	1
	White	0	0	0	0	1	0	0	0	0
Total Disciplinary Removals	American Indian or Ala..	3	7	1	2	12	2	7	1	6
	Asian	0	0	0	2	0	0	2	1	2
	Black or African Americ..	45	50	54	85	42	9	87	78	75
	Hispanic or Latino	11	14	6	14	16	1	24	7	9
	Native Hawaiian or Pac..	0	0	0	0	0	0	0	0	0
	Two or More Races	31	21	18	30	28	0	27	25	22
	White	24	22	21	39	55	8	37	27	11

Background: July 2024

Introduced districtwide

- ❑ Established/evaluated the team
- ❑ Instructional strategies update (Knowledge of your students learning styles (Visual, auditory, kinesthetic)
- ❑ Established/utilized Tier 1 instruction with fidelity
- ❑ Reviewed data for accountability purpose
- ❑ Met to discuss problem-solving strategies/feedback loop/discuss areas for improvement/full implementation

Goal: Decrease SpEd referrals by 20%. **Outcome:** Referrals decreased from 137 to 64, exceeding the established goal.



Year two focus: Strengthening implementation with a targeted emphasis on reducing districtwide suspensions.

Training & capacity building for both building leaders and staff member:

- Crisis prevention intervention (CPI)/Threat assessment included**
- Restorative practice circles (repairing harm through dialogue)**
- Check-In/Check-Out (CICO) Behavioral interventions plans**
- Mentor support from different grade levels (Improve your tomorrow/GG)**
- MTSS strategies and interventions**
- Mental health & trauma-informed supports (Relate and outside agencies)**
- Conflict resolution Checklist before removal**
- School-linked mental health services and counseling**
- Academic instruction (*Alignment/ADSSIS/Title 1 small-group instruction*)**
- Structured breaks, only when necessary and without extending exclusion from meals or recess (*identify staff members that will be able to support with structuring breaks*)**

African American Cultural Liaison



- **Building trusted relationships between school and families**
- **Working as a Tier 3 intervention for K-5**
- **Providing recommendation around improving student belonging and engagement**
- **Expressing concerns around culture and race to ensure staff members review the six conditions from courageous conversations**
- **Reduce barriers to access and opportunity**
- **Support equitable outcomes**
- **Strengthen home to school collaboration for student success**

Questions?