

The North Dakota Multi-Tiered Systems of Support (NDMTSS) is a capacity building professional development opportunity sponsored by the South East Education Cooperative (SEEC).

North Dakota's Multi-Tier System of Supports (NDMTSS) is a framework to provide all students with the best opportunities to succeed academically, socially, emotionally, and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals. Data is used to allocate resources to improve student learning and support staff with implementation of effective practices.

Course Description

Building an Early Warning System (EWS) around attendance, behavior, and course performance to develop a targeted response at the district, building, grade level/department, classroom, small group, or individual levels. While this is not a training course specific to Infinite Campus, it is about maximizing the data within it for MTSS decision-making. This framing reinforces that an EWS is not simply a process for "finding struggling students." It is a continuous improvement process that starts with the health of universal systems and directs resources to the most efficient and effective response level.

By the end of this learning experience, leadership teams will be able to:

- 1. Interpret** attendance, behavior, and course-performance data pulled from Infinite Campus to establish a consistent Early Warning System (EWS) data-review process.
- 2. Assess system health before student-level risk** by examining whether universal supports are sufficient at the building, grade-level, and department/course levels—using patterns in attendance, behavior, and academic performance to determine where improvement is most needed.
- 3. Disaggregate and analyze EWS data** to identify meaningful patterns across buildings, grade levels, departments, courses, student groups, and time periods rather than relying on isolated student data points.
- 4. Determine the appropriate level of response**—district, building, grade level, department/course, small group, or individual—by matching the scope of the intervention to the scope of the identified need.
- 5. Develop an action plan for ongoing data use** that defines data-review routines, team responsibilities, decision rules, root-cause inquiry, intervention supports, progress-monitoring measures, and methods for evaluating whether responses improve outcomes.

Training Dates & Times

Location:

Jamestown, ND - Farmers Union Insurance (1415 12th Ave SE, Jamestown, ND 58401)

Dates/Times: (all times CENTRAL)

- **Training:** December 1, 2026 / in-person / 8:30a-3:30p
- **Training:** December 2, 2026 / in-person / 8:30a-3:30p
- **Coaching Supports:** January 15, 2027 / virtual / 3:00-4:30p
- **Training:** March 22, 2027 / in-person / 9:00a-4:00p
- **Coaching Supports:** May 3, 2027 / virtual / 3:00-4:30p

Optional Credit Available

Two (2) Continuing Education credits will be available through Valley City State University (VCSU) for those who attend all sessions and meet requirements. Cost of the credit is the responsibility of the participant.

Facilitator

Shannon Harken, M.A.Ed., began her career as an elementary and special education teacher in 1991. She also served as a special education consultant in a problem-solving service delivery system, where she helped school-based teams use data to develop a more efficient, proactive, and systematic process to meet the needs of all students. Shannon recently retired as an RtI/MTSS Professional Learning and Leadership Consultant (PLLC) for Heartland AEA 11 in Iowa.

Based on her experiences, teaching background, and knowledge from experts in the field, Shannon has co-authored and trained RtI modules in the areas of consensus building, infrastructure development, and implementation to hundreds of school-based teams across the country interested in implementing RtI/MTSS. She also has co-developed several organizational tools, such as a four-box format that groups students with similar instructional needs and provides guidance for an appropriate instructional match and action plans, for school-based teams to use as they work towards implementing RtI/MTSS.

In addition to training new schools, Shannon provides on-going follow-up trainings, holds coaches' meetings, and assists buildings with data analysis and decision making. The lessons she continually learns while in the "MTSS implementation trenches" greatly enhance her work as she strives to assist schools to raise the achievement of all students.

NDMTSS Coordinators

- Update communications, i.e. announcements, upcoming trainings, resources etc.
- Coordinate all activities, schedules, and materials
- Email participants 1 week prior to each training with session logistics and share access to online resources with all participants
- Participate in and facilitate all trainings, including coaching calls
- Provide binders with all printed materials to participants at in-person training days, including PDF of presentation and all required handouts, as needed
- Email participants after each training session sharing all relevant follow up information
- Elicit feedback and provide follow-up support specified by each school district
- Be available for all questions via email/phone throughout the length of this series

From Data to Action: Building an Early Warning System to Guide Responses at Every Tier

Team Membership

An MTSS leadership team is established that includes 6-8 members with cross-disciplinary representation and is responsible for facilitating MTSS Implementation. An example of team members is listed below. Team members are expected to participate in all training sessions.

MTSS Team Members	Roles/Responsibilities
Building Administrator (1 required per team)	- Ensures school schedule and resources allocations are aligned to MTSS practice - Provides leadership at MTSS team meetings - Communicates with staff - Ensures next steps are documented - Facilitates monitoring of instructional integrity within grade level/departments
Specialists: Special Education Educator/Director/Coordinator (1 required per team) Others to consider: School Psychologist, ELL, SLP, Interventionists (academic and/or behavior), Reading/Math, Counselor	- Collaborates with classroom educators to establish procedures for delivering high quality instruction, differentiation, and intervention (small group or class-wide) - Gathers progress monitoring data from Tier 2 & 3 interventions for review during MTSS meetings - Presents data/background information and provides behavioral expertise on specific student needs - Supports MTSS team with data interpretation and ensures linkage of data to selected interventions - Identifies trends in student need across grade levels or content areas - Communicates with staff, families, and teams at all Tiers
MTSS Team Coordinator	- Provides leadership at MTSS team meetings - Coordinates and sets agenda for MTSS team meetings - Provides expertise to MTSS team regarding problem-solving protocol and data analysis - Identifies trends in student/staff needs across school ensuring effective implementation and fidelity - Ensures Progress Monitoring for all students in Tiers 2 & 3 - Ensures next steps are documented and communicated with all staff
Instructional Coaches	- Identifies school teaching and learning needs, barriers, and weaknesses by analyzing student data, and organizing and implementing problem-solving actions with teachers - Collaborates with classroom educators to establish procedures for delivering high quality instruction, differentiation, and intervention (small group or class-wide) - Gathers progress monitoring data across all tiers for review during MTSS meetings - Provides expertise to MTSS team regarding interventions and skill remediation making appropriate recommendations for specific student needs
Classroom/Grade Level/Content Area Educator	- Provides a voice of classroom teachers and presents data/background knowledge on specific student needs - Provides classroom expertise in effective implementation of Tier 1 strategies - Liaison between PLC/grade-level/department and MTSS team

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From Data to Action: Building an Early Warning System to Guide Responses at Every Tier



Application/Assurances

We have read and agree to the parameters and responsibilities as outlined above and agree to complete the commitments as listed and payment of identified costs.

District Name	School Name
District Administrator Signature	Role
Building Level Administrator Signature	Main Point of Contact

Cost of Training: Team Registration: \$2700/team of 6 (+) \$300 for each additional participant

\$2700 + \$ _____ = Total Cost: \$ _____

**Administrative and Special Education involvement is critical and therefore required*

Team Member Name	Role	School Email Address
	Building Admin (Required)	
	Special Ed (Required)	

Confirmed by:

Tina Bryn (Signature)	Date
NDMTSS Coordinator – Academics & Behavior	