



The New Hampshire Association of School Principals (NHASP) and the New Hampshire Association of Special Education Administrators (NHASEA) are proudly co-sponsoring a year-long professional learning cohort intended to support the growing behavioral needs our schools are experiencing. The cohort will utilize a Multi-Tiered System of Support framework to assess, refine, and improve upon current behavioral and social emotional supports and practices.

The goal of the work will be to develop a thorough understanding of the research-based critical elements of MTSS B, be able to articulate how each element manifest at the optimizing level of implementation, ensure a clear vision and common understanding of the work, measure your districts practices on each of the critical elements, and develop action plans for next steps in implementation. The learning, assessment, and plan development will provide an opportunity to personalize the experience of each district team based on where the district is in their implementation of MTSS B.

Attendees are invited to bring a district, or school-based team composed of general/special educators and leaders who have genuine interest in MTSS B, as well as the capacity to influence stages of implementation.

The cohort will participate in a total of **five sessions** in the months of October, December, February, and April. Below is an outline of the work the cohort will engage in during the 2022-2023 school year.

October 4th and October 5, 2022: The cohort will begin with a **two-day** kick-off where the teams will delve into the critical elements of MTSS and understand how each element progresses from emerging to optimizing levels of implementation. The group will build a common understanding and each team will identify their vision for MTSS. The essential elements to be explored include: ***Establishing Readiness, Leadership, Capacity/Infrastructure, Communication and Collaboration, Problem-Solving Framework, Tiered Instruction, and Data Practices.***

December 7, 2022: Teams will utilize the essential elements to reflect on and assess their practices. Each team will engage in an inventory of practices to identify strengths, needs, and opportunities for growth. The assessment framework can be taken back to school teams to engage in a similar assessment process.

February 7, 2023: Teams will review their essential element assessment and perform a SWOT analysis. Through a SWOT analysis and problems of practice activity, the group will discuss common challenges, success, and solutions in MTSS B implementation. Teams will begin to identify areas of focus and next steps in their implementation.

April 11, 2023: Teams will develop a growth plan for their MTSS B implementation that will include short-term and long-term goals and objectives, benchmarks, review cycles, and communication and resource maps.

Please note: The maximum number of attendees for this event will be capped at 50 people. Therefore, we encourage teams to sign up soon to reserve their spot, as we anticipate that this training will fill up quickly.

Fee for NHASP/NHASEA members: \$375.00

per/person Fee for non-members: \$475.00

per/person

(Fee includes PD for all 5 sessions, breakfast and lunch)

Location of training: Health Trust Building, 25 Triangle Park Drive.,

Concord, NH 03301 Time of training: 9:00 a.m.-3:30 p.m. (breakfast served at 8:45 am)

[Click here to Register Today!](#)

The MTSS B Cohort will be facilitated by Dr. Heather Jennings. Heather is currently the Assistant Director of Student Services with SAU 39 and the lead for MTSS implementation. Prior to Assistant Director, Heather was the Assistant Principal of Student Services for the Amherst Middle School (AMS). During her time with AMS, Heather led the school in implementing MTSS and improving upon response to intervention and school wide behavior practices, structures, and supports. This work contributed to AMS earning the title of a NELMS Spotlight School and the New Hampshire Education in Excellence Award.

Heather earned her Doctorate in Educational Leadership from Gardner Webb University in North Carolina and her Specialist Degree in School Psychology from St. John's University in New York. She published on MTSS with her dissertation on supporting instructional staff in implementing a MTSS framework, as well as her work on the training of school psychologists in assessing for and supporting students with suicide ideation. Heather spent seven years as a School Psychologist in the states of New York and North Carolina, and worked with the state of North Carolina in the initial implementation of MTSS from 2016 to 2018.



Dr. Heather Jennings

