

Ferguson-Florissant School District Multi-Tiered System of Supports (MTSS) Framework 2023-24



Multi-Tiered System of Supports (MTSS) Framework: Comprehensive Guide Table of Contents

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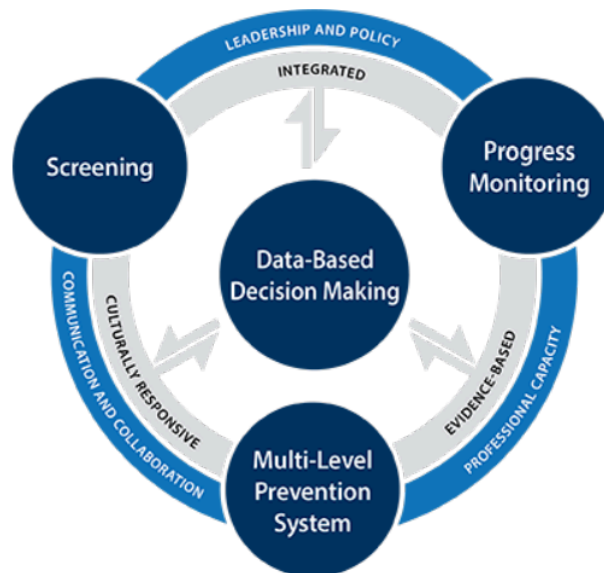
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Multi-Tiered System of Supports (MTSS) Framework: Introduction

What is MTSS?

Multi-tiered system of supports (MTSS) is a framework that integrates data and instruction within a multi-level prevention system to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective. ([Center on MTSS, 2020](#))



Essential Components of MTSS:

- Universal Screening
- Multi-Level Prevention System
- Progress Monitoring
- Data-Based Decision Making

Universal Screening:

Universal Screening uses a systematic process for identifying students who may be at risk for poor learning outcomes, including academic, behavioral, social, emotional, school completion, and college and career readiness outcomes. Screening data can also be used to identify schools that need support due to large numbers of struggling students.

Multi-Level Prevention System: Tiered Systems of Supports

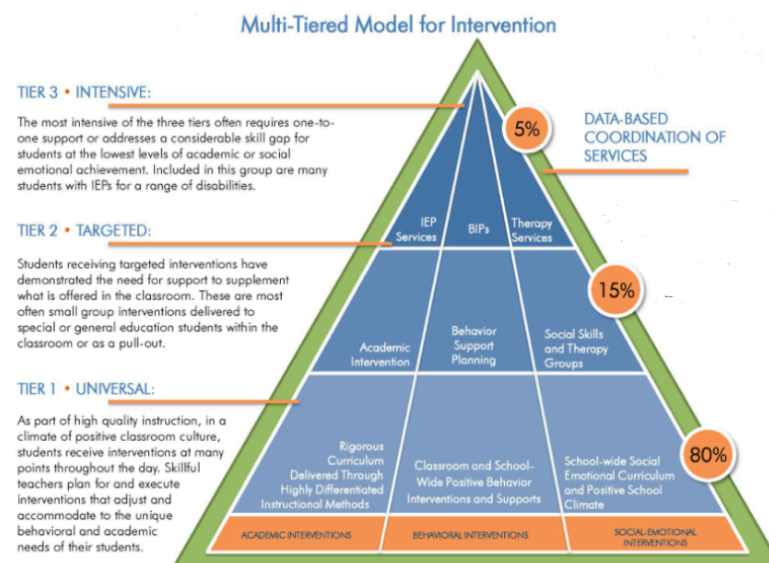
MTSS is a comprehensive framework for providing academic, behavioral, and social-emotional support in schools.

The multi-level prevention system includes three tiers of intensity for instruction, intervention, and supports. At all levels, attention should be on selection of evidence-based practices and fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

Tier 1 (universal) includes high-quality, school wide academic, social, emotional and behavioral programming and supports designed to meet the needs of all students.

Tier 2 (targeted) schools provide small group, standardized academic interventions or targeted behavioral or mental health supports using validated intervention programs to support students identified as at-risk.

Tier 3 (individualized) includes intensive intervention for students not responding to Tier 2 through instruction and supports that are intensified and individualized based on student need. ([Center for MTSS](#))



[Multi-tiered Model for Intervention](#)

Progress Monitoring:

Progress monitoring uses valid and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of instruction, interventions, and supports.

Data-Based Decision Making:

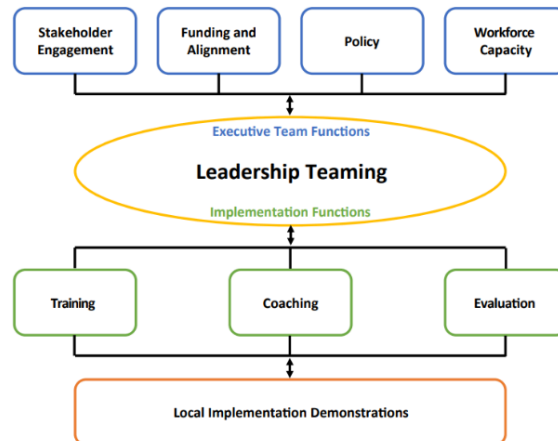
Data analysis and decision making occur at all levels of MTSS implementation, from individual students to the district level. Teams use screening and progress monitoring data to make decisions about instruction, movement within the multi-level prevention system, intensification of instruction and supports, and identification of students with disabilities (in accordance with state law). Teams use implementation data to evaluate the extent to which their assessments, interventions, and supports have been implemented as intended and identify areas of improvement.

Tier 1 Universals: Academic, Behavioral, and Social Emotional

Academic Universals	Behavioral Universals	Social Emotional Universals
<p>Academic Core Curriculum:</p> <ul style="list-style-type: none"> • Evidence-based • Aligned to grade/content level standards • Effective instructional strategies • Differentiated 	<p>Teaching District-wide Expectations:</p> <p>S: Safe P: Persevere R: Responsible C: Cooperative K: Kind</p> <p>Acknowledgement System:</p> <p>Varies by school to encourage and reward appropriate behavior</p> <p>4:1 Positive Specific Praise</p>	<p>SEL Curriculum:</p> <p>Explicit instruction and reinforcement of CASEL competencies:</p> <ul style="list-style-type: none"> • Self-awareness • Self-management • Social awareness • Relationship skills • Responsible decision-making <p>Counselor Lessons</p>
<p>Academic Data/Assessments:</p> <p>Screeners:</p> <ul style="list-style-type: none"> • Renaissance STAR <p>Benchmark Assessments: (progress toward mastery of grade/content standards)</p> <ul style="list-style-type: none"> • Galileo <p>Classroom Assessment:</p> <ul style="list-style-type: none"> • Common Formative Assessments • Grades • Credits (HS) 	<p>Behavioral Data:</p> <ul style="list-style-type: none"> • Referrals • Suspensions • Classroom Generated 	<p>SEL Data/Assessment:</p> <p>SEL Universal Screener/Survey to identify students' strengths and weaknesses in social emotional competencies to identify students in need of Tier 2/3 intervention</p> <ul style="list-style-type: none"> • DESSA SEL screener (K-12) • SECA Student Survey (5-12)

MTSS District Leadership Team

The FFSD District Leadership Team (DLT) supports the development and implementation of multi-tiered systems of support for every student. FFSD is aligned to national and state guidance on MTSS. The Department of Elementary and Secondary Education (DESE) [MSIP-6 Effective Teaching and Learning Indicator TL7](#) mandates that “The school system provides a comprehensive multi-tiered system of support that addresses the academic, emotional, behavioral, social, and physical needs of each student.” The Ferguson-Florissant School District [Strategic Plan](#) prioritizes the effective use of the MTSS framework to serve all students.



The MTSS DLT is made up of representatives from the following areas:

Representative	Role
Assistant Superintendent of Support Services	District level leadership
MTSS Coordinator	Data-driven decision-making, Evaluation
MTSS Coach	Coaching
Elementary School Leader Representatives	Building implementation
Secondary School Leader Representatives	Building implementation
Director of Counseling Services	Socio-emotional and behavioral tiered supports
Instructional Services Coordinators	Academic and instructional tiered supports
Professional Development Representative	Training development and implementation
Home School Liaison/Hearings Officer	Tier 3 SEL/Behavioral supports
Special School District Special Ed Coordinators	Special education/IEP expertise
Family & Community Engagement Representative	Community youth advocate
Early Childhood/FBA Representative	Early childhood evaluation and tiered supports

Data Driven Decision Making

Student Screeners and Surveys

DESSA: The DESSA is a nationally standardized, strength-based behavior rating scale that assesses students' social and emotional competence with editions that support students K-12. It has been used by districts across the country to support social and emotional learning. It is aligned to CASEL standards. We use the DESSA Mini to identify students who may need support. We use the DESSA Comprehensive Screener to drill down into exactly what would benefit each student who demonstrates a need for additional support. A team of professionals individualize support in a Care Team process. [More Information about the DESSA](#)

SECA: The SECA is a research-based, student-facing survey that measures self-reported social and emotional competencies of students in grades 5-12. Students respond to questions that measure their confidence in 8 social-emotional domains. We use the SECA result to identify areas we can address school-wide to help all students gain confidence in certain competencies. We can also support smaller groups of students in Tier 2 interventions. [More information about the SECA and SEL screeners](#)

- Self-awareness of strengths and weaknesses
- Self-awareness of emotions
- Self-management of emotions
- Self-management of goals
- Self-management of school work
- Relationship skills
- Social awareness
- Responsible decision-making

Culture and Climate Surveys: The School Climate Surveys are a set of four multidimensional surveys to measure student, teacher, administrator, faculty, and family perceptions of school climate: elementary, middle/high, school personnel, and family. The surveys are brief, reliable, and valid for assessing perceived school climate among students in Grades 3-12. We use climate surveys to determine how members of our FFSD community view the culture and climate of our schools. This information helps us plan for continuous improvement. [More information about School Climate Surveys](#)

Student Academic and Behavior Data

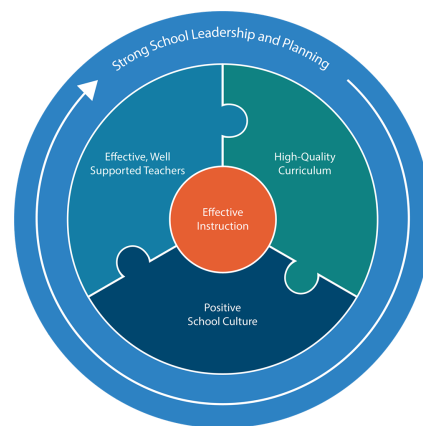
Academic Assessment Data: We collaborate across district departments to analyze academic assessment data, including Renaissance STAR literacy screener, Imagine Math Placement, Renaissance dyslexia CBM, Galileo benchmark assessments, and other measures of how students are progressing toward learning goals. This information is used at the school and classroom level to inform Tier 1 instruction and develop effective Tier 2 and 3 interventions.

Credits/Grades/Standards Mastery: Students demonstrate learning of grade level content and skills every day through engagement in learning. We can measure student learning through credit accumulation towards graduation, report card grades, and mastery of Missouri learning standards. Secondary students who are deficient in credits or who are not passing classes have opportunities for credit recovery and remediation. We monitor student grades at multiple times in the school year and provide timely intervention. As we move towards Standards-Based Learning, we constantly check for student mastery of standards, understanding that students progress on different timelines.

Referrals: Office referrals are tracked and monitored to identify (1) trends in student behavior and (2) individual students who would benefit from targeted interventions. When students struggle to meet behavioral expectations, adults must support them in learning appropriate behaviors and addressing root causes.

MTSS Fidelity Evaluation

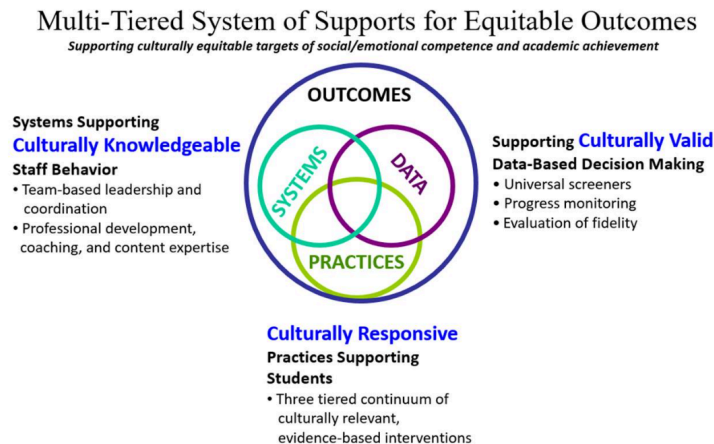
Tiered Fidelity Index (TFI): School SELT teams take the TFI as a group to measure school implementation across one, two, or all three tiers, all in one survey. The survey helps teams check in on their PBIS efforts, for creating action plans for improvement, and for monitoring implementation progress over time. The TFI includes a school walk-through tool to measure implementation of Tier 1 systems evident in the building. The MTSS District Leadership Team coaches school teams to use TFI results. [More information about the TFI](#)



Effective Classroom Practices: Developed through our partnership with the University of Missouri (MU), the Effective Classroom Practices tool allows leaders to measure the use of research-based best practices to ensure student learning and engagement in a positive, safe, and predictable classroom climate. Leaders collect data and give teachers feedback on effective practices that benefit students.

District Systems Fidelity Inventory (DSFI): The purpose of the District Systems Fidelity Inventory (DSFI) is to guide District Leadership Teams in the assessment, development, and execution of action plans that promote the capacity for sustainable, culturally and contextually relevant, and high-fidelity implementation of multi-tiered social, emotional, and behavioral systems of support and practices. The DSFI and process have been designed to serve as a guide for initial action planning, progress monitoring and annual evaluation of fidelity of implementation and impact. [More information about the DSFI](#)

Equity, Anti-Racism, Cultural Responsiveness and MTSS



(OSEP Technical Assistance on Positive Behavioral Intervention and Supports, (2021), McIntosh, K., & Goodman, S. (2016), Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. New York: Guilford Press.)

The FFSD MTSS Framework is rooted in our work in equity and anti-racism. In order to fulfill our mission to become an anti-racist school district, we must commit to serving all students equitably. Culturally responsive practices, systems, and data within a Multi-Tiered System of Supports are necessary to achieve equitable outcomes for all.

The Ferguson Florissant School District is a community of learners committed to equity and the success of each student. This commitment means that student success will not be predicted nor predetermined by race, ethnicity, family economics, mobility, language, gender, gender identity, sexual orientation, disability, or initial proficiencies or zip code. Recognizing that each student has a unique identity is central to our work in education. The Ferguson-Florissant School District, school and classroom decisions, policies, and practices affect each student differently depending on the components of that student's identity. Our commitment to equity supports fostering an inclusive and barrier-free environment in which everyone will fully benefit. To that end, the [Ferguson Florissant Equity Lens](#) was developed to assist district staff and leaders when making decisions.

To maximize student excellence and social justice, Ferguson-Florissant School District is on its journey to becoming an anti-racist organization that furthers educational equity for all students, especially our most marginalized students. FFSD Standards for Social Justice in Anti-Racist Schools will further our progress in this journey, challenging us to understand and correct the inequities that may unintentionally exist within our district, to proactively act in ways that promote anti-racism, and to build on the strengths that have enabled our past progress around race and bias. Similar to educational standards, FFSD Standards for Social Justice in Anti-Racist Schools represent the vision and goals that we will achieve as we move towards becoming an anti-racist organization. [FFSD Anti-Racism Standards](#)

The standards focus on seven areas:

- Student and Family Empowerment Rights
- Student Development and Progress
- Communication, Dialogue, and Community Engagement
- Leadership
- Teaching and Learning; Curriculum and Assessments
- Policy Governance, Procedures, Administration
- Adult Learning and Recruitment

Special Education and MTSS

The Ferguson-Florissant School District has developed an MTSS Framework which addresses goals related to Special Education programs in partnership with Special School District. Strong multi-tiered support for all students eliminates practices which have historically resulted in the over-identification of students with disabilities. By serving our students effectively in the general education setting, we are able to reduce special education referrals and improve student outcomes.

The objective is to reduce disproportionality in the identification of students with disabilities, decrease suspension rates of students with disabilities, and be an inclusive setting which increases access of students with disabilities to the general education setting (Least Restrictive Environment).

Students with disabilities, like all students, benefit from school-wide implementation of a multi-tiered system of support (MTSS). Most students with disabilities (95%) receive at least part of their instruction in general education, and 63% spend most of their time in general education (i.e., 80% or more of their time in general education). As a result, they benefit from the positive MTSS outcomes found in numerous studies, including sustained academic performance, reduced behavior problems, reduced inappropriate referrals to special education, and improved graduation rates.

When schools implement individualized education programs (IEPs) within a larger school-wide MTSS, students with disabilities are able to receive intensive intervention through data-based individualization at Tier 3 while ensuring access to aligned Tier 1 programming as well as Tier 2 intervention in other areas of identified need. Data collected through MTSS support IEP teams in developing and implementing the IEP [Sec. 300.320].

[Center on Multi-Tiered Systems of Support](#)

Key Terms:

SPED - Special education is specialized instruction targeted for the individual needs of students who have been identified as needing special education services as a result of a disability.

Individual Education Plan (IEP) - A written plan that describes the individual learning needs of a student with disabilities and the SPED services, supports, aids, accommodations, and modifications that will be provided to that student

Least Restrictive Environment (LRE) - The school setting (placement) which allows a child with a disability to be educated to the greatest extent possible with children who do not have disabilities

[Accommodation/Modification](#) - Accommodations / modifications are amendments to curriculum so barriers are effectively removed which prevent a student from demonstrating content mastery. This support allows a student to have equal access to learning.

Disproportionality in Special Education: unequal or out of proportion identification, placement, and discipline of students with disabilities. Disparities may exist in race, ethnicity, or gender.

Functional Behavior Assessment (FBA) - The process of gathering data about problem behaviors of students with disabilities. Information about when, where, and under what conditions the behaviors occur is included.

[Guide: How Does MTSS Support SPED?](#)

Important Terms in MTSS

Baseline Data: Data that is collected before an intervention or program change begins

Care Team: Group of professional staff representing a variety of disciplines that work together to support a student in areas of academic, social emotional and behavioral needs. This team uses current information to develop and recommend research-based interventions to support the student. Care Teams develop, implement and monitor plans and assess growth and progress during the implementation period.

Differentiated Instruction: Way a teacher responds to a variety of student needs in the classroom in Tier 1 Universal Core Instruction by modifying the content, process, or product

Evidence-based: Research-based programs, assessments, and strategies shown to have had positive outcomes on student achievement or behavior

Fidelity: Occurs when strategies, content, and systems are implemented in the way they were designed to be used

Interventions: Evidence-based instruction designed to improve student performance relative to specific, measurable goals in a targeted area of need

MTSS District Leadership Team: District team of representatives across all facets of academic, behavioral, and social emotional supports for students who work together to drive implementation of the MTSS framework throughout the district (PK-12).

Progress Monitoring: Ongoing assessment conducted more frequently to guide instruction, monitor progress, and evaluated effectiveness of instruction/interventions

Targeted Support: Additional evidence-based academic or behavioral support to ensure all students achieve success at school (help)

Tiers: Layers of support students receive. An MTSS Framework has three tiers, or layers, of support. All students receive Tier 1 Universals; some students receive Tier 2 targeted support, and a few students receive Tier 3 individualized intensive support.

Universal Screening: Assessments for all students focused on target academic skills or social emotional competencies that are highly predictive of student outcomes and can be used to identify students for additional support.

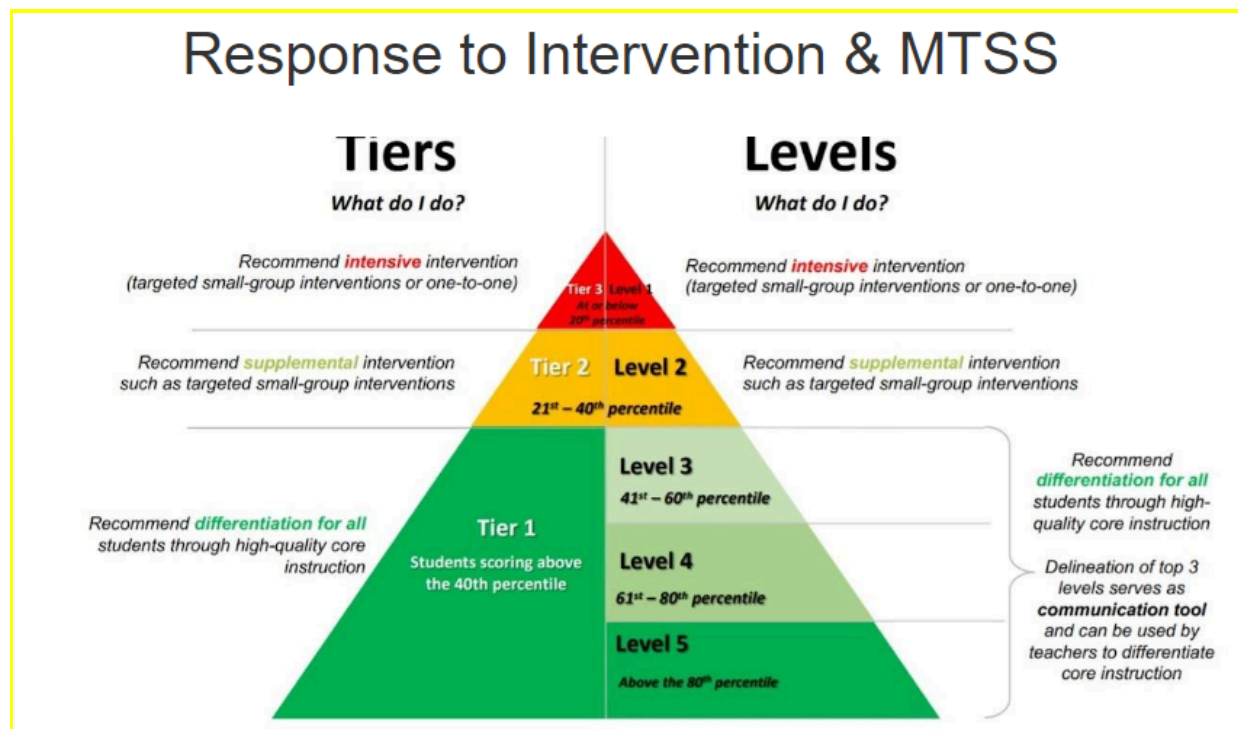
Resource: [Lake County Schools Parent Guide to the MTSS Framework](#)

Multi-Tiered System of Supports (MTSS) Framework: Academic Supports

Academic Supports: Response to Intervention

What is Academic Response to Intervention (RTI)?

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. [RTI Action Network](#)



[Response to Intervention and MTSS](#)

Four Essential Components of RTI

1. High-quality, evidence-based differentiated classroom instruction for all students
2. Ongoing student assessment: universal screening and progress monitoring for all students to measure progress toward standard mastery and identify students in need of additional support
3. A multi-tier approach that incorporates increasing intensities of instruction offering interventions matched to student needs.
4. Parent involvement and communication of student progress, goals, and interventions

Academic Universals

Academic Universals	Elementary Schools (K-5)	Secondary Schools (6-12)
<p>Core Curriculum:</p> <p>Explicit standards-aligned differentiated instruction in grade level/ content area content and skills</p>	<p>Reading/English Language Arts: Being a Reader, Making Meaning</p> <p>Math: Eureka</p> <p>Science: MySci</p>	<p>Reading/English Language Arts: My Perspectives</p> <p>Math: Big Ideas</p> <p>Science: MySci (6-8) McGraw Hill - Physics</p>
<p>Academic Data/Assessment:</p> <p>Measurement of content mastery and foundational skills that are administered to all students in a given grade level or course</p>	<p>Benchmark Assessments: (progress toward mastery of grade/content standards)</p> <ul style="list-style-type: none"> Galileo ELA Galileo Math Galileo Science <p>Placement Assessments:</p> <ul style="list-style-type: none"> Imagine Math <p>Screeners:</p> <ul style="list-style-type: none"> Renaissance STAR Reading Dyslexia: Renaissance CBM <p>Classroom Assessment:</p> <ul style="list-style-type: none"> Common Formative Assessments Standards-based grades 	<p>Benchmark Assessments: (progress toward mastery of grade/content standards)</p> <ul style="list-style-type: none"> Galileo ELA Galileo Math Galileo Science Galileo Government <p>Placement Assessments:</p> <ul style="list-style-type: none"> Imagine Math Achieve 3000 <p>Screeners:</p> <ul style="list-style-type: none"> Renaissance STAR Reading (6-8) <p>Classroom Assessment:</p> <ul style="list-style-type: none"> Common Formative Assessments Grades Credits (HS) <p>Career/College Readiness:</p> <ul style="list-style-type: none"> ACT ASVAB

Responses to Intervention–K-5 Reading Programs

Tier Component Guidelines for Elementary School

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
Focus of Instruction	UFLI (Foundational Reading) Wit & Wisdom (Content) <ul style="list-style-type: none"> Regular reading instruction with differentiated instruction embedded 	SIPPS, Imagine Language and Literacy, nd UFLI targeted to student needs <ul style="list-style-type: none"> Regular core reading instruction Supplemental interventions which includes review of prerequisite skills Small group assistance outside of regular reading instruction 	SIPPS, Imagine Language and Literacy, nd UFLI targeted to student needs Intensive intervention targeted to student needs, included special services
Grouping	Whole group and small group	Whole group with small group supplemental intervention	Differentiated small group (3 or less) and individual intensive intervention
Academic Engaged Time	60 minutes per day	60 minutes per week of work in Imagine Language and Literacy Additional small group instruction time	Highly increased systematic explicit instruction and practice
Frequency of Assessment	3 Galileo benchmarks per year to monitor student progress 3 STAR Renaissance Early Literacy Benchmarks for grade K-2 3 STAR Renaissance Reading Benchmarks for grade 3-5	3 Galileo benchmarks per year to monitor student progress 3 STAR Renaissance Early Literacy Benchmarks for grade K-2 3 STAR Renaissance Reading Benchmarks for grade 3-5	

Responses to Intervention–6-12 ELA Programs

Tier Component Guidelines for Secondary School

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
Focus of Instruction	6th-12th–StudySync	Core ELA with embedded supplemental programs such as Achieve 3000 Lit. (for 6th grade) interventions targets to students needs: <ul style="list-style-type: none"> • Regular ELA courses • Supplemental Interventions which include review of basic concepts during class or individual / small group assistance scheduled outside of regular class 	Core ELA with intensive intervention targeted to students' needs.
Grouping	Large and differentiated small group	Large group with small group (5 or less) supplemental Intervention	Differentiated small group (3 or less) and individual intensive intervention
Academic Engaged Time	One class period	One class period with 20 minutes of intervention scheduled twice a week Increased systematic explicit instruction and practice	Highly increased systematic explicit instruction and practice.
Frequency of Assessment	Three benchmarks per year to monitor student progress	Frequent progress monitoring of identified students	

Responses to Intervention–K-5 Math Programs

Tier Component Guidelines for Elementary School

TIER COMPONENTS	TIER ONE Core	TIER TWO Targeted	TIER THREE Individualized
Focus of Instruction	Eureka Math <ul style="list-style-type: none"> Regular math instruction with differentiated instruction embedded 	Eureka Math and Imagine Math targeted to student needs <ul style="list-style-type: none"> Regular core math instruction Supplemental interventions which includes review of prerequisite skills Small group assistance outside of regular math instruction 	Eureka Math and Imagine Math targeted to student needs Intensive intervention targeted to student needs, included special services
Grouping	Whole group and small group	Whole group with small group supplemental intervention	Differentiated small group (3 or less) and individual intensive intervention
Academic Engaged Time	60 minutes per day	60 minutes per week of work in Imagine Math additional small group instruction time	Highly increased systematic explicit instruction and practice
Frequency of Assessment	3 benchmarks per year to monitor student progress		

Responses to Intervention–6-12 Math Programs

Tier Component Guidelines for Secondary School

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
Focus of Instruction	Core Math Program <ul style="list-style-type: none"> • 6 Grade Math -Algebra 2 Big Ideas • College Algebra- Pearson • Pre- Calc-Calculus-Cengage 	Imagine /Tutorme 6 Grade Math -Algebra 2 Tutorme College Algebra - Calculus	Parallel and Functional Math Classes
Grouping	Large and differentiated small group	Large group with small group (3-5)	Small Class size 6-8 students
Academic Engaged Time	1 Class Period	Imagine Math (60 minutes a week) Tutorme 24/7 access	1 Class Period
Frequency of Assessment	Three or more Galileo Benchmarks and District CFA and Unit Test	Three or more 2 Imagine Math Benchmarks Galileo Benchmarks and District CFA and Unit Test	Three or more Galileo Benchmarks and District and Unit Test

Responses to Intervention–Science Programs

Tier Component Guidelines for Science

TIER COMPONENTS	TIER ONE Core	TIER TWO Targeted	TIER THREE Individualized
Focus of Instruction	Core Science Program <ul style="list-style-type: none"> • K-8 MySci • Physical Science <ul style="list-style-type: none"> ◦ McGraw Hill • Biology <ul style="list-style-type: none"> ◦ HMH • Chemistry 	Core Science Program with embedded supplemental program interventions targeted to student needs <ul style="list-style-type: none"> • Regular science courses • Supplemental interventions include review of basic concepts during class or individual/small group assistance scheduled outside of class time. 	Core Science Program with embedded supplemental instruction and intensive interventions targeted to student needs.
Grouping	Large and Differentiated Groups	Large group with small group supplemental interventions.	Differentiated small group and individual intensive intervention Intensive science class of 15 or less.
Academic Engaged Time	One Class Period	24/7 tutor me. Increased systemic explicit instruction and practice. One class period with thirty minutes of intervention scheduled once a week.	One class period with an additional one intensive class period once a day. Highly increased systemic explicit instruction and practice.
Frequency of Assessment	Three to four screening per year to monitor student progress <ul style="list-style-type: none"> • Galileo benchmark • District unit assessment 	Three to four screening per year to monitor student progress <ul style="list-style-type: none"> • Galileo benchmark • District unit assessment • Formative assessments to monitor identified student and standard 	Twice a month minimum progress monitoring of all participating students.

Responses to Intervention–CTE Program

Tier Component Guidelines for High School

TIER COMPONENTS	TIER ONE Core	TIER TWO Targeted	TIER THREE Individualized
Focus of Instruction	Core Family and Consumer Sciences education curriculum <ul style="list-style-type: none"> National Restaurant Association Cengage 	Core Family and Consumer Sciences framework with embedded supplemental program interventions target to student needs: <ul style="list-style-type: none"> Regular Family and Consumer Sciences coursework Supplemental (after-school) interventions which include a review of fundamental concepts 	Core Family and Consumer Sciences framework with (1) embedded Supplemental programs and (2) Intensive Intervention targeted to student needs: <ul style="list-style-type: none"> Regular Family and Consumer Sciences coursework Supplemental (after-school) interviews which include a review of fundamental concepts
Grouping	Large and differentiated small group	Large group with small group (5 or less) supplemental Intervention	Differentiated small group (3 or less) and individual intensive intervention: <ul style="list-style-type: none"> Intensive Family and Consumer Sciences class of 15 minutes or less
Academic Engaged Time	One class period	One class period with thirty (30) minutes of intervention scheduled once a week Increased systematic explicit instruction and practice	One class period with an additional one period Intensive math class meeting once a day Highly increased systematic explicit instruction and practice
Frequency of Assessment	<ul style="list-style-type: none"> Weekly common formative assessment End of Course standardized assessment 	<ul style="list-style-type: none"> Twice per week - common formative assessment 	<ul style="list-style-type: none"> Thrice per week - common formative assessment

Responses to Intervention–CTE Program

Tier Component Guidelines for High School

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
Focus of Instruction	Core Business and Marketing education curriculum <ul style="list-style-type: none"> ● Cengage ● EverFi ● NGPF ● EconLow Down ● Knowledge Matters 	Core Business and Marketing framework with embedded supplemental program interventions target to student needs: <ul style="list-style-type: none"> ● Regular Business and Marketing Education coursework ● Supplemental (after-school) interventions which include a review of fundamental concepts 	Core Business and Marketing framework with (1) embedded Supplemental programs and (2) Intensive Intervention targeted to student needs: <ul style="list-style-type: none"> ● Regular Business and Marketing coursework ● Supplemental (after-school) interviews which include a review of fundamental concepts
Grouping	Large and differentiated small group	Large group with small group (5 or less) supplemental Intervention	Differentiated small group (3 or less) and individual intensive intervention: <ul style="list-style-type: none"> ● Intensive Business and Marketing class of 15 minutes or less
Academic Engaged Time	One class period	One class period with thirty (30) minutes of intervention scheduled once a week Increased systematic explicit instruction and practice	One class period with an additional one period Intensive math class meeting once a day Highly increased systematic explicit instruction and practice
Frequency of Assessment	<ul style="list-style-type: none"> ● Weekly common formative assessment ● End of Course standardized assessment 	<ul style="list-style-type: none"> ● Twice per week - common formative assessment 	<ul style="list-style-type: none"> ● Thrice per week - common formative assessment

Responses to Intervention–AP/IB Programs

Tier Component Guidelines for High School

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
Focus of Instruction	AP/IB Program and assessment criteria as described in the AP Curriculum Frameworks and IB Subject guides, with differentiated instruction. <ul style="list-style-type: none"> AP/IB courses with differentiated instruction 	Program curriculum with embedded supplemental program Intervention targeted to students needs. <ul style="list-style-type: none"> Regular AP/IB courses Supplemental Interventions: review of basic concepts or individual/small group assistance scheduled outside of regular class. 	Program with (1) embedded Supplemental Programs and (2) Intensive Intervention targeted to student needs <ul style="list-style-type: none"> Regular AP/IB classes
Grouping	Large and differentiated small group	Large group and differentiated small group (5 or less) with supplemental Intervention.	Differentiate small group or individual Intervention <ul style="list-style-type: none"> Pull out group (3 or less) Intensive class of 15 or less
Academic Engaged Time	One class period	Tutor me 24/7 One class period with intervention scheduled once a week or more. <u>Increased</u> systematic explicit instruction and practice.	One class period with <ul style="list-style-type: none"> Forty five (45) minute pull out group (3 or less) meeting twice a week OR <ul style="list-style-type: none"> One additional class period of Intensive content meeting once a day Highly increased systematic explicit instruction and practice
Frequency of Assessment	AP/IB May EOC exam, official IB assessments completed during year 1 or year 2, including simulated/practice assessments (IA's/EA's, AP exam components)	Quarterly progress monitoring of identified students	Twice a month minimum progress monitoring of all participating students.

Academic Data and Assessment Systems

Student Benchmarks

Galileo: Galileo benchmarks measure progress toward mastery of grade/content standards in ELA, Math, and Science for students (K-12).

- Achievement Level: predicts end of year performance on standardized state assessments
- Growth: measures progress between first and last assessment

Placement Assessment:

- Imagine Math

Screener:

- Renaissance STAR Reading (K-8)
- Renaissance CBM: Dyslexia (K-3): screener for potential risk for dyslexia

Classroom Assessments:

- Letter Identification (K)
- Standards-based grades (K-5)
- Common Formative Assessments

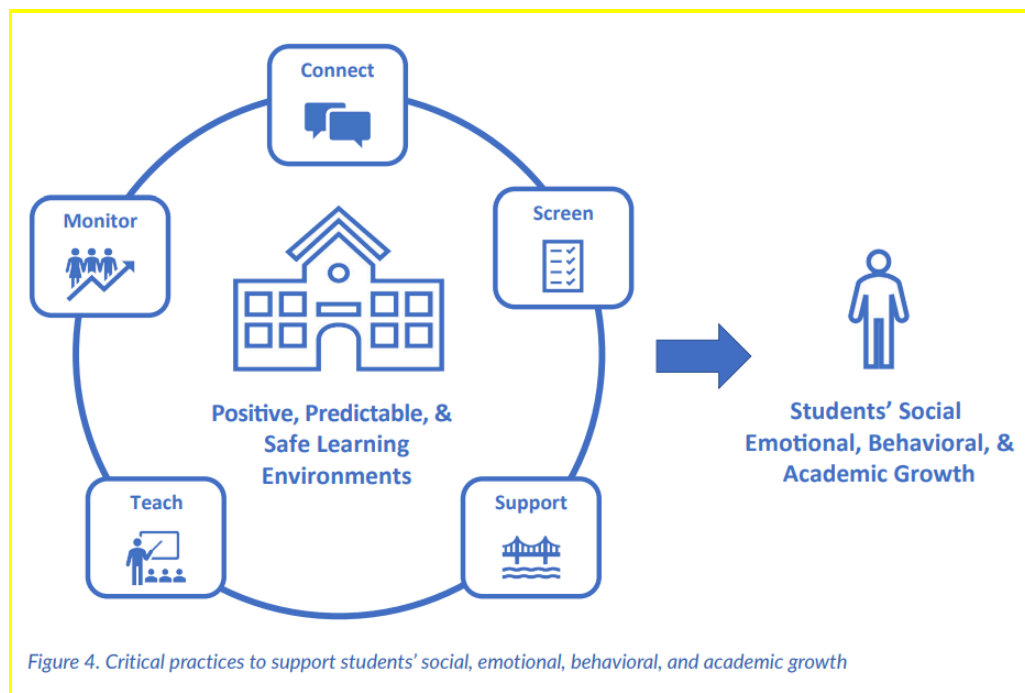
Career/College Readiness:

- ACT
- ASVAB
- WorkKeys
- Accuplacer

Multi-Tiered System of Supports (MTSS) Framework: Behavioral Supports: PBIS

What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. (Center for PBIS)



[The Center for PBIS](#) recommends a “back to basics” approach to address the significant disruptions to students’ educational access and experiences. The PBIS framework has been historically focused on systems to promote appropriate behavior in schools on all aspects of student success, including academic achievement. The Center for PBIS resources increasingly include wider comprehensive MTSS resources. At FFSD, PBIS generally refers to the behavioral components of a MTSS framework, which has been implemented in the district for many years. The Ferguson-Florissant School District recognizes the value of these evidence-based and culturally relevant practice for equitable and high impact:

1. Connect: Enhance relationships among educators, students, and families
2. Screen: Identify students who need additional support
3. Support: Establish a safe environment
4. Teach: Effectively teach, prompt and reinforce expectations and social emotional/behavioral skills
5. Monitor: Monitor implementation to enhance supports for all students and those who require more support

[Center for PBIS: "A District Guide for Returning to School"](#)

Tier 1 Behavioral Universals			
Mission Statement	The mission of the Ferguson-Florissant School District is to provide high-quality instruction to every student in every neighborhood while prioritizing equity and compassionate relationships.		
Core Values	+ Student Centered + Excellence + Innovation + Relationships		
School-Wide Expectations	1. Safe 2. Perseverance 3. Responsible 4. Cooperative 5. Kind		
Student Responsibilities	Teacher/Staff Responsibilities	Administrator Responsibilities	Family Responsibilities
+ Attend school daily + Meet school-wide expectations as stated in the Behavior Expectation Matrix + Take responsibility for their own actions and their effect on others + Respond to conflict appropriately + Participate and complete all work assigned to the best of their abilities + Set and maintain goals	+ Foster a safe climate, culture, and environment for students + Teach School-wide Expectations in different settings such as; the hallway, classroom, cafeteria, restroom, recess, arrival and dismissal + Post and model school-wide expectations + Reteach and Reinforce School-wide Expectations throughout the day + Provide praise and reinforcement to students who display expectations using a 4:1 ratio of positive to negative + Implement the Acknowledge Plan to reward positive behavior + Implement the reactive plan at the classroom level: <ul style="list-style-type: none"> - classroom -managed behaviors - continuum of consequences + Conduct, report, and use screening assessments (see Assessment Schedule) + Help students set individual and class goals + Engage students in Circles to build community + Facilitate restorative conversations	+ Teach, post, model, and reinforce School-wide Expectations in common areas and school-wide communication to students, staff, and families + Implement the reactive plan at the school level: <ul style="list-style-type: none"> + Office managed behaviors + Continuum of consequences + Consistently follow the Student Expectations Code (SEC) + Provide professional development opportunities for staff and teachers + Provide time in the schedule for teaching and re-teaching School-wide Expectations + Share screening data with staff and support staff with analyzing the data + Recognize students and classes for meeting attendance, behavior, and academic goals + Recognize students and classes for improvement towards attendance, behavior, and academic goals 	+ Ensure that students arrive to school daily and on time + Review and reinforce School-wide Expectations at home + Communicate with teachers and administrators on a regular basis + Review and sign the Student Expectations Code + Support and/or participate in school activities designed foster school community and acknowledge appropriate behavior + Participate in conferences/ meetings related to their student's progress and needs

Elementary Expectations Matrix

I will be...	Classroom	Restroom	Hallways	Playground	Cafeteria	Bus	Gym/Assemblies
Safe	<ul style="list-style-type: none"> • Use KHFOOTY • Wear your mask correctly • Use hand sanitizer • Ask adult permission to leave area 	<ul style="list-style-type: none"> • Use KHFOOTY • Report problems to an adult • Wash hands with soap • Use restroom appropriately 	<ul style="list-style-type: none"> • Use KHFOOTY • Report problems to an adult • Keep eyes and head forward • Always walk 	<ul style="list-style-type: none"> • Use KHFOOTY • Follow playground expectations • Stay in designated areas. 	<ul style="list-style-type: none"> • Use KHFOOTY • Walk and move carefully • Eat your own food • Report spills and any other problems to an adult 	Use KHFOOTY Seat to seat, back to back and feet to floor Keep your body/ belongings inside the bus Report problems to an adult	KHFOOTY Sit in assigned area Walk when entering and exiting Wear appropriate shoes
I will... Persevere	<ul style="list-style-type: none"> • Enter classroom ready to learn • Stay Focused • Keep Trying • Ask for help • Put forth your best effort 	<ul style="list-style-type: none"> • Use restroom as quickly as possible • Return to class peacefully 	<ul style="list-style-type: none"> • Go directly to your location • Return to class quickly and peacefully 	<ul style="list-style-type: none"> • Follow STEP • Ask for help from adults when needed • Be patient 	<ul style="list-style-type: none"> • Make a healthy choice • Try new foods • Leave a happy plate 	<ul style="list-style-type: none"> • Enter and exit the bus at your stop • Be patient 	Enter and exit properly Stay Calm Applaud appropriately Be a good sport Keep trying
Responsible	<ul style="list-style-type: none"> • Be on time and ready to learn • Follow classroom rules • Keep supplies in proper space • Use approved district sites 	Flush the toilet and wash hands Knock before entering Keep the bathroom clean Stay with your class or have a pass	<ul style="list-style-type: none"> • Follow line expectations • Walk directly to your assigned location • Report problems to an adult 	Follow directions Be fair and honest Report problems to an adult Play by the rules	<ul style="list-style-type: none"> • Follow cafe expectations • Clean your area and throw away trash • Use appropriate voice level • Sit in your assigned seat 	Be at stop on time Listen to the bus driver Enter and exit in an orderly manner Keep track of belongings Use appropriate voice level	Raise your hand Stay with the assigned adult
Cooperative	Follow directions Participate in class activities Solve problems peacefully Work well together Listen to speaker	Follow directions Wait your turn Exit restroom promptly when finished and return to class Use only what you need	<ul style="list-style-type: none"> • Follow directions • Follow line expectations • Use a hall pass when not traveling with an adult 	Follow directions Line up when you hear the signal Be a good sport Share and take turns	<ul style="list-style-type: none"> • Follow directions • Raise your hand for help • Wait your turn 	Follow directions Stay in line Remain in your seat Put food and drink away	Listen attentively to the speaker Applaud appropriately Stop when you hear the signal Follow universals
Kind	Use good manners Be friendly and helpful Treat others as you want to be treated	<ul style="list-style-type: none"> • Use good manners • Think about others • Knock before entering • Voice Level: 0-1 	<ul style="list-style-type: none"> • Use good manners • Respect others' space • Voice Level: 0 	<ul style="list-style-type: none"> • Use good manners • Include everyone • Treat others as you want to be treated • Encourage others 	<ul style="list-style-type: none"> • Be considerate of others' food choices • Use good table manners • Say please and thank you 	Use good manners Voice: Level 1 Keep area clean Treat others as you want to be treated	Use good manners Be respectful to the speaker/performer and others around you Sit/Stay in assigned area

Secondary Expectations Matrix

	Classroom	Restroom	Hallway	Outdoors	Cafeteria	Bus	Gym
I will be... Safe	Advocate needs. Cell phones are not in use Use materials appropriately Keep hands feet objects to self	Use property respectfully Keep hands feet objects to self	Walk on the right side Phones and headphones are not visible Respond to negative actions in a calm manner. Keep hands feet objects to self	Use equipment safely Follow game rules Tag and chasing are prohibited Keep hands feet objects to self	Keep hands feet objects to self Follow directions	Support the driver by staying in your seat. Using a lowered tone to speak to my neighbor Keep hands feet objects to self Sit in assigned seat	Use appropriate language Speak at an appropriate voice level for the activity Respond to negative actions in a calm manner Keep hands feet objects to self
I will... Persevere	Continue to work through a difficult task Ask for help when I'm struggling	Be patient as I wait my turn	Be patient through a crowded hallway I will use self control	Try something new/challenging Be positive about uncomfortable tasks	Patiently wait for food order	Show patience during ride or delays Stay calm during bumpy rides	Continue to work through a difficult task/activity
I will be... Responsible	Have necessary classroom materials Be active in learning and participating Complete assignments on time	Use time wisely. Report problems to an adult Clean up after yourself Wash your hands	Respect peoples' personal space at lockers Arrive on time Keep hallways clean Report concerns to an adult	Respect other people's physical space Respect property	Stand in a single line when getting food Say please & thank you Clean up your mess Be neat when you eat Stay in assigned seat	Use appropriate language Speak at a level one (or whisper) Don't distract the driver with loud noises or motion Respond to negative actions calmly	Respect property
I will be... Cooperative	Follow adult requests or directions Listen to others' ideas	Report problems to an adult Clean up after myself	Have a pass when leaving class Talk while you walk Use time wisely	Use identified entrances Dispose of trash in appropriate areas	Keep food & drink in the cafeteria Stand in a single line when getting food Raise your hand and wait for permission to dump tray Follow seating procedures	Do not eat or drink on the bus Use appropriate language Listen to the driver for directions	Use appropriate voice level for activity Return equipment to the appropriate place
I will be... Kind	Build relationships with peers Get involved in school activities	Wait my turn Inform the appropriate person of restroom concerns	Be courteous of others' space Greet and acknowledge others	Include others Share equipment	Thank the cafeteria staff for their service Welcome others to the table/area where I am sitting Promote positive relationships	Greet and thank my driver Greet my seat partner	Show good sportsmanship Include others in activities

Effective Classroom Strategies Checklist

Use this checklist to prepare for the start of school.

Effective Classroom Practices	Staff Expectations to Support Student Behavior
1. Classroom Expectations	<input type="checkbox"/> I have created and posted classroom expectations aligned with school and district matrix and universals. <input type="checkbox"/> I have made a plan to teach and practice the classroom expectations and rules . OPTIONAL READING: Click here for an infographic about expectations.
2. Classroom Procedures and Routines	<input type="checkbox"/> I have created and posted classroom procedures and routines . <input type="checkbox"/> I have made a plan to teach and practice the classroom procedures and routines . EXAMPLES: restroom, moving around the room, pencil sharpening, transitions, passes, etc.
3. Behavior Specific Praise	<input type="checkbox"/> I have a plan to use a variety of strategies to give behavior specific praise to all students. <input type="checkbox"/> I have a method for providing behavior specific praise at a ratio of 4: 1.
4. Pre-corrects	<input type="checkbox"/> I have planned a variety of ways to review my expectations daily including using student voice. <input type="checkbox"/> I have a plan for how pre-corrects are being used at the beginning of each transition.
5. Active Supervision	<input type="checkbox"/> I have designed the classroom floor plan to allow for ease of movement for Active Supervision and allow for safety precautions. <input type="checkbox"/> I have created a classroom space where all areas of the room are accessible by scanning, moving, and interacting frequently and strategically.
6. Opportunities to Respond	<input type="checkbox"/> I use a variety of strategies to increase student Opportunities to Respond (examples: turn and talk, wait time, guided notes, response cards). <input type="checkbox"/> I have determined a strategy to use to track students being called on.

Acknowledgement Systems for Reinforcement and Rewards

Acknowledgement puts the **positive** in Positive Behavioral Intervention and Supports (PBIS). It shifts the focus from negatively responding to unwanted behaviors with discipline, to positively responding to desired behaviors with praise or even rewards. An acknowledgement system provides immediate, intermittent, and/or long-term rewards to any student or group who displays desired school-wide expectations for behavior. Staff use the school-wide and classroom expectations as the common language of acknowledging behaviors. This not only provides consistency among staff, but also continuity for students as they progress throughout the school as well as through the grades. Often staff name the umbrella expectation as well as the specific behavior when they acknowledge student behavior positively. Each school has a unique Acknowledgement System.

Types of Acknowledgement

- ❖ High Frequency
- ❖ Intermittent
- ❖ Long-term

Who Can Be Acknowledged for Meeting Expectations?

- ❖ Individual
- ❖ Group
- ❖ School-wide
- ❖ Faculty/Staff

Examples

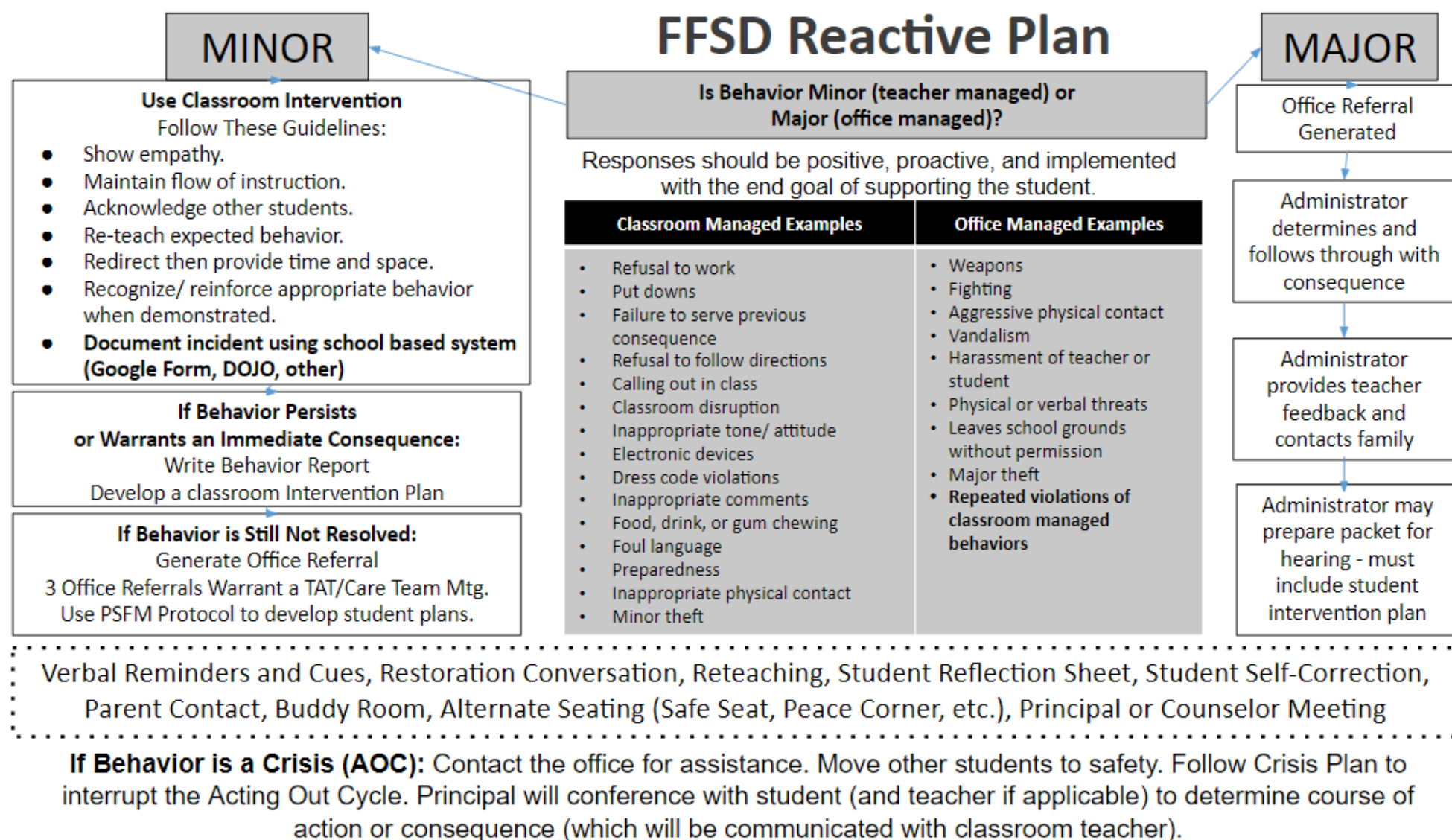
- ❖ Positive Specific Verbal Praise in a ratio of 4:1 (positive to negative/non-specific)
- ❖ School-wide public feedback (announcements/assemblies/bulletin boards)
- ❖ Celebrations and Award Ceremonies
- ❖ Classroom Rewards to reward an entire class
- ❖ Visual Feedback in classrooms or common areas
- ❖ Token economy (Bear Bucks, Star Dollars)
- ❖ Tickets
- ❖ Raffles
- ❖ Field Trips
- ❖ Positive Postcards/Phone Calls
- ❖ Certificates

Teaching, Reteaching & Reinforcing Expectations

Procedures for Teaching	
<ul style="list-style-type: none"> • Schedule a day during orientation week staff will be informed in detail of the MTSS plan. • Follow the pacing guide and curriculum for Math, ELA, Writing, Science and Second Step/7 Mindsets • During the first 2 weeks of school, explicitly teach students the district, building, and classroom expectations. • Behavior Expectation Matrix Posters in the Classroom • Reactive Plan Posters in the Classroom • Anchor charts for academic and social skills • Weekly Memo -Testing Schedules, Meetings, Screeners, Second Step Goals and PBIS talking points. • Keep faculty updated during building staff meetings and professional development • Teachers explicitly teach and practice expectations in the classroom and common areas 	
Procedures for Re-Teaching	
<ul style="list-style-type: none"> • Behavior Expectation Posters in each setting • Practicing routines and procedures regularly • After every 5 weeks, recap Social-Emotional lesson • After every break (at least one week), reteach PBIS expectations lessons • Teach Talking Points for daily lessons on the behavior expectations during advisory or morning meeting • Teach the Second Step or 7 Mindset Curriculum 	
Procedures for Reinforcing	
<ul style="list-style-type: none"> • Shout Outs on announcements • Shout Outs on the Shout Out Board • Recognize students with prizes who complete tasks • Dojo points • Incentive tickets 	<ul style="list-style-type: none"> • Raffles • Certificates • Assembly recognition • Recognition Boards • Colored Id Cards\ • Earn extra incentives

Reactive Plan for Minor and Major Behaviors

A Reactive Plan outlines the flow-chart of adult responses to minor and major behaviors. We differentiate between Classroom-Managed and Office-Managed Behaviors and follow a Continuum of Consequences for each. A teacher may address minor inappropriate behaviors without writing an office referral, which elevates the incident to the attention of the school administrator. An administrator or dean addresses more serious discipline incidents. Administrators reference the Student Expectations Code when making decisions about consequences. Teachers and administrators are encouraged to utilize Restorative Practices, rather than a punitive approach. The commitment to teaching, reteaching and reinforcing universal student expectations is rooted in the responsibility of schools to maintain a safe and orderly learning environment. There are consequences for behavior that disrupts that environment laid out in the SEC.



Behavioral Interventions

Evidence-based academic interventions are provided throughout the district, however not every intervention listed here is available at every grade span or school. Student data is used to identify students who may need targeted interventions. School MTSS Comprehensive Guides contain information as to the specific Tier 2 and Tier 3 academic interventions and strategies utilized to support students at each school. These are some of the behavioral interventions in place at schools.

Research-based Behavioral Interventions		
Low Level Strategies (Available Universally)	Tier 2: Targeted (Teach, Reinforce, Feedback)	Tier 3: Intensive/Individualized (T2 with increasing intensity)
Alternatives To Suspension Behavior Specific Praise Effective Teaching Practices Individual & Visual Schedules Newcomers Club Non-Verbal Cues & Signals Peer Tutoring Reward System Self Monitoring Sensory Tools	Behavior Contract Structured Breaks Check In Check Out (CICO) Counselor Referral Daily Behavior Form Individual & Visual Schedules Mentoring Newcomers Club Peer Tutoring Reteaching Clinics Self Monitoring Sensory Tools Social Stories Social Skills Group: <ul style="list-style-type: none"> • Teach Conflict Resolution • Teach Coping Skills • Teach Organizational Skills • Teach Relationship Skills • Teach Relaxation Techniques • Teach Social Skills 	Behavior Intervention Plan (BIP) Collaboration With Student's Physician And/Or Mental Health Provider External Partners (for example) <ul style="list-style-type: none"> • Great Circle • Pinocchio

Student Expectations Code (SEC) & Suspension Practices

The Ferguson-Florissant School District has created the [Student Expectations Code](#) to assure all stakeholders have direct access to the guiding principles and consistent procedures applicable to the administration of student discipline within all schools. All children have different needs, and our mission is to ensure that all children succeed. Towards that end, this document serves as a lens through which to view how the district will utilize preventative and restorative approaches to support students equitably even when they may make choices that negatively impact themselves or others. In order to promote equitable outcomes for students, this document identifies areas where interventions to support students in preventing negative behaviors are included or required and defines ranges and maximums for consequential actions. The Ferguson-Florissant School District intends to make plain the thought and care used to assure administrative procedures and disciplinary consequences are learning experiences for student growth and to ensure that our families are informed partners throughout the process of supporting students in being at their very best each and every day.

Suspension Practices

FFSD works to decrease the number of out of school suspensions through implementation of an MTSS framework that provides tiered behavioral and SEL supports to students aimed to prevent major infractions. The Student Expectations code lays out the circumstances under which suspension is an appropriate consequence for a Level 4 or Level 5 infraction. Families are encouraged to become familiar with the SEC and understand their students' rights and responsibilities. Whenever possible, school principals try to provide effective alternatives to suspension. Alternatives to suspension vary by grade span and school.

Alternatives to Suspension (examples)

- Restorative Room (ISS)
- Reteaching of expectations
- Restorative conference
- Parent supervision at school
- Counseling
- Community service
- School service (for example, assisting with clean-up or special projects)
- Behavior monitoring
- Restitution
- Problem solving or behavior contract
- Alternative programming
- Loss of privileges (like recess, social time)
- Time out/Buddy Room
- Detention (before or after school, lunch)
- Mentoring (with a teacher, counselor, or other staff member before or after school)
- Behavioral contracts (BIP)
- Referral to community mental health services
- Loss of bus privileges for bus-related incident

Role of the Home School Liaisons in Tier 3

The SEC defines the specific disciplinary infractions that might result in a 10 day school suspension under limited situations. Following an investigation, If the principal concludes that a student has engaged in a Level 5 violation, the principal may suspend the student for 10 school days with a recommendation for a long-term suspension unless there are circumstances that clearly indicate such a suspension is not warranted. The FFSD Board to Education, in accordance with state and federal guidelines, had developed policies to ensure the due process rights of students.

Upon receiving a 10 day school suspension with a recommendation for a long-term suspension, the student's family will be invited to participate in a meeting with a Home School Liaison. This is one component of the student's rights. The Home School Liaisons (HSL) focus on support and communication between home and school for targeted students. They ensure that families are informed of Rights and Responsibilities by providing this information to Building Administrators (both paper and electronic form) to be used when communicating with families (i.e. meeting, discipline letters, etc.). The HSLs review district discipline disparities data on a weekly basis and ensure that a line of communication is established and maintained between the school and family. Additionally, the liaisons assist schools with root cause analysis and academic/behavioral action planning. This role is an extension of the Superintendent's office and is responsible for assisting families in removing any barriers that may prevent them from taking full advantage of the district's many resources. The HSLs frequently recommend Tier 3 interventions and advise school leaders in implementation.

Individualized Tier 3 Behavioral Interventions After a Suspension

Student Re-entry Plan

Building Support Plan

Behavior Intervention Plan

Counseling Referral

Care Team Referral

Functional Behavior Assessment (FBA)

Reassignment to Restoration and Wellness Program

School-Based Teams for PBIS Tiered Systems

Teams of educators meet to develop and monitor PBIS practices in each school. Highly effective teams have the following characteristics. The MTSS District Leadership Team seeks to support these school-based teams by providing district-wide direction, training, and coaching.

Members: The Tiered Fidelity Inventory (TFI) recommends that the members of the team include a systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and (e) student representation for high schools

Meetings: School teams meet monthly and follow an agenda, and keep minutes that are available to all staff

Systems Development: Teams develop and monitor systems for behavioral expectations, teaching expectations, classroom procedures, effective use of FFSD PBIS Matrix and procedures for addressing office-managed and classroom managed behaviors, alignment of school systems with the [FFSD Student Expectations Code](#), building-based Professional Development (PD), and acknowledgement and rewards

Data Driven Decision Making: Teams participate in data-driven decision making monthly: analyze and respond to formal and informal discipline data, attendance data, CARE Team referrals, and other data sources as appropriate

Stakeholder Engagement: Teams develop opportunities for building and community stakeholder engagement: shares practices, procedures, and data with the entire staff and encourages the community (staff, families, and partners) to be involved and provide feedback

Evaluate Effectiveness: Teams evaluate the effectiveness of PBIS systems at least annually

Behavioral Data/Assessment Systems

BIG 5 + 1: Teams analyze school behavior: average referrals per day, average referrals per month, top referral incidents, top referral locations, top times of day incidents occur, out of school suspension incidents/days.

Referrals: Office referrals are tracked and monitored to identify (1) trends in student behavior and (2) individual students who would benefit from targeted interventions. When students struggle to meet behavioral expectations, adults must support them in learning appropriate behaviors and addressing root causes.

School-based Internal Behavior Systems (pre-referral): Schools have systems for tracking behaviors, especially classroom-managed behavior, prior to the need for an office referral that is entered in the Student Information System (Tyler SIS K-12). Students receive interventions in response to these pre-referral behaviors. Building Leadership Teams and educator teams monitor pre-referral data.

School-based Behavior Progress Monitoring: Schools have systems in place to progress monitor interventions that support students who have demonstrated behavioral challenges. Progress monitoring information is collected and analyzed, usually every 6-8 weeks. Progress monitoring is often a process implemented by Care Teams, but may be carried out by any educator who is supporting a student individually or in a group setting.

Multi-Tiered System of Supports (MTSS) Framework: Social Emotional Learning (SEL) and Supports

Social Emotional Learning (SEL)

What is Social Emotional Learning?

Social Emotional Learning (SEL) concepts provide an extra dimension to education, focusing on improving cooperation, communication, and decision-making. In a world where emotional intelligence is critical for lifelong happiness, successful careers, and healthier relationships, SEL gives students a framework for developing these skills.

Social Emotional Universals

Social Emotional Universals	Elementary Schools (K-5)	Secondary Schools (6-12)
<p>SEL Curriculum: Explicit instruction and reinforcement of Castle competencies:</p> <ul style="list-style-type: none"> • Self-awareness • Self-management • Social awareness • Relationship skills • Responsible decision-making <p>Counselor Lessons</p>	<p>Second Step</p> <p>Second Step focuses on promoting self-regulation through the development of executive functions and emotion management skills, and social-emotional competence. It is aligned to CASEL standards</p> <p>More information</p>	<p>7 Mindsets</p> <p>7 Mindsets is a comprehensive social emotional learning digital curriculum designed to build a positive and productive school culture. It is aligned to CASEL standards.</p> <p>More information</p>
<p>SEL Data/Assessment:</p> <p>SEL Universal Screener/Survey to identify students' strengths and weaknesses in social emotional competencies to identify students in need of Tier 2/3 intervention</p>	<p>DESSA Screener</p> <p>SECA Student Survey (5th grade only)</p>	<p>DESSA Screener</p> <p>SECA Student Survey</p>

Social Emotional Learning through CASEL Alignment

Ferguson-Florissant School District's SEL core curriculum, tiered resources, surveys, screeners, and MTSS student data management system are aligned to the CASEL framework. Additionally, promoting social emotional learning is a key element in building a just, equitable, and anti-racist school district.

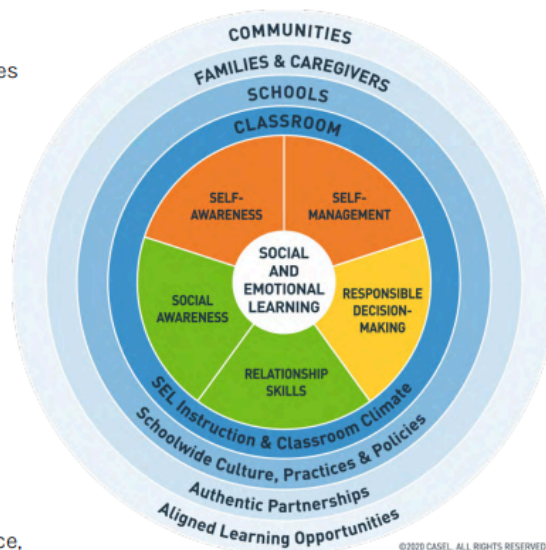
According to the Collaborative for Academic and Social-Emotional Learning (CASEL), "social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities (CASEL, 2022)."

What are the Five Core Competencies?

CASEL provides five core competencies for defining and describing what SEL is and how to implement it effectively.

- **Self-Awareness**
Personal and sociocultural identities, recognition of beliefs, mindsets & biases
- **Self-Management**
Stress management, self-care, perseverance, agency
- **Social Awareness**
Perspective-taking, empathy, belonging
- **Relationship Skills**
Collaborative problem solving, co-construction, effective interpersonal communication
- **Responsible Decision-Making**
Ethical responsibility, distributive justice, collective well-being



Social Emotional Core Curriculum

What is our approach to Social and Emotional Learning (SEL)?

- A focus on the following competencies: (1) self-awareness, (2) self-management, (3) social awareness, (4) relationship skills, and (5) responsible decision making.
- Skills are reinforced, extended, and applied to age-appropriate situations at each grade level.
- Schools strive to establish classroom and school routines to offer students the opportunity to practice and receive feedback and reinforcement on their use of the skills
- School leaders act to shape a school culture that will provide a safe place for students to practice skills and where adults model the skills



Second Step (K-5)

The social-emotional learning curriculum for Pre-K through grade 5 approved by the district is Second Step. The curriculum focuses on promoting self-regulation through the development of executive functions and emotion management skills, and social-emotional competence.

- **Expectations:** Teachers will teach one 30 minute lesson per week from the Second Step curriculum and reinforce the concepts throughout the week
- **Optional:** Teachers may provide extension activities from the Second Step curriculum throughout the week
- **School-wide Reinforcement:** Second Step SEL concepts and language are used throughout the building, including morning announcements
- **Additional Resources:** Anti-Bullying, anti-racism, and other SEL resources available through the Second Step program are used by some schools

7 MINDSETS

The social-emotional learning curriculum for grades 6-12 approved by the district is 7 Mindsets. The curriculum follows Blooms Taxonomy progression and aligns directly to the development of 10 SEL competencies: CASEL's 5 plus resilience, growth mindset, empathy, sense of purpose and hope.



- **Expectations:** Teachers will teach one 30-45 minute lesson per week from the 7 Mindset curriculum and reinforce the concepts throughout the week
- **Optional:** Teachers may provide extension activities from the 7 Mindsets curriculum throughout the week
- **School-wide Reinforcement:** 7 Mindsets SEL concepts and language are used throughout the building, including morning announcements
- **Additional Resources:** Equity lessons, skill-specific contents, educator wellness, and other SEL resources available through the 7 Mindsets platform are used by some schools

Social Emotional Learning and Restorative Practices

What are Restorative Practices?

Restorative practices is an emerging social science that studies how to strengthen relationships between individuals as well as develop social connections within communities. In schools, restorative practices help to create a trusting environment by giving both students and adults an opportunity to make positive choices and interact respectfully in the classroom and throughout the school. ([CASEL Guide to Schoolwide SEL: Restorative Practice and SEL Alignment](#))

Restorative Practices (RP) include both proactive and responsive practices to build community and restore relationships when harm has occurred.

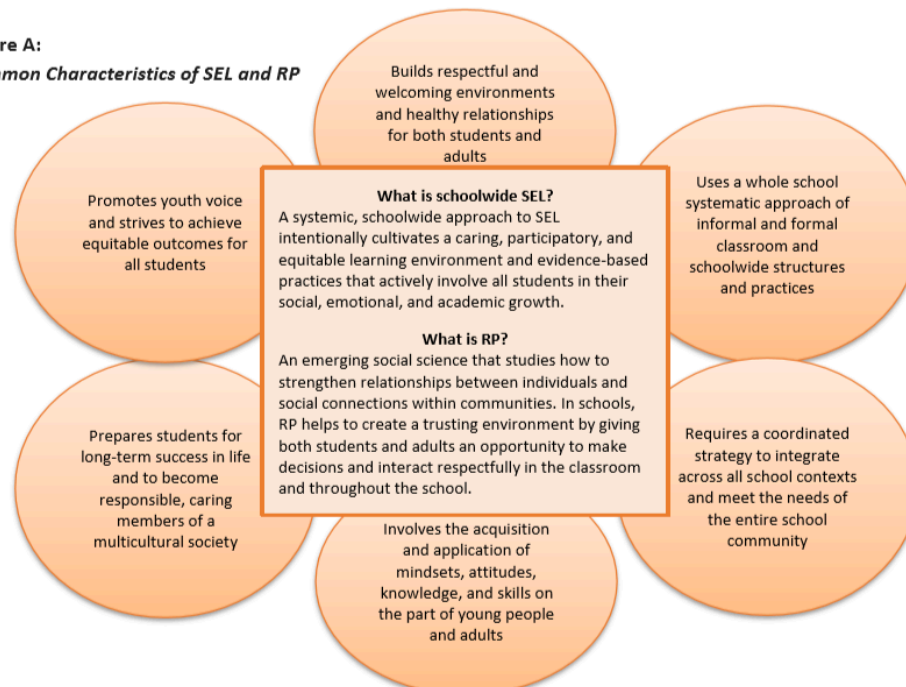
Proactive practices: practices that proactively build healthy relationships and develop community

- Affective language (e.g., “I statements,” empathetic listening, affective questions, nonverbal affirmation)
- Intentional relationship building strategies (60 second relate break, 2 minute connection)
- Treatment agreements to establish how teachers and students treat one another
- Community-building circles (e.g., talking circles)

Responsive practices: practices that respond to conflict and wrongdoing with the goal of repairing harm, rebuilding relationships, and restoring community. Responsive practices involve both the person who caused harm and those who are impacted.

- Responsive conversations or restorative conferences
- Responsive circles
- Surface discussions (full class)

Figure A:
Common Characteristics of SEL and RP



Role of School Counselors in SEL

Who are School Counselors?

School Counselors work within schools to fully implement a comprehensive school counseling program that supports the academic, career, and social/emotional development of all students through the delivery of counseling curriculum, individual student planning, and responsive services. The program is managed and evaluated through system support activities that also support the on-going mission of the school.

Effective comprehensive school counseling programs are vital to the school climate and a critical element in the development of success ready students. Comprehensive school counseling programs have a positive impact on students, parents, schools and communities.

School Counseling Curriculum Description: lessons presented to help students attain the desired Grade Level Expectations (GLEs) in the areas of social/emotional, academic and career development. The school counseling curriculum is systematically presented by school counselors in collaboration with teachers through K-12 classroom lessons or other learning activities.



Counseling Program services and programs: Peninsula School District

Examples of MTSS School School Counselor Duties/Interventions to support SEL

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> ◆ School Counseling Lessons ◆ Coordination of SEL Curriculum ◆ Management of SECA/DESSA data 	<ul style="list-style-type: none"> ◆ Small Group Counseling ◆ Restorative Circles/Meetings or Mediation ◆ Coordinate/Facilitate CICO ◆ Care Team Meeting Facilitation ◆ Crisis Intervention 	<ul style="list-style-type: none"> ◆ Individual Counseling ◆ Suicide Risk Assessments ◆ Referrals to outside agencies

Social Work Services: Social Emotional Tiered Supports

Who are School Social Workers?

School Social Workers provide a focused reach to support all students specifically in areas of social-emotional learning and mental health needs, and are uniquely trained to integrate the school, community, and family context into interventions and resource referrals. School social work interventions reduce barriers to learning enabling students to be physically, mentally, and emotionally present and ready to learn in the classrooms ([*School Social Workers Association of America*](#)). Ferguson-Florissant School District (FFSD) School Social Workers serve as the link between students, families, the community, and the school.

Multi-Tiered System of Supports (MTSS)

In an effort to improve academic and behavioral outcomes, FFSD School Social Workers partner with staff within the LEA to systematically address concerns from a context that is preventative, yet team and data-driven. Through a tiered model of support, school social workers provide a multitude of direct and indirect intervention/support services with the goal of increasing student outcomes on an individual and district-wide level. Tiered interventions align and support outcomes within the school based social work practice model. Those student directed outcomes include evidence-based practices in mental health, promoting a positive school culture/climate that is conducive to student learning, and maximizing access to community and school based services for students district-wide.

Examples of MTSS School Social Work Duties/Interventions

Tier 1: Universal Prevention Services (All Students)

Conduct School-Wide needs and risk assessment · review school-wide data collection · Collaboration and consultation with teachers and administrators · Crisis intervention and prevention · Provide professional development for school staff and families · Student and Family engagement activities · Leadership and accountability for systems wide mental health initiatives · Education policy advocacy · systems of care coordination · McKinney Vento · Foster care · Foster community partnerships • Support current Universal services • Development of new Universal programs/services • Available to provide support to all students (e.g. resources, crisis counseling, conflict mediation) • partner with Home-School-Community Liaison • partner with Parent education & support programs • Provide In-service for students, parents, and school staff

Tier 2: Selective Early Intervention Services

Classroom and small group practices to address Social Emotional Learning · Behavioral and mental health needs · Group counseling and skill building · Attendance · Engagement • Conduct functional assessments for individual case management planning • Create self-management tools for students • Support Check-In/Check-Out (CICO) program • Small group instruction using evidence-based interventions (e.g. social competence, self-regulation, etc.) • Teacher/classroom consultation • Other Universal supports

Tier 3: Intensive individualized support (Wrap-around/Case Management Services)

Family support · Implementation and review of Functional Behavioral Assessments · Behavioral Intervention Plans · IEP participation · Intensive case management that may include: social assessments, development of individual treatment plans, referrals to services, student monitoring and collaboration with interdisciplinary teams.

Social Emotional Tiered Supports: External Partnerships

<i>External Partner</i>	<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3</i>
Behavioral Health Response (BHR)	Trauma Informed Care, Emotional Regulation presentations, Staff & Parent presentations		
Better Family Life		School Based Therapy - Services include individual, family and group psychotherapy	School Based Therapy - Services include individual, family and group psychotherapy
BJC	Consultation and staff presentations		
Center for Behavioral Health			Comprehensive psychological assessment and evaluation services
CHADS	Signs of Suicide Presentations (Gr. 5-9) Mental Health Presentations		
CHADS Family Support Counseling			Family Support Counseling
CHADS Mentoring			Mentoring
Compass Health Network-Pinocchio		Pinnocchio (K-3) Play-based therapy	Pinnocchio (K-3) Play-based therapy
Jewish Family & Children's Service	The Child Abuse Prevention Program (CAPP)		
KVC (formerly Great Circle) /Student Support Therapists			School Based Therapy
Preferred Family Healthcare			Substance Abuse treatment, early intervention and outpatient counseling
PreventED (formerly NCADA)	Resiliency-skill curricula; peer programming		Substance Abuse treatment (GuidEd)
Safe Connections	Project HART (Healthy Alternatives for Relationships Among Teens)	Prevention Groups, Teen Counseling	
SSM Health Behavioral Health			Intensive Outpatient Program
St. Vincent Home for Children			Therapeutic support, residential treatment, substance abuse and transition services

SEL Data and Assessment Systems

Student Screeners and Surveys

DESSA: The DESSA is a nationally standardized, strength-based behavior rating scale that assesses students' social and emotional competence with editions that support students K-12. It has been used by districts across the country to support social and emotional learning. It is aligned to CASEL standards. We use the DESSA Mini to identify students who may need support. We use the DESSA Comprehensive Screener to drill down into exactly what would benefit each student who demonstrates a need for additional support. A team of professionals individualize support in a Care Team process. [More Information about the DESSA](#)

SECA: The SECA is a research-based, student-facing survey that measures self-reported social and emotional competencies of students in grades 5-12. Students respond to questions that measure their confidence in 8 social-emotional domains. We use the SECA result to identify areas we can address school-wide to help all students gain confidence in certain competencies. We can also support smaller groups of students in Tier 2 interventions. [More information about the SECA and SEL screeners](#)

Both DESSA and SECA are aligned to the CASEL Standards:

1. Self-awareness of strengths and weaknesses
2. Self-awareness of emotions
3. Self-management of emotions
4. Self-management of goals
5. Self-management of school work
6. Relationship skills
7. Social awareness
8. Responsible decision-making

[More information about the Casel SEL Framework](#)

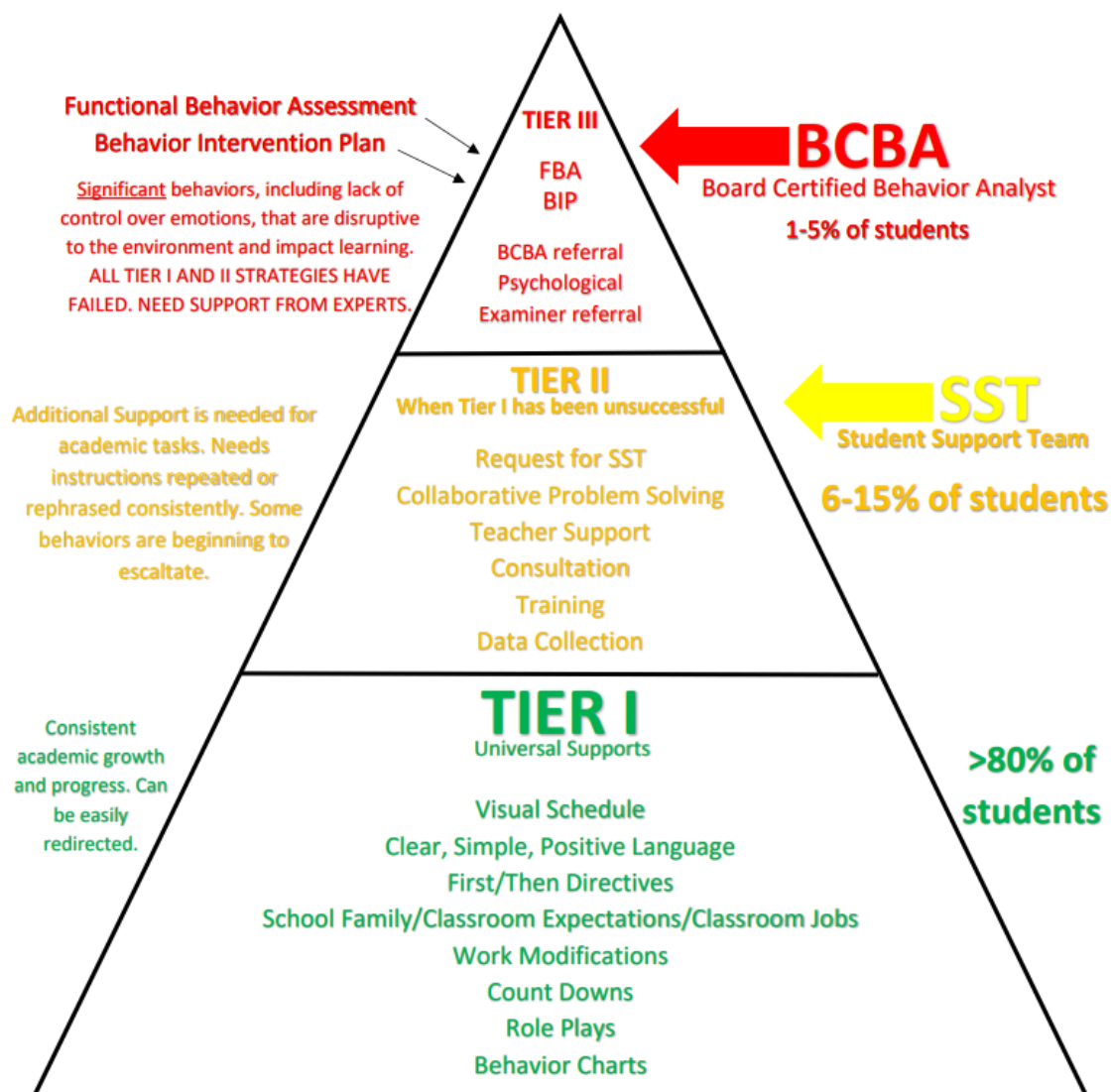


Culture and Climate Surveys: The School Climate Surveys are a set of four multidimensional surveys to measure student, teacher, administrator, faculty, and family perceptions of school climate: elementary, middle/high, school personnel, and family. The surveys are brief, reliable, and valid for assessing perceived school climate among students in Grades 3-12. We use climate surveys to determine how members of our FFSD community view the culture and climate of our schools. This information helps us plan for continuous improvement. [More information about School Climate Surveys](#)

Additional MTSS Programs and Resources

Early Childhood Tiered Supports

The Ferguson Florissant School District offers preschool to children residing within the community between the ages of three and five years at all seven PK-2 buildings. Early Childhood Special Education is offered to meet the unique needs of children that may qualify for additional services. As a support to some families, Head Start is offered to those that meet certain qualifications and provides wrap-around services and other resources tailored to meet the needs of the family. In addition, extended day tuition based opportunities are available at Child Development Centers located at Lee Hamilton and the Restoration and Wellness Center. The Ferguson-Florissant School District Office has developed an MTSS guide for families and educators entitled [Bridging the Gaps: Multi-Tiered Systems of Support and Student Support Teams Manual](#).



Ferguson-Florissant Early Childhood Universals Checklist

Teacher _____

Date _____

Rules	Yes	No	Comments
Rules are posted in appropriate locations			
Rules are measurable and observable			
Rules are stated positively			
Expectations (How we accomplish the rules)			
Expectations are posted in the classroom (Words & Pictures)			
There is evidence that rules and expectations have been taught (Students following teacher directions; staff and students verbalizing expectations; peer modeling/correcting each other)			
Positive reinforcement is given when students follow expectations (Visual reinforcement/thumbs up; fist bump; teacher tone/words positive)			
Schedules			
Visual schedule is posted (Words & Pictures; student eye level; able to change)			
Schedule includes academics (Centers; Circle; Table Time; etc.)			
Staff refers to/interacts with the schedule (Transition alerts; verbal & pointing; updates when schedule changes; pulling off, turning over, covering pictures)			
Individual student schedules are accessible if needed (picture schedule, schedule on a binder ring clipped to child, staff and students interacting)			
Attention Signal			
There is a clear classroom attention signal (used for transitions; used to quiet students & get attention)			
Teacher-Student Interactions			
Positive to negative student interaction is at least 4:1 (Frequent smiles; respectful tone of voice; directives stated positively; tell what you want students to do, not what to stop doing; developmentally appropriate language; short & specific directions)			
Warm greeting and smile to each child upon arrival			
Strategies to increase appropriate behavior			
Students are individually reinforced for appropriate behavior (Established individual relationship-based reinforcement system; positive feedback; individualized praise to specific students for specific behaviors)			
The whole class is reinforced for appropriate behavior (Incentives, e.g., cheers; 5 hand claps; pat on back; thumbs up; tangibles)			
Replacement behaviors are being taught (staff modeling appropriate behaviors; social skills lessons; Second Steps implemented; redirection followed by providing replacement behavior; peer feedback)			
Strategies to decrease inappropriate behavior			
Inappropriate behaviors receive quick consistent interventions (same behavior = same interventions; natural consequences; child specific considering developmental level)			
Evidence that a teacher has preplanned interventions for inappropriate behavior (developmentally appropriate; staff evaluating effectiveness; verbal processing with student when appropriate; redirecting; close physical proximity)			
Sensory Supports			
Sensory supports are incorporated into the classroom (used as prevention for behavior; available to all students as needed)			
There are opportunities for movement within the classroom (dance; move to learn; developmentally appropriate circle time or small group length; teacher recognizes when students need movement)			
Visual, auditory, and kinesthetic learning styles are used			

Adapted from Hazelwood Early Childhood Program

COUNSELING SERVICES TIERED SUPPORTS

2019 ASCA National Model Aligned with MTSS

Across all Tiers, School Counselors:

- **DEFINE** MTSS and SC program:
 - Grounded in *Mindsets & Behaviors* and professional standards
- **MANAGE** MTSS and SC program:
 - Belief, vision, mission, goals
 - Program planning tools
 - Data and action plans
- **DELIVER** prevention and intervention activities that are:
 - Culturally-responsive
 - Evidence-based
 - Focused on **academic, career and social/emotional domains**
- **ASSESS** MTSS and SC programs:
 - Program/SC assessment & appraisal
- Incorporate **ASCA THEMES**:
 - **Collaboration**
 - **Leadership**
 - **Advocacy**
 - **Systemic Change**

Tier 3: Indirect Services

for FEW

Chronic, complex needs;
Consult & collaborate;
Wrap-around support;
Facilitate referrals

Tier 2: Direct & Indirect Services

for SOME

Individual/small group counseling, instruction, appraisal & advisement;
Consult and collaborate with teachers/staff, parents and community providers

Tier 1 Direct & Indirect Prevention for ALL

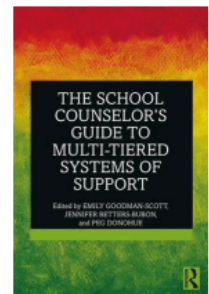
School counseling classroom instruction (lessons);
Large group/school-wide activities & initiatives;
Student appraisal & advisement;
Staff & family training/workshops;
Community partnerships

Based on:

Goodman-Scott, Betters-Bubon & Donohue (2016)
Professional School Counseling

The ASCA National Model (2019)

For more information
(Routledge, 2019):



@SchCouns4MTSS



Additional Tiered Supports Through the Office of Student Services			
	Tier 1 (Universal)	Tier 2 (Targeted)	Tier 3 (Individualized)
Nursing Services	Screening Hearing, Vision, Dental Nursing services on site Universal emergency epipen/inhaler/AED Universal: Hazel Health (telehealth) School staff training for student/staff emergency response Access to vaccination clinics Parent health and wellness education Staff health and wellness support	Screening follow-up Referral for providers Targeted parental support Compliance: immunization Management of health plans Medication Administration	Developing Health Action Plans Referral/collaboration 504 plan Resources to manage uncontrolled/severe illness CARE Teams for health-related intervention IEP Meetings Coordination between health providers Intensive parental support for at-home care
Home-School Liaisons	SEC policy support for schools SEC policy education for parents Training on due process rights		Discipline meeting with parents Develop individualized interventions after suspension Re-entry meetings Referrals to partner agencies Care Team Support Referrals for family mediation
Family and Community Engagement (FACE)	Parent University Community Engagement Events	My Brother's Keeper (5-12) My Sister's Keeper (5-12) Homegrown STL (K-12) Oasis (K-3) Faith-based Partnerships Mediation Teams (STMS, MC) Volunteer Coordination After-school Programming	

Tiered Supports for Attendance/Engagement		
	General Strategies	Specific Actions
Tier 1	Family Engagement	Clear communications about expectations Clarity on when NOT to send a child to school Outreach when students are absent Education on importance of attendance/engagement Emphasize home/school partnership
	Prevent: Remove Barriers	Transportation Address homelessness Wellness checks: health and SEL Free lunch/breakfast Alternatives to suspension Access to technology/WiFi as needed
	Teach Expectations/Relevance	Clear communication about expectations Clarity on when it's not safe to come to school Education on importance of attendance/engagement
	Reinforce/Reward	Focus on engagement Recognition for high engagement and improvement Positive reinforcement for attending
	Relationships/Connections	Community building in class and building Teacher outreach when students are absent/ return Greeting students entering building and classroom Opportunities for student voice Taking attendance in a caring manner Connection to 1+ adult in school Increased peer engagement
	Monitor Accurately	Follow attendance protocols Track access/work submission for remote learning
Tier 2	Attendance Teams	Use absenteeism data to activate targeted supports Individualized attendance planning Investigate reasons for absenteeism
	Targeted Intervention	Parent phone calls/meetings Address specific barriers to attendance/engagement Group support by similar reasons for absenteeism Student mentoring re: attendance Priority participation in expanded learning (home/school)
	Relationships/Reinforcement	Recognize attendance/engagement improvement Develop incentives with students Identify "champions" for each student at level T2
Tier 3	Intensive Intervention	Intensive outreach to locate student and family and assess situation Coordinated case management: including child welfare, mental health, health, housing/homelessness and CPS (last resort)

Tiered Supports: Restoration and Wellness Center

The Ferguson-Florissant School District is committed to Excellence and Equity Everyday. This includes providing students with a safe and healthy environment. The Restoration and Wellness Center was developed to assist students who have exhibited behaviors and social emotional concerns that interfere with their ability to succeed in the traditional school setting. Students acquire prosocial skills that will enable them to re-engage and be successful in their home schools.

At the same time, academic instruction ensures that the learning process is uninterrupted. The Restoration and Wellness Center provides students with tools for success and support for personal development, opportunities to explore and practice alternatives to aggression in an environment that stimulates academic growth and the development of decision-making skills. Success of the students is determined by their ability to be re-engaged into their home-school population without recurrent conflicts.

A strong professional team including teachers, support specialists, special education personnel, and additional resources work intensively with the students to support them in achieving their goals. The Restoration and Wellness Center provides these services for Ferguson-Florissant students middle school grades 6-8 and high school grades 9-12.

TIER ONE Core	TIER TWO Targeted	TIER THREE Individualized
Morning min lesson SEL Morning check-In with electronic tracking/goal setting 7 Mindsets Journaling Community Circle Literary Circle Passion Project Affirmation Monthly Wellness Reviews Weekly SEL Progress Form Calm-Exercises Mindfulness & Yoga with Val Garden ICAP Academic Goal Setting Daily Review of Expectations	Conferences Social Worker and Counselor Cool Zone Reflection Sheet Journaling Targeted SEL Mini-Lesson Parent Conference Tutor Me Session Boys and Girls Club - Teen Center Home visits Behavior Contracts Revising the schedule	Great Circle Preferred Family Health BJC Better Family Life Multiple Tier 2 supports in more frequent tracking and monitoring

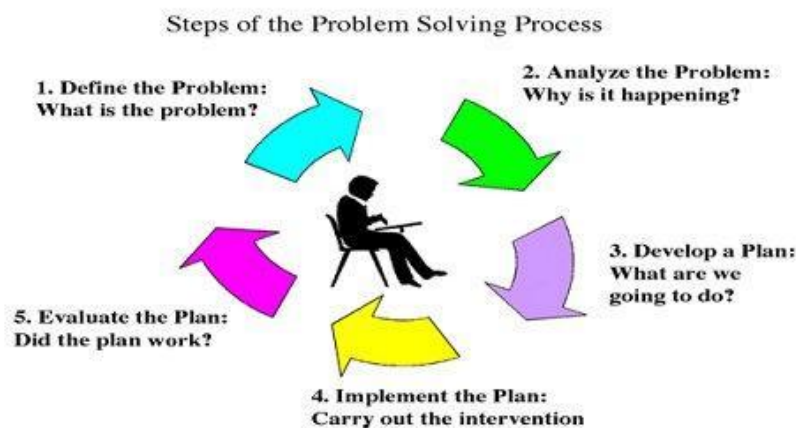
Care Team Individualized Intervention Process

Care Team

The Care Team is a group of professional staff representing a variety of disciplines which may include general education, guidance and counseling, administration, school health/nursing, special education, speech/language pathology, school social work, school psychology and parents that work together to support a student in areas of academic, social emotional and behavioral needs. This team uses current information to develop and recommend research-based interventions to support the student.

Process

The Care Team is designed to support teachers and staff with suggestions of research based interventions to support students who are struggling with Tier 1 instruction. Students who are referred to the Care Team have not shown the expected academic, behavioral or social-emotional growth in spite of having received support from the classroom teacher. Teachers should first attempt to eliminate concerns by implementing strategies in the classroom prior to making a referral to the Care Team. Once the Care Team referral is made, the counselor (as facilitator) will gather some basic information about the student and schedule the meeting. During the meeting, the Care Team members will discuss the strengths and opportunities for growth for the student and develop a plan to support the student. The team will schedule a follow-up meeting in 4-6 weeks to review progress.



Care Team Procedures

Each building has a Care Team with a designated day/time for Care Team meetings. The makeup of this team may look different at each building and based on the concern of the referring teacher. Mandatory team members include: referring teacher, general education teacher, school counselor and a building administrator. Some other members of the team might include: special education staff member, school psychologist, school/district social worker, school nurse, speech/language pathologist, ISL, student and/or parent.

Care Team Members and Roles

Team members should have designated roles to help the meeting run smoothly.

- Facilitator - The facilitator schedules the meeting and leads the discussion
- Time Keeper - This person keeps the meeting progressing. This is a very important role as many times, so much time is spent on the problem, that there isn't enough time to discuss the interventions.
- Recorder - This person keeps the notes of what is said and decided in the meeting.
- Support Team Members - Recommend interventions. Sometimes things are so clear to those who aren't directly involved in the situation.

Some members might fill multiple roles.

As the facilitator of this meeting, counselors should use the agenda/notes document to guide the meeting. During this meeting the team will review various information (problem/concern, interventions tried, goals to work toward and interventions to put in place as well as who is responsible for implementation, etc.) A follow up meeting will be scheduled at this time as well - Some of this can be filled in on the agenda/notes document before the meeting based on the information from the referral.

If there are speech/language concerns, the SLP should be invited. Based on the concern, you might invite a member of your SELT team or ISL. If possible, invite the previous year teacher as they might have some insight as to what worked for them. This is not always possible, especially at the secondary level.

Over the next 4-6 weeks, the interventions that were discussed during the meeting need to be implemented with fidelity. If it was decided that the student would receive one-on-one tutoring for 30 minutes, each day, then that is what would need to be done in order for the intervention to be considered implemented with fidelity.

At the following meeting, the team will review the data collected over the last 4-6 weeks and discuss how the student is doing. If the intervention is working, continue with this intervention and begin to discuss any other areas the student might need to improve and start the process over with this new intervention. If the intervention is not working, discuss fidelity and other options of what might work better. Schedule another follow up meeting.

Care Team Resources

Care Team Training Module - [Video](#)

[2022-2023 Care Team Referral Links](#)

[Care Team Agenda/Notes Sheet](#) (forced copy)

District Assessment Calendar | 2023-2024

AUGUST '23						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21	Student First Day
21-31	Kindergarten Readiness Assessment
23-25	Imagine Math & Lang. / Lit. Benchmark
28-31	Galileo Benchmark #1 Grades 1-12

JANUARY '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

9	ACCESS Test Open (ELL)
8-26	Academic Screener (K-8)
10-12	Finals (Secondary)
22-24	Imagine Math & Lang. / Lit. Benchmark
29-31	Teacher Survey Grades 4-12

SEPTEMBER '23						
S	M	T	W	Th	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1-12	Galileo Benchmark #1 Grades 1-12
1-30	Kindergarten Readiness Assessment
18-29	Academic Screener (K-8)
6-22	SECA SEL Student Survey (Grades 5-8)
18-29	K-12 DESSA Screener

FEBRUARY '24						
S	M	T	W	Th	F	S
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11	12	13	14	15	16	17
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25	26	27	28	29		

1-9	Teacher Survey Grades 4-12
5-23	K-12 DESSA Screener
1-14	Galileo Benchmark #3

OCTOBER '23						
S	M	T	W	Th	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1-13	Kindergarten Readiness Assessment
9-26	Culture and Climate Survey (Grades 3-12)
17	CCR Testing

MARCH '24						
S	M	T	W	Th	F	S
					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4-22	Culture and Climate Survey (Grades 3-12)
12	CCR Testing

NOVEMBER '23						
S	M	T	W	Th	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

8-28	Galileo Benchmark #2
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APRIL '24						
S	M	T	W	Th	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

8-19	Academic Screener (K-8)
14-28	CTE Testing Grade 12
22-30	EOC Testing
22-30	GLA Grades 3-8
24	IB Testing
29-30	K-12 DESSA Screener

DECEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4-20	EOC Early Grads & Gov
1-15	CTE Testing Grade 12

MAY '24						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1-10	K-12 DESSA Screener
1-17	EOC Testing
1-17	GLA Grades 3-8
1-24	AP Exams
-May 17	IB Testing
30-June 1	Finals (Secondary)

****DLM (MAP-A) - Fall Instructionally Embedded Window - 9/11/23 - 12/22/23**
Spring Instructionally Embedded Window - 2/5/24 - 5/17/24

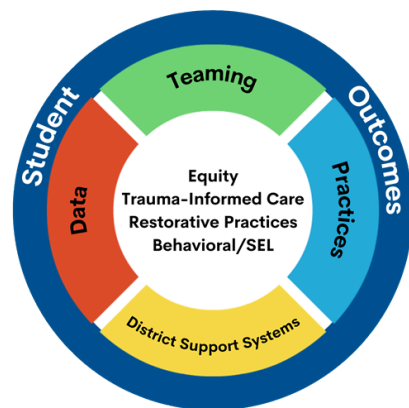
Special School District Multi-Tiered System of Support (MTSS)

SSD MTSS Team

The SSD Multi-Tiered Systems of Support (MTSS) Team enhances positive student outcomes through equitable support to committed districts and schools in the continuous development and alignment of a multi-tiered framework that integrates behavior, social emotional, and academic domains. Successful implementation of a tiered system framework has been shown to result in:

- A reduction in special education referrals,
- A reduction in out-of-school suspensions and disciplinary referrals,
- Growth in student academic achievement,
- Improved school climate.

SSD offers an MTSS Resource guide and a Trauma Informed Implementation Guide to highlight programs and practices selected to be supported by the SSD Multi-Tiered Systems of Support (MTSS) facilitators. Additionally, SSD MTSS team shares best practices and resources to support districts and schools with creating, implementing, and evaluating their system that not only aligns their work to a trauma-informed approach, but integrates this work into current systems and structures. Training may occur countywide, in-district, or in-house **for those partner districts committed to MTSS with our team.**



Core MTSS Features

Special School District provides School-level MTSS implementation, and supports multiple schools in the same area to create a shared vision, language, and experience that makes everyone more effective.

Within a tiered system at both the district and school levels, it is important that there is a consideration and planning around six core, defining MTSS features:

1. Team-based leadership and coordination
2. Evaluation and implementation fidelity
3. Continuum of evidence-based practices
4. Continuous data-based progress monitoring and decision-making
5. Comprehensive universal screening
6. On-going professional development, including coaching with local content expertise

How MTSS Builds a Collaborative Structure for General Education and SPED

15%

of public school students ages 3-21 receive special education services
(Source: National Center for Education Statistics)

MTSS builds a collaborative culture that utilizes a problem-solving protocol for addressing the needs of all students. MTSS creates a framework to deliver evidence-based interventions to all students who have been identified as needing additional support. This includes students who may not be receiving special education services but still require evidence-based interventions to be successful.