

Berkeley Intermediate Multi-Tiered System of Supports (MTSS) Framework 2022-23



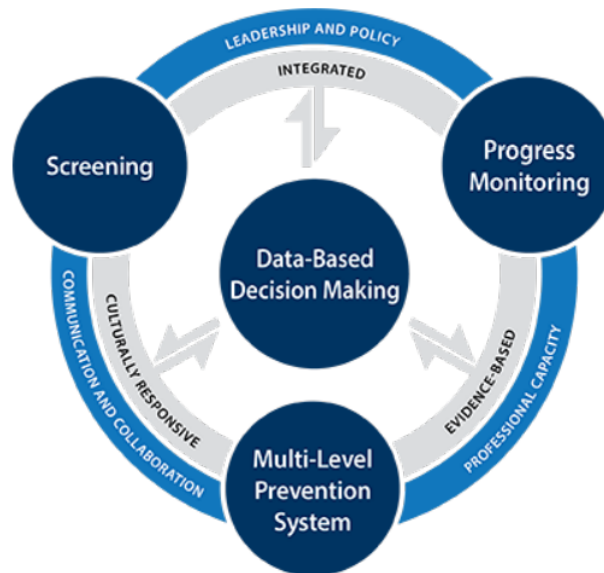
Berkeley Mission

The mission of Berkeley Intermediate School is to empower students to meet their full potential through rigorous and culturally relevant education in a safe and positive community that celebrates diversity and encourages lifelong learning.

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.

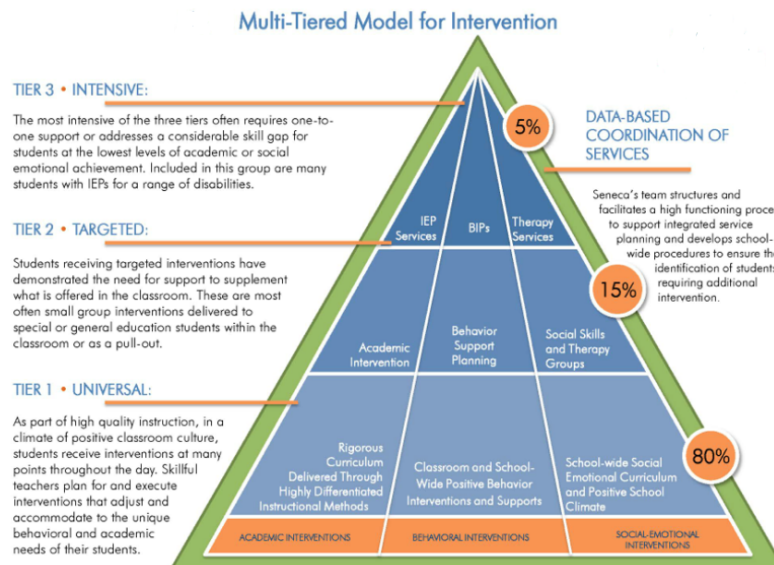
Multi-Level Prevention System: Tiered Systems of Supports

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.

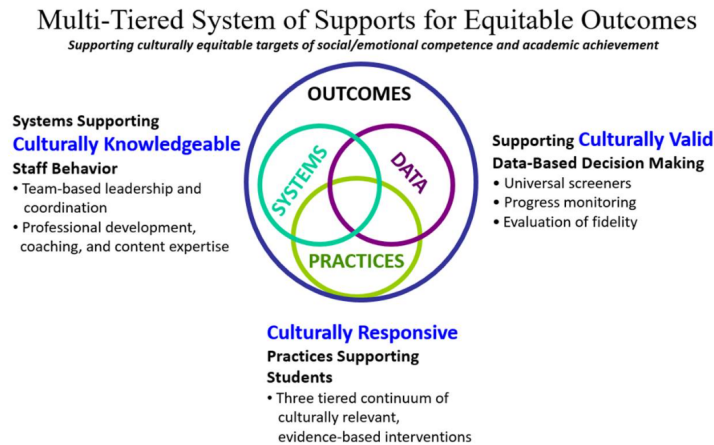
Data-Based Decision Making:

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>Proactive circles</p> <p>Acknowledgement System:</p> <ul style="list-style-type: none"> ● No Nonsense Nurturer ● DOJO | <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 Second Step Lessons Proactive circles</p> |
| <p>Academic Data/Assessments:</p> <p>Screeners:</p> <ul style="list-style-type: none"> ● Dyslexia <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 ● Standards Based Evaluation ● State Grade Level Assessments | <p>Behavioral Data:</p> <ul style="list-style-type: none"> ● Big 5 ● 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) |

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:

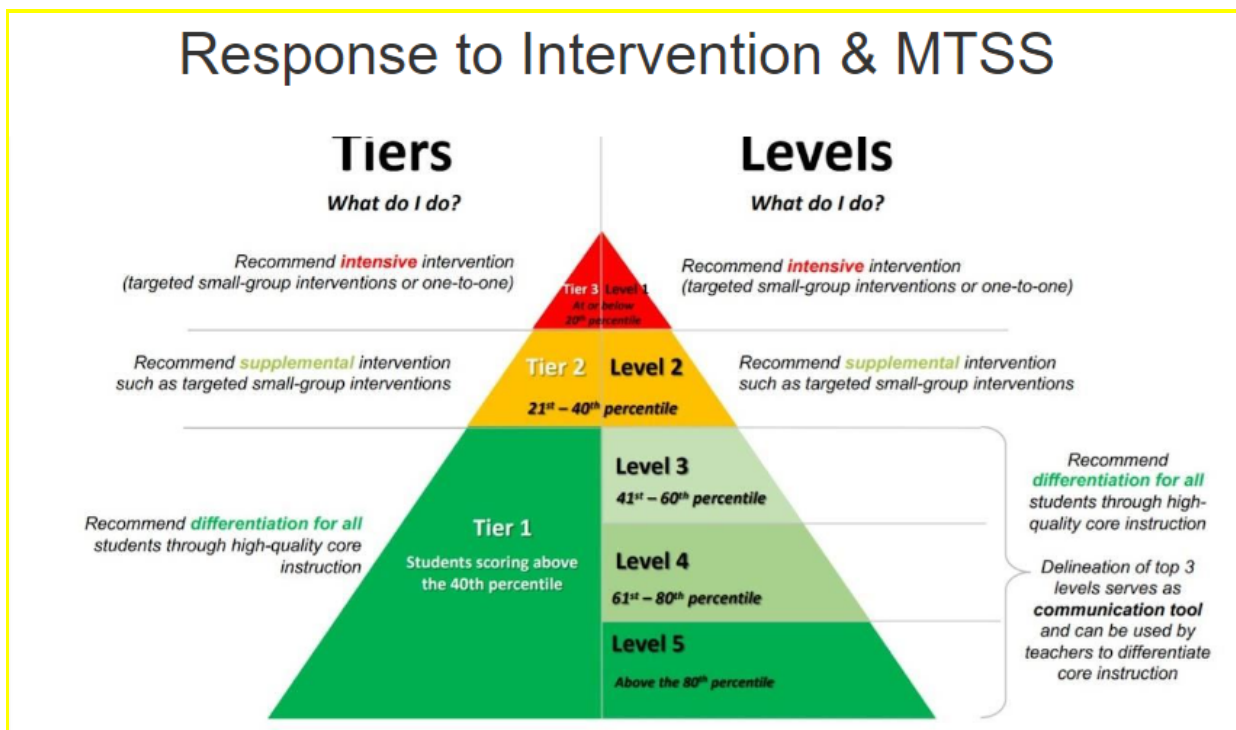
- Student and Family Empowerment Rights
- Student Development and Progress
- Communication, Dialogue, and Community Engagement
- Leadership
- Teaching and Learning; Curriculum and Assessments
- Policy Governance, Procedures, Administration
- Adult Learning and Recruitment

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) |
|--|---|
| <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>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 Lit/Lang ● Imagine Math <p>Screeners:</p> <ul style="list-style-type: none"> ● Dyslexia <p>Classroom Assessment:</p> <ul style="list-style-type: none"> ● Common Formative Assessments ● Standards-based grades |

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 | Being A Reader (K-2) Making Meaning Reading (3-5) <ul style="list-style-type: none"> ● Regular reading instruction with differentiated instruction embedded | SIPPS and Imagine Language and Literacy 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 and Imagine Language and Literacy 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 benchmarks per year to monitor student progress | 3 Imagine Language and Literacy benchmarks per year to assess student growth | |

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–Science Programs

Tier Component Guidelines for Science

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

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 Assessments:

- Imagine Language and Literacy
- Imagine Math
- Being a Reader Book Set
- SIPPS (*Systematic Instruction in Phonological Awareness, Phonics, and Sight Words*)

Screener:

- Dyslexia 3rd grade: screener for potential risk for dyslexia

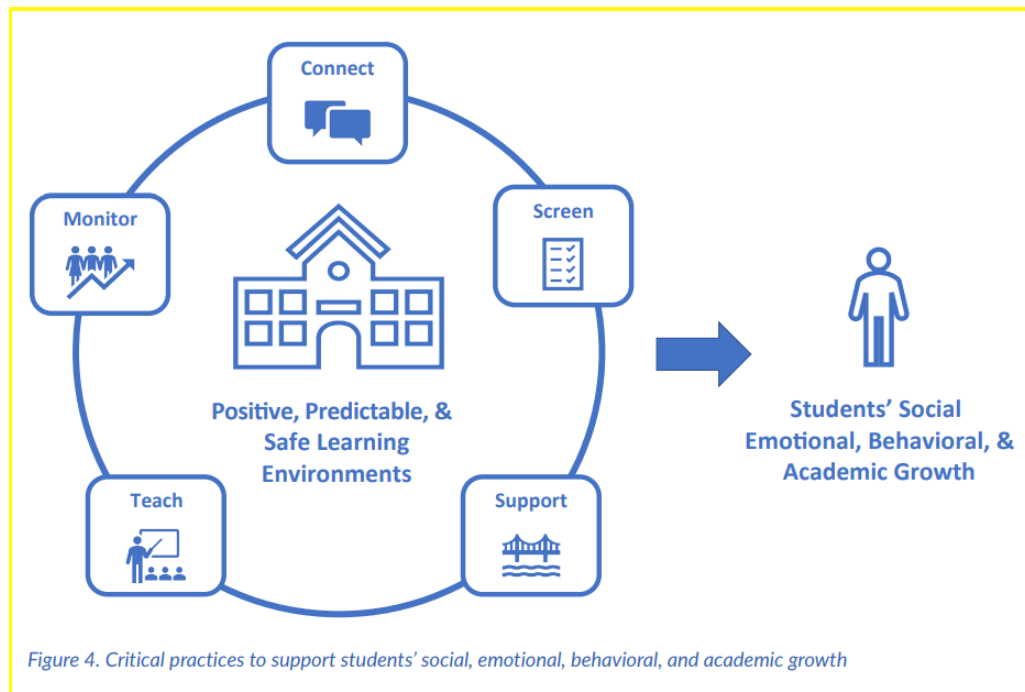
Classroom Assessment:

- Standards-based grades (3-5)
- Common Formative Assessments

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: SPRCK | | | |
|--|---|---|---|
| Mission Statement | The mission of Berkeley Intermediate School is to empower students to meet their full potential through rigorous and culturally relevant education in a safe and positive community that celebrates diversity and encourages lifelong learning. | | |
| Core Values | + Student Centered + Innovation | + Excellence + Relationships | |
| School-Wide Expectations | 1. Safe 2. Perseverance 3. Responsible 4. Cooperative 5. Kind | | |
| Student Responsibilities | Teacher/Staff Responsibilities | Administrator Responsibilities | Family Responsibilities |
| <ul style="list-style-type: none"> + 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 + Keep their area clean and organized + Be prepared and on time to school + Use materials appropriately | <ul style="list-style-type: none"> + 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 + No Nonsense Nurturing (CT3) | <ul style="list-style-type: none"> + 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 + Quarterly review of all students | <ul style="list-style-type: none"> + 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 |

Berkeley Elementary Expectations Matrix

| I will be... | Classroom | Restroom | Walkways | Playground | Cafeteria | Bus | Gym/Assembly |
|----------------------------|---|---|---|---|---|--|--|
| Responsible | <ul style="list-style-type: none"> Follow directions Listen to the speaker Be prepared & on time Keep your area clean & organized Give cell phone to teacher for safe keeping Use materials appropriately Follow directions in a timely manner | <ul style="list-style-type: none"> Respect the privacy of others Flush the toilet & wash hands Knock before entering Keep the bathroom clean Use restroom at appropriate times & with permission | <ul style="list-style-type: none"> Follow line expectations Walk directly to your assigned location Report problems to an adult | <ul style="list-style-type: none"> Follow playground expectations Be fair & honest Report problems to an adult Play by the rules taught by teachers | <ul style="list-style-type: none"> Follow cafe expectations Enter at voice level zero with control of your body Table talk voice level 2 or lower Take only what you will eat Clean up after yourself | <ul style="list-style-type: none"> Follow all bus expectations Enter & exit in an orderly manner Keep track of belongings Seat to seat, back to back, feet to floor Use appropriate voice level | <ul style="list-style-type: none"> Raise my hand to speak Stay with the assigned adult Meet personal needs (restroom & drink) before assembly Attention on speaker |
| Safe | <ul style="list-style-type: none"> Use KHFOOTY Walk & move carefully Ask adult permission to leave area Follow emergency drill procedures | <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 & head forward Always walk Follow instructions given for drills & emergencies | <ul style="list-style-type: none"> Use KHFOOTY Use equipment appropriately Stay in designated area Play approved games | <ul style="list-style-type: none"> Use KHFOOTY Walk & stay in your line Eat your own food Raise your hand to report spills & any other problems to an adult 4 on the floor Once seated, stay seated Push in your chair | <ul style="list-style-type: none"> Use KHFOOTY Stay seated while the bus is moving Keep your body/belongings inside the bus Report problems to an adult | <ul style="list-style-type: none"> Sit in assigned area Walk when entering & exit Use KHFOOTY |
| Cooperative | <ul style="list-style-type: none"> Follow directions Share & take turns Participate in class activities Solve problems peacefully | <ul style="list-style-type: none"> Follow directions Wait your turn Exit restroom promptly when finished & return to class | <ul style="list-style-type: none"> Follow directions Follow line expectations Use a hall pass when not traveling with an adult | <ul style="list-style-type: none"> Follow directions Follow line expectations Practice good sportsmanship Share equipment & take turns | <ul style="list-style-type: none"> Follow adult directions Raise your hand for help Wait your turn patiently | <ul style="list-style-type: none"> Follow directions Enter & exit in an orderly fashion Remain in your seat Put food & drink away | <ul style="list-style-type: none"> Listen attentively to the speaker. Applaud appropriately Follow universal signal |
| Kind | <ul style="list-style-type: none"> Use appropriate words & actions Be friendly & helpful Treat others as you want to be treated Be patient | <ul style="list-style-type: none"> Use appropriate words & actions Be considerate to others Knock before entering | <ul style="list-style-type: none"> Use appropriate words & actions Wait patiently | <ul style="list-style-type: none"> Use appropriate words & actions Share equipment & take turns Accept skill differences Treat others as you want to be treated | <ul style="list-style-type: none"> Use appropriate words & actions Be considerate of others' food choices Use good table manners Treat others as you want to be treated | <ul style="list-style-type: none"> Use appropriate words & actions Show a positive attitude Treat others as you want to be treated | <ul style="list-style-type: none"> Be respectful to the speaker/performer & others around you Applaud appropriately Wait your turn patiently |
| I will... Persevere | <ul style="list-style-type: none"> Think, "Ready to learn" Maintain a positive attitude Work through challenges 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"> Walk directly to your assigned location Return to class quickly & peacefully | <ul style="list-style-type: none"> Work through challenges Ask for help from adults when needed Exercise patience | <ul style="list-style-type: none"> Make a healthy choice Try new foods | <ul style="list-style-type: none"> Enter & exit the bus at your stop Exercise patience | <ul style="list-style-type: none"> Enter & exit properly Remain calm always Applaud appropriately Stay on topic & focus |

Effective Classroom Strategies

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

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 Narrations 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
- ❖ DOJO Points
- ❖ Field Trips
- ❖ Phone Calls
- ❖ Certificates

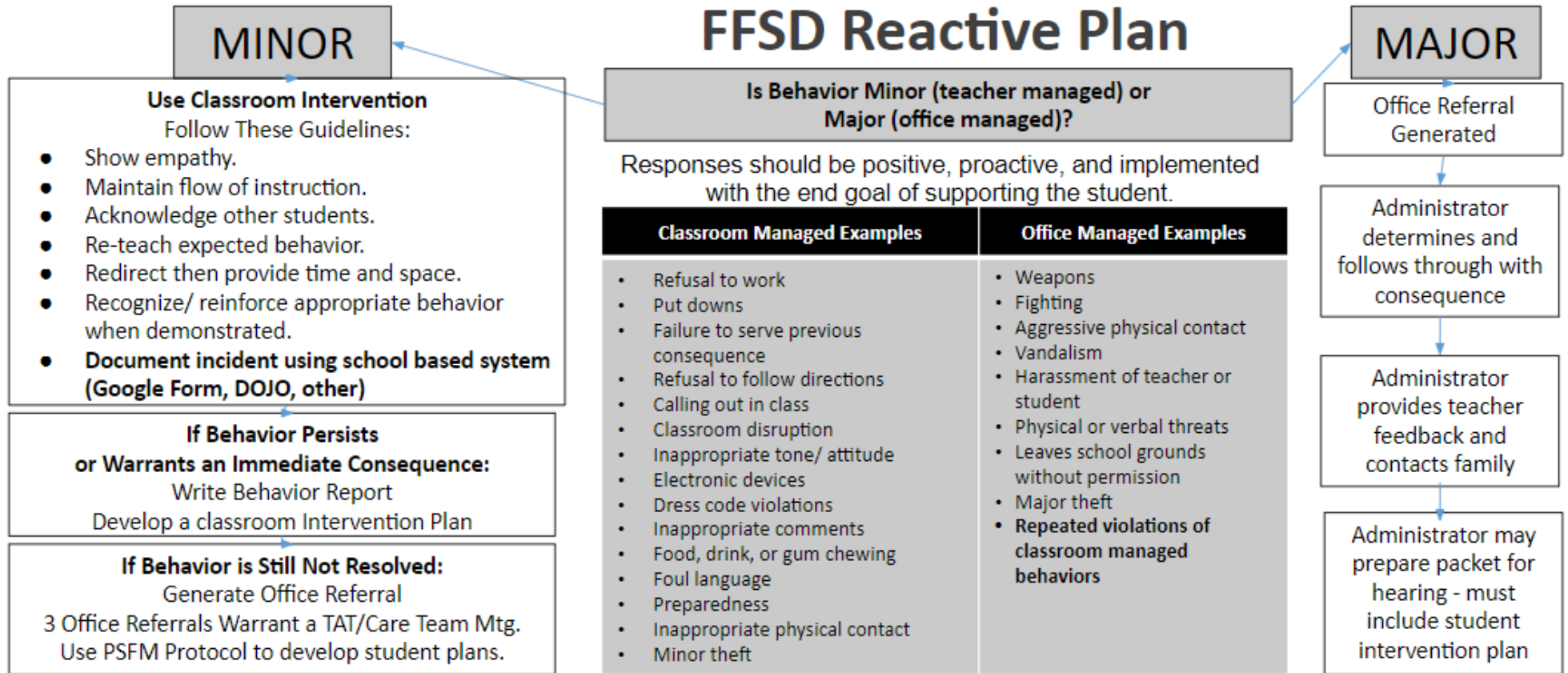
Teaching, Reteaching & Reinforcing Expectations

| 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 Steps. ● During the first 2 weeks of school, explicitly teach students the district, building, and classroom expectations. ● Behavior Expectation Matrix Posters in the common areas: classroom, hallways, cafeteria, restrooms, buses. ● Teach all students the Hierarchy System (CT3). ● Anchor charts for academic and social skills. ● Communicate the Building goals to staff in a weekly Bulldog Bulletin -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 morning meeting ● Teach the Second Step 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 and Positive Narrations | <ul style="list-style-type: none"> ● Certificates ● Assembly recognition ● Recognition Boards ● 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.

FFSD Reactive Plan



Verbal Reminders and Cues, Restoration Conversation, Reteaching, Student Reflection Sheet, Student Self-Correction, Parent Contact, Buddy Room, Alternate Seating (Safe Seat, Peace Corner, etc.), Principal or Counselor Meeting

If Behavior is a Crisis (AOC): Contact the office for assistance. Move other students to safety. Follow Crisis Plan to interrupt the Acting Out Cycle. Principal will conference with student (and teacher if applicable) to determine course of action or consequence (which will be communicated with classroom teacher).

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 Positive Narration 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 Self Monitoring Sensory Tools Social Stories Social Skills Group: <ul style="list-style-type: none"> ● Teach Conflict Resolution ● Teach Coping Skills ● Teach Relationship Skills ● Teach Relaxation Techniques ● Teach Social Skills | Behavior Intervention Plan (BIP) Collaboration With Student's Physician And/Or Mental Health Provider Functional Behavioral Assessments (FBA) External Partners (for example) <ul style="list-style-type: none"> ● Great Circle ● Pinocchio ● BHR |

Student Expectations Code (SEC)

The Ferguson-Florissant School District has created the [Student Expectation 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 Support
- In School Suspension
- Reteaching of expectations
- Restorative conference
- Counseling
- School service (for example, assisting with clean-up or special projects)
- Behavior monitoring
- Restitution
- Problem solving or behavior contract
- Loss of privileges (like recess, social time)
- Time out/Buddy Room
- Lunch detention
- 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

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:

| Role | Responsibility |
|---|---|
| John Capuano/Dean of Students | Allocation of Resources |
| Dina Grieshaber/4th Teacher Representative | Expertise in academic assessment and intervention |
| Rose Fisher/Specialist Teacher Representative | Coordinating targeted interventions |
| Deidra Flieg/SSD Teacher Representative | Expertise in conducting basic functional behavior |
| Samantha Horstman/3rd Teacher Representative | Secretary/Expertise in academic assessment and intervention |
| David Jennerjohn/5th Teacher Representative | Committee Co-chair/Allocation of resources |
| Gabriella Kamp/Specialist Teacher Representative | Coordinating targeted interventions |
| Jaime Mackenberg/3rd Teacher Representative | Expertise in academic assessment and intervention |
| Sharon Paulette-Selvey/Counselor Representative | Expertise in conducting basic functional behavior/Coordinating targeted interventions |
| Julie Puckett/SSD Teacher Representative | Expertise in conducting basic functional behavior |
| Anna Schiligo/SSD Teacher Representative | Expertise in conducting basic functional behavior |
| Stephanie Small/Specialist Teacher Representative | Coordinating targeted interventions |
| Kimberly Williams/Counselor Representative | Expertise in conducting basic functional behavior/Coordinating targeted interventions |
| Katrina Wilson/Restorative Teacher | Expertise in conducting basic functional behavior/Coordinating targeted interventions |

Meetings: School teams meets monthly and follow an agenda, and keep minutes that are available to all staff. The SELT Committee meets the 3rd Wednesday of every month at 3:50 p.m.

Systems Development: Teams develops 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) |
|---|---|
| <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>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> |

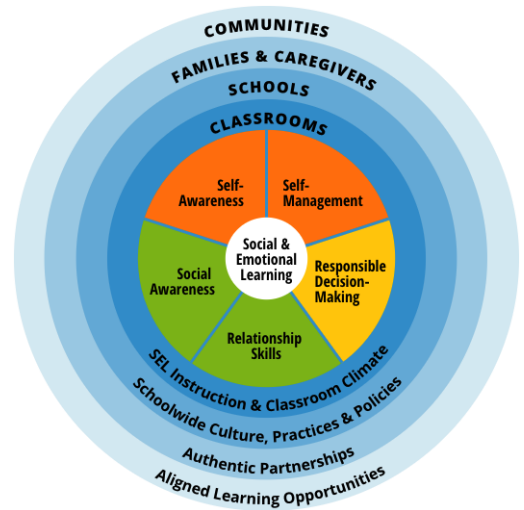
Social Emotional Learning through CASEL Alignment

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.

Social Emotional Core Curriculum

What is our approach to Social and Emotional Learning ?

- 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

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.

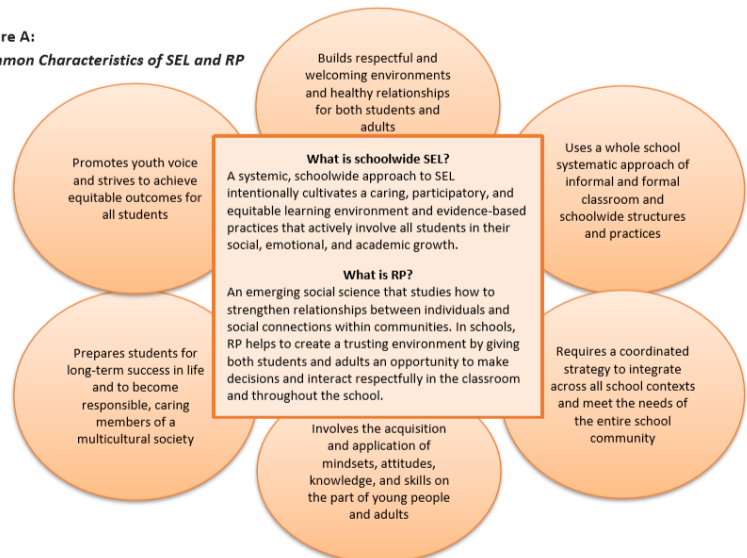
Proactive practices: practices that proactively build healthy relationships and develop community

- Affective language (e.g., “I statements,” empathetic listening, affective questions, nonverbal affirmation)
- Small impromptu conversations or “restorative chats”
- 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 circles (e.g. restorative problem-solving, peace circles, and reintegration circles)
- The restorative teacher and counselors meet regularly with select students.
- Peer-based conferences, peer juries, justice panels
- Responsive conversations/conferences
- Mediation and reflection time with students
- Space for time-outs and interventions
- Behavior lessons for specific skills

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 MTTs 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 | | |
| BJC | Consultation and staff presentations | | |
| CHADS | Signs of Suicide Presentations (Gr. 5-9) Mental Health Presentations | | |
| CHADS Family Support Counseling | | | Family Support Counseling |
| Compass Health Network-Pinocchio | | Pinocchio 3rd grade | Pinocchio 3rd grade |
| FACE department | MS Speaker Series | My Brothers Keeper, Jr Mentoring Sessions | |
| Great Circle/Student Support Therapists | | | School Based Therapy |
| SSM Health Behavioral Health | | | Intensive Outpatient Program |
| St. Vincent Home for Children | | | Therapeutic support, residential treatment, substance abuse and transition services |

[District External Partnerships](#)

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](#)



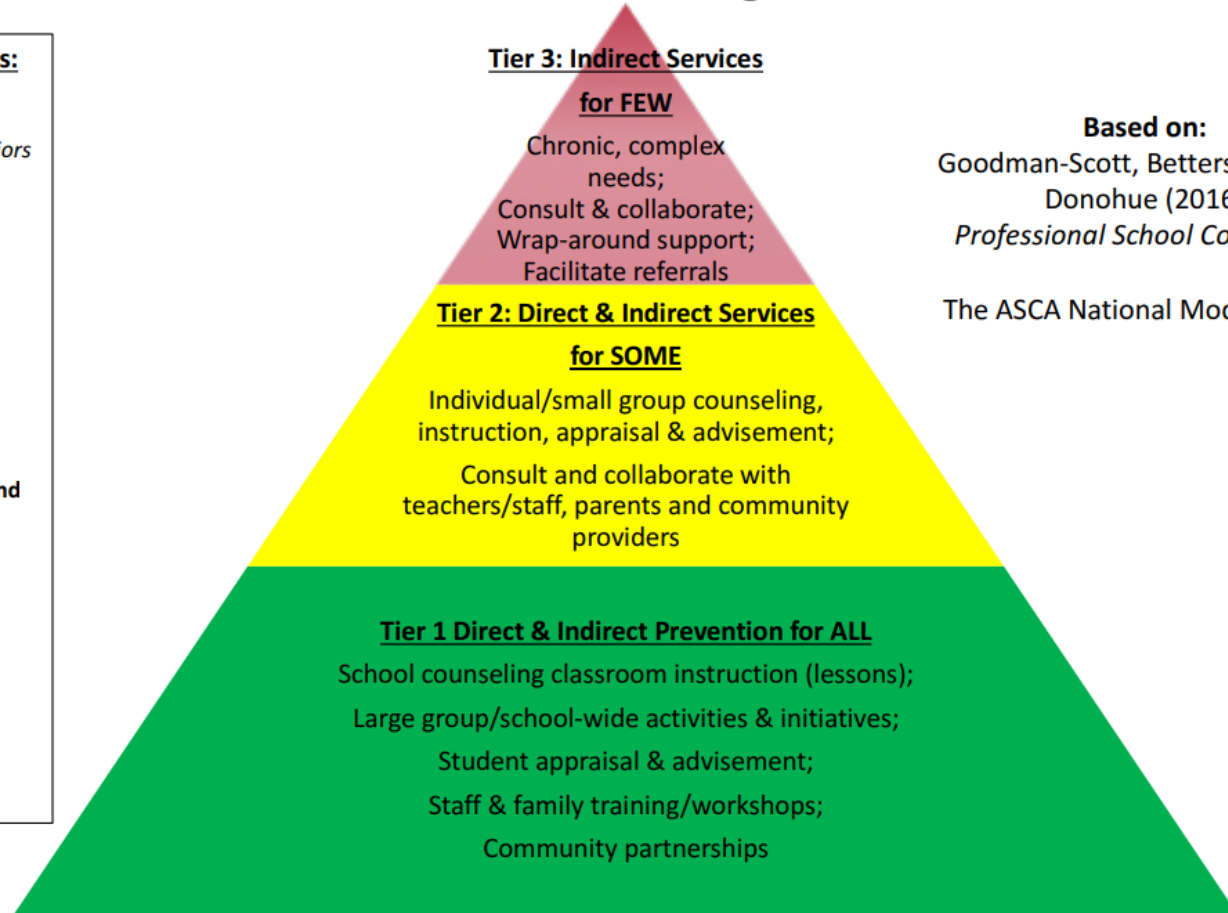
Culture and Climate Surveys: The School Climate Surveys are a set of four multidimensional surveys to measure student, teacher, administrator, faculty, and family perceptions of school climate: elementary, middle/high, school personnel, and family. The surveys are brief, reliable, and valid for assessing 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

COUNSELING SERVICES TIERED SUPPORTS

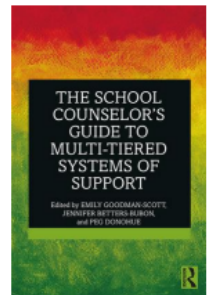
2019 ASCA National Model Aligned with MTSS

- 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**



Based on:
 Goodman-Scott, Betters-Bubon & Donohue (2016)
Professional School Counseling
 The ASCA National Model (2019)

For more information (Routledge, 2019):



@SchCouns4MTSS



| 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) | |

| STUDENT RIGHTS AND RESPONSIBILITIES | |
|--|--|
| Students have the right to: | Students have the responsibility to: |
| To attend school in the district of residency or in accordance with one of the legally recognized exceptions, and receive a free and appropriate public education from age 7 to 21, as provided by law. | All enrolled students will attend school daily, regularly, and on time, perform assignments, strive to do the highest quality work possible, and be prepared to learn |
| To expect that school will be a safe, orderly, and purposeful place for all students to obtain an education and to be treated equitably | To be aware of all rules and expectations regulating student's behavior and conduct themselves following these guidelines |
| To be considered as an individual and treated courteously, equitably, and civilly by other students and school staff | To consider everyone in the school community and to treat others in the manner that one would want to be treated |
| To express one's opinions verbally or in writing | To express opinions and ideas civilly so as not to offend, slander, or restrict the right and privileges of others |
| To dress in such a way as to express one's personality following the dress code | To dress appropriately following the dress code so as not to endanger physical health, safety, limit participation in school activities, or be unduly distracting while expressing one's personality |
| To be afforded equal and appropriate educational opportunities. | To be aware of available educational programs to use and develop one's capabilities to their maximum |
| To take part in all school activities on an equal basis regardless of actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language | To work to the best of one's ability in all academic and extracurricular activities, as well as being cooperative and supportive of others |
| To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems | To be aware of the information and services and to seek help in dealing with personal problems when appropriate |
| To be protected from intimidation, harassment, or discrimination based on actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language by employees or students on school property or at a school-sponsored event, function or activity | To be considerate of one another and treat others equitably following the Student Expectation Code. To conduct themselves in a manner that fosters an environment free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination |

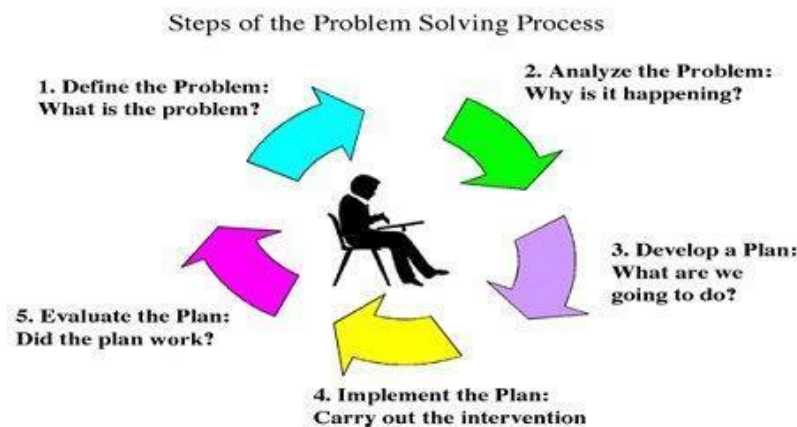
Care Team Individualized Intervention Process

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 available from counselor(s)

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

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.

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.