Multi-Tiered System of Supports (MTSS) for Junior High / High School Behavior

Tier 1 - Adequate for 80-85% (100% of students receive it)
- School-wide behavior expectations
- Classroom management plans
- Supervision plans during instructional and non-instructional times
- School-wide student movement protocol
- Positive behavior support (system)*
- Meaningful best first instruction
- Development of positive relationships with all students
- Defining school culture
- School-home communication process

Tier 2 - Adequate support for 10-15% of students
Classroom interventions with students
- Implementation of graduated consequences within the classroom management plan
  - Classrooms management plans include: neutral clarification of graduated consequences, opportunity for compliance, private conference with student
- Communication with all stakeholders (teachers, caregivers, and administration) regarding patterns of behavior, including documentation in student information system
- Communication with all stakeholders regarding student behavioral improvement

Administrative Interventions
- Office referral process
- Appropriate restorative practices
- CA Ed Code and ACUSD Family Handbook aligned disciplinary practices
- Behavior Intervention Plan (IEP)

Data used to move among tiers
- Continued pattern of behavior despite tier 1 supports
- Documented change in pattern of behavior
- Violation of California Education Code
- Stakeholder recommendation

Tier 3 - Adequate Support for 3-5% of students
- Referral to community agencies
- Mental health evaluation
- Manifestation determination hearing
- Behavior/No-Contact Contract
- Single suspension totaling 3 days or more
- Recommendation for expulsion
- Law enforcement involvement
- Referral to multi-disciplinary team
- Alternative placement

*Positive behavior support (system) includes strategies to promote positive behaviors and reduce problem behaviors, such as positive reinforcement, behavior modification, and social skills training.
Multi-Tiered System of Supports (MTSS) for Junior High / High School

**Academic**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Description</th>
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<tbody>
<tr>
<td>Tier 1</td>
<td>Adequate for 80-85% (100% of students receive it)</td>
</tr>
<tr>
<td>Tier 2</td>
<td>10-15% of students</td>
</tr>
<tr>
<td>Tier 3</td>
<td>3-5% of students</td>
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</tbody>
</table>

**Tier 1** - Adequate for 80-85% (100% of students receive it)
- Best First Instruction in all classes daily
- Effective use of instructional time (bell-to-bell)
- Differentiation strategies used throughout lesson (UDL, co-teaching)
- Frequent formative and interim assessment of student learning (checking for understanding, administering IABs)
- Use of data to inform instructional planning/decision-making
- Use of WICOR strategies
- Access to core curriculum for all students (including SAI)
- Grading practices accurately reflect student achievement
- Effective implementation of the CSTPs

**Tier 2** - 10-15% of students
- Additional Monitoring and Support for Targeted Students
  - Individualized academic monitoring/goal-setting
  - Implementation of agreed-upon accommodations
  - Frequent stakeholder communication
  - Teacher and administrative support staff
  - "Watch list" (schoolwide identification of students who need support and close monitoring)
  - Targeted intervention classes when available

**Tier 3** - 3-5% of students
- Formalized Intensive Monitoring and Support for Targeted Students (General Education & Special Education)
  - More time and intensity of interventions
  - Psycho-educational Evaluation (assessment for SpEd)
  - Access to appropriate SAI classes
  - Access to formal modifications
  - Access to formal accommodations
  - Team developed and monitored SMART goals with short-term objectives
  - Alternative placement

**Data used to move among tiers**
- Lower performance/GPA
- Work completion rates
- Course attendance rates
- Diagnostic testing data
- Continued low performance despite interventions
- Truancy (below 90% attendance rate, SART and SARB meeting conducted)
- IEP/SST/504 team recommendations

**Multi-Tiered System of Supports (MTSS) for Junior High / High School**

- Tier 1:
  - Adequate for 80-85% (100% of students receive it)
- Tier 2:
  - 10-15% of students
- Tier 3:
  - 3-5% of students
Multi-Tiered System of Supports (MTSS)
for Junior High / High School
Social Emotional

Tier 1 - Adequate for 80-85% (100% of students receive it)
- Development of positive relationships between staff and students
- Establishment/reinforcement of expected school-wide social-emotional learning outcomes
- Use of equitable and consistent teaching practices
- Use of school-wide assembly opportunities to promote inclusion, belonging, and expected school-wide social-emotional learning outcomes
- Ongoing opportunities for meaningful student participation (clubs, events, activities, athletics, etc)
- Use of peer engagement and support programs (WEB, LinkCrew, ASB)
- Development of PBIS practices to promote a healthy school culture
- Designation of period or class for all-student check-in/support (Advisory, Homeroom, Study Hall, content class)
- Use of a student-needs based approach in each learning environment
- School counselor availability

Tier 2 - 10-15% of students
- MTSS support (use of targeted SEL curriculum
- Frequent stakeholder communication (Teacher and admin support staff)
- Use of conflict mediation and restorative justice practices
- Development/use of social contracts
- Development/use of structured adult support system for daily or weekly check-ins
- Scheduled individual counseling or group counseling with school counselor
- Parent/student meeting with school staff

Referral to MTSS Coordinator for any of the following:
- Consistent avoidance of positive interaction with staff or students
- Continued lack of response to reinforcement of expected school-wide social-emotional learning outcomes
- Reported concerns about student social-emotional needs from 3rd party
- Concerning ongoing avoidance of student participation opportunities

Tier 3 - 3-5% of students
- Individual Therapy with outside agency (Nexus, Behavioral Health, ERMHS)
- Referral to community agencies
- Referral to multidisciplinary team (MDT)
- Referral to school psychologist
- Mental health evaluation

MTSS Coordinator recommendation
SST/504/IEP/MDT team recommendation
Continued lack of response to tier 2 interventions