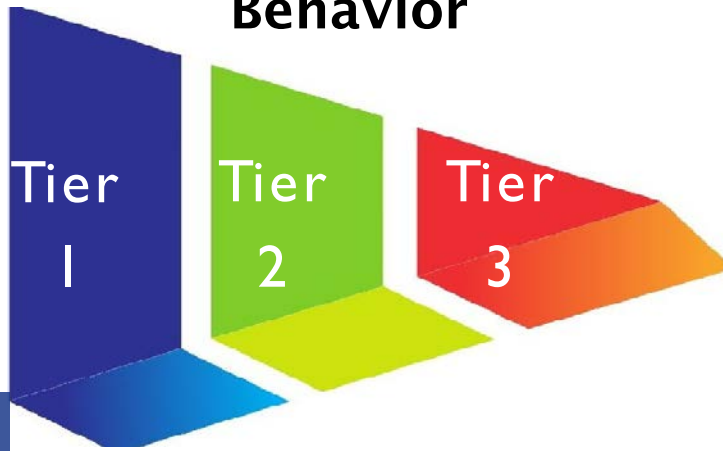




Multi-Tiered System of Supports (MTSS) for Junior High / High School

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

- 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 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)

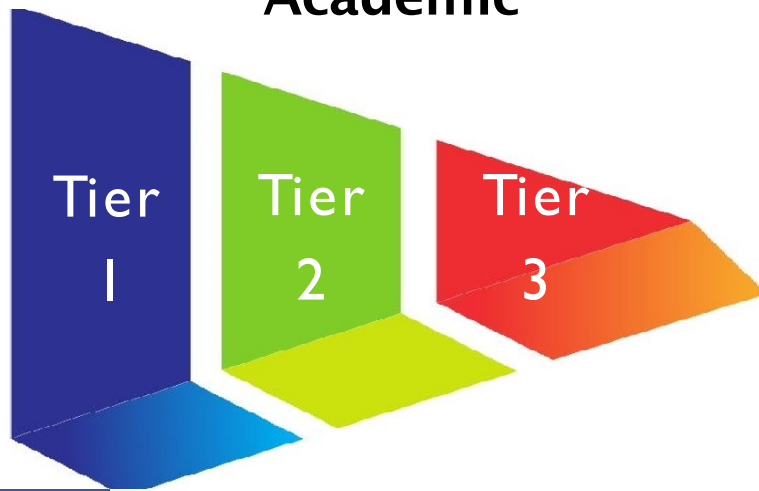
- Data used to move among tiers
- ◆ SST/IEP/504 Team Recommendations
 - ◆ Continued pattern of behavior despite interventions
 - ◆ Suspensions totaling 5 days or more (in-house or out-of-school)

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



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



Tier
1

Tier
2

Tier
3

**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

Data used to move among tiers

- ◆ Continued low performance despite interventions
- ◆ Truancy (below 90% attendance rate, SART and SARB meeting conducted)
- ◆ IEP/SST/504 team recommendations

Data used to move among tiers

- ◆ Lower performance/GPA
- ◆ Work completion rates
- ◆ Course attendance rates
- ◆ Diagnostic testing data

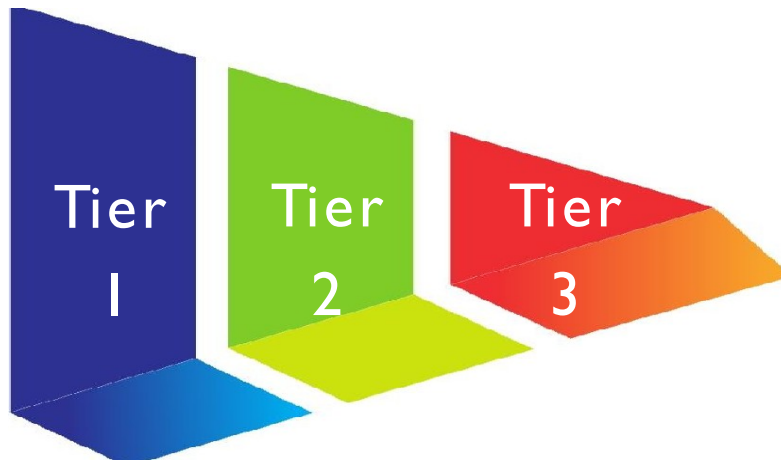
Tier 3 - 3-5% of students

**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



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