**Tier 1 School-wide and Classroom PBIS/SEL/Restorative Practice**

1. Behavioral expectations taught, defined & posted school-wide and in classrooms
2. On-going system for rewarding behavioral expectations
3. System for responding to behavioral violations and re-teaching expectations
4. Regular monitoring/data-based decision making and sharing with staff (at least monthly)
5. Universal supports for attendance include teacher involvement, parent workshops on the importance of attendance, signs around the school encouraging attendance, incentive programs for improved or perfect attendance
6. Parent communication regarding progress and preventative measures (phone calls, emails, communication in daily planner, parent meetings, etc…)
7. Review Climate data with staff, students, and parents with action plan
8. SEL curriculum and integration scheduled and implemented
9. Circles are used for relationship building or to enrich teaching academic content
10. All staff have a core group of mentees from School-Connectedness practice (home room, advisory, ELA, etc.)

Considerations

* Universal Screening conducted at least three times per year
  + Teacher nomination process and referral process by grade-level and/or teacher(s).
  + School-Connectedness activity (August and January)
  + Pull ADA and EWS data by level in BIG
* 80% of students with 0-1 ODR (Major) at each grade level
* Consistent use of school-wide data for making decisions as evidenced by BIG 5 Data Reports
* System in place to collect minor referrals in classrooms as well as campus-wide
* Minors & School-Connectedness are strong indicators of who needs Tier 2 sooner than later
* Majors are likely looking at kids needing individualized support

**Tier 2: Small Group Interventions**

* Persistent minor behaviors, including absenteeism
* Requires additional teaching and practice for skill development
* Requires mentoring and/SEL skill development

Students placed in group interventions that match targeted behavioral, social-emotional, or attendance needs.

Students are grouped within the following:

* Academic interventions for organization skills
  + Grade checks, percentage of work completion, attendance, or academic progress monitor on specific academic skills
* Social skills interventions: small group social skill instruction with generalization in the target settings (e.g., skill-streaming for the elementary school child/adolescent student, anger management, mentoring)
  + daily point sheets, direct observation of skills being taught
* Teachers have a smaller group of students they regularly check-in with on non and academics
  + Make phone calls home for positives, attendance, check-in on academics
* Self-management interventions (appropriate for attention seeking students): Check-In/Check-Out (CICO), daily home note
  + Students are still being monitored on school-wide behavior expectations; however, frequency of performance feedback is at a greater rate
  + daily point sheets with data collection, observational data
  + Attendance intervention

Considerations

* Guardian notification letter for Tier 2 is provided & input solicited
* MTSS Tab is utilized as soon as student enters Tier 2
* Data is regularly monitored & collected, but review of intervention effectiveness takes place after 6-8 weeks of implementation\*

*\*Some cases may be required to be reviewed prior to the 6-8 weeks due to student needs*

**Tier 3: Individual Interventions**

* Guardian notification letter for Tier 3 is provided, signed & returned
* Before conducting a Functional Behavioral Assessment (FBA), a Permission to Review must be signed or Prior Written Notice (SES 14) and Permission to Test (SES 9) if the student is receiving supports through special education
* Completion of the Prevent-Teach-Reinforce (PTR) process to guide the team through completing an FBA, developing a Behavior Intervention Plan (BIP), and fidelity checks
* Attendance plan/monitor support increased with support of counselor or administrator
* Data is regularly monitored & collected, but review of intervention effectiveness takes place after 6-8 weeks of implementation\*

*\*Some cases may be required to be reviewed prior to the 6-8 weeks due to student needs*

**Additional MTSS/SEL/RP Support:**

* Support of completion of the PTR
* On-site coaching and training for individuals or staff –
  + Behavior:
    - PTR, Breaking the Cycle of Defiance
    - Data collection
    - Fidelity checks
  + Academic and behavioral systems:
    - Building effective Intervention Assistance Team (IAT)
    - PBIS
    - NVKR
    - Tier 2 reading and math groups (making it easy)
    - Data collection, use, and review
  + Social and Emotional Learning
    - Academic integration
    - Strengthening Climate and Culture
    - Curriculum use
    - Adult SEL (teacher satisfaction, decrease burnout, etc.)
  + Restorative Practices
    - School-wide
    - Classroom practices
    - Restorative discipline structure
* Referral to District Intervention Assistance Team (D-IAT) to internal and external resources
  + E.g., Children’s Cabinet, social services, etc. (if student is not receiving outside supports)