Multi-Tiered Systems of Support

PARK CITY SCHOOL DISTRICT

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PCSD Mission and Vision Statement:

Our mission is to inspire and support all students equitably to achieve their academic and social potential.

Park City School District is student-centered with a focus and emphasis on the whole child; our students are safe, engaged, challenged and healthy.

Multi-Tiered Systems of Support Overview and Purpose:

Multi-tiered system of support (MTSS) is more than a system for intervening when students are struggling; it is a process for ensuring that all students are learning to their potential by implementing high quality instruction, continuously monitoring progress, and responding to each student's needs effectively and efficiently. It requires the following:

- A **student-centered** approach to standards-based curriculum and instruction.
- A **school-wide process** for monitoring students' progress with common definitions of progress, including students who are excelling, meeting expectations, and struggling.
- A **three-tiered system of supports** that varies in levels of intensity to support the whole child (social, emotional, physical, and academic development).
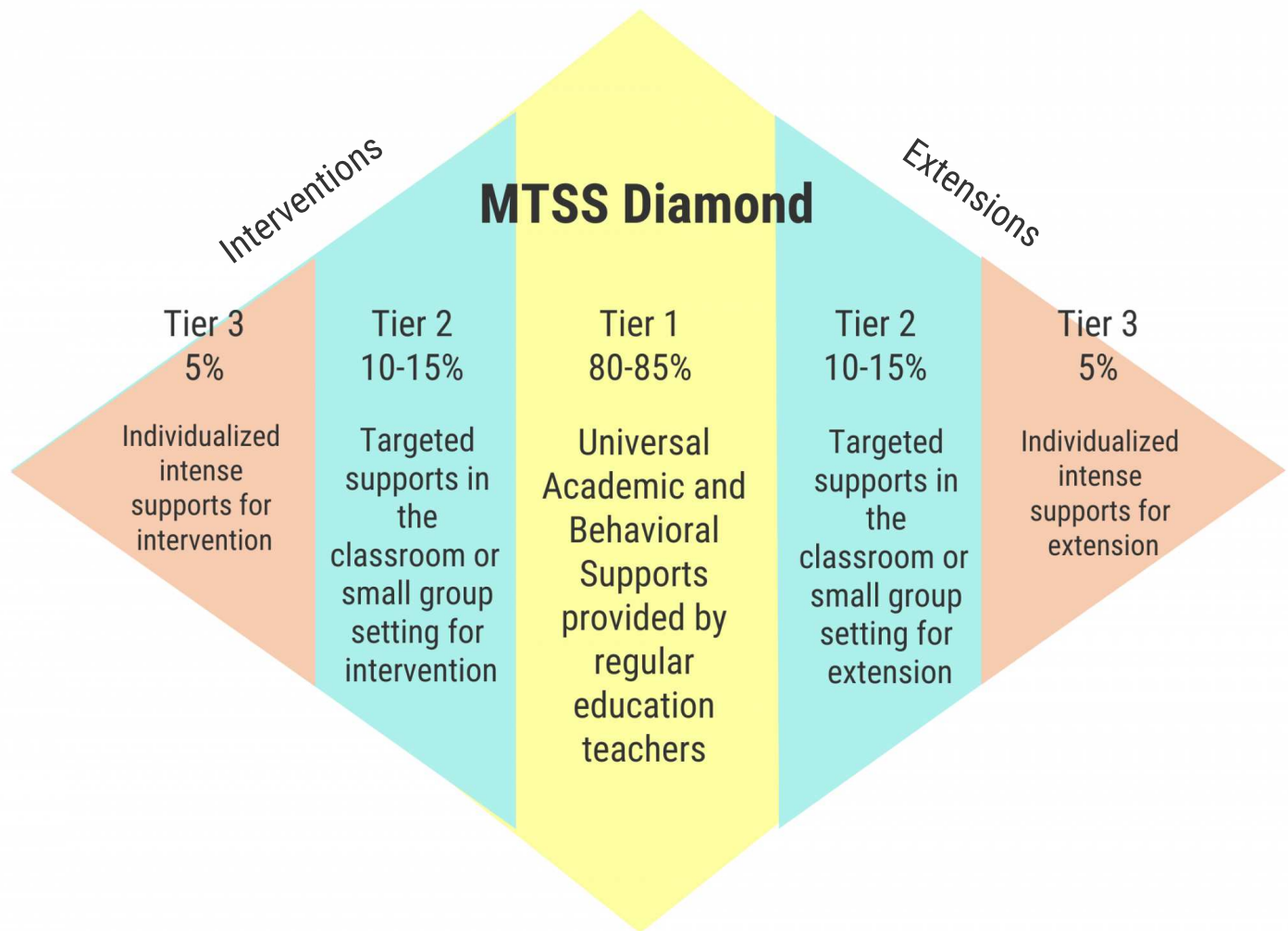
Role of MTSS Stakeholders	Expectations of Support
District Administration	1. Support building administrators and instructional coaches. 2. Provide effective assessment and data collection tools to support data-based decision making. 3. Select engaging, research-based curriculum to support standards based instruction and learning. 4. Clearly communicate expectations for all Tiers. 5. Monitor and facilitate Special Education/504 access and compliance. 6. Provide time, resources and professional learning opportunities for all staff.
Building Administrators	1. Be an instructional leader. 2. Create and guide Professional Learning Communities to utilize data in decision making instruction and intervention. 3. Build a School Leadership Team (SLT) to facilitate the MTSS system building-wide. 4. Set expectations for all staff to provide student-centered learning, make data-driven decisions, and support each other in problem-solving. 5. Develop and implement a master schedule that ensures Tier 1, 2 and 3 supports are in place and flexible.
Instructional Coaches	1. Provide coaching to teachers who may need Tier 1 instructional support. 2. Assist teams in the MTSS data-based decisions made in Student Support Teams (SST) and data dives. 3. Assist PLCs in MTSS implementation.
Interventionists/MTSS Coordinators	1. Provide coaching to teachers or PLCs who may need Tier 2 support. 2. Provide Tier 3 intervention. 3. Be a resource for teachers in identifying and implementing appropriate assessments. 4. Support the Student Support Teams (SST) to utilize data and implement tiered supports for all students. 5. If needed, facilitate the Student Referral Team (SRT) for student evaluation for Special Education/Section 504 services. 6. Provide input and support to administrators in developing a master schedule with designated times or structures for all tiered support groups.
Teachers	1. Provide engaging and equitable Tier 1 instruction 2. Identify students who may need support or extension. 3. Gather data and collaborate with your PLC on tiered needs. 4. Provide Tier 2 interventions in the classroom. 5. Participate in the MTSS process. 6. Provide data and request needed support from the Instructional Coach (Tier 1), the Interventionists (Tier 2) or the building administrator when needed. 7. Present students need to the Student Support Team (SST), when needed.
Counselors	1. Attend Student Support Team (SST) when appropriate. 2. Identify social and emotional or mental health concerns. Intervene and support the student, teacher and family. 3. Provide academic counseling and "next steps" planning. 4. Support college and career readiness preparation. 5. Advocate for student support and help parents access support they need.
MTSS Leadership Teams:	District Leadership Teams (DLT) School Leadership Team (SLT) Student Support Team (SST) Student Referral Team (SRT)

MTSS Diamond

Interventions		MTSS Diamond		Extensions
Tier 3 5%	Tier 2 10-15%	Tier 1 80-85%	Tier 2 10-15%	Tier 3 5%
Individualized intense supports for intervention	Targeted supports in the classroom or small group setting for intervention	Universal Academic and Behavioral Supports provided by regular education teachers	Targeted supports in the classroom or small group setting for extension	Individualized intense supports for extension

Multi-Tiered Systems of Support Diamond

MTSS is often viewed as a support for students with additional learning or behavioral needs. However, a true system of support is intentionally designed to address student needs at both ends of the learning continuum. Modeling MTSS as a diamond emphasizes both support for struggling students as well as extended learning for students who have already mastered content or demonstrate appropriate behavior.

In each classroom or "Tier 1", all students receive scientific, research-based core instruction implemented with integrity to emphasize grade-level standards and school-wide behavioral expectations. Tier 1 instruction should be explicit, differentiated, flexible, and engaging. To ensure 80-85% of students' needs are met at Tier 1, research-based strategies for teaching and learning are essential. PCSD staff will utilize the Utah eight critical components of MTSS.

TEACHER TIER 1 & 2 EXPECTATIONS

Academic Core Instruction

Teacher Role:
- Tier 1 Instruction: Provide whole class instruction on standards-based curriculum.
- Common Assessment: Assess student understanding of tier 1 instruction.
- Address Student Needs:

    - Tier 1: Whole Class Needs support, Reteach, Different Modalities, etc.
    - Tier 2: A Small Group of students Need support or Extension: Small group, Peer groups, or one on one. Notify parents that you are providing Tier 2 Intervention (Send the Tier 2 letter in Branching Minds to parents as soon as tiered intervention need is identified).

INSTRUCT

What do we need our students to learn?
- **Priority Standards with**:
    - Learning targets
    - Understood essential skills and understandings
    - Proficiency scaled pathways to proficiency understanding.

ASSESS

How do we know students are learning?
- **Common Formative Assessments that measure:**
    - Progress of standard understanding
    - Student learning
    - Stage of progress on the path to proficiency

ADDRESS

What will we do if they haven't learned?
- **Adjusted Learning Activities, Instruction or Re-teaching:**
    - Provide whole group or small group re-teaching
    - Adjust instruction or learning activities using multiple learning activities.
    - Allow multiple chances or ongoing formative assessments

EXTEND

What will we do if they already learned it?
- **Provide Opportunities for Extended Learning:**
    - Provide activities that allow proficient students to drive their own learning deeper.

INTERVENTIONIST TIER 3 SUPPORT

Targeted Academic Intervention

Interventionist/MTSS Coordinator Role:

- Tier 3 Intervention: Provide support for student's foundational loss.
- Notify parents of the move to Tier 3 (Send the Tier 3 letter in Branching Minds to parents as soon as tiered intervention need is identified).
- Create individualized plans for Tier 3 intervention, and update Branching Minds.
- The Student Support Team (SST) meets to review specific skills that need to be targeted to recommend students for Tier 3 or Special Education services.

IDENTIFY **What is the student's individual need?**

- **Determine understanding to identify needed intervention:**
  - Assess to determine the point of skill or learning loss.
  - Identify stong skills or level of learning.
  - Determine the appropriate intervention to support student's strengths and grow needed skills.

INTERVENE **What is plan for intervention?**

- **Determine type and duration of needed interventions:**
  - Identify effective, research-based interventions.
  - Determine the amount of time required to provide the interventions.
  - Provide intervention, collect data and record in Branching Minds.

EVALUATE **Has the student shown growth? Was the intervention effective?**

- **Re-evaluate the student to determine if there was growth or progress toward learning.**
- **Evaluate the effectiveness of the intervention selected.**
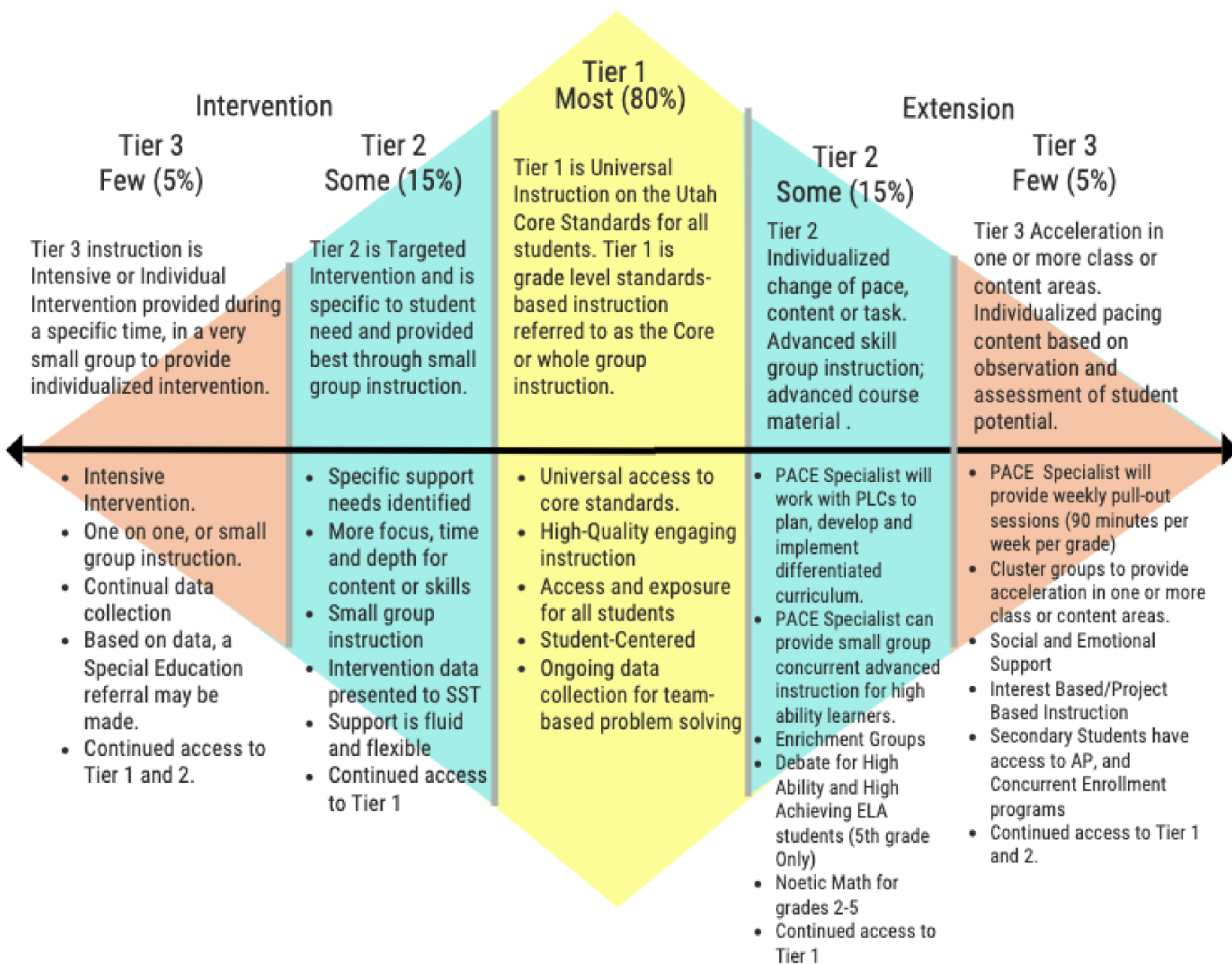
MTSS: Academics

MTSS Diamond of Academics

Intervention

Tier 3
Few (5%)

Tier 3 instruction is Intensive or Individual Intervention provided during a specific time, in a very small group to provide individualized intervention.

- Intensive Intervention.
- One on one, or small group instruction.
- Continual data collection
- Based on data, a Special Education referral may be made.
- Continued access to Tier 1 and 2.

Tier 2
Some (15%)

Tier 2 is Targeted Intervention and is specific to student need and provided best through small group instruction.

- Specific support needs identified
- More focus, time and depth for content or skills
- Small group instruction
- Intervention data presented to SST
- Support is fluid and flexible
- Continued access to Tier 1

Tier 1
Most (80%)

Tier 1 is Universal Instruction on the Utah Core Standards for all students. Tier 1 is grade level standards-based instruction referred to as the Core or whole group instruction.

- Universal access to core standards.
- High-Quality engaging instruction
- Access and exposure for all students
- Student-Centered
- Ongoing data collection for team-based problem solving

Extension

Tier 2
Some (15%)

Tier 2 Individualized change of pace, content or task. Advanced skill group instruction; advanced course material .

- PACE Specialist will work with PLCs to plan, develop and implement differentiated curriculum.
- PACE Specialist can provide small group concurrent advanced instruction for high ability learners.
- Enrichment Groups
- Debate for High Ability and High Achieving ELA students (5th grade Only)
- Noetic Math for grades 2-5
- Continued access to Tier 1

Tier 3
Few (5%)

Tier 3 Acceleration in one or more class or content areas. Individualized pacing content based on observation and assessment of student potential.

- PACE Specialist will provide weekly pull-out sessions (90 minutes per week per grade)
- Cluster groups to provide acceleration in one or more class or content areas.
- Social and Emotional Support
- Interest Based/Project Based Instruction
- Secondary Students have access to AP, and Concurrent Enrollment programs
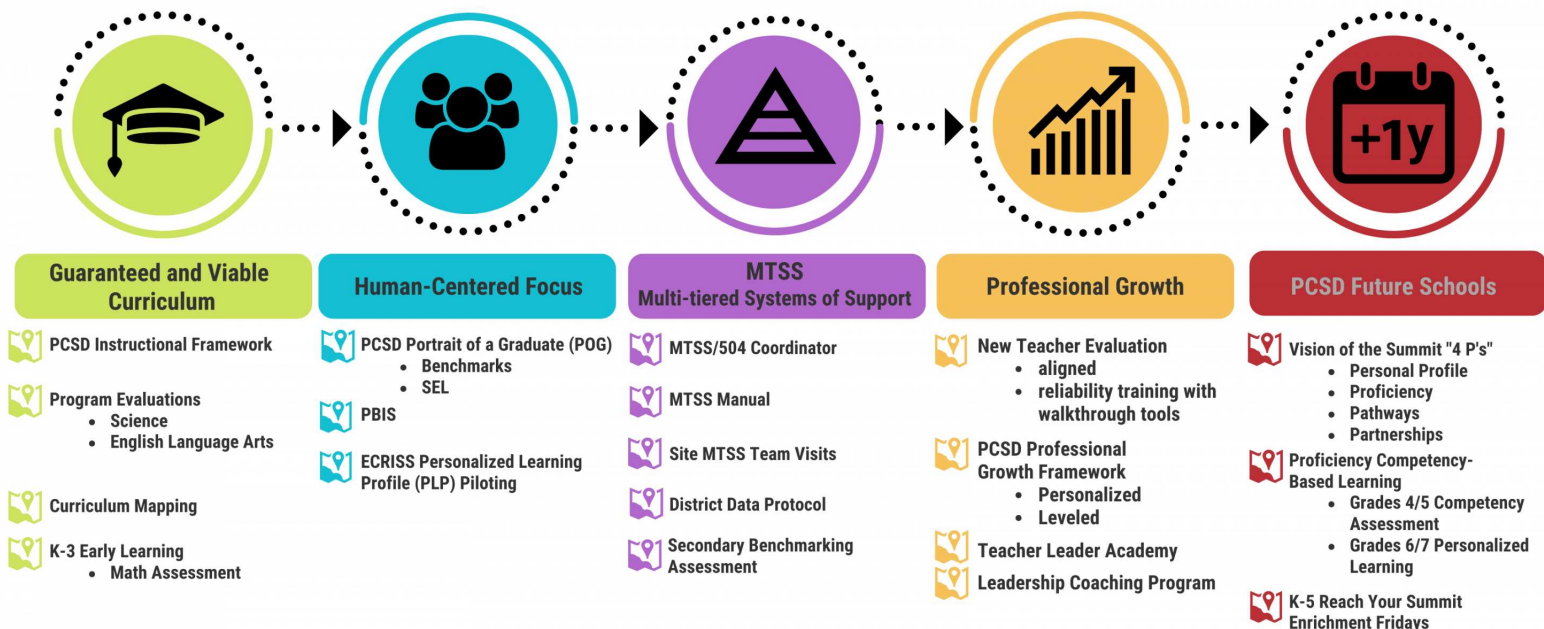- Continued access to Tier 1 and 2.

Student learning requires that educators engage in responsive and reflective collaboration. PCSD is committed to preparing students for their future through a focus on five pillars; guaranteed viable curriculum, human centered focus, multi-tiered systems of support, professional growth and PCSD future schools. PCSD focus on the whole child includes supporting students to collaborate, think critically, be innovative and grow into life-long learners. To address teaching and learning in PCSD, an Instructional Framework has been created and implemented.

The Park City School District Instructional Framework is a blueprint for educators to consistently plan learning using evidence-based practices that ensure equity and student achievement. The instructional framework establishes district expectations for teaching and learning, ensures equity in learning opportunities among our schools, and provides shared meaning and common language. The framework guides all educators toward academic excellence in teaching and supports their continued growth in the profession.

PCSD
PARK CITY SCHOOL DISTRICT

Strategies to Reach OUR Summit

Guaranteed and Viable Curriculum	Human-Centered Focus	MTSS Multi-tiered Systems of Support	Professional Growth	PCSD Future Schools
PCSD Instructional Framework	PCSD Portrait of a Graduate (POG) • Benchmarks • SEL	MTSS/504 Coordinator	New Teacher Evaluation • aligned • reliability training with walkthrough tools	Vision of the Summit "4 P's" • Personal Profile • Proficiency • Pathways • Partnerships
Program Evaluations • Science • English Language Arts	PBIS	MTSS Manual	PCSD Professional Growth Framework • Personalized • Leveled	Proficiency Competency-Based Learning • Grades 4/5 Competency Assessment • Grades 6/7 Personalized Learning
Curriculum Mapping	ECRISS Personalized Learning Profile (PLP) Piloting	Site MTSS Team Visits	Teacher Leader Academy	K-5 Reach Your Summit Enrichment Fridays
K-3 Early Learning • Math Assessment		District Data Protocol	Leadership Coaching Program	
		Secondary Benchmarking Assessment		

Park City School District Instructional Framework

The instructional framework defines and describes evidence-based practices that create consistency and promote student learning in PCSD.

PCSD — PARK CITY SCHOOL DISTRICT

Domain	Concepts	Expectations	Evidences
PLANNING & PREPARATION	**STANDARDS ALIGNMENT**	Teachers create learning objectives, lesson plans, and assessments aligned to the Utah Core Standards and PCSD Priority Standards.	• Teachers utilize Utah Core and PCSD Priority Standards to plan instruction. • Teachers create content, language, and social/emotional objectives aligned with the skill and rigor of the priority standards. • Teachers create and use student-friendly language to communicate objectives ("I can statements"). • Teachers align formative assessments with the objectives.
	LESSON DESIGN	Teachers work collaboratively to design lessons that create access to a rigorous learning experience for all students.	• Planning takes place during regularly scheduled PLC meetings. • District approved, standard-aligned, culturally relevant, and appropriately challenging instructional materials are used. • Teachers use a lesson planning tool to structure learning for all students. • Teachers plan lessons focused on a gradual release of student responsibility and include modeling, guided instruction, collaboration and independent learning.
	INSTRUCTIONAL STRATEGIES	Teachers choose instructional strategies and processes that engage ALL students in learning.	• Teachers uses student assessment data to design learning activities that are responsive to the individual needs of the students (i.e. students with IEPS, ELL, PACE, etc.). • Teachers utilize evidence-based, high-yield strategies that are culturally-responsive and differentiated based on students' needs.
INSTRUCTIONAL DELIVERY	**FOCUSED INSTRUCTION**	Teachers deliver lessons which are aligned to the Utah Core Standards and PCSD Priority Standards.	• Student-friendly content, language, and social/emotional objectives are posted, explained, and frequently referred to during the lesson. • Teachers provide students with clear explanations of what they should know and be able to do to demonstrate proficiency with the learning objectives. • The lesson links students' previous and future learning to ensure relevance and context for the students.
	ENGAGEMENT	Teachers use instructional strategies that engage students in learning.	• Student-to-student and student-to-teacher discourse is structured to solicit and solidify student thinking. • Students have opportunities to collaborate and learn together. • Teachers use learning strategies that incorporate different learning modalities (visual, kinesthetic, artistic, etc.). • Teachers include opportunities for students' choices regarding how they gain and demonstrate their understanding. • Teachers scaffold and extend the learning for students throughout the lesson. • Technology and innovative tools are used to facilitate and apply learning.
	PROGRESS MONITORING	Teachers monitor student learning and adjust instruction to support individual student needs.	• Checks for understanding are frequently used throughout the lesson to measure student progress and adjust instruction. • Students self-monitor and determine their progress toward learning objectives. • Students are given multiple opportunities to demonstrate their understanding over time.
ASSESSMENT & DATA ANALYSIS	**TEACHER COLLABORATION**	Teachers collaborate to design and analyze assessment data to adjust instruction and determine student intervention or enrichment instruction.	• Teachers regularly collaborate to analyze assessment data, adjust instruction, and plan student interventions or enrichment. • Teachers plan and use a variety of assessments to help students demonstrate understanding. • Common formative assessments are developed by teacher teams that inform instruction throughout a unit of study. • Summative assessments are used to measure student learning at the end of a unit of study and to determine student interventions or enrichment instruction. • Benchmark data are used to analyze individual student progress toward grade-level proficiency and determine student interventions or enrichment instruction.
	STUDENT FEEDBACK	Teachers provide timely feedback to students.	• Teachers provide clear and specific feedback to inform students of their progress in learning the objectives. • Students frequently self-monitor to be able to measure their level of understanding and adjust their practices and engagement.
CLASSROOM CULTURE	**CLASSROOM ENVIRONMENT**	Teachers create safe and orderly classroom for learning	• Clear routines and procedures are taught and used. • The physical arrangement of seating and the use of materials and resources is conducive for learning.
	CLASSROOM COMMUNITY	Teachers build classroom communities that foster social-emotional development.	• Teachers build relationships with students and families. • Interactions between classroom members are respectful. • Inclusivity is a focus for developing peer relationships. • Class members are supported in identifying and regulating emotions. • Opportunities to develop responsibility and independence are promoted.
	EQUITABLE LEARNING ENVIRONMENT	Teachers hold high expectations for each student and build classroom communities that support individual success.	• Teachers monitor student engagement to ensure a student-centered environment. • Students explore their connections to a global community. • Teachers monitor and support achievements of specific student groups.

PCSD Data-Based Decision Making

Inquiry Cycle:
A school-wide cycle where student learning data is collected and analyzed to adjust instruction and improve learning outcomes for all students.

Goal of MTSS: To identify children who may be struggling to learn academically or behaviorally, and intervene early so they may work at their highest potential.

PLAN
- What do you need?
- Organize for Collaborative Work
- Build Literacy for Assessment

ACT
- Develop an Intervention Plan
- Set Timeline to Assess Progress
- Act and Assess

EVALUATE
- How did we do?
- Can we improve the Data Cycle?
- Can we strengthen Tier 1 Instruction?

INQUIRE
- Create a Data Overview
- Dig Deep into Data
- Examine Instruction

Adapted from Data Wise (Boudett et al, 2014) and Multi-tiered systems of support for young children: driving change in early education (Carta & Young, 2019)

Academic Data Collection Tools

Formative Assessment

Screening that helps us determine risk

The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning while it's happening. Examples:

- Observations/Student Interviews
- Exit/Entrance Tickets
- Running Record Checklists
- Teacher Made Quizzes, and Assignments
- Universal Screeners
- Progress Monitoring Tools
- Curriculum Based Measures and Assessments
- Pre/Post Tests

Diagnostic Tools

Helps us determine how to change our instruction

A variety of assessment tools that are used to determine students' level of knowledge, skills, and understandings at the beginning of a unit, lesson, or grade level. Diagnostic tools are also a way to obtain targeted data after a universal screener for basic skills. These tools allow the instructor to adjust the curriculum to meet the needs of students.

- Error analysis of literacy progress monitoring data
- Phonics Inventory
- Running records
- Intervention- or curricula-specific diagnostic tools
- Word list reading (e.g., Dolch, Fry, curriculum sight word lists)
- Analysis of student work (e.g., classroom assignments, work samples, tests)

Summative Assessment

Determines if what we did worked

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value. Summative assessment examples:

- End-of-term or midterm exams.
- Final project or creative portfolios.
- End-of-unit or chapter tests.
- UTAH Standardized tests provide school accountability and demonstrate student proficiency.

Collaborative Teams
CT

Members:
- Teachers
- Interventionist
- Instructional Coach
- Administrators

Responsibilities:
- Use of the 8 Critical Components of MTSS to address student needs within the classroom.
- Utilize the Instructional Framework to support student success.

Expectations:
- Meet regularly to analyze student data and instructional practices.
- Use a structured data inquiry cycle.
- Devise and implement Tier 1 intervention and extension strategies using data based decision making.
- Provide progress monitoring and documentation of student data.

Student Support Team
SST

Members:
- ALL of the students's teachers
- Interventionist
- Counselor
- Administrator
- Paraprofessionals (when appropriate)
- Community Outreach (when appropriate

Responsibilities:
- Use of the 8 Critical Components to support Tier 1 instruction.
- Develop and implement tier 2/3 strategies.

Expectations:
- Meet regularly to analyze student data and instructional practices.
- Use a structured data inquiry cycle.
- Devise and implement Tier 1 intervention and extension strategies using data based decision making.
- Evaluate progress monitoring data and document tiered interventions provided to students.
- Notify parents of tiered interventions.

School Leadership Team
SLT

Members:
- Administrator
- Counselor
- Interventionist
- Instructional Coach
- Tech Coach
- 504 Coordinator
- Special Education Representative

Responsibilities:
- Examines and improves systems of support for school-wide improvement.

Expectations:
- Facilitates decision making process around implementation data and student achievement data.
- Establishes annual goals and monitor implementation plans associated with these goals.
- Gather and analyze data to monitor progress toward goals.
- Ensures that the critical elements of MTSS are defined and understood school-wide.
- Provide professional development and learning supports.

District Leadership Team
DLT

Members:
- Chief Academic Officer
- Director of Student Services
- MTSS/504 Coordinator
- Special Ed. Director
- Director of Technology and Assessment
- SLT Representatives

Responsibilities:
- Ensures effective communication between PCSD Cabinet and the site level teams.
- Oversees implementation of the district MTSS plan.

Expectations:
- Meets monthly to ensure effective communication and implementation.
- Disseminates needed information to the site level.
- Provides coaching support and oversight of MTSS success.
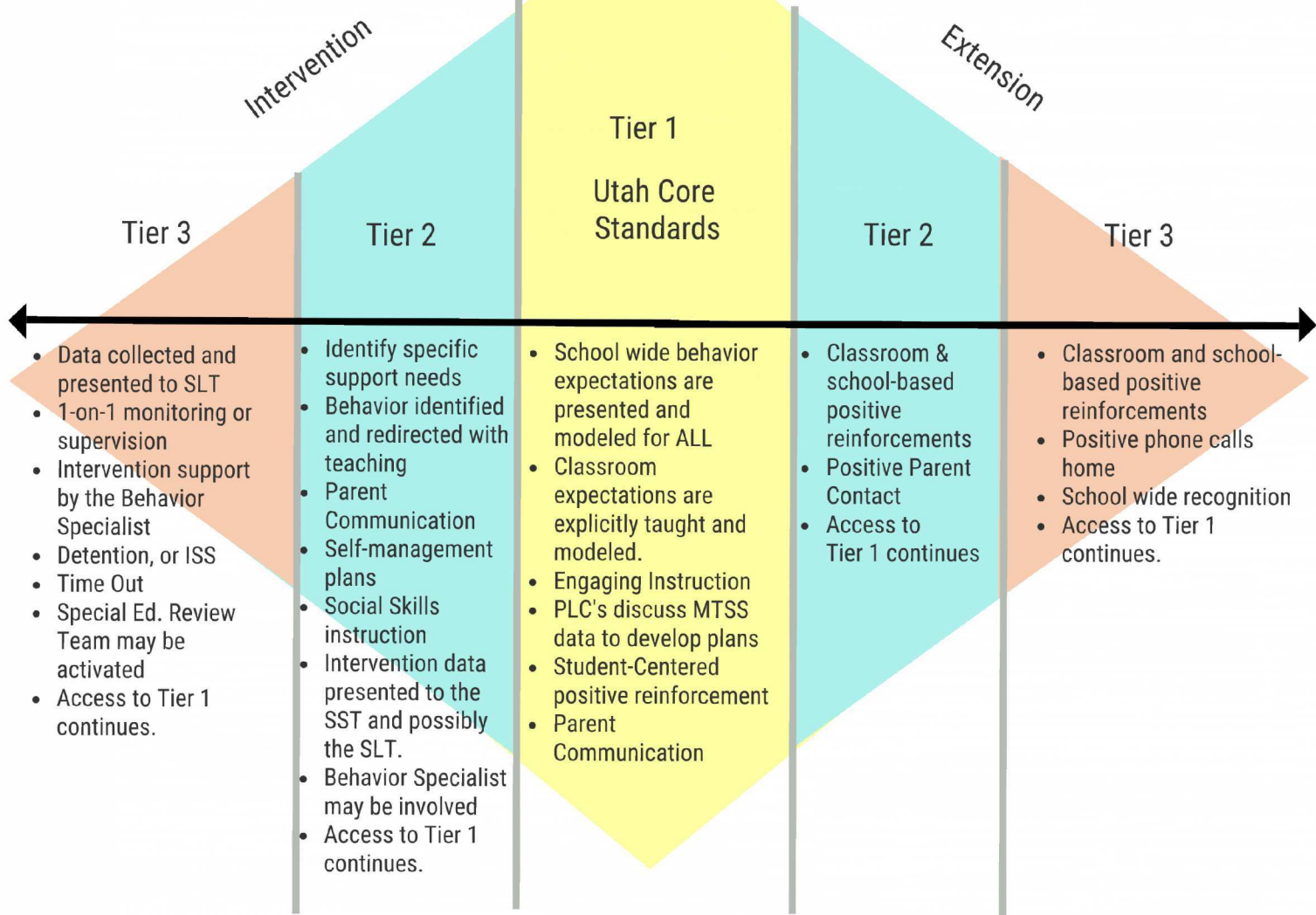
MTSS: Behavior

Behavioral MTSS Diamond

Intervention

Extension

Tier 1

Utah Core Standards

Tier 3	Tier 2		Tier 2	Tier 3

- Data collected and presented to SLT
- 1-on-1 monitoring or supervision
- Intervention support by the Behavior Specialist
- Detention, or ISS
- Time Out
- Special Ed. Review Team may be activated
- Access to Tier 1 continues.

- Identify specific support needs
- Behavior identified and redirected with teaching
- Parent Communication
- Self-management plans
- Social Skills instruction
- Intervention data presented to the SST and possibly the SLT.
- Behavior Specialist may be involved
- Access to Tier 1 continues.

- School wide behavior expectations are presented and modeled for ALL
- Classroom expectations are explicitly taught and modeled.
- Engaging Instruction
- PLC's discuss MTSS data to develop plans
- Student-Centered positive reinforcement
- Parent Communication

- Classroom & school-based positive reinforcements
- Positive Parent Contact
- Access to Tier 1 continues

- Classroom and school-based positive reinforcements
- Positive phone calls home
- School wide recognition
- Access to Tier 1 continues.

The Big 5 PBIS tools in Classroom Management

Rules/Expectations
- Establish and teach rules
- Define and explicitly teach expected behaviors.
- Reinforce/Revisit expectations often.

Routines
- Build structure
- Establish routines and procedures in the classroom.

Praise
- Reinforce positive behavior with praise.
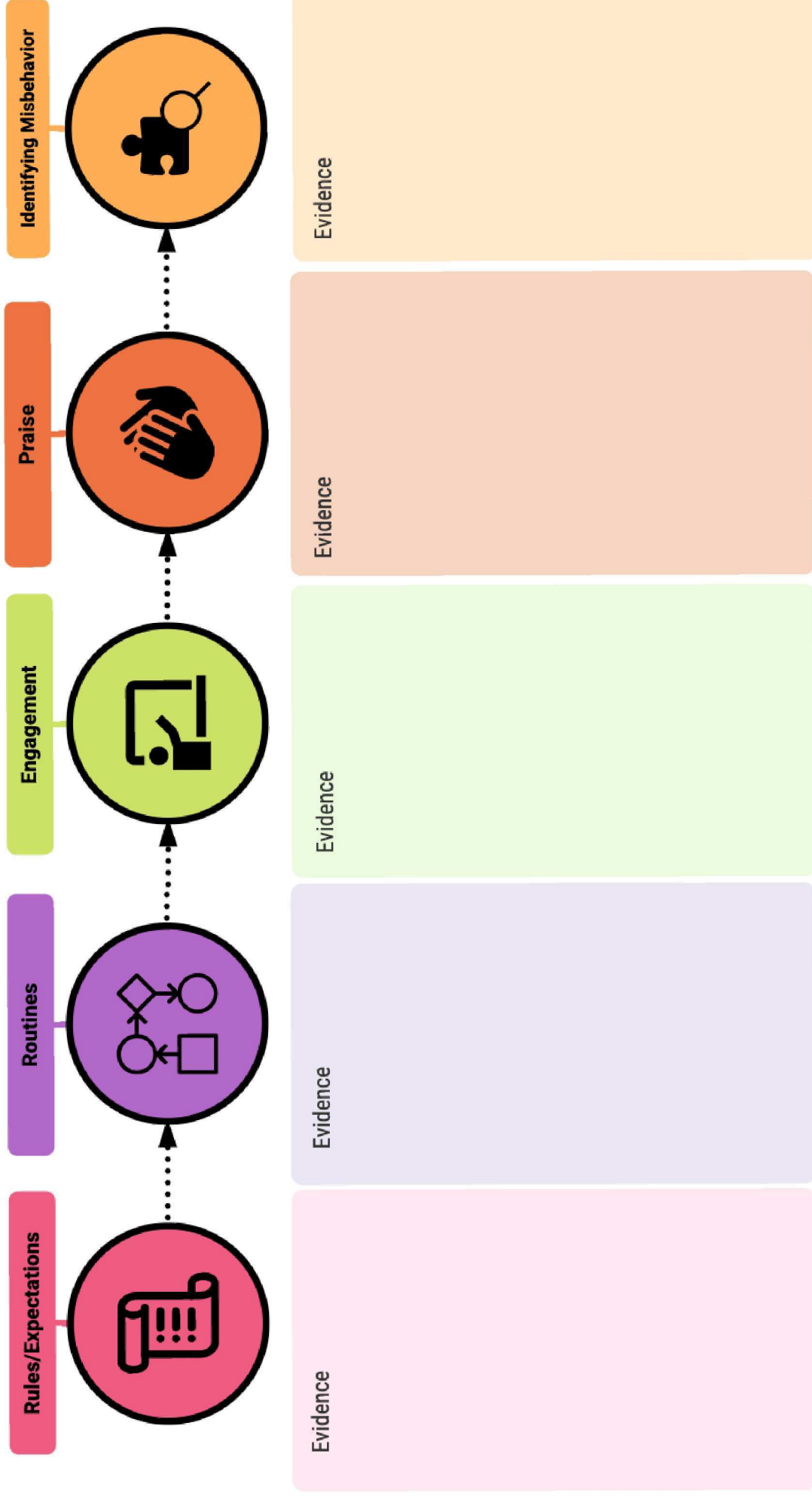- Create acknowledgement systems that support positive behavior

Identifying Misbehavior
- Address misbehavior
- Identify missed expectation
- Empower student to solve the behavior problem.

Engagement
- Foster and maintain student engagement
- Build student collaboration structures.
- Provide student choice to engage students.

Suggested Teacher Classroom Management Plans:
- **Teacher Plan includes the 5 PBIS Components**
- **Classroom Reinforcement System is Compatible with building-wide reinforcement system.**
- **Rules and Expectations support building-wide expectations.**
- **Classroom management plans are provided to the Principal to insure administrative support.**

The Big 5 PBIS tools in Classroom Management

Rules/Expectations	Routines	Engagement	Praise	Identifying Misbehavior

Teachers Establish and teach rules. Define and explicitly teach expected behaviors. Reinforce/Revisit expectations often.
Observation:
- Student Rules and Norms are posted and referenced as needed
- Learning Objectives posted
- Behavior expectations defined and referenced
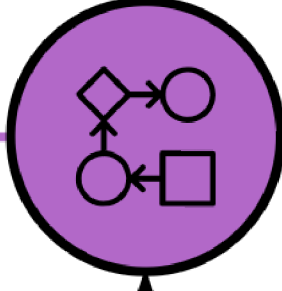
Teachers build a structure of classroom procedures. Establish these procedures as routines in the classroom.
Observations:
- 90% of Students follow routines with little teacher intervention.
- Class Schedule or Agenda is posted and referenced, as well as accessible to students.

Teachers build a structure of classroom procedures. Establish these procedures as routines in the classroom.
Observations:
- Students have an equitable opportunity to engage.
- Students are engaged in learning 85-100%
- Students have the opportunity to work with classmates in a structured activity or lesson.
- Number of responses

Teachers Reinforce positive behavior with praise. Create acknowledgement systems that support positive behavior.
Observations:
- A classroom reward system is actively in place and students can explain what they earn
- The classroom acknowledgement system supports the building-wide system.
- Rate of Positive Praise
- Rate of Redirections
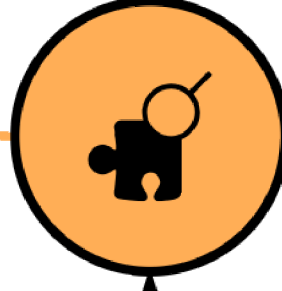
Teachers address misbehavior. Identify a missed expectation Empower students to solve the behavior problem.
Observations:
- Tiered behavior plan is being followed
- Disruptive behavior is redirected
- Stop and think sheets are being used
- Teacher is supporting students to solve their behavior problem

The Big 5 PBIS tools in Classroom Management

Rules/Expectations

Routines

Engagement

Praise

Identifying Misbehavior

Evidence

Evidence

Evidence

Evidence

Evidence

Tier 1 Classroom Management Observation

Goal	Observed Often	Observed	Not Observed	Notes
Rules and Expectations	**Teachers Establish and teach rules. Define and explicitly teach expected behaviors. Reinforce/Revisit expectations often.**			
Rules	☐ Student Rules and Norms are posted and referenced as needed	☐ Rules posted and referenced some students are following class norms	☐ Rules not posted or posted but not referenced.	
Learning Objectives	☐ Learning Objectives posted	☐ Learning Objectives posted	☐ Learning Objectives not posted	
Behavior Expectations	☐ Behavior expectations defined and referenced	☐ Behavior expectations defined	☐ Behavior expectations not defined	
Routines	**Teachers build a structure of classroom procedures. Establish these procedures as routines in the classroom.**			
Procedures	☐ 90% of Students follow routines with little teacher Involvement or intervention.	☐ 70% of Students follow routines with redirections from teacher	☐ >50%Students struggle to follow the routine without teacher's direct redirections	
Structure	☐ Class schedule is posted and referenced ☐ Class schedule is accessible to students	☐ Class Schedule is posted but not referenced ☐ Class schedule difficult to read or understand by some students	☐ Class schedule is not posted or accurate ☐ Class schedule is not accessible to students	
Engagement	**Teachers Foster and Maintain student engagement. Build student collaboration structures. Provide student choice to engage students.**			
Involvement	☐ Students have an equitable opportunity to engage ☐ Students are engaged in learning 85-100%	☐ Students are engaged in learning more than 50%	☐ Students are engaged in learning less than 50%	
Collaboration	☐ Students have multiple opportunities to work with classmates in a structured activity or lesson.	☐ Students have one opportunity to work with classmates.	☐ Students are not given the opportunity to work with classmates.	
Opportunities to respond	☐ Number of responses:___	☐ Number of responses:__	☐ Number of responses:__	
Observable Praise	**Teachers Reinforce positive behavior with praise. Create acknowledgement systems that support positive behavior.** Positive Praise sounds like: Redirections sounds like:			Ask students: what do you earn as a class/individual?
Classroom Wide Reward System	☐ A classroom reward system is actively in place and students can explain what they earn ☐ The classroom acknowledgement system supports the building-wide system.	☐ A Classroom reward system is launched but not active and students can not explain what they earn. ☐ The classroom acknowledgement system is in place but doesn't support the building-wide system.	☐ A classroom reward or acknowledgement system is not being utilized. ☐ A classroom acknowledgement system is not evident.	
Positive Praise	☐ Rate of Positive Praise =4:1 ☐ Rate of Redirections= 1:4	☐ Rate of Positive Praise = 3:1 ☐ Rate of Redirections= 1:3	☐ Rate of Positive Praise = ☐ Rate of Redirections=	
Identify Misbehavior	**Teachers address misbehavior. Identify a missed expectation Empower students to solve the behavior problem.**			
Misbehavior	☐ Disruptive behavior is redirected ☐ Behavior Responsibility is given back to the student to correct, respectfully.	☐ Disruptive behavior is redirected randomly. ☐ Behavior Responsibility is partially given back to the student to correct.	☐ Disruptive behavior is not redirected. ☐ Teacher takes responsibility for the behavior and requires changes from the student.	
Assistance in addressing problem	☐ Stop and think sheets are being used ☐ Teacher is supporting students to solve their behavior problem	☐ Stop and think sheets are being used, occasionally. ☐ Teacher is supporting some students in solving their behavior problem.	☐ Stop and think sheets are not being used. ☐ Teacher is not supporting students in solving their behavior problem.	

PCSD PBIS Behavior Management Expectations

Observe problem behavior?

Problem solve with the student.

Teacher-Managed — Office-Managed

Is the behavior a Teacher or Office managed situation?

Teacher will:
- Review Matrix
- Redirect student
- Re-teach with rehearsal of appropriate behavior
- Log in Branching Minds

Teacher will:
- Re-teach again
- Implement an intervention
- Discuss potential consequence
- Log in Branching Minds

If expectation is not met, apply appropriate consequence and contact parents.

Teacher Managed
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Office Managed
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Teacher will completely fill out the Office Referral.

Administrator will determine if the offense is Teacher Managed or Office managed.

If Office Managed, Administrator will:
- Conference with the student using restorative questions
- Re-teach and practice replacement behavior
- Assign progressive consequences as appropriate.
- Follow-up with referring teacher
- Contact Parents

Please Note:
- What happens in each environment should stay in each environment-students deserve a fresh start.
- Parent contact is required for repetitive Teacher-Managed infractions and must be documented in Branching Minds.
- Document interventions in Branching Minds that are reoccurring behaviors that are teacher managed (i.e. specific positive feedback, reteach building and classroom expectations, positive incentives, movement breaks, contact social worker/psychologist, interventionist for ideas, etc.).

Each Building will:
- Ask teachers to identify Teacher Managed (minor) and Office Managed (major) behaviors
- PLC's hone the teacher made list.
- The MTSS School Leadership Team leads a whole staff discussion on behavior identification and behavior management expectations

Park City School District's mission is to inspire and support all students equitably to achieve their academic and social potential. PCSD is student-centered with a focus and emphasis on the whole child; our students are safe, engaged, challenged and healthy. Park City Schools must engage students in learning, present content and skills to pique interest and curiosity. We must support students in building healthy relationships with peers, teachers, and other educators. To focus on these priorities, it is beneficial to establish clear behavior expectations in our buildings, to teach and model these expectations, to reinforce positive conduct, and to correct behavior that is problematic.

When it comes to behavior management, the goal is to redirect behavior positively with support. Rather than punish problem behavior, student's are taught how to return the focus repeatedly to learning. Schools that implement PBIS with fidelity over time demonstrate the following outcomes: Improved school climate, reduced exclusionary discipline, and improved teacher outcomes.

In addition to PBIS, Utah House Bill 58 (2020) "…requires schools to create a plan to address the causes of student use of tobacco, alcohol, electronic cigarette products, and controlled substances" (lines 22-23). The resulting HB 58 Positive Behavior Plans, which are submitted to the school board for approval, are a subsection of the larger Utah PBIS blueprint.

A behavior intervention guide that PCSD adheres to is the Least Restrictive Behavior Interventions (LRBI) Technical Assistance Manual, which is incredibly helpful in "providing guidance and information in creating successful behavioral systems and supports within Utah's public schools" and identifies and explains Universal, Targeted, and Individual interventions and when it is appropriate to use them. This manual was written by a multidisciplinary task force identified by the Utah State Office of Education (Least Restrictive Behavioral Interventions [LRBI}, 2015)

The broad purpose of PBIS is to improve the effectiveness, efficiency, and equity of schools and other agencies. PBIS improves social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups, and can reduce disproportionality in school discipline referrals for students of color (McIntosh, Gion, & Bastable, 2018). Schools that implement PBIS with fidelity over time demonstrate the following outcomes:

- Improved school climate
- Reductions in office discipline referrals and in-school and out of school suspensions (Horner, Sugai, & Anderson, 2010)
- Increased parent and community satisfaction improved systems for responding to students in need of additional support with social behavior (Bradshaw, Waasdorp, & Leaf, 2012)

School-wide PBIS

School-wide PBIS is a multi-tiered framework to make schools more effective places. It establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students. PBIS is flexible enough to support student, family, and community needs.

PBIS School-wide Implementation:
- Common area expectations clearly defined and posted around the school.
- Methods for recognizing positive behavior
- Consistent and logical consequences for problem behavior focused on helping students learn how to improve.

Park City School District's goal is to recognize and reinforce positive, prosocial behaviors that cultivate a positive school experience for each student.

PBIS Tiered Interventions
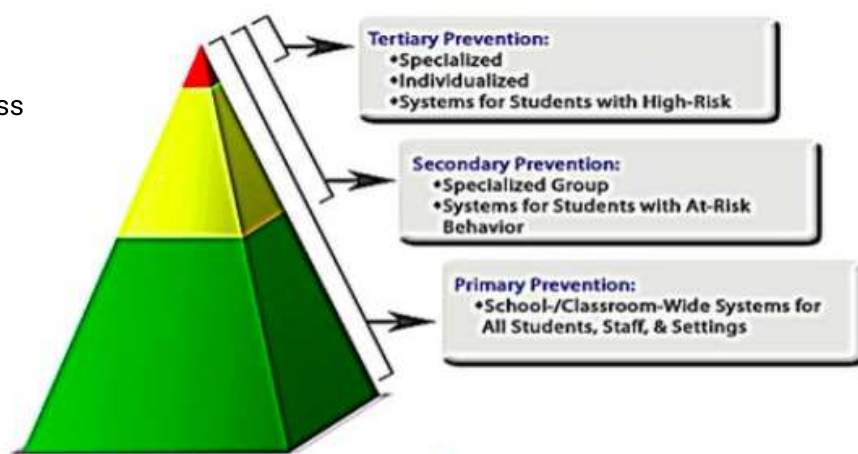
Primary Prevention (Tier 1):
- School-wide or classroom-wide.
- Systems for all students, staff, and settings
- Clear rules and expectations defined
- Clearly defined consequences and referral process
- Quarterly Discipline Data Reviews
- MTSS School Leadership Team (SLT)
- MTSS Student Support Teams (SST)
- Effective Behavior Instruction
- Effective Classroom Management

Secondary Prevention (Tier 2)
- Specialized group.
- Systems for students with at-risk behavior
- Social Skills Instruction
- Check-In and Check Out
- Quarterly Individual Student Data Reviews
- Teacher Classroom Support
- Classroom Data Collection
- Tier 2 Behavior Problem-Solving Think Sheets

Tertiary Prevention (Tier 3)
- Specialized and individualized.
- Systems for students with high-risk behavior
- Functional Behavioral Assessments
- Behavior Intervention Plan
- Quarterly Individual Student Data
- Reviews

Primary Preventions Tier 1	Secondary Preventions Tier 2	Tertiary Preventions Tier 3
Clear rules and expectations defined	Social Skills Instruction	Functional Behavioral Assessments
Clearly defined consequences and referral process	Check-In and Check Out	Behavior Intervention Plan
Quarterly Discipline Data Reviews	Quarterly Individual Student Data Reviews	Quarterly Individual Student Data Reviews
PBIS School Team	Teacher Classroom Support	
Effective Behavior Instruction and Classroom Management	Classroom Data Collection	

("PBIS.org," 2021, Getting Started section, paras. 1-5).

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Utah MTSS 3-Tier Critical Components Definitions

Multi-Tiered System of Supports (MTSS) is a framework for implementing systemic, evidence-based practices to maximize student achievement in academics and behavior in preparation for and leading to College and Career Readiness. The MTSS model includes Universal, Targeted, and Intensive levels of support, which are defined below by identified critical components. Universal (Tier 1) represents those supports provided to each student. Tier 1 practices should be implemented with fidelity prior to addressing practices for Tiers 2 or 3. Targeted (Tier 2) represents additional supports to intervene or enrich for student success. Intensive (Tier 3) represents individually-responsive supports intended to further intervene or enrich student success and are developed based on individual student need. Tier 3 supports may be provided individually or in a small group and are *in addition* to, not in place of, Tier 1 instruction, and do not necessarily equate to special education services.

	HIGH-QUALITY INSTRUCTION	
Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
Process: Focus on intended learning outcomes as a key to high student achievement with the understanding that high quality instruction is central to that ideal. Implement evidence-based instruction differentiated for each student based on relevant content and professional standards. This includes instructional strategies, textbooks, and materials used for content instruction, which should be evidence-based, aligned to the Utah Core Standards, and selected to address the needs of each student. **Outcomes:** Teachers are trained in both content knowledge and evidence-based strategies (pedagogy) to ensure students are actively engaged in and have access to grade-level content instruction. Students are meeting benchmark and grade-level standards or are working toward mastery of grade-level standards.		
Rigorous grade-level content instruction using evidence-based curriculum and instructional strategies that include Universal Design for Learning (UDL) principles. Differentiation provided for students considering various modes of delivery and learning needs. Short, medium and long-term data points are used to measure progress.	Supplemental instruction and supports systematically delivered in addition to, and aligned with, the grade-level content instruction. These supports address the needs of students who have not responded sufficiently to Tier 1 content instruction or who would benefit from enrichment activities. For students who would benefit from intervention, supports may include adapted strategies, increased frequency, intensity, and/or time. For students who would benefit from enrichment, supports may include an increase in rigor, pacing, and/or complexity. Supports do not take away from time spent in Tier 1 content instruction.	Individually-responsive instruction and supports delivered in addition to, and aligned with grade-level content instruction. These supports address specific needs of students who are most at risk or have not responded to Tier 2 interventions. Supports may represent the use of adapted strategies and an increase in frequency, intensity, and/or time, and do *not* necessarily equate to special education services. Enrichment supports for each student are individually planned and provide opportunity for nurturing talents at all levels of performance. Supports for students should not negatively impact access to Tier 1 content instruction. Tier 3 supports may be provided individually or in a small group.

DATA-BASED DECISION MAKING

Process: Use multiple data sources (reported to parents/students as needed) and provide transparency in the public educational system using evidence-based data that determines "what to measure, why to measure it, and how to measure it." Data from parents/guardians are included in decision-making.

Outcomes: Data are regularly used to make changes in instruction to meet the academic and behavioral needs of each student. Students make measureable progress towards achieving proficiency.

Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
Ongoing evaluation of each student using short, medium and long term data points to measure progress along with formative and end-of-level assessments and grades to identify academic and social-behavior needs of students.	Progress monitoring of each student receiving targeted supports every 2–4 weeks, using reliable tools sensitive to incremental change.	Progress monitoring of students receiving intensive supports at least weekly, using valid, reliable tools sensitive to incremental change.

TEAM-BASED PROBLEM SOLVING

Process: Using a structured problem-solving process, district or building leadership teams identify challenges, barriers, and solutions; prioritize and set goals; identify or develop and implement intervention or enrichment; measure fidelity of implementation; and evaluate outcomes. Parent/guardians and community stakeholders are included in team, as appropriate.

Outcomes: Goals are set and a plan for implementation is created. Outcomes are evaluated and adjustments are made based on data gathered through implementation. Teachers identify evidence-based instructional strategies appropriate for level of tiered supports. Students make measureable progress towards achieving proficiency.

Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
School-, grade-, subject-, and/or class-wide Professional Learning Communities (PLCs) or Student Support Teams and School Leadership Teams use a problem-solving process to plan and evaluate academic and behavior supports.	Teams use a problem-solving process to select, implement, and evaluate Tier 2 supports.	Teams use a problem-solving process to select, implement, and evaluate Tier 3 supports.

EQUITABLE EDUCATION FOR EACH STUDENT

Process: Create general statewide conditions in which each student can excel, including equity of educational resources and opportunities and culturally responsive practices to promote each student's academic success and wellbeing.

Outcomes: Each student has increased access to high quality instruction, advanced courses (particularly for students who are traditionally underserved), and counselors and psychologists to increase equity by closing the opportunity performance/achievement gap.

Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
Data-driven equitable access to rigorous grade level content by qualified educators is created through culturally responsive practices and consideration of diversity, language supports, and in collaboration with students, families, colleagues, other professionals, and community stakeholders.	Supplemental small group supports and/or opportunities provided to each identified student, taking into consideration related cultural, language, and home factors. Using data-based decisions and evidence-based practices to ensure high expectations and avoid tracking to ensure that gaps in opportunity are addressed.	Individually-responsive supports and/or opportunities provided to each identified student, with consideration of related cultural, language, and home factors. Using data-based decisions and evidence-based practices to ensure high expectations and avoid tracking.

COLLEGE AND CAREER READINESS

Process: Set educational and career goals for each student that prepare them to experience fulfilling lives, actively participate in their communities as an informed citizen, and succeed in a competitive economy.

Outcomes: Utah defines career and college ready as: 1. Graduates from High School; 2. Receives at least an 18 on the ACT; and 3. Accomplishes at least one of the following: A. Passing score on an advanced placement (AP) course; or B. A "C" or higher on a concurrent enrollment (CE) course; or C. A passing grade on an international baccalaureate course; or D. A Career Pathway Completer (3.0 credits in an approved sequence of courses); or E. A Career Pathway Concentrator (1.5 credits in an approved sequence of courses and the student earns an industry credential of value from an approved list of career and technical education (CTE) pathways).

Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
Student planning focused on College and Career Readiness including the acquisition of vital knowledge, dispositions, and independent living skills for student success in preK-12+. Increase access to advanced courses for all populations.	Supplemental, systematic, data-driven support for students at risk of leaving school unprepared for college, career, and independent living (such as school failure, excessive absenteeism, dropout or unemployment). Provide opportunities for all students to access and participate in in advanced coursework.	Individually responsive, data-driven supports for students at high risk for leaving school unprepared for college, career, and independent living (such as school failure, excessive absenteeism, dropout, or unemployment) including transition planning and/or wrap-around services. Students are provided an opportunity to receive an Associate Degree in high school or enter college early if appropriate.

Outcomes: School climate and structure, as well as student behavioral outcomes and academic engagement, are measured and data are used to create a cycle of continuous improvement leading to pro-social behavior.

PROACTIVE SCHOOL CLIMATE AND STRUCTURE

Process: Use evidence-based efforts to improve school climate and structure, safety and learning include prevention, wellness promotion and pro-social behavior development as well as interventions that balance physical and psychological safety with effective, positive school discipline within a close collaborative community and social supports.

Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
School-wide environments that support individual and collaborative learning, positive social interaction, pro-social behaviors, active engagement in learning, and self-motivation. Practices should focus on effective management of behavior in the classroom and in all school settings using positive, proactive supports (e.g., Positive Behavior Interventions and Supports. Parents and community stakeholders are involved in assessing school climate and in collaborating to continuously improve school climate.	Supplemental supports for some students who are in need of behavior support (including social skills instruction, social-emotional support, and trauma informed care). Parents/guardians know when their student accesses supplemental supports and collaborates with educators to support their student.	Individually responsive supports for students with high-risk behaviors requires collaboration with families, specialists, community agencies, medical professionals, and juvenile justice systems, commonly known as wrap-around services.

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PARENT AND COMMUNITY INVOLVEMENT

Process: Set the conditions and systems for student success by working with, understanding, and listening to parents and community stakeholders on every level on practices, strategies, resources, and policies that will lead to continued and even greater efficiencies and improvements in student outcomes.

Outcomes: Parents are meaningfully engaged in the school and the school community. School/home communication is bi-directional, valued, and consistent.

Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
School teams involve parents and community stakeholders when developing and implementing rigorous grade level Core curriculum and positive behavior supports. Parents are aware of universal screenings and how their student is succeeding in mastering the Core content.	Parents are aware of the specific support being used, the data that is being collected, and the meaning of the data, when a student participates in Tier 2 interventions. Parents know what progress their student is making and how they can best support their student at home.	Collaboration between parents, community supports, and school interventionists is meaningful and productive. This collaboration results in timely communication and problem solving that integrates the resources of home, school, and community to increase the level of student support.

SUPPORTIVE LEADERSHIP

Process: Encourage all educators to engage in leadership opportunities. Improve existing teacher and administrator preparation and training. Encourage school leaders to engage in learning communities to improve collaboration and practice. Promote career pathways that incentivize effective teachers to engage in alternative teacher leadership roles while they remain active in the classroom.

Outcomes: Teachers are mentored and retained, engage in professional learning to enhance knowledge and skills, and participate collaboratively to advance professional practice. Leaders and teachers participate actively as part of the learning community, sharing responsibility for decision-making and accountability for each student's learning, and giving and receiving feedback. Leaders and teachers advocate for the learners, the school, the community, and the profession.

Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
Instructional leaders monitor fidelity of grade level content instruction to ensure that each student has access to high-quality content instruction. Instructional leaders ensure mentoring, coaching and professional development opportunities are provided in the use of evidence-based strategies aligned with core content standards. Instructional leaders ensure equitable access for each student to the grade level content standards and high-quality instruction.	When students participate in Tier 2 supports, instructional leaders ensure highly qualified instructors, high quality instruction, data-based decision-making, and adequate resources are provided such that students make progress in mastering grade-level standards. Leadership supports student-focused problem-solving and data-based decision-making through professional learning communities.	Collaboration between leadership and educators ensures adequate resources are provided to enable students with Tier 3 supports receive intensive instruction that accelerates learning. Leadership supports student-focused problem-solving and data-based decision-making through professional learning communities.