

JES MTSS Handbook

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Johnson Elementary School



This document serves as a living document to provide support to teachers implementing components of MTSS at Johnson Elementary School. This handbook includes definitions, protocols, and processes that staff should familiarize themselves with. Many educators and teams at JES provided the input that went into creating this resource, which summarizes the systems that we use to ensure we are meeting the needs of all of our learners.

Mission Statement

JES strives to be solution-oriented, ensuring that every staff interaction is focused on finding solutions to help our students succeed. We believe in the power of positive, strength-based language and believe that all of our students can achieve high expectations. With this goal in mind, we use regular protocols to keep all meetings efficient, effective, and data-driven.

JES SMART Goals

All teams create SMART Goals that will help guide their instructional decisions. SMART goals may be academic, behavioral, or SEL, but they must have measurable data points to determine success.



JES Schoolwide PLC SMART Goal: By June of 2025, 100% of PLC Teams at JES will be at or beyond the “Developing” phase for every indicator on the PLC Self-Assessment Rubric. 100% of teams will be at the “Deepening” phase for Establish Team Agreements.

Sparkles:

Detectives:

Green Mountaineers:

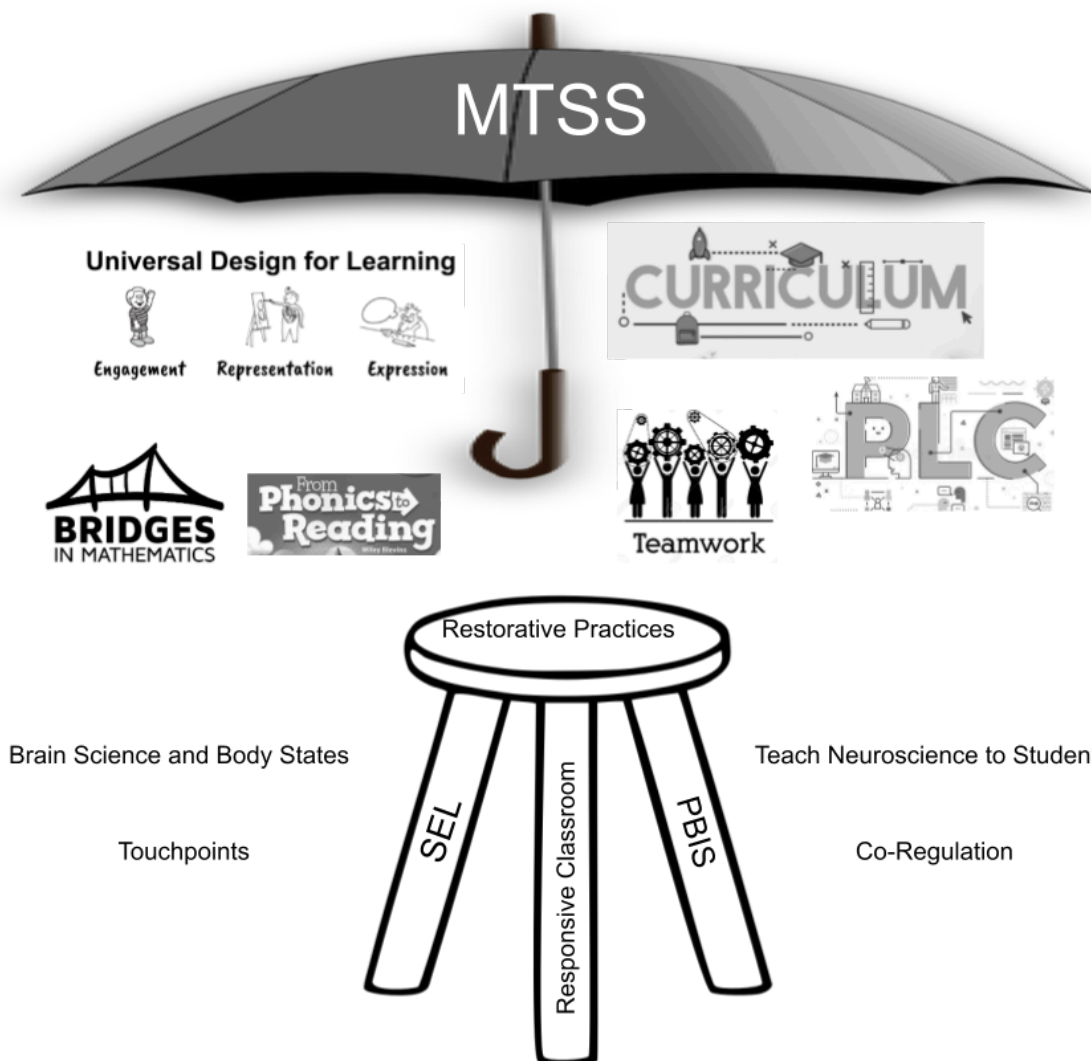
Explorers:

PLC teams should submit their SMART goals to Katie by October to be added to this handbook.

MTSS Overview

MTSS (Multi-Tiered System of Support) is the backbone of our support system for students in both academics and behavior. It is a framework that incorporates all of our best practices in order to meet the diverse needs of our students.

MTSS and RTI are often used interchangeably, but RTI is only one component of MTSS. MTSS is a way of providing systemic supports to all students, and its umbrella covers all aspects of our academic, behavioral, and social-emotional instruction. MTSS is not just a small piece of what we do at JES. MTSS is the driving force behind all of our work. It is the structure that allows us to give our students the support they need.

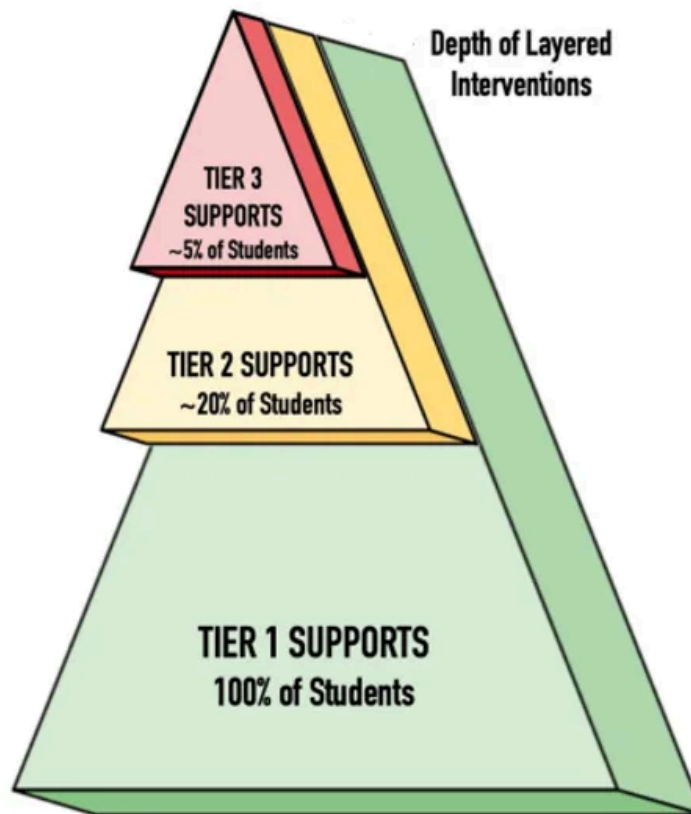


This section provides an overview of the MTSS framework, including how it is integrated into all aspects of our work at JES. For examples of specific support we provide at each tier, as well as the processes and strategies that all staff are expected to use, please see the academic and behavior sections below.

Layered Supports

Our student support system is layered so that all students receive support at every level they need. As referenced in the image below, all students have access to Universal Supports (Tier 1) in both academics and behavior, which are provided to allow the majority of our students to achieve success.

Using data to drive decision-making, students who are identified as needing additional support will receive Targeted Support (Tier 2) while still accessing our Universal Support System. A smaller percentage of students will need more individualized or Intensive Support (Tier 3). These students also continue to receive both Universal and Targeted Supports.



A common misconception is that students move from tier to tier, existing in one tier at a time (eg. Tier 1 students and Tier 2 students). Instead, students are provided with the support they need at any and all levels simultaneously. Students receiving Tier 2 support are simultaneously receiving Tier 1 support. This layered model ensures that we are not removing universal support from students who need to access additional strategies or interventions.

The tables below model how everything we do as educators can be adapted to fit into this model of layered support. When acknowledging student success or providing corrective feedback, the language used can provide support across all layers simultaneously. Adapting our language for students who need more support is an example of effectively integrating the three tiers of MTSS into our classrooms.

Table 2.2 Level of ACKNOWLEDGEMENT

	Expectation	Example
Tier I All students	Recognize the successful demonstration of an expectation/skill/ procedure.	"Nice job BEGINNING THE TASK."
Tier II At-risk classes or groups students who require targeted skill development	Recognize the successful demonstration of an expectation/skill/ procedure and provide a behaviorally specific description of how the behavior met the expectation.	"Nice job BEGINNING THE TASK. You looked at the board, got out the necessary materials, and began working right away."
Tier III Individual students who require intensive intervention	Recognize the successful demonstration of an expectation/skill/procedure, provide a behaviorally specific description, and prompt the student to chart their progress.	"Nice job BEGINNING THE TASK. You looked at the board, got out the necessary materials, and began working right away. Mark your daily card for completing all the steps of BEGINNING THE TASK."

Table 2.3 Level of Correction

	Expectation	Example
Tier One All students	Reframe the misbehavior as an expectation, skill, or procedure.	"Right now you should be BEGINNING THE TASK."
Tier Two At-risk classes or groups of students who require targeted skill development	Identify which expectation, skill, or procedure was not successfully demonstrated, review the steps, and provide an opportunity to correct the misbehavior.	"Right now when I asked you to BEGIN THE TASK, you looked at the board, and opened your book, but then you started talking to your seatmate. Remember the next step is to start working right away. Please demonstrate how to start working right away."
Tier Three Individual students who require intensive intervention	Identify which expectation, skill, or procedure was not successfully demonstrated, review the steps, provide an opportunity to correct the misbehavior, and prompt the student to chart progress.	"Right now when I asked you to BEGIN THE TASK, you looked at the board, and opened your book, but then you started talking with your seatmate. Mark your card for the first two steps. Remember the next step is to start the assignment right away. The more quickly you begin the assignment the more quickly you will be able to finish. Please show me what it looks like to start the assignment right away."

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We do not define students by "Tiers," but rather by the intervention or strategy we use and the level of support it provides. See the sections below for more information on what our Universal, Targeted, and Intensive strategies and interventions look like throughout our MTSS system.

Accommodations vs. Modifications vs. Interventions

Accommodations

Accommodations level the playing field. They do not change content or learning expectations but make changes that allow students to access content. They give students an opportunity to be

successful at grade-level expectations. Examples include giving additional time, reading text aloud for students, providing an alternative learning space, or providing simplified directions.

Modifications

Modifications level the playing field. Teachers may change their instruction or assessments to change learning expectations. Examples include reducing the number of problems, providing alternative assignments, and using calculators or other learning tools.

Interventions

Interventions give students access to the playing field. They help students learn and/or develop general skills that help them make progress toward grade-level expectations. Interventions include instruction, assessment, and progress monitoring. Examples include evidence-based short-term instruction in a small group or 1:1 setting, working with small groups several times a week on a specific skill, and daily repeated readings to build fluency.

Universal Tier 1 Supports

Tier 1 supports, which include academics, behavior, and social-emotional supports, are evidence-based practices that are available to all students at Johnson Elementary School. Ensuring that high-level universal instruction is a priority, and JES has various systems in place to help raise the quality of these supports, including coaching, co-planning time, PLCs, and administrator feedback and evaluations. Strengthening Tier 1 instruction is the most powerful strategy to improve our MTSS systems and lessen the need for targeted and intensive interventions.

Coaching

Coaching is available to all JES teachers, regardless of teaching experience. Our instructional coach is Katie Foss, who runs a student-centered coaching model focused on improving student outcomes. Katie has a [menu of coaching opportunities](#) and can schedule long and short-term coaching cycles. She is also available to provide guidance and support for classroom management, selecting appropriate classroom interventions, and following Johnson's MTSS process. Teachers should reach out to Katie for support prior to completing an [MTSS Request for Assistance form](#) to recommend students for additional services.

Administrator Feedback

The principal will periodically complete short, informal walkthroughs of all JES classrooms to ensure that they are implementing universal strategies that support our current priorities. These walkthroughs are not intended to be evaluative and will be shared with educators following the observation. Teachers are encouraged to reflect upon their practice after each walkthrough and to implement changes as appropriate to best support the needs of their students.

Whole Group Targeted Support- Tier 1.5

Tier 1.5, also known as whole group intervention, is a crucial component of a Multi-Tiered System of Supports (MTSS) framework. Tier 1.5 interventions are designed to support larger groups of students

or entire classes when more than 20% of students are not meeting benchmarks from Tier 1 instruction in either academics or behavior/SEL. **If more than 20% of students in a classroom or grade are not meeting benchmarks for a specific skill, Tier 1.5 interventions should always be tried before referring students to the Targeted Team for more individualized tiered interventions.**

At JES, the need for Tier 1.5 interventions is determined by our Universal Screening and district assessments. Depending on whole-group needs, teams may choose to implement Tier 1.5 interventions during WIN blocks or as a small chunk of their Tier 1 instruction period. Tier 1.5 decisions should be made at the team level during PLCs or common planning time. When there is an extensive need for Tier 1.5 interventions, interventionists may assist in classrooms.

As with other tiered interventions, the focus is on addressing a specific skill or need, whether academic or behavioral, based on screening data. Tier 1.5 interventions always take place within the regular classroom environment. These interventions are typically delivered by the classroom teacher or other school staff who have received training in evidence-based practices for supporting student learning and behavior. Tier 1.5 interventions may be incorporated into Tier 1 teaching to strengthen and support the needs of all students. To facilitate data-based decision-making, all Tier 1.5 interventions should include a system of progress monitoring so that teams can make informed decisions regarding the next steps (these steps may include discontinuing intervention, recommending specific students for EST interventions, or intensifying Tier 1.5 for all students).

Tier 1.5 interventions are an opportunity to strengthen our Universal instruction. To this purpose, PLCs may opt to use meeting time to learn more about Tier 1.5 interventions, become trained together in an evidence-based strategy (see FAQ for the difference between research and evidence-based strategies), or collaboratively implement Tier 1.5 interventions in classrooms.

The JES MTSS Coach is also available to complete coaching cycles around Tier 1.5 interventions should teachers or teams find this helpful. Please reach out to Katie at kfoss@lnsd.org if you would like to take advantage of a coaching cycle at any point. A selection of evidence-based whole-group interventions can be found in the  Effective Intervention Library .

Targeted Tier 2 Supports

Although high-quality universal instruction will meet the needs of most, some students will need an additional layer of support. Our goal is to have a universal system that meets the needs of 80% of our students. Until we reach this goal, it is important to note that not all students who are below proficient will receive targeted instruction or support.

Students may be identified as having a need for targeted support in several ways. First, the MTSS Targeted Team (EST) will use universal screening data to identify the students in the lowest 25% of their cohort. The Team will gather any additional screening or diagnostic data before making a decision regarding the need for additional support.

Occasionally, the Targeted Team (EST) may recommend that students be immediately entered into formal interventions following this data-dive. More commonly, teachers will undergo a “[student selection protocol](#)” in which they implement a short-term intervention and monitor student progress prior to requesting assistance from the EST (see below). After receiving a Request for Assistance the EST will schedule a meeting with relevant staff and will create a new intervention plan. If the student is not making accelerated growth after another round of intervention, the EST will consider the creation of an Educational Support Plan at their next review meeting.

Request for Assistance

Educators may request assistance from the EST for academics, SEL, or behavior. This request is made via an [MTSS Request for Assistance](#) form. Prior to completing this form, teachers should have identified areas of need and provide data in all areas in which they are requesting assistance. Data must include information about the short-term intervention(s) that have already been attempted and their level of effectiveness. Suggested interventions are listed on the Request form, as well as in our [Effective Intervention Library](#).

When filling out an MTSS Request for Assistance form, teachers should enter **Katie’s email address, kfoss@lsnd.org** at the top of the form. This ensures that she receives a copy of the request as soon as it is submitted and can add students to the next EST meeting. Teachers do not have to fill out sections of the form that do not apply to their students.

Educational Support Team (EST)

Per the Agency of Education 16 V.S.A. § 2902., all Vermont schools must maintain an Educational Support Team (EST). At JES, this team is also referred to as our “Targeted Team.” This Committee meets 3 times per month and has standing members who always attend meetings. The EST reviews student data and MTSS Request for Assistance Forms, determines when ESPs (Educational Support Plans) should be created, and ensures that TIPs (Targeted Intervention Plans) and ESPs are up-to-date. The EST may schedule EST meetings to create or review ESPs during regular EST meeting times or at a separate time that works for all stakeholders. Currently, scheduled EST meetings are found on our [EST Calendar](#).

All plans created through the EST must be reviewed every 6-8 weeks. At these reviews, a data dive will be used to answer the following questions:

- Has the student met the expected goals?
- Should the plan be
 - Concluded- no further support needed
 - Transferred- some elements continue in the classroom
 - Modified- provide a rationale for the modification
 - Continued- provide a rationale for continuation without modification
 - Request for further evaluation

The purpose of the EST is to maintain accurate data regarding student supports, collaboratively identify and implement appropriate supports, and ensure that students are receiving support that are appropriate to their needs. The EST will periodically review school-wide data to suggest systemic changes that will benefit all students at JES. The EST will self-assess three times per year using this [EST Practice Profile](#) from the VT AOE.

MTSS Teams

MTSS Leadership Team Members

The following staff members currently serve on our MTSS Leadership Committee in addition to one of our tiered committees. Please reach out to an appropriate MTSS member if you have any questions or confusion about our MTSS processes. We are here to help and provide support in the MTSS process.

Staff	Position	Sub-Committee
David Manning	Principal	Universal PBIS / SEL Targeted Team / EST
Katie Foss	MTSS Coordinator	Universal Academics Targeted Team / EST
Summer Briggs	Classroom Teacher (Green Mountaineers)	Universal Academics
Tasha Waweru	Special Educator (SEL / SEB focus)	Universal PBIS / SEL
Koni Stoddard	Student Support Center	Universal PBIS / SEL
Dreanna Dolan-Godin	Classroom Teacher (Sparkles)	Universal Academics
Sam Ballard	School Counselor	Targeted Team / EST
Kylie Edwards	Special Educator	Targeted Team / EST

Universal Academics: Susie Ronci, Summer Briggs, Dreanna Dolan-Godin, Andrew Iwaskiewicz, Carrie Moore, Katie Foss, Deb Tague, Glo Breisach, Michael Lannon

Universal Behavior/SEL: Tori Barrows, Bridget Regels, Christine Newberg, Sarah Pray, Karen Dyer, Kiri Iwaskiewicz, Koni Stoddard, David Manning, Sam Ballard

Targeted Team/EST: David Manning, Katie Foss, Hillary Hoag, Pam Fontaine, Jill Dennis, Kylie Edwards, Sam Ballard, James Haseltine, Becky Amblo, Kayla Knight

[Team charges can be found here](#)

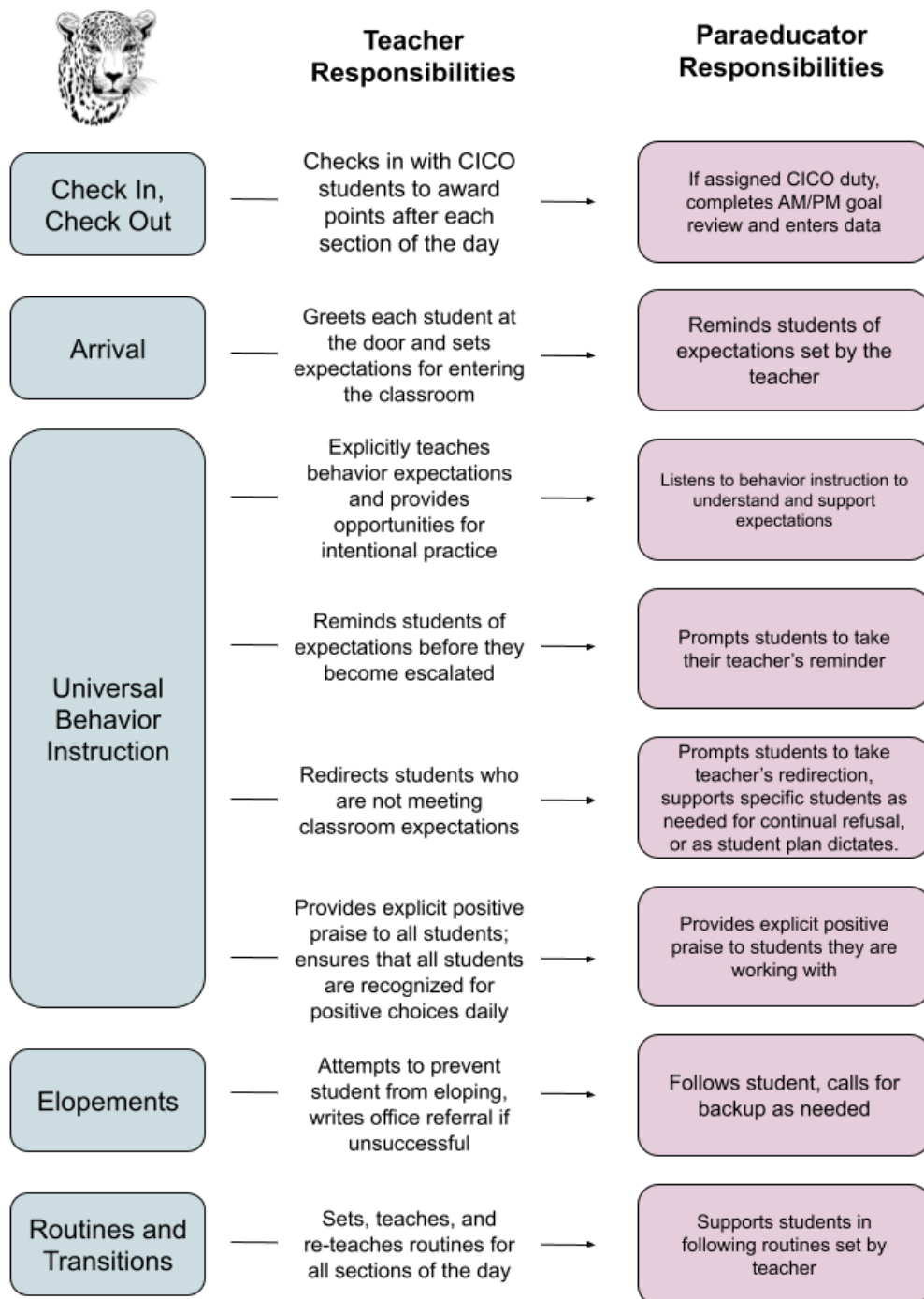
Roles and Responsibilities

Role	Responsibilities
Principal	● Attend EST, PLC, and MTSS meetings ● Set expectations for staff in terms of universal instruction ● Complete regular, informal walk-throughs of classrooms and provide teachers with timely feedback ● Provide training opportunities to all staff in best practices for behavior, social-emotional learning, and academic instruction
MTSS Coordinator	● Create, communicate, and strengthen MTSS systems ● Support staff in screening, assessing, and progress monitoring where possible ● Coach staff in maintaining a solutions-oriented approach to MTSS Committee work ● Coach staff in MTSS practices and instructional strategies across the tiers ● Increase awareness of RTI and layered support systems in both academics and behavior ● Facilitate the collection and use of data in a responsible way ● Facilitate the creation of academic and behavioral plans ● Organize documentation and train staff in documentation expectations ● Coach staff members in tier 1 academic and classroom management strategies
Classroom Teacher	● Regular communication with families ○ Universal instruction (newsletters) ○ Positive contact (calls and emails) ○ Sharing concerns prior to Request for Assistance (behavior and academics) ● Utilize Tier 1 and Tier 1.5 effective strategies in classrooms ○ Reach out to colleagues, administration, or coach for support ● Implement and document short-term classroom interventions ○ Gather input and ideas from teaching partners, interventionists, coaches, and effective intervention library ○ Use common planning time as a method of soliciting new ideas from colleagues (formerly known as PST) ● Complete Request for Assistance forms when short-term interventions are unsuccessful ● Send home Parent Input Forms and EST invitations prior to EST meetings ○ Participate in EST meetings for current students ● Input data into SWIS or submit paper referrals for behavior data tracking ● Proctor district screeners and state testing ● Utilize district diagnostic assessments throughout the trimester ● Providing academic work for students in whole or partial-day ISS ● Collaborate with Special Educators to design appropriate instructional activities for students on IEPs

Special Educator	● Schedule IEP and Evaluation meetings ● Complete or schedule assessments and evaluations relevant to Special Education referrals and evaluations ● Progress monitor students as appropriate for RTI ● Provide services required by IEPs on caseload ● Problem-solve with classroom teachers to brainstorm classroom interventions that may be tried before Request for Assistance ● Supervise para-educators and 1:1s to ensure fidelity to IEPs ● Collaborate with classroom teachers to design appropriate instructional activities for students on IEPs
Counselor	● Teach whole-class guidance lessons at all grade levels ● Provide short-term 1:1 and small group counseling support on a case-by-case basis as determined by the Targeted Team (EST) ● Provide Closegap check-ins for students with urgent needs ● Handle DCF Referrals and immediate student safety concerns ● Integrate CAMS when necessary (suicidal ideation and self-harm) ● Follow up on “Let’s Talk” passes
School-based Clinician	● Provide longer-term 1:1 and small group counseling to students who have a higher level of need- by School Counselor referral ONLY ● Does not take referrals from other staff
Intervention Provider	● Send home intervention notifications ● Provide interventions as required by ESPs ○ Assist classroom teachers in short-term interventions prior to the creation of an ESP ● Gather intervention data/progress monitor through Fastbridge. ○ Bring data to all relevant meetings ○ Document progress monitoring data on TIPs and ESPs ● Update Targeted Intervention Plans (TIPs) as interventions are changed ● Problem-solve with classroom teachers to brainstorm classroom interventions that may be tried before Request for Assistance
Student Support Center	● Input behavior data into SWIS ● Communicate Office Referrals they enter in SWIS to families ● Support BIPs (Behavior Intervention Plans) ● Process Tier 1 and 2 office referrals with Restorative Practices ● Participate in BIP/EST meetings as needed ● Provide SEL and SEB interventions ● Supervise ISS students ○ Provide SEL/SEB instruction ○ Supervise completion of teacher-provided work ● Follow up on Code Greens ● Utilize “Let’s Talk” passes for students who may need additional support
CICO Trusted Adult	● Complete morning Rule Review/Expectations check with CICO students ● Complete end-of-day check-ins and help students reflect on successes ● Input CICO data into SWIS
Paraeducator	● Support students with behavior/academics as instructed by special educators

and teachers

- Provide supports listed in 504s, IEPs, and Individualized Behavior Plans



*Some 1:1 paras may need to fill teacher responsibilities occasionally, especially when students are out of the classroom for extended periods of time. However, whenever possible the teacher should be the first line of defense and paras should be providing support.

Academic MTSS

Tier 1- Universal Support for All Students

Universal Academic support at JES includes our common district curriculum, including our district effective practices, UDL, Professional Learning Communities, and explicit instruction on Habits of Mind. All K-4 educators use the Bridges Curriculum and All Learner's Network for universal math instruction, including small group instruction. 5-6 teachers use both Bridges Curriculum and OpenUp Resources, along with All Learner's Network. For literacy, all teachers refer to our district curriculum and teach using a workshop model. Teachers are responsible for designing their own lessons according to the district unit frames. All Grade Level Literacy Curriculum pages can be accessed [here](#). Math Curriculum documents can be accessed via Clever.

All K-3 teachers at JES use Phonics to Reading as their primary phonics instruction and lessons from Patterns of Power for grammar and conventions instruction. Please see Katie Foss, our instructional coach, if you have any questions about the district curriculum.

Data and Assessment

Johnson Elementary School uses data to inform instruction in a systematic way. Teachers regularly review data in teams and use it to adapt their instruction.

Universal Screeners

As an early warning system, all JES students will take a Universal Academic Screener 3 times per year to help identify students who would benefit from additional and/or alternate supports. NWEA MAP Growth Assessment is our current screener, administered in September, January, and May. Data from these screeners is used to drive decision-making in PLCs, common planning time, and to determine universal areas of academic need. Students in the bottom 25th percentile nationwide are flagged for additional screening with Fastbridge prior to intervention.

District Assessment Plan

In addition to our Universal Screener, teachers are responsible for completing assessments as noted on the [Literacy Assessment Timetable](#) and [Math Assessment Timetable](#). Data from these assessments will be stored in a location TBD.

Common Planning and Scheduling

District Curriculum documents are available to all staff in a Shared Drive called [LNSU Curriculum Alignment](#). Educators without access to this Shared Drive should let the principal or MTSS Coordinator know so that their access can be updated. All JES teams should utilize these documents when co-planning lessons to ensure instructional alignment. One hour a week is dedicated to co-planning in grade-level teams. Each grade-level team should determine a day where they can commit to co-planning and inform the administration and interventionists so that they can participate when possible.

This time should be dedicated to collaboratively planning units, assessments, and activities that are aligned across the grade level or to problem-solving and making a plan for classroom intervention when students need support (previously called PST). Classroom interventions must be tried and documented prior to requesting assistance from the Targeted Team.

Grade-level teachers share an hour of prep time each day that is available for additional common planning as necessary, and are encouraged to use it as such.

The Master Schedule has been designed to ensure students have equitable access to all content areas. Classrooms are expected to follow this schedule when planning content lessons so that adequate instruction is delivered in all content areas.

24-25 Dates for Common Planning:

Sparkles: Wednesday at 9:30

Detectives: Wednesday at 10:45

Green Mountaineers: 3- Friday at 9:30. 4- Thursday at 12:15-1:15.

Explorers: Wednesdays and Thursdays from 2:30-3:00

Universal Design for Learning

UDL and high-quality instruction are the backbones of a successful MTSS system and should be utilized in every learning space at JES. UDL lessons change the pace, level, or type of instruction to meet the diverse needs of learners. They include student choice and multiple means of expression and address various ways that students learn.

For more information on UDL and how to implement it in classrooms, please visit [this link](#). You can also reach out to our instructional coach, Katie Foss, for support in bringing UDL lessons into your learning space.

If students are not making progress, reaching out for a coaching session should occur before referring students for targeted intervention to ensure that universal instruction is strong.

Professional Learning Communities (PLC)

Each multi-grade team holds a weekly PLC (Professional Learning Community) meeting for one hour during Unified Arts time. Each year, teams decide which weekday will work best for them and communicate this to the principal, MTSS Coordinator, and interventionists. At JES, PLC time is dedicated to the improvement of our Tier 1, or whole group, instruction for all students, including both academics and behavior. Our main goal is to learn from each other to become better educators, but the actual topics for this learning are teacher-driven, collaborative, and based on data.

PLCs may be used for collaborative activities such as:

- Using data dives to identify areas of whole-group instructional need
- Completing collaborative inquiry into best practices and effective teaching strategies

- Identifying and implementing Tier 1.5 interventions
- Completing collaborative professional learning tasks related to Tier 1 instruction
- Reviewing/reinforcing Tier 1 SEL, behavior, and academic best practices
- Co-designing and teaching lessons
- Learning Labs and/or peer lesson observations

PLC time is essential to improving our universal instruction, and this time will not be designated for:

- District tasks
- Discussion regarding the needs of individual students
- IEP/504 meetings
- Generic prep time

The 24-25 School Year PLC Focus is: **Writing**. Our [PLC Action Plan is attached here](#).

24-25 PLC SMART Goal
Specific, Measurable, Attainable, Results-Oriented, Timely
By June of 2025, 100% of PLC Teams at JES will be at or beyond the “Developing” phase for every indicator on the PLC Self-Assessment Rubric. 100% of teams will be at the “Deepening” phase for Establish Team Agreements.
As measured by:
PLC Self-Assessment Rubric administered at the end of September, first week of January, and last week of May.

24-25 Dates for PLC:

Sparkles: Mondays from 1:15-2:15

Detectives: Fridays from 10:45-11:45

Green Mountaineers: Tuesdays from 9:30-10:30

Explorers: Fridays from 8:30-9:30

Tier 2- Targeted Support for some students

Progress Monitoring

Fastbridge is LNSD’s progress monitoring tool for academics. Students are given Fastbridge screener assessments as needed, as determined by their MAP screener scores in Fall and Winter. Students who fall in the bottom 25%ile, as defined by national norms, are given additional Fastbridge screeners to pinpoint their areas of need. If students are determined to need support beyond universal instruction, progress monitoring is used to determine the efficacy of their intervention plan.

Intervention / EST Progress Monitoring

When an intervention plan is created for a student, a Fastbridge progress monitoring probe is identified that matches the skill targeted in the intervention. Goals are set for students based on their screening results, and the staff member who is teaching the intervention progress monitors them weekly. This progress monitoring data, as well as other data points from the intervention group and the classroom, is used at all intervention plan reviews in order to determine if the selected intervention should be discontinued or adapted. Any teachers who missed the Fastbridge overview training in June of 2024 can reach out to the instructional coach to learn more about this program.

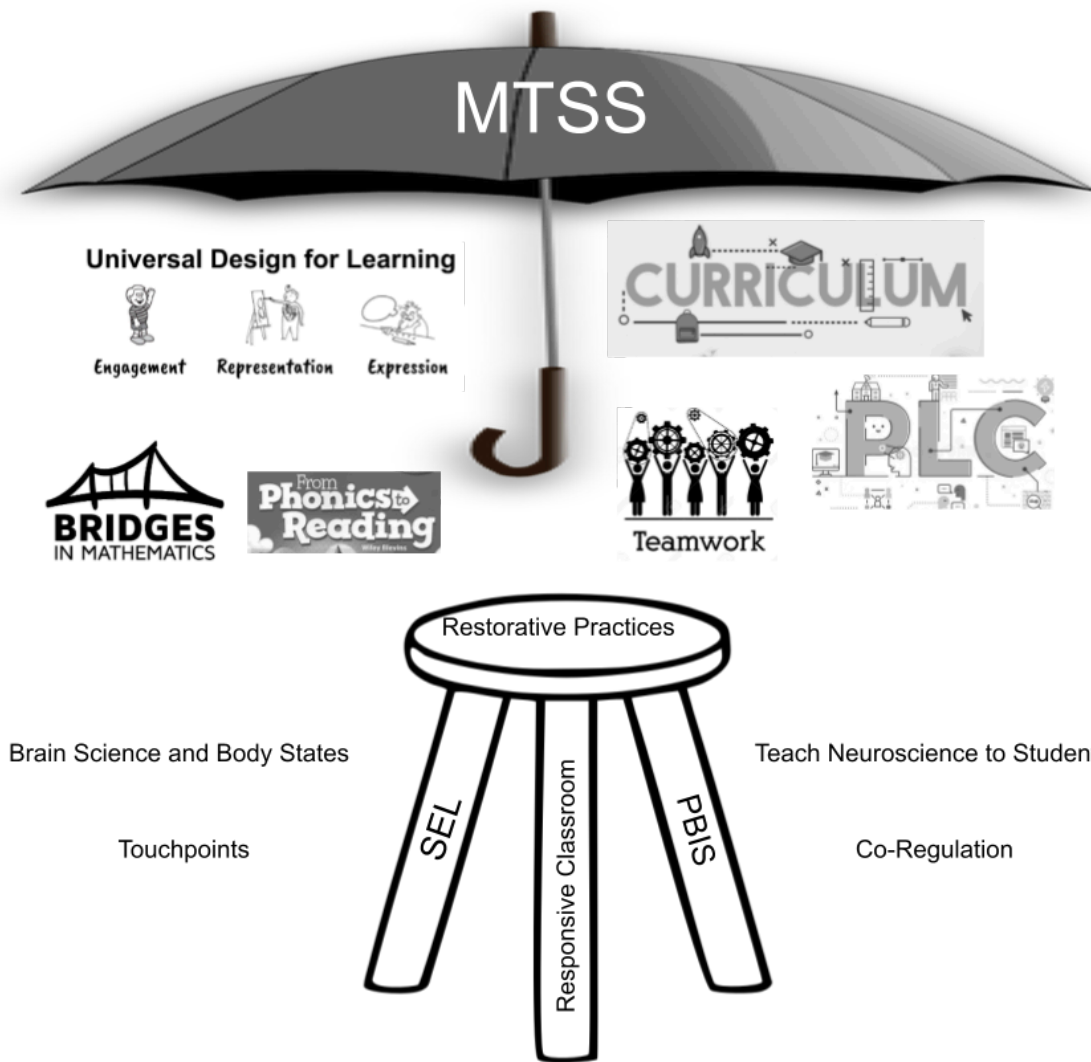
IEP Progress Monitoring

Students receiving IEP services are progress monitored every other week using a measure that matches the instruction they are receiving (off grade level). When an evaluation is due, progress is also monitored at grade level weekly for 8 weeks. This may mean that students are being progress monitored via Fastbridge on skills that they are not receiving in intervention or via IEP services.

Behavior MTSS

Tier 1- Universal Support for All Students: Restorative Practices

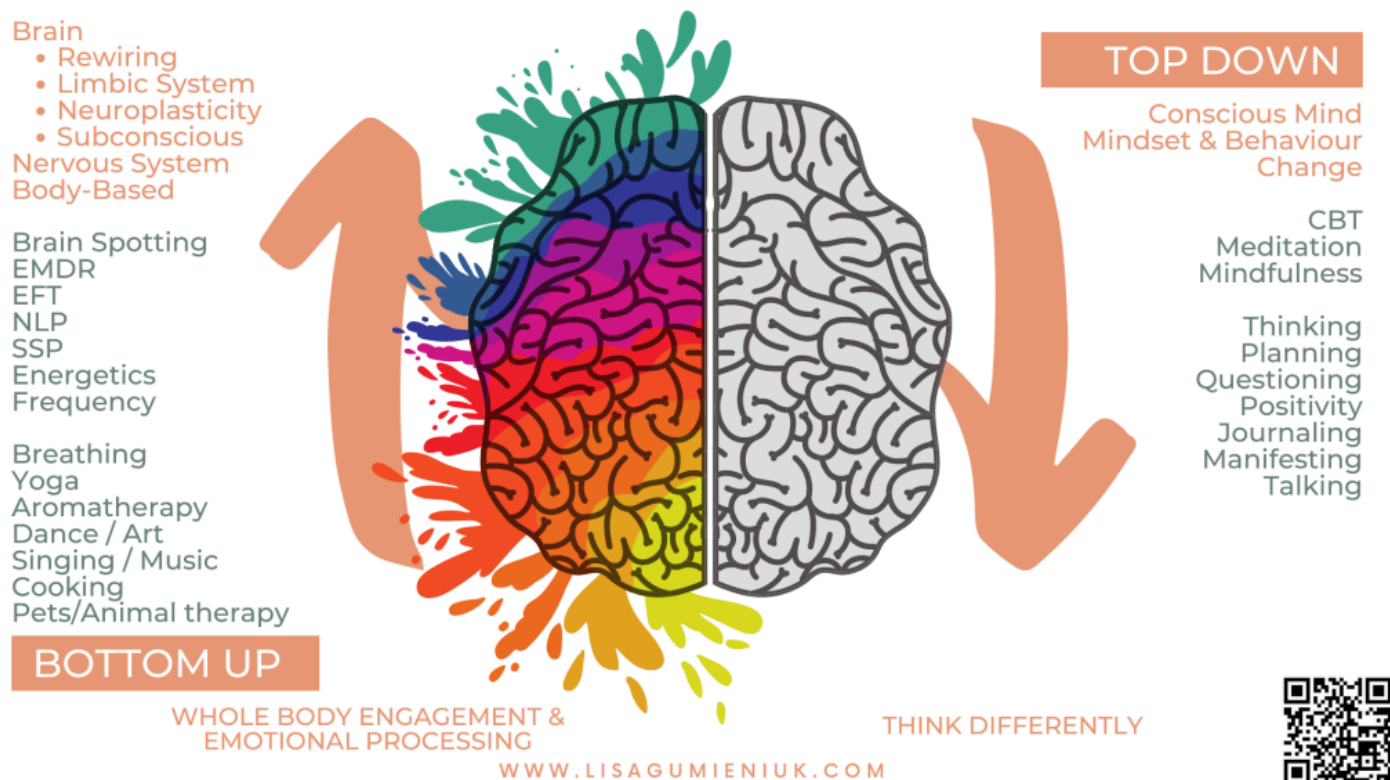
Just as MTSS is an umbrella which covers all the work we do at JES, Restorative Practices provides the support (stool) that keeps us out of the mud. As part of this stool, PBIS, Responsive Classroom, and SEL all provide support to the universal Restorative Practices that all staff use at JES.



All aspects of Restorative Practices, as well as the three components that support it, include universal strategies that all staff are expected to use. These include proactive strategies that build community, explicitly teach expectations, and provide opportunities for practice, reflection, and growth. Proactive restorative practices include building relationships, creating a culture of mutual respect, and encouraging a sense of responsibility in all community members.

As part of utilizing Restorative Practices universally, all areas of the school explicitly teach students self-regulation and co-regulation strategies. Adults model regulation strategies daily to help our

students recognize and build skills that they do not yet have. At JES, we believe that when students are dysregulated our first job is to help them regulate before requiring compliance. See the image below for examples of strategies you may use to help students regulate.



Teaching students regulation strategies, modeling self and co-regulation, and helping students through periods of dysregulation is considered a universal strategy at Johnson and should be implemented with all students.

PBIS

Key Components of PBIS:

- Defining school agreements with input from students and families
- Teaching school agreements and SEB skills
- Acknowledging appropriate behavior
- Responding instructionally and intentionally to unwanted behaviors
- Using data for decision making

Agreements and Acknowledgement

JES is a PBIS (Positive Behavioral Interventions and Supports) school where all staff members recognize and positively reinforce students for **B**elonging to the **PACK**. We acknowledge students for **B**elonging, **P**erseverance, **A**ccountability, **C**reativity, and **K**indness. Students are acknowledged by receiving PACK Tokens that they will collect towards classroom and school-wide celebrations (see below).

We believe that providing students with a predictable, consistent environment removes barriers to learning and provides them with a safe space. This matrix outlines what our five agreements look and sound like in all areas of our school community. Click the image to see the full sized document.

PBIS	Everywhere	Cafeteria	Playground	Hallway	Bus	Bathroom	Assembly	Classroom (leave blank)
Belonging	We greet others. We share spaces and materials at JES.	I let any student sit with me. I wait at my table until my teacher comes for me.	I invite others in the games I play	I walk with my class. I am welcoming when I see people in the hallway.	I am inclusive in conversations and make others feel welcome	I use the bathroom for its intended purpose	I respect others ideas I use full body listening and recognize the efforts of presenter	
Perseverance	We always try our best. We have a growth mindset and take on challenges. We practice patience and flexibility.	I can be brave and try new foods.	I will keep playing and trying even if I lose. I will keep practicing the rules and skills of playground games. I understand that this is a shared space.	I will be okay no matter where I stand in line.	I stay calm and patient I accept where I am asked to sit and who I am asked to sit with.	I practice good hygiene	I stay calm and patient	
Accountability	We take responsibility for our actions. We repair harm where harm has been done. We have a safe body (KYHFOOTY) We use spaces and materials for intended purposes	I wait for permission to dump compost and trash. I sit in my seat. I raise my hand for permission to get up. I clean up after myself. I eat my own food.	I wear weather appropriate clothing. I clean up the materials I take out. I accept when I am out in a game. I line up when the whistle blows.	I walk with my line. I give space to the person in front of me. I keep my hands and body to myself.	I take responsibility for my actions If I see something, I say something I keep track of my belongings	I use the supplies as they are intended I keep the bathroom clean and tidy I use the bathroom when necessary. I follow classroom bathroom procedures.	I am on time I participate while regulating my emotions I am present and engaged	
Creative Problem-solving	We are open to new ideas and thoughts. (ie. Restorative Conversations) We find compromise by considering different viewpoints.	I can join any table and sit at tables with 6 students at maximum. (5) at a round table.	I can solve conflicts by working with my peers. I will get an adult when I need help. I engage in creative play and am open to new ideas.	I will look at what is on the walls and appreciate the creativity of my peers. I will participate in projects that beautify our hallways.	I work with others to solve problems in a respectful way	I report to adults if there is a problem	I communicate my needs in an appropriate way to an adult I share/present creatively when it is my turn.	
Kindness	We use kind words, tones, and actions. We treat others the way we would like to be treated.	I keep my space clean. I use a voice level 1 or 2 to talk to students sitting with me. I use the share basket.	I share and take turns. I help my friends when they need it.	I use a voice level 1 to show kindness to all learners.	I use kind words and actions I use a voice level 1-2.	I respect others privacy and the space	I use appropriate responses to the presenter and activity (eg. voice off when presenter is speaking, cheering on peers during activities) My voice level stays below 4.	

Part of our universal instruction includes universally consistent responses. For this reason, the following matrix, [linked here](#), presents consistent responses to unexpected behaviors. JES staff should, along with other restorative practices, attempt these consistent responses to support students in learning our agreements. Please note that these responses will only be successful when students are in a regulated state. Proactive regulation strategies may need to be utilized until then. Clicking the image below will bring you to the full-sized document.

Bold statements are potential logical consequences for repeated refusal to follow agreements

PBIS	Everywhere	Cafeteria	Playground	Hallway	Bus	Bathroom	Assembly	Classroom (leave blank)
Belonging	We greet others. We share spaces and materials at JES.	I let any student sit with me. Potential assigned seat. I wait at my table until my teacher comes for me.	I invite others in the games I play Potential staff-directed activities	I walk with my class. I am welcoming when you see people in the hallway.	I am inclusive in conversations and make others feel welcome	I use the bathroom for its intended purpose	I respect others ideas I use full body listening and recognize the efforts of presenter	
Persistence	We always try our best. We have a growth mindset and take on challenges. We practice patience and flexibility.	I can be brave and try new foods.	I will keep playing and trying even if I lose. Restorative Conversation I will keep practicing the rules and skills of playground games. I understand that this is a shared space.	I will be okay no matter where I stand in line. Assigned line spot.	I stay calm and patient. I accept where I am asked to sit and who I am asked to sit with.	I practice good hygiene Nurse referral if repeated	I stay calm and patient.	
Accountability	We take responsibility for our actions. We repair harm where harm has been done. We have a safe body (KYHFOOTY) We use spaces and materials for intended purposes.	I wait for permission to dump compost and trash. You dump last next lunch I sit in my seat. I raise my hand for permission to get up. Alternate location I clean up after myself. Lunch cleanup following next lunch. I eat my own food. Assigned seat.	I wear weather appropriate clothing. ? I clean up the materials I take out. Loss of materials next recess. I accept when I am out in a game. Loss of access to group games for the rest of recess.	I walk with my line. I give space to the person in front of me. I keep my hands and body to myself. Jump to step 4 below	I take responsibility for my actions If I see something, I say something I keep track of my belongings	I use the supplies as they are intended I keep the bathroom clean and tidy Cleaning their mess I use the bathroom when necessary. I follow classroom bathroom procedures.	I am on time I participate while regulating my emotions I am present and engaged	
Creative Problem-solving	We are open to new ideas and thoughts. (ie. Restorative Conversations) We find compromise by considering different viewpoints.	I can join any table and sit at tables with 6 students at maximum (6) at a round table.	I can solve conflicts by working with my peers. Restorative Conversation I will get an adult when I need help. I engage in creative play and am open to new ideas.	I will look at what is on the walls and appreciate the creativity of my peers. Repair any damage inflicted I will participate in projects that beautify our hallways.	I work with others to solve problems in a respectful way	I report to adults if there is a problem	I communicate my needs in an appropriate way to an adult I share/present creatively when it is my turn.	
Kindness	We use kind words, tones, and actions. We treat others the way we would like to be treated.	I keep my space clean. I use a voice level 1 or 2 to talk to students sitting with me. I use the share basket.	I share and take turns. I help my friends when they need it.	I use a voice level 1 to show kindness to all learners.	I use kind words and actions I use a voice level 1-2.	I respect others privacy and the space	I use appropriate responses to the presenter and activity (eg. voice off when presenter is speaking, cheering on peers during activities) My voice level stays below 4.	
Teacher Responses	1. Restate the agreement, reference anchor charts 2. Offer a strategy for the student to meet the agreement 3. Having the student take a "time away" or "reset" break in that location 4. Buddy Break. If the behavior is consistent-communicate with guardians. 5. SSC Safety issues may skip any or all responses	1. Restate the agreement, reference anchor charts 2. Offer a strategy- move to a different seat, take a sensory path break, etc 3. Time away w/ an adult to process- on the bleachers 4. Skip Buddy Break- call SSC 5. Communicate with guardians. Next lunch is either an alternate location, lunch with an adult at your table, or an assigned seat (for individual or group)	1. Restate the agreement, reference anchor charts 2. Offer a strategy- choose a new game/ material/ peers, "walk and talk"- tap with an adult to talk, conflict management 3. Time away on South Porch or next to adult (eg. you need to sit near me) 4. Skip Buddy Break- call SSC 5. Communicate with guardians. Next recess is either shortened, taken away, or in an alternate space 6. Restorative plan before attending recess again	1. Restate the agreement, reference anchor charts 2. Offer a strategy- back of the line, walk with the teacher 3. Time away (upon arrival to next location) 4. Communicate with guardians. Alternate transition plan- walk behind the class, transition with an adult, transition early	1. Inform SSC of bus complaints so they can investigate and a plan can be made	1. Restate the agreement, reference anchor charts 2. For repeated offenses, retask 3. Communicate with guardians. Escort or bathroom plan through SSC	1. Restate the agreement, reference anchor charts 2. Offer a strategy- move seat, proximity to adult 3. Time away- hallway with an adult w/ processing 4. Communicate with guardians- Alternate plan for participation	

Across all settings, and for all behaviors, staff should attempt the following strategies when responding to student behaviors:

- Restorative Conversation
- Processing with student
- Role-playing adherence to agreements
- Contingency mapping
- Proximity
- Alternate seating/space
- Self-regulation strategies (eg square breathing, mindfulness, sensory tools)
- Validating student feelings

See SSC staff, the principal, or the MTSS Coordinator if you need support in attempting any of these responses to behavior.

Celebrations

As students earn PACK Tokens, they are collected at the classroom level until the classroom goal is met. Each classroom sets a number of tokens that students need to earn prior to a classroom celebration. On Fridays, a team of Explorer PBIS students will collect classroom tokens and tally them up so that classes may be celebrated in the Jag Journal. Each week, the top-earning

classroom, as well as any classes who earned a celebration by meeting their goal, will be recognized in the weekly Jag Journal.

We regularly hold celebrations at both the classroom and school-wide level when Token goals are met to acknowledge the positive behaviors we see on a regular basis. Each time a classroom meets their goal they should both hold a classroom celebration and collect a “tree cookie” to add to one of the branches on the tree in the lobby. This tree is how school-wide celebrations will be selected. Each branch of the tree represents a different possible school celebration. Classrooms should select a branch depending on which celebration they would like to earn. As school-wide celebrations occur, the branches will be emptied and new options will be added, as determined by the Universal SEL/PBIS Committee.

Responsive Classroom

Key Components of Responsive Classroom:

- Positive Community
- Effective Management
- Engaging Academics
- Developmentally responsive teaching

All JES classrooms utilize a system in which students are given multiple opportunities to be reminded of and retaught expectations. Classroom teachers follow a Responsive Classroom time away and buddy room system, alongside Restorative Practices, to mitigate unexpected behaviors. All students have access to these systems and supports, regardless of individualized plans.

Community Building

All classrooms at JES build community daily through the use of classroom circles. These may include Morning Meeting, Restorative Circles, 3 A Circles (Apology, Acknowledgement, A-ha moment), or Closing Circles. Circles are an essential part of our community and must be occurring regularly.

JES also believes in building community through problem-solving, team-building, and collaborative activities. See this robust [Community Building guide](#) for a selection of tested and true games and activities that have been used in fourth grade for years. A great thank you to a previous teacher, Nick Lodge, for compiling this wonderful resource!

We also build community through Jag Groups, whole-school Community Meetings, and the issuance of [Kind Community Cards](#) to recognize students for acts of kindness. Both staff and students may fill out Kind Community Cards, which are presented at each Community Meeting.

Classroom Management

All classrooms must have a designated space for classroom breaks, time away, or a reset spot. Students must have opportunities to practice the use of this space while regulated. Teachers also must designate a classroom where students can take a “Buddy Break”. For most students, a nearby

classroom will be sufficient for this. In special cases students may use the SSC as a Buddy Break, if their plan permits this.

Classroom teachers will complete a [Classroom Management Plan](#) prior to each school year to ensure that their Tier 1 strategies are clear and ready to start the school year. Best practice is to complete this plan with a grade-level teaching partner. Whenever possible, time will be given to complete this collaboratively during in-service.

Within the first six weeks of school, teachers will also complete a [Beginning of the Year Checklist](#) to attest to the implementation of universal strategies. This checklist includes universal strategies that all educators must incorporate into their teaching. Teachers should complete this checklist, sign it, and return it to the Principal or MTSS Coordinator within the first 3 weeks of school.

When our Tier 1 foundation is strong, and students continue to exhibit challenging behaviors, teachers should attempt several Tier 1 strategies before completing an MTSS Request for Assistance form. [PBISWorld](#) has an extensive list of strategies broken down by specific student behavior. Teachers should select a behavior, confirm that the characteristics match their student, and attempt several of the listed interventions before referring students for more support. These simple strategies may be attempted simultaneously.

Student Support Center

The purpose of SSC is to support students who are too dysregulated to be in the mainstream classroom, help them re-regulate to return to the classroom, and facilitate a restorative conversation between student and teacher/class (this may mean leading the conversation or supervising the class). They will communicate any actions taken with the classroom teacher so that the classroom teacher can communicate home. SSC will also support plans as determined by a student's educational team, investigate incidents of HHB, and communicate office referrals that occur outside of the mainstream classroom.

Teachers who send students to the Student Support Center should use the following parameters:

- Students should never be sent to SSC without direct communication from a staff member. This may look like a phone call, an adult escort, or paper communication (office referral, note, etc). To accurately track data, SSC staff need to know exactly why students are arriving. If students arrive without communication, it will be assumed that they have eloped, and it will be considered an office referral.
- Select students may visit SSC for Buddy Breaks or "Green Breaks", but **only** if it is a plan specific to that student. The majority of students should be taking Buddy Breaks and Green Breaks in their classroom or partner classrooms.

Although SSC is a universal support that all students may utilize throughout the year, classroom teachers should be attempting multiple universal strategies to help students regulate in the classroom before relying on SSC.

Data and Assessment

Johnson Elementary School strives to meet the behavior and social-emotional needs of our students by regularly gathering and analyzing data. Behavior data is logged and tracked in Infinite Campus, SWIS, and Google Drive. See below for the different types of data entry and how they are managed at JES.

Universal SEL Screeners

JES has multiple measures for universally screening students for social-emotional purposes, including universal screening 2-3 times per year and a daily optional screener. JES has a detailed SEL Screener that is given to all students, either via interview or self-submitted surveys, at the beginning of each year. This data is used at the universal level to determine school-wide areas of need and to select interventions that will occur in all classrooms (for example, silent mentoring).

Teachers and students also have the opportunity to utilize our digital screener, Closegap, which gives students a daily opportunity to check in regarding their mental health. Teachers are encouraged to have students use Closegap multiple times before referring students to the Targeted Team so there is additional data for the team to consider. Please see our school counselor, Sam Ballard, for more information about Closegap and how to use it.

Office Referrals

Office Referral data is gathered using Infinite Campus. At this time only Student Support Center staff will enter Office Referrals, as they have been trained in this. All other staff will fill out [paper referral forms](#) and submit them to SSC staff as quickly as possible.

JES uses the district's [ExPeRT Document](#) (Code of Conduct) when determining which behaviors should be handled inside the classroom vs. sent to SSC for Office Referral documentation. Please familiarize yourself with this document. Teams at JES will continue to work to clarify these expectations as we transition to using this document for guidance.

Teachers who would like additional assistance in managing classroom behaviors are encouraged to reach out to the instructional coach, members of the Student Support Team, partner teachers, or David.

SSC Data

SSC gathers data on every student who visits their space. Please see a member of the SSC if you would like data on how often a student visits SSC, the reasons for their visits, and the amount of time spent there.

Tier 2- Targeted PBIS

Check In Check Out

What is CICO?

CICO is JES's primary Tier 2 behavior intervention. It is designed to support students who need more than Tier 1 PBIS and Responsive Classroom support. Students may be referred for CICO either based on regular SWIS/Infinite Campus data reviews, a Request for Assistance form, or at another student meeting.

Students who participate in CICO receive daily opportunities to check in with a trusted adult assigned to them. Trusted adults teach and review expected behaviors at the start of each day while providing positive feedback, reinforcement, and rewards when behavior goals are met. Throughout the day, all staff members periodically check in with CICO students to provide reinforcement and check if behavior goals are being met.

Students may be recommended for CICO by classroom teachers, SWIS data administrators, or the Targeted MTSS Team. Students may be considered for CICO if they have frequent Office Referrals, exhibit attention-seeking behaviors, or have regular, low-level disruptive behavior that does not warrant intervention from SSC. CICO is intended as a classroom-managed intervention, using minimal resources outside of the classroom other than twice-daily check-ins with trusted adults.

When students are approved for participation in CICO their guardians must be notified by the classroom teacher, as daily communication home is an important part of CICO success. [This form letter](#) may be used or adapted when communicating about CICO with guardians, but communication must happen before CICO begins.

How to organize CICO

A small group of CICO adults will be assigned daily duties to check in and out with students at the start and end of each school day. These adults will be responsible for reviewing agreements with students in the morning, celebrating their successes at the end of the day, and entering CICO data into SWIS.

Upon arrival, each student participating in CICO will report to the cafeteria to Check In with any of the CICO adults, review their goals for the day, and receive a copy of their CICO chart. Throughout the day, all supervising staff will fill out sections of their CICO chart for review at the end of the day.

Between 1:50 and 2:05, students participating in CICO will return to the cafeteria to Check Out with the same adult they checked in with to review and celebrate their successes. As all student CICO plans are different, CICO adults will not be responsible for providing reinforcers or incentives beyond CICO charts. Students who earn reinforcers will do this from 2:05 to 2:15 or as their individual plans require.

Students on CICO may check in and out with different adults each day, helping them build relationships with multiple adults throughout the year. However, whenever possible, they should check out with the same adult that they checked in with.

When a student is referred to CICO, their educational team will set 3 specific behavior goals for the student related to our school agreements: Belonging, Perseverance, Kindness, Creativity, and Accountability. A CICO chart will be created using the template below.

For a model of how to talk with your student when checking in or out, you may reference [this video](#) or this [list of conversation starters](#).

CICO Chart Template

This is our school-wide behavior chart [template](#) for CICO. Teachers should make a copy of this template and adapt it to match their own schedules. Periods may be added or removed so that schedules include **up to** 10 check-in periods. Behavior goals should also be adapted to meet specific targets for individual students. For example, “accountability” may be adapted to “I take responsibility for my actions” for students who struggle with this. In order for data collection to be consistent, adapted charts must keep the following features:

- Up to 10 daily scheduled check-ins
- 3 behavior goals (related to our school expectations)
- A 0-2 rating system for each behavior goal

All supervising adults should be prepared to award points throughout the day. Students with CICO charts will bring them to the CICO team prior to dismissal each day for data entry into SWIS. Charts are then sent home to families.

CICO Data Collection and Review

All students who participate in CICO will have the intervention documented in their Targeted Intervention Plan. The CICO team enters CICO data into SWIS at the end of each day when students “check out.” Class periods not included on their CICO chart may be left blank in SWIS. CICO data reviews will be scheduled every 6-8 weeks during EST/Targeted Team to determine if the plan should be continued, adapted, or discontinued.

If students are out of the classroom for a behavior-related reason (ISS, Office Referral, etc), their chart should be filled out based on their current behavior regardless. For example, a student in ISS who has a safe body would still earn their points for that period. A note should be made in the “Notes” section of SWIS to track that the behavior occurred in SSC.

[Please see this link for a list of students currently enrolled in CICO](#). If you would like to join the CICO adult team, and have the availability to do so, contact Katie Foss.

Teacher Check, Connect, Expect (TCCE)

Teacher Check, Connect, Expect is a Tier 2 intervention that is run just like CICO. Students have a Daily Progress Report that is filled out by teacher check-ins throughout the day. The primary difference between CICO and TCCE is that students complete their morning and end-of-day check-in and check-out with their classroom teacher instead of a CICO Coordinator. This intervention is good for students who need a smaller level of support than those on CICO. Teachers who have students on TCCE can give CICO Coordinators daily check-in data to be entered into SWIS if they would like to have progress tracked.

Other Tier 2 Behavior Interventions

Teachers are encouraged to try other evidence-based interventions prior to students participating in CICO. Johnson Elementary School's [Effective Intervention Library](#) is a great resource for whole class, small group, or 1:1 behavior interventions. Please note that other interventions may not be tracked in SWIS, so classroom teachers will be responsible for monitoring progress and bringing data to ESTs or other behavior meetings.

Tier 3

Individualized Behavior Plans (Tier 3):

Students may be referred to the MTSS Behavior Team for the creation of an individualized behavior plan through the following avenues:

- An IEP or 504 team refers a student to the Behavior Team
- An ongoing Check In Check Out plan has been determined to need intensification
- A sudden increase in behavior shows a need for an emergency or temporary behavior plan

Prior to referral to this team, the following conditions must be met:

- Classroom interventions have been attempted
- Check In Check Out and/or TCCE was attempted, and the PST has determined a need for further support
- Teacher must notify the parent of the referral and request family input via our [Family Input Form](#)
- Teacher must complete a [Request for Assistance Form](#). This form provides valuable information necessary for our first meeting regarding each child.

Data for individualized behavior plans is gathered as specified in each plan. Data reviews will occur every 6-8 weeks to determine whether plans should be continued, revised, or discontinued. All individualized behavior plans will be documented in a student's Targeted Intervention Plan and recorded as an EST plan.

MTSS Resources

The following tables illustrate resources and curricula used at JES to support student needs across all levels of tiered support. Universal level resources are used building-wide. For more information on these resources, you can see descriptors below, reach out to members of your team, or request time with our MTSS coach.

Behavior/ SEL	Tier 1 Universal Instruction for all students	Tier 2 Supplemental Instruction	Tier 3 Intensive Supplemental Instruction
Schoolwide Instructional Resources	• Class Meetings/ Agreements • PBIS Tokens/ Celebrations • WARM Conversations • In-class time away/Buddy Room (designated classroom) • Zones of Regulation • JES Voice Levels • Habits of Mind • Star Student awards • Changing Perspectives • Restorative Practices • Principal's Luncheon	Intensified Tier 1 and: • CICO • Behavior Contracts • Social/SEL Groups • Visuals • Effective Intervention... • 2:10 strategy • Scheduled Breaks	Intensified Tier 2 and: • Individualized Behavior Plans • Resource Officer • 1:1 Counseling • Contingency Maps
Optional Resources	• Harmony (good to integrate with Morning Meeting) • ChooseLove (access but not using) • Closegap	• Lunch Bunch • Silent Mentor	Same as Tier 2
Instruction Model/ Delivery	• Whole group explicit instruction • Responsive Classroom • PBIS	• Small group and individual pre-teaching, re-teaching • Structured practice of expectations	Same as Tier 2
Screeners	JES SEL Survey	Same	Same
Progress Monitoring Tools	SWIS data	SWIS data CICO data	SWIS data
Diagnostic Tools	DBR	ABC Form	FBA SPED Evaluations

Math	Tier 1 Universal Instruction	Tier 2 Supplemental Instruction	Tier 3 Intensive Supplemental Instruction
Instructional Resources	Bridges Curriculum (K-5) OpenUp Resources (6) All Learner's Network	Bridges Intervention Kit All Learner's Network Fastbridge Intervention Library Effective Intervention Libr...	Same as tier 2, intensified
Instruction Model/ Delivery	Math workshop model Small groups	Small group or 1:1 instruction	Small group or 1:1 instruction Individualized academic plans
Screeners/ Assessments	NWEA MAP Fastbridge	NWEA MAP Fastbridge	
Progress Monitoring Tools	Fastbridge Bridges Unit Assessments and Check Ups	Fastbridge	Fastbridge
Diagnostic Tools	Bridges assessments CGA (optional)		

Literacy	Tier 1 Universal Instruction	Tier 2 Supplemental Instruction	Tier 3 Intensive Supplemental Instruction
Instructional Resources	Patterns of Power District Curriculum Phonics to Reading	LLI FP Small Reads OG Wilson Fastbridge Intervention Library Effective Intervention Libr...	Same as tier 2, intensified
Instruction Model/ Delivery	Workshop Model Reading Groups (Guided reading, strategy groups, etc) Book Clubs	Small group or 1:1 instruction	Small group or 1:1 instruction Individualized academic plans
Screeners/ Assessments	NWEA MAP Fastbridge	NWEA MAP Fastbridge	
Progress Monitoring Tools	Fastbridge	Fastbridge	Fastbridge
Diagnostic Tools	CORE Phonics Phonological Awareness Assess.		

Glossary

Accommodation - A change to teaching that removes a barrier preventing students from accessing learning (ex: read-aloud, simplified directions)

Behavior Intervention Plan (BIP) - A formal plan designed to support student behavior when both Universal and Targeted interventions have been unsuccessful. BIPs give a high level of intentional support to students throughout the day. Supports and interventions are determined based on the function of student behavior.

Check In Check Out - Our Tier 2 intervention is to support students who need extra motivation (and adult connection) to meet our school agreements.

Educational Support Plan (ESP) - An ESP is created for students who have gone through several short-term interventions in their classroom and have then been referred to the Targeted Team (EST). Once a student is referred to the Targeted Team, a final intervention is attempted, and then an ESP may be created.

Educational Support Team (Targeted Team) - At Johnson, these names are used interchangeably to describe a team of educators who meet regularly to analyze data to determine appropriate support for students. The team identifies students who need to be “fast-tracked” into an intervention program, reviews Requests for Assistance, and schedules meetings to create and review support plans.

Evidence-Based Practices/Intervention - Evidence-based practices have evidence supporting their efficacy in educational settings based on scientific studies.

Functional Behavior Assessment (FBA) - Assessment that helps determine the proposed function(s) of student behavior. Used to help create effective BIPs.

Norm-Referenced Assessment - A Norm-referenced assessment is designed to compare and rank test takers in relation to each other, not according to benchmarked goals. Students are given percentile scores that reflect their performance compared to peers of the same age or grade level.

Progress Monitoring - Short assessments that measure the same skill at a regular frequency (weekly or bi-weekly). Used to show growth over time in a specific skill. It may also be used to determine the effectiveness of interventions and/or to determine a need for Special Education evaluations.

Research-based Practices/Intervention - Research-based practices are designed based on current research. They have not been tested in the field and do not have data on their actual efficacy.

Restorative Practices -

Targeted Intervention Plan (TIP) - A Targeted Intervention Plan includes every intervention a student receives throughout the year, as well as its duration. These plans include interventions whether or not they are also included in an ESP (Educational Support Plan).

Universal Screener - A nationally-normed assessment is given to all students at specific points in the year. It is used to identify students who need more targeted support and to determine whether universal instruction is meeting the needs of most students.

Intervention- An intentional, research, or evidence-based program, instructional activity, or strategy used to target a specific skill. They are delivered with a specific frequency and duration and include a clear goal/criteria for success.

MTSS Resources and Links

<u>Universal Academics</u> • About Universal Design for Learning • Coaching Menu • Literacy Assessment Timetable (district) • Literacy Curriculum- Grade Level Pages • LNSU Curriculum Alignment Shared Drive • Math Assessment Timetable (district)	<u>Universal Behavior</u> • Beginning of the Year Checklist • Classroom Management Plan Template • Community Building Guide (Nick Lodge) • Habits of Mind • Kind Community Card Template • LNSU Expert Document • Office Referral Form • PBIS Matrix of School Agreements (student version) • PBIS Matrix of School Agreements (teacher version) • PBIS SWIS App • PBIS World (strategies for specific behaviors) • Zones of Regulation
<u>Targeted Academics</u> • Effective Interventions Library • EST Calendar • EST Practice Profile • EST Student Selection Protocol • Student Selection Protocol (EST) • Family Input Form for Behavior and EST Meetings • MTSS Request for Assistance Form	<u>Targeted Behavior</u> • ABC Form • CICO Chart Template • CICO Conversation Starters • CICO Feedback Video Example • CICO Enrollment • CICO Parent Notification Letter • MTSS Request for Assistance Form • Student Concern Referral Form • Threat Assessment Protocol