Peru Central
School District
EMPOWERING ALL STUDENTS

MTSS Plan - 2024-2025

Tier III:
Intensive
Few

1-8% of
students

Tier II:
Targeted
Some

5-10% of
students

Tier I:
Universal
All

80-90% of students

Academic

Behavioral Health

Social-Emotional

Teaming with Shared Decision Making
and Leadership

Problem Solving Models and
Data-Based Decisions

Systemic Implementation and
Progress Monitoring

Tiered Continuum of Supports

Regular Screening

Evidence-based
Interventions and
Improvement

High Quality
Instruction

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Team Members

The following individuals serve as members of the District MTSS and/or Building-Level MTSS Team and have been involved in the writing and planning of the 2024-2025 District MTSS Plan:

Name	Title/Position	School Building
District-Level Administration		
Scott Storms	Superintendent	District
Shannon Pitcher-Boyea	Assistant Superintendent	District
Shannon Rabideau	Director of Students Services	District
Building-Level Staff		
Matt Berry	High School Principal	High School
Rebecca Coryea	Pre-K Teacher	Primary
Kelly Crowley	Intervention Coordinator/3-5 SBIT Coordinator	Intermediate School
Kristen Lukas	Occupational Therapist/K-2 SBIT Coordinator	District
Jim Manchester	Principal	Middle School
Nicole Morse	Interventionist, ELA Intervention Coordinator MS/HS	Middle School
Carrie Pierson	Math Teacher, MS/HS Math Intervention Coordinator, HS Math Department Coordinator	High School
Keryn Rafferty	School Psychologist 6-12 SBIT Coordinator	Middle School
Rachel Ribis	Associate Principal	Middle School
Mary Sexton	Principal	Intermediate
Sara Simon-Shult	Principal	Primary
Lindsey Smith	ELA Teacher	High School

This plan will be reviewed and updated annually.

Blueprint for Excellence - Strategic Plan (*[link to full plan](#))

Mission Statement:

We prepare our students to be fulfilled, empowered individuals and contributors to their community by providing an engaging, challenging and supportive learning environment.

Vision Statement:

We are the heart of a learning community that supports all members in growth, learning and achievement through a wide variety of experiences.

Core Values:

We believe that we can achieve our vision and accomplish our mission if in all of our work we focus on clearly defined and consistently demonstrated core values.

To that end, in all of our actions and interactions we will:

- *Be present and engaged.*
- *Foster a sense of belonging for all members of the school community.*
- *Create opportunities for all learners to grow.*
- *Promote health, wellness and joy.*
- *Set high standards for our work, for our performance and for our relationships.*
- *Make thoughtful decisions based on best practices and sound evidence.*
- *Embrace curiosity, collaboration, connection, critical thinking.*
- *Treat others how they would like to be treated.*
- *Focus on the needs of each individual and ensure equity in our work.*
- *Honor the dignity of each individual.*
- *Take care of ourselves and each other.*
- *Build trust and demonstrate integrity.*

District Goals:

The Student Experience

- **Goal** - We will provide relevant and meaningful experiences through coursework, in-school experiences, and out-of-school experiences for all students.

Mental Health/Wellness

- **Goal** - We will provide an environment that supports the mental health and wellness of all school community members and addresses specific needs related to belonging, equity and safety for all.

Operations

- **Goal** - We will build a culture of respect, responsibility and safety where collective responsibility is taken for how we regard our systems and spaces.

What is MTSS?

MTSS - Multi-Tiered System of Supports is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting and accelerating students both academically and behaviorally. A Multi-Tiered System of Supports helps schools and districts organize resources both in and out of school, through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, in order to enable every child to successfully reach his/her fullest potential.

1. **Comprehensive Framework**: MTSS is a framework that encompasses academics, behavior, and social-emotional learning. It provides a structured way to support all students, at all times, across multiple tiers of intervention..
2. **Tiered Support Levels**: MTSS categorizes support into different tiers:
   - **Tier 1**: Universal core instruction/interventions that are provided to all students in the general education setting.
   - **Tier 2**: Targeted interventions for students who require more support than what is provided universally.
   - **Tier 3**: Intensive interventions for students who need significant, individualized support.
3. **Data-Driven Decision Making**: MTSS relies on data to identify students who may need additional support and to evaluate the effectiveness of interventions. This data-driven approach ensures that resources are targeted where they are most needed.
4. **Collaborative Team Approach**: It encourages collaboration among educators, administrators, and support staff to design and implement interventions. This team-based approach ensures that interventions are coordinated and consistent across all levels.
5. **Focus on Prevention and Early Intervention**: Unlike AIS, which often focuses on remediation after a student has fallen behind, MTSS emphasizes early identification of issues and proactive intervention to prevent academic and behavioral problems from escalating, and to ensure continued learning and development for all.
6. **Inclusive of All Students**: MTSS is designed to support the needs of **ALL** students. It provides a continuum of supports that can be adjusted based on individual progress and needs.
7. **Systemic Approach**: MTSS is not just about adding new interventions but about integrating supports into existing educational practices and systems. This systemic approach ensures sustainability and effectiveness over time.
8. **Alignment with Educational Goals**: MTSS aligns interventions with broader educational goals and standards, ensuring that interventions are not isolated but contribute to overall student success and achievement.

In the context of **MTSS** (**Multi-Tiered System of Supports**) versus **AIS** (**Academic Intervention Services**), the concept of intervention is fundamental but approached differently:

Key Differences	AIS	MTSS
Focus	Focuses on academic interventions targeted at students who are identified as struggling or at risk of falling behind	Encompasses a broader range of proactive layered supports including academics, behavioral, and social-emotional interventions within a tiered framework
Purpose	AIS interventions are generally more intensive than core classroom instruction but may not always include a systematic, tiered approach to addressing student needs **Tier 1:** Progress Monitor **Tier 2:** Moderate Intensity **Tier 3:** High Intensity	Provides proactive layers of tiered support that allows for different levels of intervention intensity based on student need. Allows for enrichment opportunities for students. **Tier 1**: Universal interventions **Tier 2**: Targeted interventions **Tier 3**: Intensive interventions
Implementation	May sometimes be more isolated or disconnected from the broader educational system	Integrates interventions into the overall educational framework, ensuring alignment with educational goals and standards

In summary, while both **AIS** and **MTSS** involve interventions aimed at supporting student success, MTSS offers a more comprehensive and structured approach that addresses a wider range of student needs across various tiers of support. It emphasizes collaboration, data-driven decision-making, and a systemic approach to improving outcomes for all students.

**The Six Essential Components of MTSS are (*see below for details):**
- Team-Driven Shared Leadership
- Data-Based Problem Solving and Decision Making
- Family, School, and Community Partnering
- Layered Continuum of Supports
- Evidence-Based Instruction, Intervention and Assessment
- Universal Screening and Progress Monitoring
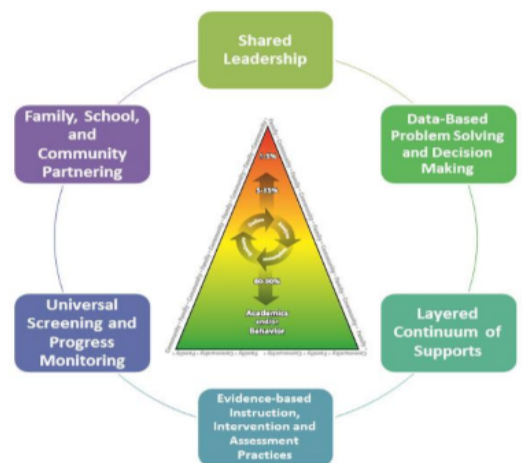
1. Team-Driven Shared Leadership

Key Question - What teams do you have in place to ensure student success?
The coordination of training, coaching, resources, and evaluation to support the implementation of MTSS through shared decision-making by a group of individuals who represent the school, district, and community. (example - students, family members, general and special education teachers, specialists, administration, community supports, etc.) *Systems - determining a process to ensure success for all.*
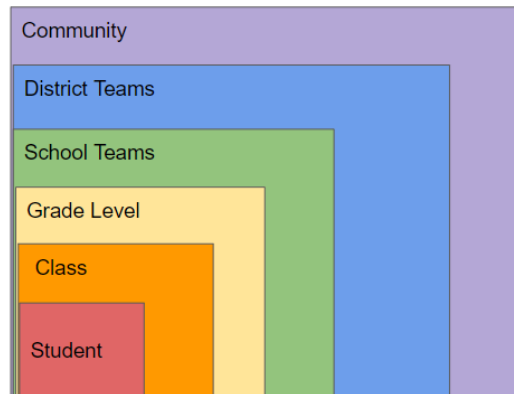
MTSS District-Level Team - Districts provide the organizational structure to ensure that schools can implement an integrated MTSS model with fidelity and durability. District-Level MTSS team members make decisions about the MTSS process and ensure alignment. The goal is to meet every 10 weeks. This team links all work to the district vision, mission and strategic action plan. This team includes:

- District Level Administration
- School Building Administration
- SBIT Coordinator(s)
- Intervention Coordinator(s)
- Building Level Core MTSS Representatives (example - Building Psychologist or Counselors, Building Level Team Leaders/Coaches)

MTSS Building-Level Team - Building-Level teams make building level decisions and report out to the District-Level Team. They include:

- Building Administration
- SBIT Coordinator
- Intervention Coordinator
- School Psychologist
- Schools Counselor(s)/Social Worker(s)
- Intervention Teacher(s)
- Regular Education Teacher(s)
- Service Providers
- Special Education Teacher(s)
- Student Voice (HS level)

2. [Data](#)-Based Problem Solving (**multiple sources**) and Decision Making

Key Question - What information do we have to show us that what we are doing is working?

The process used by stakeholder teams from multiple settings (example - school, community, family) to analyze and evaluate information (data from multiple sources) needed to plan and implement effective instructional/intervention strategies matched to student need.

3. Family, School, and Community Partnering

Key Question - What supports are available to us outside of school to further support our students? How do we access these supports?

The collaboration of families, schools, and communities as equal partners in improving student, classroom, school, and district outcomes. Students and families should be at the center of a triangle with strong core instructional programs, expanded learning opportunities, and a full range of health, mental health, and social services to ensure the best outcomes for students.

MTSS Overview for families (*[overview](#))

4. Layered Continuum of Supports

Key Question - Are students receiving a layered continuum of support? Are they missing out on core instruction to get additional support (therefore creating more gaps?)

Determine a process for a **layered continuum of supports**. Teams need to ensure all students receive a strong core curriculum at Tier 1, and have access to additional Tier 2 and Tier 3 supports when needed. These supports include culturally and developmentally relevant practices that are layered from universal (every student) to targeted (some students) to intensive (few students) in order to support the needs of every student.
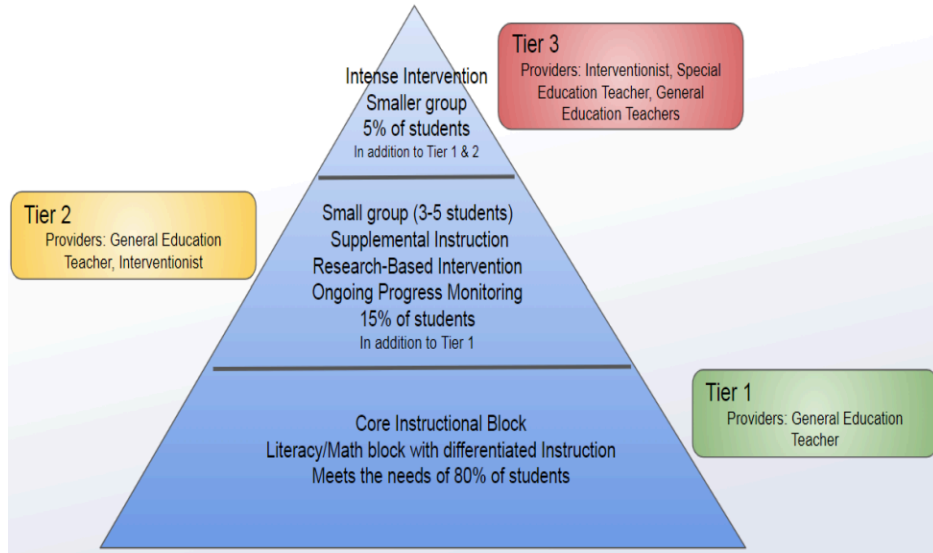
5. Evidenced-Based Instruction, Intervention and Assessment

*Key Question - What are we doing to support all students? Are the intervention programs and strategies we are using matched to student needs, and are they proven to work? Most importantly are we implementing them with **fidelity** (*see below)?*

Teaching and learning approaches proven to be effective through scientifically based research studies which are used to guide educational decisions to ensure improved outcomes for students.

*fidelity - being implemented as intended; with integrity*

Intervention

Effective instruction inherently includes interventions that are seamlessly woven into the teaching process. Intervention is a change in our current approach that allows us to adapt and adjust to students based on individual needs. These interventions are not always external or separate from regular instruction; rather, they are naturally embedded within the instructional strategies used by educators. The integration of interventions within good instruction fosters an inclusive learning environment where all students can thrive.

Intervention Is...	Intervention Is NOT...
- A shared responsibility - An action to improve - Adaptive and fluid - Data-Driven - Temporary	- A specific person - A place - Only ELA and Math - Happening in isolation - More worksheets

● Intended to bridge gaps ● Consistent and equitable ● Meeting the students where they are at ● Intentional and deliberate ● Layered support ● Increased exposure to skill practices ● Interdisciplinary and engaging ● Communicated with all stakeholders ● Monitored frequently	● More homework ● Punitive

In the MTSS model at Peru CSD, **all educators** are collectively responsible for providing interventions to students across academic, behavioral, and social-emotional domains. <u>Intervention is not a specific place or staff person.</u> The educator plays a role in identifying students who may benefit from additional support(s) and delivering interventions as part of their regular instructional practice. This shared responsibility ensures that interventions are timely and responsive to student needs throughout their educational journey.

1. **Documentation**: It is essential that all interventions within the MTSS framework are documented thoroughly. This documentation serves several purposes:
   ○ **Tracking Progress**: Documenting interventions helps track student progress over time, allowing educators to evaluate the effectiveness of interventions and make data-driven decisions.
   ○ **Accountability**: Documentation provides transparency and accountability, ensuring that interventions are implemented as planned and aligned with student needs.
   ○ **Communication**: It facilitates communication among educators, administrators, support staff, and parents/guardians regarding the interventions provided and their impact on student learning and development.
2. **Comprehensive Approach**: Interventions within MTSS encompass academic, behavioral, and social-emotional supports, reflecting the understanding that these areas are interconnected and crucial for student success.
3. **Tiered Support**: Within the MTSS model, interventions are tiered based on the intensity of support needed:
   ○ **Tier 1**: Universal instruction/supports provided to all students.
   ○ **Tier 2**: Targeted interventions for students who require additional support.
   ○ **Tier 3**: Intensive interventions for students with significant needs. (AIS)
4. **Data-Driven Decision Making** (*link to Data protocol for data review): Educators at Peru CSD use data to inform their decisions about which interventions to implement and how to adjust them based on student progress. This ensures that interventions are tailored to meet individual student needs effectively.
5. **Continuous Improvement**: MTSS encourages a cycle of continuous improvement, where educators/teams regularly review data, adjust interventions as necessary, and refine practices to enhance student outcomes.
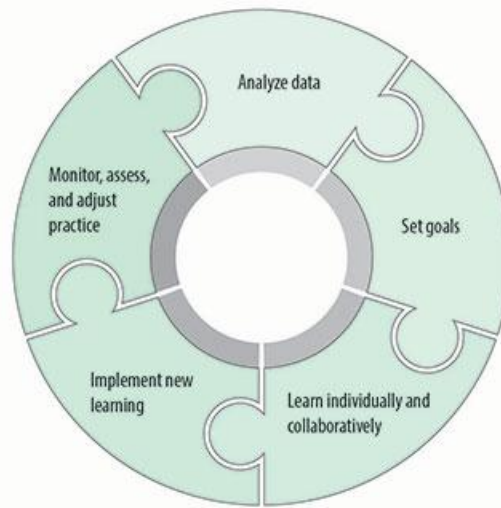
All educators at Peru CSD share the responsibility for providing and documenting interventions across all tiers of support. This collaborative approach ensures that interventions are comprehensive, well-documented, and aligned with the goal of supporting every student's academic, behavioral, and social-emotional development. Peru's AIS/Intervention Plan is now considered a Tier 3 intervention.

6. Universal Screening and Progress Monitoring

Universal Screening (***occurs three times a year**):
A type of assessment that is characterized by the administration of quick, repeatable data collection of academic, social, emotional, and behavioral skills of <u>all</u> students. It shows how effective the curriculum and instruction are in the school and identifies whether or not students are making acceptable progress.

 ***Comprehensive universal screening** measures need to be established. Dates and criteria need to be set for benchmark reporting and progress monitoring.

Questions for teams to consider when looking at Universal Screening results (September/January/May):

- Who is not responding to initial instruction?
- What skills or standards are not mastered? (may need additional testing)
- Which students have similar areas of need, and therefore could be grouped together for intervention?

When reviewing universal screening data and considering potential interventions, MTSS teams need to:
- Determine **entrance** and **exit criteria** for interventions. (*e.g. - cut points or thresholds. What data points will get a student into an intervention, and what data points will get a student out of an intervention? Staff, students and families need to be informed of this.)
- Select which **evidenced-based practices** to use based on student need.
- Create and send home a **parent letter** to inform parents/families of intervention.

- Implement **continuous data-based progress monitoring** of organizational and student outcomes (universal screening measures, grades, attendance, discipline referrals, etc.) *__Note__ - Progress monitoring is when student performance is examined frequently, over time, to evaluate response to instruction and intervention.
- Determine **evaluation** (**fidelity**) of the programs being used. A schedule should be set up for periodic fidelity checks.

Data at Peru CSD: (*Assessments per Building)

- Percentage of student population (by district or building) who are on track in each indicator for the selected school year.

	Academics	Attendance	Behavior
🟢 Excellent	≥ 70%	≥ 95%	≥ 95%
🟢 Good	50–69%	90–94%	90–94%
🟡 Fair	20–49%	75–89%	85–89%
🔴 Poor	< 20%	< 75%	< 85%

Elementary Academic Cut Points

Secondary Academic Cut Points

Tier 1

	Teams	Meeting Patterns	Functions and Responsibilities
Tier 1	District-Level MTSS Team,	District-Level: Quarterly;	**Ensure All** students receive high quality, differentiated, culturally responsive core academic and social/emotional instruction through the general education program. The program is designed to meet the needs of and ensure positive outcomes for a minimum of 80% of all students. Skilled and highly qualified educators make use of scientifically based instruction and strategies, all while using flexible and fluid grouping to meet the needs of the students and to ensure positive outcomes for all. *See appendix for roles and responsibilities in meetings.
	Building Level MTSS Team,	Building Level: Monthly;	
	Grade-Level Teams, Department/ Vertical Teams	Grade Level: Monthly; Department: Bi-Weekly	

Supports	Peru Primary (UPK-2)	Peru Intermediate (3rd-5th)	Peru Middle School (6th-8th)	Peru High School (9th-12th)
Tier 1 - Universal	Evidenced-Based Effective Teaching Strategies (differentiation, preteaching, reteaching), Community Building and Academic Circles, Culturally Responsive Sustaining Education Framework, Counseling services, Faculty/admin office hours, Parent Conferences, Progress Monitoring, Norms/Agreements			
	PSET Character Traits, Whole Group and Small Group Instruction, SEL Push in weekly (Second Step), Intervention push-in Independent practice Classroom management Kindergarten OT push in, Class Wide Sensory Regulation Strategies, SPOTS Program	PSET Character Traits, Whole Group and Small Group Instruction, SEL Push in weekly (Second Step), Intervention push-in Independent practice Classroom management Universal design for learning WIN block Adaptive Programs 1:1 NWEA Conferences	PACE activities, Therapy dog, 10th period, Clubs/Organizations/Sports Nighthawk Awards, NWEA 1:1 Conversations, 6th grade advisory, Attendance challenges, Behavioral Expectation Stations Team-Teaching Positive Postcards	PACE activities, Therapy dog, 10th Period, Clubs/Organizations/Sports Nighthawk Awards, NWEA 1:1 Conversations, Academic/Athletic Pep Rally, Grade Level Seminars, Leadership Initiatives, Friday SEL Videos Flexible Scheduling

Tier 2

	Teams	Meeting Patterns	Functions and Responsibilities
Tier 2	Grade Level Team, Assistance from related services as needed	Monthly, as needed for specific student cases	<u>Some</u> - supplemental, small group instruction designed for approximately **15%** of students not making adequate progress in Tier I. Tier 2 interventions do not supplant Tier I instruction, but are provided <u>in addition to</u> what the student is receiving in Tier I. Interventions are designed to match the needs of students identified as at-risk, or excelling, through universal screening and progress monitoring measures. There are multiple on-going interventions with documented evidence of effectiveness. Targeted instruction is provided multiple times per week by trained, knowledgeable and skilled school personnel. Intervention progress is monitored and reviewed at least every 6 weeks. A written process is followed for teaching all staff how to refer students who, after <u>multiple documented Tier 1 interventions</u>, are still not making adequate gains. (*see "Refer for Support" below) Review "Refer for Support" forms; Establish goals and action steps; Enter interventions into Panorama; Follow-up on intervention success and fidelity. *See appendix for roles and responsibilities in meetings.

Supports	Peru Primary (UPK-2)	Peru Intermediate (3rd-5th)	Peru Middle School (6th-8th)	Peru High School (9th-12th)
Tier 2 - Supplemental Targeted Intervention	Targeted Sensory Breaks, Restorative Circles, Group Counseling, CARE Team Management and Assessment, Progress Monitoring, AIS Push-In, Behavior Support Plans, Check-In/Check-Out			
	Moderate intensity services Math & ELA Speech improvement Adaptive Programs Home visits with social worker	Moderate Intensity Services Math & ELA Speech improvement Adaptive Programs Home visits with social worker	Parent Conferences, Leadership Classes, Mandatory 10th Period, Academic Recovery, Academic Study Hall, Working Interims, SBIT Referral/Refer for Support Home visits with social worker	Parent Conferences, Leadership Classes, Mandatory 10th Period, Academic Study Halls, Academic Circles, SBIT, Nighthawk Awards, Academic/Athletic Pep Rally, Grade Level Seminars, Targeted Mentor Support (Staff/Staff, Staff/Student, Student/Student), PM School, Team-Teaching, Peer Tutoring (Zone) Graduation Coach

				Home visits with social worker

Referral Process - "Refer for Support" - Located in Panorama (*go to the individual student dashboard/page and click on the drop down to **Refer for Support**.

- The "Refer for Support" in Panorama is a digital form that can be completed by any staff member who has a concern about a student. It is a brief form used to communicate a concern with academic performance/progress, behavior and/or attendance.

- The "Refer for Support" form should be completed when there are concerns about a student's academic performance, behavior and/or attendance that were not identified by regular occurring benchmarking (Universal Screeners) or data review. It should also be filled out when a student is making less than expected gains in a current intervention, or their performance plateaus or declines.

- After the "Refer for Support" form is submitted it will be reviewed by the Administrator, Grade Level Coordinator and/or SBIT Coordinator and the student will be added to the appropriate agenda (Grade-Level or SBIT).

Tier 2 Meeting Agenda
Review new "Refer for Support" RFS
- Review student strengths
- Review data/information to identify the primary concerns
- Determine intervention to support (or enrich) based on the data that has been collected
- Establish goals/action steps
- Enter interventions into Panorama
- Establish follow-up meeting date, and who will follow-up with parent(s)/family

Follow Up Meeting Process:
1. Review intervention goal and progress monitoring data to determine the success of the intervention.
2. If the intervention is unsuccessful the team will ask/decide:
   - Did everyone implement the intervention exactly as described?
     - If not, what was not implemented with fidelity?
     - What could be done so that the plan is implemented with fidelity?
   - Was the intervention appropriate for the area of concern?
   - Is the intervention truly targeting the skill?
3. If intervention was delivered with fidelity and was not successful, an additional intervention will be tried and monitored for a determined amount of time set by the team.
4. If after other Tier 2 intervention is tried and growth is still unsuccessful (and the intervention is delivered with fidelity), refer to Tier 3.
5. If referred to Tier 3, continue to layer support and adjust at Tier 1 and/or Tier 2.

*Progress Monitoring is...

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine a student's rate of progress, provide information on the effectiveness of instruction and whether to modify the intervention, and identify the need for further or additional information. Progress monitoring data is also used to determine a student's movement through tiers. The intensity of instruction/intervention will determine frequency of progress monitoring.

- Progress monitoring plays an important role in a successful intervention program. The data generated from progress monitoring drives the instructional or behavior decisions that teachers make. If the data generated shows steady growth, the teacher should continue with the current plan.
- If there is minimal growth, no gain, or loss, the teacher must adjust their plan and try a new approach. (*example - intensify intervention and progress monitor more frequently.)

* Progress monitoring will be tracked in Panorama

Tier 3

	Teams	Meeting Patterns	Functions and Responsibilities
Tier 3	SBIT/ Tier 3 Team	Weekly /As Needed	Few - Tier 3 supports are supplemental, individualized and customized interventions provided for approximately 5% of students in a smaller group format and delivered with greater frequency and duration than Tier 2. Students in Tier 3 continue to receive core instruction at Tier 1, and supports at Tier 2 as needed. Interventions at Tier 3 are tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled educator. Use data to identify students needing Tier 3 supports; Design, implement, monitor, and adapt student-specific support plans; Evaluate Tier 3 system progress annually; Conduct professional development on behavioral theory and interventions. *See appendix for roles and responsibilities in meetings.

Supports	Peru Primary (UPK-2)	Peru Intermediate (3rd-5th)	Peru Middle School (6th-8th)	Peru High School (9th-12th)
Tier 3 - Intensive Intervention	High intensity pull-out, Circle of Support and Accountability Circle-Re-entry, Care Teams for Management and Assessment, Behavior Support Plans, Parent Conferences, Individual Counseling, District Social Worker Services, PSAF/PSAP *Students may receive a Tier 3 support without going to SBIT (based on data thresholds for intervention)			
	Speech improvement groups, High Intensity Pull-Out Services for Reading & Math, Individualized Sensory Diet Home visits with social worker	Speech Improvement Pull-out MTSS model (increased frequency and duration with specific interventions) Check-In/Check-Out Individualized Sensory Diet Home visits with social worker	Mandatory 10th Period, Harm Circles, SBIT, Summer Credit Recovery/ABL sessions Home visits with social worker	Mandatory 10th Period, Harm Circles, SBIT Summer Credit Recovery/ABL sessions School-Work Program, Flexible Scheduling Home visits with social worker

SBIT/Tier 3 Systems Team
*30-40 minutes

- SBIT Coordinator
- Building Administration
- Service Providers
- Team of teachers working with student (General Education/Special Education as relevant)

*The SBIT/Tier 3 Team meets as needed to review students with targeted Student Support Plans. This team uses decision rules and data (example - ODRs, Tier II performance, academic progress, absences, teacher/family/student referrals) to review data and to identify students who require Tier III supports. For each individual student plan, a team (with attempted input from student/family) designs, implements, monitors, and adapts the student specific support plan. They also include access to Tier 1 and Tier 2 supports, as well as coordinated support of formal and natural supports. At the end of each year the Tier 3 Systems team representatives (Building-Level Team) help to evaluate Tier 3 progress and adjust as necessary for the following year.

*Tier 3 - Professional Development - A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based interventions. This is to ensure that staff have the foundational knowledge and skills to support the students in their classroom with behavioral needs and/or plans.

SBIT Coordinator - Roles and Responsibilities

- Maintain and update SBIT referral form and share with appropriate individuals when needed (ex. related service providers)
- Review SBIT referrals for accuracy and completeness and supply additional documentation or data as needed
- Research history of SBIT referrals on individual students
- Consult with previous teachers and/or service providers as needed
- Facilitate organization and scheduling of SBIT committee meetings for each referral
- Compile and maintain all notes/forms for new referral and follow up meetings
- Collaborate with all other SBIT coordinators to ensure smooth transition
- Facilitate CSE/504 referral completion
- Maintain Shared Drive of all agendas, minutes, programs, etc.

Glossary

AIS - *Academic Intervention Services* - New York State Education Law Section 100.2(ee) requires school districts to provide academic intervention services to students who score below the State designated performance level on State assessments and/or who are at risk of not achieving the State learning standards.

ESSA - *Every Student Succeeds Act*

ESSA Fact Sheet for Educators

ESSA Fact Sheet for Parents

Evidence-Based Intervention-Implementing an evidence-based intervention is a practice that has been shown to be effective at improving outcomes and producing results. EBIs are based on peer-reviewed and documented empirical evidence, such as research and evaluation. They use a combination of integrated strategies, services, activities, and policies that have been proven or informed by research.

PBIS - *Positive Behavioral Interventions & Supports* - Implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.

PL - *Personalized Learning* - Instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner. Learning objectives, instructional approaches, and instructional content (and its sequencing) may all vary based on learner needs. Learning activities are meaningful and relevant to learners, driven by their interests, and often self-initiated.

Research-Based Intervention-Research-based interventions are based on information from research literature and scientific theories. They may or may not be peer-reviewed before publication. The terms "research-based" and "evidence-based" are often used interchangeably, but there is a difference between the two. Research-based interventions have theories behind them, but they aren't always proven true, while evidence-based interventions have efficacy to back them up.

RTI - Response to Intervention is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.

TCIS - TCIS is a crisis prevention and intervention program created by Cornell University designed to teach staff how to help at-risk children learn constructive ways to handle crisis. Champlain Valley Educational Services formally adopted TCIS as a crisis intervention model in 2013. Our goal is to create not only a safe environment, but also one that promotes growth and development so our students can learn to manage a variety of feelings and emotions including frustration, failure, anger, rejection, hurt, and depression. Staff being trained in TCIS helps to ensure a strong/core Tier 1.

What are the goals of TCIS?

- Create a safe, caring and supportive environment
- Proactively prevent crisis from occurring
- De-escalate students in crisis
- Effectively and safely managing an acute crisis
- Reduce the risk of harm to students and staff if physical intervention is necessary
- Improve students coping strategies when faced with stressful situations

Trauma, Illness, and Grief

Appendix

Team Roles
Goal - Build capacity of all team members so anyone can fill in for any role.
Facilitator The Facilitator ensures that the group moves smoothly through the task at hand. This person seeks information and opinions, asks for facts and feelings from each team member, and summarizes the main points of discussion. This role is very important because the facilitator leads the group through the tasks. Note: we recommend that this is NOT the school administrator.
Recorder/Minute Taker The recorder writes down the work of the group. This role is very important because it is necessary to keep a record of the work completed.
Time Keeper This person is responsible for keeping up with the time and keeping the team focused and on task. It is very important that the group is aware of how much time they have to complete the task as well as being notified when the time is growing short.
Reporter/Communicator This person is responsible for reporting back the work of their small group to the presenter or to the larger group. This role is very important because this communication to the large group is crucial.
Data Analyst This person should have ready access to available school data. This role is important because data drives problem solving and decision making. (*Link to Panorama)

Tier 1 Team Meeting Roles	Name(s)
Facilitator	**Elementary:** Grade Level Coordinator **Middle School:** Team Leaders **High School:** Department Coordinators
Recorder/Minute Taker	Grade Level Coordinator
Time Keeper	Any Available Team Member
Reporter/Communicator	Grade Level Coordinator
Data Analyst	Grade Level Team

Tier 2 Team Meeting Roles	Name(s)
Facilitator	**Elementary:** Grade Level Coordinator **Middle School:** Team Leaders **High School:** Department Coordinators
Recorder/Minute Taker	Referring Teacher
Time Keeper	Any Available Team Member
Reporter/Communicator	Referring Teacher

Data Analyst	Grade Level Team

Tier 3 Team Meeting Roles	Name(s)
Facilitator	**Elementary:** SBIT Coordinator **Middle School:** Team Leaders **High School:** SBIT Coordinators
Recorder/Minute Taker	SBIT/Grade Level/AIS Coordinator??
Time Keeper	Any Available Team Member
Reporter/Communicator	Referring Teacher
Data Analyst	SBIT Team

Peru CSD - MTSS Calendar
- [District](#)
- Building-Level Calendars
  - [Peru Elementary](#)
  - [Peru Middle School](#)
  - [Peru High School](#)
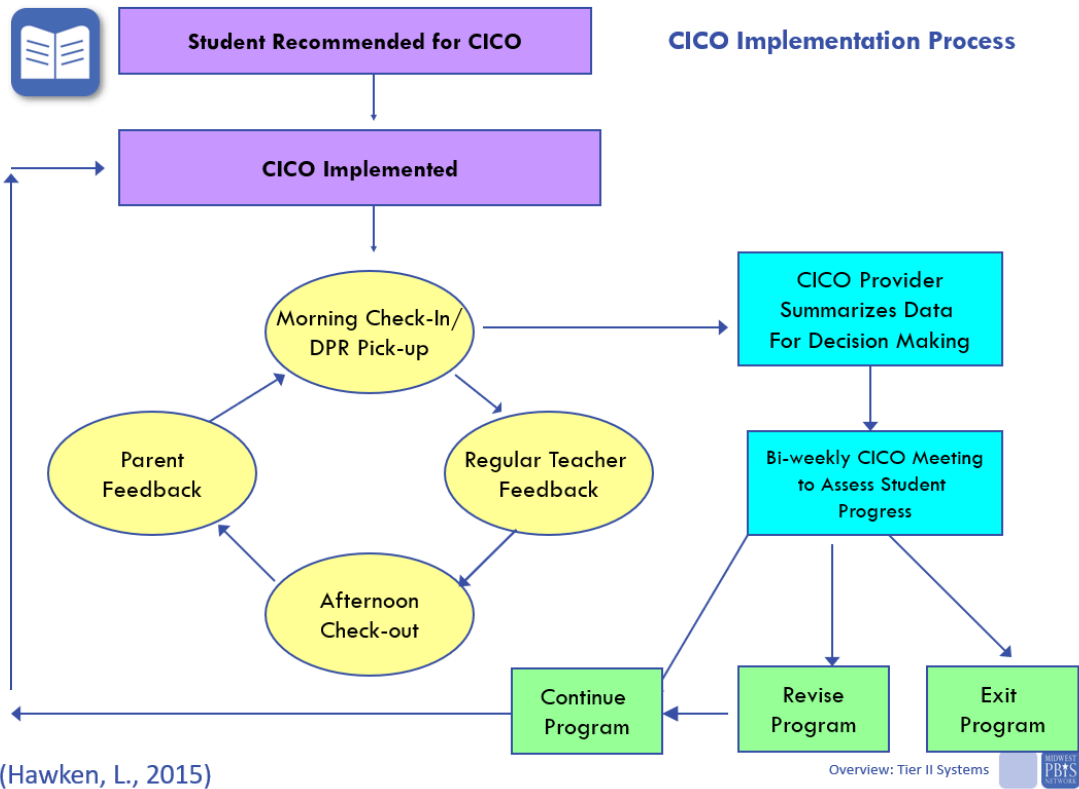- [Elementary](#) and [Secondary](#) Flow Charts

MTSS Annual Evaluation Tool

The [Tiered Fidelity Inventory (TFI)](#) provides a valid, reliable and efficient measure of the extent to which school personnel are applying the core features of MTSS. It is divided into three sections (Tier 1, Tier 2, Tier 3). It can be used over time to guide both implementation and sustained use of MTSS. It is conducted at the end of the school year, and the data is entered into PBIS apps. The goal is at least 70% fidelity.

[TFI Action Plan Template](#)

Check In/Check Out (CICO)
CICO is a Tier 2 intervention that provides daily personal contact from an adult in the school. It involves a structured process of frequent feedback (behavior specific feedback each period and tied to school traits) and recognition. The feedback includes instruction and reminders of needed skills. Each student has a Daily Progress Report (DPR) which is also sent home.

CICO Implementation Process

Student Recommended for CICO

CICO Implemented

Morning Check-In/ DPR Pick-up

Parent Feedback

Regular Teacher Feedback

Afternoon Check-out

CICO Provider Summarizes Data For Decision Making

Bi-weekly CICO Meeting to Assess Student Progress

Continue Program

Revise Program

Exit Program

(Hawken, L., 2015)

Overview: Tier II Systems

Behavior Specific Praise (30 seconds or less!)
1. Identify the student or group
2. Include a term of praise
3. Describe/Acknowledge specific behavior/rule being recognized
4. (best practice): Link to school-wide expectation
5. (optional): Provide tangible reinforcement, DPR points, etc.

Example - "Jack, great job! You are demonstrating <u>listening to the speaker,</u> and you are being respectful!"

Success = earning 80% of points 80% of the time (6 weeks)

Example of DPR:

Daily Progress Report

Daily Progress Report

Name:_____   3=Great(1 or less reminder)   Points received:_____
Date:_____   2=Almost (2-3 reminders)   Points possible:_____
Goal:_____points   1=Try Again(4 or more reminders)   Daily goal met: yes or no

Goals	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Be Respectful	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Responsible	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Safe	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Kind	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1

Comments:_____
_____

Restorative Practices
Purpose: Build Relationship and Repair Harm
Types of Circles: Community Building, Restorative Conversations, and Restorative Circles

Restorative Practices:
- Provides ways to effectively address behavior and other complex school issues.
- Offers a supportive environment that can improve learning
- Improves safety by preventing future harm
- Offers alternatives to suspension and expulsion.

"When students forget academic content they learned a month ago, they don't need a huge consequence. They need a quick reteach. Typically, that resolves the issue and we are able to move forward with learning. Why wouldn't the same be true when students forget behavior expectations?"

Resources for academic:

- [Intervention Central](): This site provides a wealth of free resources on interventions (primarily academic but also behavior) for students within a three-tiered model.
- [Florida Center for Reading Research](): The website for the Florida Center for Reading Research has a range of resources for teachers, administrators, and researchers on implementing effective literacy instruction.
- [Research Institute on Progress Monitoring](): This website from the Research Institute on Progress Monitoring provides information on tools for measuring formative growth in academic skills.
- [Tier 1 Academic Strategies]()

Resources for social/emotional/behavior:

- [Midwest PBIS](): This site provides a wealth of free resources on Tier 1/2/3, including classroom practices, CICO, SAIG groups, WRAP/RENEW, Restorative Practices and MORE.
- [Positive Behavioral Interventions and Supports](): The U.S. Office of Special Education Programs on Positive Behavioral Interventions and Supports is a comprehensive site featuring introductory articles and videos, practice examples, evaluation briefs, and free tools for training schools, assessing fidelity of implementation, and monitoring student outcomes. The PBIS Implementation Blueprint includes an overview of PBIS systems and common practices, as well as a flexible approach for designing state and district systems to support school-level implementation.
- [PBIS Maryland](): This site offers an expansive (and ever-growing) set of tools and examples for implementing PBIS at the elementary, middle, and secondary levels.
- [Tier 1 Behavioral Strategies]() -
- [Core Competencies of Social and Emotional Learning]()

- [NYSED Social Emotional Learning Benchmarks]()
- [CASEL SEL 3 Signature Practices Playbook]()- A Tool That Supports Systemic SEL
- [Trauma Informed Care and ACES]():
- "How to Implement Trauma-Informed Care to Build Resilience to Childhood Trauma"

- Adverse Childhood Experiences (ACES): Family Counseling Services Information
- Promoting Resiliency
- Legislative Background (AIS)-NYSED Q & A
- Circle Resources
  - Culture of Care Resources
  - Sweethearts and Heroes Resources