

Bass Lake Joint Union Elementary School District
2018-2019

Multi-Tiered Systems of Support (MTSS)

MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does RtI². MTSS also includes:

- Focusing on aligning the entire system of initiatives, supports, and resources.
- Promoting district participation in identifying and supporting systems for alignment of resources, as well as site and grade level.
- Systematically addressing support for all students, including gifted and high achievers.
- Enabling a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection of a few components of RtI and intensive interventions.
- Endorsing Universal Design for Learning instructional strategies so all students have opportunities for learning through differentiated content, processes, and product.
- Integrating instructional and intervention support so that systemic changes are sustainable and based on CCSS-aligned classroom instruction.
- Challenging all school staff to change the way in which they have traditionally worked across all school settings.

MTSS is not designed for consideration in special education placement decisions, such as specific learning disabilities. MTSS focuses on all students in education contexts.

Counseling referral for students

One of the many goals of BLJUESD is to ensure that children receive a quality education. The District is able to afford the opportunity to offer students a counseling program designed to meet many of their social and emotional needs. This program has been developed from the concerns that we have about the total well-being of our students. Through research, we have come to recognize that when a child's self-concept improves, so does his/her academic progress.

Students will be seen on a weekly basis in groups if there is a need for counseling services. Students will learn tools which are useful for improved communication, anger management, positive social skills, stress relief, mindfulness, organization and time management. Additionally, other topics to be addressed include issues of self-esteem, impulsive behavior, and coping with stressful circumstances.

If a teacher feels counseling would benefit a particular child, the process to refer is as follows:

- First and foremost, teacher contacts parent to share concerns. Communicate with the parent that the counseling offered at school is not a one-on-one session. Rather, the school counselor works with small groups of children on issues relating to the group – social skills, behavior, stress, etc.
- If parent is agreeable, send a counseling form home with child.

- Forms are available in the front office.
- When form is completed, signed by parent and returned with child, place the form in the school psychologist's mailbox.
- Teacher needs to send the child when scheduled – no exceptions. Parent agreed to the counseling and the parent expects their child to see the psychologist.

Positive Behavior Interventions and Supports (RtI) Model

PBIS (positive behavior interventions and supports) is an architecture for addressing behavior through the prevention-oriented structuring of research-based interventions and supports in a hierarchical and progressive manner for the purpose of improved behavioral and academic outcomes. PBIS is an initialism most well-known to those working in schools and similar settings and comes from the federal Individuals with Disabilities Education Act (IDEA). In practice, this generally appears as 3 tiers of increasingly intensive and individualized behavior interventions and supports as well as a system of data collection and analysis.

Research based interventions (RBI) have many advantages and have become the standard of practice in many fields. Research Based Interventions (RBI):

- help legitimize and establish practices, fields, and professions, setting them apart as trusted, reliable, and creditable
- help establish baselines, standards, and norms to measure by and compare to
- create a kind of common and universal language and understanding of concepts, expectations, and outcomes
- help speed up progress by establishing what works and what does not, enabling others to build on top of these established outcomes rather than reinventing the wheel before moving forward
- allow many minds to look at and solve problems more quickly and efficiently (2 heads are better than one...)
- foster openness, honesty, transparency, and accountability
- establish a record of reliability
- provide peer reviewed hypothesizing, testing, and analysis of data
- apply the universally accepted scientific method
- lead to best practices and outcomes
- bolster, pull together, diversify, and solidify professional communities and circles of thought

Just like our RtI structure for reading, PBIS is a 3-tier system. Here are some general criteria that will help you distinguish which tier a child can be on:

- SEE ATTACHED PBIS TRIANGE ATTACHED TO THIS DOCUMENT.

Tier 1: Generalized interventions (which includes rules, routines, rewards, expectations, consequences, etc) formally taught and practiced on a large scale in a systematic and structured manner on an ongoing basis.

- ❖ Tier 1 interventions apply to large groups and systems, like an entire class, school, school district, day care, building, program, etc. They tend to be more generalized interventions that most kids respond to, like classroom and school rules, expectations, and consequences.

Tier 2: Moderately intensive and focused interventions formally taught and practiced on a small group and individual scale in a systematic and structured manner on an ongoing basis.

- ❖ Tier 2 interventions apply to the small number of students who do not respond to Tier 1 interventions. Tier 2 interventions consist of more highly intensive interventions and require more support and instruction. They may be delivered on an individual basis or to small groups.

Tier 3: Highly intensive, focused, and individualized interventions formally taught and practiced on an individual basis in a systematic and structured manner on an ongoing basis.

- ❖ Tier 3 interventions apply to the smaller number students who do not respond to Tier 2 interventions. Tier 3 interventions consist of highly customized and individualized interventions and require a high level of support and instruction. Tier 3 interventions are typically delivered on an individual basis due to their high degree of specificity.

For students with behavior problems, it is imperative to document all interventions applied, both the successful and unsuccessful ones. You can document behavior issues within the Aeries Screen. Particularly when a child eventually is presented to the Pre-sst team or for referral purposes. Teachers are expected to visit the <http://www.pbisworld.com> website for resources, particularly to find specific behavior plans to implement. It's about implementation with fidelity and the pleather of resources and behavior plans at your disposable is easily accessible via the website.

Assertive Discipline:

The universal "color-code" chart system for every single classroom is TO FOCUS ON THE POSITIVE; you can also add character traits to this, or use PRIDE.

- BONUS COLOR (Beyond)
- BONUS COLOR (Above)
- Green (doing well)

For those that earn a loss of recess, instead of benching the child out on a picnic table, the child will be sent to the cafeteria to sit in a designated area. Students will be monitored by a staff member. Benched children will have to copy an essay on the attributes of a PRIDE Kid. Each child will sign-in on a form to be used as a form of data gathering.

Pride Essay (to be written in either manuscript or cursive):

I am a PRIDE Kid. I make good choices and am a good student. I am POSITIVE. This is demonstrated by my confidence and expecting the best from myself. I am RESPONSIBLE. This is demonstrated by being confident and showing others I can be trusted. I am INDEPENDENT. This is demonstrated by showing I can think for myself and complete assignments on my own. I am DETERMINED. This is demonstrated by making up my mind to create a plan of action, even when it is difficult. I am ENGAGED. By showing I'm busy and occupied with assignments and activities, I'm engaged. This is how I will be a PRIDE Kid and make better choices.

For those that earn a detention, the detention is served during morning recess in the cafeteria. The child will sit in a designated area and complete the detention form given to him/her. Teacher

keeps detention form on file, a copy sent home to parent for signature (data gathering). While serving detention, child will complete the detention form and return it to his/her classroom teacher.

Rewards and Incentives

Rewards and incentives are vital to a successful behavior modification plan. As such, the following list the many types of rewards and/or incentives available to students who display appropriate behaviors:

- DOJO Points
- PRIDE Student Award
- Weekly prizes from classroom store
- Students choose from a student-generated list of what they would like to earn for demonstrating positive behavior
- Classroom party (monthly)
- Citizenship Winners earn PE Extravaganza every quarter
- Academic Achievement Winners earn a movie fieldtrip each semester
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Expectations

The following includes the expectation of conduct and showing that a child is ready to learn:

- **Line basics:** single file, face forward, be alert and silent, hands at sides, arm reach apart.
- **Body Basics** (during direct instruction): four/six on the floor; kris-cross on the rug; eyes on teacher; sit-up straight; active listening (be aware of your feet; follow the teacher with your eyes; nod your head for understanding; ask for help if you don't understand).
- **Space Basics:** the area around you belongs to you – it's your personal space; your desk and belongings are part of your personal space; keep your hands to yourself; ask for permission to enter someone else's space; no means no.
- **Give Me Five:** stop/look/listen; count down from 5 to 0; be on focus by zero or consequences will apply.
- **Café basics:** space basics; quiet voices, manners.

School-wide student expectations:

1. Listen to all adults in the classroom and anywhere around the campus.
2. Complete all assignments in the classroom.
3. Complete all homework assignments.
4. Be a good citizen in the classroom and out on the playground.

Wise Words from Dr. Rod Keeler, Behavioral Specialist, MCOE

The following are highlights from a workshop Dr. Keeler presented to OES staff. Take the time read these words of wisdom. When having a challenging day, read through this again!

- Most important for all of us is developing relationships with kids...keeping it positive and going out of our way with kids to make them know we do like them. Build relationships with each child. It is vitally important to do this with difficult children. Kids do need to know we like them...and if you don't, you need to find a way to do so.
- Build the habits...praise, incentives, etc. Reshape their view of school.

- Praise is powerful....five praises for every one re-direct.
- As instructors (all adults), our goal is to help kids learn to love school.
- We, as the educators, need to be conditioning the student; not the student conditioning us.
- It's what we do over time that will change the behaviors. **KEEP THINGS POSITIVE!**
- You'll get what you give...if you are sarcastic, you'll get sarcasm back. If you yell, expect to be yelled back.
- Get the structure in place from day one.
- Every kid must know what they are supposed to be doing all day long and how to do it. Kids should be able to answer the question, "What do I do now"?
- Post your classroom schedule...Rod suggests an activity schedule versus time schedule.
- Make clear and simple classroom rules and review/practice them daily.
- Get your procedures effectively communicated and then practice, practice, practice.
- Positive incentive systems can be very simple. (Example: marbles in the jar).
- Kids need to know what appropriate behavior is and what it isn't.
- EVERYTHING is a privilege for kids...NEVER give away anything. Kids must earn privileges. Examples: fieldtrips, special events, assemblies, etc.
- Do what you tell the kid! Consistency is crucial. If you say a child gets detention for a week, stick to that. Don't every go back on your words.
- Model appropriate behavior....say please and thank you and kids will use it too.
- Regarding discipline...sending a **child out of the room signals loss of control.**
Remember, YOU always want to be the one in control!

Response to Intervention (RtI) – Language Arts

Every child at OES is assessed on the designated DIBELS Next assessment for each grade level with their scores input into a data system. Classroom reports are accessed, reflecting each child's rank based on the fall, winter and spring benchmark. Students are ranked in one of three categories: intensive (needs substantial intervention), strategic (additional intervention) or benchmark (at grade level). In addition to DIBELS Next, we use a variety of diagnostic assessments to determine which students are to be pulled out for reading lab instruction. The time schedule is as follows, Monday—Thursday:

First Grade:	8:10—8:50 am
Second Grade:	8:55—9:35 am
Third Grade:	9:40—10:20 am
Fourth Grade:	10:40—11:20 am
Fifth Grade:	11:30—12:10 pm

Our reading lab has three levels. Tier I is the classroom; Tier II is working with our reading specialist, Mrs. Andrea Monsalve, and Tier III has identified students working with our Resource Specialist, Ms. Connie Collins. Students working in the Tier III reading lab are those either on an Individualized Educational Plan or in general education. During our designated pull-out times, students remaining in the classroom receive differentiated instruction with their classroom teachers to meet their individual needs in Language Arts. All students are assessed three times throughout the year (September, January and May). Continued, on-going progress monitoring of all students takes place with the goal of every child reaching benchmark by the end of the year.

ELA RtI - Tier I Instructional Block (all general education classrooms)

- During morning pull-out program, focus is on the BIG IDEAS OF READING instruction to include:
 - Phonemic Awareness
 - Alphabetical principal
 - Accuracy and fluency reading to connected text
 - Vocabulary development
 - Reading comprehension
- What can this look like?
 - Actively engaged students working in small groups receiving differentiation of instruction; fluidity within groups
 - Teachers providing explicit and systematic instruction (model, model, model)
 - Center activities focusing on various skills development associated with the BIG IDEAS of reading
 - Kids being pulled out to either Tier II or Tier III are NOT to miss core curriculum

Instructional Design Questions

- What will you do to establish and communicate learning goals, track student progress and celebrate success?
- What will you do to help students effectively interact with new knowledge?
- What will you do to help students practice and deepen their understanding of new Knowledge?
- What will you do to engage students?
- What will you do to establish or maintain classroom rules and procedures?
- What will you do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
- What will you do to establish and maintain effective relationships with students?
- What will you do to communicate high expectations for all students?
- What will you do to develop effective lessons organized into a cohesive unit?

Text Talk/Writing Strategies

I know because...

According to the text...

The author wrote...

In the text it says...

The author stated...

On page ___ the author said...

I can infer from an example on page ...

The illustration proves that...

The text explicitly says...

Grading...when a child is in either Tier II or Tier III, they are not working at grade level and the report card grade should reflect this.

Special Education Referral Process

Whenever a child is on the special education referral road, time is of the essence. When a psychologist asks for information, be it academic information, on-line/paper rating scales,

assessment information...the classroom teacher has one week from the time information was requested to submit to the psychologist. As a team player, this is critical. And when any psych asks for a child to complete assessments, regardless of what child is doing in the classroom, you send that child. More information is forthcoming in the form of staff development meetings with Special Education Coordinator. If you have a child on an active IEP (RSP or Speech/Language), you will get a copy of the goals approved by IEP team. It is the classroom teacher's responsibility to meet each special education child's instructional needs beyond the required services required from the Resource Specialist and/or Speech and Language Specialist programs.