

NORTH
COLLEGE HILL

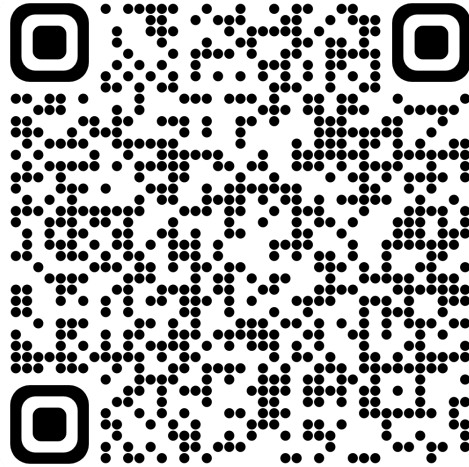


MTSS HANDBOOK

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Note: As a district, we aim to keep this MTSS handbook updated and aligned with our current practices. As a result, there may be a more up-to-date version of this document in digital format. Please use the QR code below to access our latest MTSS handbook.



This version was last updated July 2025.

Why MTSS?

Our North College Hill Mission Statement

In partnership with family and community, the North College Hill City School District will empower students to achieve their highest potential in a safe, caring, and respectful environment.

Our North College Hill Vision Statement

North College Hill City Schools, in partnership with family and community, empowers students to achieve their highest potential, which will result in success for every student, every day.

Our North College Hill Belief Statements

- Education is the responsibility of the entire community.
- All individuals have value.
- Effective 2-way communication is essential for trust and understanding.
- A safe, caring, respectful environment is essential for learning.
- The entire school community has the power to create an environment with opportunities for all individuals to succeed.
- Every child can learn and be challenged to pursue an excellent education.

Our MTSS History

NCH began its MTSS journey in the fall of 2018 with a trip to the MTSS conference in Salt Lake City, Utah. We knew that our students needed more, but we were not sure how to move forward. With the help of our trainers from Utah, in the fall of 2019, we began examining our practices and creating an MTSS system for our district. One of the first steps was discovering our “Compelling Why” – why did we need to do the work of MTSS? We were not satisfied with the progress of our students, and we knew that some processes and systems needed to be changed.

Why MTSS? Our Compelling Why

Our compelling why is to increase student success by meeting their individual academic and social-emotional (SEL) needs.

Knowing our “why” led us to our MTSS Power Statement.

Our MTSS Power Statement

The focus of the district’s Multi-Tiered Systems of Supports (MTSS) is to ensure we are meeting the academic and social-emotional needs of every student, every day with a focus on using data to improve outcomes in the areas of academic achievement, behavior, and life-long relationship building.

NCH MTSS Non-Negotiables

- All students are valued.
- NCH educators will value the family's role in a student's education.
- A strategic plan for MTSS implementation is developed and aligned with the District Improvement Plan.
- District-wide procedures will be universal among all buildings to establish consistent behavioral and academic protocols.
- Decisions will be data driven to improve student outcomes in academics and behavior in a system of rigor and relevance.
- District level standard protocols in the areas of academic and behavior assessment, curriculum, intervention, instruction, and operations are established, implemented, and supported with fidelity.
- We will value all stakeholders—students, staff, parents, and community through a positive culture and climate fostered by building and maintaining positive relationships and open communication to encourage student success in life after high school.
- We will deliver high quality evidence-based core instruction.
- The district will use a strength based whole child approach utilizing tiered intensified instruction to provide academic and behavioral supports to all students.
- The focus of professional development will be to increase staff's ability to support and implement MTSS competencies with fidelity.
- Give Results.....Not Excuses.

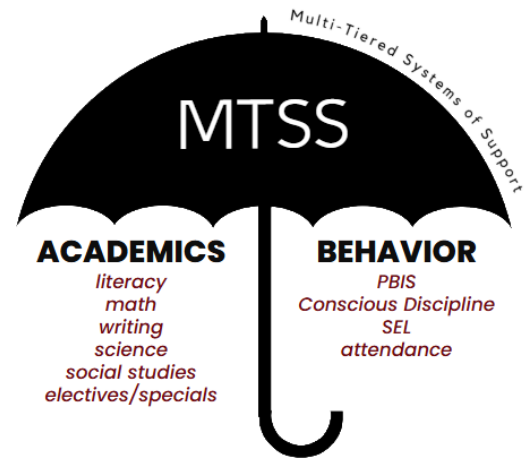
The Multi-tier System of Supports (MTSS) Framework

MTSS is an equity-based framework that uses specific data sources to inform instructional decision making to better meet the diverse academic, behavioral, and social-emotional needs (SEL) of every student. An efficient MTSS framework has:

- **High-quality, evidence-based instruction for academic, behavior, and social-emotional well-being**
- **Data-driven decision making**
- **A strong and positive school climate**
- **A whole child approach to developing life-long learners**

MTSS is about “how” and “when” we allocate and deliver instruction and intervention services. The NCH goal is to ensure the majority of our students show effective progress within Tier 1 instruction. Some students may need more support in addition to Tier 1. For these students we use Tier 2 and/or Tier 3 instruction.

An MTSS framework supports the implementation of existing policies, procedures, and practices that are state and federally mandated.



Key Components and Concepts

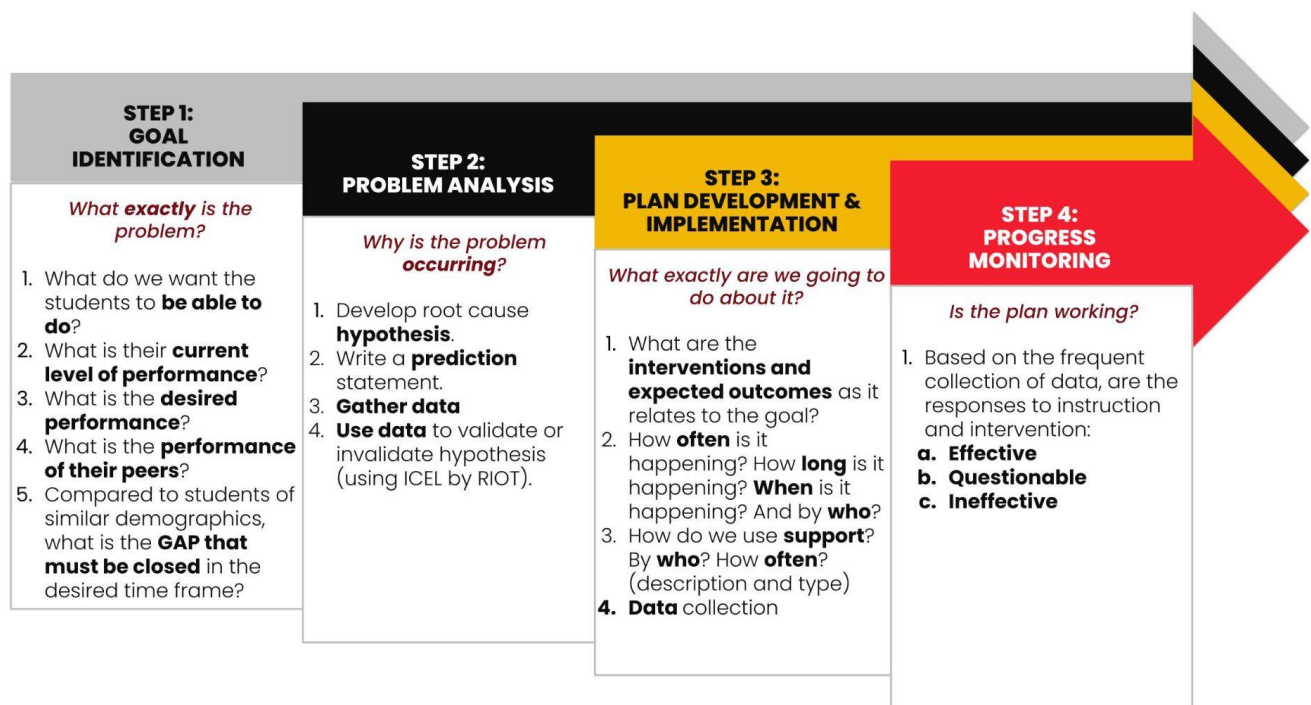
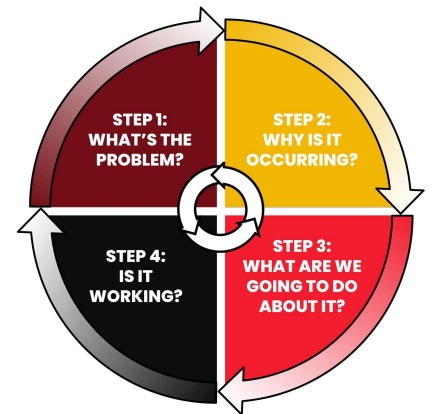
An MTSS framework has 6 core components: Multiple Tiers of instruction and intervention, Problem-solving process, Leadership, Capacity-building infrastructures, Communication and Collaboration, and Data evaluation practices (see Appendix B). All six components are important for the implementation of an MTSS framework where all stakeholders have a focus on the needs of the whole child.

Our first step is ensuring leadership has a clear vision and resolute purpose in adopting and using MTSS for school improvement. It is important that school and district leaders analyze data to determine system needs using a structured, evidence-based, problem solving process to identify concerns.

The Problem-Solving Process

Introduction and Rationale

Outcomes for both student and teacher are impacted by the degree to which continuous improvement occurs. This happens consistently when problem analysis and strategic problem solving take place which is relevant both when evaluating the impact of Tier 1/core instruction and when determining the need for more intensive support for student groups and individuals. School-based teams are most effective when they are engaging in a systematic problem-solving process. The model includes a four-step problem-solving process which is seen below.



Step 1: Goal Identification

What do we want students to know, understand, and be able to do?

Define the problem. Identify the goal.

The Goal Identification step consists of five (5) elements.

1. Goal Identification: Identify the goal(s) which are the focus of the 4-step process. Academic goals should be aligned with the appropriate academic standards. Behavior/social-emotional goals should be aligned with the SEL standards and behaviors expected to engage instruction and to promote social-emotional competence.

2. Desired Level of Performance: Identify the level at which the student(s) are expected to perform, based on the appropriate standards. This is the level at which students should perform based on age, grade, and/or developmental standards.

3. Current Level of Performance: Identify the current level of performance on the goal(s) demonstrated by the student(s). The data collected should be valid and accessible data that accurately reflects the goal. Examples would include accurate levels of reading skills, levels of student engagement behaviors, or social-emotional behaviors.

4. Peer Level of Performance: Identify the current level of performance for appropriate peers. The peer comparison group could include peers of the same race/ethnicity, gender, primary language, socioeconomic status, grade, or disability status. The purpose of using peer data for GAP comparisons is to identify for whom the 4-step process is intended—the identified student(s) and/or the entire peer group.

5. Gap Analysis: Identify the difference between the current level of performance and the desired level, the difference between the student(s) who are the target of the instruction/intervention and the appropriate peer group.



Step 2: Problem Analysis

Why is the problem occurring?

Analyze the problem using data to determine why there is a difference between the expected and current levels of performance.

1. Generate a hypothesis

A hypothesis is a statement as to why the goal is not being obtained. Also known as the root cause, a hypothesis, once validated, should lead to effective instruction and intervention that results in growth toward goal attainment. In Step 2, hypotheses are generated and categorized across four domains: **Instruction, Curriculum, Environment, and Learner (ICEL)**. Hypothesis statements are created in the format of “The goal is not being attained because...(e.g., insufficient opportunity to practice a skill).”

KEY DOMAINS OF LEARNING

Instruction	Instruction is how the curriculum is taught.
Curriculum	Curriculum refers to what is taught.
Environment	The environment is where the instruction takes place.
Learner	The learner is who is being taught.

2. Create predictions

Once hypotheses are generated and sorted across ICEL, predictions are developed using “If...Then” statements. For example: “If additional corrected practice occurs, then the accuracy of the skill will increase.”

POTENTIAL SOURCES OF INFORMATION

R	Review of historical records and products
I	Interviews of key stakeholders
O	Observe performance in real time functional settings
T	Test through careful use of appropriately matched measurement tools

3. Gather data to verify the hypothesis

Once the hypotheses are developed and sorted (e.g., I, C, E, L) and prediction statements written, then it is time to validate the potential root cause/s. We do this by reviewing evidence(R) and/or data, interviewing a variety of people(I) (e.g., teachers, parents, care providers, students, staff) with specific knowledge of the situation being addressed and/or conducting observations across different environments (e.g., home, school, classroom) (O) in which the desired skill/s is expected to occur, and/or testing (T) to identify related learner characteristics. Use the R.I.O.T. process to determine relevant data needed to validate or invalidate each of our hypotheses.

Step 3: Plan Development & Implementation

What are we going to do about it?

Describe. Implement. Collect Data. Support.

To develop a plan, answer the following questions:

1. What are the **interventions** and **expected outcomes** as it relates to the goal?

2. Delineate how the student's or group of students' **progress will be monitored**.

How often is it happening?

How long is it happening?

When is it happening?

Who is providing the intervention?

3. Determine how the **integrity of implementation** will be supported.

What kind of support is needed?

Who will be involved?

How often will support be given?

4. Determine how **data will be collected**.

What is the frequency of data collection?

What are the review dates?

What is the expected performance?

Who is responsible for collecting data?

To ensure a strong plan, teams will include the following critical components:

- The interventions are **evidence-based** and linked to the validated hypotheses about why the goal is not being attained.
- The action plan has **sufficiency** (delivered in sufficient amounts) and **fidelity** (delivered in the way intended by individuals qualified to deliver the instruction).
- The plan reflects the **integration** of instruction, interventions, and learning supports addressing all of the student(s)' areas of need and tying results back to success when engaged in Tier 1 instruction.
- The individuals implementing the plan have sufficient **support** (e.g., time, data, peer/coaching) to implement the plan as intended.

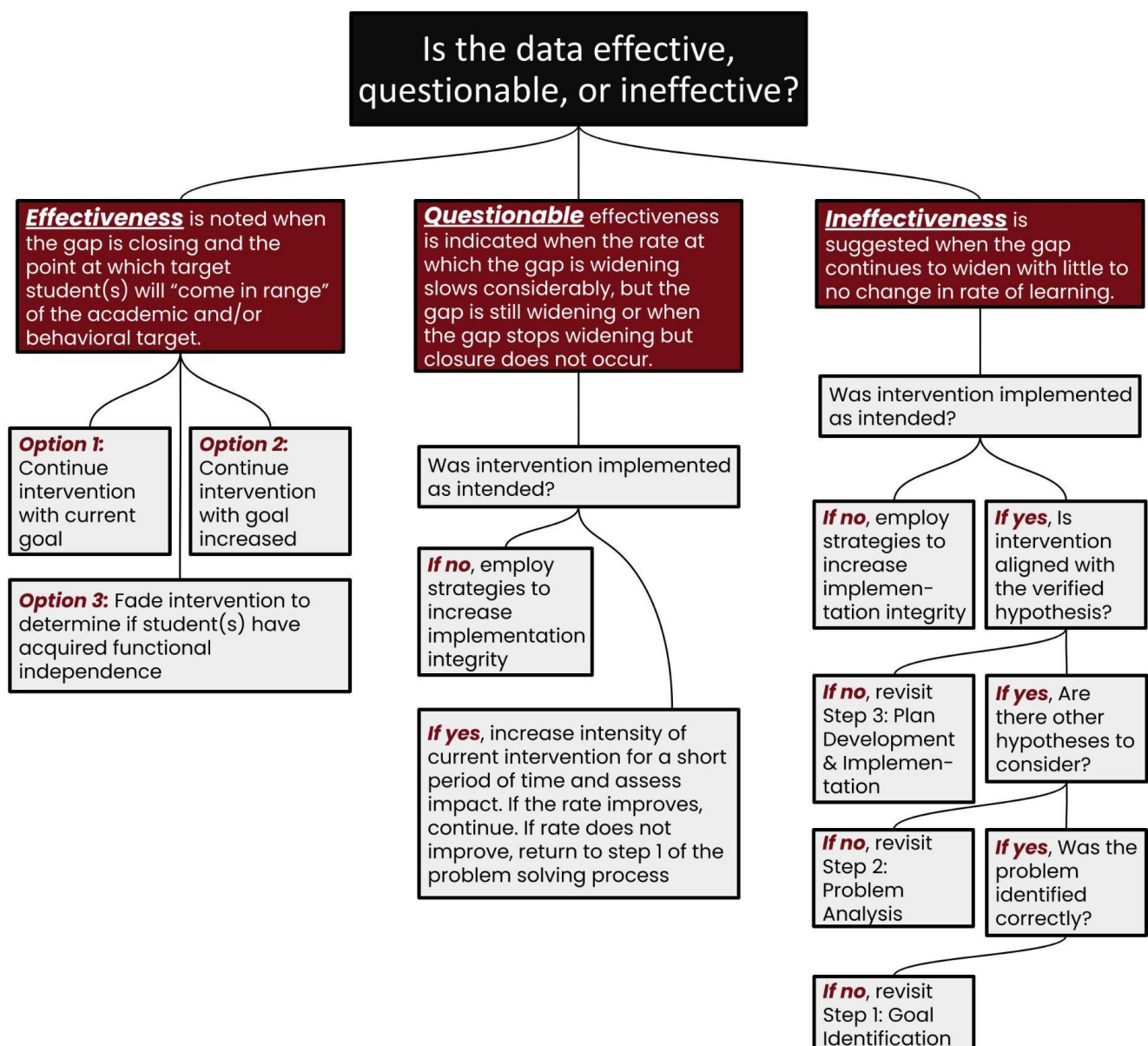
Step 4: Progress Monitoring

Did our instruction/intervention work?

Evaluation of Response to Instruction/Intervention Data

Evaluate the effectiveness of the plan by gathering progress monitoring data at agreed upon intervals. Progress monitoring should directly assess the targeted skill(s) to help make decisions regarding continuation, intensification, fading, or redesign of those instructional strategies. Use these data points to determine if intervention is working. If not, how will the instruction/intervention plan be adjusted to better support the progress? Team discussion should focus on how to maintain or better enable learning for the student(s).

To take appropriate action the team asks, "What will we do when data is effective, questionable, or ineffective?"



Monitoring Fidelity

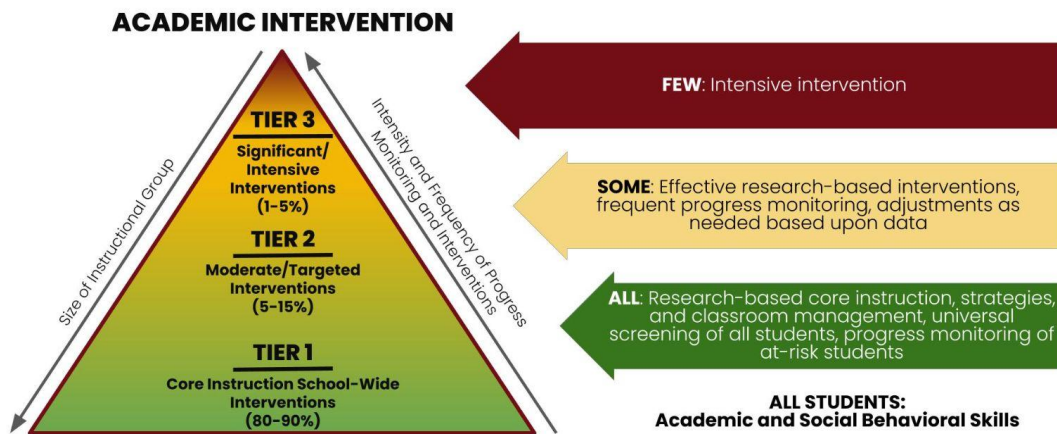
It is critical to monitor the fidelity of how instruction and intervention are delivered, impact on student learning, and the degree to which we engage in the problem-solving process. Multiple studies have demonstrated the positive effect on student learning when we focus on the process of problem-solving. Trained facilitators with a deep understanding of the 4-step process can both enhance team management in the process and build the capacity of team members to do the same. Several tools are available to monitor fidelity of problem solving, such as the [Student Data Dashboard](#), [Teacher 3D Forms](#), and [Teacher Team 3D Forms](#).

In summary, what are the critical actions for step 4?

- A.** Monitor progress
- B.** Determine student response to instruction/intervention
- C.** Evaluate the sufficiency and integrity of the instruction/intervention
- D.** Make instructional decisions that are based on student response to instruction and the implemented intervention

What is Academic Intervention?

Academic Intervention at North College Hill is represented by a schoolwide framework of early intervention and prevention of academic obstacles. In this framework, the staff utilizes all resources within the school in a collaborative manner to create a single, well-integrated system of instruction and intervention guided by student outcome data. It is a multi-step process of providing high-quality, research-based instruction and interventions at varying levels of intensity to address all learners. The interventions are matched to student need, and progress is closely monitored at each level of intervention to make decisions about further instruction and/or interventions.



The idea of Academic Intervention is simple. Academic Intervention involves regularly assessing proficiency in a skill, determining which students are behind, providing help in small groups for those students below benchmark, assessing regularly to monitor progress, and intensifying instruction for students whose progress is insufficient.

Goal: Create a single, well-integrated system of instruction and intervention guided by student outcome data.

Students will benefit from academic intervention with success measured by how their achievement scores improve. However, when it comes to implementation planning, the focus has to be on the adults—the teachers who will use the new practices.

Academic Intervention Model

The implementation of the Academic Intervention model may vary in each school building. In general, the table below shows a guideline for what Academic Intervention looks like for students within each tier.

	Intervention Program			Teacher of Intervention
	Frequency	Session Length	Duration	
Tier 1	Differentiation and small group instruction in the classroom			Classroom teacher
Tier 2	1 to 5 times a week	1.5x Typical Instruction (20 to 45 minutes)	4 to 8 weeks	Classroom teacher, curriculum specialist, intervention specialist, or related services personnel
Tier 3	3 to 5 times a week	1.75x Typical Instruction (40 to 60 minutes)	6 to 8 weeks	Classroom teacher, curriculum specialist, intervention specialist, or related services personnel

Tier 1 – Academics

The Core Universal Instruction and Supports

These are the core academic supports designed and differentiated for all students in all settings and are aligned to state grade level standards. Approximately 80% of students receiving core instruction/Tier 1 are expected to meet learning targets or the district should revisit core instruction implementation. Tier 1 instruction is a primary driver of the MTSS framework. It is critical that the core program which all students receive is high-quality, evidenced-based instruction. Hence, differentiated academic instruction and supports are designed and delivered in Tier 1 for all students. Our goal is to ensure all students in Tier 1 successfully meet grade level standards and are prepared for the future as a result of effective and engaging instruction.

Available Supports Across District:

- A.** Teaching and Learning Instructional Framework
- B.** Differentiated instruction with opportunities for inquiry based and hands-on learning
- C.** Small group remediation in all classrooms as needed based on Data-Driven Decision Making (3D Form)
- D.** Technology integration in all classes to support teaching and learning
- E.** Parent-teacher conferences

Tiered supports by building can be found in Appendix C.

Tier 2 – Academics

Targeted Supplemental Interventions and Supports

Tier 2 includes focused interventions for students who require a more targeted level of support. Tier 2 supports are **in addition to** and a continuation of core curriculum and instruction. Approximately 10–15% of students may need targeted supplemental interventions and supports while continuing to be instructed in the core program. The needs of these students are identified through assessment and progress monitoring. Instructional programs are delivered through smaller groups and are tailored to meet the specific needs of the students.

Available Supports Across District:

- A.** Research-based interventions and enrichment
 - a.** In addition to those used in Tier 1
 - b.** Delivered within or outside the classroom
 - c.** Linked to Tier 1 standards-based instruction ([Ohio's Learning Standards](#))
 - d.** Targeted and at high levels of intensity
 - e.** Taught with fidelity (increased in duration and frequency of the intervention)
- B.** Data-Driven Decision Making (3D Form)
 - a.** Small group instruction within the classroom

Tiered supports by building can be found in Appendix C.

Tier 3 – Academics

The Intensive Individualized Interventions and Supports

The most focused, targeted instruction/intervention and supplemental support occurs in Tier 3. In addition to and aligned with the core academic curriculum and instruction Tier 3 services/supports are provided to students with greatest need for personalized intervention. Tier 3 provides an opportunity to conduct more diagnostic study of the student's needs to plan for more comprehensive programming and intervention. A small percentage of students, in the range of 1–5 percent, may need the intensive individualized intervention and support of Tier 3.

Available Supports Across District:

- A.** Consistent small group or 1:1 instruction provided by the most highly trained specialist in the student's area of need
 - a.** Focus on prerequisite skills and/or additional/supplemental strategies
 - b.** Greater intensity (5/week, a minimum of 30–45 minutes)
 - c.** More than core and/or best instruction, "how" becomes important (research-based strategies)

Tiered supports by building can be found in Appendix C.

How Do MTSS and Gifted Services Align?

In the state of Ohio, a gifted student is described as, one who “performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment” (ODE, n.d).

At North College Hill City Schools, we utilize a variety of assessments, as well as referrals, to

identify students as gifted. Assessments utilized include iReady testing in the Fall, Winter, and Spring for grades K-8, annual CoGAT (Cognitive) testing in grades 2 and 5, referral testing on a request basis, and considerations for retesting of students scoring in the 93rd and 94th percentiles on iReady testing. Referral testing and additional testing lead to individual assessments conducted by a school psychologist or a rubric-based process for giftedness in the arts. Additional cognitive testing takes place in the event a student is identified in a specific academic area.

North College Hill utilizes Written Education Plans and Written Acceleration Plans as needed to ensure the appropriate practices, curriculum, and rigor are being employed to meet student needs. For gifted identified students, similar to our typical students, standards and tiered instruction are required. However, oftentimes our tiered instruction does not consider students who are beyond grade level or those who have already acquired the information being taught in a given unit. Gifted identified students require uppperventions/enrichment, inquiry-based instruction, and opportunities for higher level thinking, in addition to best instructional practices in the classroom. Additionally, some of these students require specific skill enhancement in areas such as goal setting, organization, and social emotional needs. Some social emotional needs may include but are not limited to, coping skills, depression, anxiety, and/or perfectionism.

In servicing these students, North College Hill’s model includes students being serviced within the classroom setting by their general education teachers who provide them ongoing enrichment. These staff members engage in professional development in order to meet the Ohio requirements to be gifted service providers. All gifted identified students are aware of their documentation (WEP and/or WAP) and are provided opportunities to have a voice on their educational journey. Students are encouraged to advocate for their academic and social emotional needs as they come up.



What is Behavior Intervention?

Behavior intervention at North College Hill is a proactive and systematic approach designed to understand and address challenging behaviors while promoting positive and adaptive alternatives. A key component of this approach is preteaching desired behaviors and positive reinforcement to encourage desired behaviors.

Progress is carefully monitored through ongoing data collection, which informs and adjusts interventions to ensure their effectiveness.

NCH Behavior Framework: PBIS and Conscious Discipline

Positive Behavioral Interventions and Supports (PBIS)

At NCH, we use the PBIS framework—a tiered, system-wide approach to behavior support in educational settings. PBIS focuses on prevention, teaching, and reinforcement at three levels.

Key Characteristics of PBIS:

- **Three-Tiered System of Support:**
 - **Tier 1 (Universal):** School-wide expectations and rules are explicitly taught and reinforced for all students to build a positive school climate.
 - **Tier 2 (Targeted):** Small group interventions for students at risk of developing more serious behavior issues.
 - **Tier 3 (Intensive):** Individualized supports, including Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs), for students with significant behavioral challenges.
- **Emphasis on Data:**

PBIS is data-driven. Behavior patterns are monitored and used to guide decisions and evaluate the effectiveness of interventions.
- **Team-Based Implementation:**

PBIS is implemented by a team of educators, administrators, and support staff, working collaboratively.
- **Focus on Teaching Behavior:**

Behavioral expectations are taught just like academic skills.
- **Positive Reinforcement:**

A foundational principle of PBIS is recognizing and rewarding positive behavior to promote its recurrence.

In addition to PBIS, NCH uses Conscious Discipline—a trauma-informed, brain-based program that teaches social-emotional skills and classroom management through a relationship-centered approach.

Key Characteristics of Conscious Discipline:

- **Adult-First Approach:** Adults learn to regulate their own emotions first in order to model and teach appropriate behaviors.
- **Brain-Based Understanding:** Behavior is understood in terms of brain states (survival, emotional, and executive), helping educators respond more effectively.
- **Seven Powers for Conscious Adults:** The teacher utilizes tools for adult self-regulation and intentional responses, such as the Power of Perception and the Power of Unity.

- Seven Skills for Children: Students receive explicit instruction in key life skills, including composure, assertiveness, making choices, empathy, and understanding consequences.
- Focus on Connection: Building strong, supportive relationships is central to student behavior and learning.
- Creating a Safe Place: Classrooms include designated areas where students can practice self-regulation.
- Use of Rituals and Routines: Predictable structures build a sense of community and security.

Integrating PBIS and Conscious Discipline at NCH

At NCH, PBIS provides the structure, and Conscious Discipline provides the strategies within that structure. These two approaches complement each other and together create a comprehensive and responsive behavior support system.

How We Integrate Both Approaches:

- Conscious Discipline as a Tier 1 Strategy: The district implemented Conscious Discipline practices school-wide, such as the School Family and the Seven Skills, to teach social-emotional competencies to all students.
- Support for Tier 2 and Tier 3: Conscious Discipline strategies and language are incorporated into targeted and individualized plans for students needing additional behavioral support.
- Common Emphasis on Proactive Teaching: Both approaches teach expected behaviors and skills rather than simply reacting to misbehavior.
- Aligned with SEL (Social-Emotional Learning): Conscious Discipline is explicitly an SEL program, and PBIS supports SEL integration as part of school climate and student success.
- Data-Informed Practice: PBIS's focus on data helps evaluate the effectiveness of Conscious Discipline strategies and make adjustments as needed.

Goal: Equip all individuals—students and adults—with the skills needed to manage their own behavior effectively, leading to:

- Improved social interactions
- Increased independence
- A higher quality of life

This collaborative process involves educators, parents, support staff, and students, working together to promote positive and lasting behavioral change.

Social-Emotional Learning Standards

At the state level, Ohio's Kindergarten through 12th grade Social and Emotional Learning standards identify and define five competencies, which Ohio uses as its basis for the standards. These five competencies are self-awareness, self-management, social awareness, relationship skills and responsible decision-making. The district utilizes Character Strong, a social-emotional program that aligns with the ODE standards.

- ***Self-Awareness*** – The ability to accurately recognize one's own emotions and thoughts, including how they relate to one's identity and culture, as well as how they influence behavior. Self-awareness is the ability to accurately assess one's strengths and limitations with a sense of integrity, confidence and optimism
- ***Self-Management*** – The ability to navigate one's emotions, thoughts and behaviors across different situations while managing stress, controlling impulses and motivating oneself. Self-management includes the ability to set and work toward personal and academic goals
- ***Social Awareness*** – The ability to consider the diverse backgrounds and cultures of others. It also reflects the ability to empathize and understand the social norms for behaviors across these diverse settings
- ***Relationship Skills*** – The ability to establish and maintain healthy relationships with diverse individuals and groups. Developing relationship skills promote the ability to communicate clearly, listen well, cooperate with others, resist social and peer pressure, negotiate conflict and seek help or offer it to others
- ***Responsible Decision-Making*** – The ability to make constructive choices about personal behavior and social interactions within the context of ethical standards, safety concerns and social norms. It involves making realistic evaluations of the consequences of one's actions and a consideration of the well-being of self and others

Guidance for PBIS Implementation: Roles and Responsibilities

The MTSS behavior framework for NCH is provided below. While academic and behavior support share many characteristics, components, and values, the fidelity in which PBIS is implemented is critical to its success.

Tier 1 – Behavior

The Core Universal Instruction and Supports

Tier 1 involves following “The Trojan Way” Behavior Expectations Matrix. The district-wide expectations are to be respectful, be responsible, and be safe. Within the NCH Behavior Expectations Matrix, our staff are expected to teach CHAMPs and SLANT to all students (see Appendix E, F, G).

For additional information on discipline procedures, refer to the North College Hill City School’s Student Handbooks ([Elementary](#), [Middle](#), [High](#), [TrojanWayLearningCenter](#)).

Mental Wellness and School Climate

Students who have been exposed to trauma may have difficulty focusing on, or engaging in, instruction which may present itself as anxiety, depression, hyperactivity, anger, withdrawal, etc. In order to support our students affected by trauma, we are working to create a healthy school climate by focusing heavily on Conscious Discipline. Staff have received professional development on this program as well as other areas, including social-emotional learning and counseling. In addition, the district partners with a number of different community agencies including, but not limited to New Path, the Talbert House, Counseling Source, the Public Library of Cincinnati and Hamilton County, and the YMCA. NCH offers an after-school program called Beyond the Bell for grades K-8.

General Guidance for Implementing Tier 1 for Behavior and Social-Emotional Well-being

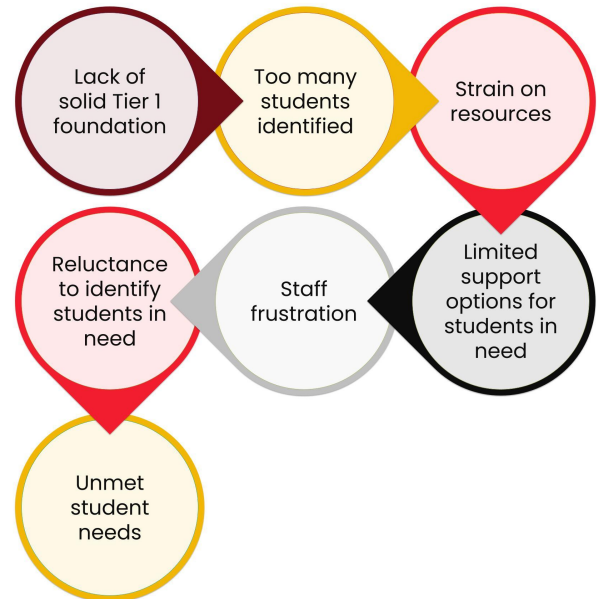
1. Administrator Support – At the Tier 1 level, the administrators strongly support the schoolwide PBIS framework and Conscious Discipline program. It is expected to analyze the current systems in place and communicate results with staff. Training is an essential component for gaining commitment from the staff as a part of staff buy-in.

2. Behavior Team – We have developed MTSS Behavior teams at the building levels that work collaboratively to ensure alignment, communication, and collaboration across the school improvement and intervention teams. These teams bi-annually conduct fidelity checks and meet at least monthly to follow up on the data from these checks.

3. Data Collection – Public Schoolworks is the district’s primary source of data that monitors behavior across the schools. Office referrals are a primary source of data at North College Hill City Schools and can be used to guide the continuous improvement of PBIS and Conscious Discipline schoolwide.

4. District-Wide Expectations – Our district-wide expectations are to **Be responsible, Be respectful, and Be safe**. There are two additional behavior expectations for students at NCH: **SLANT and CHAMPs**. Visual reminders such as posters are displayed in the classrooms to reinforce the behavior expectations (see Appendix E, F).

WHAT HAPPENS IF SCHOOLS DO NOT HAVE A SOLID TIER 1 FOUNDATION?



5. Positive Reinforcement – At NCH, positive teacher attention, verbal and written statements, incentives, and token systems such as Trojan Bucks are used as a way of reinforcing positive behaviors in the students.

6. Consequences – It is important that all adults are addressing behavior the same, enforcing rules and expectations, and administering appropriate consequences. Measurable, observable, and clear definitions have been created for minor, major, and challenging behaviors (see Appendix H).

7. Classroom Management – Behavioral expectations, classroom routines and procedures are taught directly to the student; positive acknowledgement is used to support students who are following the behavior expectations; and strategies for delivery of consequences are consistent from classroom to classroom. Components of successful classroom management include:

- **Classroom Environments:**

- Establish classroom routines
- Teach the students directly on how to be successful
- Use positive tone of voice and interact with students in a positive and caring way
- Provide incentives, acknowledgement, and rewards for excellence
- Set clear expectations for behavior and be consistent with the schoolwide expectations
- Enforce SLANT and CHAMPS across all settings at NCH (see Appendix F, G)
- Give students the opportunity to respond and share
- Prepare lesson plans in advance, including plans and materials for substitutes
- Utilize lesson plans that are clearly outlined in advance and plans for substitutes are prepared with all materials necessary
- Maintain a clean and orderly room

- **Routines:**

- Create and post a daily schedule
- Model and teach transition routines
- Manage student assignments and jobs
- State clear expectations for activities and academic work prior to beginning

- **Direct Instruction:**

- Visual displays for schoolwide expectations
- Teacher/student modeling
- Role-playing scenarios
- Opportunities to practice (not as a punishment)
- Positive feedback and reinforcement
- Group goal-setting and incentives available

8. Universal Screener – An important component of the schoolwide implementation of Tier 1 is to have a universal screener. This is an assessment of students to identify skill strengths and deficits and allows the school to be able to identify students whose behavior is or is not aligned with PBIS expectations. Additionally, having a universal screener assists in identifying students demonstrating behavior difficulties that are creating a barrier in learning. Screening may involve rating scales, direct observations, record reviews, etc.

9. SEL Curriculum – Social-Emotional Learning (SEL) is essential to the success of all students. It gives the students the ability to recognize and manage their emotions, establish and maintain positive relationships with peers and adults, and increase academic learning opportunities.

Available Supports Across the District

- SchoolWide Behavior Expectations: Be Respectful, Be Responsible, Be Safe
- Behavior Matrix: Behavioral expectations are clearly defined and routines are identified for all settings throughout the school and taught to all students in a systematic way through the behavior matrix in booster sessions
- CHAMPs and SLANT: Proactive and positive approach to classroom management (see Appendix E, F)
- Positive Acknowledgement Systems: Methods to recognize students who display the expected behaviors including, but not limited to: verbal praise, positive referrals, NCH Bucks, Dojo Points, and classroom/building wide incentives
- Code of Conduct and Discipline Policies and Procedures: List of clearly defined unacceptable behaviors
- Social-Emotional Curriculum (Character Strong) implemented for students K-12
- Renaissance Fundamentals Assessment- assessment tool used to identify and address non-academic barriers to student learning and success

Tiered supports by building can be found in Appendix D.

Tier 2 – Behavior

Targeted Supplemental Interventions and Supports

When the universal support of Tier 1 is implemented with fidelity, it forms the base for implementing Tier 2 strategies. Tier 2 of the PBIS model provides additional interventions to support that smaller percentage of students who do not sufficiently respond to Tier 1 strategies. Tier 2 services are more “intense” (more time, narrow focus of instruction/intervention) than Tier 1. Tier 2 is what some students receive in addition to Tier 1 instruction. The purpose of Tier 2 instruction and support is to ensure students are successful in Tier 1. We know our Tier 2 services are working and effective when at least 70% of students receiving these services meet or exceed performance levels in the behavior that has been the area of concern. Tier 2 services can be provided by a variety of professionals in any setting.

Determining Students Who May Need Targeted Supports Based on Data

There are several types of data sources that may be used to help identify students who may need additional, supplemental support. Behavior referral and suspension data, attendance/tardy rates, and universal screening data are some of the most common options used in NCH. We often also examine academic data to determine if there is a need for behavioral or social-emotional support. This approach allows for a natural reflection of the relationship between these different indicators of student performance. The basic logic of this approach is to start with the student’s academic performance, and if found to be unsatisfactory, then questions about student access to instruction (e.g., attendance, tardies, suspensions, visits to other offices such as a nurse), or engagement with instruction (e.g., behavior problems) are posed to understand why the student is not performing academically as desired or needed for grade level promotion.

Office discipline referral (ODR) rates and rates of suspensions are also useful sources of data with which to identify students for receiving Tier 2 behavioral or mental health supports. As part of the school’s Tier 1 data analysis schedule, a school-based leadership team should be reviewing their discipline rates monthly at a minimum in order to make immediate formative changes to practices or routines when spikes of referrals happen. During these routine monthly data chats, GLT’s can simultaneously address any Tier 1 concerns, and identify students who may need Tier 2 services as well.

Universal screening data is another source of data that schools can use to identify students who may need additional Tier 2 support, especially as it relates to students with internalizing concerns or related mental health problems. Examples of evidence-based interventions can be found in Appendix H.

Implementing Tier 2

1. Review and enhance Tier 1 supports based on data – Schoolwide behavioral data is readily available to the Identified Tier 2 team. The data will be reviewed to determine the effectiveness of Tier 1 supports.

2. Create a process, including a problem-solving team, for identifying students in need of Tier 2 supports – Identify Tier 2 team to implement decision rules for identifying students in need of Tier 2 supports.

3. Create several interventions that address various needs of students and determine what other resources might be needed – Examine the list of Tier 2 interventions and determine which interventions can be implemented with fidelity (see Appendix H). Take into account staff and financial resources that will be needed to maintain the intervention for the year.

4. Match students to Tier 2 interventions and progress monitoring options appropriate for the target behaviors being measured – Examine how each chosen intervention can support students, and match students needing Tier 2 support to the best suited intervention. Measure student progress by collecting Tier 2 student data that is comparable to the data used in determining Tier 2 designations.

5. Intervention evaluation – Use the 4-step problem-solving process to examine data to determine the effectiveness of each Tier 2 intervention. If necessary, revise implementation techniques, and/or determine better strategies for matching students to the appropriate intervention.

Monitoring Effectiveness of Interventions and Supports

Effective interventions produce measurable changes in behavior in addition to improvements in the student's quality of life. This can be measured by assessing the time spent in the classroom, participation in school activities, and improved social relationships.

To measure progress of a student at the Tier 2 level, data will be monitored monthly or bi-monthly. Data sources that can be used include counselor reports, office discipline referrals, frequency of behavior incidents, or other information collected such as Check and Connect reports. Data should be reviewed by the team monthly to bi-monthly so that progress is evaluated and necessary adjustments to the student's program are made. In addition to monitoring student's data closely, NCH uses the Tiered Fidelity Inventory (TFI) to ensure that the staff are applying the core features of the interventions.

Available Supports Across the District

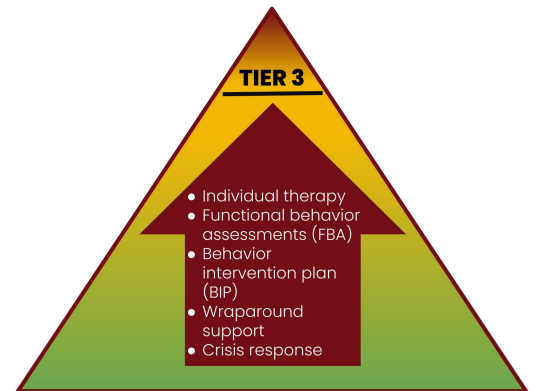
- Examples of interventions and supports may include:
 - Attendance outreach
 - Parent/student/teacher/administrator conferences
 - Social/emotional skills and replacement behavior instruction groups*
 - Parent support groups and training*
 - Intervention Plan
 - Meaningful work/job assignment
 - Mentoring*
 - Modify procedures/increase supervision in non-classroom settings (Structured recess and/or lunch)
 - Check and Connect
 - Simple behavior plan—considering the purpose of the behavior
 - Increased academic support paired with skills for school success *as building resources are available.

Tiered supports by building can be found in Appendix D.

Tier 3 – Behavior

The Intensive Individualized Interventions and Supports

Tier 3 refers to the intensive individualized interventions that focus on the individual needs of the few students who exhibit intense or chronic behavior challenges. These individuals display patterns of behavior unresponsive to the Tier 1 and Tier 2 strategies that have already occurred. The purpose of Tier 3 intervention strategies is to meet the needs of the individual student within the general education classroom. Tier 3 interventions are developed by completing assessment of the problem behavior through review, observation and data collection. Once the problem behavior is identified, the team can create an intervention tailored to meet the needs of the students. The goal of Tier 3 interventions is to decrease the problem behavior and increase the student's social, emotional, and academic skills all of which affect their success in school and in life.



At North College Hill City Schools, **Tier 3 is not special education** or automatically a referral for special education evaluation. While Tier 3 is not special education, there may be times that a referral to special education may be appropriate. According to the Individuals with Disabilities Education Act (IDEA) of 2004, students with disabilities are general education students first. IDEA defines students with disabilities as those that require “specially-designed instruction and support” to be successful in grade level standards. NCH students with an Individual Education Plan (IEP) require specially-designed instruction in order to meet the educational standards that apply to all students within our school district.

To reduce the number of students that require Tier 3 support, Tiers 1 and 2 processes need to be implemented with fidelity. If core behavioral instruction and supports are not effective for approximately 80% of the student population, the MTSS Behavior team should revisit the Tier 1 implementation. When a large number of students are displaying similar behavior challenges, the MTSS Behavior team should focus on Tier 1 as a priority before identifying students in need of Tier 2 and Tier 3 support.

Available Supports Across the District

When identifying if a student needs Tier 3 intervention supports, we need to be able to identify, using data, that the student:

- Was unresponsive to Tier 1 and Tier 2 interventions and supports that were provided and implemented with fidelity
- Has frequent, recurring behavior that can be tracked
- Displays aggressive behavior that can include physical and verbal aggression towards self or others and/or property destruction
- Has been referred to Trojan Way Learning Center multiple times
- Displays highly disruptive behavior in the classroom that impedes learning for self and others

Strategies include the following:

- Team meetings and scheduling for problem solving
- Functional Behavior Assessment (FBA)
- Behavior Intervention Plan (BIP)
- Intensive social skills and replacement behavior training
- Collaboration with other specialists including, but not limited to, behavior specialists, psychologists, social workers, and intervention specialists

Progress Monitoring Behavior Intervention Plans

After starting a BIP, there should be at least 4 weeks of data collection on the implementation of the BIP and regularly scheduled review meetings. Weekly check-ins are recommended with those who are implementing the program. When assessing outcome data of Tier 3 interventions:

- A.** Identify that the teachers/relevant personnel were trained to implement a BIP correctly. Ideally these individuals should have some training or experience in applied behavior analysis. One way to assess teacher/personnel competency is to have a trained individual and the teacher both observe the target behavior at the same time and compare the results of the observation.
- B.** Direct Observation: identified individuals should directly observe the student and track data. There may be multiple sources of data collected across settings (e.g., student progress monitoring, event recording, narrative recording, ect). The behavior team can assess this data by using graphs that show levels of behavior prior to and post intervention implementation. Graphing gives the team a clear visual of progress to aid in the decision making process to modify or discontinue the current Tier 3 plan.

Tiered supports by building can be found in Appendix D.

MTSS FAQs

What does MTSS stand for?

MTSS is an acronym for Multi-Tiered Systems of Support.

What is the purpose of MTSS?

The MTSS framework aligns and organizes supports across all district departments to optimize effective campus support for students and staff across academics, behavior, social-emotional needs, mental and physical health, and much more. MTSS is a framework for all instruction and support within a school and includes components to improve outcomes for all students—those who are struggling academically and/or behaviorally, those who are progressing within normal limits, and those who exhibit gifted/talented characteristics in one or more areas. Supports are developed and differentiated in Tiers, based on intensity of student need. Using a MTSS framework is intended to maximize instruction for all students by engaging in a continuous process of problem-solving based on data.

What is the MTSS Framework?

The MTSS Framework is a three-tiered system for delivering increasingly intensive interventions when students are not having their educational needs met. Tier 1 is considered “universal” and includes the quality academic, social-emotional, and behavior instruction and expectations for all students on a campus. Tier 2 provides “targeted” interventions to some students, usually in small groups. Tier 3 is intensive and individualized for the few students who have demonstrated a need for the most support.

Is MTSS primarily for students who are struggling academically?

No. MTSS is for all students—those who are struggling as well as those who need accelerated or enriched instruction. MTSS is a framework to maximize instruction for all students.

Is MTSS a special education program?

No. MTSS is about student success in general education. All school staff (e.g., principal, certified staff, paraprofessionals, social workers, counselors, psychologists, speech-language pathologists, general education teachers and intervention specialists, etc.) work together to implement their MTSS framework and make decisions regarding appropriate intensity of interventions for students. Movement to less intensive levels of the framework should be a high priority, as appropriate.

What does MTSS have to do with identifying students for special education?

ESSA 2015 (Every Student Succeeds Act) allows states to use a process based on a student’s response to scientific, research-based interventions to determine if the child has a learning disability and Ohio has endorsed this approach. In an MTSS framework, a student’s response to or success with instruction and interventions received across the levels of an MTSS framework would be considered as part of the comprehensive evaluation for specific learning disability (SLD) eligibility. An MTSS approach is not mandatory in determining eligibility for other handicapping conditions, but it is recommended.

How is MTSS different from RtI?

While RtI and MTSS are both structured into three tiers and sometimes used interchangeably, RtI has traditionally referred to academic interventions while PBIS refers to behavior interventions. MTSS is a comprehensive system that includes consideration of the whole child—academically, socially, emotionally, and behaviorally. Examining all components of instruction is necessary; students whose academic needs are not being met may display behavior issues to mask those needs, and students whose behavior needs

are not being met may begin to develop academic concerns. It is important to consider the many facets of learning, growth, and development to address all students most effectively.

What is universal screening?

Universal screenings are brief assessments that are valid, reliable, and predict which students are likely to develop learning or behavioral problems. Screeners are conducted with all students to identify those who are at risk and may need intervention to supplement primary prevention (i.e., the core curriculum) and those who are performing above grade level and may need enrichment.

What is student progress monitoring?

National Center on Response to Intervention (NCRTI) defines student progress monitoring as repeated measurement of performance over time to inform instruction of individual students. These tools must be reliable and valid for representing students' development and have demonstrated utility for helping teachers plan more effective instruction. Progress monitoring is conducted at least monthly to measure rates of improvement and identify students who are not showing adequate progress.

What impact does MTSS have on students who are not struggling?

An important component of an effective MTSS framework is the quality of the core curriculum, where all students receive high-quality instruction that is aligned to the Ohio State Standards. This allows teachers and parents to be confident that a student's need for more intensive intervention or referral for special education evaluation is not due to ineffective classroom instruction. In a well-designed MTSS, Tier 1 core instruction should be effective and sufficient for at least 80% of the students enrolled.

Who is a part of the MTSS building teams?

The school team consists mainly of a principal, grade level teachers and intervention specialists, the school psychologist, and the speech and language pathologist (when applicable), but other specialists can be added as needed. Students and parents are also involved when appropriate.

Can students receive different levels of support in different areas at the same time?

Yes. Students should move back and forth across the levels (tiers) based on their demonstrated success or difficulty at the intervention level, based on data. Also, students can receive intervention at one level while also receiving intervention or instruction at another level in a different area. For example, a student may receive Tier 2 intervention for reading, Tier 1 instruction for math, and Tier 3 behavior support.

Can students move among the Tiers of an MTSS Framework?

Tier 1 refers to core instruction provided to all students. However, students also can move across other levels of MTSS based on their success at the level where they are receiving intervention, according to progress monitoring. Also, students can receive intervention in one or more academic areas at Tier 2 or Tier 3 while still receiving core instruction at Tier 1.

Is MTSS a process where students progress sequentially from tier to tier?

Not necessarily. Movement among tiers should be fluid and based on level of need. A student with acute needs does not have to progress through the tiers to get intensive, individualized support. The level of intervention should match the level of need. Important to note is that Tier 2 and Tier 3 are always in addition to Tier 1; a student who is performing below grade level and needs additional support should not miss the core instruction provided in Tier 1.

How do students “qualify” for Tier 2 and Tier 3 supports and services?

Students are identified for intervention support through a careful process of problem-solving using data. School staff analyze results from universal screeners, diagnostic tests, and classroom work to determine students who need additional academic and/or behavioral support to maximize their potential. Depending on the student’s level of need and how s/he has responded to previous efforts, the decision is made about continuing at Tier 1 with differentiation and extra support, beginning a Tier 2 (targeted) intervention, or beginning a more intensive and individualized Tier 3 intervention.

How long should a student receive Tier 2 or Tier 3 support?

A student should receive intervention depending on what the data says. It is important that interventions are implemented with fidelity in order to understand its impact on data. Some students will require intervention for a short period of time while other students may need Tier 2 or even Tier 3 interventions for an extended period of time. One of the main components of an effective MTSS system is the on-going cycle in which school staff engage in a continuous process of problem-solving based on data. As students receive interventions, teachers periodically collect data to measure their response. When data indicates a student who is performing below grade-level has reached a proficiency level that no longer needs the current intervention, the team will implement a less intensive intervention or remove Tier 2 or Tier 3 supports altogether. If data indicates that the student is making reasonable, slow, or no progress, the team will continue, adjust, or intensify interventions as appropriate. There are no set time limits for receiving interventions, however, if a student makes slow or no progress despite intensive intervention per the data gathered, the MTSS Team may consider the student’s need for a referral to additional services and supports.

What is the time frame for the MTSS process?

Intervention plans are written with realistic goals implemented for a reasonable and realistic period of time. The term “reasonable and realistic period of time” has no specific definition and is left up to the team to determine. Certain factors should be taken into consideration when attempting to determine a reasonable period of time for a particular student:

- How far below expectations the student is performing (the further below expectations the student is performing, the longer it will take him/her to catch up to peers).
- The particular skill to be learned (some skills naturally take longer to learn than others).
- The intensity of the instruction provided.
- The point in the school year at which the interventions are first implemented (sometimes “reasonable and realistic” means that the interventions will need to continue into the next school year before benchmarks can be expected to be achieved).
- What else is going on in the student’s life?

Who should be involved in functional behavioral assessments and behavioral intervention planning?

Tier 3 Intensive/Individual Supports are most effective when approached as a collaborative (rather than expert driven) process. Support teams including the student and his/her family, educators, and/or other direct service providers should be involved in assessment and intervention. It is critical that personnel charged with implementing the plan be involved in the team process. It is also helpful to include people who have specific expertise in applied behavior analysis and intervention design. In general, support teams should include people who know the student best, have a vested interest in positive outcomes, represent the range of environments in which the student participates, and have access to resources needed for support.

Glossary

Accommodation	Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured. Accommodations provide access to buildings, curriculum, and assessments.
Assessment	Measurement of student growth; assessment tool choice is dependent on the purpose and use of measurement results.
Baseline	A measure of performance prior to intervention.
Behavior Intervention Plan (BIP)	A behavior plan based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent. The plan includes positive behavior supports (PBS), identified skills for school success, and specific strategies for behavioral instruction.
Benchmark (Unit Assessments)	Important student outcomes or goals for a grade within a particular domain (e.g., reading), that students should be achieving during the course of a school year (e.g., fall, winter, spring) in order to be on target for end-of-grade performance by the end of that school year; Benchmark assessments: assessments used to set benchmarks (according to local norms) and/or to determine whether students are achieving grade level standard.
Benchmark Assessment System (BAS)	Screening assessment from Fountas and Pinnell used in their Leveled Literacy Intervention (LLI)
Core Curricula	A course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the primary and secondary levels by school boards, Departments of Education, or other administrative agencies charged with overseeing education. Core curricula must be scientific and research-based.
Data-Based/ Data-Driven Decision Making	A process of collecting, analyzing, and summarizing information to answer a question and to guide development, implementation, and evaluation of an action. Data-driven decision making is continuous and regular, and most importantly linked to educational/socially important questions.
Differentiated Instruction	Process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences; differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials.
English Language Learner (ELL)	Students not currently proficient as an English speaker and are in the process of developing their English skills.
Externalizing Behavior	These are behavior problems that present themselves outwardly and prompt the teacher to intervene. Suspension rates and ODRs typically communicate patterns of misbehavior that are classified as externalizing behavior problems.
Formative Assessment/ Evaluation	Classroom/curriculum measures of student progress; monitors progress made toward achieving learning outcomes; informs instructional decision making.
Functional Behavior Assessment (FBA)	Behaviors: Process to identify the problem, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives to the behavior.
Gap Analysis	Gap Analysis is a tool for measuring the difference between the student's current level of performance and benchmark expectations.
Gifted Student	A student who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.
Individuals with Disabilities Education Act (IDEA)	The Individuals with Disabilities Education Act (IDEA) is a law that ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living.
Individualized Education Program (IEP)	A written document that is developed, reviewed, and revised in accordance with IDEA 2004 that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability.

Internalizing Behavior	Students with internalizing problems are students with concerns that they are internalizing within themselves. These students don't often show conflict as much as they have internal personal conflict that is distracting them mentally from engaging the instruction at school, or avoiding school altogether through truancy/ absences.
Intervention	The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.
Modifications	Alterations that can adapt the learning expectations to reflect the abilities of the individual student. These types of adjustments can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Considerations should be made for how long a student should continue with modifications versus accommodations in order to ensure maximum student growth. Modifications in statewide assessments may invalidate the results of the assessment.
Multi-Tiered System of Supports (MTSS)	A Multi-Tiered System of Supports (MTSS) 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 students.
Orton-Gillingham (OG)	Orton-Gillingham is an instructional approach intended primarily for use with students who have difficulty with reading, spelling, and writing. To address the needs of the individual learner, it is personalized, multisensory, diagnostic, and prescriptive..
Parental Engagement	The meaningful and active involvement of parents and family members in the educational process.
Positive Behavior Intervention Support (PBIS)	A tiered intervention system based on schoolwide practices that encourage and reward positive student and adult behavior.
Positive Behavior Supports	Evidence-based practices embedded in the school curriculum/culture/expectations that have a prevention focus; teaching, practice, and demonstration of prosocial behaviors.
Problem-Solving Approach to MTSS	Assumes that no given intervention will be effective for all students; generally has four stages (problem identification, problem analysis, plan implementation, and plan evaluation); is sensitive to individual student differences; depends on the integrity of implementing interventions.
Problem-Solving Team	Group of education professionals coming together to consider student-specific data, brainstorm possible strategies/interventions, and develop a plan of action to address a student-specific need.
Progress Monitoring	A scientifically-based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Also, the process used to monitor implementation of specific interventions.
Remediation	Instruction intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate; assumes appropriate strategies matched to student learning have been used previously.
Scaffolding	An instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance.
Scientific, Research-Based Instruction	Curriculum and educational interventions that have been proven to be effective for most students based on scientific study. When these are used with a particular group of children, the children can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice. Education related research that meets the following criteria: · Analyzes and presents the impact of effective teaching on achievement of students · Includes study and control groups · Applies a rigorous peer review process · Includes replication studies to validate results

Section 504 Plan	A student is eligible under Section 504 of the American Disabilities Act if the student has a mental or physical impairment that substantially limits one or more of the student's major life activities and needs accommodations to access education.
Social and Emotional Learning (SEL)	Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Summative Assessment/ Evaluation	Comprehensive in nature, provides accountability, and is used to check the level of learning at the end of a unit of study.
Systematic Data Collection	Planning a time frame for and following through with appropriate assessments to set baselines and monitor student progress.
Tiered Fidelity Inventory (TFI)	A rubric that provides a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of PBIS.
Tiered Instruction	Levels of instructional intensity within a layered model.
Tiered Model	Common model of three or more tiers that delineate levels of instructional interventions based on student skill need.
Universal Screening	An assessment of all students' current levels of performance in a content or skill area. This is administered three times per year.
Wraparound Services and Supports	Individualized community-based services and supports that "wrap around" a child and their family in their home, school, and community in an effort to help meet their physical, social-emotional, and behavioral needs.
Written Education Plan (WEP)	A Written Education Plan (WEP) is a document that outlines the goals of service for students who are gifted. It may include both academic and affective goals. The plan also must specify for parents the timeline and methods for reporting student progress toward these goals.

Appendix

Appendix A – Roles and Responsibilities

Tier 1		
Administrators/Building Leaders	Staff	Parents/Families/Guardians
☐ Establish a schoolwide commitment to instruction/intervention designed to meet the needs of ALL students ☐ Assure the building has a plan for core academic and behavior programs ☐ Develop building-level expectations and procedures for schoolwide activities ☐ Can state the norms of each non-classroom area of the building ☐ Can recite the most recent trends in behavioral and academic data ☐ Monitor teachers' development and use of lesson plans to proactively teach positive social-emotional and behavioral skills ☐ Can describe the school's reward and recognition procedures ☐ Can provide evidence of fidelity in the implementation of PBIS ☐ Schedule for schoolwide meetings and activities, e.g., GLT/Content Teams, BLT, MTSS, Universal Screener Data Review ☐ Provide support and training for staff on core instructional and behavioral strategies ☐ Ensure training and coaching structures for identified staff ☐ Support teachers to organize flexible student groupings and to deliver differentiated instruction ☐ Provide materials, technology and resources ☐ Communicate with Teaching and Learning, MTSS, grade level teams, and stakeholders about the core program ☐ Communicate with the community on learning, behavioral expectations, and school data ☐ Identify building leadership team and work with them to coordinate activities ☐ Oversee and assure time for scheduled activities and meetings to occur ☐ Review schoolwide data on a regular basis	☐ Document evidence of student learning, behavior, and social/emotional needs ☐ Administer district and school assessments ☐ Review diagnostic data to identify student learning needs ☐ Implement the core instruction plan ☐ Utilize research-based, district-approved instructional material ☐ Participate in and apply professional development strategies ☐ Provide differentiated instruction ☐ Collaboratively develop flexible student groups for targeted instruction ☐ Provide academic and behavioral supports ☐ Maintain communication with parents on student progress ☐ Build relationships with colleagues, students, and parents ☐ Seek and utilize coaching supports	☐ Inquire about and review student behavioral and academic data ☐ Implement and reinforce school based goal setting, PBIS, and SEL strategies ☐ Ensure that students have access to an environment conducive to learning within the home ☐ Participate collaboratively as a member of the MTSS team ☐ Provide relevant home/community information ☐ Provide relevant medical/social information ☐ Access appropriate community resources ☐ Collaborate with school personnel in implementing interventions

Tier 2		
Administrators/Building Leaders	Staff	Parents/Families/Guardians
<i>In addition to all Tier 1 roles and responsibilities...</i> ☐ Develop procedures for Tier 2 with the building leadership team and input from staff ☐ Identify a menu of Tier 2 interventions that will be trained and supported ☐ Identify the roles and staff who will lead Tier 2 problem-solving intervention teams ☐ Assure strategies, tools, training, and data collection methods for progress monitoring ☐ Develop and install a method of record keeping of students identified for Tier 2 interventions ☐ Schedule and provide supports for time to be honored for problem-solving intervention meetings ☐ Support staff in the management and deliver of Tier 2 interventions ☐ Know the students who are identified for Tier 2 interventions and the instructional/management concerns of staff in meeting their needs ☐ Monitor the efficacy and fidelity of intervention delivery	<i>In addition to all Tier 1 roles and responsibilities...</i> ☐ Adhere to building procedures for Tier 2 process ☐ Actively participate in Tier 2 problems-solving meetings ☐ Establish goals or learning objectives for the intervention ☐ Provide small group intervention during scheduled intervention time ☐ Administer and record progress monitoring data ☐ Review progress monitoring data with problem-solving team at regular intervals to revise interventions ☐ Track fidelity of intervention delivery	<i>In addition to all Tier 1 roles and responsibilities...</i> ☐ Participate in and is strongly encouraged to attend any success plan, behavioral plan, FBA, BIP, and/or SPED, ELL, and gifted meetings ☐ Are aware of the ongoing progress monitoring process, provided by school staff

Tier 3		
Administrators/Building Leaders	Staff	Parents/Families/Guardians
<i>In addition to all Tier 1 and Tier 2 roles and responsibilities...</i> ☐ Define building procedures for Tier 3 interventions and instruction ☐ Identify and support staff who will provide for and support Tier 3 interventions ☐ Arrange for and honor time for Tier 3 problem-solving meetings ☐ Assure progress monitoring tools, instructional resources, technology, and supports are available to deliver Tier 3 interventions ☐ Know the students identified for Tier 3 interventions and the presenting concerns of staff who are working with them ☐ Assure communication with parents regarding student progress, the interventions used and the parent option to request a special education or gifted evaluation	<i>In addition to all Tier 1 and Tier 2 roles and responsibilities...</i> ☐ Participate in Tier 3 problem-solving meetings ☐ Implement Tier 3 instruction/ intervention with fidelity ☐ Maintain frequent communication with parents on student progress of the learning outcome ☐ Complete district special education or gifted referral process when necessary	<i>Continue all Tier 1 and Tier 2 roles and responsibilities.</i>

Appendix B – 6 Core Components

Multiple Tiers of Instruction & Intervention

- Learning standards & behavioral expectations
- Curriculum & instruction practices
- Evidence-based programs & practices
- Reciprocal relationship between achievement & behavior
- Frequency & intensity of services matched to student need

Problem Solving Process

- Common problem solving process used with fidelity
- Collaborative & team-based decision-making
- Effectiveness of decisions measured by student growth
- Use of decision-making protocols; decision rules
- Frequency & intensity of problem solving matched to need

Leadership

- Actively involved with MTSS implementation
- Distributed leadership/shared leadership
- Aligns MTSS planning & school improvement
- Allocation of professional development resources
- Influences culture & climate of the school
- Reciprocal relationship with coaching supports

Capacity Building Infrastructure

- Ongoing, data-driven professional development & coaching
- Role-specific training matched to responsibilities
- Schedules allow for multiple tiers of instruction/intervention & data-based problem solving
- Established written practices, policies, & implementation guidance (e.g. plans)

Communication & Collaboration

- Effective teaming & communication practices
- Build & sustain consensus about MTSS
- Build purposeful relationships (internal/external)
- Transparent & full involvement in review of data (implementation/student data)
- Alignment of roles & responsibilities
- Coordinate efficient use of resources & troubleshooting

Data Evaluation

- Data culture: build consensus on purpose of using data; multiple uses based on types of decisions to make
- Data system is defined as more than data dashboards and includes roles and responsibilities of staff
- Multiple sources & types of reliable & valid data
- User-friendly: data summaries match to guiding questions

Appendix C – Tiered Academic Supports by Building

Elementary Academic Procedures

Tier	Data Collection & Progress Monitoring	Strategies/Interventions	Decision Criteria
1	Reading & Math iReady Diagnostic – 3x a year 3D Forms – Monthly OST (3rd & 4th) – 2x a year (1x for 4th) WIN Intervention Tracker – Biweekly KRA (K) – Beginning of Year iReady My Path – Weekly Reading MyView Assessments (K-4) – Biweekly Heggerty Assessments(K-2) –Biweekly UFLI (K-2) Assessments – Biweekly Math iReady Assessments (K-4) – Biweekly	Access to high-quality, research-based core curriculum, as displayed in Appendix K WIN time (Math & Reading) Differentiated small group instruction during Math and ELA blocks Core Math and ELA instruction iReady My Path	All students receive Tier 1 instruction & interventions. GLTs will monitor student progress in Tier I. iReady – 50th Percentile & Above Classroom Assessments – 70% & Above KRA – 263 & Above OST – Proficient & Above
2	Reading & Math 3D forms – Monthly iReady lessons –Biweekly Reading Reading Mastery Assessments (K-2) – Biweekly UFLI Progress Monitoring (K-2) – Weekly Heggerty Screener PAST Assessment LETRs Phonics Screener UFLI Phonics Screener Math Kickstart Progress Monitoring – Biweekly	Differentiated small group instruction within the classroom during Math and ELA blocks WIN time (Math and Reading)	GLTs will monitor students’ progress in Tier 2 supports and determine next steps during data meetings. Data meetings occur after each six week cycle. iReady – 26th-49 percentile (Tier 2) Classroom Assessments – 50-69% OST – Basic KRA – 262 & below Acadience – Below Benchmark
3	Reading & Math Acadience Progress Monitoring (K-4) – Biweekly Reading Heggerty Assessments (K-4) – Biweekly Bridge the Gap (2-4) – Biweekly Reading Mastery Assessments (K-4) – Biweekly UFLI (K-4) – Weekly PALS (3-4) OG (K-4) GE (Gallistel Ellis) Test of Coding Skills (1-4) PAST Assessment LETRS Phonics Screener ULFI Phonics Screener Math iReady Math Assessments (K-4) –Biweekly Kickstart Progress Monitoring – Biweekly	Independent or small group supports for 30 minutes, four times per typical school week Title I Groups (Reading & Math) WIN time (Reading & Math)	Student’s progress will be discussed at a six week data meeting. The educational team will use their progress monitoring data shown on the Acadience dashboard to determine if the student is making effective, ineffective, or questionable progress. The team then will determine the next steps for the student. iReady – 25th percentile & Below will be benchmarked on Acadience and progress monitored Classroom Assessments – 49% & Below OST – Limited Acadience – Well Below Benchmark

Data Meetings
Data meetings are held at the Grade Level Team (GLT) level every six weeks. Each team includes grade-level teachers, Title I teachers, administrators, instructional coaches, intervention specialists, and paraprofessionals. During these meetings, the team reviews the progress of all students receiving Tier III interventions. For each student, the team analyzes data and completes a progress monitoring form to evaluate the effectiveness of the current intervention. Students receiving Tier II and Tier I interventions are also discussed to determine whether movement between tiers is necessary based on student progress.
Problem Solving Process
Problem solving meetings occur when a student is found to be making ineffective progress after a six week cycle. Many stakeholders attend this meeting, including the MTSS Power Team, Title teachers, classroom teachers, grade level IS, administrators, and instructional coach. The team meets to go through the 4 step process on individual students to problem solve and determine next steps for intervention.
Special Education Referrals
Students that have ineffective growth for two 6 week cycles, as shown by data in intervention tracker and/or Acadience Dashboard and/or students that have gone through the Problem Solving Process may then be referred for special education.

Middle Academic Procedures

Tier	Data Collection & Progress Monitoring	Strategies/Interventions	Decision Criteria
1	<u>Reading & Math</u> iReady Inform – 3x a year 3D Forms – Monthly OST – Spring WIN Intervention Tracker – Biweekly iReady My Path – Weekly <u>Reading</u> MyView Assessments (5th) – Biweekly MyPerspectives Assessments (6th-8th) – Biweekly <u>Math</u> Ready Assessments (5th-8th) – Biweekly	Access to high-quality, research-based core curriculum, as displayed in Appendix K Co-taught classrooms Intervention Bells (Math & Reading) Small group instruction during Math and ELA blocks iReady My Path	All students receive Tier 1 instruction & interventions. GLTS will monitor student's progress in Tier I. iReady – 50th Percentile & Above Classroom Assessments – 70% & Above OST – Proficient & Above
2	<u>Reading & Math</u> iReady Inform – 3x a year 3D Forms – Monthly OST – Spring WIN Intervention Tracker – Biweekly iReady My Path – Weekly <u>Reading</u> iReady Phonics Screener iReady Phonics Progress Monitoring – Biweekly Acadience Progress Monitoring – Bi Weekly <u>Math</u> Acadience Concepts and Applications Measure – Biweekly	Small group instruction within the classroom during Math and ELA blocks WIN Bells (Math & Reading) Reading – iReady Teacher Toolbox lessons Math – Zearn	GLTS will monitor students progress in Tier II on Data Days. Students who test below the 15th percentile on the iReady Reading Diagnostic, but tested out of Phonics will be screened with a comprehension screener to determine whether they will receive tiered interventions. iReady – Classroom Assessments – 50-69% OST – Basic Acadience – Below Benchmark
3	<u>Reading & Math</u> iReady Diagnostic – 3x a year 3D Forms – Monthly OST – Spring WIN Intervention Tracker – Biweekly iReady My Path – Weekly <u>Reading</u> iReady Phonics Screener iReady Phonics Assessments UFLI Assessments Acadience Progress Monitoring – Biweekly Corrective Reading Assessments – Biweekly <u>Math</u> Acadience Computation Measure	Small group instruction within the classroom during Math and ELA blocks WIN Bells (Math & Reading) Reading – iReady Phonics/OG lessons daily Corrective Reading Comprehension Math – Number of the Day lessons more intensive and higher frequency during the week Math – Georgia Numeracy Project materials	GLTs will monitor student progress in Tier III on Data Days. Students that did not test out of phonics on the i-Ready Reading Diagnostic will be given a phonics screener to determine whether they will receive tiered interventions. Students who test below the 15th percentile on the iReady Math Diagnostic will be screened further to determine whether they will receive tiered interventions.
Data Meetings			

Data meetings are held at the Grade Level Team (GLT) level every **nine** weeks. Each team includes grade-level teachers, Title I teachers, administrators, instructional coaches, intervention specialists, and paraprofessionals. During these meetings, the team reviews the progress of all students receiving Tier III interventions. For each student, the team analyzes data and completes a progress monitoring form to evaluate the effectiveness of the current intervention. Students receiving Tier II and Tier I interventions are also discussed to determine whether movement between tiers is necessary based on student progress.

Problem Solving Process

Problem solving meetings occur when a student is found to be making ineffective progress after **two 6-8 week cycles**. Many stakeholders attend this meeting, including the MTSS team, Title teachers, classroom teachers, grade level IS, administrators, and instructional coach. The team meets to go through the 4 step process on individual students to problem solve and determine next steps for intervention.

Special Education Referrals

Special education referrals are not as common at the secondary level and thus, are handled individually for each student.

High Academic Procedures

Tier	Data Collection & Progress Monitoring	Strategies/Interventions	Decision Criteria
1	ELA & Math Classroom Assessments - Biweekly 3D Forms - Monthly OST - Spring OST Readiness Benchmark & Checkpoints	Access to high-quality, research-based core curriculum, as displayed in Appendix K Reteaching, with the assistance of 3D Forms Backwards Design planning Co-taught classrooms Professional development with a focus on creating an academically engaged classroom that is consistent building-wide	All students receive Tier 1 instruction and interventions. Classroom Assessments - 70% & Above OST - Proficient & Above
2	ELA & Math Classroom Assessments - Biweekly 3D Forms - Monthly OST - Spring OST Readiness Benchmark & Checkpoints Math ALEKS	Reteaching, with the assistance of 3D Forms	Any student not proficient on a teacher's 3D form will qualify for Tier 2 intervention. All teachers will use 3D forms to monitor the impact of their Tier 2 instruction in the regular classroom. OST - Basic Classroom Assessments - 50-69%
3	Credit Recovery	Credit Recovery - Egenuity	Required on Mondays 10-12th graders for any credit deficient students OST - Limited Classroom Assessments - 49% & Below
Data Meetings			
TBD			
Problem Solving Process			
TBD			
Special Education Referrals			
Special education referrals are not as common at the secondary level and thus, are handled individually for each student.			

Trojan Way Learning Center Academic Procedures

Tier	Data Collection & Progress Monitoring	Strategies/Interventions	Decision Criteria
1	<u>Reading & Math</u> iReady Diagnostic 3x a year Classroom Assessments – Biweekly Accelerate (K-5) – Weekly Edgenuity (6-12) – Weekly HS Credits (9-12) OST – Spring <u>Reading</u> myVlew Literacy Assessments (K-5) – Biweekly Reading Mastery Assessments K-2) – Biweekly myPerspectives Assessments (6-8)– Biweekly Common Lit (9-12) – 3x a year <u>Math</u> iReady Math Assessments (K-8) – Biweekly Reveal Math (9-12) – Biweekly HS Credits (9-12) IXL Diagnostic (9-12) – 3x a year	Access to high-quality, research-based core curriculum, as displayed in Appendix K Frequent small group instruction within the classroom Credit Recovery (Edgenuity)	All students receive Tier 1 instruction and interventions. iReady – 50th percentile & above Classroom Assessments – 70% & Above OST – Proficient & Above CommonLit – 50th percentile & above IXL – On or Above Grade Level
2	<u>Reading & Math</u> iReady Diagnostic 3x a year Classroom Assessments – Biweekly Accelerate (K-5) – Weekly Edgenuity (6-12) – Weekly HS Credits (9-12) <u>Reading</u> OG Screener Reading Mastery Assessments iReady Literacy Tasks Heggerty Screener Sonday <u>Math</u> iReady Math Assessments (K-8) Reveal Math (9-12) ALEKS HS Credits (9-12)	Daily small group instruction within the classroom	iReady – 25-49th percentile Classroom Assessments – 50-69% OST – Basic CommonLit – 25th-49th Percentile IXL – Below Grade Level
3	<u>Reading & Math</u> Problem Solving Process forms and IEP SDI data	More individualized instruction when students attend their weekly in-building hours	Students that place in the 10th percentile and below in the phonics domain or the 10th percentile and below in the number and operations domain will receive Tier 3 interventions. Problem solving forms are created for each student who is in need of Tier 3 support. The teacher monitors the progress of the student throughout four weeks. After those four weeks, the building MTSS team meets to discuss the progress of the students. Classroom Assessments – 49% & Below

			OST - Limited CommonLit - 1-24th Percentile IXL - Far Below Grade Level HS to TWLC Movement Ex: 1 year/5 credits behind IEP decisions (IB programs & virtual) family/school process for families that do not want virtual & accept the student not graduating on time age out of thresholds for SPED & non-SPED TWLC to HS Movement Ex: no longer credit deficient process for opportunity
Data Meetings			
The GLT/Content teams will refer students that have not made progress in 6 weeks for tier 1 academic interventions to the Building MTSS academic team.			
Problem Solving Process			
The Building MTSS Academic Team will then use the 5 step process to plan and progress monitor tier 2 and tier 3 interventions and movement for those students. The Building MTSS academic team will report to the District team and GLT/Content teams the progress of those students and when applicable will refer students back when they are ready to exit tier 2/3 intervention			
Special Education Referrals			
Students that have gone through the Problem Solving Process may then be referred for special education or action plans created to progress monitor supports.			

Appendix D – Tier Behavior Supports by Building

Elementary Behavior Procedures

Tier	Data Collection & Progress Monitoring	Strategies/Interventions	Decision Criteria
1	School Counseling Services Public School Works (referrals, docs, positive referrals) Renaissance Assessment – 2x a year Attendance Reports Tier I Behavior/SEL Tracker – Weekly	CHAMPS, SLANT reviewed daily across all settings PBIS Tier I strategies Character Strong Conscious Discipline language and strategies used in all settings Monthly school counseling lessons in the classroom	All students receive Tier I strategies and interventions. GLTS will monitor student progress in Tier I. Students who are not adequately following the schoolwide expectations given in Tier I support based on office referrals, documentation reports, behavior/tracker, and universal screener results will be analyzed for movement to Tier 2 and/or Tier 3. Behavior/SEL Tracker – 70% or above meeting goal Renaissance Assessment Behavior Expectations Matrix Student Handbook
2	School Counseling Services Process and perception data from School Counselor and Support Staff Public School Works (referrals, docs, positive referrals) Renaissance Assessment – 2x a year Attendance Reports Tier II Behavior /SEL Intervention Tracker – Weekly	PBIS Tier II Strategies: Behavior Charts, Point sheet, Check and Connects, Token economy Renaissance Assessment Interventions: Individualized self-monitoring checklist Small Groups with the School Counselor Small Groups with support staff using the Character Strong Tier 2 Curriculum Absence Intervention Team support	Identify as needing additional support based on Renaissance Assessment results Earn 2–3 office referrals non-violent/dangerous offenses quarterly (5–8 annually) Earn one referral for violent/dangerous offenses Students are assigned to the alternative to suspension (A to S) setting. Exhibit 5–9% absenteeism
3	New Path Services School Counseling Services School Psychologist Services Public School Works (referrals, docs, positive referrals)	Functional Behavior Assessments Behavior Intervention Plans Individual Counseling Referrals (i.e. New Path	Weekly progress monitoring of the Individualized interventions and strategies developed in the student's Behavior Intervention Plan (BIP)

	Renaissance Assessment – 2x a year Attendance Reports Tier III Behavior /SEL Intervention Tracker – Weekly Check and Connect Recording Sheets	Consultation and coordination with outside agencies to ensure wraparound services and support Intensified Tier 2 interventions through increased duration and/or frequency Individual counseling by school counselor, or school psychologist Intensified social skills instruction led by school counselor, school psychologist, intervention specialist, or trained support staff.	Data Meetings: Following the development of a BIP, progress monitoring review meeting should be held after 4-6 weeks of consistent implementation Earn 4 or more office referrals for non-violent/dangerous offenses quarterly (9 or more annually) Earn 2 or more referrals for violent/dangerous offenses Receive a recommendation for expulsion. Exhibit 10% or more absenteeism
Data Meetings			
Data meetings are held at the Grade Level Team (GLT) level every six weeks. Each team includes grade-level teachers, Title I teachers, administrators, instructional coaches, intervention specialists, and paraprofessionals. During these meetings, the team reviews the progress of all students receiving Tier III interventions. For each student, the team analyzes data and completes a progress monitoring form to evaluate the effectiveness of the current intervention. Students receiving Tier II and Tier I interventions are also discussed to determine whether movement between tiers is necessary based on student progress.			
Problem Solving Process			
Problem solving meetings occur when a student is found to be making ineffective progress after two 6-8 week cycles. Many stakeholders attend this meeting, including the MTSS team, Title teachers, classroom teachers, grade level IS, administrators, and instructional coach. The team meets to go through the 4 step process on individual students to problem solve and determine next steps for intervention.			
Special Education Referrals			
Students that have ineffective growth for two 6 week cycles, as shown by data in intervention tracker and/or students that have gone through the Problem Solving Process may then be referred for special education.			

Middle Behavior Procedures

Tier	Data Collection & Progress Monitoring	Strategies/Interventions	Decision Criteria
1	Public School Works (referrals, docs, positive referrals) Renaissance Assessment TFI TFI Walkthrough SEL Fidelity Checks	CHAMPS, SLANT PBIS Conscious Discipline Character Strong Curriculum Behavior Expectations Matrix Student Handbook	Students who are not adequately following the schoolwide expectations given in Tier 1 supports, based on office referrals, documentation reports, and universal screener results will be analyzed to determine whether they will receive tiered interventions.
2	Children's Anxiety and Depression Scale (RCADS) Public School Works (referrals, docs, positive referrals) TFI Weekly progress monitoring of behavior tracking sheets (point sheet, self-monitoring checklist, etc) Check and connect recording sheets Feedback from counselor Absence reports	Behavior Contract Point sheet, behavior feedback sheet, self-monitoring checklist Social skills instruction (based on executive skills, see Appendix L) Check and Connect Small Groups with the School Counselor and/or Safety Coaches Absence Intervention Team support	Data Meetings: Every 6 weeks grade level and support staff will use the problem-solving process to make decisions in current interventions. Earn 2-3 office referrals for non-violent/dangerous offenses quarterly (5-8 annually) Earn one referral for violent/dangerous offenses Students are assigned to the alternative to suspension (A to S) setting. Exhibit 5-9% absenteeism
3	At least weekly progress monitoring of the Individualized interventions and strategies developed in the student's Behavior Intervention Plan (BIP) Check and connect recording sheets Public School Works (referrals, docs, positive referrals) Feedback from the counselor Absence reports	Functional Behavior Assessments Behavior Intervention Plans Individual Counseling Referrals (New Path, Counseling Source, Cartwheel, etc.) Consultation and coordination with outside agencies to ensure wraparound services and support Intensified Tier 2 interventions	Earn 4 or more office referrals for non-violent/dangerous offenses quarterly (9 or more annually) Earn 2 or more referrals for violent/dangerous offenses Receive a recommendation for expulsion. Exhibit 10% or more absenteeism

	Data Meetings: Following the development of a BIP, progress monitoring review meeting should be held after 6 weeks of consistent implementation	through increased duration and/or frequency Individualized support by school counselor, social worker, safety coaches, or psychologist Intensified social skills instruction led by school counselor, social worker, psychologist, intervention specialist, or safety coach.	
Data Meetings			
Data meetings are held at the Grade Level Team (GLT) level every six weeks. Each team includes grade-level teachers, Title I teachers, administrators, instructional coaches, intervention specialists, and paraprofessionals. During these meetings, the team reviews the progress of all students receiving Tier II or III interventions. For each student, the team analyzes data and completes a progress monitoring form to evaluate the effectiveness of the current intervention. Students receiving Tier II and Tier I interventions are also discussed to determine whether movement between tiers is necessary based on student progress.			
Problem Solving Process			
Problem solving meetings occur when a student is found to be making ineffective progress after two 6-8 week cycles. Many stakeholders attend this meeting, including the MTSS team, Title teachers, classroom teachers, grade level IS, administrators, and instructional coach. The team meets to go through the 4 step process on individual students to problem solve and determine next steps for intervention.			
Special Education Referrals			
Special education referrals are not as common at the secondary level and thus, are handled individually for each student.			

High Behavior Procedures

Tier	Data Collection & Progress Monitoring	Strategies/Interventions	Progress Monitoring
1	Public School Works (referrals, docs, positive referrals) Renaissance Fundamentals Assessment	CHAMPS, SLANT PBIS Strategies Conscious Discipline Character Strong Curriculum High-quality, research-based instructional strategies	Classroom walkthroughs and observations Renaissance Fundamentals Assessment 3 times a year (Fall and Spring) Building MTSS Behavior team monitors data monthly Grade Level Teams monitor students in their grade monthly
2	Public School Works (referrals, docs, positive referrals) Renaissance Fundamentals Assessment	Behavior Contract behavior feedback sheet, self-monitoring checklist Social skills instruction Check and Connect Small Groups with the School Counselor CLD with Safety Coaches Absence Intervention Team support	Data Meetings: Every 6 weeks grade level and support staff will use the problem-solving process to make decisions in current interventions. Earn 2-3 office referrals for non-violent/dangerous offenses quarterly (5-8 annually) Earn one referral for violent/dangerous offenses Students are assigned to the alternative to suspension (A to S) setting. Exhibit 5-9% absenteeism
3	Progress monitoring of the Individualized interventions and strategies developed in the student's Behavior Intervention Plan (BIP) Check and connect recording sheets Public School Works (referrals, docs, positive referrals) Feedback from the counselor Absence reports	Functional Behavior Assessments Behavior Intervention Plans Executive Functioning Class Individual Counseling Referrals (New Path, Counseling Source) Consultation and coordination with outside agencies to ensure wraparound services and support Intensified Tier 2 interventions	Earn 4 or more office referrals for non-violent/dangerous offenses quarterly (9 or more annually) Earn 2 or more referrals for violent/dangerous offenses Receive a recommendation for expulsion. Exhibit 10% or more absenteeism

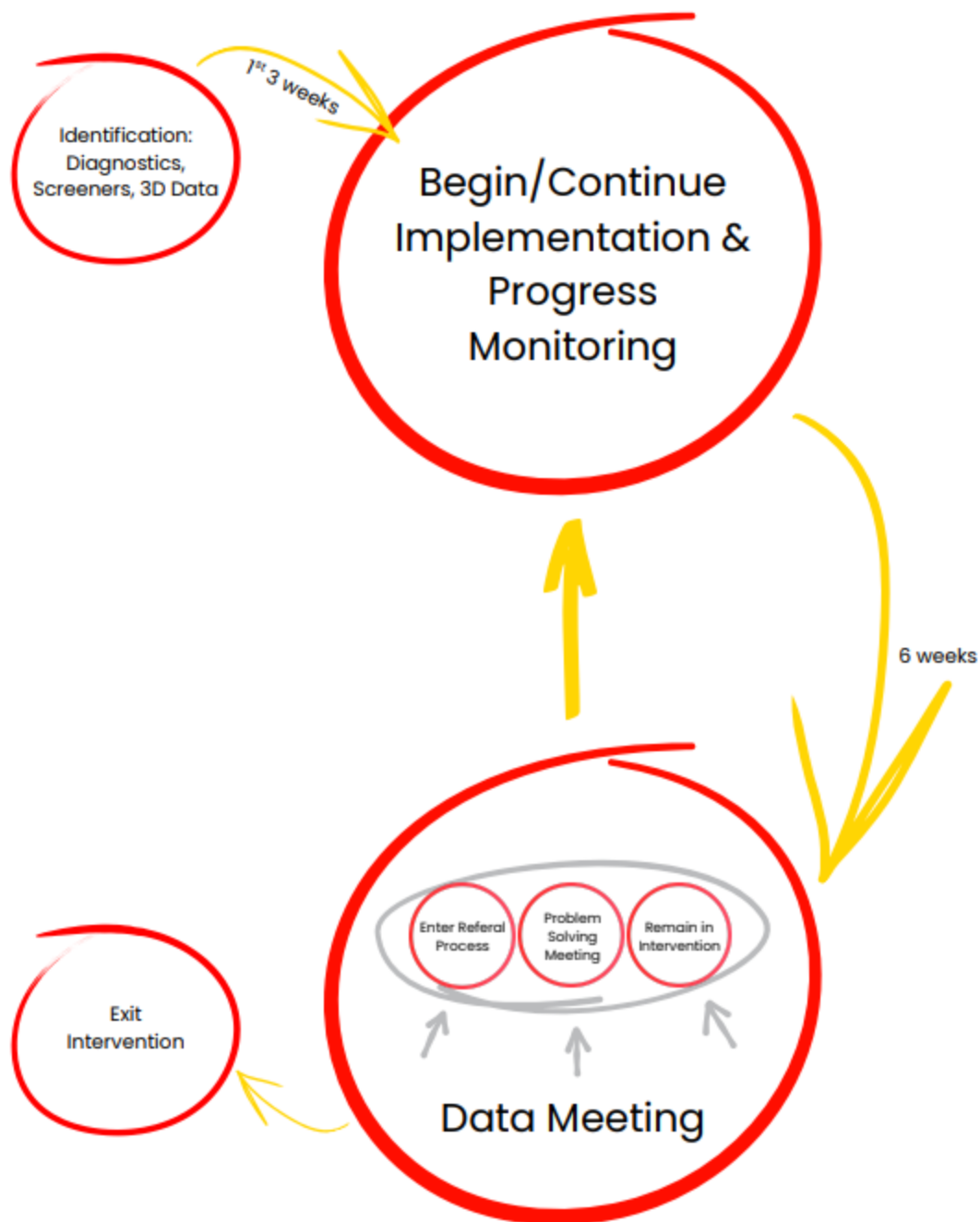
	Data Meetings: Following the development of a BIP, progress monitoring review meeting should be held after 6 weeks of consistent implementation	through increased duration and/or frequency Individual counseling by school counselor, social worker, or psychologist Intensified social skills instruction led by school counselor, social worker, psychologist, intervention specialist, or safety coach.	
Data Meetings			
N/A			
Problem Solving Process			
Students should remain in Tier 3 interventions for two 6-week cycles. Upon completion of two 6-week cycles, using the data from progress monitoring, if a student is showing a downward trend in the Tier 3 intervention, the student's Tier 3 team will follow the problem-solving process to determine next steps for additional support. For students receiving intervention with fidelity for longer than 9 weeks and experiencing little or no growth despite adjustments to the current plan, consider increasing the intensity of intervention or referring for additional services.			
Special Education Referrals			
Special education referrals are not as common at the secondary level and thus, are handled individually for each student.			

Trojan Way Learning Center Behavior Procedures

Tier	Data Collection & Progress Monitoring	Strategies/Interventions	Progress Monitoring
1	Public School Works (referrals, docs, positive referrals) TFI PASS Data SPED Data Classroom behavior plan data Monthly & Quarterly progress monitoring by GLT/Content teams	CHAMPS, SLANT PBIS Conscious Discipline Behavior Expectations Matrix Student Handbook	After 6 weeks of of tier 1 behavior interventions and no progress student is referred to the building MTSS behavior team for tier 2 interventions
2	Bi-Weekly & monthly progress monitoring by Building MTSS Behavior team 5 step problem solving process Trauma Informed Care action plans Progress monitoring and/or adjustments of BIP plan by intervention specialist	Check and Connect Small Groups with the School Counselor Absence Intervention Team support	After 6 weeks of of tier 2 behavior interventions and no progress student is referred to the building MTSS behavior team for tier 3 interventions
3	Weekly & Monthly progress monitoring by Building MTSS Behavior Team 5 step problem solving process Trauma Informed Care action plans Weekly progress monitoring of the Individualized interventions and strategies developed in the student's Behavior Intervention Plan (BIP) Check and connect recording sheets Public School Works referral data Feedback from the counselor Absence reports Data Meetings: Following the development of a BIP, progress monitoring review meeting should	Functional Behavior Assessments Behavior Intervention Plans Individual Counseling Referrals (New Path, Counseling Source) Consultation and coordination with outside agencies to ensure wraparound services and support Intensified Tier 2 interventions through increased duration and/or frequency Individual counseling by school counselor, social worker, or psychologist Intensified social skills instruction led by school counselor, social worker, psychologist, intervention specialist, or safety coach.	After 6 weeks of no progress students the building MTSS behavior team will meet to adjust the plan as needed and will monitor for 3-6 more weeks depending on the severity of the issue. If the adjustment is not successful the student may receive or participate in: LRE meeting, SPED referral, and other consequences as stated in the school code of conduct

	be held after 4-6 weeks of consistent implementation		
Data Meetings			
After 6 weeks of tier 1 or 2 behavior interventions and no progress student is referred to the building MTSS behavior team for tier 2 or 3 interventions planning.			
Problem Solving Process			
After 6 weeks of no progress students the building MTSS behavior team will meet to adjust the plan as needed and will monitor for 3-6 more weeks depending on the severity of the issue. If the adjustment is not successful the student may receive or participate in: LRE meeting, SPED referral, and other consequences as stated in the school code of conduct			
Special Education Referrals			
Students that have gone through the Problem Solving Process may then be referred for special education or action plans created to progress monitor supports.			

MTSS CYCLE



MTSS Meetings



Data Meetings



Problem-Solving Meetings

Academics

- Review student progress monitoring data.
- Identify students needing support.
- Set data-informed goals.
- Monitor intervention effectiveness

Behavior

- Analyze attendance and engagement.
- Identify behavioral patterns.
- Review social-emotional data.
- Adjust behavioral interventions.

Academics

- Define specific academic barriers.
- Brainstorm targeted interventions.
- Develop individualized support plans.
- Set timelines for review.
- Determine progress monitoring tools.

Behavior

- Design positive behavior plans.
- Explore restorative practices.
- Collaborate with support staff.
- Identify behavioral triggers.
- Monitor intervention effectiveness.
- Establish behavioral goals and rewards.

MTSS Tiers



Tier 1
Universal
Instruction



Tier 2
Targeted
Interventions



Tier 3
Intensive
Support

Appendix G – Behavior Expectations Matrix



THE TROJAN WAY

NCH BEHAVIOR EXPECTATIONS



SCHOOL SETTINGS	BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
Classroom	✓ Follow all directions ✓ Use positive language ✓ Maintain teacher directed volume level (0,1,2)	✓ Bring required materials ✓ Complete assignments ✓ Arrive to class on time in dress code	✓ Use materials properly ✓ Keep hands & feet to self ✓ Respect personal space
Hallway	✓ Follow all directions ✓ Use positive language ✓ Maintain teacher directed volume level (0 or 1)	✓ Go directly to assigned area ✓ Keep the area clean ✓ Maintain volume level 1	✓ Use materials properly ✓ Keep hands & feet to self ✓ Respect personal space
Restroom	✓ Respect others' privacy ✓ Wait your turn ✓ Keep volume level 0 or 1	✓ Flush toilet and wash & dry hands. ✓ Dispose of trash ✓ Return to class promptly	✓ Use materials properly ✓ Keep hands & feet to self ✓ Respect personal space
Cafeteria	✓ Follow cafeteria rules ✓ Use positive language ✓ Maintain volume level 2	✓ Eat & stay in assigned area ✓ Clean your area and dispose of trash properly ✓ Follow adult directions	✓ Use materials properly ✓ Keep hands & feet to self ✓ Respect personal space
Arrival & Dismissal	✓ Follow all entry/exit procedures and directions ✓ Maintain volume level 1	✓ Arrive and leave on time ✓ Keep track of your personal belongings ✓ Follow procedures for picking up siblings	✓ Keep hands & feet to self ✓ Respect personal space ✓ Cross at designated areas
Office & Nurse	✓ Follow all directions ✓ Wait patiently for your turn ✓ Maintain volume level 1	✓ Have a signed pass ✓ Go directly to the assigned area ✓ Return to class promptly	✓ Keep hands & feet to self ✓ Respect personal space ✓ Follow directions

Appendix H - CHAMPS



**NCH
CHAMPS**



Conversation

- 0 Quiet
- 1 Whisper Voice
- 2 Partner Voice
- 3 Presenter Voice



Help

- Raise your hand
- Ask a friend
- Ask your partner
- Raise a hand for emergency



Activity

- Whole Group
- Independent Work
- Partner Work
- Group Work



Movement

- Stay Seated
- Limited Movement
- Safe Movement
- Move when directed



Participation

- Listen with eyes & ears
- Work independently
- Work as a team
- Work as directed

SLANT



S = Sit Up

L = Lean Forward

A = Ask Questions

N = Nod Your Head

T = Track the Speaker

Appendix J – Minor vs Major Definitions Chart

North College Hill Behavior Definitions

The goal of this guide is to make managing behaviors more equitable throughout the district. The examples and non-examples included are not a comprehensive list, but are meant to guide staff in making decisions about which behaviors should be classroom managed and which should be office managed.

Minor Behaviors – cause minimal disruption to the learning environment and are teacher-managed by following the grade level determined hierarchy of consequences.

Major Behaviors – cause significant disruption to the learning environment and are grounds for a behavior referral to be managed by administration using the district-wide discipline ladder.

Problem Behavior Category	Definitions	Examples	Non-Examples
Arson	Minor: N/A	N/A	N/A
	Major: To damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents	Purposefully lighting any object on fire	Accidentally catching material on fire during a science experiment
Bomb Threat	Minor: N/A	N/A	N/A
	Major: Any verbal or written reference to a bomb being located in a particular place.	Statements such as "There's a bomb in the school," "I'm going to blow up the school," or any similar threats made through notes, emails, social media posts, or messages	Expressing frustration by saying something such as "I wish this place would get on fire," or "I'm about to blow"
Cheating / Lying / Deceit	Minor: Student engages in lower-intensity levels of not telling the truth or copying someone else's work	Copying or allowing someone else to copy a classroom assignment or test	Student copying whole group work following an absence the day before
	Major: Student engages in higher-intensity levels of not telling the truth or copying someone else's work that have more intense/serious consequences for their	Making ongoing false accusations about students or staff that create an unsafe situation, increased conflict, and/or disrupts the learning environment	Student report of rumors / bullying without any investigation or proof (hearsay) Student repeating a rumor they've heard without obvious malicious intent

	own or others' well-being		
Chronic / Multiple Infractions	Minor: Misbehavior that is distracting/disruptive to the individual's learning	Repeatedly being tardy to the same class, being out of dress code, playing games on chromebook	If a student takes initiative to fix being out of uniform or comes to class tardy, but has a pass
	Major: Misbehavior that is so disruptive that instruction cannot continue or it threatens the physical safety of the classroom	Continual to talking out in class about non-class related things during instruction after following the classroom management plan(warning, moved seat, phone call home, buddy teacher)	Students asking/answering questions without raising their hand first
Defiance / Disobedience / Non-compliance	Minor: Refusal to follow directions	Ignoring or refusing directions that are related to classroom procedures/routines; lining up, putting chromebook up	Being distracted by a peer when directions are being given, so needing them to be repeated
	Major: Refusal to follow directions and it imposes a threat to the social/emotional/physical safety of the classroom.	talking during a fire drill/emergency situation, going to a different area than the one you were sent to, walking out of class without permission, not following lockdown procedures, refusal to get into dress code	Requesting to leave the classroom for a break, talking to report something to a teacher (ex. Student who is out of the room at the nurse, student that is hurt, etc.)
Disrespect / Insolence / Rudeness	Minor: Talking back and/or socially rude interactions	Name-calling towards a student, talking back to the teacher after a reasonable direction/prompt	Students are putting each other down over their style in a playful matter, "capping back and forth," and stop when directed.
	Major: Talking back and/or socially rude interactions, arguing, name-calling	Student calls the teacher a name, argues with a student in an offensive matter, argues with an adult	A student inquiring about why the rules are the way they are or complaining
Disruption	Minor: Behavior that causes an interruption in a class or activity; includes loud talk, yelling, or screaming; noise with materials; and/or	Talking without permission, throwing paper balls, and walking around the room without permission	Asking to get up to sharpen your pencil, walking to the garbage can to blow your nose, and throw away the tissue

Disruption (continued)	out-of-seat behavior.		
	Major: Behavior that causes an interruption in a class or activity; includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behavior Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others	Throwing scissors, arguing with a peer, any type of threat	Teacher directed debating of a topic, role play activities for learning purposes
Dress Code Violation	Minor: Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district	Not having a collared shirt under a sweatshirt, logo bigger than a fist	NCH logo on any top that is bigger than a fist
	Major: N/A	N/A	N/A
False Fire Alarm	Minor: N/A	N/A	N/A
	Major: Pulling the fire alarm causing the building to be evacuated	Walking by a fire alarm and pulling it	Opening the case with the fire extinguisher in it
Gambling	Minor: N/A	N/A	N/A
	Major: Student engages in activity where games or other activities of chance or skill are pursued with the expectation and purpose of winning money or other property	Students are placing bets on school grounds where money or other property is wagered	Using "You Bet!" or "I'd bet you..." as a colloquialism
Harassment / Intimidation	Minor: Student delivers lower-intensity disrespectful messages to another person that may include negative comments, obscene gestures, or written notes Disrespectful messages	Single instance or isolated instances of low-intensity verbal teasing/mockery Teasing each other in a friendly/joking way at first, but then one student takes it too far and then stops after one too far comment-realizing the	Students putting each other down in a playful manner, "capping back and forth" and stop when appropriate

Harassment / Intimidation (continued)	include negative comments based on ethnicity, race, religion, gender, gender identity, sexual orientation, disability, age, national origin, or other personal matters	comment wasn't received in a friendly or joking manner	
	Major: Student delivers higher-intensity disrespectful messages to another person that may include negative comments, obscene gestures, pictures, or written notes Disrespectful messages include negative comments based on ethnicity, race, religion, gender, gender identity, sexual orientation, disability, age, national origin or other personal matters Threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that (1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, (2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or (3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific	Targeted on-going multiple instances of exclusion or targeted on-going one-sided verbal/gestural threats or intimidation	Students putting each other down in a playful matter, "capping back and forth" and stop when appropriate

	person that causes substantial emotional distress in such a person		
Inappropriate Eating / Drinking	Minor: Student has outside food/drink/candy that is not permitted in the classroom or other designated areas per the building	Student hides granola bar or small chip bag under their folder or in their pocket and discreetly/quietly eats it	Student is eating breakfast during breakfast time
	Major: N/A	N/A	N/A
Inappropriate or Abusive Language	Minor: Student engages in lower-intensity instances of inappropriate language. Inappropriate language that's not directed towards another person or group of people	Student uses cuss words while talking to friends.	Student cursing after stubbing a toe.
	Major: Verbal messages that include swearing, name-calling calling or use of words in an inappropriate way Inappropriate or threatening language that's directed towards another person or group of people	Student calls a peer or adult an explicit name. Student verbally threatens to bring a weapon to school	Student asking what an explicit word or phrase means
Inappropriate Use of Technology	Minor: Use of cell phone, music/video player, camera, computer, school account/device, and/or other electronic devices in violation of school or district policy.	Student using phone in class (1st offense) Student playing games on their computer during instruction	Students accessing learning games when finished with assigned work (e.g., 99 math, Cool Math Games, Prodigy, etc.)
	Major: Use of cell phone, music/video player, camera, computer, and/or other electronic devices in serious violation of school or district policy	Student using phone in class (2nd+ offenses) Cyberbullying: Repeated and targeted harassment or bullying through digital means that causes significant emotional	Student reports to school staff that they were sent inappropriate links/emails by another student

Inappropriate Use of Technology (continued)		distress or harm to a victim Hacking or Unauthorized Access: Deliberately gaining unauthorized access to another's digital accounts, data, or devices Deliberately attempting to access websites that are blocked based on school policy Serious Privacy Violations: Deliberate sharing of sensitive personal information without consent, leading to potential identity theft or other harm. Includes emailing inappropriate content using their school email account	
Off Task / Inattentive	Minor: Temporary to mild deviations from expected tasks that disrupt a student's productivity, learning, or other goals	Student is daydreaming in class. Searches the internet for non-work related topics Lapses in focus on a task due to fatigue or boredom	Student doesn't start independent work until the teacher checks in with them for understanding
	Major: N/A	N/A	N/A
Out of Assigned area	Minor: Student is found in an area <i>within the classroom</i> where they are not supposed to be at the time	Student is out of their assigned seat	Student raised their hand and asked to sharpen pencil
	Major: Student is found in an area where they are not supposed to be and/or the area is off-limits to students.	Student is found anywhere in the building (including high school) without a pass during school hours	Student receives a pass to go to the bathroom and ends up needing to see the nurse (e.g., female student needs hygiene products)
Physical Aggression - Fighting	Minor: N/A	N/A	N/A
	Major: When two or more persons mutually participate in use of force or physical violence -	Two students engage in a physical altercation that includes punching, kicking, headbutting, or use of an	Two students engage in horseplay (e.g., chasing, rough housing, playful pushing in line, jumping,

	may result in physical restraint or physical injury	object as a weapon, headbutting, etc	poking, kicking under the table, etc.) that stop when instructed.
Physical Aggression - Other	Minor: Lower-intensity physical actions that cause harm or inflict pain (e.g., hitting, pushing, etc.), can be directed toward objects or another person – this includes horseplay.	Two students engage in horseplay (e.g., chasing, rough housing, playful pushing in line, jumping, poking, kicking under the table, etc.) that stop when instructed. Student kicks their desk repeatedly when frustrated	Student bumps into another student in the hallway, causing their materials to fall
	Major: Higher-intensity physical actions that cause harm or inflict pain (e.g., punching, kicking, etc.), can be directed toward objects or another person – this includes horseplay.	Two students engage in horseplay (e.g., chasing, rough housing, playful pushing in line, jumping, poking, kicking under the table, etc.) that do not stop when instructed Student flips their desk over when frustrated	Two students engage in a physical altercation that includes punching, kicking, headbutting, or use of an object as a weapon, headbutting, etc
Property Damage	Minor: Student breaks or makes a lower-cost item unusable	Student rips apart dry erase board eraser	Student accidentally knocks a potted plant off the teacher's desk while walking by
	Major: Student intentionally participates in an activity that results in destruction or disfigurement of property	Student slams a Chromebook shut, breaking the screen	Student accidentally knocks a Chromebook off a desk while walking by, causing it to break
Skiping Class / Truancy	Minor: N/A	N/A	N/A
	Major: Student misses class without permission	Student does not arrive to class for the bell or arrives >10 minutes late to class without a pass	Student does not arrive to class for the bell, but is in the nurse's office from the bell prior
Tardiness	Minor: Student is late to class after the tardy bell rings without a pass	Tardy bell rings and the student arrives to class two minutes later without a pass	Student arrives late to class with a signed pass from a school staff member
	Major: Based on grade level policy	2+ tardies to the same class in the same week	

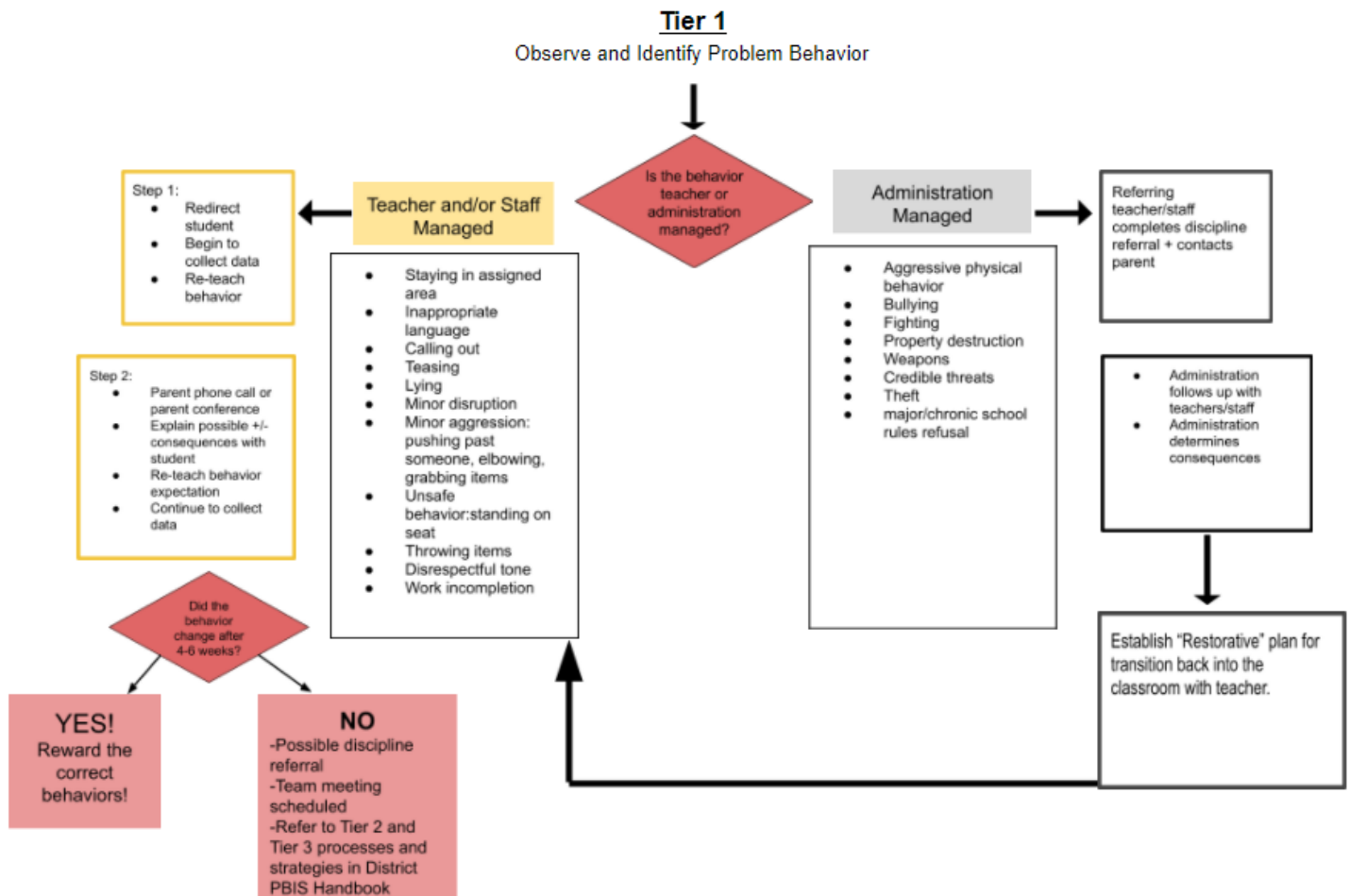
Theft /Forgery	Minor: Student is in possession of, has passed along, or is responsible for removing someone else's property valued under \$5, or has signed a person's name without that person's permission	Student grabs another student's breakfast off their desk Student signs a permission slip with their parent/guardian's name	Student leaves the classroom with a pencil that they borrowed from the teacher
	Major: Student is in possession of, has passed along, or is responsible for removing someone else's property valued over \$5, or has signed a person's name without that person's permission	Student takes another student's AirPods Student forges a parent/guardian signature on a disciplinary measure	Student borrows another student's AirPods and returns them when asked
Unknown behavior	Minor: Try to avoid using unless no other category fits the offense		
	Major: Try to avoid using unless no other category fits the offense.		
Unprepared	Minor: Chronically coming to class without needed materials	A student consistently comes to class with an uncharged Chromebook	Student comes to class with an uncharged Chromebook once.
	Major: N/A		
Use / Possession of Alcohol	Minor: N/A		
	Major: Possession, sale, purchase, or use of alcoholic beverages. Use should be reported only if the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation	Student uses a water bottle to conceal an alcoholic beverage	Student finds an empty alcohol bottle on campus and turns it in

Use / Possession of Cell Phone / Electronic Device	Minor: Student is in possession of cell phone during school hours – first offense	Student's cell phone was found in a Chromebook bag	Student forgets to put cell phone in locker before the tardy bell and asks the teacher to put it away
	Major: Student is in possession of cell phone during school hours – second + offenses OR student is using cell phone during school hours – first offense	Student's cell phone was found in a Chromebook bag for the second (+) time Student is texting during class	Student's cell phone alerts during class, but was not visibly out or in use
Use / Possession of Combustible Materials	Minor: N/A		
	Major: Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g., matches, lighters, firecrackers, gasoline, lighter fluid).	matches, lighters, firecrackers, gasoline, lighter fluid, pop-its	Spraying/using perfume or cologne in class or hallway (any body spray)
Use / Possession of Drugs, Illegal Substances	Minor: N/A		
	Major: The use or possession of any drug, narcotic, controlled substance, or any substance when used for hallucinogenic purposes. Reported only if the person is caught in the act of using, admits to use, or is discovered to have used in the course of an investigation	Student is found in possession of a vape, marijuana, or any other illegal substance, excluding alcohol Possession includes the material being in a locker	Student is sucking helium out of a balloon.
Use / Possession of Gun	Minor: N/A		
	Major: The possession or use of a gun or firearm look alike on school grounds, at	Student brings an airsoft gun to school that has the orange tip removed to make it look like a real gun	Student brings a water gun to school

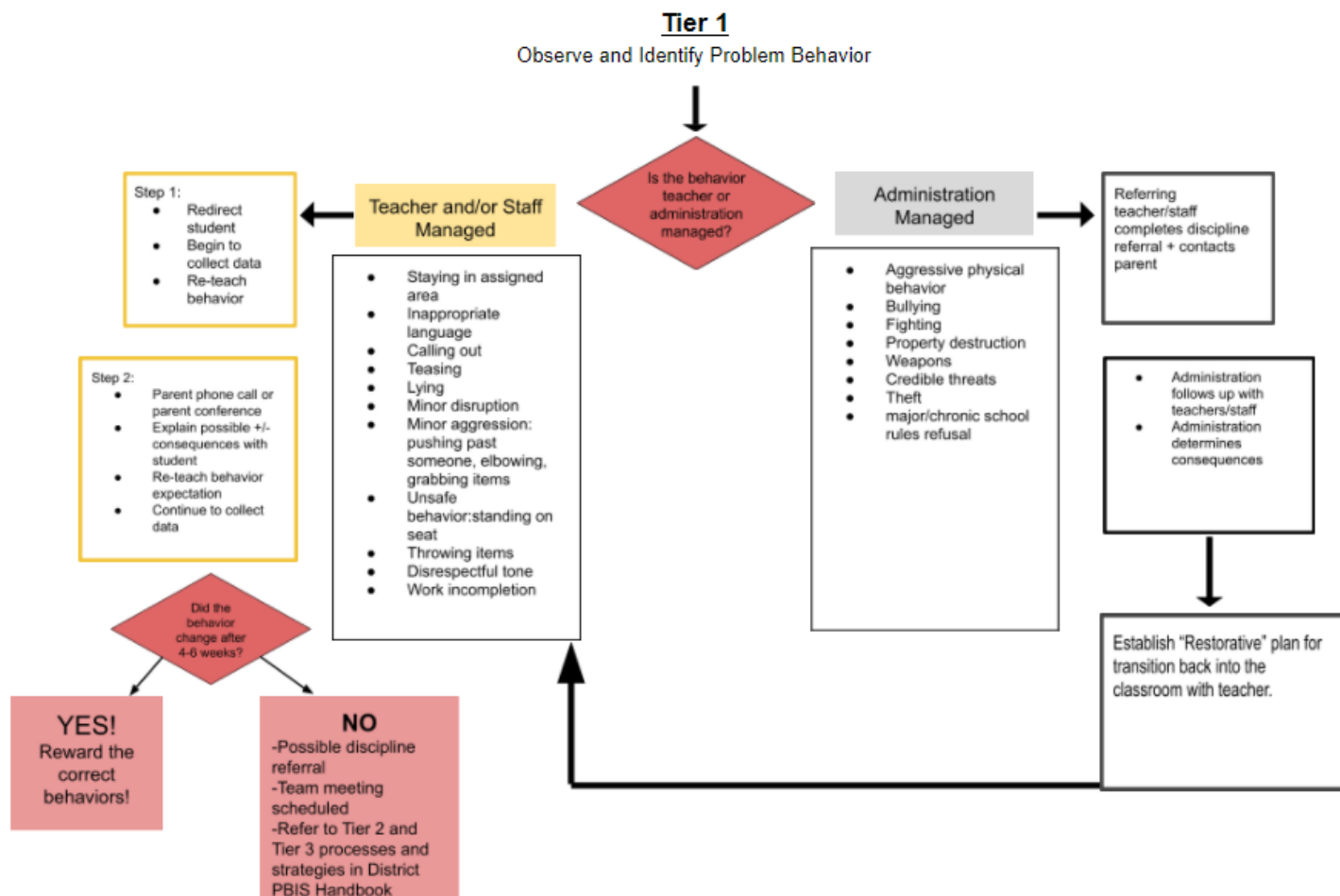
	school-sponsored events, or on school transportation		
Use / Possession of Tobacco	Minor: N/A		
	Major: The possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, or on school transportation	Student is found using/selling a nicotine vape pen in the bathroom	Student is eating candy cigarettes while on school property.
Use / Possession Weapon Excluding Gun	Minor: N/A		
	Major: Possession of any instrument or object, other than a gun, that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm	Student is in possession of a taser, knife (including pocket knife), pepper spray, etc.	Student has a pair of scissors for class that are not intended to be used as a weapon
Vandalism	Minor: N/A		
	Major: The intentional destruction, damage, or defacement of public or private/personal property without the consent of the owner	Student intentionally clogs the toilet in the Writes on school property with something that cannot be easily removed	A student writes non-threatening messages on the desk or in bathroom stalls that can be easily cleaned off
Other	Minor: N/A	N/A	N/A
	Major: Try to avoid using this category unless no other category fits the offense	Students are physically affectionate with each other in a manner that is inappropriate for school (e.g., kissing in the hallway). Student opens another door for someone without going through the office and security first.	Student is horsing around or has hands-on and does not stop when directed by a staff member (This should be written up under the category of Physical Aggression-Other or Defiance)

Appendix K – Consequence Flowcharts

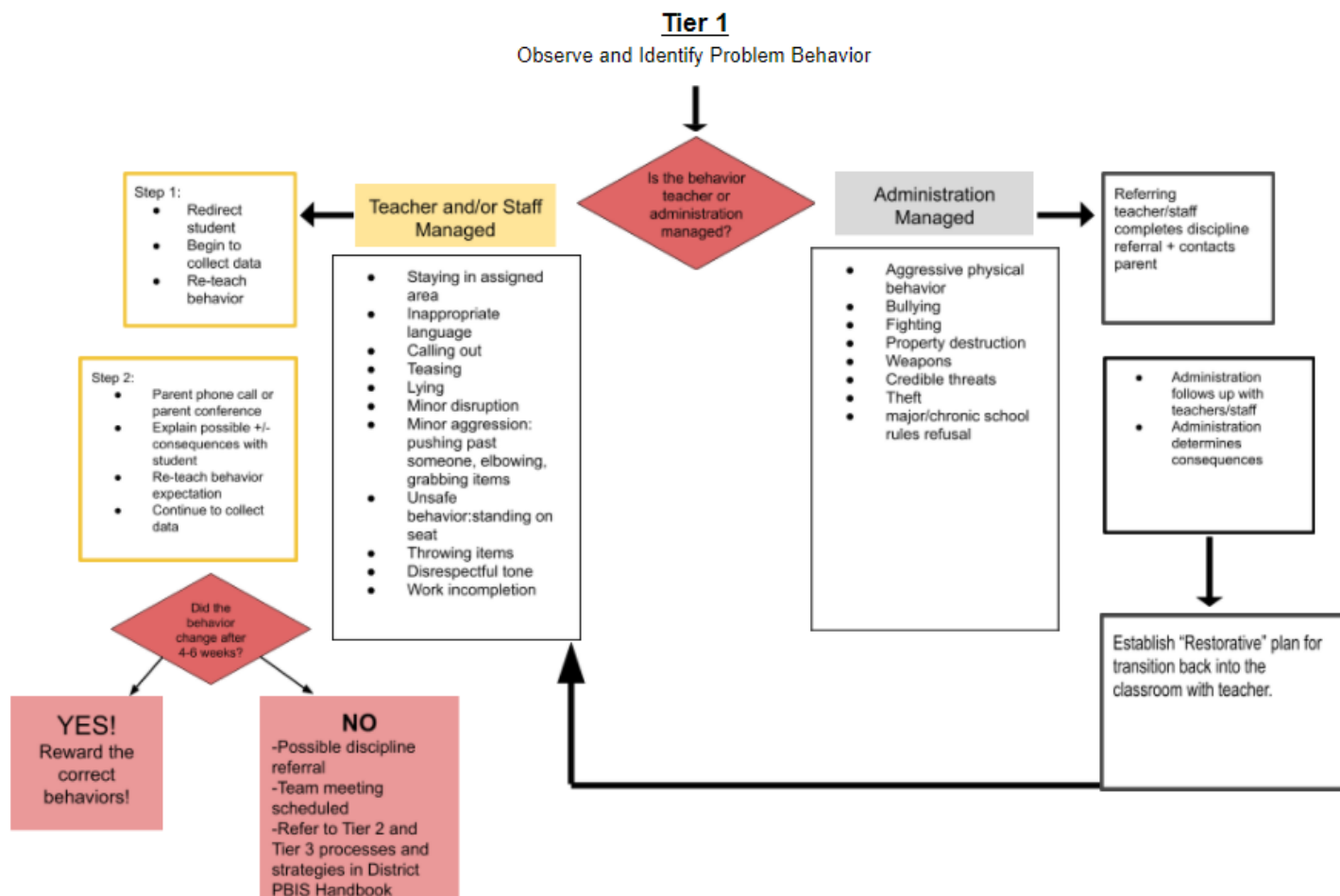
NCH PBIS District Behavior Flow Chart Tier 1



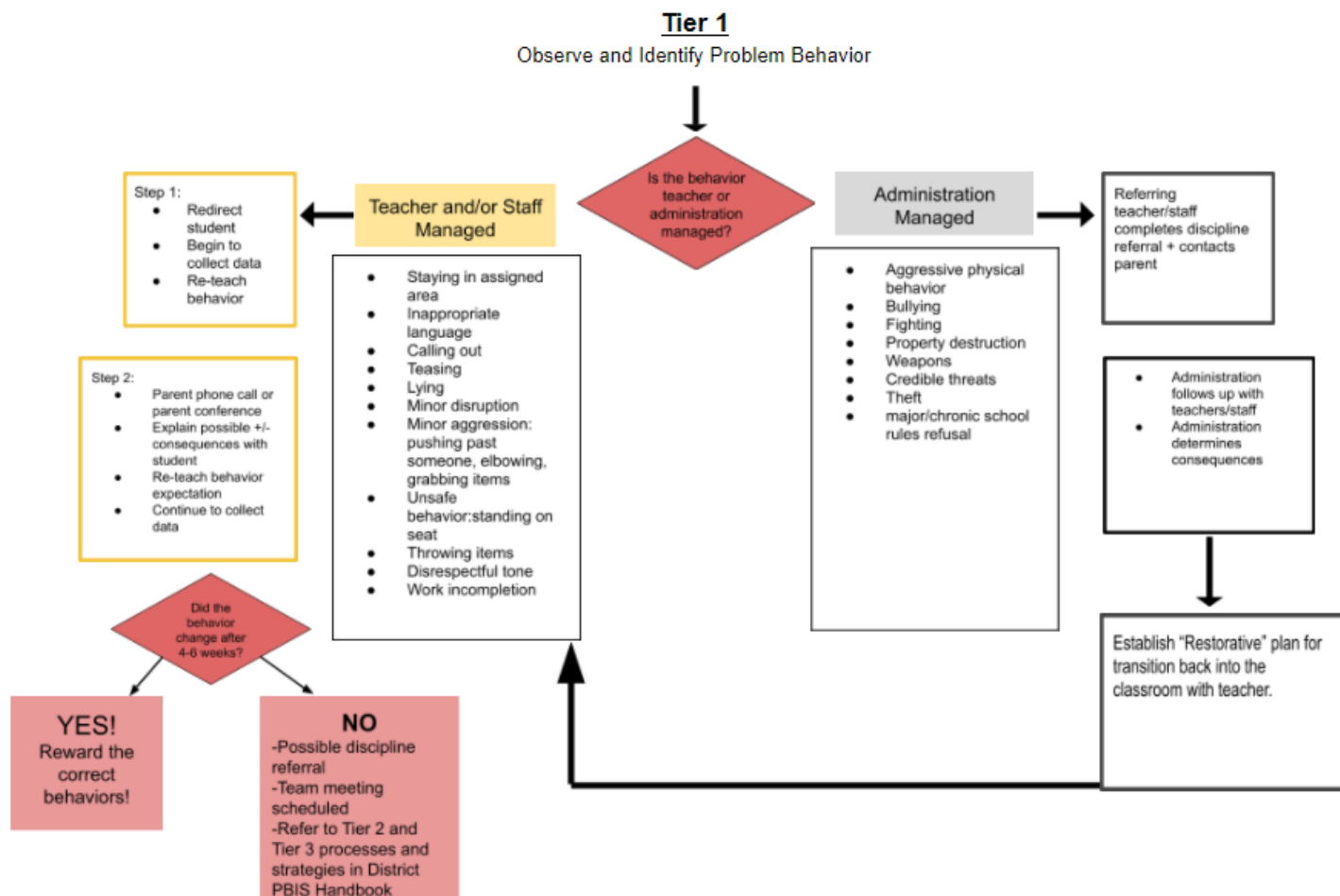
NCH PBIS District
Behavior Flow Chart
Tier 1



NCH PBIS District
Behavior Flow Chart
Tier 1



NCH PBIS District
Behavior Flow Chart
Tier 1



Appendix L - District Resource Chart

NCH District Resource Chart			
Name of Resource	Subject(s)	Grade(s) available for	Type of resource (core, supplemental, practice, intervention, etc)
Accelerate Education	All	K-5	Core for Virtual
ALEKS	Math	8-12	Supplemental
Autism Helper	All	K-12	Supplemental - SpEd licenses only
Biology	Science	9-10	Core
Bookshare	ELA	K-12	Supplemental - SpEd licenses only
BrainPop/BrainPop Jr	All	K-8	Supplemental
Character Strong	SEL	K-12	Core
CommonLit	ELA	3-12 (9-12 premium)	Supplemental
Comprehensive Health	Health	9-12	Core
Corrective Reading	ELA	5-12	Intervention
Discovery Education	Science and Social Studies	5 8 (Sci only)	Core Supplemental for all subject areas
Edgenuity	All	6-12	Core for Virtual
EdPuzzle	All	K-12	Supplemental
Flocabulary	All	K-12	Supplemental
Gizmos	Science Math	3-12	Supplemental
Government and Economics	Social Studies	9-12	Core
Health Skills for Middle School -Essential	Health	6-8	Core
Healthy Relationships	Health SEL	K-12	Supplemental
Heggerty	ELA	PreK-2	Core
Heggerty - Bridge Edition	ELA	2-8	Intervention
iReady Classroom Math	Math	K-8	Core

iReady Resources	ELA Math	K-12	Intervention Supplemental
IXL	Math ELA Science Social Studies Spanish	5-12 All subjects 3-4 Science & Social Studies only	Supplemental
Kickstart Math	Math	K-4	Intervention
Language for Learning	ELA	K	Intervention
Language for Thinking	ELA	1	Intervention
LLI	ELA	2-4	Intervention
McGraw-Hill SRA Kit	ELA	K-12	Intervention Supplemental
myPerspectives	ELA	6-8	Core
myView Literacy	ELA	K-5	Core
News 2 You	ELA Social Studies	PS-12	Supplemental - SpEd licenses only
NoRedInk	ELA	9-12	Supplemental
Orton Gillingham	ELA	K-5	Intervention
Pearson Common Core Literature	ELA	9-12	Core
Psychology	Psychology	9-12	Core
Reading Mastery	ELA	K-4	Intervention
Reveal Mathematics (Geometry, Algebra I, Algebra II)	Math	8-12	Core
REWARDS PALS	ELA	5-8 K-4	Intervention
Scholastic	ELA Science/Social Studies	5-8	Supplemental
Scholastic Scope	ELA	9-10	Supplemental (Reading Resource Room)
Sonday System (Levels PK, 1	ELA	PreK-8	Intervention

& 2)			
Studies Weekly	Social Studies and Science	4 5 (SS only)	Supplemental
UFLI	ELA	K-4	Supplemental
Unique	All	K-12	Supplemental - SpEd licenses only
Zearn	Math	5-8	Supplemental
Zones of Regulation	SEL	PS-12	Supplemental