

# Hartland Consolidated Schools

## K-6 Multi-Tiered Systems of Support (MTSS)

*Leadership \* Empowering Culture \* Professional Development*

### SUPPORTS

- 1:1 adult support of behavior systems
- Behavior Scripts
- Wrap Around
- Peer to Peer (socialization)
- English Language Learner Supports

- Restorative Practices
- Visual Supports
- Reinforcement/Reward systems
- Sensory Breaks
- Peer to Peer (socialization)
- Universal Tools & Accommodations
- Trauma-Informed Care
- Student Support Center (5-6)

- PBIS Incentives
- PBIS matrix and building-wide visuals
- Restorative Practices
- Staff Professional Development
- Therapy Dogs
- Kindness/Leadership Clubs
- Student and Staff Surveys (self-perception surveys)
- Behavioral Data Analysis
- Universal Tools & Accommodations
- Regular Parent Communication and Involvement

Tertiary Prevention  
(Intensive 5% - Few)

**TIER 3**

Secondary Prevention  
(Targeted 15% -  
Some students)

**TIER 2**

Primary Prevention  
(Universal 80%-All Students)  
\*Monthly PBIS/MTSS Committee  
Building meetings

**TIER 1**

### INTERVENTIONS

- Peer to Peer (explicit instruction)
- FBA/PBS Plan
- Direct Mental Health SSW support via IEP (1:1)
- Alternatives to suspension (restorative practices)

- Peer to Peer (explicit instruction)
- Tier 2 support groups (for all core competency areas)
- Small group instruction with mental health staff
- Check-in/Check out
- Whiteboards/Tier 2 PBSP's
- ICT/SST Group & Individual cases (MTSS Process)

- Monthly school-wide TRAILS lessons/ focus areas (covering each core competency)
- Monthly building committee meetings
- PBIS Lessons
- ICT/SST classroom cases (MTSS)
- Attendance monitoring

# Hartland Consolidated Schools

## 7-12 Multi-Tiered Systems of Support (MTSS)

*Leadership \* Empowering Culture \* Professional Development*

### SUPPORTS

- One-on-One Mental Health Supports
- 504 Services
- Individualized Education Program (IEP) Services
- Peer-to-Peer
- English Language learner (ELL) Supports

- Counseling Services
- Academic Supports / Title I Services
- Gathering Groups
- Peer-to-Peer (for General Education Peers)
- Lunch Bunch
- Reaching Higher-Personal Leadership Development

- TRAILS Lessons
- Mindfulness Rooms
- Academic / Career Counseling
- Universal Tools /Accommodations
- Staff Professional Development
- Mentor /LINK Programs
- Student Clubs
- Therapy Dog Services (9-12)

Tertiary Prevention  
(Intensive 5% - Few)

**TIER 3**

Secondary Prevention  
(Targeted 15% -  
Some students)

**TIER 2**

Primary Prevention  
(Universal 80%-All Students)  
*\*Monthly PBIS/MTSS Committee  
Building meetings*

**TIER 1**

### INTERVENTIONS

- Crisis Counseling
- One-on-One Counseling
- Social Work Services
- School Psychologist Services
- Safety Plan Process
- Outside Referral Consideration

- Vape 101
- Microaggression Training-Student Education
- Insight Group-Drug and Alcohol Education/Prevention
- Behavior Plans
- Social Skills Groups
- Support Groups

- Attendance Monitoring
- TRAILS Lessons
- Parent Communications
- After School Supports /Extended Day Intervention Services: Math Labs, ELA support, Special Ed support
- Honor Points (7-8)

## *HCS Multi-Tiered Systems of Support*

### *Glossary*

**Wrap Around:** Wrap Around support is provided by the county mental health community and other county organizations, in collaboration with the district, to support families. School mental health staff coordinate with outside providers (i.e. mental health professionals, medical doctors, case managers) to provide continuity of care to students.

**Peer to Peer:** Peer-to-peer programs are volunteer programs linking general education students, with students who have disabilities, in order to support them throughout the school day. The pairing of students leads to greater socialization and independence. Peer to Peer increases opportunities for students with ASD to access general education settings and curriculum. Peers model typical academic and social behavior in educational environments throughout the school day to promote independence and socialization.

**English Language Learner Supports:** Intensive individual and small group instructional support for the district's English Language Learners by the ELL district coordinator and instructor.

**Restorative Practices:** A conflict resolution technique that focuses on repairing relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and antisocial behavior, repair harm and restore relationships, communication and problem solving skills.

**Staff Professional Development:** Professional development opportunities for staff in strategies and information needed to support students in their social emotional development. These include de-escalation strategies, brain research to understand how students learn, and developing building cultures to encourage positive behaviors in our students.

**FBA/PBS Plan:** A more intensive behavior plan utilized when student behavior is extreme and/or when the Positive Behavior Support Plan is not successful. A functional behavioral assessment (or FBA) is a process that identifies a specific or target behavior that interferes with a student's education. The assessment attempts to designate the particular behavior, identify the factors that support the behavior, and determine the purpose of the behavior. The process leads to an intervention plan and steps that one can follow to improve the student's situation.

**Therapy Dogs:** Therapy dogs are a research based strategy for students who have anxiety type behaviors that interfere with learning. For example, therapy dogs can calm students so they are able to practice reading out loud to the dog, instead of to the class.

**ICT/SST Group and Individual Cases:** Instructional Consultation Teams and Student Success Teams represents a way our schools organize and deliver services to support staff and student improvement and success. Each school has one of these teams that identify staff needing additional help with student academic and social weaknesses, as well as help with strategies to increase student achievement.

**PBIS Incentives:** PBIS (Positive Behavioral Interventions and Supports): Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide. Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school. At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.

**Whiteboards / PBIS Plan:** A positive behavior support plan outlines the supports and strategies to be implemented for reducing problem behavior and for teaching positive skills designed to replace the behavior. The plan is developed once the team has an understanding of the reason for the interfering behavior. The behavior planning process utilizes a team approach. At whiteboard meetings, teachers and support staff meet and focus on one student and specific antecedents, behaviors, and a plan (PBIS Plan) for the student.

**PBIS Lessons:** School behavior expectations are taught and clearly posted throughout school buildings. All students review the school-wide behavior expectations throughout the school year. The PBIS behavior expectations outline expected behavior in each area of the school building.

**Mindfulness Room / Student Support Center (5-6):** An area in the building where students who need breaks can visit on their own or with the support of ancillary staff to prepare students for learning.

**Social Skills (Tier 1 and Tier 2) Support Groups:** Support groups for students are recommended by a student's teacher or parent to help students lacking in social skills to help in their learning. Tier 2 support groups are facilitated weekly by the school social worker. Group participants include both special education students as well general education students. The purpose of groups is to support lagging skills in the core competency areas.

**Small Group Instruction with Mental Health Staff:** Small group interventions that are focused on the 5 core competencies in a small group or one-on-one intervention setting to help students needing extra support in self-regulation strategies.

**Intervention Services:** Any building-wide intervention support offered to students needing help with academic or social skills, such as Math Labs, ELA Support, Special Ed Support, Intervention Coaching, etc.

**Sensory Breaks:** Movement breaks provided to students who require more movement throughout the day. Sensory breaks are individualized based on individual student needs.

**Honor Points / Reinforcement / Reward Systems:** HMS students start the year with 10 honor points and need to have at least one remaining to be able to attend a planned year end event (ex: Cedar Point). Points can be lost due to negative behaviors.

**IEP Services:** An Individualized Education Plan is developed to ensure that a child with an identified disability who is attending an elementary or secondary educational institution receives specialized instruction and related services. The IEP is developed by a team of individuals from various educational disciplines, the child with a disability, family members, and/or designated advocates. An IEP helps children with special educational needs succeed in school. The Individuals with Disabilities Education Act (IDEA) applies to schools and ensures that children who live with disabilities obtain an IEP. Support also includes social work, physical therapy and school psychology.

**504 Services:** The 504 Plan is a plan developed to ensure that a child who has a disability identified, and is attending an elementary or secondary school receives accommodations that will ensure their academic success and access to the learning environment.

**Student Clubs:** A wide variety of clubs, programs and organizations are offered to students within the district to promote teamwork, social skills, collaboration, kindness, and leadership.

**Monthly Building Committee Meetings:** Each building has an MTSS committee to oversee the multi-system of supports within the building culture to provide intervention services for our students.

**Reaching Higher (Personal Leadership Development):** A character-building youth leadership program that inspires and prepares our youth to succeed. Once a week, referred students learn confidence, motivation and goal setting skills from trained professionals in youth leadership development.

**Universal Tools & Accommodations:** An alteration of environment, curriculum format, or equipment that allows students who struggle the ability to gain access to content and/or to complete assigned tasks.

**TRAILS Lessons:** All students participate in SEL lessons, taught by a classroom teacher, counselor or administrator that focus on areas around the 5 core competencies. These areas include: Mindfulness, Managing Emotions and Unhelpful Negative Thoughts, Getting Active, Relaxation, Self-Care, Identifying Supports. Empathy, Healthy Relationships, Clear Communication, Dealing with Conflict, Problem-Solving, Values, Goals, Kindness, Honesty, and Grit.

**Check In / Check Out:** Check-In/Check-Out (CICO) is a Tier 2, group-oriented, and research-backed behavioral intervention that delivers additional support to groups of students with similar behavioral needs. At its most basic level, CICO is an opportunity for a student and a mentor to work together to improve behavior.

**Academic Supports / Title I:** Title I services are offered at the intermediate level for students who struggle in reading or math skills. Students are identified as in-coming 5th grade students to additional intervention services. Academic support is also offered during “A Time” which is an allotted time of the day that students receive additional support.

**Parent Communications/Involvement:** Increased parent communication to ensure parents are aware of the support, activities and instruction their children are receiving in the academic and social skills arena. This is done through newsletters, emails, phone conversations and backpack notifications throughout the school year.

**Trauma Informed Care:** Trauma Informed Practices is training aimed to increase responder awareness of the impact that trauma can have in the communities where they work. Participants learned SAMHSA’s six principles that guide a trauma-informed approach.

**School Social Worker Services:** The Hartland School Social Workers (SSW) provides assistance to students, families, and school staff to help them understand and participate in the process of problem resolution. Social workers may act as a liaison between school, family, and other community agencies in nurturing a child's normal growth and development. Social workers can provide individual or group counseling for students who have behaviors and issues of concern. Oftentimes, they offer workshops to strengthen parenting skills and assist in supporting positive child and adolescent development. School social workers are members of the Multidisciplinary Evaluation Team and are able to assess students suspected of having significant emotional, behavioral, or social problems that affect their ability to succeed in the school environment. The school social worker may provide consultation or facilitation for functional behavioral analysis (FBA) and behavior intervention plans (BIP).

**Insight Group:** A drug and alcohol education and prevention program for students to discourage the harmful use of drugs and alcohol.

**School Psychologist Services:** School Psychology is a field that applies principles of clinical psychology and educational psychology to the diagnosis and treatment of children's and adolescents' behavioral and learning problems. The school psychologist can evaluate students, interpret results, and make recommendations regarding special education eligibility, programs, and services. The evaluation could include the use of psychological tests, curriculum based assessments and measurements, and other assessments that can assist in describing a student's cognitive ability, adaptive behavior, learning strengths and weaknesses, affective functioning, perceptual processing, and motor skills.

**Microaggression Training:** Teaching staff to recognize subtle and unintentional statements, actions, or incidents that may offend or discriminate against a marginalized group.

**Attendance Monitoring:** The district monitors attendance of all its students to ensure that they are attending regularly and receiving the full benefit of the support and intervention services available to promote academic and social growth.

**Alternatives to Suspension:** In order to reduce the use of suspension, our educators implement evidence-based practices to actively teach and reinforce positive student behavior and to address the underlying reasons for misbehavior. The programs and practices are tailored specifically to the needs of the school and in some instances the individual student.

**Student and Staff Surveys (Self-Perception):** Students and staff are surveyed to collect data on how they view themselves and their behavior to gauge improvement in social and behavioral skills.

**Mentor/LINK Programs:** Link Crew is a freshman transition program that helps incoming 9th graders make the adjustment to the high school environment. Link Leaders, 11th and 12th graders, help make this transition possible. Link Crew organizes Freshman Orientation, a freshman-only day before the first day of school that provides the opportunity to meet other 9th grade students. It empowers students to make wise choices and helps prepare freshmen for a successful first day of school. Orientation includes a tour of the campus and time to become familiar with staff members.

**Vape 101:** An educational meeting with the district student assistant counselor and a student who violates the handbook and brings into school nicotine/vapes. A student's suspension is reduced in exchange for 2 lunch session meetings to go over the negative effects of vaping.

**After School Supports/ Extended Day:** After school intervention supports are offered through the school year by teaching staff to help students with academic and social skill deficiencies.

**Counseling Services:** Available one-on-one support at the intermediate, middle school and high school levels for students and parents in the areas of academic coursework for graduation, social issues that get in the way of learning, and college preparatory activities. This also includes outside referral services and crisis counseling if needed.

**Lunch Bunch:** School social worker or counselor meets with groups of students and provides them with a space to eat and share how things are going with an interested adult and peers, developing deeper relationships at school.

**Visual Supports:** Includes pictures to list/show daily schedules, break options, daily routines and procedures to help students regulate their time and day.