Integrated Multi Tiered Support System

Sara DeLuca: MTSS/ Social Emotional Behavioral Coordinator
Turn and Talk:

What does it look like and sound like in a classroom when SEL is integrated?
## Demographics: The City of Framingham

<table>
<thead>
<tr>
<th>Enrollment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students PreK-12</td>
<td>9,397</td>
</tr>
<tr>
<td>Number of Teachers</td>
<td>734</td>
</tr>
<tr>
<td>Schools: 14</td>
<td></td>
</tr>
<tr>
<td>Pre-School 1</td>
<td></td>
</tr>
<tr>
<td>Elementary 9</td>
<td></td>
</tr>
<tr>
<td>Middle School 3</td>
<td></td>
</tr>
<tr>
<td>High School 1</td>
<td></td>
</tr>
</tbody>
</table>
Objective

The audience will be able to:

- Explain one approach to an integrated MTSS system
- Reflect on their own school districts implementation
Demographics: The City of Framingham

Selected Populations

- First Language not English: 50.4%
- English Language Learner: 29.6%
- Students With Disabilities: 21.5%
- High Needs: 68.3%
- Low-Income: 54.9%

Student Race and Ethnicity

- African American: 6.6%
- Asian: 4.4%
- Hispanic: 41.3%
- Native American: 0.1%
- White: 42.8%
- Native Hawaiian, Pacific Islander: 0.1%
- Multi-Race, Non-Hispanic: 4.9%
Comprehensive MTSS: Integration

- Social Emotional Learning
- Restorative Practices
- Multi-Tiered Support System
- Academic Learning
Learning and Life Competencies

- 4 Competencies that tie together SEL and Academic efficacy
- Under each competency is discreet target behaviors
- Target behaviors are the HOW of meeting objectives
- Target behaviors are: modeled, taught, practiced, and assessed
Stop/Jot/Share

Choose one of the target behaviors

Think of a lesson you have taught or observed

Stop and Jot

- What would it look like to teach that target behavior as part of the lesson?
- What would feedback on that target behavior sound like?

Turn and Talk

- Share your ideas
- What might be the benefits of teaching target behaviors?
Comprehensive MTSS: Integration

- Social Emotional Learning
- Restorative Practices
- Multi-Tiered Support System
- Academic Learning
# Social Emotional Learning: Who

<table>
<thead>
<tr>
<th>Implement</th>
<th>Support</th>
<th>Oversight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teachers</td>
<td>Social Emotional Behavioral Coaches</td>
<td>MTSS/SEL Coordinator</td>
</tr>
<tr>
<td>Support Staff</td>
<td>Tier 1 Team</td>
<td>Assistant Principals</td>
</tr>
</tbody>
</table>
Social Emotional Learning

3 Strategies to implement SEL

- Environment
- Direct Skill Instruction
- Integration
SEL Implementation: Environment

**PBIS**
- Core Values
- Value Lessons on school wide expectations
- Tier 1 Acknowledgement System
- SWIS system for data collection and analysis
- Tier 1 Team

**Character Education Theme of the month**
- Posters for each theme
- Read aloud books for each theme
- Games/ activity to support the theme
- Mindfulness videos to support the theme

**Morning Meeting**
- Time allotted each day for a morning meeting:
  - Greeting
  - Share
  - Activity
  - Message
- 2 weeks of district provided morning meetings on each theme of the month

**Community Meeting**
- Once a month: school wide
- Celebrate theme of the month
- Performances
- Teach students about important district initiatives
SEL Implementation: Environment

Gratitude

I reflect on the people, places, and things that I appreciate.
**MORNING MEETING**

**Gratitude**

<table>
<thead>
<tr>
<th>Greeting</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say hello to a friend and say thank you either in English, or Gracias in Spanish, or Obrigada in Portuguese.</td>
<td>Good morning! Today we will think about a person we are grateful for and how we can share this appreciation with them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Share</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share a person you are grateful for and what you appreciate about them.</td>
<td>Write a short thank you note to the person you are grateful for and say what you appreciate about them.</td>
</tr>
</tbody>
</table>
SEL Implementation: Direct Instruction

4 Integrated SEL Units
- Taught 1x a week for 45 minutes
- Translated into Spanish and Portuguese

Zones of Regulation
- Emotional Identification
- Tools tools to regulate emotions
- Understanding how one's behavior impacts others

Second Step Bully Prevention
- 4 Lessons to teach students how to recognize, report, and refuse bullying

Second Step Social Emotional Learning
- Skills for learning
- Empathy
- Emotion Management
- Problem Solving
# SEL Implementation: *Direct Instruction*

## Unit 4: Kindergarten Managing Emotions and Tools SEL Scope and Sequence

<table>
<thead>
<tr>
<th>SS#</th>
<th>Lesson Title</th>
<th>Learning and Life Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS*</td>
<td>Caring and Helping</td>
<td><strong>Self-Awareness</strong>&lt;br&gt;I am aware of skills, behaviors, and attitudes that help me.</td>
</tr>
<tr>
<td>SS*</td>
<td>We Feel Feelings in Our Bodies</td>
<td><strong>Self-Management</strong>&lt;br&gt;I exhibit self-regulation&lt;br&gt;I demonstrate perseverance and resilience</td>
</tr>
<tr>
<td>Z*</td>
<td>Me in My Zones</td>
<td><strong>Social Efficacy</strong>&lt;br&gt;I communicate and problem solve effectively&lt;br&gt;I am assertive and self-advocate.</td>
</tr>
<tr>
<td>Z*</td>
<td>Caution Triggers Ahead</td>
<td><strong>Academic Efficacy</strong>&lt;br&gt;I set goals and self assess</td>
</tr>
<tr>
<td></td>
<td><em>Revisit Reset Space</em>&lt;br&gt;Exploring Sensory Tools&lt;br&gt;Exploring Tools for Calming&lt;br&gt;Exploring Tools-Thinking Strategies</td>
<td></td>
</tr>
</tbody>
</table>
Direct Instruction: First 10 Days of SEL

- Morning Meeting Routines
- PBIS Expectation Lessons
- Academic Routines
- Identity/ Equity Lessons
- First Unit of Second Step: Skills for Learning
- How to use classroom reset space
- Mindsets
- Practice restorative circles
- Relationship building and Fun
What does the start of the school year look like in your building?

What are some ways you can/do integrate SEL into those first few weeks?

When we focus on SEL to start the year, what might be some of the benefits?
SEL Implementation: *Integration*

**A dynamic set of Universal Practices/Strategies**
- Support SEL and academic learning
- Integrate PBIS
- Research based

**Promotion**
- Promote positive behavior and academic and SEL development

**Prevention**
- Prevent off task behaviors from becoming major problems

**Intervention**
- Protocols that match a student's SEL or academic needs to become more skillful
SEL Implementation: *Integration*

- A set of universal practices that all teachers are taught ~5x a year and coached on

- Divided by:
  - Promotion
  - Prevention
  - Intervention
SEL Integration: *First Response to Behavior*

**Depersonalize**
- Separate behavior from anything to do with you
- Breathe
- Self Talk Mantra

**Visual Prompts and Proximity**
- Point to directions and reminders around room
- Move closer to a student as a non-verbal reminder to self-correct

**Invite Choice Making**
- Provide clear choices and a time frame
- You have a choice here. You can sit at the round or square table. Take 30 seconds to decide.

**Physical Prompts & Cues**
- Remember your body language: *relaxed and confident*
- Focus your attention and pause for a few seconds to encourage student to self-correct
Comprehensive MTSS: Integration

Social Emotional Learning

Multi-Tiered Support System

Restorative Practices

Academic Learning
### Restorative Practices: Who

<table>
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<tr>
<th>Implement</th>
<th>Support</th>
<th>Oversight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teachers</td>
<td>Social Emotional Behavioral Coaches/Academic coaches</td>
<td>Director/Assistant Director of Health and Wellness</td>
</tr>
<tr>
<td>Support Staff</td>
<td>Tier 1 Team</td>
<td>MTSS/SEL Coordinator</td>
</tr>
<tr>
<td>Administrators</td>
<td>Partner organizations</td>
<td>District Team</td>
</tr>
</tbody>
</table>
## Restorative Practices: Approach & Mindsets

<table>
<thead>
<tr>
<th>Punishment</th>
<th>Do Nothing</th>
<th>Accountable and Restorative Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punishment is an end itself. The intention is to inflict sufficient discomfort, unpleasantness, or an undesired consequence in order to stop unskilful behavior.</td>
<td>Do Nothing is about avoidance to engage students - out of fear of confrontation or of being disliked; uneasiness about one's authority; disinterest in helping students change behavior; belief that nothing will work; or concerns that a strategic response will take too much time and energy.</td>
<td>Restorative and Accountable Discipline is a learning opportunity in which the student accounts for their behavior and takes some action to problem solve, self-correct, right oneself, repair the harm done, learn more skillful behavior, and develop great personal efficacy.</td>
</tr>
</tbody>
</table>
**Restorative Practices: Approach and Mindsets**

→ **Unskillful**: There is a skill gap. The student doesn’t know how or when to use a desired target behavior. Example: non-participation in learning activities or experiences

→ **Inappropriate**: The unwanted behavior does not match the context of the situation (wrong time, wrong place). Example: talking with a student(s) during whole group instruction

→ **Unacceptable**: The student has “crossed the line,” violating another’s dignity or jeopardizing the safety and well-being of the group. Example: hate speech, a bias-related incident, or bullying
Stop/Jot/Share

Mindset are deeply held assumptions and beliefs that drive behavior and create powerful incentives to sustain prior habits, choices, and preferred ways of doing things.

Stop and Jot

- Choose an adult mindset that stands out to you
- Why is it important for an adult in education to have this mindset?

Turn and Talk

- What might it sound like to coach someone on their mindsets?
- What are the challenges?
An **accountable consequence** is a disciplinary response that is a direct result of a student’s unskillful, inappropriate, or unacceptable behavior. It signals that adults are concerned about the student’s behavior and alerts the student that they are accountable for their actions.

A **restorative intervention** is a response that engages a student in a learning process that empowers them to:

1. repair relationships and the harm they have done to others
2. restore their good standing in the community
3. learn skills and target behaviors to improve their self-awareness, self-management, and social and academic efficacy
Restorative Practices: Discipline Response Cycles

**Referral**
Supporting a student’s dignity with set scripts for a send out
Walkie Schedule
SWIS entry timeline

**Consequence**
Consequence aligned to the behavior matrix and level
Prioritizing:
- Logical consequences
- Restorative Structured Lunch
- Restorative In School Suspension

**Intervention**
Short and long term interventions to support the whole child

**Closing the Loop**
Ensuring all stakeholders have been consulted
Entering data into SWIS
Calling parents/caregivers
Restorative Discipline Response Cycle: Consequence

**Elementary Structured Lunch**

**Objective:** Consequence Intervention from District Code - Goal is to restore relationships, repair harm, and learn target behaviors (LLCs).

**Time Frame:** 30 minutes during lunch time

**Target Students:** Student who has engaged in level 2-5 behavior from the Code of Conduct

**What it Looks Like**
- One-on-one conversation with adult and student (if more than one student focused time with each)
  - Sitting together
  - Focused attention between student and adult
- Quiet place
  - Limited distractions
- No reinforcements
  - No toys/games
- Limited conversation to only the restorative conversation
  - Once the conversation is finished, the student should remain in the quiet space for the remainder of their lunch.

**Responsibilities**
- Listen to the student - Let the student speak
  - Reprase what the student is saying for complete understanding
  - Fill out a Think Sheet (Restorative Conversation/Zones)
- Questions to ask:
  1. **What happened?**
     (This question encourages students to take responsibility and own their behavior. If a student needs support in unpacking their part in the conflict, consider asking, “What was your role in this?”)
  2. **How did your actions/words make __________ feel?** Or, **how did your actions/words impact the class?**
     (This question supports students to take the perspective of the other and reflect on the impact of their behavior.)
  3. **What can you do to make it right?**
     (This question encourages students to take an action that...)

**Restorative Conversation Think Sheets**

**Re-entry from Suspension Contract**

**Goal:** To help you to return to school with confidence, review the behavior that resulted in the suspension, and share any necessary support and action steps you will take to help get on track.

**Part 1: Reflecting on my Behavior**

**Behaviors that resulted in my suspension:**

**The impact of my behaviors on the school, a student(s), or a teacher(s):**

**The school rule(s) I need to follow to stay on track:**

**Part 2: Taking Action**

Two to three actions I can do to restore my good standing at school, stay out of trouble with peers and adults, and focus on learning in the classroom:

I can: ____________________________

I can: ____________________________

One or two actions my parent/caregiver might do to help me stay on track at school:

My parents/caregivers can: ____________________________

My parents/caregivers can: ____________________________

**Part 3: School Supports**

An adult in the school that I can go to when I need help is: ____________________________

**Additional Intervention/Supports - The school will support you by doing the following:**

- Development and following a safety plan
- Referral to an outside support
- Skill group tied to learning and Life Competency (social and coping skills)
- Other

**Student:** ____________________________

**Parent/Caregiver:** ____________________________

**Administrator:** ____________________________
## Restorative Discipline Response Cycle: **Short Term Intervention**

<table>
<thead>
<tr>
<th>Resource/Intervention</th>
<th>Objective</th>
<th>Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Immediate/Short Term Interventions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tier 2/3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restorative Conversation</td>
<td>Provides students with the opportunity to repair relationships after directly harming an individual or group, or when two or more students are involved in an interpersonal conflict.</td>
<td>Intervention marked in SWIS referrals</td>
</tr>
<tr>
<td><strong>PROTOCOL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tier 2/3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior Problem Solving Conferences</td>
<td>To identify one Target Behavior and 1-3 related strategies a student needs to develop in order to address persistent unskillful behavior. The Behavior Problem Solving and Planning Conference (BPSPC) is also the first step in the CICO intervention.</td>
<td>Through CICO</td>
</tr>
<tr>
<td><strong>PROTOCOL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tier 2/3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-entry from Suspension Contracts</td>
<td>A reflective and collaborative (student, admin, support staff, and parent/caregiver) re-entry process that focuses on repairing harm and moving forward to prevent further behavior</td>
<td>Intervention marked in SWIS referrals</td>
</tr>
<tr>
<td><strong>Protocol</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tier 2/3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student to Student Mediation Protocol- Draft</td>
<td>Conflicting parties agree to listen to each other, communicate their feelings and needs, and work out a fair, respectful, responsible, and viable agreement that addresses the problem and manages or restores the relationship.</td>
<td>Intervention marked in SWIS referrals</td>
</tr>
<tr>
<td><strong>Draft</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Restorative Discipline Response Cycle: *Short Term Intervention*

1. What happened? What was going on with you?
   - Said something unkind or disrespectful
   - Did something unsafe
   - Went somewhere without permission
   - Didn’t follow directions
   - Didn’t respect someone’s personal space

2. How did you feel? What Zone were you in?
   - BLUE ZONE: Sad, Sick, Tired, Bored, Moving Slowly
   - GREEN ZONE: Happy, Calm, Feeling Okay, Focused, Ready to Learn
   - YELLOW ZONE: Frustrated, Worried, Silly/Wiggly, Excited, Loss of Some Control
   - RED ZONE: Mad/Angry, Terrified, Yelling/Hitting, ELATED, Out of Control

3. How do you think your actions impacted others/the class?
   - Someone’s Feelings Were Hurt
   - Someone’s Body was Hurt
   - My Classmates Were Unable to Learn
   - Someone Was Scared
   - Something Else

4. What can you do to make things right?
   - Apologize
   - Do Something Kind
   - Try my best to complete my work
   - Clean Up
   - Something Else

5. Adults can support me to move forward by:
   - Helping me make things right:
     - write a reflection and delivering an apology
     - Brainstorm something kind to do
     - Help handing in work
     - Get materials to clean up
   - Pointing out when I am making good choices
   - Giving me reminders when I’m not making good choices/following district school rules
   - Something Else

Thank you for reflecting on the situation and making a plan on how to move forward!
<table>
<thead>
<tr>
<th>Tier 2</th>
<th>Protocol</th>
<th>Objective</th>
<th>Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring</td>
<td>Mentoring protocol</td>
<td>Connection to school through a positive adult role model and/or skill building (LLC Target behaviors)</td>
<td>Progress Monitoring Form shared with classroom teacher for feedback</td>
</tr>
<tr>
<td>Skill Group</td>
<td>Skill group protocol</td>
<td>Provide small group instruction - based upon identified skill deficit Curricula: Zones of Regulation, Second Step, Everyday Speech</td>
<td>Progress Monitoring Form shared with classroom teacher for feedback</td>
</tr>
<tr>
<td>DRAFT Affinity Groups</td>
<td>DRAFT Affinity Groups protocol</td>
<td>A designated “safe space” for a small group that shares a similar identity. These groups are designed to empower students around a specific action step.</td>
<td>Progress Monitoring Form shared with classroom teacher for feedback</td>
</tr>
<tr>
<td>CICO</td>
<td>CICO protocol</td>
<td>CICO is a Tier 2-3 intervention that provides students with frequent feedback and coaching throughout the day on a Learning and Life Competency target behavior that comes from a Behavior Problem Solving Conference</td>
<td>CICO APP data tracking</td>
</tr>
<tr>
<td>Check and Connect Hello Update Goodbye</td>
<td>Check and Connect Hello Update Goodbye protocol</td>
<td>Establishing positive relationship with a school support staff member Establishing connections to school community Supporting transitions Problem Solving with students</td>
<td>Progress Monitoring Form shared with classroom teacher for feedback</td>
</tr>
</tbody>
</table>
What are the short and long term intervention that you use in your district?

How do you ensure equity in delivery of interventions?
Restorative Discipline Response Cycle: *Long Term Intervention*

**Skills Group**

**Objective:**
Provide small group instruction - based upon identified skill gap

**Supporting Material:**
Learning and Life Competencies

**Time Frame:**
6 - 8 weeks/ 1 session per week

**Target Students:**
Students with an identified skill deficit (social skills, coping skills, etc) tied to the learning and life competencies

**Learning and Life Competencies**

**What It Looks Like**

**Support Staff:**
Students meet with a identified support staff member one time per week typically during lunch or snack time to:
- Discuss the LLC target goal
- Receive lessons related to the skill(s) targeting skill deficit
- Engage in activities such as role playing, games, and conversations with peers
- Practice the skill in an adult supervised setting
- Engage in activities to demonstrate their understanding of and ability to perform the targeted behavior related to the skill deficit

Support staff members fill out the progress monitoring from after each session and share with classroom teacher.

**Teacher:**
- Teacher provides pre-intervention note
- Teacher provides mid intervention updates
- Teacher provides end of session notes.

**Progress Monitoring Form**
- Everyday Support
- Zones of Regulation
- Curriculum
- Second Step Curriculum
- Go Zen Curriculum
- Additional Counselor resources as needed

**What It Looks Like: Parent/Caregiver Engagement**

Prior to student participation in a skills group, parents have had one of more of the following:
- A conversation with the teacher about the behavior they are observing
- A Solution Sleeking Meeting with teacher, counselor, support staff and parent
- A phone call from the teacher and support staff member
- A phone call from the support staff member who will be facilitating the skills group
- Support staff/teachers will inform parents/caregiver of the purpose and intended focus of the group. Follow up email to parents/caregiver with information re: dates, explanation of the focus of the skills group.

**Tier 2 Progress Monitoring**

- When starting a new intervention make a copy of this document and fill it out for each student.
- Share and allow access with additional support staff and student’s teachers.
- Teachers are encouraged to offer feedback on progress of translation of target behaviors into the classroom at start, middle, and end of the intervention document should be inserted into Tier 2 intervention spreadsheet.

**Student:**
- Name:

**Classroom Teacher:**
- Grade:

**Intervention:**
- Intervention Facilitator:

**Schedule of Intervention:**
- Learning and Life Competency Target Behavior (Choose 2 to 4)

**Target Behaviors based on data/need/student vote:**

1. 

2. 

**Optional applicable data sources:**

- Universal screening, Attendance, Observation, Peer review/Lengths of stay assessment, Student self assessment and peer rating (CSSR 3.0 & 5)

**Progress Monitoring:**

Intervention facilitator: Write brief notes at the end of each session summarizing sessions and target behaviors worked on. Re-share this document with the teacher.

**Classroom Teacher:** Add notes if the target behavior skill is being seen in the classroom Env during the cycle.

**Intervention Facilitator Notes:**
- Classroom Teacher Notes:
- Describe student’s progress in regards to LLC and interventions and observations of behavior. Student is filling in monitoring sheet.

**Pre-Intervention Teacher Notes:**
- 

**End of Cycle Teacher Notes:**
- 

**Post Assessment:** Highlight choices
- Interventionist: Continue Intervention, Change Intervention, Exit Intervention
- Classroom teacher: continue intervention, change intervention, exit intervention

**Optional applicable data sources:**
- Universal screening, Attendance, Observation, Peer review/Lengths of stay assessment, Student self assessment and peer rating (CSSR 3.0 & 5)
Comprehensive MTSS: Integration

- Social Emotional Learning
- Academic Learning
- Restorative Practices
- Multi-Tiered Support System
## Academic Learning: Who

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<tr>
<th>Implement</th>
<th>Support</th>
<th>Oversight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teachers</td>
<td>Coaches: Language Academic Social/Emotional/Behavioral</td>
<td>Assistant Superintendent of PreK-12 Teaching and Learning</td>
</tr>
<tr>
<td>Academic interventionists</td>
<td>Instructional Leadership Team</td>
<td>Central office Departments</td>
</tr>
<tr>
<td>Partner organizations</td>
<td></td>
<td>Building Administrators</td>
</tr>
</tbody>
</table>
Academic Learning

Whole Child Approach
The integration of academic content, sel content, and language tools

Tiered & Integrated Intervention
A process that integrates supports:
Academic Language
Social/Emotional/Behavioral

Data
Data used for all decision making and progress monitoring

Teaming Structure
A clear teaming structure that supports all 3 tiers of the MTSS triangle
Academic Learning: Whole Child

- SEL Integration
  - Universal Practices
  - Learning and Life Competencies

- Academic Objective and Content

Supporting the whole child

- Language Objective and Access Tools

- Supporting the whole child
Academic Learning: *Tiered & Integrated Support*

**Elementary Tier 2 Interventions**

**FOR**
- Students in the areas of Literacy, Math, Social Emotional Learning and/or Language Development

**BY**
- Classroom Teachers
- Reading & Math Teachers for students in grades K-2
- Support Staff
- Coaches for students in grades 3-5

**WHEN: 6-8 week identified cycles**

**Students are identified by:**

- Instructional Leadership Team (ILT)
- Multi-Tiered Systems of Support (MTSS), Tier 2 Teams
- School Leadership Teams (SLT)
- School-Based Language Assessment Team (SBLAT)

Coaches create the groups based on recommendations and Vice Principals will facilitate progress monitoring.

After a minimum of two intervention cycles, students may be referred to the Tier 3 Solution Seeking Team for further support.

→ Academic
→ Language
→ Attendance
→ Social/Emotional/Behavioral
Academic Learning: *Data and Progress Monitoring*

Every grade level has a spreadsheet to:
- Enter students of concern
- Track Data/Progress
- Ensure that all aspects of the child is being tracked
  - Academic
  - Language
  - Attendance
  - Social/Emotional/Behavioral
Academic Learning: **Teaming Structure**

**Multi-Tiered Support System**

**Tier 1 Team:**
- **Objective:** Implementation of the Code of Conduct Character and Support
  - Promotion, Prevention, and Tier 1 Universal Strategies
  - Data-based Social Emotional Behavioral Tier 1 supports, systems, and interventions
  - Support a school culture of safety, acceptance, and positivity for all staff and students

**Tier 2:**
- **Objective:**
  1. Lead instructional improvement and thus the improvement of student achievement
  2. Instructional leadership is focused on improving the quality of student learning by all staff in a teaming approach

**Tier 3:**
- **Objective:**
  - Create/implement student-specific intervention plans that support students across all domains: Language, Academic, Social, Emotional Behavior, Attendance, parent/caregiver support, and Progress monitoring student-specific intervention

**MTSS Tier 1 Team:**
- **Objective:**
  - Support the whole child to find success in school by determining, assigning, and monitoring data in alignment with the School Improvement Plan and District Strategic Plan

**SBLAT Team:**
- **Objective:**
  - Focus on meetings as needed
  - Teachers working with student (as needed), Assistant Principal, Parents/caregivers

**SPLAT Team:**
- **Objective:**
  - Language Coaches/Support Staff (as needed), Teachers working with student (as needed), Assistant Principal, Parents/caregivers

**IEP Team:**
- **Objective:** Implement and monitor student-specific goals across domains

**Student Support Teams:**
- **Objective:** To ensure that a student is experiencing academic, social, emotional, and behavioral success by supporting a student’s safety and well-being through internal school support and/or external community support.

**Instructor Leadership Team:**
- **Objective:**
  - Lead instructional improvement and thus the improvement of student achievement
  - Instructional leadership is focused on improving the quality of student learning by all staff in a teaming approach

**Framingham MTSS Team Structure:**
- Aligned and collaborative teams that focus on the support of the whole child
The audience will be able to:

- Explain one approach to an intrigued MTSS system
- Reflect on their own school districts implementation
Questions

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