SRCS MTSS FLOW CHART

Pre-Interventions



CREATING MINDSET

- Trauma-Informed Training
- Museum of Tolerance
- Culturally Responsive Sustaining Humanizing
- Restorative Practices
- Unconscious Bias
- Understanding Functions of Behavior

STRUCTURES THAT SUPPORT PERSONAL AND ACADEMIC STUDENT SUCCESS

- Effective Classroom Routines & Procedures
- Activities Creating Connections
- Flexible, stress reducing environments
- Student choice & voice
- Positive School Climate Traditions
- Safe, engaged, supported, and challenging classrooms



Initial Instruction

- Variety of strategies
- Engaging, relevant curriculum
- Embedded scaffolding
- Common Core State Standards
- Adopted text books
- Co-teaching

Student Passing

1st Progress Report: Student Struggling

- Behavior
- Academics
- Attendance
- Social-Emotional

1ST LEVEL TEACHER PRACTICES

- Meet with Student(s) in class to review expectations, hear reasons for struggle
- Build relationship with student to show caring
- Explore Growth Mindset
- Collaborate with student to set goals and expectations
- Use positive reinforcement
- Adjust classroom environment
- Check for existing accommodations
- Teach with empathy and encouragement
- Reach out to other Tier 1 schoolwide support staff
- Collaborate with team on homework, make-up work, and assessment policies

Student Passing

1ST QUARTER / TRIMESTER:

Student Continues to struggle

2ND LEVEL TEACHER INTERVENTIONS

- Allow extra time
- Reteach/increase face time for small groups or individual students in need
- Communicate with parents. Document in SIS
- Email/Consult with colleagues regarding students in common. Inquire about grades and behavior
- Review student on-line profile. Document additional interventions in SIS
- Check in with student about attendance, behaviors, social-emotional distractions
- Make a referral to School Counselor if necessary

Student Passing

SEMESTER

DID NOT PASS

Teacher completes Request for Assistance form for Tier 2 Team

TIER 2 TEAM POSSIBLE ACTIONS

- Review academics, attendance, grades, and behavior in SIS
- Examine and select PRIM interventions
- Discuss options and best course of action
- Decide upon interventions
- Communicate with teacher and parent
- Document interventions in SIS under student comments.
- Tag students in the new Target group in the subgroup with eduCLIMBER
- Refer student to individual or small group support with Restorative Specialist, Counselors, SAY, Student Advisor, or an administrator as needed
- Schedule student SST

Implement Tier 2 Team recommendations

Participate in SST if requested

IMPLEMENT SST PLAN

STUDENT CONTINUES TO STRUGGLE: SITE MTSS COORDINATOR MONITORS

SST Follow-up

- Add Special Education teacher
- Other support as needed, Attendance, Behavior, Clinician/Counselor, Restorative Specialist
- SAY Referral
- Tutoring
- Credit Recovery option review

STUDENT CONTINUES TO STRUGGLE

TIER 2 TEAM REFERS TO TIER 3 PROCESS

- Fill out Tier 3 Request for Assistance form
- Review Child Find Obligation

TIER 3 MEETING

- Request triggers that the Tier 3 team will push into the site's Tier 2 meeting. This helps all site level Tier 2 team members to be able to hear the series of questioning, consideration, resources and ideas available.
- After the new round of interventions are documented and implemented, the site Tier 2 team re-examines progress in the focus area. If there is not ample improvement, a site administrator can make an additional referral for examination of the student of concern by the full Tier 3 team, by contacting the district MTSS coordinator, or previous Tier 3 contact of support.
- District Tier 3 team will collaborate with family, site admin, and other support systems to determine next steps.