

# **Santa Rosa City Schools**

## **Administrative Regulation**

### **Multi-Tiered System of Support**

AR 6120

Instruction

#### **Multi-Tiered System of Support Overview**

The Board of Education desires to provide a high-quality, data-driven educational program to meet the learning and behavioral needs of each student and to help reduce disparities in achievement among subgroups of students. When students are not making progress according to district measures of performance, staff shall endeavor to provide strategic instruction and intervention supports designed to meet their individual learning needs. The Multi-Tiered Systems of Support framework will provide problem-solving processes and will identify, evaluate, and address issues of academic and behavioral barriers to success.

MTSS is a framework to ensure successful educational outcomes for ALL students by using a data-based problem-solving process to provide and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

MTSS is a structure and, when used effectively, can identify student needs, route students to existing services, identify gaps in interventions, and provide an outline of needs for both students and staff at a particular school. A flowchart tells the story of a student in need moving through the system of support.

The MTSS of SRCS incorporates all of our initiatives and identifies our supports in all four areas at all three tiers: academics, attendance, behavior, and social-emotional learning.

#### E-6120: Exhibit 1 MTSS Pyramid of SRCS

(cf. 0200 - Goals for the School District)

#### Concepts and Roles

The elements of MTSS include:

1. Multiple tiers of instruction, intervention, and support. Includes learning standards and behavioral expectations
2. Problem-solving process
3. Data evaluation

4. Progress Monitoring
5. Communication and collaboration
6. Capacity building infrastructure
7. Leadership

The school site principal is ultimately responsible for the MTSS implementation at their school site. The Multi-Tiered System of Support structure of Santa Rosa City Schools is depicted by a pyramid of interventions. Each tier supports students with increasingly intensive interventions for a decreasing number of students as you go up the pyramid. So at Tier 3 (the top), the group of students is small, and the intervention is very intensive, at Tier 1 (the bottom) this is a school-wide foundational piece and less intensive. Tiers one through three serve all, some, and few students, respectively.

#### E- 6120: Exhibit 8 MTSS Pyramid of SRCS

##### **Tier 1: For All Students- Universal Support**

The following are some examples of Tier 1 classroom level and Tier 1 school-wide preventions and interventions.

##### Academic Tier 1:

1. Classroom Level Practices:
  - a. High quality differentiated classroom instruction
  - b. Preventative supports via strong first instruction
  - c. Make parent contact as needed to address academic issues/concerns, or work directly with the student
  - d. Building a positive relationship, asking what barriers there are, supporting the student to find solutions, offer resources
  - e. Positively reinforce improved or good behavior in academics
  - f. Document any interventions in the student information system
2. Schoolwide Processes:
  - a. Universal screenings
  - b. Diagnostic Assessments
  - c. Progress monitoring
  - d. Positive acknowledgment for strong academic performance and improvement
  - e. Elementary schoolwide intervention time for leveled groups, like Walk to Learn, What I Need or Walk to Learn

##### Attendance Tier 1:

1. Classroom Level Practices:
  - a. Emphasize the importance of positive attendance behavior with explicit and implicit messages making connections with relationships, learning, and grades.
  - b. Parent contact as needed to address attendance issues/concerns
  - c. Building a positive relationship, asking what barriers there are, supporting the student to find solutions

- d. Positively reinforce improved or good attendance
- e. Document any interventions in the student information system
- 2. Schoolwide Processes:
  - a. Specifically, communicate and teach students and families the importance of attendance
  - b. Offer school-wide incentives and celebrations over positive attendance or improved attendance
  - c. The district has a system to communicate with students with three or more unexcused absences via Truancy letters
  - d. School Tier 1 team tracks student attendance data to identify and support students of concern by connecting with them and their families.
  - e. Elementary Schoolwide intervention -

#### Behavior Tier 1:

- 1. Classroom Level Practices:
  - a. behavior expectations are identified and taught to promote engagement and prosocial behavior, e.g., “Be Safe, Be Responsible, Be Respectful”
  - b. The expected behavior is positively rewarded with group and individual incentives in the classroom
  - c. Classroom management systems are consistent with school-wide behavior expectations with explicit instruction in how school-wide expectations apply in the classroom and the expected behavior is positively rewarded
- 2. Schoolwide Processes
  - a. Specifically, communicate and teach students and families the schoolwide expectations
  - b. Offer school-wide incentives and celebrations over positive behavior
  - c. School Tier 1 team tracks student minor and major behavior data to identify and support students of concern by connecting with them and their families.

#### Social-Emotional Tier 1:

- 1. Classroom Level Practices:
  - a. Emphasize emotional skills development through Self-awareness, Self-management, Social-awareness, Relationship skills, Responsible decision making
  - b. Character education
  - c. Classroom circles and class “family” meetings
  - d. Tie in social-emotional skills as they come up in the curriculum, help students make the connection
- 2. School-wide Process
  - a. School-wide community-building activities, traditions
  - b. Character education
  - c. Restorative Practices- teach to students, staff, and families (Doing with and not to, including student voice and choice, reflecting after a unit, test or incident)

Tier 1 Site Team shall meet at least monthly and shall consist of:

#### Required Participants

1. Site Principal or other Administrator
2. 2 Teachers representing different grade levels and subject areas
- 3.

#### Additional Participants:

1. Counselor
2. Restorative Specialist
3. Student Advisor
4. Student Engagement Activity Worker
5. Family Engagement Facilitator
6. Classified Staff- noon duty supervisors

### **Tier 2: For Some Students- Strategic Support**

The following are some examples of Tier 2 classroom level and Tier 2 school-wide interventions.

On-going interventions are matched with individual student needs in consideration of academic deficits and behavior concerns. Plans are developed, implemented, and progress is monitored. A Request for Assistance to the Tier 2 team can help to get interventions for a student before going to a Student Study Team. The Tier 2 team may recommend interventions, refer the student to appropriate support services, or schedule an SST for the student. The SST could potentially lead to an additional round of interventions followed by a second SST, or to a request for an assessment plan to determine if the student qualifies for special education services or a 504 Plan.

#### E- 6120: Exhibit 2 Request for Assistance Form

There are three ways a student can be identified for the Tier 2 team:

1. By student self-referral
2. By a staff member, parent or another adult
3. Or by the system of data analysis

Tier 2 Site Team shall meet twice monthly (at least) and shall consist of the following people:

#### Required Participants

1. Site Principal or other Administrator
2. Counselor

#### Additional Participants (as needed)

1. School Psychologist
2. School-Based Therapist
3. Student Advisor
4. Student Engagement Activity Worker
5. Restorative Specialist
6. School Nurse
7. Community Support Providers

## E- 6120: Exhibit 7 Sample Tier 2 Meeting Agenda and Notes

### Academic Tier 2:

1. Classroom Level Practices:
  - a. Small support groups for study skills, time management, goal setting, using a planner, how to seek help, online resources by subject area
  - b. Small group or individual reteaching of identified content or lesson
  - c. Additional instruction through online support programs
  - d. Second chance to submit missing work, retake assessments or redo work for whole or partial credit
  - e. Peer tutoring or pairing
  - f. Accommodations: reduced workload, use of technology, use of learning aids (dictionary, calculator, verb chart, notes), increased time to complete assignments or assessments, alternative way to show learning (oral quiz vs. handwritten paragraph, timeline vs. project)
2. School-wide Process:
  - a. Tutorial offerings in key subject areas: evidence-based, small group instruction
  - b. Time built into the school day for students to seek extra support, for example, advisory time. sustained silent work (SSW) or embedded support time

### Attendance Tier 2:

1. Classroom Level Practices:
  - a. Emphasize the importance of positive attendance behavior with explicit and implicit messages making connections with relationships, learning, and grades.
  - b. Parent contact as needed to address attendance issues/concerns
  - c. Building a positive relationship, asking what barriers there are, supporting the student to find solutions
  - d. Positively reinforce improved or good attendance
  - e. Document any interventions in the student information system
2. School-wide Process:
  - a. Continue to communicate and teach students and families the importance of attendance.
  - b. The use of Family Engagement Facilitators to closely monitor attendance to reward improvement or visit the homes to find ways to provide services to eliminate the barriers of not attending every day, especially those becoming chronic.
  - c. If a student is a truant, then continue the process with the parent and administrator Student Attendance Review Team (SART) meeting.
  - d. School Tier 2 team tracks student attendance data to identify and support students of concern by connecting with them and their families.
  - e. Restorative Community circles for support around frequent absences and tardies

### Behavior Tier 2:

1. Classroom Level Practices:

- a. Positive Behavioral Interventions and Supports, e.g., reteaching expectations, reinforcing expected classroom behaviors, preventative engaging strategies, include student choice and voice, and nonverbal cues for students to remind them of expected classroom behavior
  - b. Tier 2 identified students select a caring adult to do daily or weekly “Check-in-check-outs” which can be formal or informal
  - c. Positive behavior interventions for behavior in small groups
  - d. Teach replacement behavior to a small group of students
  - e. Behavior support plans- motivation with personalized, high-interest incentives
  - f. Restorative informal conference
2. School-wide Process:
- a. Strategic reteaching of schoolwide expectations that are frequently defied, to specific classes or grade levels, or regarding a specific location or expectation-identified based on the data analysis
  - b. Strategic teaching of a replacement behavior or adjusting of a school expectation to maintain a safe, welcoming school environment
  - c. Small groups of support for reteaching behavior expectations
  - d. Restorative Community circles of support around disruption, defiance, conflict resolution with staff members and peers- students identified via data analysis

#### Social-Emotional Tier 2:

1. Classroom Level Practices:
  - a. Identify non- verbal cues or a comfort plan for the student to safely seek extra support or communicate a need
  - b. Individual support with one on one check-in’s and agreements
  - c. Referral to school or community resources
2. School-wide Process:
  - a. Targeted small groups by topic: friendship, grief, divorce, social skills development, emotional regulation skills
  - b. Remind offering of clubs and special interest groups to increase connectedness and belonging
  - c. Parent education for families with struggling students
  - d. Restorative Community circles of support around problem-solving and relationship building with staff members and peers-students identified via data analysis

#### **Tier 3: For Few Students- Intensive Support**

The District level Tier 3 Team shall meet quarterly to examine the Tier 3 level interventions, related data, and systems leading to those interventions. The team will use information and data analysis to improve the MTSS and share findings and proposed solutions with administrators and the Tier 1 and Tier 2 team site leaders.

The Tier 3 team shall consist of:

District Office Administrators representing relevant departments: Teaching & Learning and Student And Family Services

Additional Participants:

1. Alternative Education or Comprehensive School Administrator
2. Counselor representative
3. Mental Health Clinician
4. District Special Education Administrator: Program Manager, Behavior Specialist
5. Restorative Specialist
6. Probation Officer
7. School Resource Officer
8. School Nurse

The following are some examples of Tier 3 interventions.

Academic:

1. Individualized support for study skills, time management, goal setting, using a planner, how to seek help, online resources by subject area
2. Individual reteaching of identified content or lesson
3. Tutorial
4. Accommodations - see Tier 2
5. Referral for assessment for Special Education or 504 plan, if a variety of previous documented rounds of interventions were unsuccessful and SST meetings have been held.
6. Summer school, if offered, is recommended.

Attendance:

1. Closely monitor attendance to reward improvement even at small increments of improvement and find solutions to eliminate the barriers of not attending every day. Possible school transfer if the student does not feel safe around peers, etc.
2. If a student is still truant, then the district Student & Family Engagement (SAFE) office continues with Student Attendance Review Board (SARB) meeting and possible referral to the district attorney.
3. All attendance notes are documented in the student comments
4. School Tier 2 team continues to track student attendance data to support students of concern by connecting with them and their families.

Behavior:

1. Positive Behavioral Interventions and Supports- Tier 3
2. "Check-in-check-out"
3. Reteaching behaviors individually
4. Functional Behavior Assessment-Behavior support plans- motivation with personalized, high-interest incentives
5. Restorative formal conference
6. Refer to community resources

Social-Emotional:

1. Individual counseling by topic: grief, loss, divorce, friendship
2. Individual check-ins
3. Referral to community resources
4. Referral to School-Based Therapists

### **Multi-Tiered System of Support School Calendar of Dates:**

#### Beginning for the Year:

1. Teach school-wide expectations, the importance of attendance, and social-emotional skills
2. Take inventory of 18 items on the checklist provided in later in this document
3. Create a to-do list of needed documents
4. Create a site-specific MTSS timeline - set dates for data review for grades & assessments,
5. Complete the school level self-assessment for MTSS implementation
6. Review with staff the need, methods, and instructions for documentation and data in the student information system
7. Review with the staff the Request for assistance Tier 2 referral form and process
8. Set up a meeting schedule for the year for Tier 1 and Tier 2 team meetings

#### Fall:

1. Universal Student Screener,
2. Form small Tier 2 groups of support
3. Review the Progress Reports, Quarter, Trimester & Semester Grading periods: review grades, behavior, and attendance data.
4. Identify students in need of support, layer in significant subgroup data
5. Formative and Summative Assessment result review: as scores are made available, layer in significant subgroup data

#### End of year:

1. Vertical articulation between 6-7th, 8-9th grade school- pass along students who likely have continued Tier 2 and Tier 3 needs
2. Gather and evaluate data for significant subgroups for the year to report to staff in the fall of the following year

Menus of specific interventions by tier and topic are available on websites like [www.pbisworld.com](http://www.pbisworld.com) and [www.pbis.org](http://www.pbis.org).

(cf. 6000 - Concepts and Roles)

(cf. 6011- Academic Standards)

#### Accountability and Supports:

For consistent practices across the district, the following examples provide a framework for verifying implementation.



Aspects of accountability and supports of implementation of the MTSS:

1. Site leaders for Tier 1 and Tier 2 from each site will attend the corresponding quarterly district-level meetings.
2. Attendance at Site Leader meetings will be recorded and reported to administrators.
3. Sites will complete the self-assessments of their progress, implementing MTSS at their school.
4. Scores of this MTSS implementation assessment will be shared among all schools.
5. Sites will share a timeline for annual implementation components to act as a map and a checklist.
6. Analyzed trends of the implementation of the components of MTSS by district employees will then be shared with administrators and site leaders for Tiers 1 and 2.
7. Best practices will be shared among all schools, with exemplar schools identified for collaboration, and opportunities for problem-solving to remove barriers to increase implementation.
8. Opportunities for technical assistance or coaching is available, and the district MTSS coordinator will use data from the implementation assessment to dictate which schools receive support on which component, along with requests for assistance.

E- 6120: Exhibit 6 MTSS School Self-Assessment

**CHECKLIST:**

Key Documents and Actions that aid in the implementation of MTSS:

1. List of site-level Tier 1 & Tier 2 team members, meeting dates and method for recording notes
2. List of the dates assessment data and grades are released and available
3. SPSA goals align to MTSS work
4. Positive School-Wide Expectations
5. Positive Acknowledgement System of students and staff
6. List of Staff Meeting dates and items to be shared out or input gathered.
7. Site-level list of Interventions for Tier 1, 2 & 3 - created with and shared with staff
8. Grid of all intervention staff support available for all tiers school-wide
9. Annual Universal Screener (model samples are: the BEISY or SRSS)
10. Data-Driven Decision-making process
11. Data system or thresholds that identify students of concern
12. Progress Monitoring System- how team documents/directions shared with staff
13. School-wide Implementation and Collaboration
14. Request for Assistance form/process directions Discipline Flowchart
15. Majors vs. Minors (Classroom vs. Office handled incidents)
16. Community building efforts - school-wide and within classrooms (proactive restorative work)
17. Restorative conferences- informal and formal (responsive restorative work)

E- 6120: Exhibit 2 Request for Assistance Form

(cf. 0500 - Accountability)

(cf. 0520.2 - Title I Program Improvement Schools)  
(cf. 0520.3 - Title I Program Improvement Districts)

### Evaluation/Supervision

The district MTSS coordinator will use data from the sites' self-assessment and evidence of MTSS implementation to evaluate schools and dictate which sites could benefit from increased supervision and coaching support.

(cf. 4115 - Evaluation/Supervision)  
(cf. 5123 - Promotion/Acceleration/Retention)  
(cf. 5147 - Dropout Prevention)  
(cf. 6171 - Title I Programs)  
(cf. 6174 - Education for English Language Learners)  
(cf. 6179 - Supplemental Instruction)

### Curriculum Development and Evaluation

The district's Multi-Tiered System of Support (MTSS) shall include instructional strategies and interventions with demonstrated effectiveness and shall align with the district curriculum and assessments.

(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 6142.91 - Reading/Language Arts Instruction)  
(cf. 6142.93 - Mathematics Instruction)  
(cf. 6162.5 - Student Assessment)  
(cf. 6162.51 - State Academic Achievement Tests)  
(cf. 6162.52 - High School Exit Examination)  
(cf. 6190 - Evaluation of the Instructional Program)

### Identification and Evaluation of Individuals for Special Education

When a student is identified as struggling to meet academic and or behavioral expectations, appropriate interventions will be implemented, documented, and progress monitored. If specific, targeted interventions prove unsuccessful, the Tier 2 team will take the next steps by either referring to alternative interventions, referral to support personnel, or referral to Student Study Team, which could lead to an assessment or other next step.

There are three ways a student can be identified for the Tier 2 team:

1. By student self-referral
2. By a staff member, parent or another adult
3. Or by the system of data analysis

When data from the MTSS system indicate that a student may be struggling academically or behaviorally, the Tier 2 team will refer the teacher to some specific interventions to attempt and document for 4-6 weeks. Then if these interventions do not prove successful, others may be employed. Then if the new interventions fail to bring about consistent improvement, the student may be referred for a Student Study Team meeting and possibly referred for an assessment for special education or other services.

### Child Find

According to the concept under IDEA, Child Find, which is a legal requirement that schools find all children who have disabilities and who may be entitled to special education services, the school must evaluate any child that it knows or suspects may have a disability. Child Find covers every child from birth through age 21. Child Find is triggered when the district has knowledge of (or reason to suspect) that a student may have a disability. It is appropriate to inquire whether the child should be referred, not whether the child will be eligible. The Annual Universal Screener can help schools to identify students in need.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

### Student Study Team

Any staff member with a student of concern can make a "Request for Assistance" to the Tier 2 team. The team will offer interventions and request that the teacher document the attempted interventions, or the Tier 2 team can refer the student to receive specific support from personnel, such as a counselor or restorative specialist. Additionally, the Tier 2 team can make a recommendation that there be a Student Study Team meeting with the parents and student present if it is developmentally appropriate. The school district will provide the Student Study Team (SST) forms and accompanying letters for parents in English and Spanish for district-wide use. The forms will be made accessible on the district website, available to staff members only.

The Student Study Team (SST) meeting will be documented in the student information system, and the meeting notes and forms will be kept in the student's cumulative file. SST meeting highlights and interventions shall be entered into the student information system so they are visible by appropriate staff and parents.

E- 6120:Exhibit 3 Pre-Referral & SST process- one pager

E- 6120:Exhibit 4 SST Checklist & Letters: English & Spanish

E- 6120:Exhibit 5 SST Meeting Form: English & Spanish

(cf. 6164.5 - Student Study Teams)

### Identification and Evaluation Under Section 504

After holding a Student Study Team meeting to review and document all of the aspects of a student's educational history, progress, and gather input, the Student Study Team may decide to make a referral for an evaluation for a section 504 plan.

Please see Board Policy 6164.6 & Administration Regulation 6164.6.  
(cf. 6164.6 - Identification and Evaluation Under Section 504)

### Staff Development

Annually the site administrators, with the support of their Tier 1 & 2 site leaders and relevant counselor, will inform their teaching staff of the basics of MTSS, the systems at the site for requesting assistance, and examples of tiered interventions for academics, attendance, behavior, and social-emotional learning.

At staff meetings throughout the school year, the MTSS Tier 1 and Tier 2 site leaders shall lead teachers on critical components of MTSS. They can share data throughout the year, show portions of the school's self-assessment, gather input, and teach the importance and the how of documenting interventions in the student information system and student intervention system. Online resources for interventions shall be shared and modeled.

(cf. 4131 - Staff Development)

### Parent Rights and Responsibilities

1. Parents/ Guardians shall be invited to the Student Study Team Meetings, and staff shall ensure that parents/guardians are involved in the intervention process for academic and behavioral aspects.
2. Parents/guardians shall be kept informed of their child's progress and provided information regarding the services that will be provided, the strategies being used to increase the student's rate of learning or behavioral improvement, and information about the performance data that will be collected.
3. Parents/Guardians shall be offered a copy of their Parent Rights and Responsibilities (cf. 5020 - Parent Rights and Responsibilities) regarding Student Study Team Meetings.

(cf. 5020 - Parent Rights and Responsibilities)

### Involving Parents/Guardians

Parents/ Guardians shall be contacted by the classroom teacher or other pertinent staff members when there are concerns about academic performance or behavior concerns. This proactive, collaborative approach will help form a supportive unit for the child's success.

(cf. 6020 - Parent Involvement)

### MTSS Exhibits:

E-6120: Exhibit 1 MTSS Pyramid of SRCS

E- 6120:Exhibit 2 Request for Assistance Form

E- 6120:Exhibit 3 Pre-Referral & SST Process- one pager  
E- 6120:Exhibit 4 SST Checklist & Letters: English & Spanish  
E- 6120:Exhibit 5 SST Meeting Form: English & Spanish  
E- 6120:Exhibit 6 MTSS School Self-Assessment  
E- 6120:Exhibit 7 Sample Tier 2 Meeting Agenda and Notes  
E- 6120:Exhibit 8 MTSS Pyramid of SRCS

Legal Reference:

EDUCATION CODE

56329 assessment, written notice to the parent

56333-56338 Eligibility for specific learning disabilities

56500-56509 Procedural safeguards

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act, especially:

1416 Monitoring, technical assistance, and enforcement

CODE OF FEDERAL REGULATIONS, TITLE 34

300.307 Specific learning disabilities

300.309 Determining the existence of specific learning disabilities

300.311 Specific documentation for eligibility determination

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

Response to Instruction and Intervention, 2008

WEBSITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

Policy SANTA ROSA CITY SCHOOLS

Version April 2020