

Boone Central Elementary **MTSS/PBIS Playbook**

25-26 School Year



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The Guide to the Multi-tiered System of Support (MTSS)

What is MTSS?

A Multi-Tiered System of Supports is not a separate program, class, or intervention but rather a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and support based on student need. This framework also helps educators by providing information (data) to identify students needing additional support (academic, social, and behavioral) and also identify students who may need special education services.

Key Principles of MTSS

- Intervene early
- Use a multi-tiered model of service delivery
- Match instruction to learners' needs
- Use progress monitoring data to change instruction within each tier
- Use research-based interventions and instruction
- Monitor student progress frequently
- Employ practices to ensure that interventions are implemented consistently and correctly.

Potential Benefits of MTSS

- Improves education for ALL students
- It eliminates the “wait to fail” situation that prevents at-risk students from receiving services earlier rather than later.
- Provides instructionally relevant, easily understood information through progress monitoring techniques.
- This allows us to know what works NOW to improve students' skills.
- Encourages collaboration among educators, families, and community members.

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Key MTSS Terms

Multi-Tiered System of Support provides different levels of instruction based on student needs.

- Tier 1 (Low Risk) consists of the core curriculum and should meet the needs of approximately 80% of students.
- Tier 2 (Some Risk) is aimed at providing a focused intervention for students who are not fully responding to core instruction. Up to 15% of students may require small group instruction designed to supplement the core curriculum.
- Tier 3 (High Risk) is the most intensive level of intervention. Approximately 5% of students may need this level of individual or small group instruction.

Universal Screening: A procedure in which all students are given an academic screening assessment three times per year for the purpose of identifying those students in need of specialized interventions.

Progress Monitoring: A practice used to frequently assess students' academic progress to determine the effectiveness of intervention.

What is the Role of the Parent/Guardian in MTSS?

Parents play a critical role in supporting what their children are learning in school.

Research is clear that the more parents are involved in student learning, the higher the student achievement. Parents can be involved in the process by communicating any concerns to the child's teacher, providing insight into their child's learning and development, and assisting with identified interventions at home.

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MTSS

Working through the MTSS process in our Professional Learning Communities. . . .
a jOURney, not a destination

- Based on data, do we continue or revise plan?
- Was implementation reasonable and attainable?
- Was there fidelity to the plan?

IDENTIFY

PLC Q1: What do you expect students to learn?

- Alignment of standards
- Pacing guides
- Student friendly learning goals & scales

PLC Q2: How do you know if students have learned?

- Create & use common assessments
- What data do we review?
- What is the discrepancy between what is expected & what is occurring?

REFLECT

Collaborative Efforts with
Colleagues Focused on
Results

ANALYZE

IMPLEMENT

Turn plans into action!

- Is there fidelity to the plan?
- Has there been a response to the implementation?
- Is data being collected on a regular basis (progress monitoring)?
- What do the data show?

Use data to create a plan based on benchmark, formative, and/ or summative data.

- **PLC Q3:** What are we going to do if students have already learned it?
- **PLC Q4:** What are we going to do if students have not learned it?
- How will we monitor the plan?

Revised Sept. 2019

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The MTSS Process for **Boone Central Elementary School**

A teacher, parent, or other individual observes academic, social-emotional, or behavioral changes in a student, which inhibits learning.



Student concerns are brought to the scheduled grade level MTSS meeting. (If the concern is outside of the meeting times, please contact Tenille Wegener.) Parents will be notified by classroom teachers and/or interventionists regarding concerns.



Student concerns are discussed with the MTSS Leadership Team. The team will meet with grade level teacher(s) to discuss the next steps.



Teachers may be asked to fill out accommodation and intervention information.



The team will review accommodations and interventions to determine if an action plan is needed. (Parents will be contacted about the team's decision.)



A follow-up meeting is scheduled to assess student progress. The team will discuss if accommodations and interventions or the action plan are showing adequate progress. The team would decide if there is a need for additional interventions or if a referral is necessary. (Parents contacted the team's decision.)



Additional follow-up meetings will occur as needed.

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MTSS Norms During Grade Level Tier Talks

We have established the following as norms for our MTSS meetings with Grade Levels:

- ❖ Sit in a circle or oval to keep the conversation going and open to input from everyone. Remember, we are a TEAM and ideas are the heart of meaningful dialogue and discussion. Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding.
- ❖ Decisions have to be made based on data. Without at least 5-6 data points showing little to no progress, we will leave the placement of students where they are except for very unique circumstances.
- ❖ Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.
 - Use the decision-making rules to decide upon placement.
 - When discussing MAPS, share percentiles.
 - Teacher input is valued greatly, but we have to use the data in front of us and use the basic MTSS problem-solving process.
 - 1. Problem Identification/Desired Goal: Is there a discrepancy between expected and current performance?
 - 2. Problem Analysis: Why is the student (s) not achieving the academic and/or behavioral benchmark?
 - 3. Plan Implementation: What are we going to do about it?
 - 4. Evaluation: Did our instruction/intervention work? What is the response to instruction and intervention?
- ❖ Keep the students first and the conversation as a team. We are all here to help OUR students.
- ❖ Stick to the meeting agenda.
- ❖ Remember, we are a TEAM for OUR kids!

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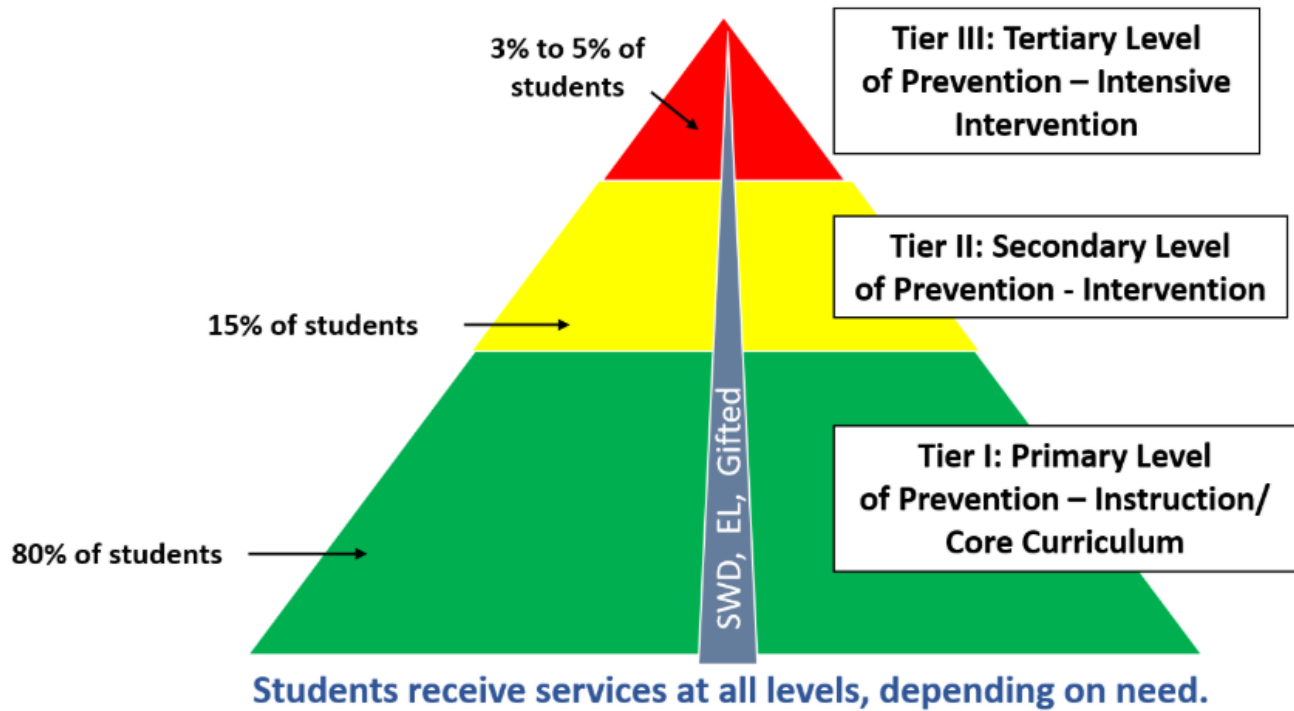
MTSS Team Checklist

1. Students take the NWEA MAP and FastBridge Benchmark Assessments.
2. Students are identified as Tier 1, 2, or 3 by reviewing Boone Central Elementary Reading Decision Rules.
3. ALL students will receive Tier 1 Instruction (Core Instruction)
4. If a student is identified as Tier 2, (s)he will receive core instruction + an additional intervention.
5. If a student is identified as Tier 3, they will receive both the core instruction and an additional Tier 3 intervention.
 - a. Appropriate interventions are chosen according to the students' needs.
 - i. The interventions shall be implemented with fidelity for 5-6 data points before changes in interventions should be made.
 - ii. Progress monitoring probes should be done weekly for Tier 3 students.
 - iii. Progress monitoring should be done bi-monthly for Tier 2 students.
 - iv. MAZE can be given weekly or at the teacher's discretion.
 - v. Weekly formative assessments should also be used to see student progress.
6. All Tier 3 parents need to be notified with a phone call since their child is leaving the homeroom for an outside intervention.
 - a. An initial call needs to be made by the homeroom teacher.
 - b. Student progress calls will be completed by interventionists or with the classroom teacher.

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Essential Component: Multi-Level *Prevention* System



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BCES Decision Rules (Reading)

Tier 1:

- Core Instruction
- Foundations
 - (show past Kindergarten data compared to now/showing growth)

Tier 2:

- Determine priority area(s) of concern based on FastBridge testing
- Determine and Begin Appropriate Tier 2 Intervention
 - [Refer to Intervention Menu](#)
- No Less Than 8 Weeks / At Least 90 Min Per Week
 - 5 days a week during small group time
- Progress Monitor Bi-Weekly
 - Consistent Trained Adult Will Progress Monitor and Test
- 3-4 Consecutive Data Points Above Benchmark (FastBridge Progress Monitoring or Fast Bridge benchmark test)
 - Consider returning to Tier I
- 3-4 Consecutive Data Points Above Aim Line
 - Continue intervention
- 3-4 Consecutive Data Points Below Aim Line
 - Additional Information Needed
 - Weekly Wonders Assessments, Classroom Assignments, MAP Data, Teacher Input
 - Parent Communication
 - Change Intervention
 - Consider Moving To Tier 3
- 3rd and 4th Grade Considerations
 - FastBridge - CBM and aReading
 - MAPs Data
 - Teacher Input

Tier 3:

- Determine Priority Area(s) of Concern

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- Parent Contact
 - Teachers Call Parents Before Letter is Sent
 - Nebraska Reads Letter
- Determine and Begin Appropriate Tier 3 Intervention
- Progress Monitor Weekly
 - Consistent Trained Adult Will Progress Monitor and Test
- 3-4 Consecutive Data Points Above Benchmark (FastBridge Progress Monitoring or FastBridge benchmark test)
 - Consider Moving to Tier 2 Intervention
- 3-4 Consecutive Data Points Above Aim Line
 - Continue intervention
- 3-4 Consecutive Data Points Below Aim Line
 - Begin MTSS Student Referral Paperwork
 - Parent Meeting Scheduled
- If a special education student no longer qualifies for reading
 - Move student to a tier 2/3 intervention to continue monitoring
 - Review Data
 - Inform MTSS Leadership team of any changes
 - Continue progress monitoring weekly

BCES Decision Rules (Math)

Tier 1:

- Core Instruction
- Reveal

Tier 2:

- Determine priority area(s) of concern based on FastBridge testing
- Determine and Begin Appropriate Tier 2 Intervention
 - [Refer to Intervention Menu](#)
- No Less Than 8 Weeks / At Least 90 Min Per Week
 - 5 days a week during WIN time
- Progress Monitor Bi-Weekly
 - Consistent Trained Adult Will Progress Monitor and Test

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- 3-4 Consecutive Data Points Above Benchmark (FastBridge Progress Monitoring or FastBridge benchmark test)
 - Consider returning to Tier I
- 3-4 Consecutive Data Points Above Aim Line
 - Continue intervention
- 3-4 Consecutive Data Points Below Aim Line
 - Additional Information Needed
 - Weekly Reveal Assessments, Classroom Assignments, MAP Data, Teacher Input
 - Parent Communication
 - Change Intervention
 - Consider Moving To Tier 3
- 3rd and 4th Grade Considerations
 - FastBridge
 - Look specifically at math fluency and math comprehension
 - MAPs Data
 - Teacher Input

Tier 3:

- Determine Priority Area(s) of Concern
- Parent Contact
 - Teachers will contact Parents
- Determine and Begin Appropriate Tier 3 Intervention
- Progress Monitor Weekly
 - Consistent Trained Adult Will Progress Monitor and Test
- 3-4 Consecutive Data Points Above Benchmark (FastBridge Progress Monitoring or FastBridge benchmark test)
 - Consider Moving to Tier 2 Intervention
- 3-4 Consecutive Data Points Above Aim Line
 - Continue intervention
- 3-4 Consecutive Data Points Below Aim Line
 - Begin MTSS Student Referral Paperwork
 - Parent Meeting Scheduled
- If a special education student no longer qualifies for math
 - Move student to a tier 2/3 intervention to continue monitoring

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- Review Data
- Inform MTSS Leadership team of any changes
- Continue progress monitoring weekly

How Do I Prepare And

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What Should I Bring To MTSS Meetings?

- PM Data for Tier 2 and 3 Students
- Intervention Data
 - What interventions is each student in?
 - Attendance of students at interventions
 - Discuss intervention adjustments after 5-6 data points show a need to change due to no growth.
 - Concerns, possible plans for intervention adjustments or movements to a different tier
- Weekly formative assessment data, if there is a specific concern/struggle with different skills
 - Wonders Weekly Assessments, EnVisions Assessments
- Behavior Concerns
 - PBIS Documentation, Office Referrals, Tier 1 Implementation
 - What have we tried? How long? Have parents been notified?
- Social and Emotional Concerns
 - Any documentation that you can provide
 - SAEBRS Screener information, meetings, and small groups with Mrs. Flinn
 - SAEBRS screeners will be completed in the fall and winter. The data will be reviewed and shared with team members. Identifying students:
 - The student demonstrates a deficit in social, emotional, or academic skills as indicated by the SEL screener or MTSS data review.
 - The student/family does not have the support or means to get mental health counseling outside of school.
 - The student is not already consistently seeing an outside mental health therapist.
 - Students will be prioritized by the severity of the impact on the student and their ability to be successful in school. The highest need student(s) will have first access to counseling with Mollie.

PBIS-The Behavior Component of MTSS

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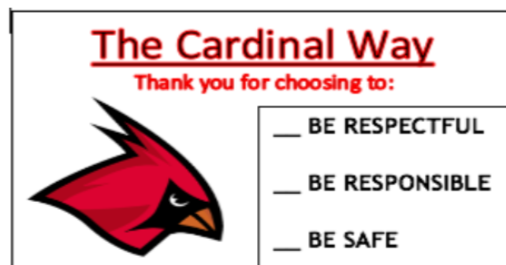
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We have adopted a unified set of classroom and schoolwide expectations. You will see these expectations posted throughout the school, and students will be learning them during our first weeks back to school and practicing them every day at school. Our unified classroom expectations are found in every classroom and non-classroom setting in the school.

As part of our PBIS process, teachers and other staff members use evidence-based practices to increase student learning and decrease classroom disruptions. To help maintain positive interactions and behaviors, we do the following when teaching academics and behavior:

- ⇒ Constantly teach and refer to our school-wide expectations.
- ⇒ Provide students with more praise than correction.
- ⇒ Talk to students with respect, using a positive voice tone.
- ⇒ Actively engage everyone in the class during instruction.
- ⇒ Use pre-correcting, prompting, and redirecting as we teach.
- ⇒ Look for the positive first and provide positive, immediate, frequent, and explicit feedback.

Students will often be recognized with a Cardinal Way ticket (sample below) from staff members for meeting our BCES expectations. These tickets will be collected and placed in a Cardinal bucket for both classroom recognition and quarterly PBIS celebrations.



We also have a school-wide system of consequences:

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Teachers will self-manage a majority of the behaviors that require a consequence. However, some behaviors may require an office referral. Staff members will follow the flowchart provided in our PBIS Playbook to determine the severity of the behavior and what the appropriate response is to that behavior. Major behaviors may require a parent/guardian phone call.

Teachers will complete a referral on the EduClimber form to track and report behavior incidents as either minor or major. This data will be reviewed by the PBIS coordinator and team. On some occasions, a student may be given a specific plan to assist him/her in improving on expected behavior. This offers additional opportunities for practicing that expected behavior that the child may be struggling to master. In that situation, parents will be notified and given an opportunity for input into the plan. The tier process will be followed in these instances. A student may be placed in a tier 2 behavior intervention (CICO, skill based group, etc.). The team will assess the progress of that intervention and determine the need for a possible tier 3 individual behavior plan, as needed. The BCE data decision rules will determine those necessary steps. The following page(s) offer additional information regarding this process.

PBIS/SEBL Team Structure

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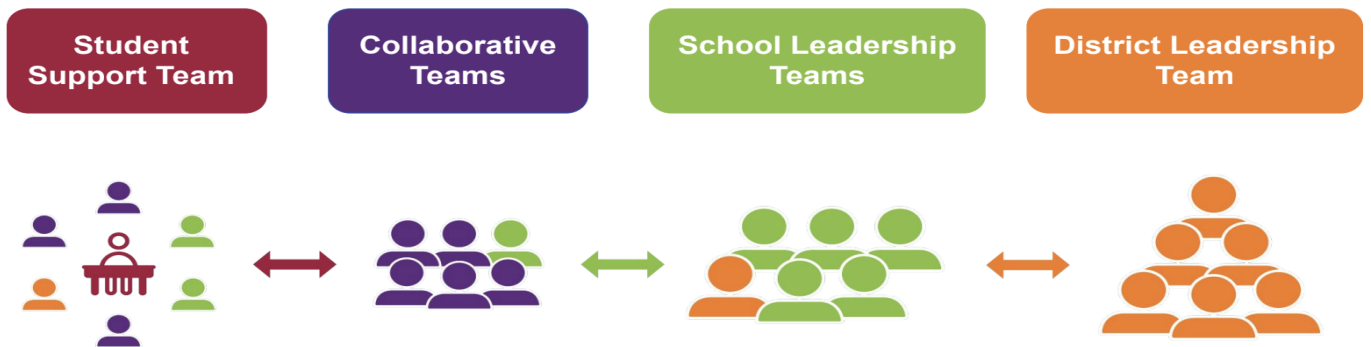
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District Leadership Team: Claire Kayton, Mark Hudson, Angie Flinn

School Leadership Team: Angie Flinn, Claire Kayton, Mandi Kettelson, Danielle Koch, Shaylee Ritterbush, Jordan Temme

Collaborative Team/Tier 2 Team: Angie Flinn, Claire Kayton, Mandi Kettelson, Danielle Koch, Shaylee Ritterbush, Jordan Temme, Amy Allgood

Student Support Team: Angie Flinn, Claire Kayton, Mandi Kettelson, Danielle Koch, Shaylee Ritterbush, Jordan Temme, Amy Allgood, grade level teachers



NeMTSS
FRAMEWORK



EduClimber-Data Collection for Behaviors

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EduClimber provides schools with a reliable, confidential, web based information system.

This system will:

- Collect data
- Summarize data
- Present data in an easy to interpret format

EduClimber behavior tracking provides both schoolwide and individual behavioral data for more effective decision-making. It allows schools to analyze data from many perspectives, including:

- Time and place of behaviors
- Frequency and type of behavior
- Behaviors occurring at specific grade levels
- Schoolwide behavior trends
- Individual student behavior trends
- Behavior trends over time

Data-based decision-making and problem solving are key components of successful PBiS implementation. The primary intervention we will implement for students who are Tier 2 will be Check-in/Check-out.

Why CI/CO?

- Improved structure
- Prompts are provided throughout the day for correct behavior.
- System for linking students with at least one positive adult.
- Students choose to participate.
- Student is “set up for success”
- First contact each morning is positive.
- “Blow-out” days are pre-empted.
- First contact each class period (or activity period) is positive, and sets up successful behavioral momentum.
- Increase in contingent feedback
- Feedback occurs more often.
- Feedback is tied to student behavior.
- Inappropriate behavior is less likely to be ignored or rewarded.
 - CICO is designed to work with 10-12% of kids in a school
 - CICO typically “works” with 67% of students.
 - CICO does NOT replace the need for individualized support.

CICO Teacher Roles:

1. The CICO program consists of the following components:

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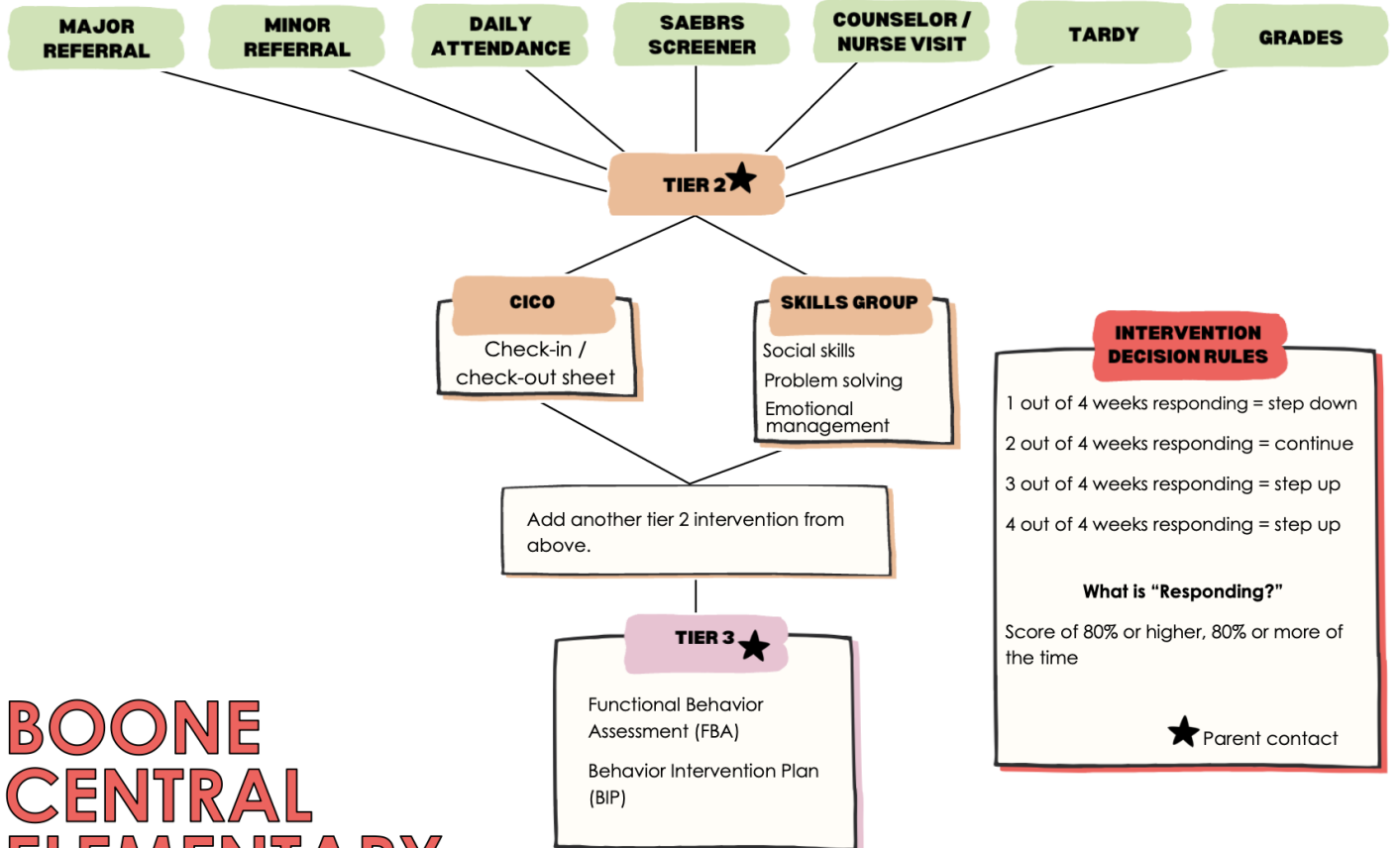
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- a. Morning “check-in” with _____
 - b. Teacher feedback 3-5 times/day
 - c. Afternoon “check out” with _____
 - d. Home report
2. Each morning the students will walk directly to his/her CICO meeting place to check-in. The student will take his point card.
3. During the day, the classroom teacher will provide the student feedback in the form of points. Please mark the card at the appropriate time and provide specific feedback about the rating.
4. At the end of day, the student will walk to his assigned CICO space to “check out”. The student will review the card and home report may be completed (if applicable).
5. Data will be graphed on a regular basis. Please contact Mrs. Flinn with questions/concerns.
6. Data will be reviewed by the Tier 2 PBIS team.

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DATA COLLECTION FOR BEHAVIOR



**BOONE
CENTRAL
ELEMENTARY**

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Boone Central Elementary

PBIS Decision Rules for Tier Placement

Any student who meets 2 or more risk criteria must be considered for intervention and additional support.
 (refer to the data collection for behavior flow chart for tier placement)

*PBIS team will review data monthly

*Review SAEBERS each semester

*Data is accumulated throughout the year for decision making

Measure		Proficient	At-Risk	High-Risk
Primary	Minor Referral	0-4	5-9	10+
	Major Referral	0-1	2	3+
	Daily Attendance	90%		Less than 90%
	SAEBRS Screener	37-57		0-36
Secondary	Tardy	0-5 per quarter	6-9 per quarter	10+ per quarter
	Visits to Counselor	0-3	4+	6+
	Visits to Nurse	0-3	4+	6+
	Grades	consistent	monitor for changes	monitor for changes

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2-4 Check-In/Check-Out Sheet

2 = Excellent; 0-1 reminders needed

1 = Good; 2 reminders needed

0 = Not yet; 3+ reminders needed

Schedule	RESPECTFUL Use kind and appropriate words and actions	RESPONSIBLE Following directions and make good choices	SAFE Keep hands, feet, and objects to yourself	Notes	Teacher Initials (in pen)
Morning time	0 1 2	0 1 2	0 1 2		
Math	0 1 2	0 1 2	0 1 2		
Grammar	0 1 2	0 1 2	0 1 2		
Recess	0 1 2	0 1 2	0 1 2		
Lunch	0 1 2	0 1 2	0 1 2		
Whole Group Reading	0 1 2	0 1 2	0 1 2		
Small Group Reading	0 1 2	0 1 2	0 1 2		
Specials	0 1 2	0 1 2	0 1 2		
Specials	0 1 2	0 1 2	0 1 2		
Recess	0 1 2	0 1 2	0 1 2		
Science	0 1 2	0 1 2	0 1 2		
Pack-up	0 1 2	0 1 2	0 1 2		

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K-1 Check-In/Check-Out Sheet

2 = Excellent; 0-1 reminders needed

1 = Good; 2 reminders needed

0 = Not yet; 3+ reminders needed

Schedule	RESPECTFUL Use kind and appropriate words and actions	RESPONSIBLE Following directions and make good choices	SAFE Keep hands, feet, and objects to yourself	Notes	Teacher Initials (in pen)
Morning time	   1 2 3	   1 2 3	   1 2 3		
Math	   1 2 3	   1 2 3	   1 2 3		
Grammar	   1 2 3	   1 2 3	   1 2 3		
Recess	   1 2 3	   1 2 3	   1 2 3		
Lunch	   1 2 3	   1 2 3	   1 2 3		
Whole Group Reading	   1 2 3	   1 2 3	   1 2 3		
Small Group Reading	   1 2 3	   1 2 3	   1 2 3		
Specials	   1 2 3	   1 2 3	   1 2 3		
Specials	   1 2 3	   1 2 3	   1 2 3		
Recess	   1 2 3	   1 2 3	   1 2 3		
Science	   1 2 3	   1 2 3	   1 2 3		
Pack-up	   1 2 3	   1 2 3	   1 2 3		

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Example of Behavior Log

Week of...	Monday	Tuesday	Wednesday	Thursday	Friday
	Goal	Goal	Goal	Goal	Goal
August 19-23	96%				
August 26-30	96%				
September 2-6	93%				
September 9-13	67%				
September 16-20					
September 23-27					
September 30-Oct. 4	69%				
October 7-11					
October 14-18	79%				
October 21-25					
October 28-Nov. 1					
November 4-8					
November 11-15					
November 18-22					
November 25-29					
December 2-6					
December 9-13					
December 16-20					
January 6-10					
January 13-17					

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After reviewing above results, the following consequences will be implemented:

PERCENTAGE	RESULT
80% +	Full privileges
79%-69%	Structured Day: -Restricted afternoon recess: no playing but they can go outside and walk around. -In the classroom, they do academics but don't participate in fun things like Kahoot or fun classroom activities at teacher's discretion.
68% -	Restricted Day: -Restricted recess (all day): no playing but they can go outside and walk around. -In the classroom, they do academics but don't participate in fun things like Kahoot or fun classroom activities at teacher's discretion.

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Problem-Solving Meeting Framework

- ❖ Grade level only problem-solving meetings 30 minutes
 - As needed, K-1, 2-3, and 3-4 teams will meet together depending on the problem-solving needs of the students.
- ❖ Review students with the highest needs according to academic, behavioral, and/or social-emotional concerns and identify tiers for these non-academic areas.
- ❖ If students are making progress with the interventions that are in place or have not been using the intervention for at least 4-6 weeks, we will continue to monitor while maintaining the interventions decided upon as a team, and discussion may not be necessary at this meeting.
- ❖ If interventions are added or changed outside of the meeting, we will have to start the 4-6 week timeframe over, as that is the only way we will know what is specifically helping the student make progress. If interventions are added/changed, please let a PBIS team member know, so we can add that to the intervention notes and data. However, we encourage that change to wait for a 4-6 week timeframe. We want to track what is working for the student, so we do not use time another year on something that did not work previously. Continually changing things does not help any of us know what is (or is not) really working.
 - This is so we can accurately track what works with the students. We want to be efficient with the interventions and adjust appropriately. In addition, we want to avoid throwing multiple interventions/solutions at the concern at the same time, so we know what works.
 - This does not mean accommodations cannot be made. This note is for actual intervention changes.
 - If needed, current interventions may need to be adjusted to better meet the student's needs but shall be documented.
- ❖ If there are academic or behavioral concerns between meetings, please bring them to Tenille, Claire, or Angie. We will then discuss the concern and work with you to address it as soon as possible. In the meantime, we will brainstorm some possible accommodations to assist the student. It is important we have accurate information for interventions for each student.

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- ❖ If parents have specific concerns that the MTSS team can address or assist you with, please reach out and let us know. A team effort will be put forth to meet the needs of the student and assist in addressing the parental concerns as well.
 - If parents ask about or request a full evaluation, we recommend teachers explain the MTSS/Problem Solving process to them. This explanation may include the process of MTSS and that once the team starts the MTSS process, there are two or three tiers (or stages) we will go through in the regular education environment (that are research-based and data-driven). That will help us make better determinations when and if we do feel there is a need for a full evaluation.
 - There is also a brochure regarding important points and information for parents. This may be beneficial to helping parents understand the MTSS process. This brochure will be sent home at the beginning of the school year.
- ❖ Social-emotional needs can directly affect both academic and behavioral outcomes. Those need to be addressed and considered when making decisions about the student. This is part of the “whole child” concept MTSS encompasses.
 - Parent, staff, and/or student referrals are acceptable.

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Important Documents

[Boone Central Elementary MTSS Student Referral Process
MTSS- Academics & Behavior \(Step By Step Guide\)](#)

[MTSS Student Referral Document- Boone Central Elementary
\(Make A Copy\)](#)

[MTSS Health Screening](#)

[Reading Decision Rules \(updated 2023-24\)](#)

[MTSS Intervention Menu](#)

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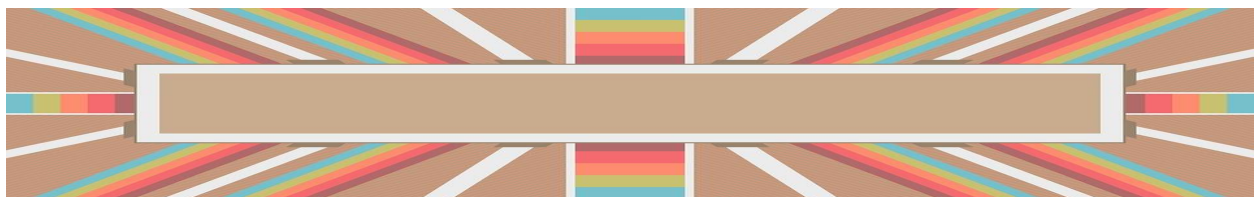
<u>Grade Level Tier Talks</u> <u>*Third Tuesday of the Month During Plan Time</u>
• September 17th • October 15th • November 12th • December 17th • January 21st • February 18th • March 18th • April 22nd

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oone Central Elementary PBIS/Rockin Rally Celebration Dates B2024-2025

Back to School Celebration-August 16 TBD
Friday, August 30@2:45
Friday, September 27@2:45
Wednesday, October-23-PBIS & Rockin' Rally @9:00AM
Tuesday, November 26@2:45
Thursday, December 19 PBIS Rally TBD
Friday, December 20 Rockin Rally/Dodgeball TBD
Friday, January 31@2:45
Friday, February 28@2:45
Wednesday, March 12 PBIS Rally @9:00AM
Monday, March 31@2:45
Wednesday, April 30@2:45
Tuesday/Wednesday, May 20/21 PBIS/Rockin Rally @9:00AM (tentative)



*For each quarterly PBIS Celebration, the classroom buckets will be collected, and a select number of students will be chosen during this celebration.

***The goal of this is to create more of an opportunity for a greater number of students to be recognized for positive behaviors. ***