The Lancaster School Multi-Tiered System of Support Plan

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Overview

Lancaster School strives to provide a rigorous and differentiated public school education that meets each student's individual needs in a Pre-K through Eighth setting. Our school recognizes that sometimes students need additional support to meet the grade-level standards as set by the New Hampshire Department of Education (NH DOE) and Social/Emotional standards as outlined by the Collaborative for Academic, Social, and Emotional Learning (CASEL). In our Commitment to Excellence, the mission is to implement a system of positive behavioral, emotional, and academic support for the whole child, so that all members, staff, and students, of the Lancaster School community, will be STARRs.

Academic	Multi-Tiered System of Support (MTSS)	Behavioral and Social-Emotional
All students receive a high-quality curriculum and instruction in the classroom through differentiation.	(Tier 1)	All students are explicitly taught positive behavioral expectations. The teacher uses a consistent approach to classroom management.
The school provides supplemental instruction and remediation of skills, with progress monitoring, for students not meeting the academic standards.	(Tier 2)	The school provides supplemental targeted behavioral skill interventions, with progress monitoring, often in small groups.
The school provides intensive skill-specific interventions with frequent progress monitoring outside the classroom setting for students falling significantly below standards.	(Tier 3)	The school provides customized interventions with frequent progress monitoring in collaboration with administration, specialists, and families.

Mission Statement

The mission of the Lancaster School community is to work together to provide an exceptional educational experience that fosters individual growth in a safe, supportive environment.

Vision Statement

Together, we put children first, so they can find their passion and shine!

Core Values

1. WE BELIEVE that all decisions at Lancaster Elementary School should be made in the best interest of our students.
2. WE BELIEVE that all students should be engaged in differentiated instruction that meets their academic, social, and emotional needs.
3. WE BELIEVE that we need to build strong relationships in order to create a culture of respect and trust.
4. WE BELIEVE that student and staff wellness is critical for everyone to learn, grow, and be successful.
5. WE BELIEVE that school culture and climate influence everything we do as a school and that we should collaborate to create a safe, kind, and welcoming environment for all.
6. WE BELIEVE that ongoing, clear, open, and respectful communication with each other is essential for our success.
7. WE BELIEVE that implementing clear and consistent behavioral expectations create a positive learning environment for all.
8. WE BELIEVE that students and staff should have a voice in our school to feel supported and valued.
9. WE BELIEVE that a well-rounded student regularly participates in enrichment and extracurricular activities.
10. WE BELIEVE that targeted professional development for all staff is key to growing our school.

School Norms

Procedural	Behavioral
Begin and end on time	Be solution-focused and listen with an open mind assuming positive intentions from all stakeholders (it's never personal)
Operate from an agenda and parking lot	Maintain confidentiality
	Be mindful of our school's mission, vision, and core values
	Use wait time so there is balanced participation/air-time where all voices are heard and respected-practice 2X2
	Be mindful of people's learning and communication styles and intentions

School Advancement Teams

Lancaster Elementary School has adopted the use of School Advancement Teams (SAT) to improve the overall public education school experience that each student and family interact with on a daily basis!

The SATs are comprised of Leaders who are members of the Building Leadership Team and staff members who have signed up to be part of the movement to make LES a better place to learn and work.

School Advancement Teams

Academic, Behavioral, Co-Curricular and Winter Program, Family and Community Relations, SEL and Wellness, School Pride, Sunshine, and STARR 1.

2021/2022 Advancement Plan Overview

Multi-Tiered System of Support Intervention Process

Lancaster School follows a research-based intervention process that provides our staff and students with best practices in the classroom and school setting in order to meet their academic and social/emotional needs at the appropriate level. We hold firmly that we must follow the intervention process to ensure that we try to meet the needs of our students where they can be the most successful every day.

[MTSS Intervention Process Outline](#)

Behavior Management System

In order to provide our students with an appropriate academic and behavior setting, our staff believes that we must follow a common approach to supporting students' behavioral needs. We know and believe that students who feel like they are treated fairly and that they have staff who believe in them are on-task and take ownership of their behavioral needs.

Pre-Kindergarten - Fourth Grade Behavior Management System

[Elementary School Behavior Support Plan](#)

Fifth Grade - Eighth Grade Behavior Management System

[Middle School Behavior Support Plan](#)

School Wellness Approach

Staff Wellness Events and Resources

Wellbeing Self-Assessment Tools

Wellbeing self-assessment tools can be a helpful way for individuals to check if they are effectively managing their own physical and mental health and get advice on how to make improvements. They provide tailored feedback along with guidance and recommendations. Employees can access <u>Wellbeing self-assessment</u> tools here.

Everyday Self-Care for Educators, Carla Tantillo-Philibert *(*book) provided to SAU 36 staff for the 2020-21 school year.

[Self Care Expenditures & Replenishers](#)

[Managing Stress Workbook](#)

Employee Health Assessment

Go to mycigna.com. Once logged in, go to the wellness tab at the top of the page, you will see 3 boxes, click under the tools where it says My Health Assessments. Go to the option- Go to my assessment OR if you have taken this before you can click on RETAKE my assessment.

Mindful Minutes

These are activities that we use to help with mindfulness and it allows us to not sit still for a lengthy amount of time. These activities are meant to be quick and effective.

We use mindful minute practices to help identify our feelings and thoughts without judgment.

Mindful Minute Activity Examples
- SEL Practices for Classrooms
- https://tools.positivepsychology.com/mindfulness-exercises-pack
- https://www.pocketmindfulness.com/6-mindfulness-exercises-you-can-try-today/
- Mindful Line Drawing
- Memory Minute
- 4 Paper Fold Activity
- Mind Vacation
- Cotton Ball Breathing

Self Regulating Strategies
- Zones of Regulation- POP Chart Check-In Poster
- Yoga
- Meditation
- Art, dancing, music, and journaling
- Participating in the GFY (good for you challenges through mycigna)
- Fitbit challenges with friends and coworkers.
- Caring for body
- Breathing techniques (Centering Breath, Equal Breath, 5 Finger Breath, etc.)

Self Care Strategies

- Develop a regular sleep schedule
- Use MyCigna Health Coaches to develop a diet plan
- Take scheduled breaks during the day
- Move during free time
- Regularly schedule and participate in physical activities
- Maintain positive relationships
- Ask for help when needed
- Plan something to look forward to
- Develop and maintain work/life balance

Student Wellness Events and Resources

Student Wellness Center

The general philosophy of our Wellness Center is to promote physical and behavioral health, provide access to resources, and develop a continuation of support programs offered by the school. These services include individualized interventions and small group instruction to support social, physical, and emotional well-being in a safe, positive, and engaging learning environment.

Student supports and needs are kept track by the use of the Google sign-in sheets which include the student's name, how they are feeling, the reason for wellness center break, and how the wellness center space is utilized. Processing time is also an option for students if needed.

Social-Emotional Learning/Mindfulness/Trauma-Informed

The mission of the STARR I Team is to maximize social, emotional, and academic readiness to learn, and minimize concerning behavior, using data to develop and implement effective and efficient school-wide systems of behavioral, academic, and executive skills support.

STARR 1 Team Documents

To be added at a later time

Social-Emotional Learning

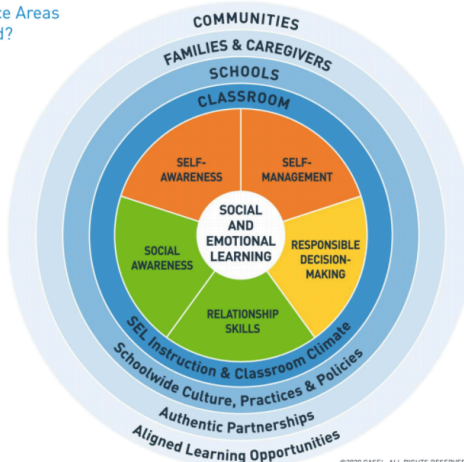 Social-Emotional Learning (SEL) are skills needed for managing strong emotions, navigating relationships, working effectively with others, solving difficult problems, and making responsible decisions. These skills fall into the five SEL competency areas of, self-awareness, self-management, social awareness, relationship skills, and responsible decision making (see CASEL's SEL framework below).

CASEL'S SEL FRAMEWORK:
What Are the Core Competence Areas and Where Are They Promoted?

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Learn more: www.casel.org/what-is-SEL

- [CASEL's (Collaborative for Academic, Social & Emotional Learning) SEL Framework](#)
- [What is SEL? (T/F)](#)
- [List of SEL Tier one strategies](#) to support for use in the classroom
- 2020/2021 Parent/Guardian ["Get In the Zone!" Letter](#)
- 2020/2021 [Zones of Regulation- POP Chart Check-In](#) Classroom Poster
- [Elementary POP Charts/Zones of Regulation/Mindfulness Activities for at Home](#)
- [North Country Guidance Document on SEL Competencies, Strategies and Practices](#)

Mindfulness

Mindfulness can be described as single-tasking or being present in the here and now. It is paying attention to what's happening at the moment and accepting those experiences and feelings without judgment.

Mindfulness can be practiced in a variety of different ways. Some people meditate, do yoga, outdoor activities, read, do art, take a bath, play video games, play with animals, play with their families, etc. The amazing thing about mindfulness is that anything and everything can cause you to be fully present in that moment. There is no one 'right' way to be mindful. This is fully customizable to what feels good for you and allows you to be fully conscious about where you are, how you feel, and what you are doing.

- [Yoga resources Pre K- 4](#)
- [Glad You Came- Yoga/Mindfulness Dance](#)

Mindful Minute Morning Routine Activity

Every day during the morning announcements, we will conduct a mindful minute activity. A staff member will present strategies and scenarios that ask our entire building to take one minute to be mindful. This is to help students and transition from home to school and get ready to learn. Students and staff are asked to stop what they are doing, remain quiet, breathe, and get ready for their day.

Staff Meeting Mindful Minute Activity

We also believe that it is important that all staff members practice being mindful. At all staff meetings, grade-level meetings, and other building meetings, we will engage in a mindful minute activity prior to engaging in the agenda items.

Trauma-Informed

Here at Lancaster, we appreciate the need to educate from a trauma-informed lens. We recognize that trauma can impact school performance, including causing a lower GPA, increased school absences, higher drop-out rates, and decreased reading ability (National Child Traumatic Stress Network, 2008).

Trauma-Sensitive Classrooms

Therefore, we aim to create trauma-sensitive classrooms to help prevent and combat these negative outcomes. A trauma-sensitive classroom is a setting where students feel safe, welcomed, connected, and supported.

Additionally, we strive to implement trauma-informed practices. These practices include:

- Keep the school day and routines consistent (as much as possible). Let the student know ahead of time if anything unusual, such as a change in schedule, will occur.
- Offering students choices to help children maintain a sense of control
- Discussing expectations for behavior and establish clear limits for inappropriate behavior with logical consequences
- Providing various safe places to share their feelings (i.e., Wellness Center, school counselor's office)
- Offering breaks if it appears that the student is becoming overwhelmed
- Identifying the student's strengths and help the student to feel competent in the classroom
- Pay attention to any signs of reenactment of the trauma and understand that this may be a way for the student to cope with what has happened.

Our educators are also familiar with the signs/symptoms that may indicate a student has experienced trauma.

Preschool	Elementary	Middle	High
-Separation anxiety or clinginess towards teachers or primary caregivers -Regression in previously mastered stages of development -Difficulty at naptime or bedtime -Increased somatic complaints -New fears -Statements and questions about death and dying	-Anxiety, fear, and worry about the safety of self and others (more clingy with teacher or parent) -Worry about the recurrence of violence -Increased distress (unusually whiny, irritable, moody) -Changes in behavior: Increase in activity level; Decreased attention and/or concentration; Absenteeism -Changes in school performance	-Anxiety, fear, and worry about the safety of self and others -Worry about recurrence or consequences of violence -Changes in behavior: Decreased attention and/or concentration; Increase in activity level; Change in academic performance; Irritability with friends, teachers, events; Absenteeism -Increased somatic complaints -Discomfort with feelings	-Anxiety, fear, and worry about the safety of self and others -Changes in behavior: Withdrawal from others or activities; Irritability with friends, teachers, events; Change in academic performance; Decreased attention and/or concentration; Absenteeism; Increase in impulsivity, risk-taking behavior -Increased risk for substance abuse -Over- or under-reacting to bells, physical contact, doors slamming, sirens, lighting -Heightened difficulty with authority, redirection, or criticism

Trauma-Sensitive Schools

At Lancaster, we also understand the importance of a schoolwide approach to trauma-informed practices. Our students need to feel safe and connected with staff and peers all throughout the school not just within their grade or unit. Our goal is that all students feel connected to at least one staff member in order to create a positive, safe, and connected learning environment for all students.

At Lancaster, we help students feel safe, connected, regulated by:

Safe

- STARR Expectations/Rules are taught a modeled by staff
- Conscious Discipline, Restorative Practi Positive reinforcement
- Emergency Drills taught and modeled b staff

Connected

- Morning Meetings/Advisories with teachers and staff
- SchoolWide Assemblies

- 7/8th Grade Classroom Buddies for elementary students
- Providing clubs and afterschool activities

Regulated

- Ready Stations in classrooms,
- Wellness Center

- Sensory Pathways in the hallways
- Exercise equipment
- Classroom regulation tool
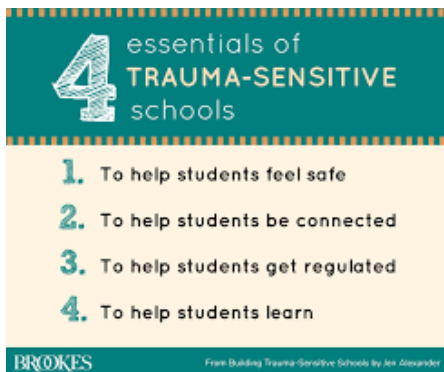
Critical Response Plan

At Lancaster School, we believe that having multiple resources and structures in place for situations that arise regarding threat assessments, self-harm, suicide ideation, bullying and harrassing, and other situations. SAU 36 has developed a wide range of resources and approaches to support staff members and students in all of these situations. To access these documents, you must be signed in under your SAU 36 gmail account.

Community Relationships

We believe that to be an effective school that embraces our partnerships with our community, we must be aware of how we communicate and integrate the world around us. Lancaster School consists of students that reside in Lancaster and Jefferson, New Hampshire, as well as a healthy population of students who tuition in from Guildhall and Maidstone, Vermont.

Parent Phone Call Scripts

Contacting parents, guardians, and other community members can sometimes be a daunting task. We want to provide some support through suggested scripts on how to contact and lead conversations with our community members.

[Parent Call Log](#)

[Positive Parent Contact Script](#)

[Minor Concern/Issue Parent Contact Script](#)

[School Attendance Concern](#)

[Parent Follow Up Call](#)

[Student & Teacher Calling Parent Script](#)

Community Events

Open House

Homecoming Parade

Annual Book Fair

Holiday Concerts

Plays and Performances (Art Gallery Walk, Student-Led Conferences, Drama performances - Need to finalize)

STEM/STEAM Night

Family Reading/Math Night

Annual Spelling Bee

Annual 24 Tournament

Elementary Movie Night @ The Rialto (Elementary)

Thanksgiving Dinner (Kindergarten)

Countries Around the World (Third Grade)

Bugbee/Towne Murder Play/Tour (3rd/4th Grade)

Young Poets Night (3rd/4th Grade)

Game Nights

Pancake Breakfast

Community Basketball Game

Social Media

Social media is a very strong component of 21st-century culture in America. We choose to use this to spread the great ideas, lessons, and projects that are happening in our school as well as another avenue to provide information about upcoming events within our school and district. We actively post on Facebook and Twitter. The Facebook account is @LancasterElementary and the Twitter account is @lancasterk8nh.

School Calendars

We are moving our approach to using various calendars for different activities. For the 2019-2020 School Year, we will continue to use our various handwritten and digital calendars to keep track of events. For the 2020/2021 School Year, we will have three digital calendars housed on Google Calendar:

1. LES Staff Activities + Events
2. LES Student Activities + Events
3. LES Special Education Meetings and Conference Room Reservations

Each staff member at LES will have access to the LES Staff Activities + Events calendar and the LES Student Activities + Events Calendar. The LES Student Activities + Events calendar will also be live on the Lancaster Elementary School webpage and shared with parents in the weekly newsletter. The LES Special Education Meetings and Conference Room Reservations calendar will be shared with the Lancaster School Case Managers, Administrative Assistants, and School Administrators.

Community Service Plan

Community Service is an integral part of any successful community. As grade levels, teachers and students will design a community service plan. Below are the projects the teachers and students have adopted:

Early Childhood Education -

1st Grade -

2nd Grade -

3rd Grade -

4th Grade -

5th Grade -

6th Grade -

7th Grade -

8th Grade -

*ON HOLD UNTIL COVID RESTRICTIONS ARE LIFTED

Student-Led Conferences

A student-led conference is a meeting with a student and his or her family and teachers during which the student shares his or her portfolio of work and discusses progress with family members. The student facilitates the meeting from start to finish. Student-led conferences can be implemented at all grade levels, K–12. Preparation for a conference creates an authentic purpose for good organizational and communication skills. The structure builds students' sense of responsibility and accountability for their own learning, and it helps to hone their understanding of what it means to meet learning targets.

Resources to support Student-Led Conferences:

[Preparing for Student-Led Conferences](#)

[Leaders of Their Own Learning](#)

[Student-Led Conference Protocol](#)

[Student-Led Conferences Information by Grade Level](#)

Together, we put children first, so they can find their passion and shine!

Updated 10/6/2021

Professional Development Plan

We believe that we must have a thoughtful and well-balanced approach to professional development at Lancaster School. Professional Development must be implemented and supported throughout the school year in order to improve the quality of programming and opportunities.

2019-2020 Professional Development Calendar

08/28 - Developing a Team Approach at LES

09/20 - Special Education + Instructional Practices with Beth Steenwyk

10/11 - Using Data to Inform Instruction, Inquiry-Based Learning, Student-Led Conferences, School Safety

11/04 - Daily 5 (K-5), Discipline (6-8)

03/11 - K-3 Fountas and Pinnell Benchmark Assessment, 4-8 Instructional Design

03/27 - Canceled due to COVID-19 Planning

05/22 - Canceled due to COVID-19 Planning

06/08-11 - Benchmark Assessment System training

2020-2021 Professional Development Calendar

Substitute and Volunteer Expectations Handbook

Include and add common language, schedules, etc.

Together, we put children first, so they can find their passion and shine!

Updated 10/6/2021