



NVUSD

NAPA VALLEY UNIFIED SCHOOL DISTRICT

MULTI-TIERED SYSTEM OF SUPPORT

SITE TEAM HANDBOOK & REFERENCE GUIDE



Instructional Support Services Division

Pat Andry-Jennings
Assistant Superintendent

Sarah Knox
Director, Prevention & Intervention

Maryanne Christoffersen
Director, Student Services

Terri Lynne Ricetti
Director, Special Education

Matt Manning
Director, Curriculum, Instruction and English Learner Services - Elementary

Monica Ready
Director, Curriculum, Instruction and English Learner Services - Secondary

Business Services Division

Rob Mangewala
Assistant Superintendent

Peter Abboud
Director, Assessment & Data Services

Office of Prevention & Intervention Staff

Roxana Plancarte
Coordinator, Student Wellness & Learning Support

2020-2021 NVUSD MTSS Advisory Team Members

Comprehensive High School Site Administrators:

Crystal Lopez, Principal - ACHS

Ean Ainsworth, Principal - NHS

Small/Alternative High School Site Administrator: Maria Cisneros, Principal - VOHS

Middle School Site Administrator:

Carliza Bataller, Principal - ACMS

Bobby Ruth, Assistant Principal - ACMS

Elementary Site Administrator: Stephanie Vasquez, Principal - COES

Elementary Counselor: Jillian O'Donnell, Counselor - MCES

Middle School Counselors:

Jessica DiGregorio, Counselor - HMS

Mark Feil, Counselor - RMS

High School Counselor: Ana Andrilla - NHS

School Social Worker: Sarah Barry

School Psychologist: Emily Jordan

Elementary TOSA: Tracy Weis

Secondary TOSA: Chrissy Cotten

Special Education Administrator: Mike Coughlin

Student Welfare & Attendance Administrator: Drew Herron

High School Teacher(s): JoAnn Clark

Elementary Teacher(s): Courtney Garcia

Intervention Specialist: Suzanne Holliday

NVEA Representative: Gayle Young, Courtney Garcia

TABLE OF CONTENTS

Section I. [Introduction to the NVUSD Multi-Tiered System of Support](#)

Section II. [NVUSD MTSS Framework](#)

- A. Tiers of Intervention with Aeries Codes
 - i. [Tier 1 Universal Supports](#)
 - ii. [Tier 2 Strategic Interventions](#)
 - iii. [Tier 3 Intensive Interventions](#)
- B. [Pre-Referral Workflow](#)
- C. [MTSS Maps folder](#)

Section III. [Early Warning/Risk Indicators](#)

- A. [Aeries Analytics](#)
 - a. [Early Warning Indicator System](#)
 - b. [Shared Aeries Analytics Dashboards](#)
 - c. [LCAP Dashboards](#)

Section IV. [Tiers of Intervention by Grade Span \(Expanded Descriptions\)](#)

- A. [Academic Tiers of Intervention](#)
- B. [Behavioral Tiers of Intervention](#)

Section V. [Site MTSS Team](#)

- A. [When to Refer to the MTSS Team](#)
- B. [MTSS Team Composition](#)
- C. [MTSS Team Meeting Process](#)
- D. [MTSS Referral Process](#)
- E. [SST Process: What Is It?](#)
- F. [SST Process: When to Use It \(Tier 3\)](#)
- G. [SST Process](#)
- H. [Special Education Assessment Referral Process](#)
- I. [Grade Level Acceleration Referral Process](#)

Section VI. [Section 504](#)

Section VII: [Supporting Foster & McKinney-Vento Eligible Students](#)

Section VIII: Other Resources

- [MTSS: The Skinny - A Guide for Teachers & Staff: Pre-Referral & Referral Process](#)
- [Tier 1 Evidence-Based Practices \(EBP\) List + Expanded Descriptions](#)
 - [Academic EBP](#)
 - [Behavioral EBP](#)
 - [Social Emotional EBP](#)

- [Aeries Analytics Guide for Staff](#)
- [MTSS Maps folder](#)
- [Suicide Risk Protocol](#)
- [Aeries Pre-Referral Training Module](#)
- [When to Use Which Pages in Aeries](#)
- [Aeries Visitation Page Guide](#)
- [Aeries 504 Guide](#) (for site 504 Coordinators)
- [Aeries Referral Approval & Interventions Guide](#) (for MTSS Leads/Administrators)
- [Entering Interventions for Multiple Students at a Time](#) (for MTSS Leads/Administrators)
- [Summary of Interventions Tab/504 Tab Permissions](#) (for MTSS Leads/Administrators/504 Coordinator)
- [NVUSD MTSS Action Plan & Journey](#)
- [NVUSD Discipline Toolkit](#)-Administrators
- NVUSD Discipline Toolkit for the Classroom

Section I. Introduction to the Multi-tiered System of Support (MTSS)

Purpose: NVUSD schools use a Multi-Tiered System of Support to follow a three-tiered instructional model consisting of:

- Tier 1: high-quality classroom instruction
- Tier 2: focused supplemental instruction, and
- Tier 3: specifically designed intensive interventions as prescribed

This systematic approach supports struggling learners, as well as advanced learners, through the selection of evidence-based instruction and intervention in response to academic, social-emotional and behavioral needs. The system includes on-going progress monitoring of the effectiveness of instruction to ensure that all NVUSD students graduate from high school ready for college and career. Such a model enables early identification of students in need of support and allows for appropriate support to be put in place as soon as a student starts to fall behind.

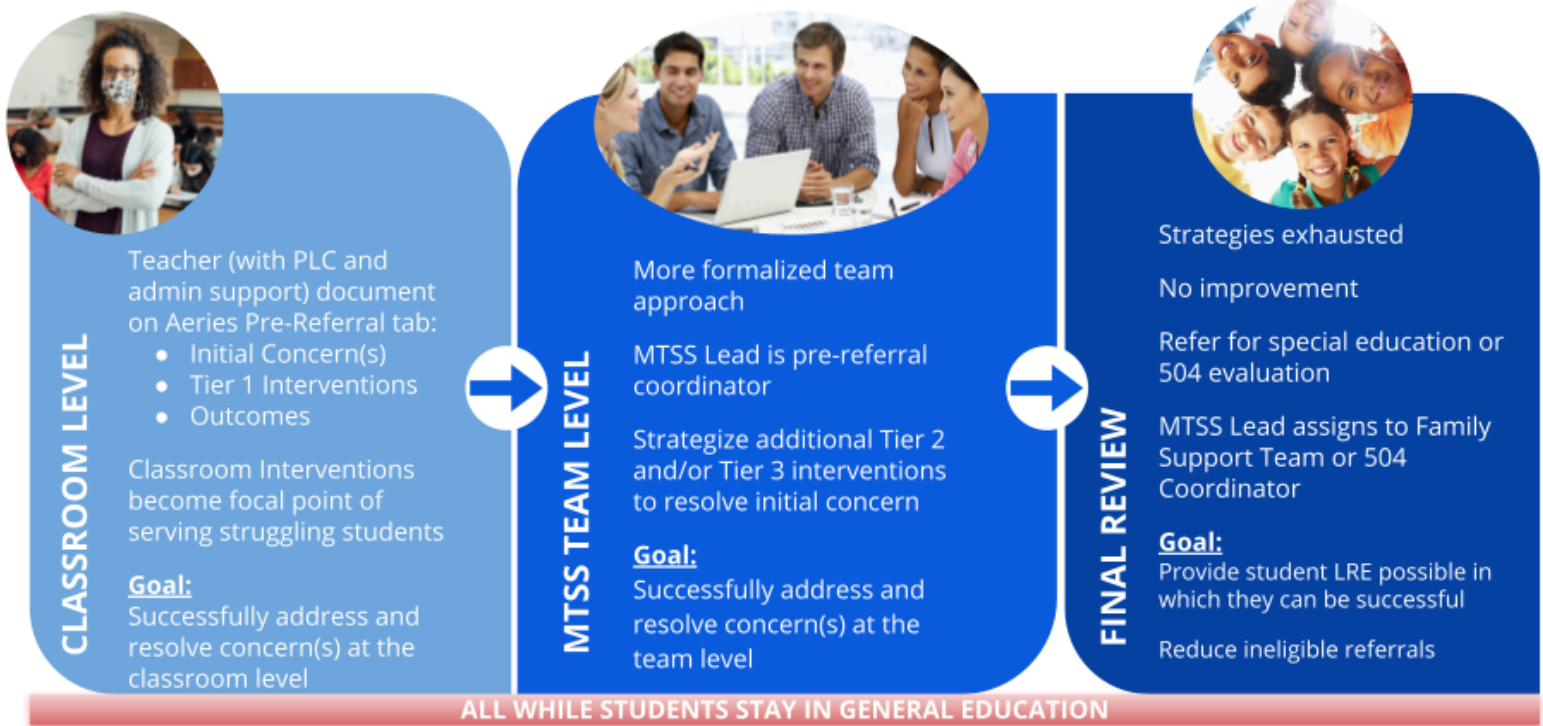
Napa Valley Unified School District developed the Multi-tiered System of Support (MTSS) in an effort to bring equity and consistency to how students qualify for and receive academic, behavioral and social emotional intervention services across its schools serving students in grades TK-12. This system was designed in accordance with guidelines from the California Department of Education.

This administrator and site MTSS Team reference guide outlines the academic, behavioral and social emotional indicators that are used to identify the level of intervention students in grades TK-12 should receive within a multi-tiered support system. It also describes the academic, behavioral, and social emotional supports that should be utilized in the various tiers of intervention.

The MTSS Maps are a corresponding tool to this guide. The MTSS Maps are designed by grade bands (TK-K, 1-3, 4-5, 6-8, 9-12) across two areas: Academics and Social Emotional Behavioral. The MTSS Maps are intended to be an easy to read guide that can be used by teachers, support

staff, parents and students in order to identify the resources and supports available to all students in Napa Valley Unified School District.

NVUSD MTSS WORKFLOW

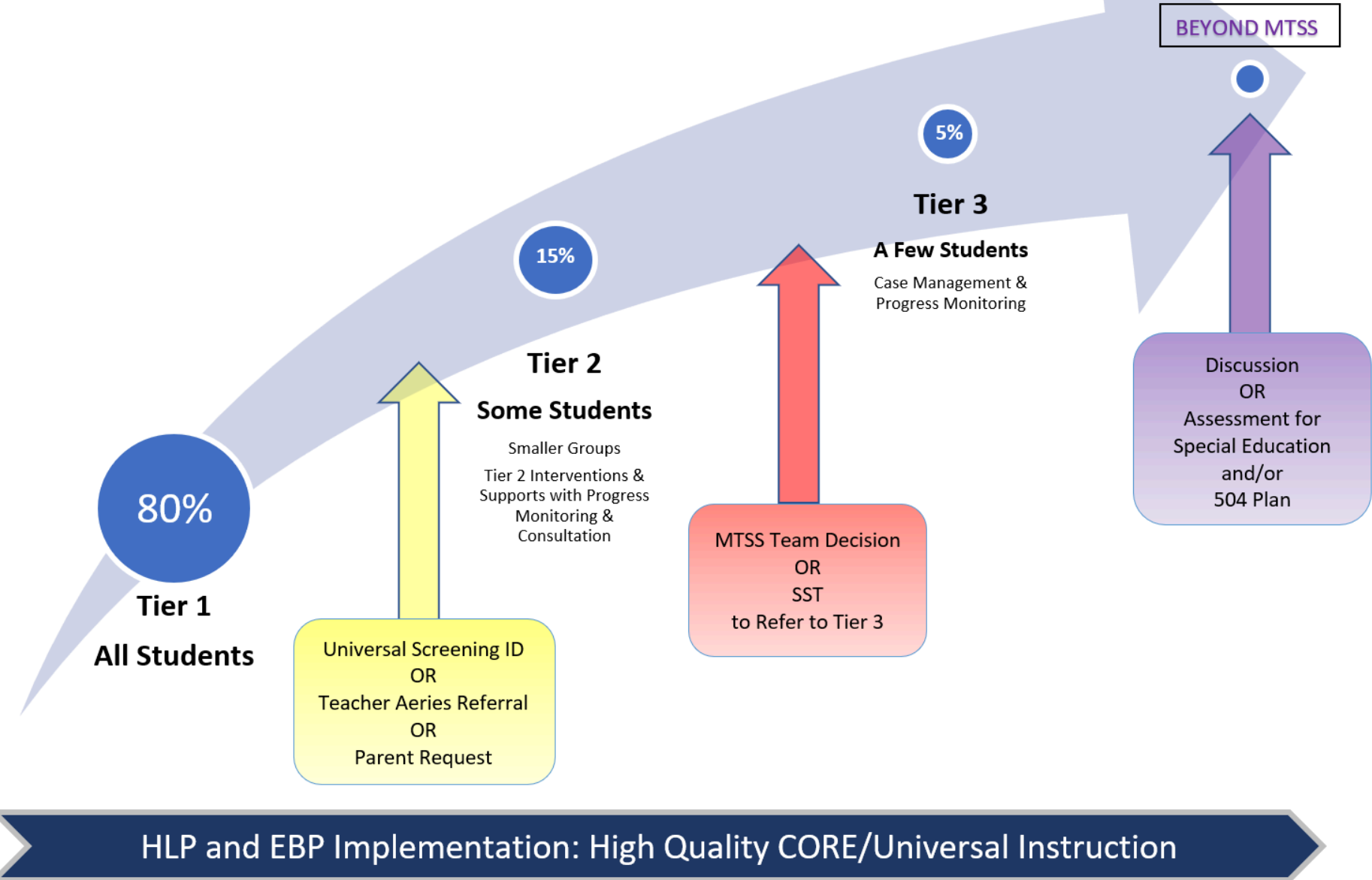


WHY THIS SOLUTION FOR MTSS/SST PROCESS? WHY NOW?

- Gives teachers practical classroom solutions for struggling students
- Consistently and efficiently manages effective interventions
- Replaces MOST SST work and makes progress monitoring efficient and effective
- Creates consistency across all schools
- Replaces disjointed paper-driven process for SSTs
- Allows users to easily monitor and track student progress digitally
- Provides an NVUSD-adopted clearinghouse of researched-based tier 1 interventions to support teachers

STUDENT SUPPORT FLOW CHART

Multi-Tiered Systems of Support



Section II. NVUSD MTSS Framework & Tiers of Intervention

The tiers within our MTSS framework describe the intensity of core instruction and accelerate academic and social, emotional and behavioral interventions. Students move within the tiers based on need as established by data. Tiers meet the need for remediation and enrichment by providing evidence-based instruction and intervention. It is critical for interventions to be implemented as designed in order for learning growth to be accelerated and close achievement gaps. A multi-tiered system of support (MTSS) stands to benefit and support educators more than ever.

Within a Data-Driven MTSS:



Data are used to align instruction and intervention around specific needs, so actions are targeted and therefore more likely to be effective



Resources are strategically, impactfully, and sustainably allocated to meet needs



Preventative action and **progress** come to the forefront



Systems are put in place to ensure *all students* are seen and served and that growth happens equitably

DEFINITIONS OF TERMS

High-Leverage Practices (HLP):	Practices used across subject areas, grade levels, and contexts that we believe are essential to student learning and basic for advancing skill in teaching
Evidence-Based Practices (EBP):	Strategies or practices proven through research to be effective for teaching. EBPs take the guesswork out of teaching by providing specific approaches that improve student performance
Evidence-Based Programs (EBP):	Collections of practices that experimental research studies or large-scale research field studies have proven effective
Evidence-Based Interventions (EBI):	Practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented as designed



EQUITY LENS

HIGH LEVERAGE PRACTICES

Rigorous and responsive classroom instruction is the foundation of our district and a successful MTSS framework

80%+ of our students should have their needs met within the gen ed classroom setting with consistent application of these HLP.

WHO:
Classroom Teachers,
Administrators,
Support Staff

Practices and Indicators of High Quality Universal Instruction:

1. **Classroom Culture:** cultivating a sense of safety and belonging, building respectful relationships, and making connections with students.
2. **Purpose:** standards-based instruction with priority standards, proficiency scales, clear learning intentions, teaching points and student tasks.
3. **Student Engagement:** learning environment is designed to promote a high level of student involvement in their learning.
4. **Student Centered Instruction:** facilitation of learning is clear, well-paced and utilizes evidence-based practices that are culturally and linguistically relevant.
5. **Positive Behavior Management Systems:** expectations for student behavior are clear and are modeled in a manner that is subtle, positive and proactive.
6. **Assessment for Student Learning:** clear assessment strategies for assessing students are used before, during and after the lesson.
7. **Professional Learning Communities:** staff engage in continuous improvement cycles/learning sprints.

TIER 1

TIER 1 UNIVERSAL EVIDENCE-BASED PRACTICES

80%+ of students will be successful with Tier 1 EBP

Evidence based, rigorous, responsive classroom instruction for **ALL students**

Focus on **prevention, early intervention** at the classroom level (LRE)

Enrichment opportunities for advanced students

WHO?
Classroom Teachers
Counselors
Social Workers
Administrators

ACADEMICS: LITERACY, MATH, SPEECH & LANGUAGE

A2 - Break Content/Tasks into Small Chunks
A4 - Connecting to Prior Knowledge
A6 - Daily Schedule/Planner
A8 - Graphic Organizers
A10 - Organizational Tools
A12 - Frontloading Vocabulary
A14 - Sentence Frames
A16 - Reteaching Concepts
A18 - Scaffolding
A20 - Total Physical Response (TPR)
A22 - Extended Time
A24 - Goal Setting
A26 - Assistive Technology Device
A28 - Large Print Resources
A30 - Auditory Aides (Cues, Music, etc.)
A32 - Color-Coded Materials
A34 - Online Supplemental Resources
A36 - Differentiated Instruction
A38 - Peer Tutoring
A40 - Small Group Instruction
A42 - Math Manipulatives
A44 - Math Language strategies
A46 - Math Number Line

BEHAVIOR

B2 - Restorative Practices/PBIS
B4 - Minimized Visual Distractions
B6 - Frequent Breaks
B8 - Frequent Reminders
B10 - Frequent Eye-Contact
B12 - Positive Reinforcement
B14 - Reward System
B16 - Redirection
B18 - Seating Change
B20 - Seating Near Teacher
B22 - Loss of Privileges
B24 - Stay After Class
B26 - Office Referral

SOCIAL-EMOTIONAL

S2 - Mindfulness/Breathing Techniques
S4 - Signature SEL Practices
S6 - SEL curriculum (Toolbox, Second Step)
S8 - Community Circles
S10 - Restorative/ Problem-Solving Circles
S12 - Peace Walk/Peace Corner

ATTENDANCE

AN - Attendance Awards
LT1 - Attendance Letter 1 (Office Only)
TL1 - Excessive Tardy Letter 1 (Office Only)
EX1 - Excessive Excused Letter 1 (Office Only)
IHV - Initial Home Visit (Office Only)
Breakfast Program
Classroom Contests

TIER 2

ACADEMICS

LITERACY, MATH, SPEECH & LANGUAGE

BEHAVIOR SOCIAL-EMOTIONAL

ATTENDANCE

TIER 2 TARGETED SMALL GROUP EVIDENCE-BASED INTERVENTIONS

<15% of students

Evidence based interventions for **SOME** students based on need according to MTSS Team data

Continued access to core instruction

Regular progress monitoring

WHO?

MTSS Team
Interventionist
Counselors
Social Workers
MH Interns
Outside Providers

- 2 - Small Group Intervention (AT2)
- 4 - One on One Academic Counseling (AT2)
- 6 - Extended Learning - After School Intervention (AT2)
- 8 - Extended Learning - Saturday Academy (AT2)
- 14 - ACE All Day Program (AT2)
- 16 - Sheltered Instruction for ELs (AT2)
- 18 - Extended Learning - Summer School (AT2)

- 42 - Social Skills Groups i.e. Anger Management (SBT2)
- 46 - Mentor/Peer Support (SBT2)
- 48 - After School Mentoring i.e. ACE, Cool School (SBT2)
- 52 - Reflection Sheets (SBT2)
- 54 - Restorative Peer Conferencing (SBT2)
- 56 - Problem Solving Circles (SBT2)
- 58 - Peace Center (SBT2)
- 62 - Other Means of Correction
- 64 - Check In/Check Out (SBT2)
- 68 - Mariposa (SBT2)
- 69 - Mindfulness Support (SBT2)
- Service-Learning Projects
- SkillStreaming (counseling curriculum)
- CBITS
- Bounce Back
- Grief/Loss

- LT2 - Attendance Letter 2 (T2)
- EX2 - Excessive Excused Letter 2 (T2)
- TL2 - Tardy Letter 2 (T2)
- SRT - School Attendance Review Team/SART (T2)
- PSM - Peer Support/Mentoring (T2)
- RHV - Relational Home Visit (T2)
- Parent/Student Contract
- SART meeting outcomes

TIER 3

ACADEMICS

LITERACY, MATH, SPEECH & LANGUAGE

BEHAVIOR SOCIAL-EMOTIONAL

ATTENDANCE

TIER 3 TARGETED INDIVIDUAL EVIDENCE-BASED INTERVENTIONS

<5% of students

Evidence based, accelerated intervention for a **FEW** students based on needs according to data

Continued access to core instruction when possible

Frequent progress monitoring

WHO?

MTSS Team
Alternative Program Providers
School Psychologist
Interventionist
Counselors
Social Workers
Outside Provider

22 - One on One Tutoring (AT3)

- Dosed based on need
- Ongoing, mandatory

24 - Credit Recovery (AT3)

26 - Alternative Placement (AT3)

Wrap Around
(Intensive Case Management)

72 - 1:1 Counseling (SBT3)

- Dosed based on need
- Ongoing

74 - Behavior Intervention Plan

76 - Behavioral Health Services Referral (SBT3)

78 - Referral to Wellness Partner, i.e. Mentis (SBT3)

79 - Safety Plan (SBT3)

82 - Referral to Community Partner i.e. NEWS, VOICES (SBT3)

84 - Individual Treatment Plan (SBT3)

86 - Student Success Plan (Mandatory SST) (SBT3)

88 - Restorative Justice (SBT3)

Wrap Around (Intensive Case Management)

SBR - SARB Referral by Site (T3)

SRB - Student Attendance Review Board/SARB (T3)

PL - Referral to Parent Learning Series (T3)

HV - Regular Home Visit (T3)

LT3 - Attendance Letter 3 (T3)

EX3 - Excessive Excused Letter 3 (T3)

TL3 - Tardy Letter 3 (T3)

SARB/Restorative Conferencing:
-Parent Education
-Counseling
-Diversion
-School Placement
-Mentoring

Wrap Around
(Intensive Case Management)

NVUSD PRE-REFERRAL WORKFLOW

Step 1	IDENTIFY NEED	Teacher identifies a student with learning and/or social emotional behavior (SEB) problems and with advice from PLC and colleagues, pinpoints specific learning and/or SEB problems the student exhibits.
Step 2	DETERMINE GOALS & OBJECTIVES	Goals and objectives for the student are determined. Specific Tier 1 evidence-based practices (EBP) from the Aeries Pre-Referral menu are selected for the student.
Step 3	SELECT TIER 1 EBP & DOCUMENT	With assistance from PLC and colleagues, the classroom teacher conducts adjusted behavior and teaching interventions for the student.
Step 4	IMPLEMENT EBP & PROGRESS MONITOR	The student's progress toward the goals and objectives are documented by the classroom teacher in the Aeries Pre-Referral tab and the status of the pre-referral interventions and related progress is updated regularly.
Step 5	REPORT STATUS UPDATES TO FAMILY	The classroom teacher regularly checks in with the student's family regarding the student's progress and documents in Aeries.
Step 6	EBP WORKING: CONTINUE & DETERMINE EXIT DATE	If the student is progressing in the regular education classroom with adjusted Tier 1 EBP, the process continues for the classroom teacher and student, with monthly check-ins.
Step 7	EBP NOT WORKING: REFER TO MTSS TEAM IN AERIES	If student's needs cannot be met in the gen ed classroom with Tier 1 EBP, and the teacher has 1) monitored progress over 8-12 weeks, 2) documented updates in Aeries, and 3) outreached to family, T makes formal referral to the MTSS Team requesting support.

Section III. Early Warning/Risk Indicators

Academic Indicators. The following table identifies the assessments and cut off scores by grade span for English Language Arts, Writing, and Mathematics. The cut off scores serve as at risk indicators. The indicators required for each grade span will be used to determine the next tier of intervention that students need in order to make academic progress.

Content Area	TK/K	1-3	4-5	6-8	9-12
ELA		STAR ELA Percentile Rank is less than 10. This data is available on the Star Reading Diagnostic Report.	STAR ELA Percentile Rank is less than 10. This data is available on the Star Reading Diagnostic Report.	STAR ELA Percentile Rank is less than 10. This data is available on the Star Reading Diagnostic Report.	STAR ELA Percentile Rank is less than 10. This data is available on the Star Reading Diagnostic Report.
	STAR Early Literacy ESGI Score falls in Urgent Intervention performance band (PR<10)	STAR Early Literacy (3rd grade as needed) Students who struggle across multiple phonics skills on KeyPhonics Screener/ Diagnostic Score falls in Urgent Intervention performance band (PR<10)			
		1's on ELA section of Progress Report	1's on ELA section of Progress Report	Grade of D or F in ELA Class at each grade reporting period	Grade of D or F in ELA Class at each grade reporting period
Math	STAR Math Score falls in Urgent Intervention performance band (PR<10)	STAR Math Score falls in Urgent Intervention performance band (PR<10)	STAR Math Score falls in Urgent Intervention performance band (PR<10)	STAR Math Score falls in Urgent Intervention performance band (PR<10)	STAR Math Score falls in Urgent Intervention performance band (PR<10)
				Grade of D or F in Math Class at each grade reporting period	Grade of D or F in Math Class at each grade reporting period

Social Emotional & Behavioral Indicators. The following table identifies the behavioral indicators for determining which students are at risk. The indicators required for each grade span will be used to determine the next tier of behavioral intervention that students need in order to succeed in school. The indicators for behavior concerns should be used in concert with the [NVUSD Discipline Toolkit](#) to make decisions about behavioral supports for students.

TK/K	1-3	4-5	6-8	9-12	Name of Aeries Report
Attendance:	<90% attendance rate	<90% attendance rate	<90% attendance rate	<90% attendance rate	Elementary: “Student absence totals” Secondary: “Students with N or More Absences” Choose these codes: <ul style="list-style-type: none"> • C - Cut • U - Unexcused
Tardies:	Tardies: More than 5 per trimester	Tardies: More than 5 per trimester	Tardies: More than 4 per week	Tardies: More than 4 per week	“Students with N or More Absences” Choose these codes: <ul style="list-style-type: none"> • T - Tardy • L - Very Late
Office referrals:	Office referrals: More than 2 per trimester	Office Referrals: More than 2 per trimester	Office Referrals: More than 2 per week	Office Referrals: More than 2 per week	“Student Assertive Discipline Record”
Any suspensions	Any suspensions	Any suspensions	Any suspensions	Any suspensions	Students with N or More Absences (Choose Suspended)
Work Habits & Behavior at each trimester on report card (grades)	Work Habits & Behavior at each trimester on report card	Work Habits & Behavior at each trimester on report card	Homework/ Agency grades in Aeries	Homework/ Agency grades in Aeries	
Wellness (SDQ)			Internalizing students: RED for BOTH the 'Emotional Problems' and 'Peer Problems' subscales	Internalizing students: RED for BOTH the 'Emotional Problems' and 'Peer Problems' subscales	Internalizing students: RED for BOTH the 'Emotional Problems' and 'Peer Problems' subscales

Aeries Analytics

Aeries Analytics is a powerful Data Analysis System fully integrated into our Aeries Student Information System. NVUSD has selected a variety of data inputs (or early warning indicators) to determine a student's at-risk factor for not graduating. This system is designed to be an Early Warning System to identify students at risk of not graduating so that appropriate interventions can be implemented with the student and prevent the student from dropping out. The Early Warning Indicator System (EWIS) implements various district-defined factors and allows for breaking down each "Indicator" into 3-4 rubric levels. Each level is assigned different "At-Risk Points" which calculate a student's level of risk, and we have custom tailored each indicator and level to our three grade spans in the district. It presents MTSS Teams a comprehensive set of dashboards to quickly gauge the academic health of the district, school, or subgroup.

Early Warning Indicator System

Elementary - Rubric Levels and Point Values for EWS				
Risk Indicator	1 ("On Track")	2 ("Sliding")	3 ("Off Track")	
	0-30	31-50	51-100	
Attendance	Less than 5% absence rate 0 points	Between 5% - 9.9% absence rate 12 points	10% or more absence rate 24 points	
Tardies	0-2 per quarter 0 points	3-4 per quarter 3 points	5+ per quarter 6 points	
Discipline Referrals	0-2 referrals 0 points	3-5 referrals 5 points	6 or more referrals 10 points	
SDQ - Total Difficulties	Score: 0-14 Close to Average 0 points	Score: 15-17 Slightly Raised 3 points	Score: 18-19 High 7 points	Score: 20-40 Very High 10 points
STAR Reading (Grades 2-5)	At or Above Benchmark 0 points	On Watch 4 points	Intervention 6 points	Urgent Intervention 8 points
STAR Early Literacy	At or Above Benchmark 0 points	On Watch 4 points	Intervention 6 points	Urgent Intervention 8 points
STAR Math (Grades 2-5)	At or Above Benchmark 0 points	On Watch 4 points	Intervention 6 points	Urgent Intervention 8 points
Special Education Status	Not in Program 0 points		In Program 2 points	
Pre-Referral (PRF table)	0 Pre-Referral 0 Points	1-2 Pre-Referrals 5 Points	3 or More Pre-Referrals 10 Points	
English Learner Status	English Only or Initially Fluent 0 points	Redesignated 1 point	English Learner 2 points	Long-Term English Learner 4 points
ADS Suspension Count	0 Suspensions 0 Points	1 Suspension 5 Points	2+ Suspensions 10 Points	

Secondary - Rubric Levels and Point Values for EWS				
Risk Indicator	1 ("On Track")	2 ("Sliding")	3 ("Off Track")	
	0-30	31-50	51-100	
Attendance	Less than 5% absence rate 0 points	Between 5% - 9.9% absence rate 12 points	10% or more absence rate 24 points	
Tardies	No Tardy Letters 0 points	Tardy Letter #1 or #2 3 points	Tardy Letter #3 6 points	
Discipline Referrals (ADS)	0-2 referrals 0 points	3-5 referrals 5 points	6 or more referrals 10 points	
Suspensions (ADS)	0 0 points	1 suspension 5 points	2 or more suspensions 10 points	
SDQ - Total Difficulties	Score: 0-14 0 points	Score: 15-17 3 points	Score: 18-19 7 points	Score: 20-40 10 points
Grade in ELA	C or better 0 points	D 3 point for middle schools and 9th/10th graders 6 points for 11th/12th graders	F 6 points for middle schools and 9th/10th graders 12 points for 11th/12th graders	
Grade in Math	C or better 0 points	D 3 point for middle schools and 9th/10th graders 6 points for 11th/12th graders	F 6 points for middle schools and 9th/10th graders 12 points for 11th/12th graders	
Overall GPA	2.0 or Better 0 points	1.0 to 1.99 2 points	Less than 1.0 4 points	
STAR Reading	At or Above Benchmark 0 points	On Watch 1 points	Intervention 2 points	Urgent Intervention 4 points
STAR Math	At or Above Benchmark 0 points	On Watch 1 points	Intervention 2 points	Urgent Intervention 4 points
English Learner Status	English Only or Initially Fluent 0 points	Redesignated 1 point	English Learner 2 points	Long-Term English Learner 4 points
Special Education Status (SUP)	Not in Program 0 points		In Program 2 points	
Pre-Referral (PRF table)	0 Pre-Referral 0 Points	1-2 Pre-Referrals 5 Points	3 or More Pre-Referrals 10 Points	

Shared Dashboards

The list below describes each of the shared Aeries Analytics dashboards and how the data is calculated.

Shared Dashboard Name	Shared Dashboard Descriptions
Attendance Rate	Calculates percentage of days that a student was at school since the start of the school year. A day is counted as present as long as the student was not marked absent for the entire day. Partial day absences at the secondary level are not factored into this dashboard.
CAASPP ELA/Math	Calculates students' performance level on the math and English CAASPP assessments. Students' <i>most recent</i> test scores are pulled into the dashboard.
Most Recent Grades	Provides middle/high school students' most recent reported (report card or progress report grade) math grade, English grade, and total weighted GPA.
Discipline Referrals	Calculates the number of assertive discipline entries a student has had since the start of the school year as long as they have had at least one entry. Students with 0 discipline entries are not counted in this dashboard.
ELPAC Scores	Indicates students' <i>most recent</i> overall ELPAC score. This dashboard lists all students with an ELPAC score, even if they are no longer English Learners. If you just want to see ELPAC scores for English Learners, filter using the "Lang Flu - LEP" subgroup filter.
English Learner Status	Indicates the number of students in each of the five language language fluencies: <ul style="list-style-type: none"> • English Learners • Redesignated Students • Initially Fluent English Proficient • English Only Students • TBD Students (students needing the initial ELPAC assessment)
MTSS Homepage	This handy dashboard is designed for MTSS leads and their teams and highlights the most commonly used dashboards including Attendance Percentage, Discipline Referrals, Star Reading, Star Math, Most Recent GPA, and Students with Pre-Referrals. This dashboard also lists all students at your site and the total number of Early Warning Indicator points that they have.
Pre-Referral Count	Indicates the number of pre-referral entries for students since the start of the school year. Note that a pre-referral is only counted if there is something entered into the "Status" field in the Prereferral tab.
Strengths and Difficulties Questionnaire	Provides a list of students at each cut off based on their total difficulties score. There is one tile per grade level.
Star Performance Level	Calculates students' performance level on Star Early Literacy, Star Reading, and Star Math in both English and Spanish based on national cut offs. Students' <i>most recent</i> test scores are pulled into the dashboard.
Suspension Count	Calculates the number of suspensions a student has had since the start of the school year as long as they have had at least one suspension. Students with 0 suspensions are not counted in this dashboard.

<p>Tardies</p> <p>Quarters for 2021-2022 School Year</p> <p>Q1: Aug 18 - Oct 8</p> <p>Q2: Oct 11 - Dec 17</p> <p>Q3: Jan 10 - Mar 25</p> <p>Q4: Mar 28 - June 15</p>	<p>Elementary</p> <p>Provides a list of students based on the number of tardies they have each quarter (see to the left)</p> <p>Secondary</p> <p>Provides a list of students based on the number of excessive tardy letters that have been documented under “progress comments” under interventions.</p>
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LCAP Dashboards

Aeries Analytics comes with a number of dashboards that have been pre-made by Aeries. Unlike the shared dashboards, these have not been designed with the NVUSD MTSS early warning indicator system in mind; however, they can still provide helpful data. Some of these LCAP dashboards are built for data that NVUSD does not currently house so only some of these dashboards are recommended for use at this time.

LCAP Dashboard data is broken down using one or more of the following subgroups: All Students, 504, Black/African American, Foster, Hispanic, Homeless, LEP (English Learners), Redesignated, Socioeconomically Disadvantaged, Special Ed (including speech only) and White.

LCAP Dashboard Name	LCAP Dashboard Descriptions
504 Students	Provides data on students with 504 plans.
A/G Readiness 12th Graders	<i>Not recommended for use at this time</i>
ACT Composite	<i>Not recommended for use at this time</i>
Advanced Placement Result	<i>Not recommended for use at this time</i>
All Day Unexcused Absence Count	<i>Not recommended for use at this time</i>
AP/IB Participation Rates	<i>Not recommended for use at this time</i>
Attendance Percent Chronic vs. Non Chronic	Indicates students who have missed 10% or more of the school year. Absences are only counted if they are full day absences.
CELDT Overall	<i>Not recommended for use at this time</i>
CST (Science)	<i>Not recommended for use at this time</i>
Early Assessment Program	<i>Not recommended for use at this time</i>
ELPAC Overall	Provides overall ELPAC performance level data. The students' most recent ELPAC score is pulled into this dashboard regardless of their current language fluency.
Foster Students	Provides data on foster students.
Gender	Provides male/female gender data. Students who have genders in Aeries as non-binary or other are not included on this dashboard.
Grades (HIS)	<i>Not recommended for use at this time</i>
Homeless	Provides data on homeless students.

Language Fluency	Provides break down of student data based on their language fluency (English Only, English Learners, Redesignated/RFEP, Initially Fluent English Proficient/IFEP).
Long Term English Learners	Provides students who are Long Term English Learners (LTELs). This dashboard calculates a student as an LTEL if they are an English Learner <i>and</i> have been in an EL program for 6 or more years. Note that this is not the same as what is in ELLlevation which tells you which students are LTELs based on state criteria .
PSAT Participation Rate	Not recommended for use at this time
PSAT Performance	Not recommended for use at this time
PSAT Performance (Pre-2015)	Not recommended for use at this time
Race Ethnicity	Provides a breakdown of students based on race/ethnicity.
RFEP	Provides the number of students who are English Learners (level 3) and Redesignated/RFEP (level 1). Percentages are calculated by taking the total number of ELs or RFEP students and dividing them by the total number of ELs and RFEP students.
SAT I	Not recommended for use at this time
SAT I (Pre-Mar-2016)	Not recommended for use at this time
SBAC	Provides data on students' <i>most recent</i> ELA and Math CAASPP scores.
Socioeconomically Disadvantaged	Provides data on students who are socioeconomically disadvantaged. Students qualify by meeting one of the following criteria: <ul style="list-style-type: none"> • Parent is not a high school graduate • Student qualifies for free or reduced lunch • Migrant Ed • Homeless • Foster Youth • Tribal Foster
Special Ed Students	Provides data on students with an active IEP including those who are speech only.

For additional details on how the data on these LCAP dashboards is calculated, please see the [Aeries Chart of LCAP Indicators](#).

Section IV. Tiers of Intervention by Grade Span

The following table identifies the tiered academic and behavior interventions by grade span. Additionally, the staff responsible for providing the various interventions are identified. Access to these interventions is triggered by the indicators outlined in Section III.

ACADEMIC INTERVENTION TIERS BY GRADE SPAN

	TK/K	1-3	4-5	6-8	9-12
Tier 1 ELA and Math	<u>ELA</u> Tier 1 EBP Flexible ability based groupings Differentiation of core curriculum using the following tools: Benchmark Phonics Leveled Readers Imagine Learning (MLL)	<u>ELA</u> Tier 1 EBP Flexible ability based groupings Differentiation of core curriculum using the following tools: Benchmark Phonics (1-2) Leveled Readers Imagine Learning (MLL) STAR Instructional Planning Reports	<u>ELA</u> Tier 1 EBP Flexible ability based groupings Differentiation of core curriculum using the following tools: Benchmark Advance Leveled Readers Imagine Learning (MLL) STAR Instructional Planning Reports	<u>ELA</u> Tier 1 EBP Flexible ability based groupings One on one academic counseling - 1 per year Advisory/Flex Differentiation of core curriculum using the following tools: STAR Instructional Planning Reports Accelerated Reader Imagine Learning (MLL)	<u>ELA</u> Tier 1 EBP Flexible ability based groupings One on one academic counseling - 1 per year Advisory/Flex/Rtl period Differentiation of core curriculum using the following tools: STAR Instructional Planning Reports
	<u>Math</u> Tier 1 EBP Flexible ability based groupings Differentiation of core curriculum Bridges Intervention Dreambox Math Assignments, Dosage	<u>Math</u> Tier 1 EBP Flexible ability based groupings Differentiation of core curriculum using Bridges Intervention Dreambox Math Assignments, Dosage	<u>Math</u> Tier 1 EBP Flexible ability based groupings Differentiation of core curriculum using Bridges Intervention Dreambox Math Assignments, Dosage	<u>Math</u> Tier 1 EBP Flexible ability based groupings Advisory/Flex One on one academic counseling - 1 per year Differentiation of core curriculum Dreambox Math Assignments	<u>Math</u> Tier 1 EBP Flexible ability based groupings Intervention Period One on one academic counseling - 1 per year Differentiation of core curriculum
Who?	Classroom Teacher			Classroom Teacher(s) Counselors	

	TK/K	1-3	4-5	6-8	9-12
Tier 2 ELA and Math	Small group intervention during the school day: <ul style="list-style-type: none"> • Bridges Intervention • Benchmark Phonics Intervention • Extended Learning Options: <ul style="list-style-type: none"> • After-School Intervention • Saturday Academy • Summer School Parent meeting	Small group intervention during the school day <ul style="list-style-type: none"> • Bridges Intervention • Benchmark Phonics Intervention Extended Learning Options: <ul style="list-style-type: none"> • Learning Academy • After-School Intervention • Saturday Academy • Summer School Parent meeting	Small group intervention during the school day <ul style="list-style-type: none"> • Bridges Intervention • Benchmark Phonics Intervention Extended Learning Options: <ul style="list-style-type: none"> • After-School Intervention • Saturday Academy • Summer School Parent meeting	Small group intervention during the school day One on one academic counseling - 2 per year Advisory/Flex/Rtl period Extended Learning Options: <ul style="list-style-type: none"> • Learning Hubs • After-School Intervention • Saturday Academy • Summer School Parent meeting	Small group intervention during the school day One on one academic counseling - 2 per year Advisory/Flex/Rtl period Extended Learning Options: <ul style="list-style-type: none"> • Learning Hubs • After-School Intervention • Saturday Academy • Summer School Parent meeting
Who?	Administrator Classroom Teacher Special Educator Parent Facilitator Paraeducator	Administrator Classroom Teacher Special Educator Parent Facilitator Paraeducator	Administrator Classroom Teacher Special Educator Parent Facilitator Paraeducator	Administrator Classroom Teacher Special Educator Counselors Parent Facilitator Paraeducator	Administrator Classroom Teacher Special Educator Counselors Parent Facilitator Paraeducator
	TK/K	1-3	4-5	6-8	9-12
Tier 3 ELA and Math	Mandatory SST Implementation of Student Success Plan developed through the SST	Mandatory SST Implementation of Student Success Plan developed through the SST	Mandatory SST Implementation of Student Success Plan developed through the SST	Mandatory SST Implementation of Student Success Plan developed through the SST 1 on 1 Tutoring	Mandatory SST Implementation of Student Success Plan developed through the SST Credit Recovery 1 on 1 Tutoring
Who?	Administrator Classroom Teacher Special Educator Parent Facilitator Paraeducator Student Support Services	Administrator Classroom Teacher Special Educator Parent Facilitator Paraeducator Student Support Services	Administrator Classroom Teacher Special Educator Parent Facilitator Paraeducator Student Support Services	Administrator Classroom Teacher Special Educator Counselors Parent Facilitator Paraeducator Student Support Services	Administrator Classroom Teacher Special Educator Counselors Parent Facilitator Paraeducator Student Support Services

SE/BEHAVIORAL INTERVENTION TIERS BY GRADE SPAN

Prevention Tier	Core Elements
Tier 1 (Primary/Universal)	<ul style="list-style-type: none"> Behavioral Expectations Defined Behavioral Expectations Taught Reward System for Appropriate Behavior Continuum of Consequences for Problem Behavior Universal Screening Continuous Collection and Use of Data for Decision-Making
Tier 2 (Secondary/Some)	<ul style="list-style-type: none"> Progress Monitoring for At-Risk Students System for Increasing Structure and Predictability System for Increasing Contingent Adult Feedback <ul style="list-style-type: none"> (Discipline Toolkit) System for Linking Academic and Behavioral Performance System for Increasing Home/School Communication Collection and Use of Data for Decision-Making
Tier 3 (Tertiary/Few)	<ul style="list-style-type: none"> Functional Behavioral Assessment Team-Based Comprehensive Assessment Linking of Academic and Behavior Supports Individualized Intervention based on Assessment Information Focusing on <ul style="list-style-type: none"> Prevention of Problem Contexts Instruction on Functionally Equivalent Skills, and Instruction on Desired Performance Skills Strategies for Placing Problem Behavior on Extinction Strategies for Enhancing Contingence Reward of Desired Behavior Use of Negative or Safety Consequences if Needed <ul style="list-style-type: none"> (Discipline Toolkit) Collection and Use of Data for Decision-Making

	TK-5	6-12
Tier 1	<ul style="list-style-type: none"> Clearly articulated classroom behavior expectations PBIS: behavioral expectations, incentives, lessons Signature SEL Practices Community Circles Mindfulness/Breathing Exercises SEL curriculum (<i>Toolbox Project, Second Step</i>) CAP Workshops (Child Assault Prevention) provided district wide Family Resource Center 	<ul style="list-style-type: none"> Clearly articulated classroom behavior expectations PBIS: behavioral expectations, incentives, lessons Advisory/Flex/Rtl period Signature SEL Practices SEL curriculum (<i>Second Step</i>) Community Circles Mindfulness/Breathing Exercises Enrollment in health and wellness educational programs
Who	Classroom Teacher Special Educator Administrator Support Staff Parent Facilitators	Classroom Teacher Special Educator Counselors Administrator Campus Supervisor Parent Facilitators

	TK-5	6-12
Tier 2	<ul style="list-style-type: none"> • Social-Emotional Groups • After school enrichment classes • Parent Education Workshops • Check in/Check out • Mentorship • Parent meeting • School Attendance Review Team (SART) • Referral-based medical and/or dental services at Ole Health, Mentis, Aldea, etc. 	<ul style="list-style-type: none"> • Social-Emotional Groups • Mariposa (Silverado, Redwood, Unidos, Valley Oak, Napa High, Vintage, New Tech, American Canyon MS, HS) - MTSS Teams review all Mariposa referrals; any MTSS Team request for new groups requires approval from district staff (Kristin Nelson, Sarah Knox) • After school enrichment classes • Referral-based health education workshops • Parent education workshops • Check in/check out • Mentorship • School Attendance Review Team (SART) • Youth Court • Referral-based therapeutic, medical and/or dental services at Ole Health, Mentis, Aldea, etc.
Who	Administrators (Discipline Toolkit) Classroom Teacher School Psychologists Behavioral Health Providers Parent Facilitators Support Staff External Partnership Staff	Administrators (Discipline Toolkit) Counselors Coaches School Psychologists Behavioral Health Providers Campus Supervisors Parent Facilitators Support Staff External Partnership Staff
Tier 3	<ul style="list-style-type: none"> • Individual Counseling • Behavior Intervention Plan (BIP) • School Attendance Review Board (SARB) referral • Home Visit 	<ul style="list-style-type: none"> • Individual Counseling • Referral-based Health Education workshops • Behavior Intervention Plan (BIP) • School Attendance Review Board (SARB) referral • Alternative Placement at Valley Oak and/or Independent Study
Who	Administrators (Discipline Toolkit) School Psychologists Behavioral Health Providers District Behaviorist Student Support Services Staff Parents/Family Members	Administrators (Discipline Toolkit) School Psychologists Behavioral Health Providers District Behaviorist Student Support Services Staff Parents/Family Members

Section V. Site MTSS Team

Most schools have traditionally had teams that focus on *individual* student issues (e.g., a Student Study Team - SST). In contrast to this case-by-case focus, an MTSS/Learning Support Team can take responsibility for enhancing the use of *all resources* available to the school for addressing barriers to student learning. Barriers to learning interfere with students' ability to participate effectively and benefit from classroom instruction. The work of the MTSS Team includes analyzing school site data, looking for trends and patterns in Early Warning Indicator data, mapping how existing resources are deployed and clarifying how they can be used to build a comprehensive and cohesive approach to eliminating barriers to student learning.

MTSS Team		
What is the MTSS Team?	Why MTSS?	Goals of MTSS
<ul style="list-style-type: none"> MTSS Team is a site based multidisciplinary team composed of service providers, school administration, and school staff MTSS members include: principals, assistant principals, parent facilitators, school counselors, school nurses, behavioral health therapists, classroom teachers, after school providers, case managers, etc. MTSS Meetings take place weekly or bi-weekly, on a set day and time, and are facilitated by the site's MTSS Learning Support Coordinator An identified Site Administrator is accountable for the overall functioning of MTSS At the secondary level, sites are allocated a .20FTE Learning Support Coordinator to assist with MTSS implementation: data gathering, analytics, case management, paperwork 	<ul style="list-style-type: none"> MTSS streamlines the various site specific systems and creates a space for collaboration, resource sharing, case tracking, and identifying/addressing climate issues MTSS meetings provide a regular opportunity to triage referrals, assess students' support needs, and develop and monitor interventions to ensure that these needs are met MTSS facilitates communication and relationships between school staff and providers MTSS links students/families with a continuum of integrated services and supports which are designed to increase health and wellness, reduce distress, and remove barriers to learning 	<ul style="list-style-type: none"> Collaboratively identify targeted interventions Utilize school community expertise and knowledge Eliminate service gaps Reduces duplication of services Ensure service integration and progress monitoring of outcome indicators Improved attendance Improve quality of academic experience for the student Increase in skills linked to behavior and/or academic performance issues (e.g. improved impulse control, improved fluency in reading) Reduction in disciplinary referrals Reduction in symptoms linked to presenting problem (e.g. less suicidal, less anxious/depressed, less defiant)
How is MTSS different from an SST? <ul style="list-style-type: none"> MTSS focuses on individual student needs from a schoolwide case management approach and leverages a continuum of resources to help students get the supports they need to be successful as quickly as possible. In this way, it is much more efficient than individual SST meetings. MTSS is not an alternative or replacement for a formal Student Success Team meeting (or other individualized service meeting) involving the parent, student, classroom teacher, and administrator. MTSS is designed to REDUCE the need for SST's altogether. SST's can still factor into the MTSS process at the Tier 3 level, if a student is not responding to increasingly intensive interventions. 		

When to refer to the MTSS Team:

- For academic or classroom-specific concerns, the teacher and support staff will implement and progress monitor tiered in-class interventions before seeking out additional support
- Teacher and support staff will attempt parent outreach (ParentSquare, phone calls, conferences) prior to a request for additional intervention via the MTSS Team
- Refer to [indicators chart](#) (some examples below) for examples of a Tier 2 or 3 concern that should be escalated to the MTSS Team
 - Student appears chronically sad, depressed, unmotivated, or angry
 - Sudden change in behavior that is not their norm
 - Substance use concerns
 - Student appears socially isolated
 - Signs of learning difficulties or other academic concerns (focus/attention/comprehension, underperforming or sudden change in performance)
 - Concerns of family resources and capacity
 - Student/family doesn't have medical insurance; Possible housing issues (marginally housed/homeless); Food needs, etc.

Immediate action v. MTSS referral

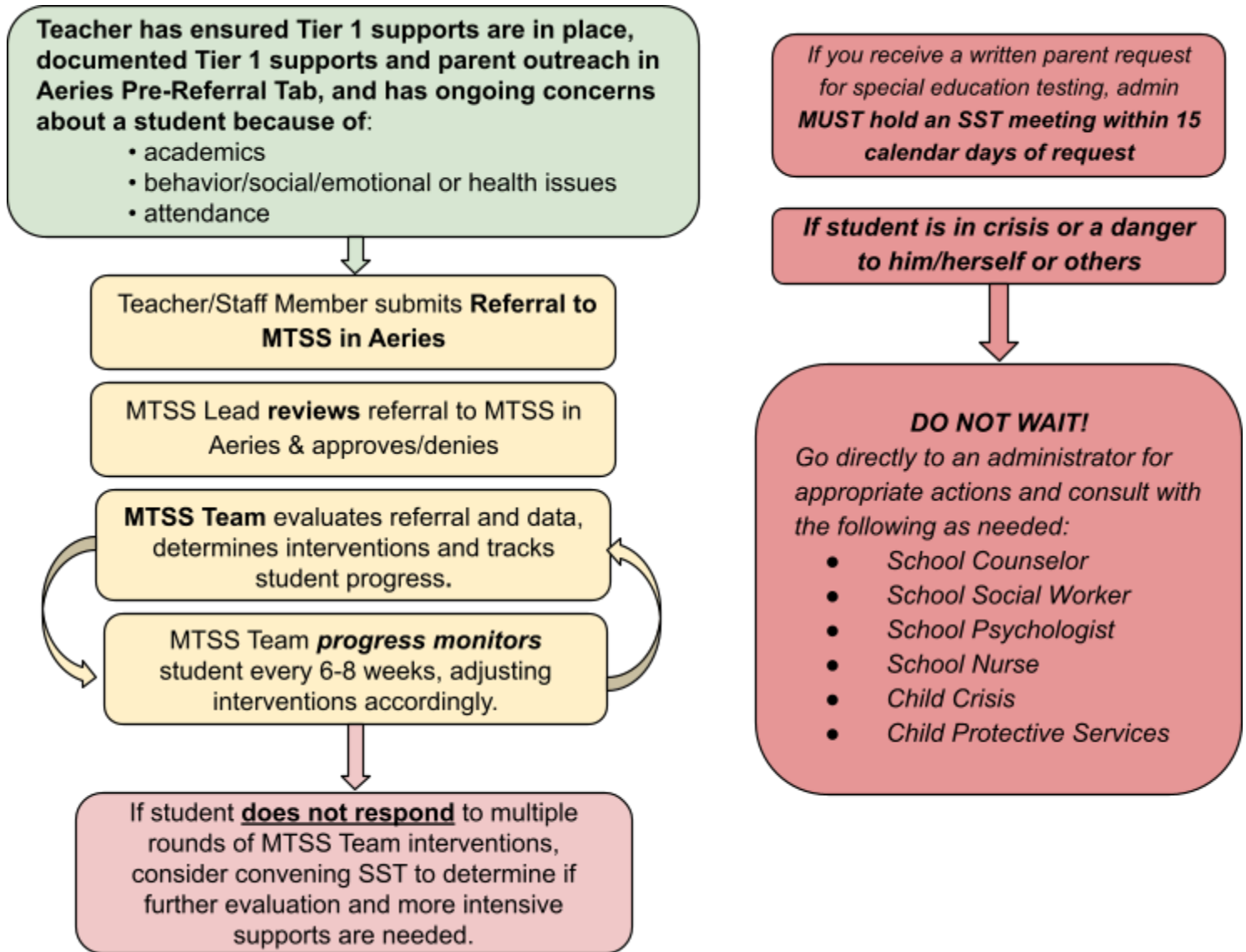
- If the student is in immediate crisis (i.e. at risk of hurting themselves or others):
 - Follow [safety protocols](#) and alert administration immediately
 - [Suicide Risk Protocol](#)
 - **Napa County Mental Health Crisis** (707) 253 - 4711
- If the student reports abuse (past or present):
 - As a mandated reporter you must call CPS immediately - Napa County CPS: [Please refer to the THE CALIFORNIA CHILD ABUSE AND NEGLECT REPORTING LAW](#)
 - Complete and fax the [CPS REPORTING FORM](#).

THINGS TO CONSIDER

- Decisions regarding intervention should be made by a diverse team with a common goal.
- Team members can change based on the needs of the school or students being discussed.
- The administrator is an essential member of the shared MTSS team.
- Team members should make it a priority to ensure meetings are held regularly.
- It may be beneficial to establish a meeting calendar at the beginning of every school year.



When to Refer to the MTSS Team & MTSS Process



MTSS Team Membership and Roles

Administrator

Each site will have a lead site administrator who will be in attendance at each MTSS meeting. As the site administrator for MTSS, they will provide oversight, report on initiatives and programming, and hold the overall vision of NVUSD's MTSS. Ultimately, the administrator is in partnership with the coordinator to ensure the optimal functionality of MTSS. The Administrator, alongside the MTSS Coordinator will complete the [Site Services Info Sheet](#) and make available to all staff.

MTSS Lead

Each site will identify a MTSS Lead. The coordinator is in charge of setting the meeting dates, completing Pre-and Post-Meeting Work, and facilitating the [MTSS Agenda](#). The coordinator is also their site's point of contact with our Behavioral Health Providers and the district's Behavioral Health Consultant.

Campus Supervisors

Campus supervisors contribute by reporting on campus behavior and social trends, individual student incidents, and observed security needs.

School Counselors

Counselors commit to reporting on student academic progress, campus learning opportunities and programs, and climate trends.

Social Workers

Providers offer expertise in the field of mental and behavioral health (effects of trauma, adolescent development, etc.). They receive cases to assess for service needs - individual, group, brief check-in support, clinical case management, etc.

SST Coordinator

The SST Coordinator receives referrals of students who require individualized meetings to further address their academic and behavioral needs in the classroom. The SST coordinator is an administrator.

Wellness Center Staff

The Wellness and Health Center rep is present (at least 1x per month) at each secondary level MTSS mtg. They assist in identifying the need for medical/health intervention and obtain referrals for follow-up. Referrals can also be made to the after-school programming available.

School Psychologists and School Psych Interns

School Psychs offer expertise in the field of mental health as it relates to school environments and academic success. School Psychs receive cases to assess for need of individualized educational plans, and can also provide short-term therapeutic support..

Parent Liaison

The PF provides insight from the family perspective. They are able to take referrals in which family engagement is the primary intervention. They can assist with initial contact and coordination of additional services, and also provide ongoing support to families who need basic referral coordination.

Classroom Teacher

The teacher offers classroom perspective, student learning development insight, and observations of behavior amongst individual student's and/or within the community.

District Behaviorist

The behaviorist provides expertise in the area of behavior management in an academic setting. They provide consultation in complex cases. Consultation includes evaluation, data collection, intervention feedback, and monitoring of behavior. **Referral to Behaviorist requires the Behaviors of Concern and Current Strategies Used form to be completed by the MTSS Team Member making the request.**

Other

As identified by the site, any staff person who would provide a range of insight and certain expertise to MTSS.

ALL MEMBERS

All members must sign a [CONFIDENTIALITY AGREEMENT](#) at the start of each new school year. All members commit to consistent attendance, active participation, and are dedicated towards ensuring equitable services for all students referred. In addition to the brief highlights of each member's specific role (above), all members of MTSS should equally contribute and offer perspective as climate issues are addressed, and student's needs are identified. Each member has a unique vantage point and even though one may not have expertise in an area, they may be able to offer insight and a varied outlook. This is also an opportunity for members to collaborate across disciplines and learn from one another.

MTSS TEAM MEETING PRE-Work	
Data Prep	This includes AERIES and other data reports based on identified academic and SEB indicators.
Curate NEW Referrals	Review referrals submitted with the last two weeks: <ul style="list-style-type: none"> • Return any that require additional info • Make a list of 'new' referrals with any pertinent info about each student (as necessary), such as cross-checking history or current services/interventions
MTSS TEAM MEETING Agenda	
Data Scan (SEB and Academic)	<ul style="list-style-type: none"> • Facilitator will share out data • Team discusses shifts - noting positive and negative impact
Next Steps for Cohorts of Students	<ul style="list-style-type: none"> • Identified shifts from above lead to discussion surrounding potential Tier 2 services for cohorts (classrooms, smaller groups)
Climate Trends (data)	<ul style="list-style-type: none"> • School-wide climate shifts discussed • Identify needs to address - proactive measures: assemblies, school-wide lessons, etc.
New Referrals	<ul style="list-style-type: none"> • Facilitator informs team of new referrals • Providers take on cases (counseling, therapy, check-in's, family engagement, etc) • Providers commit to informing referring party and ongoing collaboration
Referral Follow-Up	<ul style="list-style-type: none"> • Previously referred cases are followed-up on specifically if assigned member is having trouble connecting to services and/or has completed their work with the assigned case.
MTSS TEAM MEETING Post-Work	
Updating Aeries Intervention Tab	Update Aeries Intervention Tab with progress, planned interventions
Communication to Staff (Referring Party)	Case Carrier or assigned provider is responsible for: <ul style="list-style-type: none"> • Getting in contact with the referring party to inform of follow-up, gather additional info, establish ongoing collaboration (i.e. therapist/teacher check-in's to observe student's progress)
Communication to ALL Site Staff	MTSS LEAD will email the entire staff with a very general summary of the MTSS meeting. <ul style="list-style-type: none"> • Including total number of referrals thus far • Number of new referrals since last meeting • Out of new referrals, how many assigned to provider • Reminder that assigned provider will contact you if you submitted a referral.

Steps	MTSS Referral Process	
1	Student meets academic, behavioral, social emotional or attendance warning indicators	<ul style="list-style-type: none"> Refer to the Indicators and Interventions by Tier
2	Staff has implemented Tier 1 supports and progress monitoring in Aeries Pre-Referral tab and has documented parent/family outreach	<ul style="list-style-type: none"> Use the Aeries Pre-Referral Intervention tab to document concerns, supports, outreach and monitor progress
3	Staff completes MTSS Referral in Aeries Intervention tab	<ul style="list-style-type: none"> Complete MTSS Team Referral in Aeries
4	Referral is reviewed by MTSS Lead and Site Administrator and added to MTSS Team agenda or returned to teacher	<ul style="list-style-type: none"> Lead/Admin will review and send back if additional info is needed and/or it's clear that interventions tab was not utilized prior to referral
5	MTSS Team reviews referral	<ul style="list-style-type: none"> Student is discussed based on data and info presented at team meeting, documented in Aeries
6	Team member takes on referral	<ul style="list-style-type: none"> Student/family case is assigned a provider/staff based on type of intervention; documented in Aeries
7	Team member informs referring party of outcome	<ul style="list-style-type: none"> Provider/Staff assigned informs referring party in Aeries, in person, or by email; documented in Aeries
8	Team member regularly reports out on-going work with case assigned	<ul style="list-style-type: none"> Provider/Staff assigned reports out case-status periodically at MTSS Team meetings; documents progress in Aeries

If a behavioral, mental health, family or community resource is indicated, but there is currently no capacity on site and/or a wait-list, please refer to one of Napa's behavioral health partners:

A member of the MTSS team (ideally the social worker or counselor) would complete this process.

[NVUSD Wellness Program Community Partner Resources](#)

[Mentis Youth Resources](#)

[Care Solace](#)

1 → Inform parent/caregiver/Student of the wait-list and [suggest a referral to a community partner](#). If student is 12 or over they can consent to mental/behavioral health services without parent notification

2 → Call and complete a referral form for a specific agency, with parent/caregiver if possible.

3 → Fax or call-in (as indicated) referral.

4 → CC: indicate referral on tracker

Information Sheets and Additional Resources

NVUSD-Specific:

[MTSS 101 Slide Deck for Teachers/Staff](#) - This slide deck is to be used by Site Administrators and MTSS Coordinators to train/refresh their staff on MTSS.

[Aeries Pre-Referral Interventions & Referral to Intervention Guide](#)

[MTSS in Aeries Shared Drive](#)

Outside Resources:

[Sylvan Learning Center 1:1 Tutoring](#) (MTSS Teams to complete Sylvan Tutoring Referral Form for approval)

[Mariposa](#) (Currently running groups at Silverado, Redwood, Unidos, Valley Oak, Napa High, Vintage, New Tech, American Canyon MS, HS) - MTSS Teams review all Mariposa referrals; any MTSS Team request for new groups requires approval from district staff (Kristin Nelson, Sarah Knox)

[NVUSD Wellness Program Community Partner Resources](#)

[Mentis Youth Resources](#)

[Care Solace](#)

[Child Trauma Toolkit for Educators - The National Child Traumatic Stress Network](#) - This toolkit is helpful to have available for staff to become familiar with responding to students during and post crisis.

[HIPAA or FERPA? A Primer on School Health Information Sharing in California](#)

[Understanding Confidentiality and Minor Consent in California](#)

Section V.a. Student Support Team (SST)

The ideal order for the MTSS Team/process to support a student is:

1. Teacher completes a pre-referral, tries Tier 1 strategies, tracks progress AND does parent outreach
2. If progress is made with Tier 1 supports, CELEBRATE! and continue support
3. If no progress is made after 8-12 weeks and multiple attempts, Teacher makes referral in Aeries to MTSS Team
4. MTSS Team takes case, determines Tier 2 intervention, assigns provider/resource, informing teacher and parent/guardian, and tracking progress (Tier 1 classroom supports remain in place)
5. If progress is made with Tier 2 intervention, CELEBRATE! and continue support, setting an exit date if possible
6. If a student does not respond to multiple rounds of Tier 2 or Tier 3 interventions, **the MTSS Team may decide to convene an SST Team to discuss the student and develop an Action Plan** (revise Tier 3 interventions, recommend for special education assessment)

An exception to the above process is when a parent makes a formal request for special education testing, which triggers an automatic SST (but NOT NECESSARILY automatic testing)

We have updated and streamlined the [Tier 3 \(SST\) Meeting Documentation Form](#) for use during such meetings. Included below the actual form are (internal only) Guiding Questions for SST Meetings and Talking Points as well as a Guide to MTSS for Families that Administrators can use during meetings where parents/guardians have requested special ed testing. The Tier 3 (SST) Meeting Documentation form is optional and, if used, would need to be used *in addition to* entering meeting notes and any intervention recommendations or goal-setting done therein in the Aeries Intervention (not pre-referral) tab:

[Aeries Referral Approval & Interventions Guide](#) (for MTSS Leads/Administrators)

[Summary of Interventions Tab/504 Tab Permissions](#)

[When to Use Which Pages in Aeries](#)

It is REQUIRED that you use this form and get a parent signature **if a parent/guardian has previously requested special education testing and chooses to revoke that request**. Enter notes and action plan next steps in Aeries Intervention tab, provide a copy with signature to parent along with parental rights and safeguards(linked into the form) and file the signed original in the student's cum.

What is the Purpose of an SST Meeting if we have MTSS?

The Student Support Team is a joint effort of general education and special education to identify and plan alternative instructional strategies for children just prior to or in lieu of a special education referral to ensure the student is served in the **LEAST RESTRICTIVE ENVIRONMENT** possible. Each site level team consists of: administrator, classroom teacher, requesting teacher, special education staff (usually school psychologist or site SpEd team leader), counselor, school psychologist, school social worker or central office personnel. Parents are an essential part of the process. Regular school to home communication occurs throughout the tiers prior to an SST. In addition, parents are invited and encouraged to attend all SST (Tier 3) meetings, where the team makes decisions about more individualized support and interventions.

This interdisciplinary group which plans for modification in a student's education program shall engage in a six step process to include: (1) identification of needs, (2) assessment, if necessary, (3) educational plan, (4) implementation, (5) follow-up and support, and (6) continuous monitoring and evaluation. The Student Support Team functions under the auspices of general education. Requests for service for the student from the Student Support Team must come through the MTSS Team (unless a parent requests an SST or Special Education testing) and may include curriculum modification, learning style assessment, behavior management techniques, achievement evaluation, home-school communication, or study skill assistance. Requests for special education services may also be made prior to consideration for special education referral, non-special education options should be considered, interventions used, documented, described, and discussed at the SST meeting. In limited instances, initial referral to the Student Support Team prior to special education referral will not be necessary. These cases are those in which the necessity for special education is so clear that use of non-special education options would be non-productive or harmful to the child. In those cases where the initial referral is not to the MTSS Team, the reasons therefore will be documented.

When to hold a SST/Tier 3 meeting:

- When a student has received Tier 1 supports in the classroom and Tier 2 supports out of the classroom via MTSS Team recommendation and **has made minimal to no progress** (strategies have been exhausted)
- When a parent/guardian makes a formal request for special education services (SST meeting must be held within 15 calendar days)
- When a parent/guardian makes a formal request for a 504 plan (follow Section 504 process and use those forms)
- In emergency situations where in-classroom supports and interventions would not be appropriate for a student at that time
- When a parent/guardian makes a formal request for grade level acceleration

WHEN TO HOLD AN SST - TIER 3 (5% OF STUDENTS)



Student's Needs Have Not Been Met via MTSS Process

If a student is not making progress after Tier 1 supports from the teacher and Tier 2 interventions selected by the MTSS Team, an SST may be needed.

1

Administrator Convenes SST

Meet with family to address concerns and review data. SST Team: Admin, School Psych, Interventionist, Teacher(s), Parent/Guardian. Document in Aeries.

2

Develop Student Action Plan

Use talking points to discuss next steps. Team decision 1) Put additional interventions in place OR 2) Student has not made progress and needs an assessment plan. Document in Aeries.

3

Parent Agrees to Action Plan

Get parent/family agreement and signatures, if necessary. Document in Aeries.



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WHEN TO HOLD AN SST - PARENT REQUESTS



Parent Requests SpEd Testing

If a teacher/site receives a verbal or written request for SpEd/504 evaluation, an SST must be held.

1

Administrator Convenes SST

Meet with family within 15 calendar days to address concerns and review data. SST Team: Admin, School Psych, Interventionist, Teacher(s). Document in Aeries.

2

Develop Student Action Plan

Use scripts/decision tree with family to discuss need for formal evaluation. Team decision 1) Put interventions in place OR 2) Student has not made progress and needs an assessment plan. Document in Aeries.

3

Parent Waives Testing OR Parent Signs Assessment Plan

Get parent/family signatures. Document in Aeries.



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Parent Requests 504

If a teacher/site 504 evaluation, an SST/initial 504 meeting must be held.

1

Administrator Convenes 504 Team

Meet with family promptly to address concerns/request. 504 Team: Admin, Counselor, Teacher(s)

2

504 Team Follows Section 504 Process

Student Support Team (SST) Process - Tier 3

SST Process <u>SST Documentation Form</u>	
Parent is concerned about a student because of academics, health, behavior/emotional issues, and/or attendance	Refer to "Academic Interventions" and "Behavioral and Social-Emotional Interventions by Tier" chart
MTSS Team makes recommendation for SST Team meeting following minimal progress with previous interventions	MTSS Team or Administrator arranges SST meeting in Aeries, listing specific concerns requiring an SST

SST PRE-Meeting Work Student Data Dive in Aeries <u>Teacher Input Form</u> Parent Feedback	
Data prep, teacher/student/parent feedback	This includes AERIES and other data reports based on identified academic and behavior indicators. Teacher, student, and parent feedback may be gathered to help address student need.
Coordination of meeting	Administrator arranges meeting, including calling parent/guardian, arranging substitutes for teachers, and ensuring attendance of staff participants.
SST Meeting Agenda	
Data discussion and feedback (behavior and academic)	<ul style="list-style-type: none"> Administrator will share out data and feedback Utilizing an assets-based approach, administrator will begin with student strengths.
Problem solving	<ul style="list-style-type: none"> Discussion surrounding potential Tier 2 services for student (classrooms, smaller groups)
Service coordination	<ul style="list-style-type: none"> An action plan is developed of interventions and supports designed to address students needs; team members are assigned responsibility for action items.
SST POST-Meeting Work Follow Up Meeting Summary and Plan Parent Opinion Form	
Monitoring	<ul style="list-style-type: none"> Action items are monitored and a follow-up SST meeting is scheduled to review results/outcomes of interventions, make adjustments and continue to strategize positive solutions to ensure student success.
Ongoing Communication to specific staff/person initiating the SST referral/SST members)	Administrator is responsible for: <ul style="list-style-type: none"> Getting in contact with the referring party to inform of follow-up, gather additional info, establish ongoing collaboration (i.e. therapist/teacher check-in's to observe student's progress)

Special Education Referral Process

The ideal order for the MTSS Team/process to support a student is:

7. Teacher completes a pre-referral, tries Tier 1 strategies, tracks progress AND does parent outreach
8. If progress is made with Tier 1 supports, CELEBRATE! and continue support
9. If no progress is made after 8-12 weeks and multiple attempts, Teacher makes referral in Aeries to MTSS Team
10. MTSS Team takes case, determines Tier 2 intervention, assigns provider/resource, informing teacher and parent/guardian, and tracking progress (Tier 1 classroom supports remain in place)
11. If progress is made with Tier 2 intervention, CELEBRATE! and continue support, setting an exit date if possible
12. If a student does not respond to multiple rounds of Tier 2 or Tier 3 interventions, **the MTSS Team may decide to convene an SST Team to discuss the student and develop an Action Plan** (revise Tier 3 interventions, recommend for special education assessment)

An exception to the above process is when a parent makes a formal request for special education testing, which triggers an automatic SST (but NOT NECESSARILY automatic testing)

If this process is followed, the site Family Support/Special Education team will have a complete case file to review in Aeries prior to sending a representative to attend the SST Meeting(s) and can help the SST Team make informed decisions about next steps for supporting the child.

We have updated and streamlined the [Tier 3 \(SST\) Meeting Documentation Form](#) (Kami version) for use during such meetings. Included below the actual form are (internal only) Guiding Questions for SST Meetings and Talking Points as well as a Guide to MTSS for Families that Administrators can use during meetings where parents/guardians have requested special ed testing.

The Tier 3 (SST) Meeting Documentation form is **optional** and, if used, would need to be used **in addition** to entering meeting notes and any intervention recommendations or goal-setting done therein in the Aeries Intervention (not pre-referral) tab. **It is REQUIRED that you use this form and get a parent signature if a parent/guardian has previously requested special education testing and chooses to revoke that request.** Enter notes and action plan next steps in Aeries Intervention tab, provide a copy with signature to parent along with parental rights and safeguards(linked into the form) and file the signed original in the student's cum.

Other Resources:

[Tier 3 \(SST\) Meeting Documentation form \(PDF version\)](#) - download and open with Adobe Acrobat to fill and save
[Tier 3 \(SST\) Meeting Documentation form \(GDoc version\)](#) - make a copy
[Parent rights and procedural safeguards under the IDEA](#)
[Los derechos de mis padres y las garantías procesales bajo IDEA](#)

Tier 3/SST Team Resources

[Tier 3 SST Guiding Questions for SST Team](#)
[Talking Points for Initial Meeting When a Family Requests Special Education Testing](#)
[A Family Guide to MTSS](#)

Section VI. Grade Level Acceleration Referral Process

1. Parent/Guardian makes formal request for grade level acceleration.
2. Use the SST 1 and follow up SST as meeting codes in Aeries to document meeting
3. On the Intervention Details tab, select "Acceleration"
4. List "Acceleration" on the Reasons/Concerns page
5. On the Prior Interventions tab review the Acceleration supports (grouping for acceleration, choice boards, challenge activities, Renzulli learning projects) with parents and document classroom teacher's use and progress monitoring of these supports.
6. In the "Additional Resources", there is a "Request for Acceleration Determination" in the dropdown menu that teams can select after they have documented supplemental supports for acceleration have not been successful enough.
7. The entire documentation of this would then be printed and sent to the Director of Elementary or Secondary Education, who determines acceleration.
8. We have updated and streamlined the [Tier 3 \(SST\) Meeting Documentation Form](#) (Kami version) for use during such meetings. Included below the actual form are (internal only) Guiding Questions for SST Meetings and Talking Points as well as a Guide to MTSS for Families that Administrators can use during meetings where parents/guardians have requested special ed testing.
9. The Tier 3 (SST) Meeting Documentation form is **optional** and, if used, would need to be used ***in addition*** to entering meeting notes and any acceleration recommendations or goal-setting done therein in the Aeries Intervention (not pre-referral) tab.

ADDITIONAL RESOURCES FOR PROMOTION, RETENTION, & ACCELERATION

- [Kinder Continuance](#)
- [1st-8th grade retention/acceleration](#)
- [Required documentation](#)
- [Social-Emotional Acceleration Scale](#)

Section VI. Section 504 Process

AERIES 504 GUIDE

1. In addition to NVUSD's Child Find Obligation, Student may be referred by:

- ☐ Parents
- ☐ Intervention Team/Grade Level Team/SST



2. Decide Whether to Evaluate Student:

- ☐ Does the school site know or suspect that, because of a disability, the student may need special education or related aids or services to participate in or benefit from school?
- ☐ If yes, provide parent/guardian with a [Consent for Evaluation \(SP\)](#) and [Receipt of Parent/Student Rights \(SP\)](#).
- ☐ If no, provide parents with [Notice to Parents \(SP\)](#) and [Receipt of Parent/Student Rights \(SP\)](#).



3. Upon signed consent evaluate the student (within reasonable time frame):

- ☐ Evaluate specific areas of the student's educational needs, including the ability to participate in or benefit from school activities.
- ☐ Use [Consent for Release of Information \(SP\)](#) to obtain outside service providers' reports or speak with outside providers.



4. Determine the Student's Eligibility/Develop Section 504 Service Plan:

- ☐ Convene a Section 504 Service Plan team meeting using [Notice of Section 504 Team Meeting \(SP\)](#).
- ☐ Review any formal evaluation results and discuss eligibility criteria using a variety of sources. Determine eligibility using [Student Eligibility Summary \(SP\)](#) form. Use the [Rubric for Impact of Disability](#) as a tool, if needed. Document 504 team discussion on [504 Team Summary/Notes \(SP\)](#).
- ☐ If yes, develop a [Section 504 Service Plan \(SP\)](#) for student.
- ☐ If no and parent disagrees, provide [Notice to Parents \(SP\)](#) to parent/guardian and document in [504 Team Summary/Notes \(SP\)](#).
- ☐ If yes, parent signs Service Plan.
- ☐ Assign a case manager and time to review (at least annually) - indicate on Plan.



5. Review the Student's Section 504 Service Plan:

- ☐ Review and revise the student's Section 504 Service Plan according to frequency noted on Plan.
- ☐ Provide parent with [Receipt of Parent/Student Rights \(SP\)](#) upon each review.



6. Periodically Re-Evaluate the Student:

- ☐ Before any significant change to the Plan or change in Placement.
- ☐ Including exiting student from Section 504 services, unless parent/guardian revokes consent to Section 504.
- ☐ Provide parent with [Receipt of Parent/Student Rights \(SP\)](#).

Section VII.

Supporting Students in Foster Care, Experiencing Homelessness or in the Juvenile Justice System

Foster and McKinney Vento Eligible NVUSD Liaison

Director of Student Services

Maryanne Christoffersen

studentservices@nvusd.org

Foster and McKinney Vento Eligible Identification, Targeted Outreach, Monitoring and Support

1. Students identified through various means:

a) Foster Youth

- 1) Identified by Child Welfare Services. CWS Education Liaison notifies District Liaison of new foster youth. CWS Education Liaison notifies District Liaison and School Site essential staff as appropriate regarding currently enrolled students. Additional resource: Foster Focus Database

b) McKinney Vento Eligible

- 1) Identified by family self referral during enrollment or data confirmation, Community Agencies servicing homelessness, MTSS teams. All sources communicate with District Liaison to ensure Aeries is up to date

2. District Liaison and Site FY/MV point person** communicate asap regarding newly identified students

3. School Site FY/MV point person notifies MTSS teams of FY/MV lists and generates a monthly [query](#)

**Site contact person is designated by the District Liaison. School Social Workers at assigned schools, then Counselors or Parent/Community Liaisons/Elementary School Principal if no SSW or Counselor assigned to the school



2. The MTSS team works collaboratively to provide targeted outreach, interventions/support and monitoring

- ☐ The MTSS team determines the appropriate member for targeted outreach ([Foster Youth](#) and [McKinney Vento staff](#) guides) This member assesses needs and collaborates with the MTSS team to meet the student's academic/social emotional/behavioral needs and address barriers to engagement and attendance.
- ☐ The MTSS team continues to monitor academic/social emotional/behavioral needs/outcomes on at least a monthly basis
- ☐ See Checklists below to help guide the support for students who are FY/MV eligible



3. District Liaison Consultation, Additional support and Training

- ☐ When the MTSS team needs consultation/support beyond the school site resources, the site FY/MV point person or a designated MTSS member contacts the District Liaison for assistance.
- ☐ The District Liaison will coordinate FY and MV eligible training and attend MTSS meetings periodically
- ☐ [NCOE FY/MV eligible Support team](#) will support as appropriate

These checklists can help support sites with planning and monitoring for students that are experiencing homelessness, in foster care or involved with the juvenile justice system (together, “students with unique needs”).

Students with unique needs are entitled under California and federal law to certain protections and rights in the context of their education. For example:

- All three student groups have rights related to school stability including the right to remain in their school of origin (SOO), a Best Interest Determination (BID) to determine school placement, immediate enrollment and transportation to SOO;
- All three student subgroups are eligible for an exemption from local graduation requirements and can enroll in a 5th year of high school;
- Students in foster care generate supplemental and concentration funding for districts through the Local Control Funding Formula, and accordingly districts’ investment of those funds should be principally directed toward and effective in serving that subgroup.

The above and other legal protections all help improve opportunities for these students to succeed in school. However, this improvement can only happen if district leadership develops thoughtful, equity-focused strategies, planning and policies.

AB 167/216/1806 Checklist:

Eligibility for Exemption from Local Graduation Requirements and 5th Year of High School

Education Code section 51225.1 provides additional opportunities to graduate for foster youth, former juvenile court school students, and students experiencing homelessness, among other students identified in the statute. If these students change schools after completing two years of high school and cannot reasonably complete the local graduation requirements, the law allows them to opt into an exemption to graduate by meeting only the state coursework requirements of 130 credits. Additionally, they are eligible to enroll in a fifth year of high school to complete LEA coursework requirements for a diploma.

	Foster Youth	Youth in JJS	Youth Experiencing Homelessness
How many students who transfer into our school after their 2nd year of high school are notified of AB 167/216/1806 rights?			
Of those students, how many were found eligible to graduate under AB 167/216/1806 last year?			
Of those students, how many actually graduated with an exemption from LEA coursework requirements?			
Of those students, how many opted into a 5th year of high school?			

Supports and Resources Checklist

Leveraging community resources and local partnerships supports high-quality academic and enrichment opportunities by broadening the experiences that may be typically offered to students and by expanding access to local expertise. Better aligning and utilizing these resources can also help school systems identify and access low-cost services or facilities to support learning opportunities on and off school sites.

	Foster Youth	Youth in JJS	Youth Experiencing Homelessness
Which site-level academic supports and resources are available specifically for...			
Which site-level socioemotional counseling, supports, and resources are available specifically for...?			
What plans are in motion to develop new site-level supports and resources specifically for...?			

Section VIII. Other Resources

TIER 1 Pre-Referral Evidence-Based Practices (Expanded Descriptions)

A list of all Tier 1 strategies found in the Pre-Referral tab in Aeries. Expanded descriptions and explanations taken from the *PRIM: Pre-Referral Intervention Manual* (McCarney)

Academic Evidence-Based Pre-Referral Practices

Example Concerns: *Student doesn't comprehend what they read; Student has difficulty with phonics skills; Student fails to finish assignments; Student has illegible handwriting; Student has difficulty solving math word problems; Student fails to change from one math operation to another; Student does not remember math facts; Student performs classroom assessments at a failing level.*

Code	Tier 1 Pre-Referral EBP	Expanded Description
A2	Break Content/Tasks into Small Chunks	Teach the student how to organize information into smaller units. Have the student repeat what is said to them to determine what was heard. Stop at various points during the presentation of information to check the student's comprehension. Give the student one task to perform at a time. Teach new vocabulary and provide practice through application. Highlight important facts in reading material.
A4	Connecting to Prior Knowledge	Relate the information being presented to the student's previous experiences or learning. Teach the student to use associative cues or mnemonic devices. Refer to previously presented related information when presenting a new concept.
A6	Daily Schedule/Planner	Provide the student with a schedule of daily events at the school. Have the student follow a regular routine of daily events to establish consistency in their behavior pattern. Provide reminders throughout the day. Have the student maintain a notebook or planner in which to keep notes regarding necessary sequential information (lists of things to do, schedules, etc.)
A8	Graphic Organizers	Support students with graphic organizers such as Mapping Forms, Outline Forms, Double-Column Forms, Assignment Forms, Flash Card Study Aids, etc.
A10	Organizational Tools	Support students with using backpacks, agenda planners, binders, notebooks and folders, explicitly teaching protocols and
A12	Frontloading Vocabulary	Prepare a list of new words which the student will encounter while reading a given assignment. Help the student (or have a peer help the student) look up each word and practice saying it and using it in a sentence before reading the given assignment. Have the student maintain a vocabulary notebook with definitions of words they do not know. Explain how to use context clues to determine the meanings of words they hear/see. Have the student identify unknown words in reading material and review their meanings with the student.
A14	Sentence Frames	Have the student apply new vocabulary to personal experiences in written and oral work using a sentence frame: <i>I needed to emphasize _____ because_____.</i> Sentence frames/starters help students understand what they should be analyzing within a text in order to complete a writing or discussion activity, and should be used as a scaffold with the aim of having students build toward the ability to analyze and write about content without the use of the frames.

A16	Reteaching Concepts	Reteaching is essential when introducing new content and in helping students to extend and refine their understanding of knowledge and skills previously taught. Students benefit greatly from opportunities to revisit challenging content and clarify questions. 1. Re-teaching involves responding to a problem right away, using a new method or approach. 2. The teacher uses data to identify areas of misunderstanding. 3. Re-teaching can be quick (no more than 20 minutes). 4. Re-teaching usually involves three interrelated strategies: error analysis, grouping, and think aloud processes. 5. Error Analysis: Discover common errors and misconceptions, encouraging students to self correct and modify their learning. 6. Purposeful Grouping: Use small group tasks and debriefing to clear up errors and misconceptions. 7. Think Aloud: Model key skills and processes while explaining your thinking to help students “unpack”
A18	Scaffolding	Scaffolding refers to a method in which teachers offer a particular kind of support to students as they learn and develop a new concept or skill. In the scaffolding model, a teacher may share new information or demonstrate how to solve a problem. Modeling for students is a form of scaffolding. Structured discussions as a scaffold provide time to verbally make sense of and articulate learning with other learners: think-pair-share, turn-and-talk, triad teams, or some other structured talking time throughout the lesson.
A20	Total Physical Response (TPR)	A method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process mimics the way that infants learn their first language, and it reduces student inhibitions and lowers stress. The teacher performs an action, both demonstrating and saying it (e.g., “I’m brushing my teeth,”). 1) Call on the students to repeat the action. 2) Repeat once more. 3) Write the verb/phrase on the board. 4) Repeat with other verbs and return to them regularly to check retention.
A22	Extended Time	Timing accommodations are most helpful for students who need more time than generally to complete activities, assignments, and tests. Extra time may be needed by a student to process written text (i.e., a student with a learning disability who processes information slowly or a student with attention issues), to write (i.e., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (i.e., assistive technology, audio recorder, scribe). Provide wait time: Give students five to 15 seconds to formulate a response to a question for which they should know the answer. Not every learner processes thinking at the same speed. Quality should be measured in the content of the answer, not the speediness. Give think time: Give students 20 seconds to two minutes to make sense of questions that require analysis to synthesize concepts into a different construct or frame. You can aid this by encouraging journaling, silent reflection, or partner discussions. Giving such chunks of time honors the work being asked of students. Quick responses probably mean that the question did not stretch the learners’ understanding. After the allotted time, any student can be called on to share their response.
A24	Goal Setting	Goal setting, one of many forms of student-involved data use, gets students involved in reviewing their assessment results, working with their teachers to set reasonable but aspirational goals for improvement, and continuing to drive their learning with frequent reference to those goals.
A26	Assistive Technology Device	Ranging in sophistication from ‘low’ technologies such as a graphic organizer worksheet to ‘high’ technologies including cutting-edge software and smartphone apps, assistive technology is a growing and dynamic field. Several areas of assistive technology and sample products may be found in any given classroom, making a difference in how students of all abilities learn. As an assistive technology, text-to-speech (TTS) software is designed to help children who have difficulties reading standard print or writing. Other examples: Talking spell-checker, Picture dictionary graphics, Assisted listening tech like FrontRow, proofreading software, math tools, etc.

A28	Large Print Resources	An example of an Assistive Technology, text magnification (either digital or analog) can support students with visual issues or impairments.
A30	Auditory Aides (Cues, Music, etc.)	Using audio aids in teaching can improve student performance by engaging them on a different level. These aids in the classroom can have many advantages including engaging auditory learners, adding novelty to activities and using music or mnemonics as memorization techniques. Rather than relying solely on speech through direct instruction, teachers can also include listening activities focused around music, noises and interactive listening assignments. To define audio aids, teachers might use a mnemonic device. Using music and mnemonics as audio aids in teaching has also been proven to help students with memorization. Mnemonics are phrases or rhymes that people use to memorize information. For example, the memorable saying, "30 days hath September, April, June and November" is a mnemonic device that helps students remember how many days are in each month of the year. When students learn assigned song lyrics or mnemonic devices, the memorized information stays with them longer and can improve their performance on related subject tests.
A32	Color-Coded Materials	Color-coding can support thinking and learning in that it can help students organize their thinking, make their thinking visible to others, and make connections. It can also strengthen visual representation to aid students in internalizing their learning. Color has the potential to increase chances of environmental stimuli to be encoded, stored, and retrieved successfully because it vividly displays relationships between ideas. Highlighting: Have students highlight certain types of information based on color. For example, in a reading passage, they could highlight characters in one color and setting information in another. Graphic Organizers: Color coding graphic organizers can be helpful for students.
A34	Online Supplemental Resources	NVUSD offers a multitude of supplemental online resources to support students' core instruction and all are now conveniently housed in Clever. Examples in addition to the digital access to core programs like Benchmark, McGraw Hill, StudySync, Amplify, Discovery Education and others include Dreambox for math, Imagine Language & Literacy and Rosetta Stone for English Learners, Khan Academy, Mystery Science, Tutor.com, and more. These resources by no means replace the hard work of our teachers. They can, however, serve as powerful supplements to classroom lessons by empowering students to practice and dig deeper into subjects, get remediation and scaffolding when they are struggling to work independently, and practice building fluency in concepts they haven't yet mastered. Usage of these supplemental tools can be dosed according to need and can often be customized by the classroom teacher to meet a student's specific learning needs.
A36	Differentiated Instruction	In differentiating instruction, process and learning preference are the keys. Process is how learners make sense of ideas, compose their thinking, and prepare a thoughtful answer. Learning preference, in the case of questions posed to the whole class, refers to how some students prefer to silently process the content, keeping their own counsel (Internal Thinkers), while others prefer to talk or express their thinking with an audience as a sounding board (External Thinkers).
A38	Peer Tutoring	Sometimes students have already heard it from teachers several times and they aren't making the necessary connections to the content. When this happens, give peer coaching a try. Select peer tutors/coaches who are right on the cusp of mastery to make the coaching process powerful for both the coach and the students being coached. Introduce the coach as the "content expert" to the group and give them the floor. By having a peer coach, students are able to hear the content in a different way, from a different person who they trust.
A40	Small Group Instruction	Small-group instruction can involve a range of interaction strategies (including cooperative learning structures) that promote student discourse, engagement, and efficacy. Grouping within the classroom can address a range of student learning needs, including: (1) varying readiness levels, (2) English proficiency levels, (3) interests and choices, and (4) learner profiles (e.g., Concrete v. Abstract; Visual, Auditory, and/or Kinesthetic learning preferences). Small group instruction can range from groups requiring high levels of support to those with students ready for independent

		<p>application and inquiry. Within a small group learning session, the effective teacher:</p> <ol style="list-style-type: none"> 1. Presents objectives and evaluation criteria. 2. Ensures students understand the “compelling why” of the lesson. 3. Demonstrates key strategy or skill. 4. Guides the students’ use of the strategy or skill through interaction processes, e.g., writing. 5. Helps students to apply the strategy or skill. 6. Coaches students (individually and/or as a small group) as they work. 7. Makes links and connections to future work. <p>Small group instruction uses strategies such as read aloud, shared reading and writing, guided reading, oral discourse and reflection, interactive writing, strategy lessons to help students acquire and apply key learning strategies.</p>
A42	Math Manipulatives	<p>Manipulatives help students learn by allowing them to move from concrete experiences to abstract reasoning. Experts in education posit that this learning takes place in three stages: concrete, representational, abstract. The use of manipulatives helps students hone their mathematical thinking skills. The NCTM calls for manipulatives to be used in teaching a wide variety of topics in mathematics.</p> <ul style="list-style-type: none"> • sorting—a pre-mathematical skill that aids in comprehension of patterns and functions • ordering—a pre-mathematical skill that enhances number sense and other math-related abilities • distinguishing patterns—the foundation for making mathematical generalizations • recognizing geometric shapes and understanding relationships among them • making measurements, using both nonstandard and standard units with application to both two- and three-dimensional objects • understanding the base-ten system of numbers • comprehending mathematical operations—addition, subtraction, multiplication, division • recognizing relationships among mathematical operations • exploring and describing spatial relationships • identifying and describing different types of symmetry • developing and utilizing spatial memory • learning about and experimenting with transformations • engaging in problem-solving • representing mathematical ideas in a variety of ways • connecting different concepts in mathematics • communicating mathematical ideas effectively
A44	Math Language Strategies	<p>The following mathematical language development routines were selected by the Understanding Language/Stanford Center for Assessment, Learning and Equity at Stanford University because they are the most effective and practical for simultaneously learning mathematical practices, content, and language. These routines also can be used in most lessons and across grade levels. A 'math language routine' refers to a structured but adaptable format for amplifying, assessing, and developing students' language. The routines emphasize the use of language that is meaningful and purposeful, not inauthentic or simply answer-based. These routines can be adapted and incorporated across lessons in each unit to fit the mathematical work wherever there are productive opportunities to support students in using and improving their English and disciplinary language. These routines facilitate attention to student language in ways that support in-the-moment teacher-, peer-, and self- assessment. The feedback enabled by these routines will help students revise and refine not only the way they organize and communicate their own ideas, but also ask questions to clarify their understandings of others' ideas.</p> <ul style="list-style-type: none"> • Mathematical Language Routine 1: Stronger and Clearer Each Time Purpose: To provide a structured and interactive opportunity for students to revise and refine both their ideas and their verbal and written output (Zwiers, 2014). This routine provides a purpose for student conversation as well as fortifies output. The main idea is to have students think or write individually about a response, use a structured pairing strategy to have multiple opportunities to refine and clarify the response through conversation, and then finally revise their original written response. Throughout this process, students should be pressed for

		<p>details, and encouraged to press each other for details. Subsequent drafts should show evidence of incorporating or addressing new ideas or language. They should also show evidence of refinement in precision, communication, expression, examples, and/or reasoning about mathematical concepts.</p> <ul style="list-style-type: none"> Mathematical Language Routine 2: Collect and Display Purpose: To capture students' oral words and phrases into a stable, collective reference. The intent of this routine is to stabilize the fleeting language that students use in order for their own output to be used as a reference in developing their mathematical language. The teacher listens for, and scribes, the language students use during partner, small group, or whole class discussions using written words, diagrams and pictures. This collected output can be organized, revoiced, or explicitly connected to other language in a display that all students can refer to, build on, or make connections with during future discussion or writing. Throughout the course of a unit, teachers can reference the displayed language as a model, update and revise the display as student language changes, and make bridges between student language and new disciplinary language. This routine provides feedback for students in a way that increases sense-making while simultaneously supporting metaawareness of language. Mathematical Language Routine 3: Critique, Correct, and Clarify Purpose: To give students a piece of mathematical writing that is not their own to analyze, reflect on, and develop. The intent is to prompt student reflection with an incorrect, incomplete, or ambiguous written argument or explanation, and for students to improve upon the written work by correcting errors and clarifying meaning. Teachers can model how to effectively and respectfully critique the work of others with meta-think-alouds and press for details when necessary. This routine fortifies output and engages students in metaawareness. Mathematical Language Routine 4: Information Gap Purpose: To create a need for students to communicate. This routine allows teachers to facilitate meaningful interactions by giving partners or team members different pieces of necessary information that must be used together to solve a problem or play a game. With an information gap, students need to orally (and/or visually) share their ideas and information in order to bridge the gap and accomplish something that they could not have done alone. Teachers should model how to ask for and share information, clarification, justification, and elaboration. This routine cultivates conversation. Mathematical Language Routine 5: Co-Craft Questions and Problems Purpose: To allow students to get inside of a context before feeling pressure to produce answers, to create space for students to produce the language of mathematical questions themselves, and to provide opportunities for students to analyze how different mathematical forms can represent different situations. Through this routine, students are able to use conversation skills to generate, choose (argue for the best one), and improve questions, problems, and situations as well as develop meta-awareness of the language used in mathematical questions and problems. Teachers should push for clarity and revoice oral responses as necessary. <p>These are the first five Mathematical Language Routines. For more math language routines, click this link.</p>
A46	Math Number Line	<p>A Math Number Line helps students visualize number sequences and demonstrate strategies for counting, comparing, adding, subtracting, multiplying, and dividing. The Math Learning Center Number Line web app is a digital number line tool teachers and students can use. Choose number lines labeled with whole numbers, fractions, decimals, or negative numbers. Or use a blank number line, with or without tick marks. Describe intervals between points on the line using forward or backward jumps above and below the line. Add custom tick marks to the number line to show equivalence or compare number values. Show strategies with drawing and annotation tools. For more Number Line resources, an iPad version, and other math apps, visit: www.mathlearningcenter.org/apps</p> <p>Learning to Think Mathematically with the Number Line resource</p>

Behavioral Evidence-Based Pre-Referral Practices

Example Concerns: *Student is disorganized; Student does not stay in assigned areas for specific time; Student has difficulty concentrating; Student demonstrates confusion; Student makes inappropriate comments or unnecessary noises in the classroom; Student makes unnecessary physical contact with other students; Student is easily angered, annoyed or upset; Student bothers others who are trying to work; Student interrupts the teacher or other students; Student does not follow classroom/school rules.*

Code	Tier 1 Pre-Referral EBP	Expanded Description
B2	Restorative Practices/PBIS	<p>The core principles guiding Tier 1 PBIS include the understanding that we can and should:</p> <ul style="list-style-type: none"> Effectively teach appropriate behavior to all children. Intervene early before unwanted behaviors escalate. Use research-based, scientifically validated interventions whenever possible. Monitor student progress. <p>The key to PBIS implementation is staff consistency. All staff members need to be aware of goals, process, and measures. Tier 1 implementation focuses on the following four core practices:</p> <ul style="list-style-type: none"> Teaching school-wide expectations Acknowledging appropriate behavior Correcting errors Request assistance as needed <p>The framework includes many evidence-based features:</p> <ul style="list-style-type: none"> Prevention focus Define and teach positive social expectations Acknowledge positive behavior Develop consistent consequences for problem behavior On-going collection and use of data for decision making Continuum of intensive, individual interventions Administrative leadership-team based implementation <p>Rather than establishing specifically what not to do, teachers define and teach the behaviors and expectations they want to see.</p> <p>Defining Expectations Each site shall develop school-wide expectations for behavior, defined by common area locations on campus. These expectations shall be rooted in the vision and mission for the site and district, and consist of 3-5 positively stated expectations and defined behavior examples by setting or location for both student and staff behaviors.</p> <p>Teaching Expectations Behavior core instruction is provided by classroom teachers at a regularly scheduled, neutral time. The teaching of expectations and social skills continues throughout the entire school year. Behavior expectations and the social skills curriculum should be taught in the same manner which academic skills are taught. Introduce the skill by name at a scheduled (neutral) time. Provide a rationale as to why appropriate use of the skill is important along with examples of how to use the skill in different settings. Discussion, modeling, and practice should be included within the lesson. Explicit behavior instruction should take no more than 5-10 minutes. In addition to</p>

teaching behavioral expectations, sites may want to teach social skill development and social emotional learning (SEL) skills. Incorporating SEL into the teaching schedule can provide additional depth to your universal interventions.

Acknowledge and Correct Behavior

Once expectations and social skills have been taught at a neutral time, acknowledgement and correction (enforcement) should continue throughout the remainder of the day, week, and year by all staff. Depending on the setting (common area, classroom, office, etc.) and level of need, acknowledgement and correction will sound somewhat different. Rule of thumb: the more at-risk a school, a group or an individual student is for demonstrating pro-social behaviors, the more explicit the level of acknowledgement/correction must become.

Our NVUSD schoolwide expectations are

Be Safe, Be Respectful, Be Responsible. Some sites have added “Be a Learner”. Anyone should be able to walk into the school at any time and ask 10 random students to name the school-wide expectations. At least 80% of the time those students should be able to say what they are and give examples of what they look like in action. For students to know the expectations, they must be taught. Sites, PLCs, and individual teachers should decide how students will learn expected academic and social behaviors across various school settings. Another important aspect of PBIS is determining how to acknowledge students positively for doing appropriate behaviors. In Tier 1 PBIS, schools and individual teachers adopt a

token system in addition to offering specific praise when students do what’s expected. No matter the system, it should be:

- Linked to school-wide expectations
- Used across settings and within classrooms
- Used by 90% or more of all school personnel
- Available to all students within the school

All discipline policies should include definitions for behaviors interfering with academic and social success. They offer clear policies and procedures for addressing office-managed versus classroom-managed problems. Defining both the behaviors and the procedures promote consistent application of Tier 1 across all students and school personnel.

Level of ACKNOWLEDGEMENT

Tier I All students	Recognize the successful demonstration of an expectation/skill/ procedure.	“Nice job BEGINNING THE TASK.”
Tier II At-risk classes or groups students who require targeted skill development	Recognize the successful demonstration of an expectation/skill/ procedure and provide a behaviorally specific description of how the behavior met the expectation.	“Nice job BEGINNING THE TASK. You looked at the board, got out the necessary materials, and began working right away.”
Tier III Individual students who require intensive intervention	Recognize the successful demonstration of an expectation/skill/procedure, provide a behaviorally specific description, and prompt the student to chart their progress.	“Nice job BEGINNING THE TASK. You looked at the board, got out the necessary materials, and began working right away. Mark your daily card for completing all the steps of BEGINNING THE TASK.”

Level of CORRECTION

Tier One All students	Reframe the misbehavior as an expectation, skill, or procedure.	"Right now you should be BEGINNING THE TASK."
Tier Two At-risk classes or groups of students who require targeted skill development	Identify which expectation, skill, or procedure was not successfully demonstrated, review the steps, and provide an opportunity to correct the misbehavior.	"Right now when I asked you to BEGIN THE TASK, you looked at the board, and opened your book, but then you started talking to your seatmate. Remember the next step is to start working right away. Please demonstrate how to start working right away."
Tier Three Individual students who require intensive intervention	Identify which expectation, skill, or procedure was not successfully demonstrated, review the steps, provide an opportunity to correct the misbehavior, and prompt the student to chart progress.	"Right now when I asked you to BEGIN THE TASK, you looked at the board, and opened your book, but then you started talking with your seatmate. Mark your card for the first two steps. Remember the next step is to start the assignment right away. The more quickly you begin the assignment the more quickly you will be able to finish. Please show me what it looks like to start the assignment right away."

Tier 1 Restorative Practices Guiding Principles:


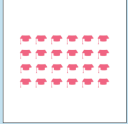
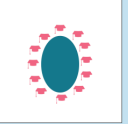


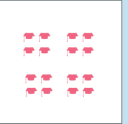

Restorative practices in schools are based on restorative justice principles instead of punishment. Zero tolerance policies in our schools have proven to be ineffective and in fact have increased push out of students into the school to prison pipeline. Restorative practices decrease suspension rates and lower disproportionality. Based on values and practices indigenous communities the world over have utilized for hundreds of years, restorative justice is a shift in the way our justice system and schools view crime and discipline. They aim first to build classroom communities that are supported by clear agreements, authentic communication, and specific tools to bring issues and conflicts forward in a helpful way. They provide specific pathways to repair harms by bringing together those who are affected by misbehavior in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. In addition to serving the cause of fairness and justice, restorative approaches make safer schools and contribute to social and emotional learning.

Specifically Restorative Practices is characterized by the use of [non-violent communication](#) (cheatsheet), classroom circles to build relationships, create shared values and guidelines, and restorative conversations to address behavioral disruption and harm. The goal is to build a caring, equitable community with conditions conducive to learning and healing.

Resources: [non-violent communication](#) (cheatsheet), [restorative questions](#);

B4	Minimize Visual Distractions	<p>A student who is overresponsive to visual input has difficulty filtering out the varying visual stimulation in the room and is very aware of pictures on the wall, people moving around, screensavers on computer screens, books on shelves, trees and cars outside etc. This causes the student to be easily distracted and in more extreme cases he/she may feel overwhelmed and highly anxious.</p> <p>Suggested Strategies:</p> <ul style="list-style-type: none"> • Reduce visual distractions and keep classroom clutter free and organized <ul style="list-style-type: none"> ◦ Limit the amount of visual material hanging from ceiling or walls ◦ Reduce clutter ◦ Seat student away from doors, windows and colorful displays ◦ Switch off computers and interactive whiteboards when not in use, as screensavers can be distracting ◦ Store resources out of sight if possible, or cover with plain pieces of fabric e.g. a plain white shower curtain ◦ Certain wall paint colors help in reducing visual stress e.g. neutral shades ◦ Avoid patterned carpet or flooring • When speaking to the student/class, stand in front of a blank wall so the student is not distracted by visual input behind you. • When speaking to a student who is easily overwhelmed by visual input, limit excessive body language and facial expression. • Provide desk partitions or boundaries to reduce distractions and help the student concentrate on their work and what is going on in their immediate visual field. • School worksheets: <ul style="list-style-type: none"> ◦ Should include as much white space as possible; if necessary have information printed on more pages to increase white space ◦ Keep amount of visual information on worksheet to a minimum ◦ Reduce the amount of color used on written materials or run through a copier for a black and white version
B6	Frequent Breaks	<p>In addition to physical breaks, where the student is given the opportunity to get up, walk around and shift perspective, individual and group <u>brain breaks</u> are important too. In the classroom, brain breaks are quick (1-2 min), structured breaks using physical movement, mindfulness exercises, or sensory activities. They give your students a brief rest from what they're doing to help their brains shift focus and return ready to work and learn.</p>
B8	Frequent Reminders	<p>Just as we all need reminders to stay organized in our everyday lives, students need reminders in school to keep their work and behavior on track. By using reminding language before students start a challenging task, or right when they start to make a mistake, teachers help them stay on task, organized, responsible, and safe. Before using reminders, be sure to teach students what the expectations are and how to meet them, as children can only be reminded of what they already know. Also, keep in mind that reminders are most effective when both the student and teacher feel calm. That's why it's so important to give reminders early, before students' behavior has gone on long enough for frustration to build. Reminders can come in many ways and senses. Typically classrooms and teachers use visual and auditory (<u>reminding language</u>) cues to support students with needed information for successful learning.</p>
B10	Frequent Eye-Contact	<p>A non-verbal form of communication, eye contact is when one person looks into the eyes of another person in order to communicate a message. When it comes to managing the classroom, eye contact plays a very significant role. It can often be the main indicator of how someone feels. The application of eye contact can greatly facilitate the work of the teachers and students because it will provide a better understanding between them.</p>
B12	Positive Reinforcement	<p>Positive reinforcement includes the addition of a reward or reinforcing stimulus in response to a desired behavior. This strategy is an</p>

		<p>effective form of behavior management in the classroom. Broadly speaking, examples of positive reinforcement in the classroom fall into five categories:</p> <ol style="list-style-type: none"> 1. Direct reinforcement: this refers to a type of reinforcement that, as the name suggests, directly results from the appropriate behavior. The example given by Smith (2017) is that if a child interacts appropriately with their peers in a group activity, this will most likely lead to further invitations to join in on such activities in future. 2. Social reinforcers – these are mediated by others (e.g. teachers, parents, other adults, peers). They involve an expression of approval and praise for appropriate behavior – for example: <ol style="list-style-type: none"> a. Comments b. Written approval (e.g. writing ‘super’ on a completed worksheet) and c. Other expressions of approval (such as smiling, nodding your head, clapping, a pat on the back) (Smith, 2017) 3. Activity reinforcers – involves allowing students to take part in their preferred activities if they behave appropriately. This is especially effective if they are allowed to choose a classmate with whom they can, for example, play a game or spend time on the computer with. This provides social reinforcement from their partner, too. More on this a bit later. 4. Tangible reinforcers – for example, edibles, toys, balloons, stickers, and awards. However, edibles and toys must be used mindfully. For example, parents may have reason to oppose the use of edibles as reinforcement. Furthermore, handing out toys may make other students envious. Instead, awards such as certificates, displaying work in the classroom, or a letter sent home to parents praising students’ progress can be used as reinforcement (see positive reinforcement parenting). 5. Token reinforcement – occurs when points or tokens are awarded for appropriate behavior. The rewards themselves have little value but they can be collected, then exchanged for something valuable to the student. For example, every time a student shows a certain behavior, the teacher could give them a ticket. At the end of the week, tickets can be exchanged for a prize. <p>More Resources: Positive Psychology with Students & Classroom Management</p>
B14	Reward System	Systematizing positive reinforcement strategies in the classroom and/or schoolwide. See PBIS Token System and Token Reinforcement above
B16	Redirection	<p>Redirection is the act of helping a student to focus on whatever your class is being asked to do at a given point in time. This may include individual seat work, a laboratory experiment, or a class discussion. On task behavior is incompatible with off task behavior. Respectful redirection isn’t just about telling students to focus on what they’re supposed to be doing. It’s also about how you say it. Research shows that this type of brief, consistent, systematic correction with feedback has a positive effect on student behavior.</p> <p>How you speak to students — the tone you use, the words you choose, and how much you say — affects the way they respond to you. Resource: non-violent communication (cheatsheet)</p>
B18	Seating Change	The physical configuration of a classroom is more than an organizational or stylistic choice by the instructor. Classroom seating arrangements affect student learning, motivation, participation, and teacher-student and student-student relationships. A restructure or redesign of seating assignments can ensure a student of concern is located nearby or with other students and supports that will allow them to be more successful and engage more readily in classroom instruction. Additional resource: Seating Arrangements

		<div data-bbox="548 142 1190 784"> <h2>Classroom Seating Arrangements</h2>  <div data-bbox="674 365 1058 711"> <div>  <p>Traditional</p> </div> <div>  <p>Roundtable</p> </div> <div>  <p>Horseshoe or Semicircle</p> </div> <div>  <p>Double Horseshoe</p> </div> <div>  <p>Group Pods</p> </div> <div>  <p>Pair Pods</p> </div> </div> <p>Yale Poorvu Center</p> </div>
B20	Seating Near Teacher	See above description; also includes seating the student of concern in close proximity to the classroom teacher.
B22	Loss of Privileges	The counterpart to rewards and positive reinforcement, this includes withdrawing or taking away privileges in response to correcting behavior. Remember the 5:1 rule; for every one corrective response you should provide five instances of positive feedback and support. Resource: Discipline Toolkit
B24	Stay After Class	Correction to and/or response to behavior by having the student stay after class. This consequence should make sense and allow for the student(s) and classroom teacher to have a collaborative, restorative conversation about what happened, how changes can be made and how things can be repaired or made right. Resource: Restorative Questions , Discipline Toolkit
B26	Office Referral	When all other in-class behavior supports and modifications have been tried, and the student is not responding, a referral to the office can be made. This is when a student is sent to the Front Office or Admin Building with a referral (usually a slip or form indicating behavior of concern) in order to discuss with an administrator or other adult that responds to discipline. Resource: Discipline Toolkit

Social-Emotional Learning Evidence-Based Pre-Referral Practices

Example Concerns: Student does not participate or demonstrate an interest in classroom activities or special events that interesting to others; Student indicates that no one likes them, no one cares about them; Student throws temper tantrums; Student indicates that they do not care or is not concerned about performance, grades, report cards, graduating, consequences; Student engages in nervous habits; Student destroys school, teachers', or other students' property; Student has difficulty working effectively in a group situation.

Code	Tier 1 Pre-Referral EBP	Expanded Description
S2	Mindfulness/Breathing Techniques	<p>Practicing deep mindful breathing can help us deal with stressful situations like being stuck in traffic, being late for a difficult meeting with parents or our boss, or facing a challenging class. Studies support approaches to mindful breathing, and taking time for restful breathing can help us maintain the calm needed for clear thinking.</p> <p>Four ways to incorporate mindfulness into your curriculum and bring calm to your classroom:</p> <ol style="list-style-type: none"> 1. Mindfulness Through Breath When we are stressed or anxious, we often take shallow breaths into our chests. By breathing deeply into your belly, you can use your breath to calm both your body and mind. To practice mindful breathing, place your right hand on your belly and your left hand on your chest, feeling the gentle rise and fall of your breath. Count to three as you inhale, then count to three again as you exhale. Close your eyes, too, if that feels comfortable. Try mindful breathing first by yourself, and then include your students. They can pretend to inflate a balloon in their bellies, or you could use a Hoberman Sphere for a visual representation of the breath. You can return to this simple breathing technique throughout the school day to help with transitions, before test preparation, or during difficult situations. 2. Mindfulness Through Sensory Experiences Sensory experiences also help children focus and relax. Try listening to relaxing music or other calming sounds in the classroom. You might also take students outside to hear the sounds of nature. They could play I Spy or create mind jars. This activity involves putting items with strong, familiar smells (like cinnamon, flowers, cheese, or popcorn) in jars and having the students guess the items by using their sense of smell. To focus them on their sense of touch, ask students to close their eyes, give each one a cotton ball or sponge, and have them guess what they're holding. Sensory tables covered with containers of water, sand, ice, or thematic props are great. 3. Mindfulness Through Guided Imagery Guided imagery develops children's imaginations. It also helps to integrate learning with prior knowledge. When you start a new topic in your classroom, have your students close their eyes (if that's comfortable) and slowly talk them through a pretend journey. For example, if you're studying the ocean, have them imagine getting into underwater vehicles and cruising through the ocean waters, looking for fish, animals, and plants. End the guided relaxation with a few deep breaths, and then they can draw what they imagined and discuss their ideas as a class. You could take them on pretend journeys into outer space; to the beach, forest, or a deserted island; on a safari or up a volcano -- depending on your curriculum topics. Take your students on journeys through relaxation stories to help them calm down and re-energize. 4. Mindfulness Through Movement

		<p>Humans are born to move. Our distant ancestors spent their days running from predators or hunting for food. Movement is a natural part of human life that has become a luxury in modern times. Introducing movement into your classroom allows your students to tap into their natural way of learning. Yoga is a simple strategy for adding movement to your school day. Students can mimic their environment to develop their self-expression and self-confidence. They can practice yoga in their chairs, in the gym, or outside. Again, using poses that correspond with your class topic makes the motion relevant and meaningful for your students.</p>
S4	Signature SEL Practices	<p>The SEL 3 Signature Practices were developed in response to these commonly heard questions: “But what does SEL LOOK like?” and “How can we start doing SEL right now?” Educators understood and believed in the power of SEL, but sought clarity about how to demonstrate and observe SEL in action during the school day and beyond. The SEL 3 Signature Practices are one tool for fostering a supportive environment and promoting SEL. They intentionally and explicitly help build a habit of practices through which students and adults enhance their SEL skills. While not an SEL curriculum, these practices are one concrete example of a way to help people understand and practice the goals of an overall systemic SEL implementation plan. The 3 practices include:</p> <ul style="list-style-type: none"> • Welcoming Rituals (start of instruction) Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead. Examples of Welcoming Activities, Routines, and Rituals: • Smile warmly and greet each person by their preferred name • Whole-group greeting activities • Morning circles • Interactive “do-nows,” such as peer-to-peer homework help • Engaging Strategies (throughout class) Embed ENGAGING STRATEGIES, including brain breaks to anchor thinking and learning, throughout the experience. Engaging strategies offers many opportunities that vary in complexity to practice SEL skills. Engagement and learning individually (e.g., “turn-to-your-partner”) and collectively (e.g., “Socratic Seminar” and “Jigsaw”) are supported by intentionally chosen strategies and activities with sequenced steps that suit your group’s current needs. Build in a balance of interactive and reflective experiences to meet the needs of all participants. Examples of Engaging Strategies: • Think, Ink, Pair, Share (silent time to reflect; time to write; partner discussions; close with a group share out) • Clock Partners (prearrange partners for quickly pairing up for reflection and discussion) • Private think-time (facilitator wait-time) • Mindful Minute Brain Break (a calming activity, promoting focus and readiness to learn) • Optimistic Closures (end of instruction) Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking. The closing activity may be reflective of the learning, help identify next steps, or make connections to one’s own work. Examples of Optimistic Closure: • One-Minute Accolade • Something I learned today... • I am curious about... • I am looking forward to tomorrow because... • Suit Yourself • Something I’ll do as a result of this meeting is... • Something I still question... • Something that still concerns me...
S6	SEL Curriculum (Toolbox Project and/or Second Step)	<p>Toolbox Project (K-6)</p> <p>A research-based, community-tested kindergarten through sixth grade social and emotional learning (SEL) program that builds and strengthens children’s inherent capacity for resilience, self-mastery and empathy for self and others through its curricula, methods, and strategies. The power of Toolbox Project resides in the moment-to-moment invitation to the “common language” and “practices” of Toolbox Project: a strength/asset-based vocabulary shared among children,</p>

		<p>educators, and parents that gives children their own solutions using the 12 strategies and practices of Toolbox Project. The 12 Tools include: 1) Breathing Tool 2) Quiet/Safe Place Tool 3) Listening Tool 4) Using our Words Tool 5) Taking Your Turn Tool 6) Please/Thank you Tool 7) Courage Tool 8) Forgiveness Tool 9) Garbage Can Tool 10) Empathy Tool 11) Personal Space Tool 12) Patience Tool (Toolbox Project website & Portal)</p> <p>Second Step (K-8) A research-based SEL curriculum that is designed to increase students' school success and decrease problem behaviors by promoting social-emotional competence. It helps elementary school students focus on learning, cope with challenges, and develop prosocial behaviors (behaviors intended to help others). Lessons equip students with the mindset, knowledge, and skills to handle strong emotions, set goals, solve problems, and create strong friendships. Second Step login for teachers/staff</p>
S8	Community Building Circles	<p>Community Building Circles are a form of Tier 1 Restorative Practices and are about giving students an opportunity to get to know each other and establish positive connections, including agreements about how they ought to treat each other. Every circle includes community building activities. Some circles focus exclusively on this task by building and deepening connections among students. Connection can be invited in several dimensions besides the interpersonal. For example one can connect to physical sensation. Before passing the talking piece you can invite students to sit quietly with their eyes closed and tune in to what their bodies are feeling. The same goes for emotions, and for what thoughts or concerns might be present. The aim here is to support students in whatever process they are feeling; to give permission to “come as you are.” This in turn can support the authenticity of the dialogue when the circle moves into taking care of business (content) such as discussing conflicts or other class issues.</p>
S10	Restorative/Problem-Solving Circles	<p>Responsive circles use specific, high-quality questions to explore challenging circumstances and move toward making things right. Choosing questions that are “real” for the students is essential to eliciting content that matters. When the content matters, the circle will be energized and focused. The Restorative Questions included in this manual articulate the real, actual questions that exist when there is conflict or when someone has harmed someone else. Students readily become engaged with these questions because the content of the circle is truly relevant to their lives; it matters</p>
S12	Peace Walk/Peace Corner	<p>A safe place created for students to reflect and practice self-regulation and problem solving skills. Check out this 5 min video on how to use, create and teach students about Peace Corners in your classroom.</p>



MTSS Action Plan and Journey

Dates	NVUSD Actions/Notes
August 2018	<i>DISTRICT TEAM</i> <ul style="list-style-type: none"> • Convene MTSS District Leadership Team • Identify annual goals, student outcomes, and stakeholder interests and needs. • Develop 5-year professional development plan for MTSS • Build and deliver MTSS training modules to introduce overview, MTSS process, team structure, and resources needed - audience: Administrators (Site and District Leadership)- review modules • Identify structures, processes, and resources needed at the district-level to support effective implementation of MTSS. - Identify staffing (PBIS Coordinator, Academic Specialists, Intervention Teachers, etc)
Fall 2018	Build and communicate NVUSD School Climate (PBIS/RP) Implementation rubric <ul style="list-style-type: none"> • Integrate Restorative Practices into existing PBIS/BEST rubric <ul style="list-style-type: none"> ◦ Stakeholder feedback included • Reintroduce rubric to all school sites Cohort 1 & 2 will be trained in Restorative Practices 101 • Establish plan for continued PBIS/RP coaching support at school sites for 2019-20, 2020-21 and 2021-22
Fall 2018	CA SUMS Cohort 1 Schools: Northwood and Harvest Middle School
Spring 2019	Goal was to Meet Partial PBIS Implementation at <i>All sites</i> <ul style="list-style-type: none"> • All will have received training in PBIS and Restorative Practices • Each site will identify a School Climate lead (part of the MTSS Team) • School Climate Leads will receive ongoing professional development and cascade the training at the sites. • All Cohort 3 schools will receive Restorative Practices 101 training

	<ul style="list-style-type: none"> • Coaching, support for PBIS and Restorative Practices will be provided at all sites. • Data Monitoring (rubrics or TFI) for PBIS implementation
Fall 2019	<p>Outcome: <i>Implement MTSS Team Meeting Process, Problem-Solving Process, and Identify Selected Interventions</i></p> <p>DISTRICT TEAM OUTCOMES</p> <ul style="list-style-type: none"> • MTSS District Leadership Team meets regularly and includes stakeholders when needed • Review baseline data from 18-19 for student outcomes and identify stakeholder needs (Attendance, Behavior: Suspension/Expulsion/AERIESGrades, Assessments including state and local assessments, CHKS, retention rates, graduation rates) • Continue MTSS training and support (see 5-year plan) • Provide coaching support for sites to implement MTSS process based on needs. Question to be answered • Identify district-wide academic and behavior/social emotional screeners. <p>SITE OUTCOMES MTSS Teams for 19-20</p> <ul style="list-style-type: none"> • Establish meeting dates/frequency for MTSS site teams to meet district wide. (Shift from SST to MTSS including both Academic and Social-Emotional elements) • All sites identify an MTSS site leadership team and site MTSS lead. Identify who will be the MTSS (formerly known as SST) coordinator/lead at the site. (Link to May Training for Teachers) <p>Introduce new MTSS Forms (IDENTIFY FORMS for year 0) Identify selected district-wide behavioral and academic interventions</p>
May 2020	<p>MTSS Leadership meets to REVISE MTSS Implementation Plan based on COVID-19 pandemic and school closures</p>
June/July 2020	<p>MTSS DISTRICT TEAM OUTCOMES</p> <ul style="list-style-type: none"> • MTSS District Leadership Team meets regularly and includes stakeholders when needed • Continue MTSS training and support • Identify universal academic, social-emotional, and behavioral screening tools. • Train schools in use of universal screening tools. <p>SITE TEAM OUTCOMES</p> <ul style="list-style-type: none"> • Receive training and build capacity for universal screening implementation

July 2020	T-MTSS Task Force convened to build emergency MTSS Blueprint for Sites as we reopened following the pandemic.
August 2020	Elementary Interventionist Team is repurposed to provide ELD services for ELL students due to the reduced instructional time during the virtual only and then hybrid instructional models.
Ongoing SY 20-21	MTSS Advisory Team meets monthly to build handbook, recommendations, and oversight of work. Peter and Sarah work on building out codes in Aeries
March 2021	March Professional Development Day (Be Well, Teach Well, Lead Well) workshops/sessions include: • Trauma Informed Care • Adolescent Brain/Cognitive Research Theory • Social Emotional Learning • Tier II intervention & supports with CLS • Aggression Replacement Therapy • Brief Intervention • 8 Hour Mental Health • Small Groups/Facilitation (coping skills, grief, anxiety, substance abuse, etc...) • West Ed Equity Exchange for MTSS • Parent & Family Engagement • Forward Thinking/Interactive Journaling
April/June 2021	Sites complete initial SWIFT (Schoolwide Integrated Framework for Transformation) Fidelity Integrity Assessment (FIA) with key stakeholder groups
June 2021	Using COVID relief funding, plan to hire more mental health staff including counselors, social workers and this will create more equity for campus supports with mental health on each campus, goal is to hire one pair for each campus and have them there as we build out MTSS support structures. Added additional FTE for elementary Interventionists to support with unfinished learning due to pandemic.
June 2021	Using COVID funding, restructure Wellness Coordinator position to Coordinator of Student Wellness and Support (Kristin Nelson)
August/September 2021	Aeries Pre-Referral Training for Administrators, Counselors, Social Workers, MTSS Leads, SpEd staff
September 2021	MTSS Lead Meetings begin
October 2021	October Professional Development Day (Leaning Into Learning), workshop sessions include: Community Circles & the Basics of Restorative Practices in the Elementary Classroom, Defending Your Zen! How to Feel Safety & Peace in a Changing World, Dreambox: Understanding Student Data & Reporting, Please Interrupt! Using Cultural Humility to Check Implicit Bias, SEL for Secondary Educators, So...a student in your class has accommodations in their IEP or 504 Plan..., The Busy Teacher: Creating clarity through co-construction of leveled success criteria, Number Corner: A Pathway for Unfinished Learning Grades 3-5

October 2021	MTSS Teams convene for calibration, FIA results review, goal-setting and action planning. Our work is focused on Tier 1 supports on campus, working to align and coordinate existing structures and campus supports. Take the time necessary for important mindset work and staff issues that can impact morale and climate. We will possibly try some small-scale pilot projects with those that are ready and prepared after a fall launch, recognizing that some sites did much work in the Spring and are hoping for more Tier 1 and Tier II supports.
October 2021	Tier II training for Intervention Specialists (Bridges Intervention, Benchmark Phonics Intervention) Star Reading/Math Data Analysis
Fall 2021	Site coaching dates begin and sites begin to work on “FIA” to identify internal structures and supports already in place within a Tier 1, Tier II and Tier 3 support structure/pyramid on campus
January 2022	Aeries Analytics is launched with site MTSS Teams to serve as an Early Warning Indicator System in support of site MTSS Implementation. Information about Aeries Analytics is added to this NVUSD MTSS Implementation Guide
Spring 2022	March PD Day (Leaning Into Learning 2.0)
August 2022	Re-train staff in Aeries Pre-referral process and Aeries Analytics
October 2022	October PD Day (NVUSD: Bringing the Masbloom) MH Professional Staff and Administrators are training in Data Driven Decision Making
Ongoing 22-23 school year	MTSS Leads calibrate MTSS work and monitor referrals
March 2023	March PD Day (NVUSD: Bringing the Masbloom 2.0)
Spring 2023	Aeries Analytics is recalibrated
April 2023	Site Administrators complete the FIA Self Study , with NVUSD-specific questions related to MTSS in Aeries work.