

MTSS-B Handbook 2022-2023

"Mascoma Valley Regional High School strives to be a community of lifelong learners who demonstrate engagement and perseverance in academic and personal endeavors. Through a collaborative effort, the school community is responsible for fostering a safe and respectful environment that promotes a strong work ethic, intellectual curiosity, integrity, and movement toward academic excellence."

Section 1

What is MTSS-B?

Multi-Tiered System of Support for Behavioral Health and Wellness (MTSS-B) offers a comprehensive system of social, emotional, and behavioral supports to promote student wellness and improve engagement in learning.

Values

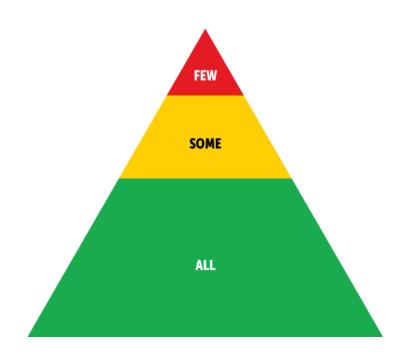
The MTSS-B framework is grounded in the below system of care values:

- Student wellness lens
- Community-driven
- Trauma responsive
- Youth voice
- Family engagement
- Equity and cultural competence

Core Features

The NH MTSS-B framework ensures that all students are ready to learn. To achieve this, the NH MTSS-B prioritizes universal social-emotional support through a tiered prevention framework and an integrated mental health delivery system through collaborative family and community partnerships. The framework relies on measuring student outcomes to continually improve the educational experience for all NH students. The MTSS-B framework supports students with all levels need through a tiered approach, described below:

Tier 1: Universal approaches Tier 2: Targeted supports Tier 3: Individualized services



Tier 1: Universal, Primary Prevention (All)

Tier 1 systems, data, and practices support everyone – students, educators, and staff – across all school settings. They establish a foundation for positive and proactive support. Tier 1 support is robust, differentiated, and enables most (80% or more) students to experience success. Tier 1 practices include:

- Collaborating with students, families, and educators to define positive school/program-wide expectations and prioritize appropriate social, emotional, and behavioral skills
- Aligning classroom expectations with school/program-wide expectations
- Explicitly teaching expectations and skills to set all students up for success
- Encouraging and acknowledging expected behavior
- Preventing and responding to unwanted behavior in a respectful, instructional manner
- Fostering school/program-family partnerships

Tier 2: Targeted, Secondary Prevention (Some)

In addition to the Tier 1 foundation, students receiving Tier 2 support get an added layer of systems, data, and practices targeting their specific needs. On average, about 10-15% of your students will need some type of Tier 2 support. The support you provide at Tier 2 is more focused than at Tier 1 and less intensive than at Tier 3. Tier 2 practices include:

- Providing additional instruction and practice for behavioral, social, emotional, and academic skills
- Increasing adult support and supervision
- Providing additional opportunities for positive reinforcement
- Increasing prompts or reminders
- Increasing access to academic supports
- Increasing school-family communication

Tier 3: Intensive and Individualized, Tertiary Prevention (Few)

At most schools and programs, there are a small number (1-5%) of students for whom Tier 1 and Tier 2 supports have not been sufficient to experience success. At Tier 3, students receive more intensive, individualized support to improve their outcomes. Tier 3 supports are available to any student with intensive need, whether they receive special education services or not. Tier 3 practices include:

- Engaging students, educators, and families in functional behavioral assessments and intervention planning
- Coordinating support through wraparound and person-centered planning
- Implementing individualized, comprehensive, and function-based support

Source: (PBIS.org)

Tier 3 – Individualized: Intense, prolonged interventions, wrap around services

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Academic:	Behavior:
 Credit recovery Off-site tutoring HiSET Options Day Program	 On site counselor On site Alcohol and Drug counselor Social Worker 3 days per week Staff trained in Functional Behavioral Assessments
NEED TO BUILD MORE SUPPORTS	NEED TO BUILD MORE SUPPORTS
Tier 2 – Targeted: For some students, group based, hi	gh efficiency, quick response
Academic	Behavior
 Credit recovery Structured Study Hall HiSET Options Day Program NEED TO BUILD MORE SUPPORTS	 Office Referral Form Progressive Discipline Procedure Parental Contact – teachers, counselors, administration Check In – Check Out PASS Room Consistent behavior instruction NEED TO BUILD MORE SUPPORTS
Tier 1 – Universal: For all students, all settings - Prev	rentive, Proactive, and Positive
Academic	Behavior
 Curriculum Units ELO's Differentiated Instruction Common Summative Assessments Peer tutoring Reassessment policy 	 Behavior expectations defined Behavior expectations taught Clearly defined minors and majors Clearly defined problem behavior response system Active supervision in hallways and all school settings Continuous monitoring of data and used to make decisions (SWIS, Rediker for attendance, nurse visits, and PlusPortals for grades) Behavior expectations identified and taught Active supervision - circulating

MVRHS Student Behavior Procedural Flowchart

Teacher

Review expectation and redirect to activity

Resolved

Not Resolved

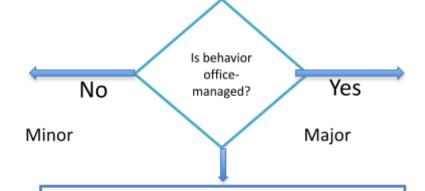
Utilize Classroom Strategies

Teach/review/re-teach expectations **Behavior Contract** Change of seat Phone call home Differentiated instruction Collaborate with student's other teachers, time out, 10 minute maximum time on passes



Not Resolved

After multiple interventions for the same behavior over time, refer to Administrator



Teacher

Administration

Defiance (M-Defiance) Disrespect (M-Disrespect)

Disruption

(M-Disruption) Dress Code

Violation (M-Dress)

Inappropriate Language

(M-Inapp Lan)

Other

(M-Other)

Tardy

(M-Tardy)

Technology Violation (M-Tech)

Inappropriate Language/ Profanity Defiance Insubordination/ Non-Compliance Disrespect Disruption Dress Code Violation Fighting Plagiarism Inappropriate Display of Affection

> Out of Bounds Area Lying/Cheating Other Behavior Physical Aggression

Property Damage/

Vandalism Skip class

Tardy

Technology Violation

Grav Area? Refer to administration

Administration

Radio the need for a PASS room pull out and fill out SWIS referral.

Administrator comes to classroom and escorts student to temporary placement OR will process referral.

Teacher fills out SWIS referral form by end of period.

Administrator collects more information & conducts student/teacher interviews.

Administrator determines need for further consequence.

Administrator contacts teacher and home about action.



Resolution with student, teacher, & others occurs.