



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

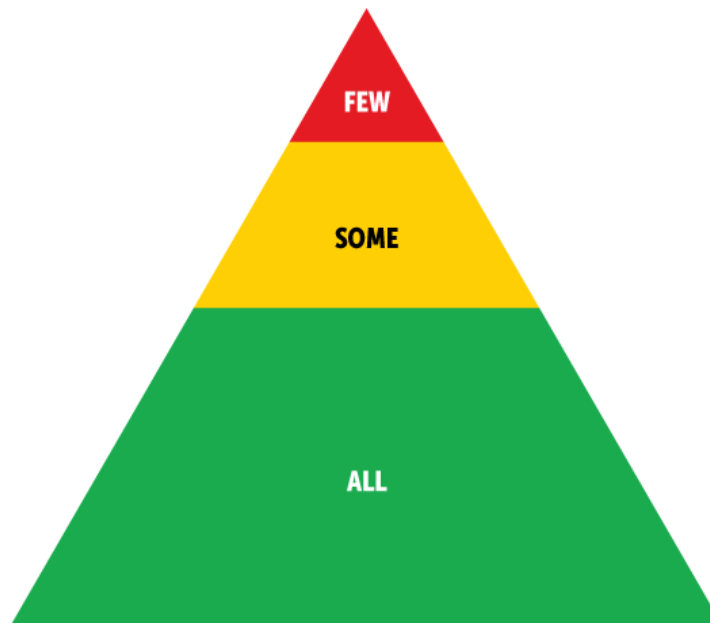
Core Features

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)

Tiers of Interventions at MVRHS

Tier 3 – Individualized: Intense, prolonged interventions, wrap around services	
<p>Academic:</p> <ul style="list-style-type: none"> · Credit recovery · Off-site tutoring · HiSET Options Day Program <p>NEED TO BUILD MORE SUPPORTS</p>	<p>Behavior:</p> <ul style="list-style-type: none"> ● On site counselor ● On site Alcohol and Drug counselor ● Social Worker 3 days per week ● Staff trained in Functional Behavioral Assessments <p>NEED TO BUILD MORE SUPPORTS</p>
Tier 2 – Targeted: For some students, group based, high efficiency, quick response	
<p>Academic</p> <ul style="list-style-type: none"> ● Credit recovery ● Structured Study Hall ● HiSET Options Day Program <p>NEED TO BUILD MORE SUPPORTS</p>	<p>Behavior</p> <ul style="list-style-type: none"> ● Office Referral Form ● Progressive Discipline Procedure ● Parental Contact – teachers, counselors, administration ● Check In – Check Out ● PASS Room ● Consistent behavior instruction <p>NEED TO BUILD MORE SUPPORTS</p>
Tier 1 – Universal: For all students, all settings - Preventive, Proactive, and Positive	
<p>Academic</p> <ul style="list-style-type: none"> ● Curriculum Units ● ELO's ● Differentiated Instruction ● Common Summative Assessments ● Peer tutoring ● Reassessment policy 	<p>Behavior</p> <ul style="list-style-type: none"> ● 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

