

## Secondary MTSS SEW

At Tiers 1 and 2, the continuum provides a hierarchy of intensity for addressing student needs, while at Tier 3, interventions are based on individualized need. A PIT request falls at the top of the continuum.

<b>T I E R 3</b>	<p><b>CORE + CORE SUPPORTS + INDIVIDUALIZED INTERVENTION</b></p> <ul style="list-style-type: none"> <li>● <b>Para-educator Interventionist Team (PIT) Request</b></li> <li>● Rehabilitation, Empowerment, Natural Supports, Education and Work (<b>RENEW</b>) intervention delivered with <b>Fidelity</b></li> <li>● Creation of a Functional Behavior Analysis/Behavior Intervention Plan (<b>FBA/BIP</b>)</li> <li>● Creation of a <b>Safety Plan</b></li> <li>● Social Work referral</li> <li>● Referral to outside agency partners for additional support (Family Service Agency for example)</li> <li>● Structured Psychotherapy for Adolescents Responding to Chronic Stress (<b>SPARCS</b>) delivered by a clinician (permission needed/criteria for trauma)</li> </ul>	<p><b><u>Wellness</u></b></p> <p>★ Student ★ Staff ★ Family</p>
<b>T I E R 2</b>	<p><b>CORE + CORE SUPPORTS + GROUP INTERVENTION + INDIVIDUALIZED FEATURES</b></p> <ul style="list-style-type: none"> <li>● Use of <b>Mentoring</b> for more individualized support</li> <li>● Use of <b>Social Academic Instructional Groups (SAIG)</b> or re-teaching (i.e. Strong Kids, Skillstreaming) to support more explicit social-emotional and academic support</li> <li>● <b>CICO with Individualized Features</b> for additional supports informed by Daily Progress Report (DPR) data and Office Daily Referrals (ODRs)</li> </ul> <p><b>CORE + CORE SUPPORTS + GROUP INTERVENTION</b></p> <ul style="list-style-type: none"> <li>● Use of <b>CICO</b> daily for identified students / students are able to report why they did/did not meet point goal</li> <li>● Restorative Practices including formal conferencing</li> </ul>	<p><b><u>Wellness</u></b></p> <p>★ Student ★ Staff ★ Family</p>
<b>T I E R 1</b>	<p><b>CORE + CORE SUPPORTS</b></p> <ul style="list-style-type: none"> <li>● Re-teaching and booster sessions provided school-wide in response to aggregated data, such as “<b>Big 5</b>”</li> <li>● Monthly re-teaching of classroom expectations tied to school matrix</li> <li>● <b>Restorative Practices</b> including Impromptu Conferences</li> </ul> <p><b>CORE</b></p> <ul style="list-style-type: none"> <li>● <b>School-wide matrix</b> posted and teaching of rules and expectations</li> <li>● “<b>Cool Tools</b>” / SEL lessons taught throughout the year to reinforce common message and language in alignment with the <b>Illinois SEL Standards</b></li> <li>● Practices to build classroom community (<b>Restorative Practices</b>-Circles, Morning Meeting, Affective Statements/Questions)</li> <li>● Implementation of a system for <b>recognition</b> (students and staff)/<b>HERO</b> points</li> <li>● Accurately document data in the student management system to inform feedback and instruction.</li> <li>● Use of “<b>Big 5</b>” data to drive instruction – Regular monitoring with Tableau for “<b>Big 5+2</b>” for data by subgroup</li> </ul>	<p><b><u>Wellness</u></b></p> <p>★ Student ★ Staff ★ Family</p>

- Implement [Attendance Data Cycle](#)