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| **Poor Attendance/Frequent Tardies/School Refusal** |
| **Tier 1** | **Tier 2** | **Tier 3** |
| 1:1 teacher-student meetings to discuss problem(s) and identify solutions.-----------**Notes:** | Team members call/email home to learn more about situation and to generate ideas about how to support the student.-----------**Notes:** | Student-Centered Meeting with Family (hosted by individual with strong connection to student/family)/Consider RJ Circle format-----------**Notes:** |
| Email/notify all of the student’s teachers/dean/guidance counselor/support personnel/STS-----------**Notes:** | Engage parents in monitoring school performance-----------**Notes:** | Regular meetings with social worker, guidance, psychologist, or other trusted adult.-----------**Notes:** |
| Increased focus on building positivestudent-teacher relationships; positively notewhen student is in class.-----------**Notes:** | Modify schedule (e.g., adding electives, changing levels, dropping classes)-----------**Notes:** | Attendance contract (dean, teacher, & student)-----------**Notes:** |
| Positive meeting(s) with guidance/dean-----------**Notes:** | Referral to outside service providers (e.g., mental health providers).-----------**Notes:** | Referral to SIT-----------**Notes:** |
| Contact adult supervising sports/after school activities (e.g., involve students’ coaches)-----------**Notes:** | Facilitate additional positive connections with staff and peers (e.g., Lunch lounge, peer mentors)-----------**Notes:** | Child Requiring Assistance (CRA)-----------**Notes:** |
| Assign Detention/after school meetings with teacher-----------**Notes:** | Closed campus/Study Hall + email to study hall teacher-----------**Notes:** | Have student and family complete School Refusal Assessment Scale (SRAS)-----------**Notes:** |
|  | Meeting/Connection with Career Counselor-----------**Notes:** |  |

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| **Disruptive Behavior** |
| **Tier 1** | **Tier 2** | **Tier 3** |
| 1:1 teacher-student meetings to discuss problem(s) and identify solutions (e.g., asking student what is going on for them when they engage in X behavior and identifying alternative behaviors).-----------**Notes:** | Call/email home; frequent communications with home to provide information about school-based behavior (both positive and corrective).-----------**Notes:** | Student-Centered Meeting with Family (hosted by individual with strong connection to student/family)/Consider RJ Circle format-----------**Notes:** |
| Email/notify all of the student’s teachers/dean/guidance counselor/support personnel/Steps-----------**Notes:** | Meeting/Connection with Guidance and Career Counselor-----------**Notes:** | Regular meetings with social worker, guidance, psychologist, or other trusted adult.-----------**Notes:** |
| Increased focus on building positive student-teacher relationships.-----------**Notes:** | Connect with Junior Mentors-----------**Notes:** | Behavior contract (dean, teacher, & student)-----------**Notes:** |
| All adults explicitly maintain a ratio of 5 positive comments for every corrective comment.-----------**Notes:** | Assignment of Detention with follow-up from trusted adult.-----------**Notes:** | BCBA consult-----------**Notes:** |
| Explicitly review classroom and school expectations (whole class or individual meeting) | Modify schedule; enrollment in high-interest classes. | Referral to SIT-----------**Notes:** |
| Provide frequent positive reinforcement for meeting classroom and school expectations.-----------**Notes:** | Consider referral to general education programs (SWS, ACE); Re-connect with Steps advisor.-----------**Notes:** | Restorative Justice Circle-----------**Notes:** |
| Participation in school-based activity (club, sport, activity)-----------**Notes:** | Regular check ins before and/or after school with trusted adult.-----------**Notes:** | Work with Doreen Gallagher-----------**Notes:** |

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| Regular access to Academic Support Centers (bring student directly to academic support center).-----------**Notes:** | Closed campus/Study Hall + email to study hall teacher-----------**Notes:** | Referral for school-based or community therapeutic groups.-----------**Notes:** |

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| **Low Grades/Low HW Production** |
| **Tier 1** | **Tier 2** | **Tier 3** |
| 1:1 teacher-student meetings to discuss problem(s) and identify solutions (student leaves with action plan of 1 to 3 items)-----------**Notes:** | Call/email home; frequent communications with home to provide information about school-based behavior (both positive and corrective).-----------**Notes:** | Student-Centered Meeting with Family (hosted by special program or individual with strong connection to student/family)/Consider RJ Circle format.-----------**Notes:** |
| Email/notify all of the student’s teachers/dean/guidance counselor/support personnel.-----------**Notes:** | Modify schedule (e.g., consider a change in level); enrollment in high-interest classes.-----------**Notes:** | Regular meetings with social worker, guidance, psychologist, or other trusted adult.-----------**Notes:** |
| Allow make-up of missed work; create a plan for getting caught up.-----------**Notes:** | Tutorial-----------**Notes:**l | Academic Coaching-----------**Notes:** |
| Contact adult supervising sports/after school activities (e.g., contact & involve students’ coaches).-----------**Notes:** | Connection with Guidance and Career Counselor-----------**Notes:** | Referral to SIT-----------**Notes:** |
| Regular access to Academic Support Centers (bring student directly to academic support center or offer incentive for student attending academic support center).-----------**Notes:** | Informal Reading Assessment-----------**Notes:** | ICAP-----------**Notes:** |

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| Attend teachers’ office hours (30 minutes/week)-----------**Notes:** | Help student access technology-based supports (e.g., schedule an appointment with the librarians).-----------**Notes:** |  |
| Teach students how to use Canvas and Google Suite more effectively.-----------**Notes:** | Consider referral to general education programs (SWS, ACE)-----------**Notes:** |
| Encourage participation in school-based activity (club, sport, activity) in order to provide motivation for engaging in school.-----------**Notes:** | Engage parents in monitoring school performance.-----------**Notes:** |
|  | Closed Campus/Study Hall (email study hall teacher)-----------**Notes:** |

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| **Mental Health/ School Connectedness** |
| **Tier 1** | **Tier 2** | **Tier 3** |
| 1:1 teacher-student meetings to identify how student can be supported.-----------**Notes:** | Call/email home; frequent communications with home.-----------**Notes:** | Student-Centered Meeting with Family (hosted by special program or individual with strong connection to student/family)-----------**Notes:** |
| Email/notify all of the student’s teachers/dean/guidance counselor/support personnel.-----------**Notes:** | Change/modify schedule (e.g., changing levels, reduced course load).-----------**Notes:** | Regular meetings with social worker, guidance, psychologist.-----------**Notes:** |
| Connection with Peer Mentors----------- | Meeting/Connection with Guidance and Career Counselor | 1:1 Academic Coaching----------- |

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| **Notes:** | -----------**Notes:** | **Notes:** |
| Facilitate attendance at club/activity/lunch lounge-----------**Notes:** | Referral to PCP-----------**Notes:** | ICAP-----------**Notes:** |
| Participation in school-based activity (club, sport, activity)-----------**Notes:** | Referral to community mental health agencies (e.g., BCMH)-----------**Notes:** | Referral to SIT-----------**Notes:** |
| Increased focus on building positive student-teacher relationships.-----------**Notes:** | Identify a safe-place in the building (e.g., clinic).-----------**Notes:** | Restorative Justice Circle-----------**Notes:** |
| Identify a safe person-----------**Notes:** | Ongoing consultation and collaboration with outside providers.-----------**Notes:** | Ongoing RJ Circles for community building/belonging-----------**Notes:** |
|  | Consider referral or support connection to general education programs (SWS, ACE, STS)-----------**Notes:** | Referral to BRYT-----------**Notes:** |
| Regular meetings with trusted school-based adult.-----------**Notes:** | Referral for school-based or community therapeutic groups.-----------**Notes:** |

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| **Academic Skill Challenges/ Executive Functioning Needs** |
| **Tier 1** | **Tier 2** | **Tier 3** |
| Regular access to Academic Support Centers (bring student directly to academic support center). | Modify schedule (e.g., consider a change in level); enrollment in high-interest classes. | Student-Centered Meeting with Family (hosted by special program or individual with strong connection to student/family). |
| 1:1 teacher-student meetings to discuss problem(s) | Tutorial | 1:1 Academic Coaching |
| Attend teachers’ office hours (30 minutes/week) | Connection with Guidance and Career Counselor | Referral to SIT |
| Teach students how to use Canvas and Google Suite more effectively. | Informal Reading Assessment | DCAP |
| Closed Campus/Study Hall (email study hall teacher) | Consider referral to general education programs (SWS, ACE, STS) | Informal reading assessment |
| CALC Project |  |  |
| Help student access technology-based supports (e.g., schedule an appointment with the librarians). |  |  |