

**Behavioral Support  
through the MTSS  
lens.**



# Presenters:



# MTSS

**Dr. Jack Rein, Director of MTSS**

**Mrs. Julie Krueger Coordinator of MTSS**



# Cicero Public Schools 99

- Located in Cicero, IL just outside of Chicago
- 16 schools
- Pre-k to 8th grade school district
- Student Enrollment: 11,270
- Low Income Students: 95%
- English Learners: 56%
- Students with IEPs: 15%
- Number of Teachers: 724



# Background/History of MTSS Department

- Interventions worked in silos
- Need for a District wide systematic approach
- Superintendent Support for all aspects of MTSS including academics, behavior and mental health
- Department was formed 3 years ago



# District MTSS Committee formed

- A variety of stakeholders
- Focus on Academic, Attendance and Behaviors
- Build district/school capacity
- Create a clear MTSS process/system districtwide
- Focus on not being a stand alone system
- Create a [MTSS handbook](#) to be used as a guide
- Shifting the mindset
- It all starts with YOU!



# Core Principles

## District 99 Guiding Principles of MTSS

The available evidence suggests that students' academic and behavioral success is promoted when schools and districts adopt a multi-tiered approach to teaching and learning. The following Guiding Principles, developed by consensus of the Cicero District 99 MTSS Committee, provide a foundation for the MTSS process within our District. They are offered as a starting point for schools implementing a multi-tiered system of student supports to improve achievement for all students

### Core Principle One:

All students have the ability to learn and make progress towards academic and social-emotional standards given the right supports. Students' needs are met to access the core curriculum in the least restrictive environment.

### Core Principle Two:

District 99 ensures a robust Universal Tier 1 through differentiated academic instruction, evidence-based curriculum, with social-emotional and behavioral supports available to all students.

### Core Principle Three:

District 99 MTSS implements a balanced assessment system provided to ALL students. This allows for effective data based decisions, interventions aligned with evidence-based practices, which are implemented with fidelity and a fluid based decision making process that takes into consideration the language, cultural, and socioeconomic diversity of our students.

### Core Principle Four:

District 99 provides ongoing professional development driven by the PLC to address all aspects of instruction to ensure student progress and success. Professional development will define the clear expectations for MTSS procedures within the district.

### Core Principle Five:

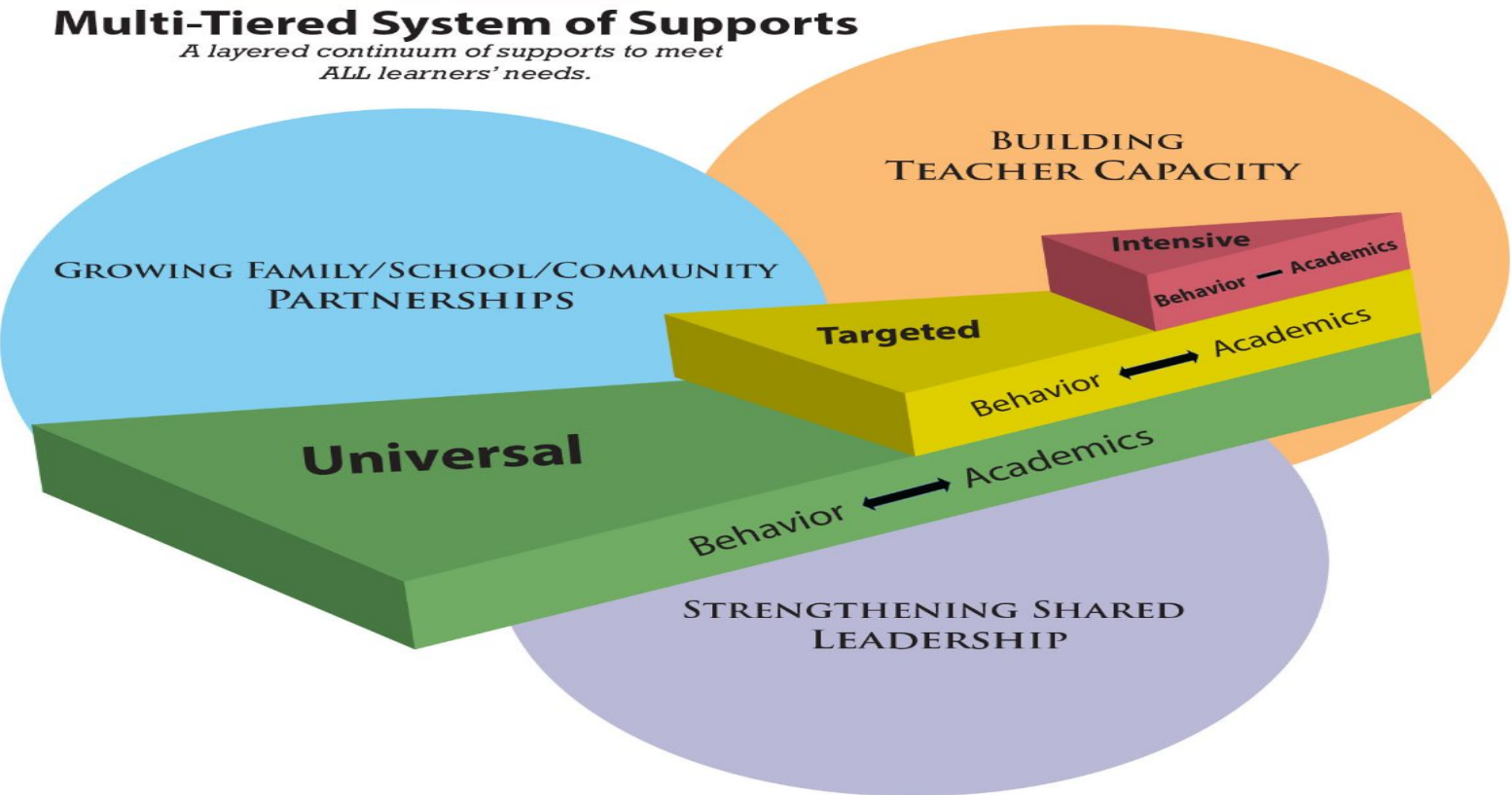
All stakeholders of the District 99 community utilize the PLC process to support students holistically through instruction, assessment, and analysis of results and implementation of supports based on what students need in order to support student strengths across the learning environment to achieve consistent student growth as we ignite the road to excellence and success.



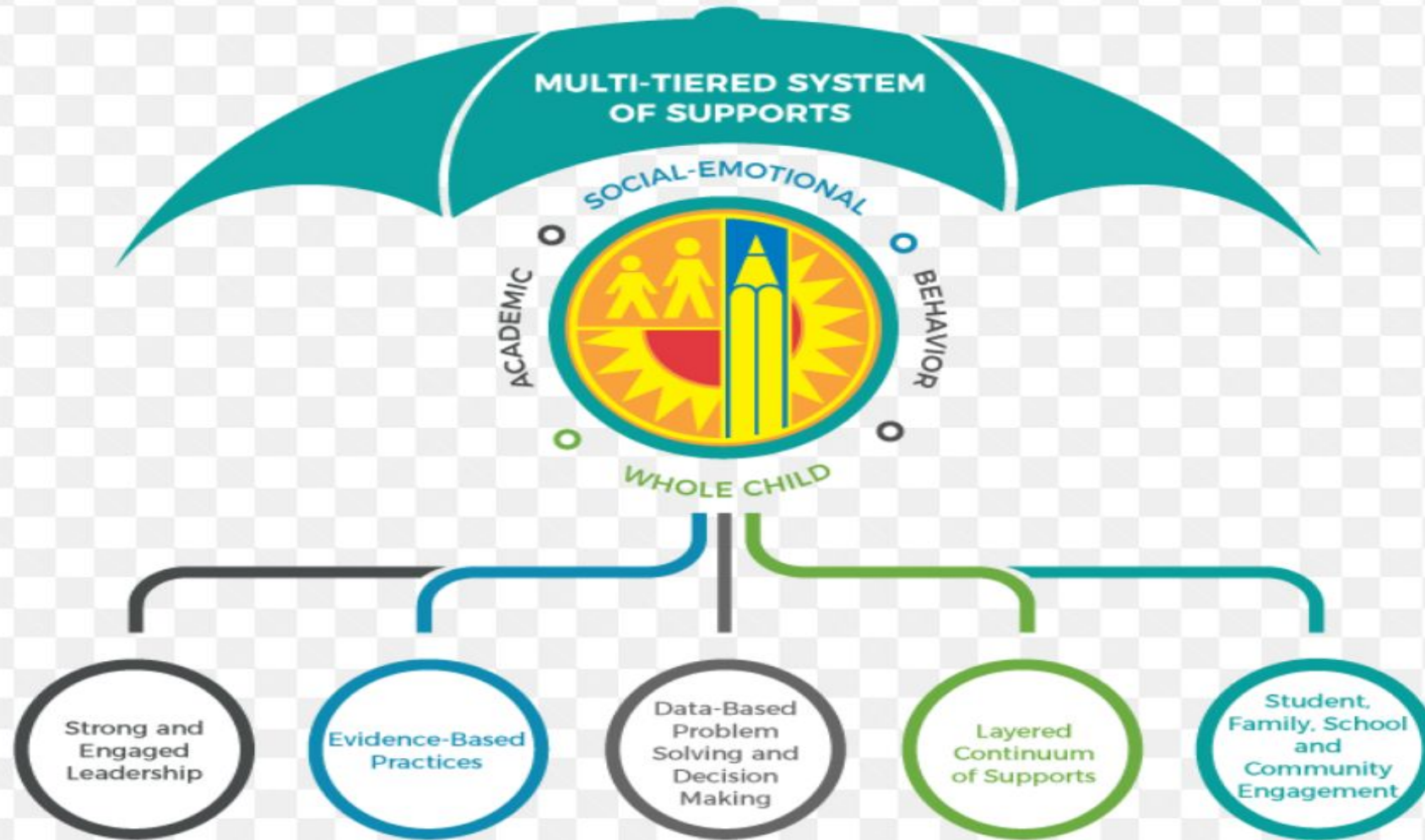


# MTSS Defined

- MTSS Is a systemic, continuous improvement framework in which data-based problem solving and decision making is practiced across all levels of the educational system for supporting ALL students

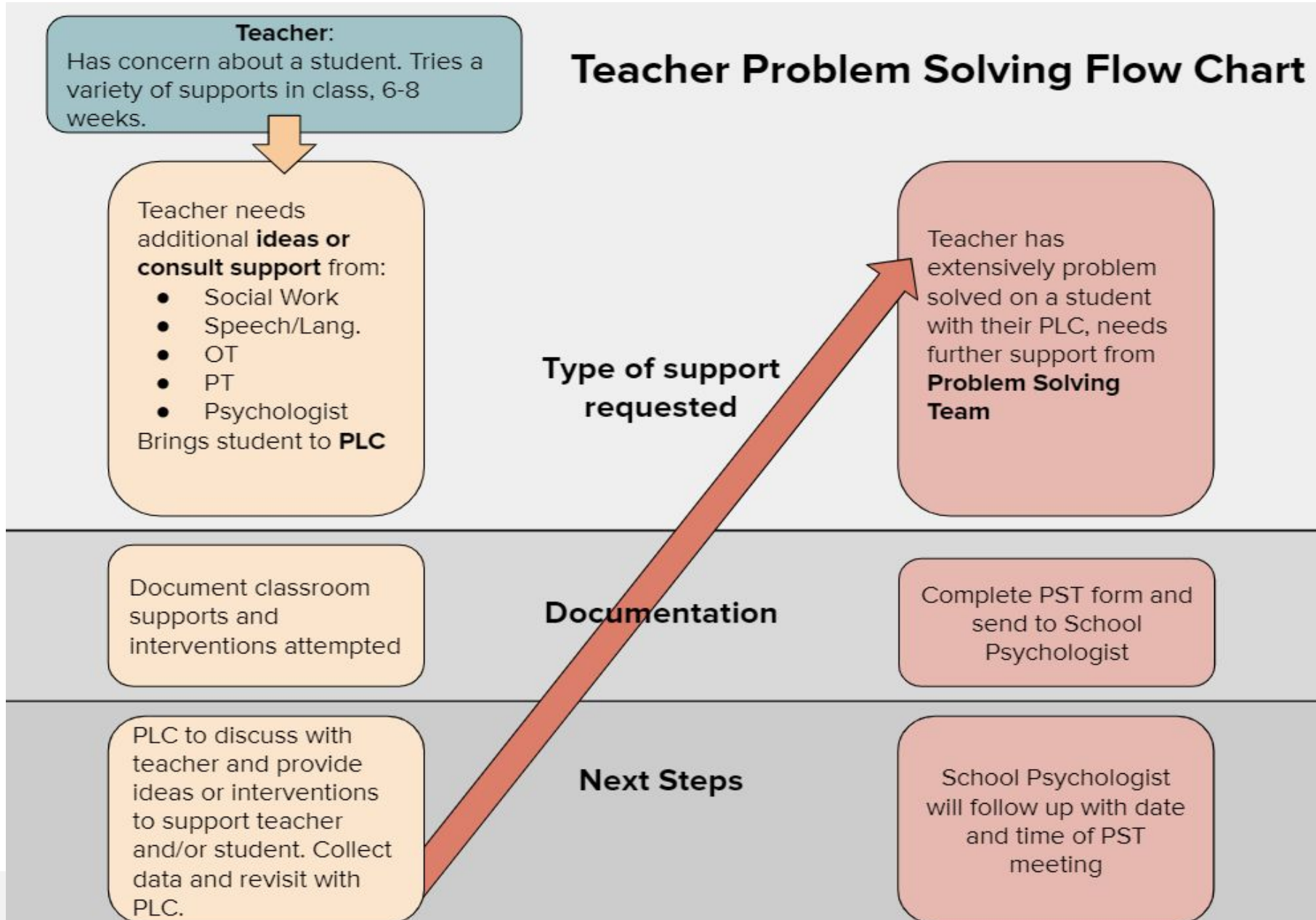


# MTSS Umbrella



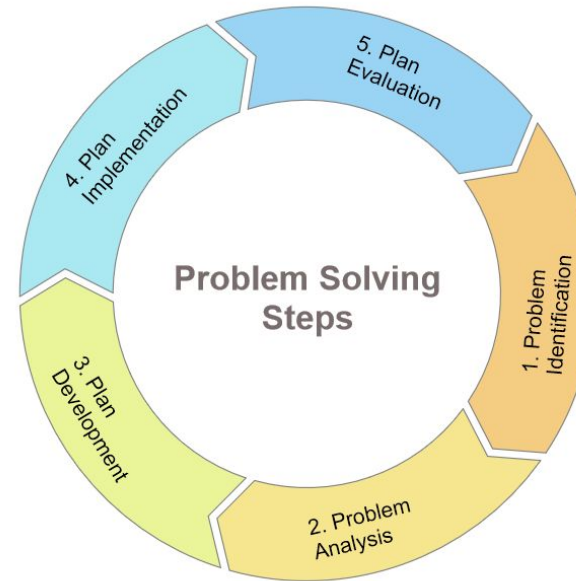


# MTSS Process



# MTSS Stakeholders and Meeting Process

- **What:** Weekly meeting to discuss students who need greater support in the areas of academics, behavior, and/or attendance and additional topic to help Tier 1.
  - To follow the problem solving cycle to support students and make recommendations for case studies as necessary.
- **Why:** To ensure that all levels of students have their needs being met and to problem solve collaboratively to support students.
- **Where:** Every school in D99.
- **When:** Weekly meetings to be set. Begin in September
- **Who:**
  - Building Administrator
  - Special Education/Supervisor 2x times or more
  - School Psychologists
  - MTSS Coordinator/MTSS Coach/ MTSS Director
  - Academic Coaches
  - Social Worker
  - Guests as needed:
    - Classroom Teacher
    - Related Services/Nurse
    - Interventionists
    - Truancy Officer



# Student Data Tracking Systems

- The AMOS EWS is an At-Risk dashboard that identifies our students most in need of support based on:

- Attendance
- Behavior
- Academics

AMOS Early Warning System



Basic Filter  + Clear Apply

1-10 of 898 items Make these 10 students the current selection

Student	Student Number	Risk ▲	Grade	Homeroom	House Team	IEP Status	Gender	Ethnicity	Gifted	District Entry Date	Attendance	Tardies	Discipline Month	ISS Month	OSS Month	Current F Grades	MAP Math	MAP Reading
Tovar, C		-4.082	5	239	ES-English as a Second Lang (Spanish)	IEP	M	H		2012-10-22	77.5	0	1	0	0	0	2	1
Reglas,		-3.931	4	239	EST-English as a Second Lang/Parent Req	IEP	M	H		2015-09-02	95	0	1	0	0	0	1	3
Hernan		-3.492	6	229	GE-General Education	IEP	F	H		2019-09-19	90	0	0	0	0	3	4	4
Garcia,		-2.762	2	130	EST-English as a Second Lang/Parent Req	IEP	F	H		2015-09-01	40	26	0	0	0	0		
Hernan Santos		-2.508	4	121	GE-General Education		M	H		2015-09-04	95	40	0	0	0	0	15	9
Medina		-1.777	4	123	EST-English as a Second Lang/Parent Req	IEP	M	H		2016-08-25	65	2	0	0	0	1	1	4
Mora, S		-1.683	6	227	ES-English as a Second Lang (Spanish)		F	H		2015-10-05	90	6	0	0	0	1	1	22
Diaz, A		-1.582	6	233	EST-English as a Second Lang/Parent Req		M	H		2013-08-28	90	4	0	0	0	1	14	6
Torres,		-1.467	6	229	ES-English as a Second Lang (Spanish)		M	H		2013-09-16	82.5	0	0	0	0	1	7	6
Magallo Jacquel		-1.456	3	132	GE-General Education	IEP	F	H		2016-08-25	100	20	0	0	0	0	5	2

Export data



# Student Data Tracking Systems

- [HERO - Data Management System](#)
- [Student Crisis Form](#)
- [Teacher Problem Solving Form](#)
- [Intervention Letter](#)





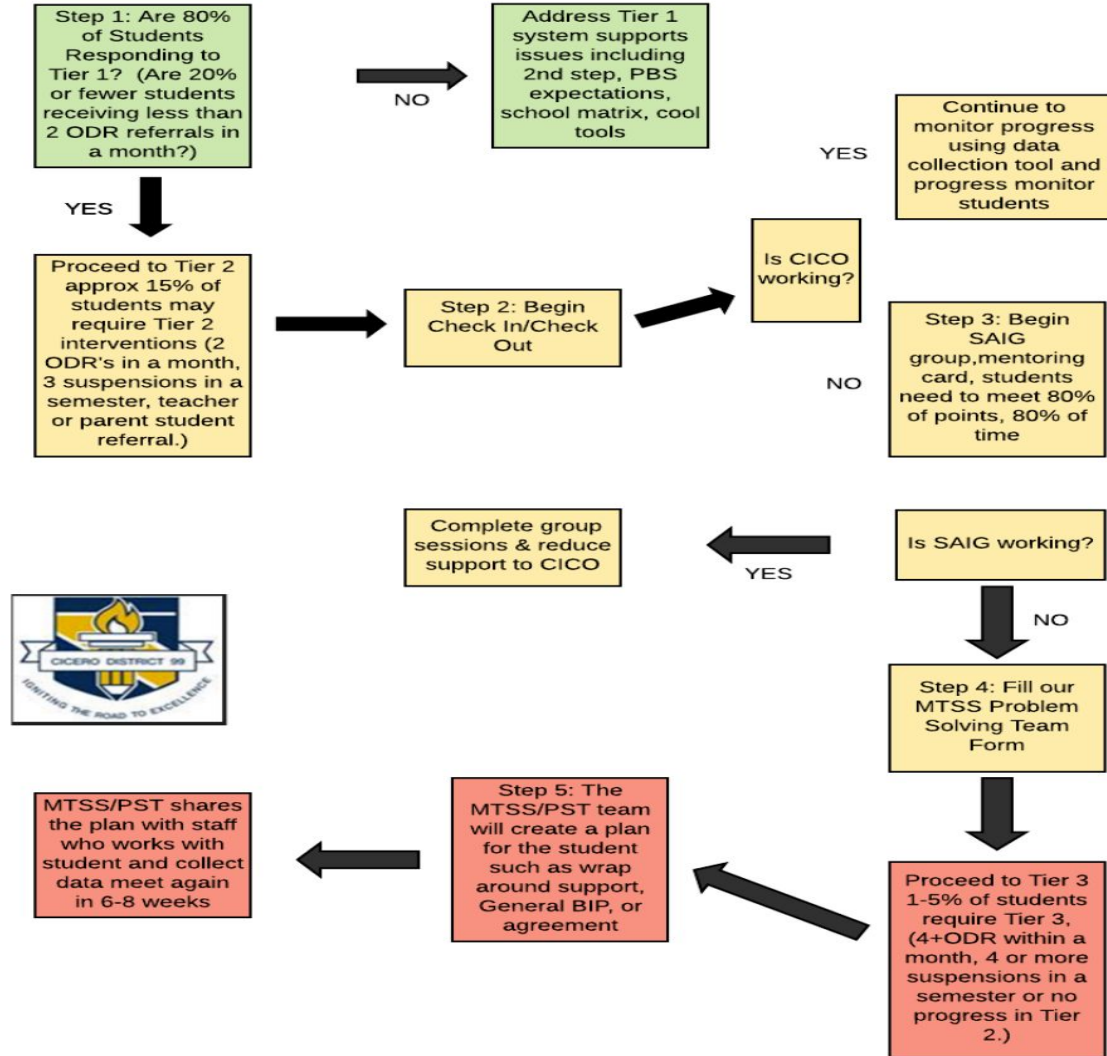
# Behavioral Tiered Supports

Tier	Criteria	Supports
Tier 1 Universal 80% of students	Provided for <u>ALL</u> Positive Behavior Supports Less than 2 <u>ODR's</u> in a month	<ul style="list-style-type: none"> <li>● 2<sup>nd</sup> Steps Curriculum</li> <li>● PBS Behavior Expectations (School Matrix) Cool Tools</li> </ul>
Tier 2 Targeted 15% of students	2 ODRs within a month 3 Suspensions in a semester Teacher or Parent student Referral	<ul style="list-style-type: none"> <li>● Check in-Check out (CICO)</li> <li>● Mentoring</li> <li>● SAIG Groups</li> </ul>
Tier 3 Intensive 5% of students	Student not responding to Tier 2 <u>supports</u> 4+ <u>ODR's</u> within a month 4 or more Suspensions in a semester	<ul style="list-style-type: none"> <li>● Wrap around supports</li> <li>● General Education FBA/BIP</li> </ul>



# Behavioral Process

PBS Tiered Supports Flow Chart



# BEHAVIOR



# Tiered Supports

## Monthly Themes

### Unity Day 2019

- **CBITS/Bounce Back:**The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program is a school-based, group and individual intervention. It is designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills
- **Anger Coping:** Anger Coping is a school-based group intervention that focuses on developing anger management skills and is designed to be used in elementary school settings for grades 1-8. Anger Coping aims to equip students with the social processing and behavioral skills needed to reduce impulsive and reactive aggressive responses to anger
- **SAIG Group Committee**
  - Creating 8 weeks small Groups
  - Topics: Emotional Management, Social Skills and Coping Groups.
  - Restorative Circle format
  - Skillstreaming books to support in lesson creation



# Student Crisis Committee

- A variety of stakeholders on team
  - Meets monthly
  - Reviews Student Crisis data to create systems of support
  - Works with outside community agencies to support in process/resources
  - Partner with Riveredge Hospital
  - Supports School Crisis Teams
- 
- [Updated Guidelines and Procedures](#)
  - [District 99 Level of Threat Assessment Form](#)



# Student Crisis Data Drives outcomes

- 3 Tracks of Support/Resources for Students, Parents and Teachers
- Follow up supports for students who may show patterns
- Supports for schools with high needs
- Professional Development based off of need



# Handle with Care

The Handle with Care Initiative promotes a collaborative effort between Cicero District 99, Morton D201, Cicero Police Department and the mental health community to address the needs of children affected by trauma.

The Cicero Police Department would identify a Cicero student at the scene of a traumatic event. CPD would then send a confidential email that simply says, “Handle Joe Smith with care. Joe Smith is 13 and attends Unity Jr. High.” No other details would be shared.

We would contact the school administration, who would then email the teachers of this specific student the same one line to make them aware and cognizant to be patient and attentive to Joe Smith.

[Handle with Care Video](#)



# Elyssa's Mission and Student Supports

The SOS program seeks to teach youth that depression is a treatable illness, empower them to respond to a potential suicide (themselves, a friend or a family member), and prevent teen suicide. These goals are accomplished through the ACT technique:

ACKNOWLEDGE that you or a friend may be depressed or suicidal

Respond with CARE

TELL a trusted adult

Students Screened: 1,223

Priority students: 308 (25% were a priority)

Priority 1- 165

Priority 2- 104

Priority 3- 32

students were referred by friends 7

Program average is 15%





# Elyssa's Mission and Student Supports

- All 308 students received positive coping skills strategies, received outside resources and parent contact was made
- 20 students were referred out to receive community based services (SASS, IOP, PDP, OPS, Safety plans)
- 49 students referred to in-school mental health supports (SEL groups)
- 74% of 308 students were not previously referred or made contact with Mental Health Professionals



# Student Return from Hospitalization or while Hospitalized

- Communication with Agency to support goals and process
- Return meeting with student, parent, and school
- Mental Health Professional does check-ins
- Teacher supports- to guide the student
- Family resources- Counseling, Parent University, Coffee Talks, Outside resources
- MTSS form is created for further supports as needed



# Professional Development

- De-escalation Training
- Trauma Informed Care PD
- Mental Health First Aid
- Signs of Suicide Training
- Restorative Practices
- Book Studies
- MTSS Behavioral Supports
- Data Collection at all levels
- Parent University



# Mental Health Round Table Co-Hosted with Riveredge Hospital

In Cicero District 99, addressing the concerns of student mental health is a top priority. But, the District's Multi-Tier Systems of Support (MTSS) Department realizes that advocating for students' mental well-being should not be confined to the walls of just one school district — it's a discussion that should be had with district leaders and community entities across the area.



District 99 partnered with Riveredge Hospital to co-host the first roundtable discussion about the issue, School-Based Mental Health, it took place on Sept. 5th 2019, at Abraham Lincoln Elementary School.

The program attracted attention from more than 60 district leaders, teachers and mental health professionals, with attendees coming from Chicago Public Schools, Golf School District 67, J. Sterling Morton High School District 201, Pillars Community Health, Oak Park Elementary School District 97, Maywood/Melrose Park/Broadview School District 89 and the LaGrange Area Department of Special Education (LADSE), among others.

[Mental Health Roundtable](#)

We are planning our 2nd Round table April 23, 2020



Questions  
Thank you!

