



**Parent Guide  
to our  
Multi-Tiered  
Systems of Support  
(MTSS)**

# Lewis Pledge of Conduct



Today I will be the best possible me:  
ready to learn, responsible, kind,  
hardworking and cooperative.

GO LEWIS BUSY BEES!

# La promesa de conducta de Lewis



Hoy daré lo mejor de mí. Aprenderé,  
seré responsable, amable, buen  
trabajador y cooperador.

¡ARRIBA LEWIS BUSY BEES!

# **William C. Lewis Dual Language Elementary School**

## **Statement of Philosophy**

Our goal is to handle discipline as a positive learning opportunity, rather than in a punitive manner. We seek to build independence, and help students internalize values that drive choices that consistently demonstrate kindness, cooperation, hard work and responsibility. We seek to maximize time in class and on task, and to minimize removals from class and punitive consequences. We want to empower students to manage their own behavior and learning as members of their class communities.

We choose a growth mindset when discussing behavior, remaining optimistic about improvements and progress. We choose responses and model language that help students take pride in their positive attributes, as well as increase their own self-awareness and ability to control their negative tendencies.

### **What are Multi-Tiered Systems of Support (MTSS)?**

MTSS is a framework that many schools use to provide targeted support to struggling students. It focuses on the “whole child.” MTSS supports academic growth and achievement, but it also supports many other areas. This includes behavior, social and emotional needs, and absenteeism.

### **How does MTSS work?**

MTSS isn't a particular “curriculum.” It's a proactive approach with many key elements:

Tier 1: The Whole School. All students are taught with methods that research has shown to be effective. All students are screened to see who is and is not responding to these strategies. Kids may be broken into small groups that address different strengths and areas of need. Here at Lewis Elementary, we use the Tier 1 Matrix, to promote positive behavior in ALL areas of the school. These include classroom spaces, hallways, the playground, cafeteria, bathroom, and school bus. In addition, starting with the 2020-2021 school year, remote, or online learning expectations have been developed.

***At William C Lewis Dual language Elementary we focus on:***



***Hard work***



***Responsibility***



***Cooperation***



***Kindness***





At Lewis, in our MTSS Tier I system, we value and encourage:





- A common purpose & approach to discipline
- Clear set of positive expectations & behaviors
- Procedures for teaching expected behavior
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging inappropriate behavior
- Procedures for on-going monitoring & evaluation

## Overview of MTSS Tier 1 Matrix:

- The expectations that are listed across the top of the matrix are worded positively, are broadly stated and apply to all people in all settings (students and staff).
- The rules aligned to the expectations are specific, measurable, observable, acknowledgeable and teachable.
- The language is positive and demonstrates to students what they are expected to do, as opposed to telling them what not to do.
- The Matrix is divided by area and the expectations are posted throughout the building.
- Lessons regarding expectations and rules are taught in the area they are expected to occur.

## Lewis School-wide MTSS Behavior Matrix Expectations

	Classroom	Hallway	Playground	Cafeteria
<b>Hard Work</b> 	Give your best effort  Ask questions and look for answers  Carefully complete all assignments	Travel quietly  Use walking feet	Play safely  Stay alert  Stay in assigned areas  Follow rules	Follow directions  Clean up and recycle  Monitor your voice
<b>Kindness</b> 	Use helpful hands and words  Keep hands and feet to yourself  Use friendly words on technology	Stay in your personal space  Keep hands and feet to yourself	Keep hands and feet to yourself  Use kind words  Take turns	Use good manners  Keep hands and feet to yourself
<b>Responsibility</b> 	Be a good listener  Work before play  Learn from your mistakes  Clean up after yourself  Follow classroom routines  Use technology for the task at hand	Follow directions  Face and look forward  Walk in a straight line  Report problems to an adult  Carry technology safely	Return equipment  Report unsafe and unkind behavior  Line up on the signal	Listen for directions  Only touch and eat <u>your</u> food  Report unsafe and unkind behavior.  Clean your hands  Prepare your tray
<b>Cooperation</b> 	Work together  Listen the first time	Keep your body to yourself  Be patient	Agree on game rules  Talk through conflicts  Respect adults and peers	Wait your turn in line  Leave it cleaner than you found it  Stay in your personal space  Line up and exit quietly

	<b>Bathroom</b>	<b>Bus</b>	<b>Virtual Work</b>	<b>Virtual Meetings</b>
<b>Hard Work</b>  	Use – Flush – Wash – Trash can  Report problems to teachers  Keep area neat and clean	Follow directions from the bus driver  Talk quietly with your friends	Give your best effort  Reach out to the teacher for help  Carefully complete all assignments  Only hand in work completed by you	Give your best effort  Ask questions and look for answers  Log in on time and remain present
<b>Kindness</b>  	Respect others' privacy  Report unsafe and unkind behavior	Use kind words and good manners  Keep hands and feet to yourself	Respect others around you  Use friendly words on technology	Use friendly words and faces  Stay muted until your turn  Respect others' perspectives and ideas
<b>Responsibility</b>  	Use equipment properly  Return to class quickly	Stay seated in your seat  Keep all items and body parts inside the bus at all times  Keep aisle clear	Set daily goals  Work before play  Learn from your mistakes  Complete tasks on time/stay on top of assignments  Have materials and workspace ready	Be a good listener  Use technology for the task at hand  Keep camera on  Have materials and workspace ready  Have a backup plan if you get disconnected  Minimize distractions
<b>Cooperation</b>  	Keep hands and feet to yourself  Exit quickly	Respect the bus driver and all other riders  Board and leave the bus safely	Help each other during group assignments and in designated meeting rooms  Use proper text manners	Work together  Listen the first time  Use raise hand and wait to be called on

# Lewis PBS Expectations Virtual Meetings

## Hard Work



Give your best effort



Ask questions and look for answers



Log in on time and remain present



## Kindness



Use friendly words and faces



Stay muted until your turn



Respect others' perspectives and ideas



## Responsibility



Be a good listener



Use technology for the task at hand



Keep camera on



Have materials and workspace ready



Have a backup plan if you get disconnected



Minimize distractions



## Cooperation



Work together



Listen the first time




Use raise hand and wait to be called on





# Lewis PBS Expectations Virtual Work


## Hard Work



Give your best effort 


Reach out to the teacher for help 


Carefully complete all assignments 

Only hand in work completed by you 

## Kindness





Respect others around you 


Use friendly words on technology 


## Responsibility




Set daily goals 

Work before play 


Learn from your mistakes 

Complete tasks on time/stay on top of assignments 

Have materials and workspace ready 

## Cooperation



Help each other during group assignments and in designated meeting rooms 

Use proper text manners



# **Tier 1 : Encourage Appropriate Behavior**

## **(Individual Student Level)**

### **Tier 1: Whole School Support.**

- Universal screening for all students early in each school year
- Increasing levels of targeted support for those who are struggling
- Integrated plans that address students' academic, behavioral, social and emotional needs
- The use of evidence-based strategies
- A school-wide approach to student support. Teachers, counselors, psychologists and other specialists work as a team when they assess students and plan interventions.
- Professional development so staff can deliver interventions and monitor progress effectively
- Family involvement so parents can understand the interventions and provide support at home
- Frequent monitoring of students' progress so educators can use this data to help decide if more interventions are needed

## **PBIS Rewards App**

### **[Formerly Buzzy Bucks]**



- Starting in the 202-2021 school year, Lewis Elementary students will transition away from the traditional paper Buzzy Bucks incentive system to a new digital computer based incentive system called PBiS Rewards where students can earn Buzzy Points..
- These tools simplify maintaining teachers' token economy. Staff members can personalize the experience for their students, and share reward information with families. Individual teacher stores can be set up so that teachers can provide rewards in their classrooms.

### **What do Students do with the Buzzy Points?**

- Students will redeem their Buzzy Points for reinforcements of their choice.
- Students can redeem Buzzy Points for participation in school wide celebrations.

### **Why are we doing this?**

- We do this to teach a student the behavioral expectations (school rules) in all school settings.
- We do this to encourage and incentivize students to display positive behaviors.

**Examples of how a student may be recognized for showing expected behaviors:**

- Bella picked up a classmate's coat and hung it up without being asked. (Kindness)
- Miguel put his milk bottle in the recycle bin & wiped his lunch table. (Responsibility)
- Linda helped her group gather supplies needed for group work. (Cooperation)
- Logan finished his math assignment then went to the vocabulary center to study his new words. (Hard Work)

**MTSS - What comes after Tier 1?**

When frequent monitoring of student progress indicates that a student may benefit from more frequent or specific intervention, Tier 2 Small Group, or Tier 3, Intensive , Individualized Supports may be appropriate. Ongoing communication between teachers and families during this time to ensure knowledge of and collaboration regarding student strengths and needs.

**Tier 2: Small Group Support.****Interventions:**

- CICO (Check In Check Out)
- Social Skills - Guidance Counselor
- Emotional Regulation / Self-Awareness - Psychologist
- Second Step - Classroom Teachers
- Lunch Bunch
- Mentoring
- H.U.G. (Hello, Update, Goodbye)
- 2x10 (2 minutes for 10 days)

**Tier 3: Intensive, Individualized Support**

A few students who move up to this most intensive level of support continue with Tier 1 activities. Their break-out groups are smaller than in Tier 2. These sessions last longer and are more narrowly focused.

# Family as Partners

The link between families and positive behavioral interventions and supports is an important one. When families are meaningfully involved in educational activities their children do better in schools. Families play an important part in their child's education and social development.

## Tips for Positive Behavior

- Remember 5:1 with positives (5 positive comments for every 1 negative)
- Set the stage for success - reward the effort
- Give clear and specific directions
- Stay calm. Use a calm voice.
- Set reasonable limits
- Be consistent. YES means YES and NO means NO.
- Set the example. Actions speak louder than words
- Proactively anticipate the situation.
- Have patience. A little goes a long way!
- Have fun and enjoy the ride!

## Positive Behavior Supports at Home

One of the best ways to address a problem behavior is to begin with the positives! After all, you love your child but you don't like their problem behavior. It's the behavior that you want to change! Thinking about answers to these questions may help you develop a positive plan that will lead to more appropriate behavior.

- What are the things my child really enjoys?
- What are the things that my child does really well?
- What things does my child find rewarding or motivating?
- What are my child's favorites (colors, food, TV shows, books, music, sports etc.)?

# A Dozen Prevention Tips for Parents




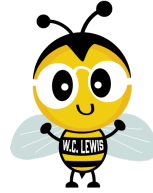
..... to promote healthy lifestyles and prevent risky behaviors

<b>Parents as Nurturers</b> <ul style="list-style-type: none"><li>• Look directly at your child when he/she talks to you and listen without interruption</li><li>• Express your love and respect with your words and actions</li><li>• Allow your child to make choices within safe, healthy and respectful time limits</li></ul>	<b>Parents as Advocates</b> <ul style="list-style-type: none"><li>• Work in partnership with your child's teachers/caretakers for your child's safety and success<ul style="list-style-type: none"><li>• Find community resources and information for yourself and your child so you can thrive in a complex, ever-changing world</li></ul></li><li>• Voice your opinions to your local, state and federal representatives on issues affecting children and youth</li></ul>
<b>Parents as Teachers</b> <ul style="list-style-type: none"><li>• Teach by modeling. Behave as you want your child to behave.</li><li>• Spend time with your child doing things you both enjoy.</li><li>• Speak the truth-be willing to admit mistakes and discover new solutions for yourself and your child</li></ul>	<b>Parents as Policy Makers</b> <ul style="list-style-type: none"><li>• Explain clear, specific, and age-appropriate rules to your child about health, safety and respect for self and others.</li><li>• Ensure safe, consistent consequences for broken rules</li><li>• Know where your children are at all times.</li></ul>

## Clear Expectations Set the Stage for Success!

We all do a better job when we know what we are expected to do. Clear expectations and consistent routines help children and adults. The Home Matrix is a great way to give your child a step by step guide for the day and be clear about your expectations. Younger children may need picture cues. Your matrix should fit your family.

### PBS Home Matrix

	Getting up in the morning	Getting to School	Clean up time	Time to Relax	Homework time	Mealtime	Getting Ready for Bed
<b>Responsibility</b> 	Get up on time. Get cleaned up and dressed on time.	Have your backpack, lunch, notes and supplies ready.	Clean up after yourself.	Play quietly	Put your things in your backpack when finished.	Set the table. Use your napkin.	Brush your teeth. Hang up clothes or put dirty ones in the hamper.
<b>Hard work</b> 	Make your bed.				Complete homework on time.	Put the dishes away	
<b>Cooperation</b> 		Be ready to leave on time.	Do your chores.	Ask before you borrow. Ask to change TV stations.	Do your best!	Recognize mistakes and apologize.	
<b>Kindness</b> 		Greeting friends and adults when you pass by them.		Sharing your toys with your brother or sister	Thanking someone for helping when the work felt hard.	Use kind words and "I" statements.	