The Tier 1 MTSS-SEL School Team (may be the same as School Climate, SEL, PBIS, ILT team, etc.) intentionally develops supportive and restorative school environment based on the CPS School Climate Standards. The team meets at least monthly to progress monitor and use the MTSS problem solving process to make continual improvements.

For ALL students, classroom teachers build a sense of community, establish clear expectations, teach social and emotional competencies, and embed Illinois SEL Learning Standards into core instruction. Teachers may use SEL assessments to monitor progress, inform classroom instruction and identify skills to focus on classroom-wide.

When behavior concerns or issues arise, teachers or other involved staff first de-escalate the behavior in the moment, respond with restorative language, and look at the cause of the behavior to prevent the issue from arising in the future. Classroom-based strategies may include positive incentives, re-teaching behaviors, behavior contracts, parent contact, or logical consequences. For repeat behavior concerns, teacher/staff document frequency and types of behaviors observed.

Disciplinary issues:
Administrators and deans/disciplinarians follow the Student Code of Conduct and Guidelines for Effective Discipline to respond to referred behavior incidents by addressing root causes. Students are re-integrated back into school and classroom communities following disciplinary removals.

Behavioral health & attendance:
When concerns related to social & emotional skill development, behavioral health issues, or attendance arise, school staff complete a Request for Assistance (RFA) form and follow the school’s procedures for submitting to the Tier 2/3 MTSS Team/Behavioral Health Team.

The Tier 2/3 MTSS Team/Behavioral Health Team (if team is not established, this may be a designated counselor, social worker, psychologist, dean or administrator) reviews referrals during regularly scheduled weekly meetings. The team uses the MTSS problem-solving process to discuss the student’s identified needs, conduct interviews, observations, and screening and assessment of each referred student, including a data review (behavior, attendance, grades). Based upon review, the team may recommend re-establishing Tier 1 supports, or identify and select appropriate Tier 2 interventions/providers.

Classroom interventions:
When appropriate, Tier 2 interventions may be delivered by classroom teachers and include early stage interventions that are the easy to implement within classrooms, such as restorative conversations, Evidence-Based Behavioral Strategies or Check In Check Out.

Interventions outside of classroom:
Tier 2 interventions may include short-term small group interventions for social skill development, anger management or coping with the impact of chronic stress or exposure to trauma. Such interventions may be delivered by school counselors, social workers, psychologists; they may also be delivered by community mental health partners.
Tier 3 supports are student-specific and may include wraparound supports and interventions identified from developing a **Tier 3 Behavior Support Plan (BSP)**. Tier 3 BSPs focus on identifying significant, student specific social, affective, cognitive, and/or environmental factors associated with the occurrence and nonoccurrence of specific behaviors. The broad perspective offers a better understanding of the purpose behind the student behavior.

Tier 3 supports may also include individual supports for students re-entering the school environment following suspension, psychiatric treatment, or incarceration.

Finally, Tier 3 supports include crisis responses to reduce the initial distress caused by traumatic events; these include but are not limited to student/staff fatality, suicidal ideation, suicide attempt or completion, homicidal ideation, homicide attempt or completion, child abuse or neglect.

Interventions are implemented with fidelity for an adequate amount of time (typically 4-6 weeks). **The Behavioral Health Team** and staff delivering interventions monitor frequency of behaviors and/or student progress toward goals; and reviews and adjusts interventions as needed.

For additional support:

**Office of Social & Emotional Learning**
Find us on the Knowledge Center: cps.edu/SEL
Find us on Learning Hub: Search “OSEL”
Call us: 773-553-1830
Email us: OSEL@cps.edu.