**SCHOOL LEVEL – Behavior Matrix Considerations**

***Note: This DDOE Toolkit for Reentry action plan template includes sample actions in italics to take related to Critical Actions noted within the Toolkit. Please take and make your own.***

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|  | **What’s strongly in place on which we can build/fortify?** | **What action steps do we need to take? Note priority areas.** | **Who’s involved in action steps?** | **When will actions take place? Set timeline & monitor.** |
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| **School Critical Action #1: Leadership Teaming**  Establish a communication plan with district leadership. | *Routine mtgs with District MTSS Coach* | *Connect with district coach about updating matrix* | *-SH will reach out to MTSS coach to share webinar content & initial team plan* | -*SH email by 8.7.20* |
| Utilize an existing building leadership team and reconsider team membership to ensure the team includes members with expertise in data science, school and community mental health staff and school nurses. |  | *Assess status of universal leadership team; check for voices needed at the “table”*  *Set mtgs to focus on matrix updates/teaching plans/communications w. staff & families* | *-BF will gather current Tier 1 MTSS/PBS Team list by role. Place in shared drive for team review.* | *-BF save list by 8.6.20* |
| Ensure a problem solving team is established to connect students with immediate SEB and mental health needs to support. |  |  |  |  |
| **School Critical Action #2: Establish an Evaluation Plan**  Identify immediate student and staff needs with district support using broad needs assessment data. |  | *Review school-wide data from last year & remote learning to inform focus of expectations & matrix development. (E.g. engagement as expectation or prioritizing group virtual lessons as area for defining and teaching)* |  |  |
| Establish systems aligned with district expectations for universal screening that prioritize school-wide and other informal data sources. |  |  |  |  |
| **School Critical Action #3: Develop a Support Plan for Universal SEB Practices**  Maintain consistency of expected practices as appropriate and prioritize new and/ or updated supports using a data based decision-making process. |  | *Confirm 3-5 positively stated expectations*  *Schoolwide Matrix: (in-person &/or virtual)*  *-determine priority areas/ locations to define*  *-divide and conquer to update using district/school guidelines for return to school*  *-divide and conquer to update using SEL curriculum/ competencies*  *Schoolwide Teaching Plan:*  *-Prioritize updating lessons on critical health rules (mask, hands, distance, etc.)*  *-prioritize teaching needed prior to return*  *Classroom Matrix: (in-person &/or virtual)*  *-determine plan to support teachers in creating/updated their own classroom matrix for routines*  *Classroom Teaching Plan:*  *-support staff to make teaching schedule; prioritize*  *Staff Matrix:*  *- decide on use*  *-plan to develop w. prioritized areas*  *Staff Teaching/Support Plan:*  *-set preservice agenda to include time to connect/acclimate/practice*  *Family Matrix:*  *- decide on plan to share tool & instructions with families*  *- ID point person if families have questions* |  |  |
| Based on identified needs of staff ensure a continuum of supports are available and communicated. |  |  |  |  |
| Ensure educators check in with all students and families before the school year begins. |  | *Develop protocol for outreach to families to determine specific needs/concerns*  *Prepare schoolwide & classroom expectation-specific information to share with families*   * *Mask rules & preparation @ home* * *@ home matrix support* |  |  |
| The problem solving team should explicitly outline the school’s process for staff to utilize when referring students with immediate needs for support. |  |  |  |  |