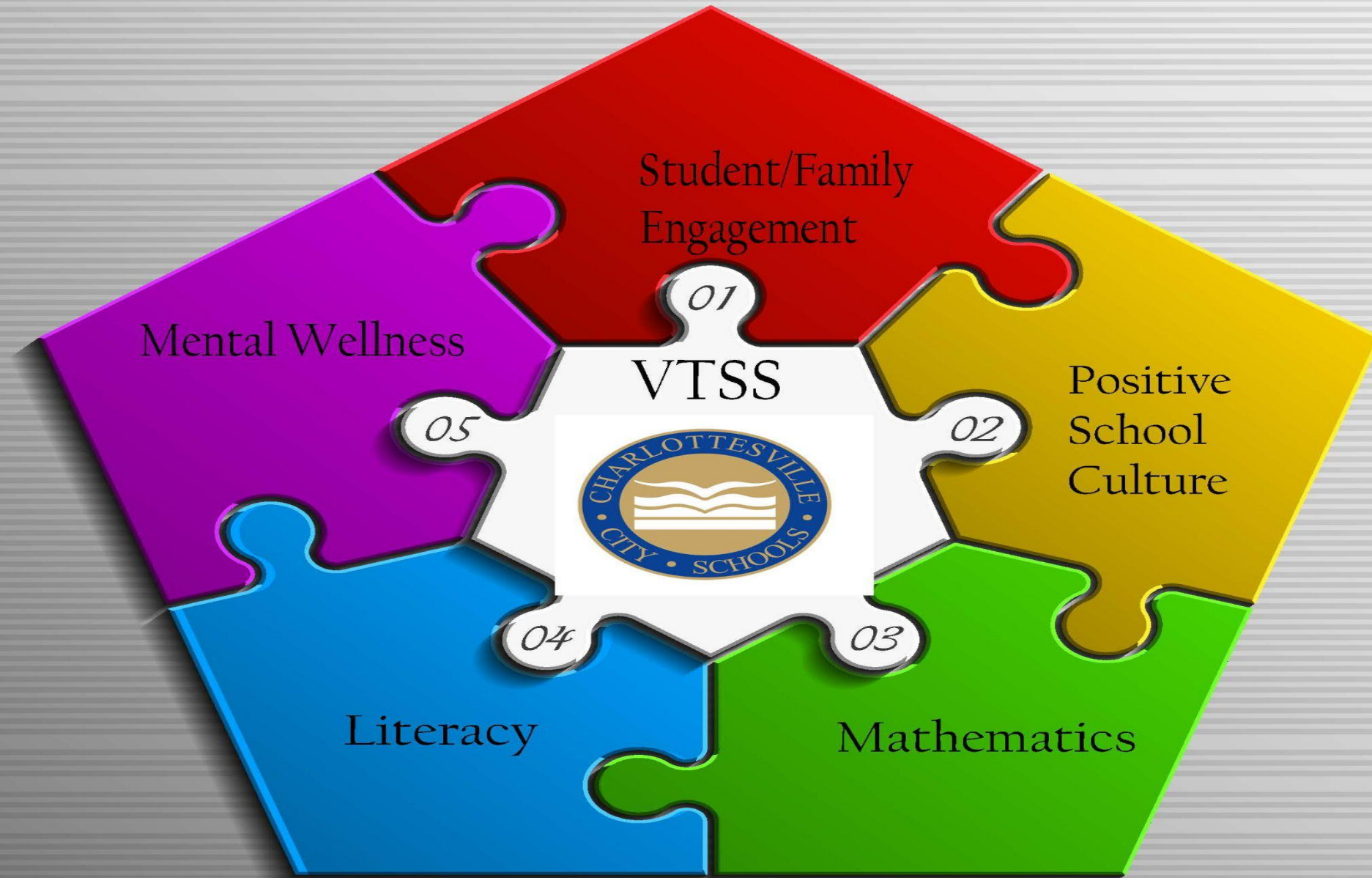
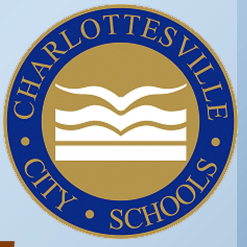




Student Success/ Virginia Tiered System of Supports (VTSS) / Disciplinary Review Overview

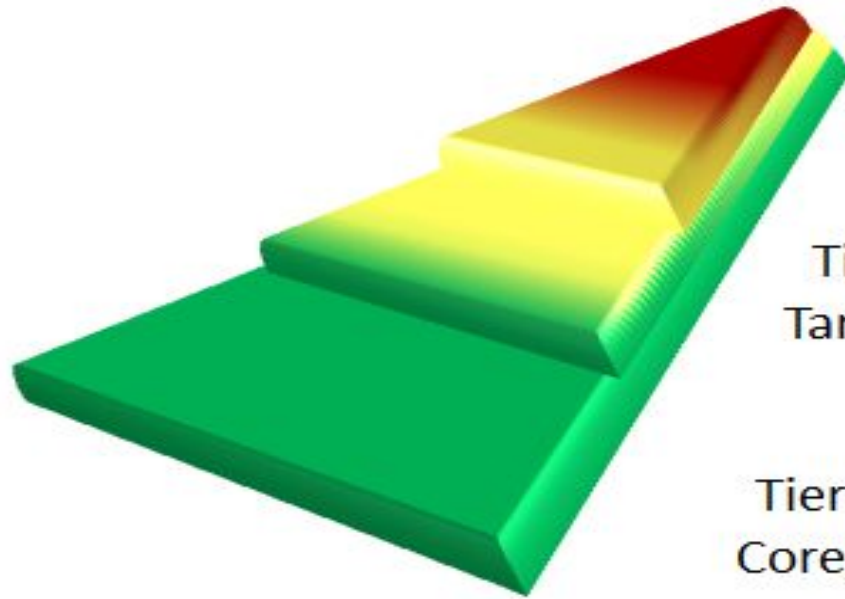
March 18, 2023





Virginia Tiered Systems of Support: Academics, Student/Family Engagement, Positive School Culture, Mental Wellness

Continuum of Academic & Social Behavior Support



Tier 3 for a *Few*:
Intensive,
Individualized

Tier 2 for *Some*:
Targeted for Small
Groups

Tier 1 for *All*:
Core/Universal

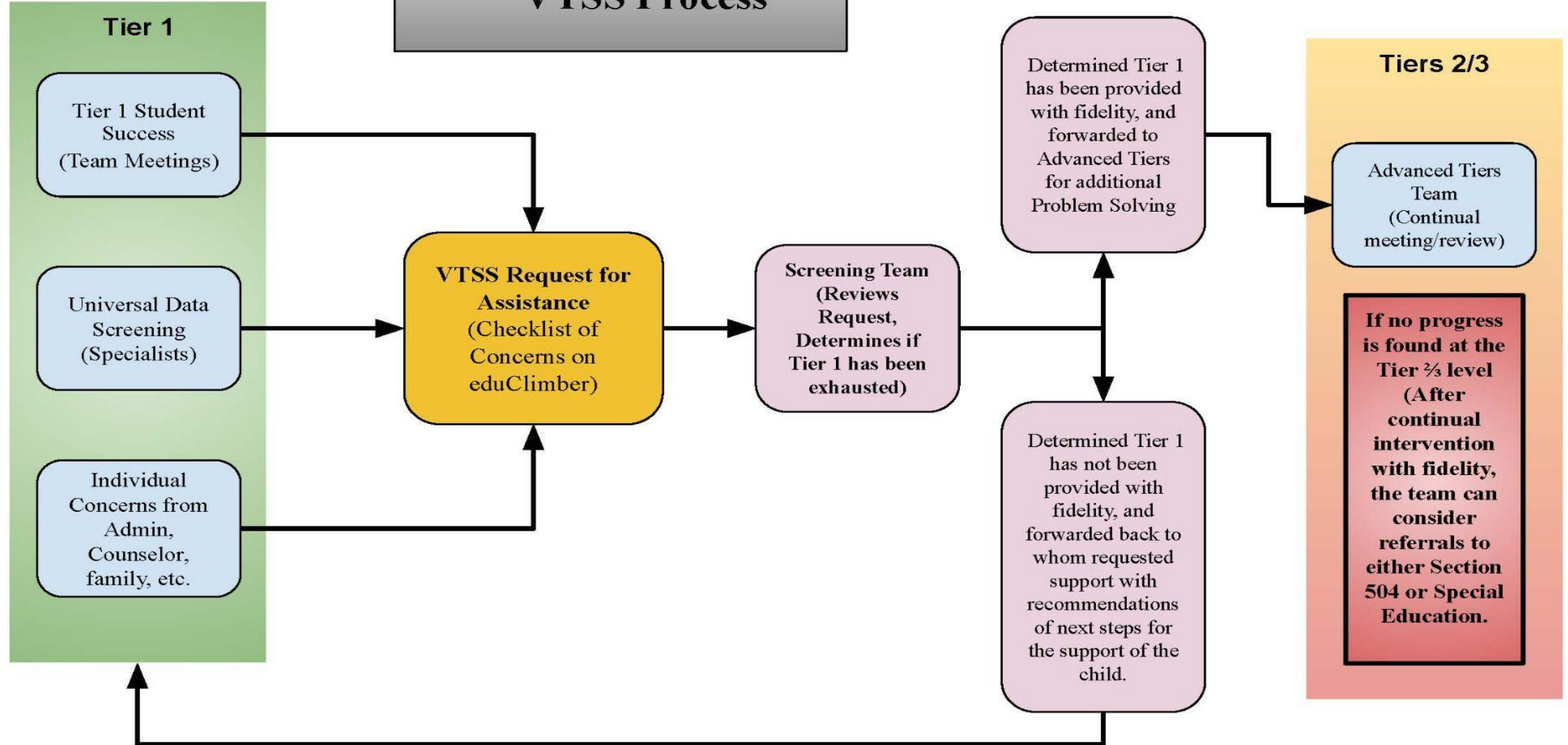


What Does That Look Like In Charlottesville City Schools?

- VTSS Tiered Reference Guide, including in-depth and differentiated resource guides for math and literacy

[VTSS Resource Guide](#)

Student Success/ VTSS Process



Tier 1 Integrates Positive Behavioral Classroom Supports

Eight Positive Behavioral Classroom Supports



1. Arrange orderly physical environment
2. Define, Teach, & Acknowledge Rules and Expectations
3. Define & Teach Classroom Routines
4. Employ Active Supervision
5. Provide Specific Praise for Behavior
6. Continuum of Response Strategies for Inappropriate Behaviors
7. Class-Wide Group Contingency
8. Provide Multiple Opportunities to Respond

School Mental Health Professional's (SMHP) Function: What Do They Do?



- Primarily offer **tier 3** (intensive individualized) support and intervention in mental health, student/family engagement, and positive behavior support through the VTSS framework, threat assessments
- Provide **tier 2** (less intensive, group) support as appropriate - attendance support, mental wellness support groups
- Provide **tier 1** consultation to classroom teachers/staff

CCS Positive School Culture: What are We Working Toward?



**Improving Adult and
Student
Social and Emotional
Competencies**

**Creating and
Sustaining Safe and
Equitable School
Environments**

**Intentionally Building
Connected
Communities**

Interventions Prior to Disciplinary Review



Interventions Used Prior to the Infraction Requiring a Disciplinary Review Hearing

Check all that apply:

- ☐ Teacher / parent or guardian contact (when): _____
- ☐ Smaller class size
- ☐ Referral to support personnel and / or outside professionals [ex: regular check-ins with school counselor, social worker, conflict resolution, anger management, mediation, mentoring] (who / when): _____
- ☐ Tutoring
- ☐ Referral to VTSS (when): _____
- ☐ Referral to Early Intervention Team (when): _____
- ☐ Alternative Placement (where / when): _____
- ☐ Other (Please specify): _____

Please provide information regarding how successful the interventions were on the lines below:

Student Success Meetings (SSMs)



[Johnson Student Support Overview](#)

[Steps for SSM at Johnson](#)

[SSM Flowchart at Johnson](#)

[Student Success Meeting to Advanced Tiers \(AT\)
Checklist](#)

[Advanced Tiers flowchart](#)

[Advanced Tiers meeting informational sheet](#)



Discipline Review Follow Up Letters

Discipline Review Follow Up Letters

- [Sample #1](#)
- [Sample #2](#)

Student Contract

- [CHS Sample](#)

Questions / Comments?

