



Blind Brook-Rye Union Free School District

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Multi-Tiered System of Supports (MTSS) Plan 2021-2022

Includes Academic Intervention Services (AIS) and
Response to Intervention (RTI)

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Introduction

This plan was developed with the input of multiple District stakeholders in order to clarify the Multi-Tiered System of Supports (MTSS) framework of programs and criteria in the Blind Brook Schools. This structure will serve as a guide to administration, faculty, and families to enhance our identification and support of students in the Blind Brook Schools.

We would like to acknowledge the support of the Blind Brook Board of Education and Dr. Colin Byrne. We would also like to thank Ms. Rosemary Matthews, Consultant, for prioritizing this important work, and Mr. Jonathan Holub, Administrative Intern, for sharing the latest research as well as organizing and formatting this plan. We would also like to acknowledge the guidance provided by exemplar plans from the Byram Hills Central School District and the Scarsdale Union Free School District. Most importantly, we would like to acknowledge the administration and faculty of the Blind Brook Schools who have supported the creation of this document and remain committed to the structure and work necessary for its implementation.

Board Adoption Date: January 4, 2022

Multi-Tiered System of Supports (MTSS)

A Multi-Tiered System of Supports (MTSS) is a framework designed to promote continuous student improvement through data-based problem solving. Utilizing evidence-based instruction, interventions, and assessment practices, MTSS ensures each student has the appropriate level of support necessary to achieve success.

Blind Brook School District's MTSS model will incorporate multiple components, including Academic Intervention Services and Response to Intervention.

Academic Intervention Services (AIS)

Academic Intervention Services (AIS) are New York State mandated supports provided to help students who are identified as at risk of not meeting the New York State and/or District learning standards in English Language Arts and Mathematics. Students are identified for AIS services through a review of multiple measures, including performance on New York State assessments, STAR Renaissance Reading and Math assessments, and other classroom assessments. The Blind Brook School District AIS program is a tiered system of interventions that utilizes a Response to Intervention (RTI) framework as the foundation.

Response to Intervention (RTI)

Response to Intervention integrates assessment and intervention within a multi-tiered prevention system to facilitate student achievement. The process begins with high quality research-based instruction in the general education setting provided by the general education teacher. Instruction is matched to student need through provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tiered format with increasing levels of intensity and targeted focus of instruction, depending on a student's responsiveness. (NCRTI, 2010).

Response to Intervention (RTI) is the practice of assessing students, providing high-quality instruction/intervention matched to student needs, and reassessing students to make important educational decisions about the individual student. RTI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities and English language learners, by preventing smaller learning problems from becoming insurmountable gaps.

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A summary of the tiers is found below:

Tier 1 - Core Classroom Instruction

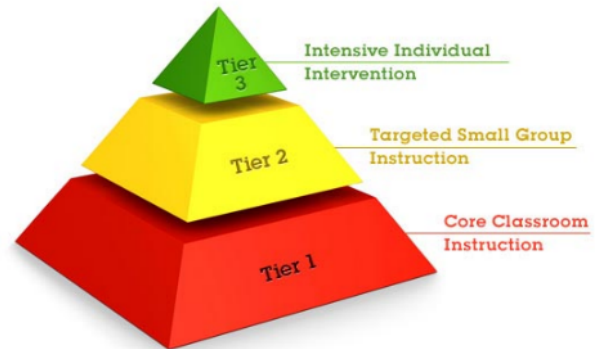
- Differentiated classroom instruction focused on meeting the individual needs of the student
- On-going monitoring of student progress

Tier 2 - Targeted Small Group Instruction

- Increased instructional time in designated subject area by a certified teacher
- Close monitoring of student progress
- Building-level related services

Tier 3 - Intensive Individualized Intervention

- Increased individualized instruction provided on the building-level and possible referral to the Committee on Special Education or Section 504 Committee



District implementation of Response to Intervention is guided by Blind Brook Board of Education Policy 7618, New York State Commissioner’s Regulations Section 100.2 (ii), and other federal and state regulations. The District’s RTI process shall include the following minimum requirements:

- Scientific, research-based instruction in reading and mathematics provided to all students in the general education class by qualified personnel.
- Screenings in grades kindergarten through eighth grade shall be provided to all students in the class three times a year (beginning, middle, and end) to identify those students who are not making academic progress at expected rates.
- Scientific, research-based instruction matched to student need with increasingly intensive levels of targeted intervention to meet age or grade level standards.
- Repeated assessments of student achievement which should include curriculum-based measures to determine response to intervention.
- The use of data collected by building-level RTI teams about the student’s response to intervention to make educational decisions about changes in goals, instruction and/or services, and the decision to make a referral for special education programs and/or services.
- Written notification to parents when the student requires an intervention beyond that provided to all students in the general education classroom.

Blind Brook Districtwide Approach

1. Eligibility

- Students at risk of or not meeting proficiency standards on New York State assessments
- Students not making adequate progress towards learning goals or the content standards in the core academic subjects
- Students not meeting behavioral expectations

2. Screening, Assessments, and Progress Monitoring

- Students, grades K-8, screened three times a year (September, January, and May).
- Students identified for tiered support assessed more often to monitor progress.
- A change in tier level may occur as additional data is collected.

3. Explanation of Services

- Services are determined by the entrance level criteria, student performance and recommendations by the building-level RTI Team.
- Duration of services is based on student performance as demonstrated by progress monitoring data, classroom performance, and/or New York State assessments.

4. Exit Criteria

- Students are exited from support services based upon a demonstration of appropriate progress towards meeting the grade level learning and behavioral goals and expectations using progress monitoring data, classroom performance and recommendations from the building-level RTI team.

5. Parent Notification

- Parents will be notified upon commencement of support programs beyond the general education classroom.
- Strategies, interventions, duration of services, and exit criteria will be outlined.
- Parents will be notified when services are no longer necessary.
- At any time, parents/guardians have the right to request an evaluation for special education programs and services.

BMP Ridge Street Elementary School

Universal Screening

The screening process at the BMP Ridge Street School includes: The administration of STAR Early Literacy, STAR Renaissance Reading and Math assessments, and Fountas and Pinnell Reading assessments in September, January, and May.

Entry Criteria

The following measures have been established to identify students eligible for Tier 1 and Tier 2 Intervention at the beginning of the school year, grades K to 3:

Grades K - 3 STAR Early Literacy, STAR (Reading and Math), and Fountas & Pinnell (Reading) Assessment Scores				
Assessment Score	STAR At/Above Grade Level (Green) 40% +	STAR On Watch (Blue) 39% - 25%	STAR In Need of Intervention (Yellow) 24% - 10%	STAR Urgent Intervention (Red) Below 10%
F and P Exceeds Expectations			Tier 1	Tier 1
F and P Meets Expectations		Tier 1	Tier 1	Tier 1
F and P Approaches Expectations: Needs Short-Term Intervention	Tier 1	Tier 1	Tier 2	Tier 2
F and P Does Not Meet Expectations: Needs Intensive Intervention	Tier 1	Tier 2	Tier 2	Tier 2

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BMP Ridge Street Elementary School

The following measures have been established to identify students eligible for Tier 1 and Tier 2 Intervention at the beginning of the school year, grades 4 and 5:

Grade 4 and 5 STAR (Reading and Math) and Fountas & Pinnell (Reading) Assessment Scores				
New York State Assessment Score	STAR At/Above Grade Level (Green) 40% + and F & P Meets/Exceeds Expectations	STAR At/Above Grade Level (Green) 40% + or F & P Meets/Exceeds Expectations	STAR On Watch (Blue) 39% - 25% and F & P Approaches Expectations: Needs Short-Term Intervention	STAR In Need of Intervention (Yellow) 24% - 10% or In Need of Urgent Intervention (Red) Below 10% and F & P Does Not Meet Expectations: Needs Intensive Intervention
Level 3 or 4				Tier 1
Level 2 (above the Median Scale Score between Level 2 and 3)			Tier 1	Tier 1
Level 2 (below the Median Scale Score between Level 2 and 3)	Tier 1	Tier 1	Tier 2	Tier 2
Level 1	Tier 1	Tier 1	Tier 2	Tier 2
State test refusal			Tier 2	Tier 2

BMP Ridge Street Elementary School

TIER 1 – Core Classroom Instruction

Students defined as being “at-risk” based on the measures outlined at the beginning of the year, achievement on standardized or classroom assessments, or teacher referral. This includes those who show an ongoing need for supplemental support in basic academic skill areas.

Intervention Program	Teacher to Student Ratio	Teacher of Intervention
Differentiation and small group instruction in the general education classroom.	To be Determined by Teacher	Classroom, General Education Teacher

Exit Criteria

- Data on student performance is collected weekly and noted on the RTI Tier 1 student intervention plan.
- After 6-8 weeks of service, the teacher evaluates the overall effectiveness of the interventions used and determines whether to do another 6-8 week cycle or refer to Tier 2.
- Effectiveness of intervention may be determined by the administering Fountas & Pinnell Benchmark Assessment, STAR assessments, classroom assessments, or review of classwork.
- Services discontinued if the student has met state targeted needs and is achieving satisfactorily.
- Students who receive two cycles of Tier 1 support services should be referred to the RTI Team for review.

When to move to Tier 2

- If the data and teacher reports demonstrate that a more intensive program is required, the RTI Team will set targeted goals for the student, identify when the additional instruction will take place, and determine the frequency, session length, and duration of services.

PLEASE NOTE - These services do not interfere with a parent/guardian’s right to refer a student to the Committee on Special Education in order request an evaluation for special education programs and services at any time.

BMP Ridge Street Elementary School

TIER 2 - Targeted Small Group Instruction

Students qualify for Tier 2 services at the beginning of the school year through the measures outlined or those who, based on data collected and teacher reports, have not made adequate progress in Tier 1 and require supplemental instruction.

Intervention Program	Teacher to Student Ratio	Teacher of Intervention
Services will be provided in a stand-alone class 3 times in a 6-day cycle for 30-40 minute periods.	Up to 6 Students	Reading Intervention Teacher, Math Intervention Teacher or Specialist

Exit Criteria

- Data on student performance is collected weekly and noted on the RTI Tier 2 student intervention plan.
- After 6-8 weeks of service, the intervention teacher evaluates the overall effectiveness of the interventions used.
- Effectiveness of intervention may be determined by the administering Fountas & Pinnell Benchmark Assessment, STAR assessments, other assessments, and/or classroom performance.
- Services discontinued if the student has met state targeted needs and is achieving satisfactorily.

When to move to Tier 3/Referral to the Committee on Special Education/Section 504 Committee

- Students who have been provided Tier 2 services, continue to need intervention, and have been deemed to not be making adequate progress by the building-level RTI Team may be referred for Tier 3 services and/or to the Committee on Special Education or the Section 504 Committee for evaluation.

PLEASE NOTE - These services do not interfere with a parent/guardian's right to refer a student to the Committee on Special Education in order request an evaluation for special education programs and services at any time.

BMP Ridge Street Elementary School

TIER 3 - Intensive Individualized Intervention

Students requiring Tier 3 services are those who, based on data collected and teacher reports, have not made adequate progress on Tier 2 and require more intensive, supplemental instruction.

Intervention Program	Teacher to Student Ratio	Teacher of Intervention
Services will be provided in a stand-alone class 3 to 6 times in the 6-day cycle for 30 to 40 minute periods.	Up to 3 to 6 Students	Reading Intervention Teacher, Math Intervention Teachers, or Specialist

Exit Criteria

- Data on student performance is collected weekly and noted on the RTI Tier 3 student intervention plan.
- After 6-8 weeks of service, the intervention teacher evaluates the overall effectiveness of the interventions used.
- Effectiveness of intervention may be determined by the administering Fountas & Pinnell Benchmark Assessment, STAR assessments, other assessments, other assessments, and/or classroom performance.
- Services discontinued or changed to Tier 2 if the student has met state targeted needs and is achieving satisfactorily.

When to move to Referral to the Committee on Special Education/Section 504 Committee

- Students who have been provided Tier 3 services and continue to require intervention, and are deemed to not be making adequate progress by the building-level RTI Team shall be referred to the Committee on Special Education or Section 504 Committee for an initial evaluation.

PLEASE NOTE - These services do not interfere with a parent/guardian's right to refer a student to the Committee on Special Education in order request an evaluation for special education programs and services at any time.

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Blind Brook Middle School

Universal Screening

The screening process at BBMS includes the administration of the STAR Renaissance Reading and Math assessments in September, January and May.

Entry Criteria

The following measures have been established to identify students eligible for Tier 1 and Tier 2 Intervention at the beginning of the school year:

	STAR Assessment Score			
	Above Grade Level	At Grade Level	Within 1 Grade Level Below <u>or</u> Identified as <i>In Need of Intervention</i>	More than 1 Grade Level Below <u>or</u> Identified as <i>In Need of Urgent Intervention</i>
New York State Assessment Score				
Level 3 or 4				
Level 2 (above the Median Scale Score between Level 2 and 3)				Tier 1
Level 2 (below the Median Scale Score between Level 2 and 3)		Tier 1	Tier 1	Tier 2
Level 1	Tier 1	Tier 1	Tier 2	Tier 2
State test refusal			Tier 1	Tier 2

Blind Brook Middle School

TIER 1 – Core Classroom Instruction

Students defined as being “at-risk” based on the measures outlined at the beginning of the year, achievement on standardized or classroom assessments, or teacher referral. This includes those who show a need for supplemental support in basic academic skill areas.

Intervention Program	Teacher to Student Ratio	Teacher of Intervention
Differentiation and small group instruction in the general education classroom.	To be Determined by Teacher	Classroom General Education Teacher

Exit Criteria

- Data on student performance is collected and recorded weekly on the RTI Tier 1 Student Intervention Plan. Data includes: monthly STAR testing, teacher reports, progress reports, formative and summative assessment data, marking period grades, mid-term and final exams, etc.
- After one marking period, the grade level and RTI team will evaluate the effectiveness of the intervention.
- Services may be discontinued if the student has met stated targeted needs and is no longer at risk of not meeting state and/or district standards.
- Services may be continued for another marking period if the student is responding positively to the interventions but requires continued support.

When to move to Tier 2

- Students may be referred for Tier 2 services if data and teacher reports show persistent delay(s) after a minimum of 6-8 weeks of Tier 1 or two cycles of Tier 1 services in the same academic year.
- Students who are not meeting curricular demands (in ELA, Math, Science or Social Studies) as reflected on report cards and have received Tier 1 services

PLEASE NOTE - These services do not interfere with a parent/guardian’s right to refer a student to the Committee on Special Education in order request an evaluation for special education programs and services at any time.

Blind Brook Middle School

TIER 2 - Targeted Small Group Instruction

Students qualify for Tier 2 services at the beginning of the school year through the measures outlined or those who, based on data collected and teacher reports, have not made adequate progress in Tier 1 and require supplemental instruction. Once identified, the RTI Team will set targeted goals for the student, identify when the additional instruction will take place, and determine the frequency, session length and duration of services.

Intervention Program	Teacher to Student Ratio	Teacher of Intervention
Services will be provided 1 to 3 times per cycle for 20-50 minutes in a stand-alone class.	Up to 6 students	General Education Teacher, Special Education Teacher, or Specialist

Exit Criteria

- Data on student performance is collected and recorded weekly on the RTI Tier 2 Student Intervention Plan. Data includes: STAR testing every two cycles, teacher reports, progress reports, formative and summative assessment data, marking period grades, mid-term and final exams, etc.
- After a student has received Tier 2 services for the set duration of time, the RTI Team will evaluate student growth and the effectiveness of the intervention:
- Services may be modified and/or continued for another cycle if the student is responding positively to the interventions but requires continued support
- Services may be discontinued (or reduced to Tier 1) if the student has met the targeted goals and is no longer at risk of not meeting state and district standards.

When to move to Tier 3/Referral to the Committee on Special Education/Section 504 Committee

- Students who have been provided Tier 2 services and continue to need intervention may be referred to Tier 3 services and/or to the Committee on Special Education or Section 504 Committee for initial evaluation.

PLEASE NOTE - These services do not interfere with a parent/guardian's right to refer a student to the Committee on Special Education in order request an evaluation for special education programs and services at any time.

Blind Brook Middle School

TIER 3 - Intensive Individualized Intervention

Students requiring Tier 3 services are those who, based on data collected and teacher reports, have not made adequate progress on Tier 2 and require more intensive, supplemental instruction. Once identified, the RTI Team will set targeted goals for the student, identify when the additional instruction will take place, and determine the frequency, session length and duration of services.

Intervention Program	Teacher to Student Ratio	Teacher of Intervention
Services will be provided 3 to 8 times per cycle for 30-50 minutes in a stand-alone class.	Up to 3 to 6 Students	General Education Teacher, Special Education, or Specialist

Exit Criteria

- Data on student performance is collected and recorded weekly on the RTI Tier 3 Student Intervention Plan. Data includes: STAR assessments, teacher reports, progress reports, formative and summative assessment data, marking period grades, mid-term and final exams, etc.
- After a student has received Tier 3 services for the set duration of time, the RTI Team will evaluate student growth and the effectiveness of the intervention:
- Services may be modified and/or continued for another cycle if the student is responding positively to the interventions but requires continued support.
- Services may be discontinued (or reduced to Tier 2) if the student has met the targeted goals and is no longer at risk of not meeting state and district standards.

When to move to a Referral to the Committee on Special Education/Section 504 Committee

- Students who have received Tier 3 intervention, continue to require intervention, and are deemed to not be making adequate progress by the building-level RTI Team shall be referred to the Committee on Special Education or Section 504 Committee for an initial evaluation.

PLEASE NOTE - These services do not interfere with a parent/guardian's right to refer a student to the Committee on Special Education in order request an evaluation for special education programs and services at any time.

Blind Brook High School

TIER 1 – Core Classroom Instruction

Students are defined as being “at-risk” based on achievement on standardized assessments, classroom assessments, or teacher referral. This includes students who have scored below the Median Cut Point Score between Level 2 and 3 on the 8th grade New York State English Language Arts and Mathematics.

Intervention Program	Teacher to Student Ratio	Teacher of Intervention
Differentiation and small group instruction in the general education classroom.	To be Determined by Teacher	Classroom General Education Teacher

Exit Criteria

- Data on student performance including grades, classroom behavior, and attendance will be collected and reviewed by the building-level RTI Team.
- Services may be discontinued if the student has met stated targeted needs and is no longer at risk of not meeting state and district standards.
- Services may be continued for another marking period if the student is responding positively to the interventions but requires continued support.
- Students may be referred to Tier 2 if the teacher believes a more intensive program is required.
- Student reaching proficiency (65 or better) on New York State Regents exams in the subject for which services were provided. For support services in areas not assessed by New York State, criteria is based on progress monitoring data and RTI Team recommendations.

When to move to Tier 2

- Students who are not meeting curricular demands (in ELA, Math, Science or Social Studies) as reflected on report cards and have received Tier 1 services.
- The RTI Team will set targeted goals for the student, identify when the additional instruction will take place, and determine the frequency, session length, and duration of services.

PLEASE NOTE - These services do not interfere with a parent/guardian’s right to refer a student to the Committee on Special Education in order request an evaluation for special education programs and services at any time.

Blind Brook High School

TIER 2 - Targeted Small Group Instruction

Students qualify for Tier 2 services based on data collected and teacher reports, have not made adequate progress in Tier 1, and require supplemental instruction.

Intervention Program	Teacher to Student Ratio	Teacher of Intervention
Services will be provided 1 to 3 times in a stand-alone class in an 8 day cycle for 20 minutes per session	Up to 6 students	Content General Education Teachers and Special Education Teachers

Exit Criteria

- Data on student performance including grades, classroom behavior, and attendance will be collected and reviewed by the building-level RTI Team.
- Services may be discontinued if the student has met stated targeted needs and is no longer at risk of not meeting state and district standards.
- Services may be continued for another marking period if the student is responding positively to the interventions but requires continued support.
- Student reaching proficiency (65 or better) on New York State Regents exams in the subject for which services were provided. For support services in areas not assessed by New York State, criteria is based on progress monitoring data and RTI Team recommendations.

When to move to Tier 3/Referral to the Committee on Special Education/Section 504 Committee

- Students who are not meeting curricular demands (in ELA, Math, Science or Social Studies) as reflected on report cards and have received Tier 2 services.
- Students who have been provided Tier 2 and services and continue to need intervention may be referred for Tier 3 services or the Committee on Special Education or Section 504 Committee for initial evaluation.
- The RTI Team will set targeted goals for the student, identify when the additional instruction will take place, and determine the frequency, session length, and duration of services. The RTI Team can also make a recommendation for referral to the Committee on Special Education.

PLEASE NOTE - These services do not interfere with a parent/guardian's right to refer a student to the Committee on Special Education in order request an evaluation for special education programs and services at any time.

Blind Brook High School

TIER 3 - Intensive Individualized Intervention

Students requiring Tier 3 services are those who, based on data collected and teacher reports, have not made adequate progress on Tier 2 and require more intensive, supplemental instruction.

Intervention Program	Teacher to Student Ratio	Teacher of Intervention
Services will be provided 3 to 8 times in a stand-alone class in an 8 day cycle for 20 minutes per session	Up to 3 to 6 Students	General Education Teacher, Special Education, or Specialist

Exit Criteria

- Data on student performance including grades, classroom behavior, and attendance will be collected and reviewed by the building-level RTI Team.
- Services may be discontinued (or reduced to Tier 2) if the student has met stated targeted needs and is no longer at risk of not meeting state and district standards.
- Services may be continued for another marking period if the student is responding positively to the interventions but requires continued support.
- Student reaching proficiency (65 or better) on New York State Regents exams in the subject for which services were provided. For support services in areas not assessed by New York State, criteria is based on progress monitoring data and RTI Team recommendations.

When to move to a Referral to the Committee on Special Education/Section 504 Committee

- Students who have received Tier 3 intervention, continue to require intervention, and are deemed to not be making adequate progress by the building-level RTI Team shall be referred to the Committee on Special Education or Section 504 Committee for an initial evaluation.

PLEASE NOTE - These services do not interfere with a parent/guardian’s right to refer a student to the Committee on Special Education in order request an evaluation for special education programs and services at any time.

Professional Development

The Blind Brook Schools are committed to ensuring that staff have the knowledge and skills necessary to implement a program of Multi-Tiered System of Supports including Academic Intervention Services and Response Intervention. The District is committed to providing continued professional development to allow such a program to be implemented with the specific structure and components set forth in this document.

The Blind Brook Schools is committed to providing professional development to its staff in the areas of literacy, writing, and mathematics. These professional development experiences shall include in-service offerings as well as supporting teachers' ability to attend training outside of the District.