

# SAUGERTIES CENTRAL SCHOOL DISTRICT



## Multi-Tiered System of Supports Plan

Grades K-12

*A Framework that includes Academic Intervention Supports (AIS) and  
Response to Intervention (RtI)*

**2024-2027**

## **SCSD Mission**

We provide equitable, engaging, inspiring, and holistic experiences that support success and empowerment for students, families, and the community in a diverse and changing world.

## **SCSD Vision**

We are a beacon of educational excellence, where every individual is inspired to achieve their fullest potential.

## **Introduction**

Saugerties Central School District strives to meet the individual learning needs of each child through a rigorous yet differentiated academic program. At times, however, some students demonstrate a need for additional support in order to meet the New York State Learning Standards in English Language Arts and Mathematics. As a result, the District provides targeted academic support through a collaborative process to help students succeed. The following plan outlines the multi-tiered system of supports (MTSS), a framework that includes Academic Intervention Services (AIS), and Response to Intervention (RTI), provided by the Saugerties Central School District and as required by the NYS Commissioner's regulation, 100.2.ee.

## **Multi-Tiered System of Supports (MTSS) Defined**

### ***What is MTSS?***

A multi-tiered system of supports (MTSS) is a framework to provide targeted and tiered interventions to students struggling to meet academic and behavioral standards. MTSS uses various screening and progress monitoring tools to determine if students are meeting the standards, and provides a tiered intensity to the levels of support, depending on student needs.

MTSS is a systemic, evidence-based, continuous school-improvement framework in which data-based problem solving, and decision-making are practiced across all levels of the educational system. The Every Student Succeeds Act (2015) defines MTSS as "a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs with regular observation to facilitate data-based instructional decision-making that supports all learners (Sec 81001(33)). It ensures equitable access to a rigorous, robust, high quality education beginning in pre-kindergarten. Like a computer's operating system that helps organize software and programs so that users are able to navigate and access what they need, MTSS helps schools organize the delivery of a continuum.

### ***MTSS and the Three-Tiered Model of School Support***

The three-tiered model provides increasing intensity of instruction to students in direct proportion to individual needs. Each tier has a set of support structures or activities that help teachers implement research-based instructional practices designed to address a students' particular roadblocks or challenges, and to improve student achievement. **There are no "Tier 2 or Tier 3 students", only students who receive Tier 2 or Tier 3 levels of support.** Students may receive varied tiers of support based upon their individual needs.

**MTSS Eligibility Criteria:**

Each elementary school's Grand Rounds Committee has established criteria and processes to determine students' eligibility. The Grand Rounds Committee is facilitated by the building principal and/or MTSS teachers in each elementary school with support from special education lead teachers, school psychologists, and other educators as deemed necessary. The team meets on a quarterly basis or more frequently if needed to consider appropriate MTSS interventions for students.

At each meeting, student assessment data is reviewed for consideration of appropriate placement in the MTSS program. Eligibility for Tiers 2 or 3 requires classroom teachers to provide documentation (minimum of 5 weeks) of a student's response to differentiated classroom instruction. All students are eligible for intervention services (Tiers 2 or 3), including those with disabilities and/or English Language Learners (ELL). (See Description of Tiered Supports section below for more information.)

The classroom teacher will contact a student's parent/caregiver to discuss differentiated instruction and the interventions already provided for the child within the classroom by the classroom teacher. Parents of students eligible for Tiers 2 or 3 will be notified by the MTSS teacher or other personnel who are responsible for providing the academic service(s). (Please refer to the Parent Notification Procedures section below for additional information.)

Multiple measures will be used for determining eligibility for MTSS. These may include but are not limited to:

<ul style="list-style-type: none"> <li>● Attendance</li> <li>● Report Cards</li> <li>● Classwork</li> <li>● Class Participation</li> <li>● Formative Assessments (Curriculum Based and other)</li> <li>● Summative</li> </ul>	<ul style="list-style-type: none"> <li>● NYS 3-8 Assessment Program (ELA, Math, and Science)</li> <li>● Special Education Service Reports</li> <li>● Progress Reports</li> <li>● Medical Diagnosis</li> <li>● Mental Health Diagnoses</li> </ul>	<ul style="list-style-type: none"> <li>● Behavior Data</li> <li>● Discipline Records</li> <li>● English Language Learners (ELL) Proficiency Level</li> <li>● Previous/Current RTI/AIS/MTSS Data</li> <li>● Observational Data</li> <li>● Prior Evaluations</li> </ul>
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Assessments (Curriculum Based)	<ul style="list-style-type: none"> <li>• Educationally related disabilities information</li> </ul>	
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In addition, results from the following required assessments are reviewed:

<b>Literacy Screening Assessments</b>			
<b>Grades</b>	<b>Assessment</b>	<b>Frequency</b>	<b>Screening Administrator(s)</b>
K	i-Ready Diagnostic	3 times/year	Classroom Teacher, Teaching Assistant
	Foundations	Post for each Unit	Classroom Teacher
	F & P Running Record Benchmark Assessment	1-2 times/year	Classroom Teacher, MTSS Teacher, or Special Educator
1st - 3rd	i-Ready Diagnostic	3 times/year	Classroom Teacher, Teaching Assistant
	Foundations	Post for each Unit	Classroom Teacher
	F & P Running Record Benchmark Assessment	2-3 times/year	Classroom Teacher, MTSS Teacher, or Special Educator
4th - 6th	i-Ready Diagnostic	3 times/year	Classroom Teacher, Teaching Assistant
	F & P Running Record Benchmark Assessment	2-3 times/year	Classroom Teacher, MTSS Teacher, Reading Teacher, or Special Educator

<b>Mathematics Screening Assessments</b>			
<b>Grades</b>	<b>Assessment</b>	<b>Frequency</b>	<b>Screening Administrator(s)</b>
K-6	i-Ready Diagnostic	3 times/year	Classroom Teacher, Teaching Assistant, MTSS Teacher

Grade	Assessment	Eligibility Criteria	
7th-8th	i-Ready Grade Levels Midterm/Finals Unit Benchmarks	Tier 2	Tier 3
		-Grade level placement 1-2 years below -Test score under 75	-Grade level placement 2 or more years below -Test score under 65

Grade	Assessment	Eligibility Criteria	
9th	i-Ready Grade Levels Midterm/Finals Unit Benchmarks	Tier 2	Tier 3
		-Grade level placement 1-2 years below -Score under 75	-Grade level placement 2 or more years below Test score under 65 -Score under 65

Grade	Assessment	Eligibility Criteria	
10th -12th	Regents Exams Grade Levels Midterm/Finals Unit Benchmarks Student Classroom Work	Tier 2	Tier 3
		Score under 75	Score/Grade under 65

**Exit Criteria:**  
 Students may display significant progress while participating in the MTSS program and therefore be eligible to discontinue intervention services. These students may either have the intensity of their MTSS services reduced or terminated completely. Any potential changes in MTSS services will be communicated with parents. (See Parent Notification section below.)

**Description of Tiered Supports:**

MTSS provides a continuum of supports, which are typically conceptualized across three levels of increasing intensity (Rodriguez, Loman & Borgmeier, 2016). These tiers represent the level of support a student may need at any point in their schooling. All tiers are universally designed to ensure access to equitable, rigorous, and engaging learning opportunities for all students in the areas of academics, behavioral, social emotional and physical and mental health.

MTSS is grounded in the belief that all students can learn, and all school professionals are

responsive to the academic and behavioral needs of all students. In order to ensure “All means all”, educators must explore the relationship between contemporary conditions of inequality and the ideas that shape access, participation, and outcomes for our learners. Equitable multi-tiered systems take into account the ways local and global contexts, histories, identities, and cultures impact educators and the students and families they serve in order to meet the needs of all students.

Each tier has its own set of systems and practices, but some key components appear across every level. Each of these features need to be present for MTSS to be implemented with fidelity:

- evidence-based, culturally-responsive instruction and support in the home language as possible or as applicable
- practices organized along a tiered continuum beginning with strong universal supports (core classroom differentiated instruction) followed by intensified interventions matched to student needs
- data systems that guide implementation and that are used to screen, monitor, and assess student progress and equity
- resources allocated to ensure systems and practices are implemented with fidelity over time

This MTSS framework is an instrument to organize all environments in schools. MTSS consists of three tiers or levels of support:

***Universal Tier 1*** consists of high-quality instruction and supports that are provided for *all* students within their general classroom setting.

Characteristics of Tier 1:

- High-quality, systematic and explicit instruction
- Curriculum aligned to state standards
- Supports to facilitate active student engagement
- Differentiated instruction in whole and/or small groups

Students who are not successful at Tier 1 as evidenced by formal and informal assessments within the classroom will be considered for Targeted Tier 2 services.

***Targeted Tier 2*** consists of interventions that are provided to small groups of students who need more support than can be provided in Tier 1.

Characteristics of Tier 2:

- Include all of Tier 1
- Supplemental explicit, systematic, targeted instruction of identified skill/strategy deficits
- Frequent skill progress monitoring
- Increased opportunities for students to process and practice the target skill or behavior and receive specific feedback

Students who are successful in Tier 2 may continue with Tier 2 services or return to Tier 1. This will be determined by analysis of screening, benchmark, progress monitoring, and other formal

and informal assessments.

Students who are not successful in Tier 2 as evidenced by formal and informal assessments within the classroom and Tier 2 setting will be considered for Tier 3 services.

**Intensive Tier 3** consists of intensive support provided to small groups and/or individual students who need additional support beyond what they are receiving at Tiers 1 and 2.

Characteristics of Tier 3 include all of those in Tiers 1 and 2, as well as:

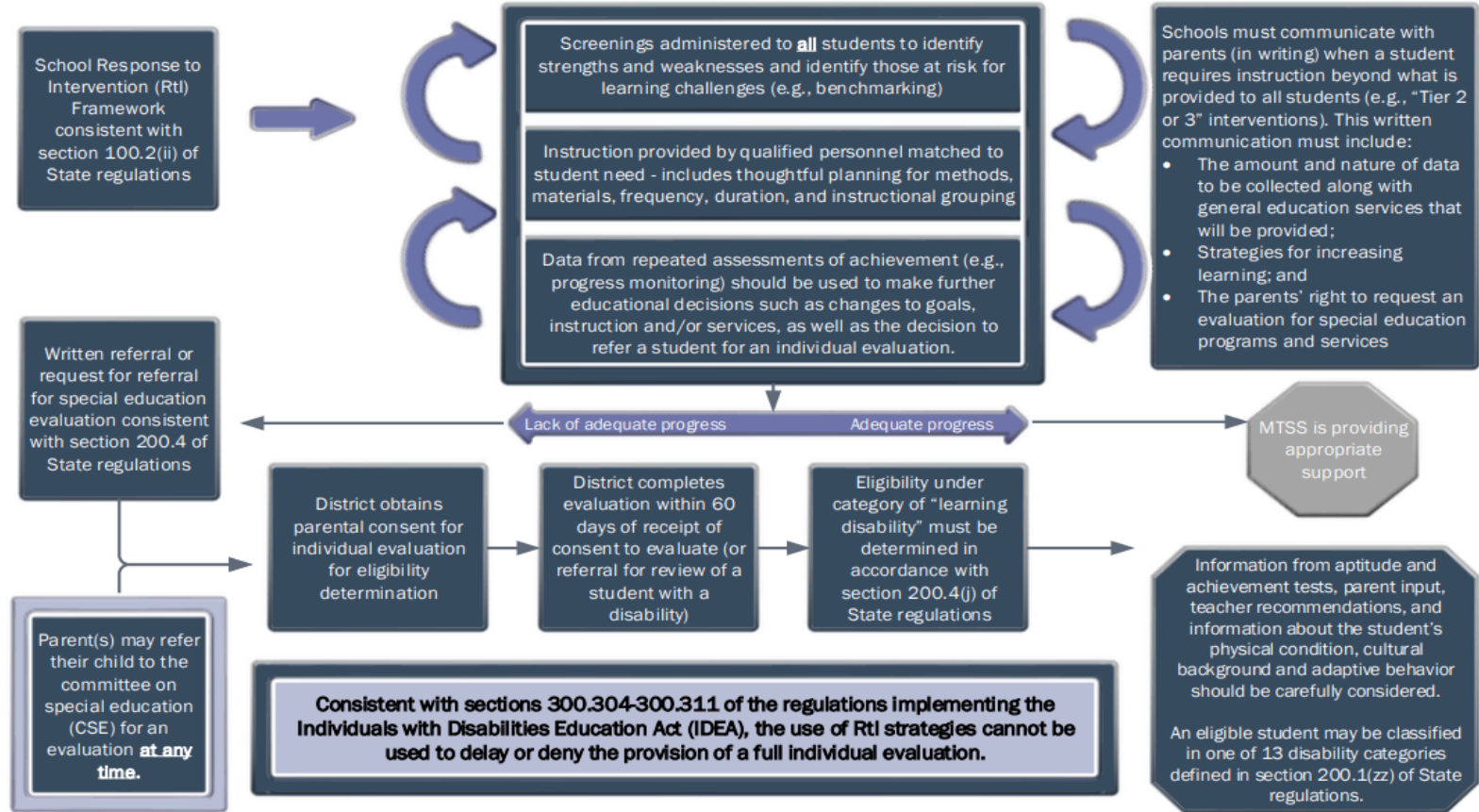
- Interventions that occur in an alternate setting (outside of the classroom)
- Alternate methods of explicit, systematic, targeted instruction of identified skill/strategy deficits
- Services that are provided individually or in small groups
- Frequency and duration of services that align with student needs

Students successful in Tier 3 may continue Tier 3, return to Tier 2, or return to Tier 1. Students not successful at Tier 3 may continue Tier 3 using an alternate intervention. If adequate progress is not evident, students may then be referred to special education to identify and evaluate the need for special education services.

## IDENTIFICATION OF STUDENTS WITH LEARNING DISABILITIES

WITHIN A MULTI-TIERED SYSTEM OF SUPPORT (MTSS)\*

\*Multi-Tiered System of Supports (MTSS), according to the Center on Response to Intervention at the American Institutes for Research (2013) is a prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs within intervention tiers that vary in intensity. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes. The increasingly intense tiers (e.g., Tier 1, Tier 2, Tier 3) represent a continuum of supports.



These documents are for illustration only. Please refer to Part 200 of the Regulations of the Commissioner of Education in New York State or the regulations implementing IDEA for detailed information on requirements for evaluations and eligibility determinations for students with disabilities. Additional information on implementing RtI within an MTSS framework is available at the New York State Response to Intervention Technical Assistance Center: <https://nvsrti.org/>.

## IDENTIFICATION OF STUDENTS WITH LEARNING DISABILITIES



## **English Language Learners/Multilingual Learners**

English Language Learners/Multilingual Learners will receive instruction per regulations of NYSED Education Law 3204, Part 154. ELL/MLL student engagement should support oral language and written academic language development for the classroom with a goal of reducing teacher talk and increasing student-centered learning using research-based ELL/MLL strategies and NYSED provided tools and resources. MTSS Services will be rendered based on the following:

- Review of the amount and type of ENL instruction that the student has received and is currently receiving
- The amount and type of home language instruction the student received in the past and is currently receiving in the school, if applicable
- Assurance that the language(s) used for assessments and interventions matches the language(s) used for core instruction of NYS standards as stipulated in the evaluation design of the CR Part 154 application packets.
- Student's proficiency on New York State Exams and growth on their NYSESLAT proficiency levels

## **Parent Notification Procedures:**

Parents and/or guardians will be notified in writing by the school principal if their child requires an MTSS intervention beyond the general education classroom. Additional notifications will be made as follows:

- i. Notification of commencement or change of services: Such notice shall be provided in English and translated, when appropriate, into the native language or mode of communication of the parent. The notice shall include a summary of the services to be provided to the student, the reason the student needs such services, and the consequences of not achieving expected performance levels.
- ii. Notification of the ending of services: The parent shall be notified in writing when services are no longer needed. Such notice shall be provided in English and translated, when appropriate, into the native language or mode of communication of the parent.
- iii. Ongoing communication with parents: The parent shall be provided with:
  - a. an opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing services, at least once per semester during the regular school year

b. reports on the student's progress at least once each quarter during the regular school year by mail, telephone, telecommunications, or other means, in a language or mode of communication understood by the parent

c. information on ways to work with the child to improve achievement, monitor the child's progress, and work with educators to improve the child's achievement

iv. Notification of parents' right to request an evaluation for special education programs and/or services: Each notification of commencement, change, or termination of MTSS services will include this information.

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