



Shelter Island School District

MTSS

Multi-Tiered System of Supports





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*This manual will be periodically updated

Updated on February 25, 2025



Mission Statement **Engage, Explore, Empower**

We want our students to cherish our small island community while applying and expanding their learning about, understanding of, and engagement with the wider world. To do this they must be:

- ethical and moral individuals
- respectful and responsible communicators
- creative and analytical thinkers
- knowledgeable and literate readers, writers, mathematicians and scientists
- participants in and audiences for art, drama, music, athletics, and other artistic, cultural, and social activities
- skilled and successful workers and consumers
- committed and active citizens

Vision Statement

We believe in community, empowerment, and integrity. We love, nurture, and educate our students so they gain knowledge and make good choices to grow and advance. We utilize our unique talents to collaborate with our students to be successful and impactful in their aspirations while ultimately making the world a better place.

Introduction

MTSS is a school model that uses data-driven problem-solving and incorporates system-level change to address both the academic and non-academic needs of all students. This model provides a comprehensive framework for how and when to administer support, and allows for the tools and time to implement such strategies.



Goal

The goal of this manual is to outline our school's MTSS process and support services for all students in grades K-12. MTSS is a general education initiative. Our goal is to provide academic and behavioral support through early intervention to all of our students with a subsequent goal of preventing students from falling behind. This manual is a comprehensive, living document that helps teachers, parents, and staff understand how Shelter Island UFSD supports its students academically and behaviorally.

MTSS Overview

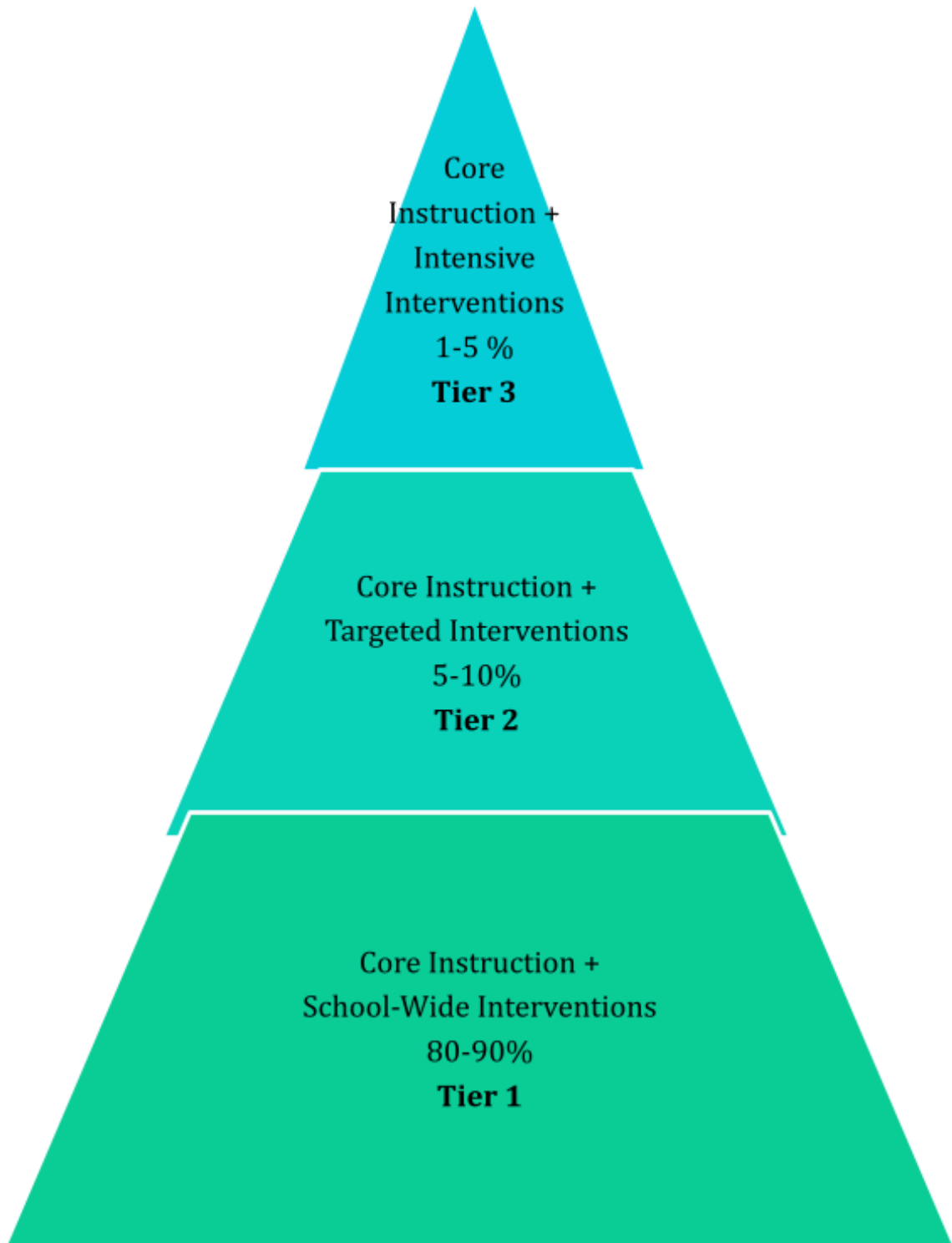
The basic features of MTSS include:

- Emphasis on an effective core curriculum
- A continuum of multiple supports for students based on their level of documented need
- Delivers interventions and services in a multi-tiered support structure, which utilizes increasingly intensive interventions and supports
- Emphasizes high-quality instruction at all levels
- Provides positive behavior intervention and supports
- Provides teacher learning and collaboration
- Collaboration between school and family in problem-solving

After understanding what MTSS is, it becomes more apparent what MTSS is NOT. MTSS is not an acronym for Special Education, nor is it a mechanism for classifying students. MTSS is not a program, but is a process of implementing high-quality, scientifically validated instruction based upon student needs.



TIERED LEVELS OF SUPPORT UNDER MTSS





The Process

If a parent or teacher has concerns about a child's behavior or academic progress, they meet with each other to discuss the concerns. If warranted, the teacher works with the district coaches (academic or behavioral) to develop some short-term Tier 1 classroom intervention to see if there's any change in the targeted behavior/skill area. The intervention attempted will depend on the concern. Some examples of Tier 1 interventions may include the following:

- use of a behavior chart
- working in a small group or 1:1 during the course of the school day or after school
- utilizing iReady's supplemental materials (Teacher Toolbox, teacher assigned lessons, workbooks).

During the interventions, data is collected. The teacher must keep notes on the effectiveness of the intervention. Anecdotal notes, data, and graphs are among the acceptable forms of documentation. If there is a lack of progress, despite several teacher interventions with district coaching support, then the teacher initiates filling out a referral packet, which is given to the MTSS team for consideration.

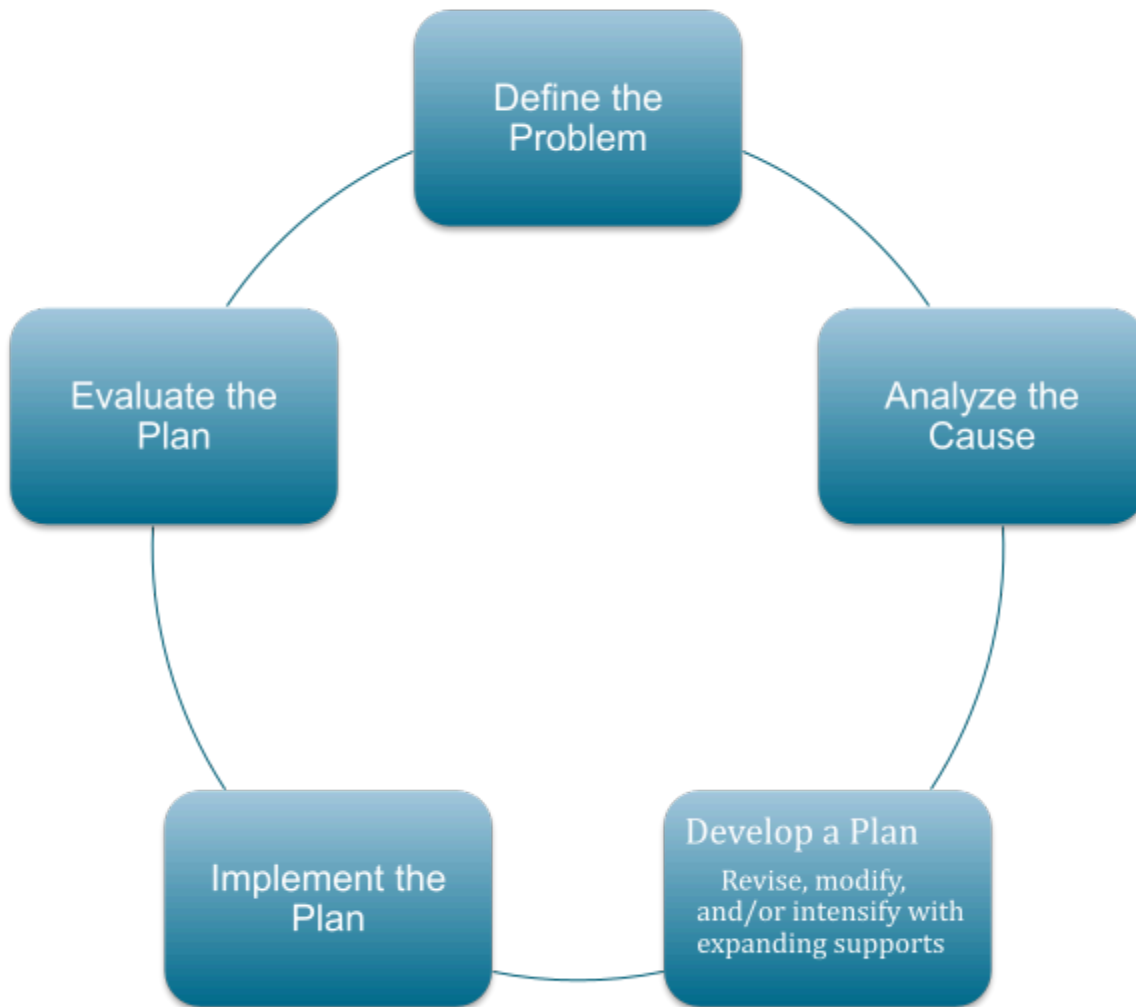
The MTSS team can be comprised of the any combination of the following members:

- school psychologist, speech teacher, literacy specialist, guidance counselor, social worker, administrator, general education teacher, and nurse.

The MTSS team meets to discuss students who have been referred. They will review the data, student history, and make suggestions for further interventions if warranted. A Tier 1, 2, or 3 intervention may result. If a recommended intervention is successful, the child could be discontinued from the intervention or returned to the previous tier. If the intervention is unsuccessful, the team may suggest increasing the frequency and/or duration of the same intervention or implementing a more intensive intervention at a higher tier. Decisions for further assessment or services will need approval from an administrator.



Role of the Multi-tiered Support System Team (MTSS)





MTSS Tiers

Core Instruction (Tier 1)

In the MTSS framework, all students in Tier 1 receive high quality, scientific, research-based instruction from general education teachers in the **core curriculum**. The core curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated. Tier 1 instruction occurs in the general education setting through either *differentiated instruction* or grade-level instruction. This tier includes all developmental domains such as behavioral and social development along with instruction in academic content areas. Tier 1 instruction must be both differentiated and culturally-responsive to serve approximately 80-90% of the student body and is effective for the vast majority of students. At this phase, general education teachers match students' prerequisite skills with course content to create an appropriate instructional match and use instructional strategies with fidelity that are evidence-based.

An important first step in identifying at-risk students is the use of **universal screening (such as iReady) and/or benchmarking** of students in academic areas. At Tier 1, universal screening for all students is conducted at least three times – at the beginning, middle, and end of the school year. Scores earned at different times during the year are used to determine whether a student's performance and progress is increasing, decreasing, or staying the same. Universal screening is typically done through brief assessments such as **curriculum-based measures (CBMs)**. Significant numbers of students meeting proficiency levels (e.g., 80% or greater) based on the results of universal screening tools is an indicator that the instruction in the core curriculum is effective. When there is evidence that instruction in the core curriculum is not effective, *schools must examine whether it is occurring school-wide or whether it is a class-specific problem*. If, for example, a school has a high percentage of students with a particular risk factor for low achievement (e.g., low-income), this does not automatically mean it is acceptable to refer a higher proportion of students in that school for MTSS services. Instead, consideration should be given to redesigning the core program so that it meets the needs of the school's core student population. When the core curriculum is effective, interventions within the core will need to be made for at-risk students. This is in accordance with their individual needs-based on universal screening/benchmarking data followed by progress monitoring.



Progress monitoring documents student growth over time to determine whether the student is progressing, as expected, in the core curriculum. A student's progress will need to be graphed after each formative assessment to track growth or lack thereof. CBMs are primarily used as a method for progress monitoring and are characterized as brief, easy-to-administer/score, and produce measures that are good predictors of a student's academic ability. CBMs are used for both screening/benchmarking and progress monitoring. Other measures of student performance such as classroom observations, state-wide and district-wide assessments, and other standardized testing may be considered when measuring the effectiveness of the interventions provided.

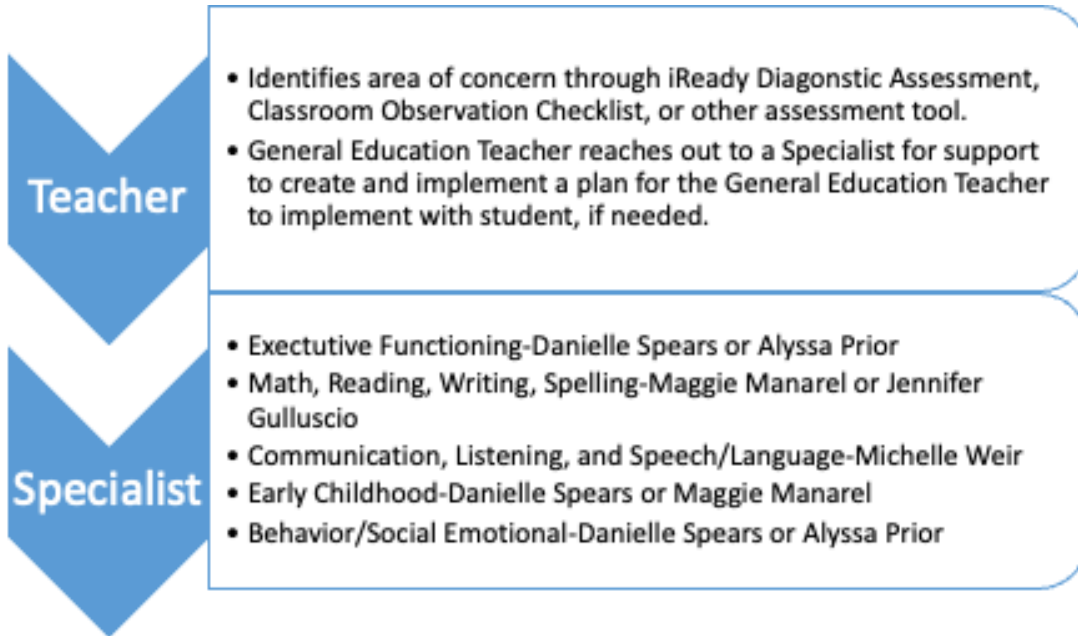
The data collected during Tier 1 progress monitoring of 'at-risk' students helps teams make informed decisions at the classroom level. This data provides a picture of the student's performance and rate of growth (i.e., progress) to inform instructional and curricular changes so that every student reaches proficiency on targeted skills. Students who do not reach a proficiency level at Tier 1 will need more strategic interventions. **Lack of responsiveness** is defined as the rate of improvement, or a progress slope, that is not sufficient for the student to become proficient with state standards within a reasonable timeline without provision of additional interventions. This is why accurate data collection and graphing is essential to track the rate of student progress.

The decision to advance to Tier 2 is based upon an analysis of the progress monitoring data and a determination of a lack of responsiveness at Tier 1. A holistic approach is needed when determining possible causes of the failure to progress, such as; inconsistent attendance, lack of appropriate participation, medical conditions, family crises, or other traumatic life changes that may impact the student's classroom performance. If these events are short-term, the team may decide to keep the student in Tier 1 and provide other support to address the immediate needs of the student. In very rare cases, some students are significantly below Tier 1 and Tier 2 peers, indicating a need for Tier 3 intensity in order for the student to make progress. The MTSS Team will make this determination when reviewing the student's individual needs.

Many interventions can and should be done in the regular classroom (Tier 1), following the principles of differentiated instruction and universal design, regardless of whether or not a teacher has any students receiving supplemental or intensive intervention support in their classroom. The following flow charts outline the support provided to teachers prior to making a referral to the MTSS for Tier 2 or 3 intervention.



Support Process for Teachers





Specialist works with General Education Teacher

Plan is created for the General Education Teacher to work with the student



General Education Teacher Implements Plan

Plan is implemented for 6- 8 weeks



General Education Teacher and Specialist Meet

Options:

- a.) Plan is reviewed and continued**
- b.) Plan is adjusted and implemented for another 6-8 weeks**
- c.) Referral to MTSS is made**
- d.) Plan is discontinued**



Supplemental and Strategic Interventions (Tier 2)

Strategic interventions are provided to students who are not achieving the desired standards through the core curriculum alone, despite differentiated high-quality instruction. Tier 2 typically consists of 5-10% of the student body. Strategic interventions supplement (not replace) the instruction in the core curriculum provided in Tier 1 and should be targeted at identifying student needs and stated in an intervention plan. Decisions about selecting the appropriate strategic interventions should be made when a student begins to receive the strategic support and then reviewed through progress monitoring at appropriate intervals after interventions are implemented.

Strategic interventions are intended to be short-term and are put in place for immediate implementation; however, students may continue to receive supplemental interventions for as long as they are making reasonable progress. While no specific time frame is mandated, interventions need to be in place for a period long enough to accumulate streams of meaningful data (typically 6-8 weeks). This will allow the teams to make informed and well-considered decisions. Interventions are generally provided in smaller groupings; they may occur in the main classroom or in other settings. Instruction must be provided by trained staff and supervised by individuals with expertise in the intervention chosen by the MTSS team.

At Tier 2, progress monitoring involves reviewing existing data of the student's performance and progress using CBM tools. Progress monitoring is done more frequently at Tier 2 than Tier 1. Data gathered through Tier 2 progress monitoring informs teams of modifications needed for student intervention plans. For example, if progress monitoring data reflects student performance below the target line over multiple periods of data collection, either the amount or frequency of the intervention should be increased, or new strategic interventions should be added.

Students who are successful may no longer require strategic instruction once they reach a delineated benchmark. However, a significant number of students experiencing success with these strategic interventions will continue to need this level of support over an extended period of time to remain successful. For a small percentage of students, Tier 2 interventions will not be enough. If a student is not making adequate progress after it is determined that the strategic interventions have been implemented with fidelity, the student may require a more intensive intervention, placing them in Tier 3.



Intensive Interventions (Tier 3)

Intensive interventions (Tier 3) are designed to accelerate a student's rate of learning. This is done by increasing the frequency and duration of individualized interventions based on targeted assessments that analyze the lack of responsiveness to the interventions provided through core and strategic interventions. Intensive interventions are supplemental to core (Tier 1) and strategic (Tier 2) interventions and are targeted to specific individual student needs. Students receiving intensive support are those students who are performing *significantly below standards* and who have not adequately responded to high quality interventions provided at the Core and supplemental levels.

Intensive interventions generally are required for fewer than 5% of the student body and are usually delivered in groups of approximately 1-5 students. Progress monitoring is completed more frequently at this level. In addition to the interventions the student is receiving in the core curriculum and/or at the strategic level, they may need even more additional time or modifications for success.

Prior to selecting intensive interventions, **targeted assessments** are typically conducted. These assessments are more diagnostic in nature and use direct measures in addition to analysis of MTSS data to provide more in-depth information about a student's specific instructional needs. They are used to identify the student's skill deficits. Targeted assessments may be administered by specially trained general education teachers, reading specialists, school psychologists, and/or other specialists. Targeted assessments include the use of interviews, observations, error analysis techniques, CBMs (in this case targeting a very narrow skill), other standardized assessments, and/or a functional behavioral assessment.

Students who are successful with this level of support and no longer need intensive individualized interventions may be returned to previous levels of support. Students who are *not successful* or *require permanence in terms of intensity* of interventions should be referred to MTSS which will consider the need for further norm-based assessment(s).



Parent Participation

Parent involvement at all levels is a key component of the MTSS process. Parents can provide a critical perspective on their child. Factors such as student attendance, recent traumatic events, or problems with friends at school may affect a student's progress. Being informed about these issues will provide the MTSS team a holistic picture of the student allowing for an effective intervention to be implemented. The school will make a concerted effort to involve parents throughout the process. This contact may be in the form of, but not limited to, parent-teacher conferences, meetings, report cards, progress reports, parent questionnaires, phone calls, student journals, or other means of communication. Additionally, parents may be provided materials to support their child at home through extra practice to help them develop weak skills.

Entrance Criteria and Exit Criteria for support at each grade level are outlined on the following pages. Meeting one qualification from Entrance Criteria or Exit Criteria may not be sufficient evidence that a student either needs services or that services should be discontinued. In many cases, students who show the most need will qualify for services before peers who may exhibit less need. The decision to provide services will be at the discretion of the MTSS team, classroom teacher and the teacher providing services in the particular subject area, based on all data presented.

Tier 2 or 3 interventions may be provided by a certified K-6 classroom teacher, English Language Arts teacher, Literacy Specialist, Math Specialist, or Special Education teacher. The curriculum used may include Leveled Literacy Intervention, Sonday System, supplemental materials from iReady and/or classroom lessons, and other research based sources. Intervention continues as long as it takes the child to reach exit criteria.



MTSS SUPPORT SERVICES

ENGLISH LANGUAGE ARTS

READING INTERVENTION SERVICES (AIS)

(Potential Program Examples: Sonday System, LLI, iReady, Clear Fluency)

**Special Education and ENL students may be eligible for AIS services if they don't conflict with their required SE or ENL programming.*

Final determination of entering or exiting a program will be determined by the MTSS committee.

Grade Level	Entrance Criteria	Exit Criteria
Kindergarten Kindergarten students enter the district with various skills depending on previous learning experiences	Limited Letter and Sound Identification Delayed Kindergarten Screening results iReady Reading Diagnostic Results of Emerging Kindergarten EL Education Skills Block Progress Tracker (two grade levels below) Report card grades (mostly 1's in reading, language arts, and spelling) MTSS recommendation (includes observation) Teacher recommendation	 iReady testing indicating high performance or high growth EL Education Skills Block Progress Tracker (on or one level below grade level) Report card grades (mostly 3's and 4's in reading, language arts, and spelling) MTSS recommendation Teacher recommendation



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Grade Level	Entrance Criteria	Exit Criteria
First Grade	<p>Report card grades (mostly 1's in reading, language arts, and spelling)</p> <p>iReady Reading Diagnostic Results two or more years below grade level and low growth</p> <p>EL Education Skills Block Progress Tracker (two grade levels below)</p> <p>MTSS recommendation (includes observation)</p> <p>Teacher recommendation</p>	<p>Report card grades (mostly 3's and 4's in reading, language arts, and spelling)</p> <p>iReady testing indicating high growth or high performance</p> <p>EL Education Skills Block Progress Tracker (on or one level below grade level)</p> <p>MTSS recommendation</p> <p>Teacher recommendation</p>
Grade Level	Entrance Criteria	Exit Criteria
Second Grade	<p>Report card grades (mostly 1's in reading, language arts, and spelling)</p> <p>iReady Reading Diagnostic Results more than one year below grade level and low growth.</p> <p>EL Education Skills Block Progress Tracker (two grade levels below)</p> <p>MTSS recommendation (includes observation)</p> <p>Teacher recommendation</p>	<p>Report card grades (mostly 3's and 4's in reading, language arts, and spelling)</p> <p>iReady testing indicating high performance or high growth</p> <p>EL Education Skills Block Progress Tracker (on or one level below grade level)</p> <p>MTSS recommendation</p> <p>Teacher recommendation</p>



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Grade Level	Entrance Criteria	Exit Criteria
Third Grade	<p>Report card grades (mostly 1's in reading, language arts, and spelling)</p> <p>iReady Reading Diagnostic Results two or more years below grade level</p> <p>MTSS recommendation (includes observation)</p> <p>Teacher recommendation</p>	<p>Report card grades (mostly 3's and 4's in reading, language arts, and spelling)</p> <p>iReady testing indicating high growth or high performance</p> <p>MTSS recommendation</p> <p>Teacher recommendation</p>
Grade Level	Entrance Criteria	Exit Criteria
Fourth Grade	<p>Below Target Score on the Grade 3 NYS ELA exam</p> <p>iReady Reading Diagnostic Results two or more years below grade level</p> <p>Report card grades (mostly 1's in reading, language arts, and spelling)</p> <p>MTSS recommendation (including observation)</p> <p>Teacher recommendation</p>	<p>Score of 3 or 4 on the State ELA exam</p> <p>iReady testing indicating high growth or high performance</p> <p>Report card grades (mostly 3's and 4's in reading, language arts, and spelling)</p> <p>MTSS recommendation</p> <p>Teacher recommendation</p>



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Grade Level	Entrance Criteria	Exit Criteria
Fifth Grade	<p>Below Target Score on the Grade 4 NYS ELA exam</p> <p>iReady Reading Diagnostic Results two or more years below grade level</p> <p>Report card grades (mostly 1's in reading, language arts, and spelling)</p> <p>MTSS recommendation (including observation)</p> <p>Teacher recommendation</p>	<p>Score of 3 or 4 on the State ELA exam</p> <p>iReady testing indicating high growth or high performance</p> <p>Report card grades (mostly 3's and 4's in reading, language arts, and spelling)</p> <p>MTSS recommendation</p> <p>Teacher recommendation</p>
Grade Level	Entrance Criteria	Exit Criteria
Sixth Grade	<p>Below Target Score on the Grade 5 NYS ELA exam</p> <p>iReady Reading Diagnostic Results two or more years below grade level</p> <p>Report Card Grades (below 70 in ELA) for two consecutive marking periods</p> <p>MTSS recommendation (including observation)</p> <p>Teacher recommendation</p>	<p>Score of 3 or 4 on the State ELA exam</p> <p>iReady testing indicating high growth or high performance</p> <p>Report card grades (75 or above) for two consecutive marking periods</p> <p>MTSS recommendation</p> <p>Teacher recommendation</p>



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Grade Level	Entrance Criteria	Exit Criteria
Seventh Grade	<p>Below Target Score on the Grade 6 NYS ELA exam</p> <p>Report card grades (below 70 in ELA) for two consecutive marking periods</p> <p>iReady Reading Diagnostic Results two or more years below grade level</p> <p>MTSS recommendation (including observation)</p> <p>Teacher recommendation</p>	<p>Score of 3 or 4 on the State ELA exam</p> <p>Report card grades (75 or above) for two consecutive marking periods</p> <p>iReady testing indicating high growth or high performance</p> <p>MTSS recommendation</p> <p>Teacher recommendation</p>
Grade Level	Entrance Criteria	Exit Criteria
Eighth Grade	<p>Below Target Score on the Grade 7 NYS ELA exam</p> <p>iReady Reading Diagnostic Results two or more years below grade level</p> <p>Report card grades (below 70 in ELA) for two consecutive marking periods</p> <p>MTSS recommendation</p> <p>Teacher recommendation</p>	<p>Score of 3 or 4 on the State ELA exam</p> <p>iReady testing indicating high growth or high performance</p> <p>Report card grades (75 or above) for two consecutive marking periods</p> <p>MTSS recommendation</p> <p>Teacher recommendation</p>



ENGLISH LANGUAGE ARTS ACADEMY

Grade Levels	Entrance Criteria	Exit Criteria
Ninth through twelfth grade	Below Target Score on the Grade 8 NYS ELA exam	(No State Test Administered in Grade 9)
	Score below of 65 on the English Regents exam	Regents score of 65 or higher
	Report card grades (below 70 in ELA) for two consecutive marking periods	Report card grades (75 or above) for two consecutive marking periods
	MTSS recommendation	MTSS recommendation
	Teacher recommendation	Teacher recommendation

WRITING INTERVENTION SERVICES (AIS)

The MTSS Committee recognizes that some students may have a skill deficit within their writing. Students who exhibit weakness in spelling, punctuation, and grammar will be identified through writing assessments and student work samples. Students will be reviewed on a case by case basis. Additional services or adjustments to their academic program may or may not be recommended. Potential services may include, but are not limited to the following: differentiated instruction (during or after school), AIS or Academy services.



MATHEMATICS

MATHEMATICS INTERVENTION SERVICES (AIS)

(Potential Program Examples: iReady, Equals)

Final determination of entering or exiting a program will be determined by the MTSS committee.

Grade Level	Entrance Criteria	Exit Criteria
Kindergarten Kindergarten students enter the district with various skills depending on previous learning experiences.	Delayed Kindergarten screener results iReady Math Diagnostic Results Emerging Kindergarten Report card grades (mostly 1's) MTSS recommendation (including observation) Teacher recommendation	 iReady testing indicating high growth or high performance Report card grades (mostly 3's) MTSS recommendation Teacher recommendation
Grade Level	Entrance Criteria	Exit Criteria
First grade	Report card grades (mostly 1's in math) iReady Math Diagnostic Results (two or more years below grade level and low growth) Report card grades (mostly 1's) MTSS recommendation (including observation) Teacher recommendation	Report card grades (mostly 3's and 4's in math) iReady testing indicating high growth or high performance Report card grades (mostly 3's) MTSS recommendation Teacher recommendation



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Grade Level	Entrance Criteria	Exit Criteria
Second grade	<p>iReady Math Diagnostic Results (two or more grade levels below and low growth)</p> <p>Report card grades (mostly 1's in math)</p> <p>MTSS recommendation (including observation)</p> <p>Teacher recommendation</p>	<p>iReady testing indicating high growth or high performance</p> <p>Report card grades (mostly 3's & 4's in math)</p> <p>MTSS recommendation</p> <p>Teacher recommendation</p>
Grade Level	Entrance Criteria	Exit Criteria
Third grade	<p>iReady Math Diagnostic Results (two or more grade levels below and low growth)</p> <p>Report card grades (mostly 1's in math)</p> <p>MTSS recommendation (including observation)</p> <p>Teacher recommendation</p>	<p>iReady testing indicating high growth or high performance</p> <p>Report card grades (mostly 3's & 4's in math)</p> <p>MTSS recommendation</p> <p>Teacher recommendation</p>



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Grade Level	Entrance Criteria	Exit Criteria
Fourth grade	<p>Below Target Score on the Grade 3 NYS Math exam</p> <p>iReady Math Diagnostic Results (two or more grade levels below and low growth)</p> <p>Report card grades (mostly 1's in math)</p> <p>MTSS recommendation (including observation)</p> <p>Teacher recommendation</p>	<p>Score of 3 or 4 on State Math exam</p> <p>iReady testing indicating high growth or high performance</p> <p>Report card grades (mostly 3's & 4's in math)</p> <p>MTSS recommendation</p> <p>Teacher recommendation</p>
Grade Level	Entrance Criteria	Exit Criteria
Fifth grade	<p>Below Target Score on the Grade 4 NYS Math exam</p> <p>iReady Math Diagnostic Results (two or more grade levels below and low growth)</p> <p>Report card grades (mostly 1's)</p> <p>MTSS recommendation (including observation)</p> <p>Teacher recommendation</p>	<p>Score of 3 or 4 on State Math exam</p> <p>iReady testing indicating high growth or high performance</p> <p>Report card grades (mostly 3's)</p> <p>MTSS recommendation</p> <p>Teacher recommendation</p>



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Grade Level	Entrance Criteria	Exit Criteria
Sixth grade	<p>Below Target Score on the Grade 5 NYS Math exam</p> <p>iReady Math Diagnostic Results (two or more grade levels below and low growth)</p> <p>Report Card grades (below 70 in Math) for two consecutive marking periods</p> <p>MTSS recommendation (including observation)</p> <p>Teacher recommendation</p>	<p>Score of 3 or 4 on State Math exam</p> <p>iReady testing indicating high growth or high performance</p> <p>Report card grades (75 or above) for two consecutive marking periods</p> <p>MTSS recommendation</p> <p>Teacher recommendation</p>
Grade Level	Entrance Criteria	Exit Criteria
Seventh grade	<p>Below Target Score on the Grade 6 NYS Math exam</p> <p>iReady Math Diagnostic Results (two or more grade levels below and low growth)</p> <p>Report Card grades (below 70 in Math) for two consecutive marking periods</p> <p>MTSS recommendation (including observation)</p> <p>Teacher recommendation</p>	<p>Score of 3 or 4 on State Math exam</p> <p>iReady testing indicating high growth or high performance</p> <p>Report card grades (75 or above) for two consecutive marking periods</p> <p>MTSS recommendation</p> <p>Teacher recommendation</p>



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Grade Level	Entrance Criteria	Exit Criteria
Eighth grade	<p>Below Target Score on the Grade 7 Math exam</p> <p>iReady Math Diagnostic Results (two or more grade levels below and low growth)</p> <p>Report Card grades (below 70 in Math) for two consecutive marking periods</p> <p>MTSS recommendation (including observation)</p> <p>Teacher recommendation</p>	<p>Score of 3 or 4 on State Math exam</p> <p>iReady testing indicating high growth or high performance</p> <p>Report card grades (75 or above) for two consecutive marking periods</p> <p>MTSS recommendation</p> <p>Teacher recommendation</p>

MATH ACADEMY

Grade Levels	Entrance Criteria	Exit Criteria
Ninth through twelfth grade	<p>Report card grades (below 70 in math) for two consecutive marking periods.</p> <p>Below Target Score on the Grade 8 NYS Math exam (current 9th graders only)</p> <p>Math Regents score lower than 65, if applicable</p> <p>MTSS recommendation (including observation)</p> <p>Teacher recommendation</p>	<p>Report card grades (75 or above) for two consecutive marking periods</p> <p>Math Regents score of 65 or above.</p> <p>MTSS recommendation</p> <p>Teacher recommendation</p>



SCIENCE

SCIENCE INTERVENTION SERVICES

Grade Level	Entrance Criteria	Exit Criteria
Sixth grade	Score of 1 or 2 on 5 th grade state science test MTSS recommendation Teacher recommendation	Report card grades of 75 or higher for two consecutive marking periods MTSS recommendation Teacher recommendation

SCIENCE ACADEMY

Grade Levels	Entrance Criteria	Exit Criteria
Ninth-Twelfth	Scoring below a 65 on the state designated performance level on a Regents science state assessment required for graduation MTSS recommendation Teacher recommendation	Receiving a 65 or above on a Regents science state assessment required for graduation. MTSS recommendation Teacher recommendation



ENRICHMENT SERVICES

The MTSS Committee recognizes that students may excel academically within their grade level. Students who exhibit these characteristics will be identified and reviewed on a case by case basis. Additional services or adjustments to their academic program may or may not be recommended. Potential services may include, but are not limited to the following: differentiated instruction, honors/AP courses, personalized learning through iReady.



STUDENT SUPPORT SERVICES

OCCUPATIONAL THERAPY

Service	Entrance Criteria	Exit Criteria
Occupational Therapy	<p>Medical data ascertained by a qualified medical evaluator contracted by the school. There must be evidence of the following:</p> <ul style="list-style-type: none">-Difficulty with visual/ motor/perceptual skills.-Handwriting concerns <p>AND</p> <ul style="list-style-type: none">-The student must demonstrate performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean on a standardized motor/neurological developmental instrument.-Referral from the MTSS committee or Special Education Department Please note a physician's prescription is required to begin treatment.	<p>Met goals in therapy (improvement or return to age-appropriate functioning)</p> <ul style="list-style-type: none">-Standardized testing reveals age appropriate skills. <p>MTSS will review data yearly or as needed to determine eligibility for services.</p>



PHYSICAL THERAPY

Service	Entrance Criteria	Exit Criteria
Physical Therapy	<p>Medical data ascertained by a qualified medical evaluator contracted by the school. There must be evidence of the following:</p> <p>Impaired motor functioning that significantly interferes with educational performance;</p> <p>and</p> <p>-Deficits in muscular or neuromuscular functioning that significantly limits the student's ability to move about, sit, or manipulate materials required for learning;</p> <p>and</p> <p>-Student's bone, joint, or muscle problems affect ambulation, posture, or gross and fine motor skills</p> <p>OR</p> <p>-The student must demonstrate performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean on a standardized motor/neurological developmental instrument.</p> <p>-Referral by the MTSS committee or Special Education Department Please note a physician's prescription is required to begin treatment.</p>	<p>Met goals in therapy (improvement or return to age appropriate functioning)</p> <p>-Standardized testing reveals age appropriate skills.</p> <p>MTSS will review data yearly or as needed to determine eligibility for services.</p>



SPEECH AND LANGUAGE THERAPY

Service	Entrance Criteria	Exit Criteria
Speech and Language Therapy	Evaluation by Speech and Language Pathologist indicates speech and/or language disorder 1.5 SD below the norm or below the 16 th percentile indicating a range of moderate to severe delay in the areas of pre-linguistic communication, receptive language, expressive language, articulation, oral-motor, voice, fluency, hearing, pragmatics, and problem-solving.	Masters goals set for disordered area as well as carries newly acquired skills over into other settings (i.e., classrooms and home) Standardized testing reveals age appropriate skills. MTSS will review data yearly or as needed to determine eligibility for services.
Speech Intervention	Screener and observation by Speech and Language Pathologist indicates speech and/or language weakness in the areas of pre-linguistic communication, receptive language, expressive language, articulation, oral-motor, voice, fluency, hearing, pragmatics, and problem-solving.	Masters goals set for weakened area as well as carries newly acquired skills over into other settings (i.e., classroom and home). MTSS will review data yearly or as needed to determine eligibility for services.



PSYCHOLOGICAL SERVICES

Service	Entrance Criteria	Exit Criteria
Counseling	<p>Parent, teacher, MTSS, or student self-referral</p> <p>Social Emotional Screener</p> <p>Evaluation results reveal significant concerns (at least 1.5 standard deviations below the norm) in social, emotional, or behavioral functioning</p> <p>Frequency of student being seen will be determined by Psychologist/School Counselor, which is based on the student needs after the initial clinical evaluation</p>	<p>Students have returned to a level of functioning whereby any social, emotional, or behavioral deficit is not significantly impacting their school functioning. This can be determined by standardized and/or clinical assessment(s)</p> <p>MTSS will review data yearly or as needed to determine eligibility for services</p>
Behavior Plans	<p>Parent, teacher, or MTSS referral</p> <p>Evaluation results, possibly including a functional behavioral assessment, reveals significant concerns that are adversely impacting the student's academic, social, or behavioral functioning within the school setting</p>	<p>Student has met the goals of the behavior plan so that the frequency, duration, or intensity of maladaptive behaviors is reduced to the extent that they no longer significantly impede learning or socialization within the school setting</p> <p>MTSS will review data yearly or as needed to</p>



		determine eligibility for services
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Definition of Terms

Academic Intervention Services (AIS)- Academic Intervention Services means additional instruction that supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards as defined in subdivision (t) of this section and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency pursuant to Part 154 of this Title or special education services and programs as defined in Education Law, section 4401(1) and (2). Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic intervention services shall be made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such student pursuant to section 4402 of the Education Law. -NYSED.gov

Multi-tiered System of Supports (MTSS)- Committee includes, but is not limited to, psychologist, reading specialist, speech therapist, school nurse, a general education teacher, an administrator, and a guidance counselor, whose purpose is to look at the data and make recommendations on students who have been referred to the committee for a variety of reasons. The MTSS can identify remediation strategies and make instructional recommendations.

Benchmark Assessment- Benchmark assessments are tests administered throughout the school year to give teachers immediate, formative feedback on how their students are performing. Regular use of benchmark assessments is seen by many as a tool to boost student achievement.

English Language Arts (ELA)- The four primary components upon which English Language Arts instruction is based are reading, writing, spelling, and oral communication.

Fidelity- Refers to the accuracy, loyalty, and attentiveness with which instruction or intervention is implemented, and assessments are administered.



Screening- Screening is a type of assessment that is characterized by providing quick, low-cost, repeatable testing of age-appropriate critical skills (e.g., knowing basic additional facts or reading a list of high frequency words) or behaviors (e.g., tardiness or blurting out).

Progress monitoring- A set of assessment procedures for determining the extent to which students are benefiting from classroom instruction and for monitoring curriculum effectiveness. Progress monitoring is a valid and efficient tool for gauging the effectiveness of instruction, determining whether instructional modifications are necessary, and providing important information for eventual classification and placement decisions. Progress monitoring is the scientifically based practice of assessing students' academic performance on a regular basis for three purposes:

1. To determine whether children are profiting appropriately from the instructional program, including the curriculum;
 2. To build more effective programs for the children who do not benefit;
- and
3. To estimate rates of student improvement (National Center on Student Progress Monitoring, 2006).



Frequently Asked Questions

Must Academic Intervention Services be provided to students with disabilities?

Yes. Academic Intervention Services must be provided to students with disabilities on the same basis as non-disabled students. Students with disabilities are determined to need such services in the same manner as students without disabilities, i.e., by scoring below the designated performance level on State assessments or through the district-adopted or district-approved procedure.

Relationship of AIS to Programs Under CR Part 154 for LEP/ELL Students
Academic Intervention Services for limited English proficient (LEP)/English language learners (ELL) must be supplementary and "in addition to" and must not replace the bilingual and freestanding ESL instructional program requirements under CR Part 154 services. AIS must be planned and implemented in coordination with the LEP student's general education program.

Relationship of AIS to Special Education Programs Under Education Law, Sections 4401 (1) (2)

Academic Intervention Services are additional general education instructional and/or support services that assist students in meeting State learning standards. AIS services are provided in addition to, and must not replace, special education services. Because AIS services are general education services, they should not be indicated on the individualized education program (IEP)

Are there any assessments given to entering KINDERGARTEN students?

Yes. During the spring, before a child enters kindergarten, he/she is invited to the school for a kindergarten screening. The child is given the Developmental Indicators for the Assessment of Learning-fourth edition (DIAL-4). It screens the child in the areas of language skills, motor skills, concept development, as well as social and behavioral development. The parent receives a report of the results, and if there are any potential concerns, staff and parents can meet to discuss possible recommendations. As this is a screener, its sole purpose is to assess the child's readiness for kindergarten.



Additional References

<http://www.nrclld.org>

National Research Center on Learning Disabilities- additional information on RTI, including thorough descriptions on the three Tiers.

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Please see the school website for updated revisions as they become available.