

Miller Place Union Free School District



MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) PLAN

GRADES K-5

2026-2027

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Introduction

The Miller Place School District has developed a plan based on an outline provided by New York State. This plan will be reviewed on a yearly basis. The MTSS plan was structured within the framework of current staffing, state recommendations, and available resources.

The Purpose of MTSS

The *New York State Education Department's (NYSED'S) Multi-Tiered System of Supports - Integrated (MTSS-I) Pilot Framework, October 2023*, describes MTSS as “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 (ESSA) defines MTSS as a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs (e.g., academic, behavioral, social-emotional, student physical and mental health) with regular observation to facilitate data-based instructional decision making that supports all learners. 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 can navigate and access what they need, MTSS helps schools organize the delivery of a continuum of supports so that students are able to access the level of support they need when it is needed.”

Benefits of MTSS

When MTSS is implemented with fidelity the focus is on the system to ensure that all students get what they need to be successful learners. The MTSS framework enables the alignment of systems necessary to help schools and districts integrate priorities and organize resources. Using a continuum of evidence-based instruction, interventions, and assessment practices, all students receive the level of support they need. Other benefits related to MTSS include:

- support provided for individuals who interact with students in the form of PD, technical assistance, and instructional coaching;
- clearly defined roles and responsibilities for individuals who interact with students;
- a coherent system for continuous improvement; and
- a common understanding and language when discussing implementation and expected outcomes.

Each student will be placed in one of three “tiers” (pictured below). In this structure, programs are more appropriately tailored to fit a student’s specific needs. In addition to the tier interventions, the teachers will utilize our current reading and math programs to support struggling learners. These programs will be utilized within the various MTSS tiers so that students can acquire the necessary skills for current and future success.

ACADEMIC

MTSS INTERVENTIONS

BEHAVIOR

TIER III: Intensive Intervention

- Grade K *Foundations* Double Dose 5x/week
- Grades 1-2 *Leveled Literacy Instruction*
- Grades 3-5 *CODE/Read 180*
- Small Group/Guided Reading in-class instruction 5x/week
- Grades K-2 Touch Math
- Grades 1-2 Bridges Math
- Grades 3-5 Reflex Math 3-5x/week
- Grades K-5 Math small group pull-out 4-5x/week
- MTSS Speech 1-2x/week
- MTSS OT and/or PT pull-out

TIER II: Targeted Intervention

- Small Group/Guided Reading: In-class instruction (Concept groups) 2-4x/week
- Grades K-2 *Foundations* Double Dose pull-out 3x/week
- Grades 1-2 *Leveled Literacy Instruction* pull-out 3x/week
- Grades K-2 *Heggerty*
- Grades 3-5 *CODE/Read 180*
- MTSS Speech strategies based on specific area(s) of concern
- Math In-class (Concept groups) 2-4x/week
- Grades 1-2 Bridges Math
- Grades 3-5 Reflex Math 2-3x/week
- Grades K-5 Math small group pull-out 3x/week
- Grades K-2 Touch Math
- OT/PT Checklist

TIER I: Core Instruction

- Grade K-5 Explicit classroom instruction HMH *Into Reading* Vocabulary, Comprehension, Fluency, Grammar, Oral Language
- Writer's Workshop
- Grades K-3 *Foundations*: Phonics, Handwriting, Spelling
- Grades K-1 *Heggerty*: Phonemic Awareness
- Small Group/Guided reading 2x/week: All reading components
- Online reading resources i.e. Raz-Kids
- Grade K-5: Math small group differentiation, reteaching, centers
- Grade K-5 NYS Math Modules
- Grades 2-5 Reflex Math 1-2x/week- General Education 3x/week; ICT 2-5

TIER III: Intensive Intervention

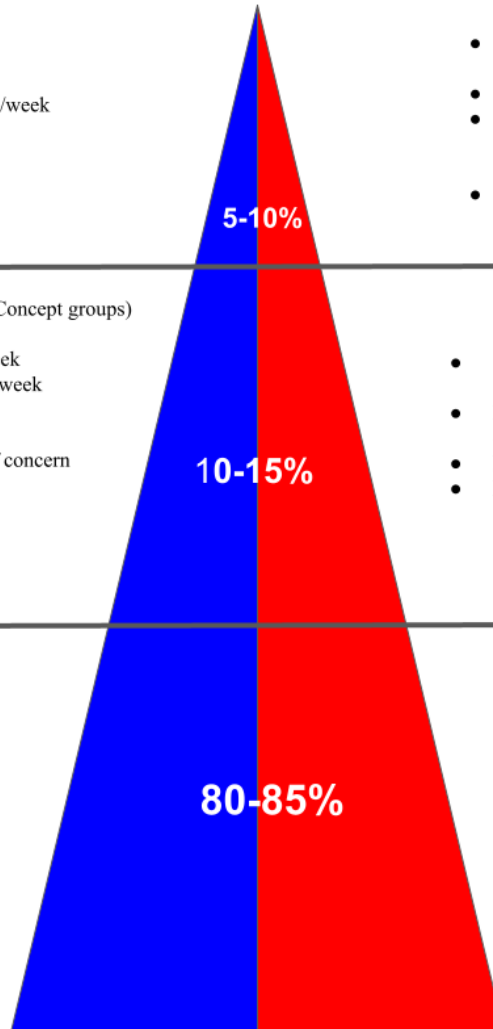
- Counseling as an educationally related support service
- Mental Health Team behavioral supports
- Individualized daily positive behavior supports i.e. behavior charts sent home, visuals prompts, individualized reinforcers
- Sensory input supports

TIER II: Targeted Intervention

- Social Skills group/Lunch Bunch/Individual counseling/Families in Transition
- Individualized positive behavior supports i.e. behavior charts, visual prompts
- Environmental Modifications
- Parent meetings

TIER I: Universal Supports

- Classroom Behavior Plans
- Movement breaks, classroom jobs, tickets, Kindness Coupons
- SEL: Mindfulness, Growth Mindset, Character Education Programs, Personal/Child Safety lessons, positive learning behaviors, peer interactions
- Explicit classroom instruction
- Grades K-5 Certified Counselor instruction
- Grades 3-5 certified Health teacher Health instruction
- Classwide mental health support;
- Parent communication and engagement
- Grades K-2 *Great Body Shop*
- Flexible seating



Tier I

The core, researched-based curriculum is implemented by classroom teachers in the general education classroom. Appropriate instruction and research-based instructional interventions in this tier should meet the needs of at least 80 percent of all learners and align with the New York State learning standards. Universal screening will be administered to students in grades two through five in the general education classroom three times per year. Students in grades Kindergarten and one, identified as at-risk by one or more data sources, will receive universal screening three times per year. Following the universal screening, students who are identified will receive additional instruction or interventions within the general education classroom in small groups based upon identified need. Students in need of additional support are monitored weekly by the classroom teacher for five or six weeks. This additional intervention is implemented by the classroom teacher and monitored for fidelity and effectiveness using multi-tier differentiated instruction.

- Research-based core curriculum
- Includes all students
- Universal screening at least 3 times yearly
- A 90-minute reading block in the areas of:
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
 - Oral Language

The Six Pillars of Literacy Instruction based on the Science of Reading (SOR):

1. **Phonemic Awareness**- understanding that the sounds of spoken language work together to make words.
2. **Phonics**- understanding that there is a relationship between letters and sounds through written language.
3. **Fluency**- the ability to read orally with appropriate speed, accuracy and proper expression.
4. **Vocabulary**- refers to the words children must know to communicate effectively and the ability to understand new words.
5. **Comprehension**- constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood.
6. **Oral Language - encompassing speaking and listening skills.**

The Five Critical Components for Math Proficiency

1. **Adaptive Reasoning** - The capacity for logical thought, reflection, explanation, and justification in mathematical contexts.
2. **Strategic Competence** - The ability to formulate, represent, and solve mathematical problems in a variety of ways.
3. **Conceptual Understanding** - Comprehension of mathematical concepts, operations, and relations, rather than just memorizing facts and procedures.
4. **Productive Disposition** - The habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
5. **Procedural Fluency** - The ability to carry out mathematical procedures accurately, efficiently, and flexibly.

Tier II

Tier II includes individualized, targeted supports for students with more significant academic, behavioral, and/or social emotional concerns. Tier II intervention is typically small group supplemental instruction. This supplemental instructional intervention is provided in addition to the classroom instruction provided in Tier I. Students receiving Tier II intervention are provided classroom instruction plus supplemental intervention in a small group, multiple times a week.

- Tier II interventions shall be targeted interventions matched to students' specific academic, behavioral, and/or social emotional concerns, strengths and needs. All interventions will be research-based interventions.
- Interventions may occur in the classroom or in pull-out models.
- School personnel must conduct regular fidelity checks to determine if the intervention was implemented the way it was intended.
- Reading interventions will target the six components of literacy instruction based on student need.
- Math interventions will target 5 critical components for mathematical proficiency based on student need.
- Social emotional interventions will target behavioral and social skills based on student need.
- The recommended length of time a student spends in Tier II intervention will vary depending on factors such as skill set and rate of progress.
- Strategic academic monitoring in Tier II will occur after 10-15 days of targeted instruction using curriculum based measurement (CBM) that measures targeted skills.
- Strategic social emotional monitoring in Tier II will occur on a regular basis.
- If progress monitoring indicates that the student is not achieving the targeted skills, the intervention, frequency, group ratio, or tier *may* be adjusted.
- The student will be progress monitored until the student demonstrates proficiency.
- If progress monitoring indicates that the student has achieved targeted skills, the intervention will be discontinued.
- In addition to the CBM progress monitoring, data such as anecdotal classroom observations, classroom grades, and behavior are also considered when recommending discontinuation of services.
- The duration of Tier II support will vary based on individual student progress. Student response to intervention is typically reviewed every 6–8 weeks to determine the need for continuation, adjustment, or decreasing support.

Tier III

Tier III intervention is designed for those students who typically demonstrate insufficient progress in Tier II. Tier III differs from Tier II instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and/or focus. This Tier provides greater individualized instruction in a smaller group setting (whenever possible) than Tier II and meeting at a greater frequency. Interventions are more likely to occur outside the general classroom.

- Interventions will target essential components of literacy and math instruction, as well as target behavioral and social skills based on student need.
- Instruction is provided by school personnel who are highly skilled and trained.
- The recommended length of time a student spends in Tier III intervention may vary depending on the skill set to be learned, the rate of the student's progress, and whether the student is making adequate progress to change his or her learning trajectory to achieve grade level proficiency in a reasonable amount of time.
- The progress of students in Tier III is monitored after approximately 10 days of targeted intervention instruction to determine the student's response to intervention.
- A student must remain in Tier III until at least 3 progress monitoring data points are reached so the student's progress can be properly evaluated.
- If the student is successful with the plan over a period of time a student may return to Tier II or Tier I based on student need.
- If after a period of time the student does not make progress deemed sufficient by the MTSS Team, a referral to Special Education may be appropriate.
- The duration of Tier III support will vary based on individual student progress. Student response to intervention is typically reviewed every 6–8 weeks to determine the need for continuation, adjustment, or decreasing support.

Assessment

MTSS uses a tiered system of assessments that increases in frequency and intensity as greater needs are revealed. Timely, reliable assessments indicate which students are falling behind in critical skills. MTSS allows schools to design instruction that responds to the needs of the student. This is done by regularly assessing students' progress.

Types of assessment tools that may be used:

1. **Universal Screening utilizes Curriculum Based Measures (CBMs)**, which are quick and efficient probes that measure overall ability and critical skills known to be strong indicators that predict student performance. CBMs are administered to students receiving MTSS services three times a year to help identify whether the student requires further intervention and in which skill area. These assessments help to identify students who do not meet grade level expectations. These are used in conjunction with multiple measures such as classwork, classroom assessments, progress monitoring, and teacher recommendation.
2. **Progress monitoring** is the practice of assessing student performance using CBMs and other standardized measures on a repeated basis to determine how well a student is responding to the intervention. Progress monitoring occurs for students in Tiers II and III.

If the progress monitoring indicates that the student has achieved the skill (data points approaching, at or above the projected goal), the intervention will be discontinued. The student's progress will be monitored while in the classroom to confirm that the skill is maintained. If the data gathered through progress monitoring indicates improvement of skill, the intervention will be maintained.

If the data gathered through progress monitoring indicates that the rate of improvement is not approaching the trend line to meet the level of the student's peers, the intervention will be altered. It can be altered by changing the focus of the intervention, increasing frequency, increasing the time of sessions or changing the materials used for the intervention.

3. **Multiple Measures/Data Points – Informal and formal grade level measures.** Some examples of this type of data include writing samples, exams, grade level assessments, state assessments, quizzes, classwork, behavioral checklists and teacher observations.

MTSS Team Process

Andrew Muller Primary School and Laddie A. Decker Sound Beach School will use the same general procedures and forms for the MTSS team review process. This uniformity will serve to provide fidelity of implementation of the team processes so that all children have access to early intervention according to their learning needs. A system for monitoring student data will be compiled and will transition with the student from grade to grade.

Each MTSS Team may consist of the following team members: A general education teacher, special education teacher, reading specialist, math specialist, speech language pathologist, school psychologist, ENL teacher, administrator, nurse, School Counselor, and student assistance counselor.

Each MTSS team will include:

1. Facilitator
2. Scribe
3. Time Keeper
4. Case Manager/Point Person

MTSS team meeting procedures:

1. Review the student referral, tiered classroom intervention planning sheet and data collected.
2. Identify one or two specific areas to target.
3. Determine tier and intervention strategies or services.
4. Design an intervention plan as a team and provide the teacher with the necessary information.
5. Assign a case manager/point person to oversee plan implementation and progress monitoring.
6. Clarify who will be communicating (verbally/written) with parents.
7. Schedule follow-up meeting.

By the end of the meeting, teachers will have a *Student Intervention Plan* to target the areas of difficulty. For follow-up meetings, complete the *MTSS Minutes Form* and amend the plan as needed.

Table: Description of Critical Elements in a 3-Tier MTSS Model

Description of Critical Elements in a 3-Tier MTSS Model			
	Tier I	Tier II	Tier III
Elements	Core Curriculum and Instruction	Supplemental Instruction	Increased Levels of Supplemental Instruction
Size of instructional group	Whole class grouping	Small group instruction	Individualized or smaller group instruction
Mastery requirements of content	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by the curriculum-based measure	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring
Frequency of progress monitoring	Screening measures three times per year	Varies. Approximately every 10-15 days	Varies. Approximately every 10-15 days
Frequency of intervention provided	Per school schedule	Varies. Approximately three times per week for approximately 30-40 minutes per session	Varies. More frequent than Tier II for 40 minutes per session
Duration of intervention	School Year	Duration of intervention reviewed every 4-8 weeks based on progress	Duration of intervention reviewed every 4-6 weeks based on progress

Notification to Parents

When a student has been identified as needing additional instruction beyond that provided to all students in the general education classroom, parents or guardians will receive written notification, in a language or mode of communication they understand, that will include:

1. The specific subject area in need of intervention.
2. The amount and nature of student performance data that will be collected and the general education services that will be provided pursuant to the structure and components of the MTSS program.
3. The frequency and duration of the intervention.
4. The name of the instructor providing the intervention.
5. The parents' right to request an evaluation for special education programs and services.
6. Notice of an increase, reduction or cessation of MTSS services.

*Reference Appendix A, B, C, and D for examples of the parent notification letters.

APPENDIX A: Identified for MTSS Services

Dear Parent/Guardian,

The Miller Place School District faculty and administration routinely screen all students and review student records to measure student progress and grade level readiness. We believe in providing interventions to students to help them become successful on grade level.

The New York State Education Department requires schools to provide Multi-Tiered System of Supports (MTSS) to students believed to be at risk of not achieving the New York State Learning Standards. MTSS is designed to help students achieve the standards in English Language Arts, Mathematics, Science, and Social Studies by providing additional instruction or support services. Below you will find the criteria and/or concern(s), which were referenced when evaluating your child's needs.

Your child has been identified as a student in need of MTSS as follows:

Student Name: «Student_Name»

Grade: «Grade»

Subject Area: Reading or Math

Entrance Criteria: Multiple Measures

The MTSS services to be provided for your child are described below.

MTSS Service: «MTSS_Service1» «MTSS_Service2» «MTSS_Service3»

MTSS Tier: «MTSS_Tier»

Duration: «Duration_1» minutes

Frequency: «Frequency» times per week

Instructor: Mrs. «Instructor»

Location: Room «Location»

Your child's progress will continue to be monitored to determine the continued need of services and you will receive a report at the end of each trimester. Please be advised that your child must satisfactorily meet the established New York State Standards in English Language Arts, Mathematics, Social Studies, and Science and that MTSS is being recommended at this time to better prepare your child to meet those standards and the New York State graduation requirements.

As per Part 200 of the New York State Department of Education Regulations, the following statement is mandated by the New York State Department of Education. If the school determines that a special education evaluation is warranted, you will be contacted.

“Parents have the right to request an evaluation for special education programs and/or services. However, in order to classify a student as having a learning disability through special education, there must be data regarding the student's response to the scientifically-based MTSS strategies.

Referrals made by parents of students that have not been recipients of such MTSS interventions may be required to meet with the building principal, within 10 days of receipt of the written referral request. The principal and parent will determine whether the student would benefit from additional general education support as an alternative to special education.”

If you have any questions regarding your child’s MTSS plan please contact your child’s teacher.

Sincerely,

Building Principal

Appendix B: Change In MTSS Tier and/or Frequency

Dear Parent/Guardian:

The Miller Place School District faculty and administration routinely screen all students and review student records to measure student progress and grade level readiness. We believe in providing interventions to students to help them become successful on grade level.

In the Miller Place School District, we utilize a three-tiered approach to education. The first is quality classroom instruction. Beyond that, individual children may need varying levels of support. A Multi-Tiered System of Supports (MTSS) is a problem-solving process that reviews students' progress and needs. Our goal is to match the needs of your child with appropriate interventions. As a result of progress monitoring, the following adjustments will be made to the intervention plan.

Student Name: «Student_Name»

Grade: «Grade»

MTSS Service: «MTSS_Service1» «MTSS_Service2» «MTSS_Service3»

Previous MTSS Tier:

New MTSS Tier:

Duration: «Duration_1» minutes

Previous Frequency:

New Frequency:

Instructor: Mrs. «Instructor»

Location: Room «Location»

As per Part 200 of the New York State Department of Education Regulations, the following statement is mandated by the New York State Department of Education. If the school determines that a special education evaluation is warranted, you will be contacted.

“Parents have the right to request an evaluation for special education programs and/or services. However, in order to classify a student as having a learning disability through special education, there must be data regarding the student’s response to the scientifically-based MTSS strategies. Referrals made by parents of students that have not been recipients of such MTSS interventions may be required to meet with the building principal, within 10 days of receipt of the written referral request. The principal and parent will determine whether the student would benefit from additional general education support as an alternative to special education.”

If you have any questions regarding your child’s MTSS plan please contact your child’s teacher.

Sincerely,

Building Principal

APPENDIX C: Continuation of MTSS Services

Dear Parent/Guardian:

The Miller Place School District faculty and administration routinely screen all students and review student records to measure student progress and grade level readiness. We believe in providing interventions to students to help them become successful on grade level.

In the Miller Place School District, we utilize a three-tiered approach to education. The first is quality classroom instruction. Beyond that, individual children may need varying levels of support. A Multi-Tiered System of Supports (MTSS) is a problem-solving process that reviews students' progress and needs. Our goal is to match the needs of your child with appropriate interventions. As a result of progress monitoring, the following adjustments will be made to the intervention plan.

Student Name: «Student_Name»

Grade: «Grade»

MTSS Service Ending:

New MTSS Service:

MTSS Tier: «MTSS_Tier»

Duration: «Duration_1» minutes

Frequency: «Frequency» times per week

Instructor: Mrs. «Instructor»

Location: Room «Location»

As per Part 200 of the New York State Department of Education Regulations, the following statement is mandated by the New York State Department of Education. If the school determines that a special education evaluation is warranted, you will be contacted.

“Parents have the right to request an evaluation for special education programs and/or services. However, in order to classify a student as having a learning disability through special education, there must be data regarding the student’s response to the scientifically-based MTSS strategies. Referrals made by parents of students that have not been recipients of such MTSS interventions may be required to meet with the building principal, within 10 days of receipt of the written referral request. The principal and parent will determine whether the student would benefit from additional general education support as an alternative to special education.”

If you have any questions regarding your child’s MTSS plan please contact your child’s teacher.

Sincerely,

Building Principal

APPENDIX D: Discontinuance of MTSS Services

Dear Parent/Guardian:

The Miller Place School District faculty and administration routinely screen all students and review the records to measure student progress and grade level readiness. Your child's response to intervention is monitored for its effectiveness on a regular basis.

As a result of the District screening and/or record review, it has been determined that your child no longer requires the following interventions.

Student Name: «Student_Name»

Grade: «Grade»

MTSS Service Ending: «MTSS_Service1» «MTSS_Service2» «MTSS_Service3»

MTSS Tier: «MTSS_Tier»

Duration: «Duration_1» minutes

Frequency: «Frequency» times per week

Instructor: Mrs. «Instructor»

If your child receives other interventions, these services will continue unless you are notified. Your child's progress will continue to be monitored to ensure that your child continues to make the appropriate gains.

Sincerely,

Building Principal