

Lansingburgh Central School District

Multi-Tiered Systems of Supports (MTSS)

Framework and Handbook

2026-2027



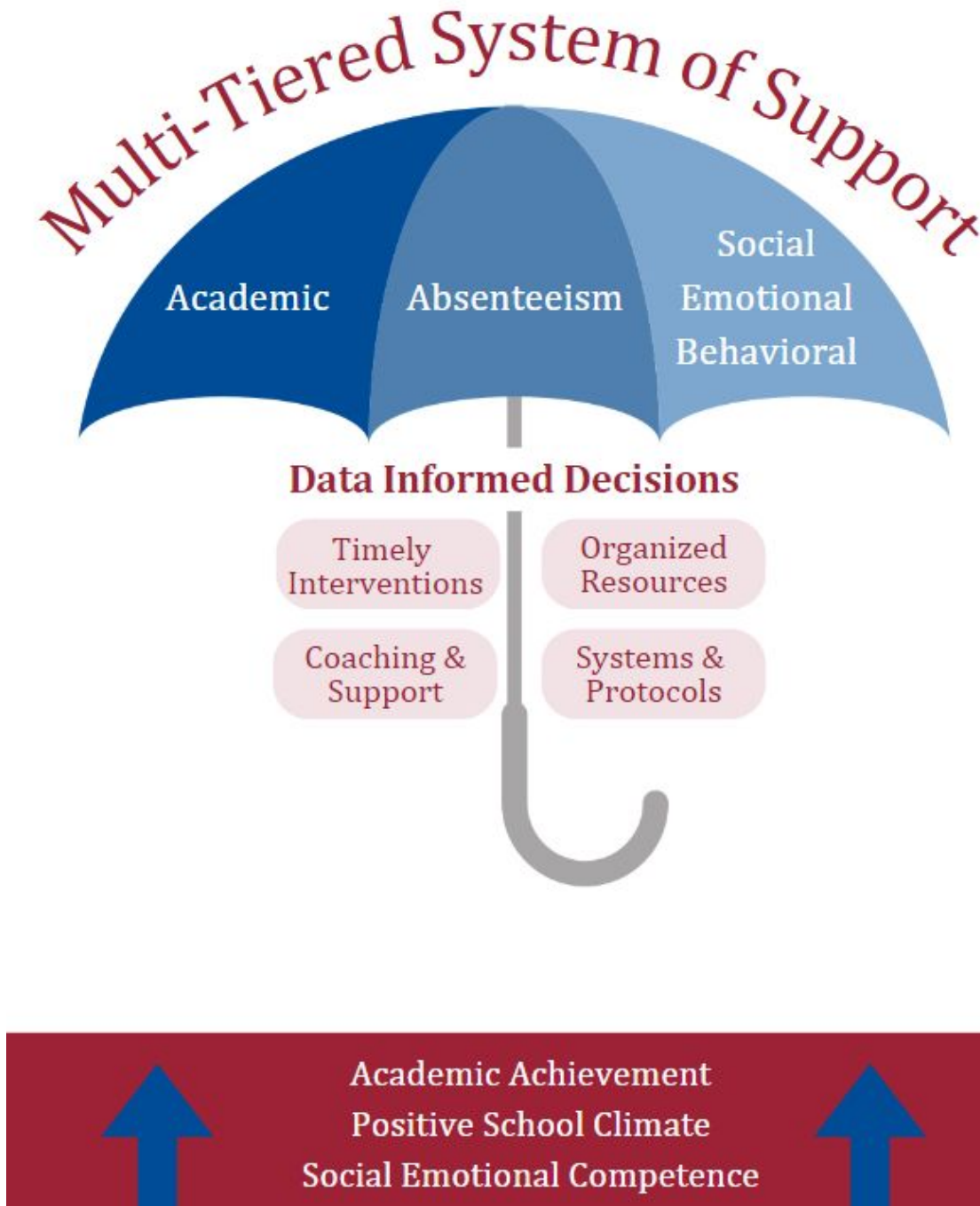
LANSINGBURGH

— CENTRAL SCHOOL DISTRICT —

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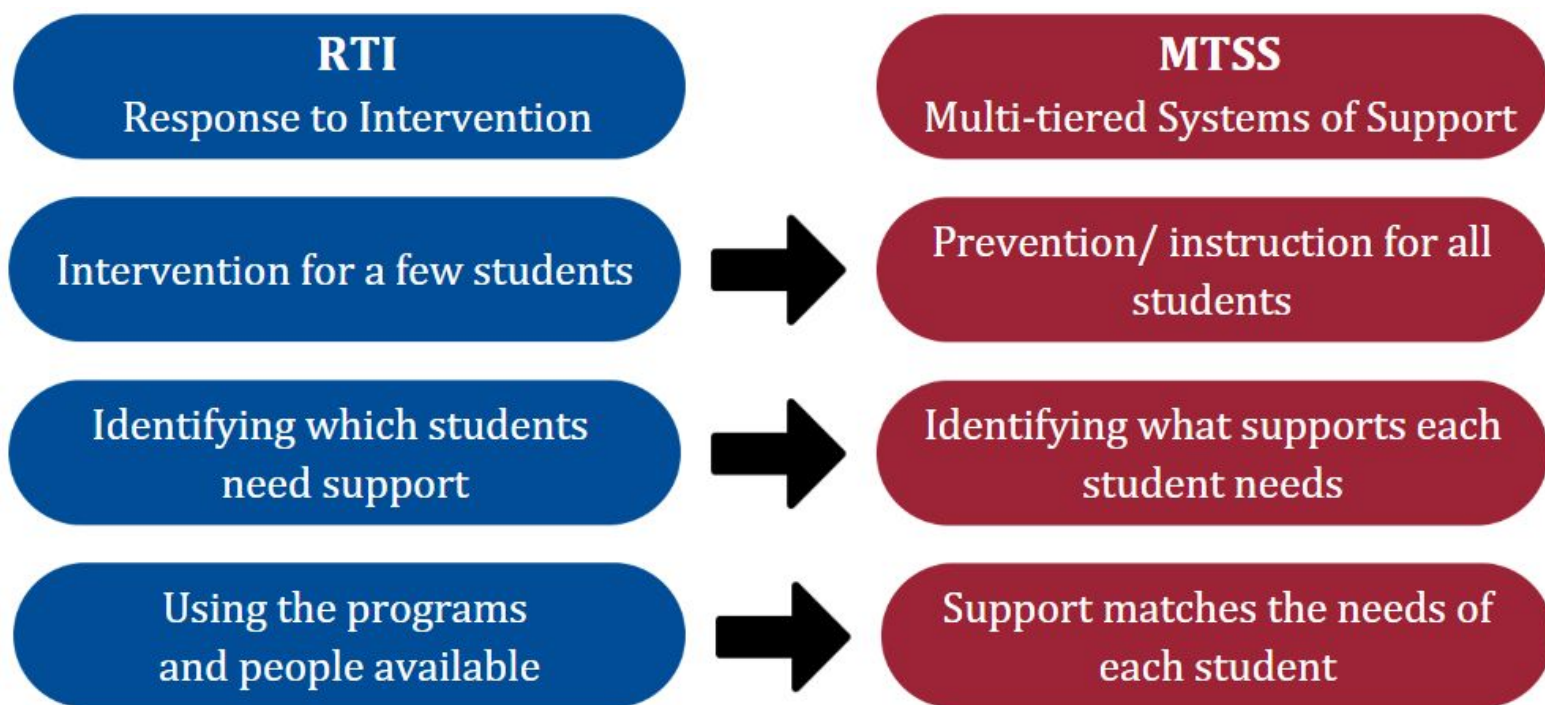
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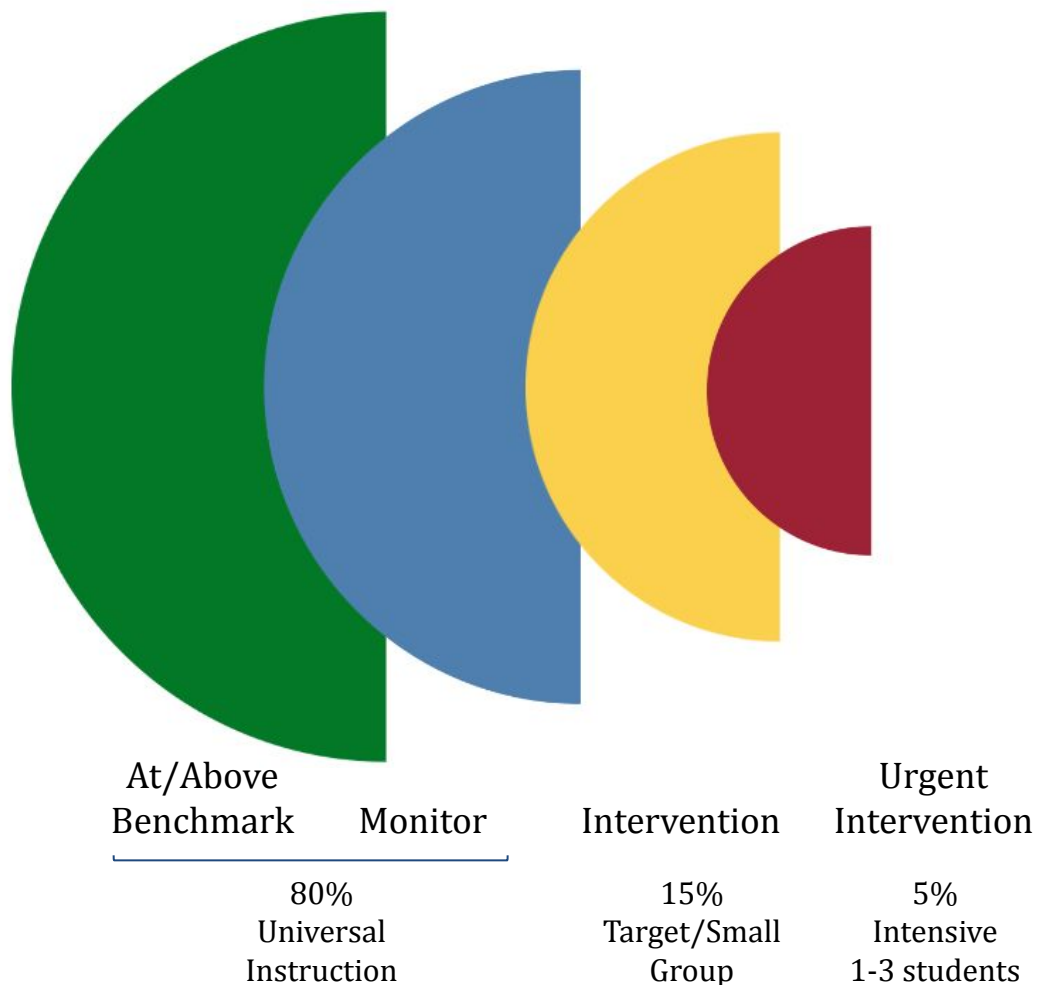
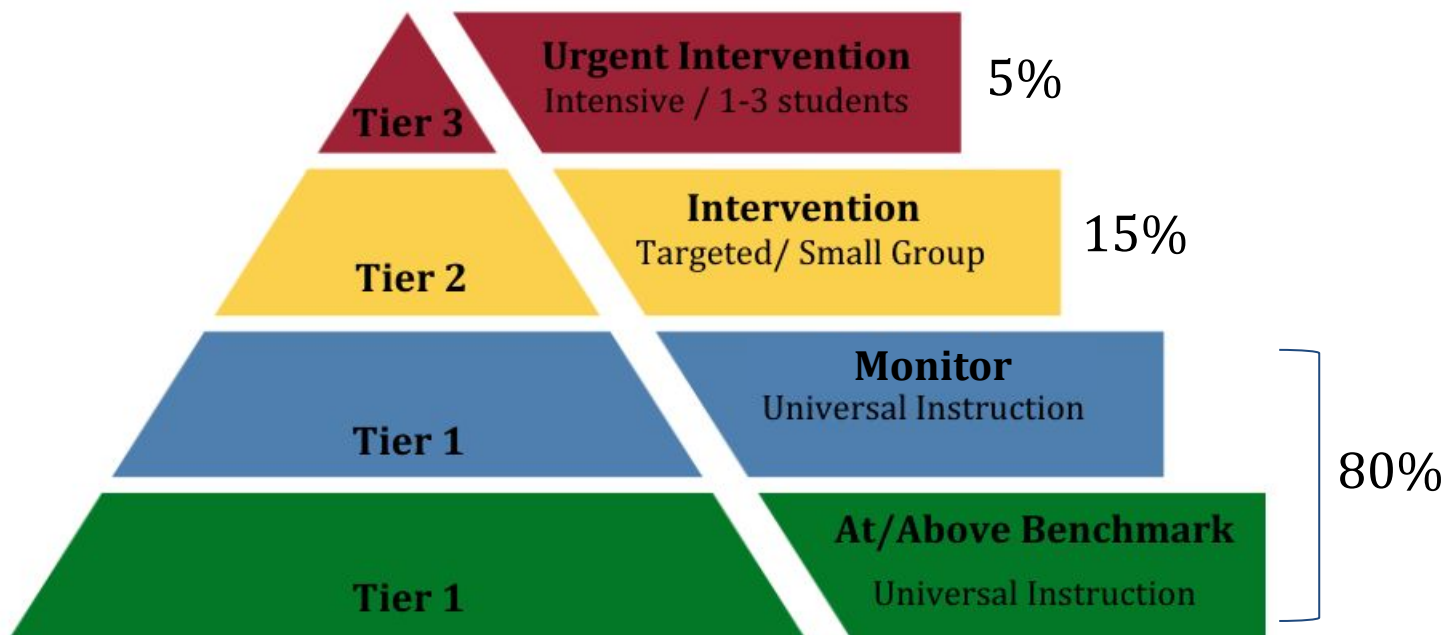
MTSS is a comprehensive framework for providing academic, behavioral, and social-emotional support in schools. The multi-tiered system includes three tiers of instruction, intervention, and supports. At all levels, decisions regarding student support should be data-driven, and attention should be on selection of evidence-based practices and fidelity of implementation through a team approach. MTSS is designed to support ALL students while utilizing a problem-solving team approach to address both academic and non-academic needs.

MTSS PARADIGM SHIFT

Historically, Response to Intervention (RTI) has focused on supporting only the academic needs of struggling students. MTSS broadens that framework to support the whole student by including academic, social emotional learning (SEL), and behavioral needs, as well as absenteeism and other topics hindering students' success in school.



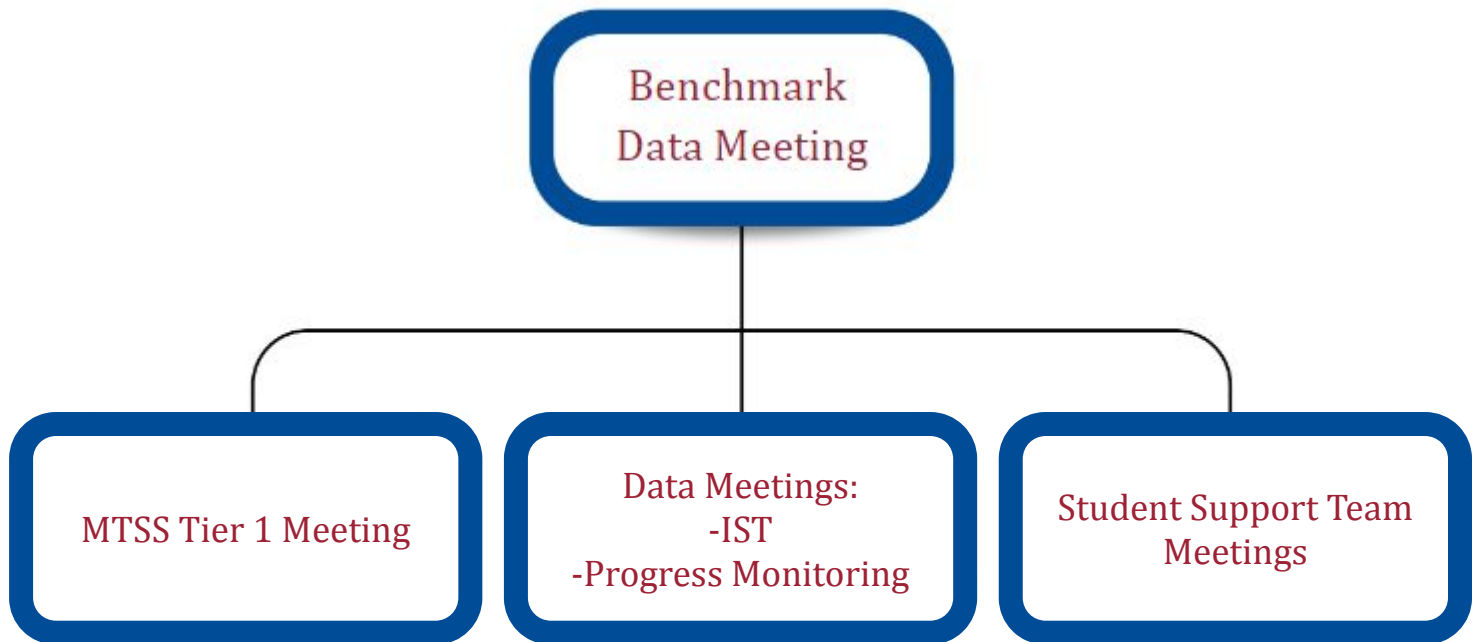
MTSS TIERED SYSTEMS OF SUPPORT



ESSENTIAL COMPONENTS of MTSS



Types of MTSS Meetings

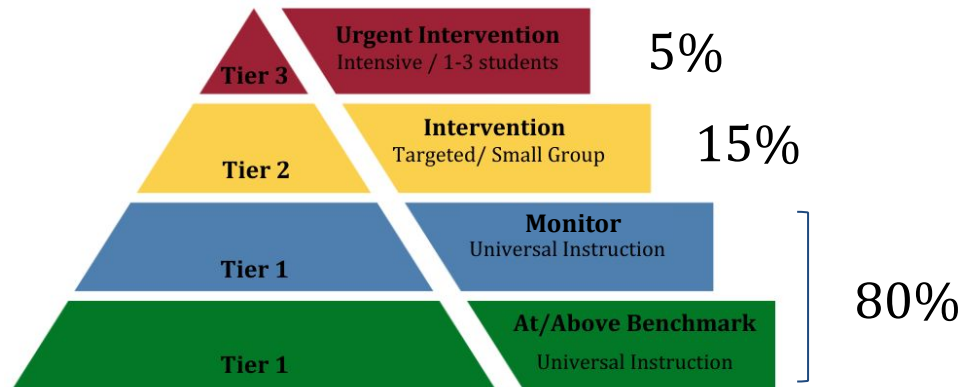


Tier 1 and MTSS Team

What is Tier 1?

Tier 1 is the “universal support” provided to **ALL** students.
It is the first level of support within the MTSS system.

Tier 1 instruction, interventions, and support fit into 3 broad categories:



Academic

- Core Content and Curriculum aligned to Next Generation Learning Standards
- Formative and Summative Assessments
- Small and whole group instruction
- Differentiating and modifying instruction
- Using i-Ready screening data
- Targeted instruction based on group and individual student data
- Explicit, systematic, direct instruction

Social Emotional Behavioral

- Classroom community
- Building meaningful relationships
- PBIS - Positive Behavioral interventions and supports
- Establishing daily classroom routines and expectations
- Classroom management strategies
- Use of trauma-sensitive, culturally responsive educational approaches with students
- Student accountability systems in the classroom
- Using SDQ screening data

Absenteeism

- Monitoring student attendance to identify students prone to chronic absences
- Developing connections with families
- Working cooperatively with school support staff (counselors and social workers)
- Coordination and alignment of classroom practices with community-building and preventative approaches
- Strategies for supporting home-school partnership

Tier 1 MTSS Team

The Tier 1 MTSS Team is responsible for *supporting teachers* with utilizing, enhancing, and troubleshooting strategies and interventions within the classroom setting to meet the Tier 1 needs of their students across all 3 branches of MTSS.

Academic

- Help with navigating screeners and diagnostics
- Accessing data reports from screeners and diagnostic
- Utilizing results from screeners and assessments to tailor your academic instruction
- Creating, implementing and managing small group or station work
- Planning and/or co-teaching a lesson related to a strategy you're interested in trying
- Help finding and/or creating resources
- Support with new curriculum implementation.

Social Emotional Behavioral

- Help with navigating the SDQ screeners
- Accessing data from screeners
- Utilizing results from the screeners to tailor your social emotional instruction
- Ways to build and maintain strong classroom communities and relationships
- Observing a student within the classroom setting to gather some feedback
- Brainstorm and model strategies that could be utilized in the classroom setting to better engage students

Absenteeism

- Help with reviewing student attendance to identify any patterns or trends that may exist
- Help to gather background information from connected staff - school nurse, counselors, social workers, etc. that may be relevant
- Provide support with helping to establish and maintain connections with families of students who are at risk of becoming or are already considered chronically absent

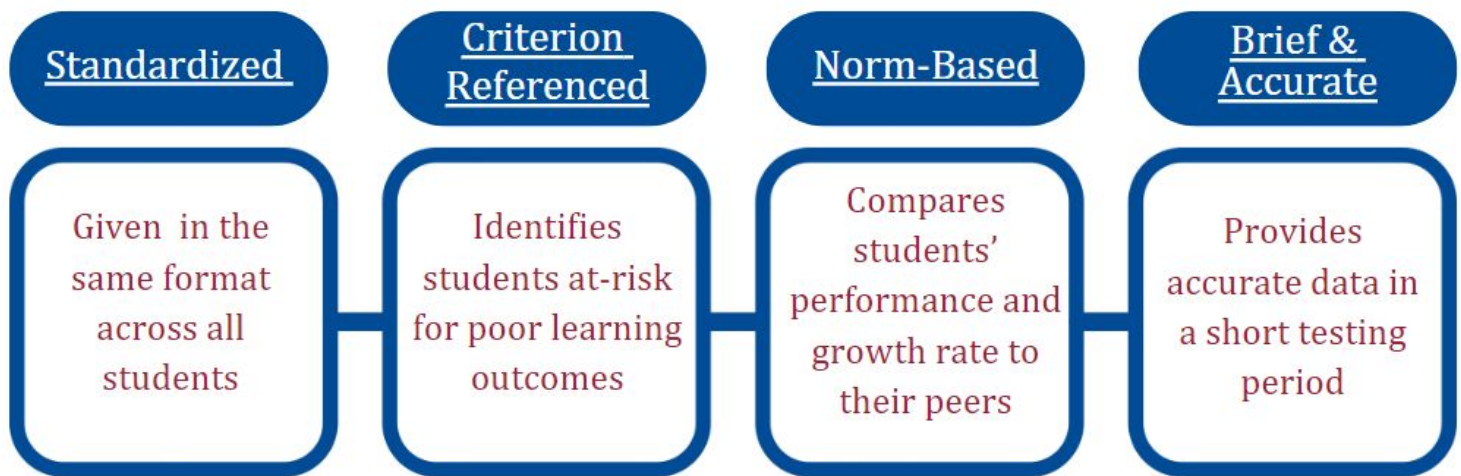
Understanding MTSS: A Guide for Understanding the Academic Framework

Multi-Level Prevention System

The multilevel prevention system in MTSS aims to provide all students with the appropriate level of support to ensure their academic and social-emotional success. By offering a continuum of support, MTSS helps to prevent students from falling behind and allows for timely and effective interventions tailored to each student's needs.

Academic Universal Screening

Universal screening involves the process of gathering academic and social-emotional behavioral data about all students. LCSD utilizes the i-Ready Diagnostic to identify which students are at risk and to continually monitor whether students are growing at the expected rate.



Academic Progress Monitoring

LCSD utilizes i-Ready as well as other research based tools in order to monitor student growth and track progress on individual skills .

[LCSD Reading Assessment / Progress Monitoring Tools / Math Priority Standards Progress Monitoring](#)

Academic Data Based Decision Making

Data-based decision making guides the selection and implementation of interventions at each tier. Data teams are formed to analyze data through use of consistent decision rules, based upon a triangulation of data. Data from the i-Ready Diagnostic and other local assessments (above) are considered each time teams meet to discuss ALL students.

Benchmark/Progress Monitoring Data Meeting

Benchmark/Progress Monitoring Data Meetings will be held monthly at both the elementary and secondary levels, following the administration of the i-Ready Diagnostic and other localized assessments. The purpose of the meetings are to periodically review data from the diagnostic and local assessments in order to make data-based decisions regarding movement of students in and out of tiers of intervention. Data teams will convene for each meeting in order to review the progress of ALL students.

MTSS Tier 1 Team Meeting

MTSS Tier 1 Team Meetings are held either as an extension of Benchmark/Progress Monitoring Data Meetings, or at teacher request anytime throughout the school year. These meetings provide a platform to dive more deeply into the intervention needs of a student, with appropriate service providers present. Meetings will result in the assignments of specific action steps, and follow up plans will be secured.

Student Support Team Meetings

The Student Support Team (SST) meets bi-weekly as part of the district's Multi-Tiered Systems of Support (MTSS) model and includes stakeholders who collaborate to identify and improve student attendance, academic, behavioral, and social-emotional needs. This team process facilitates data-based discussion and decision-making and leads to the provision of indicated supports around high-quality instructional practices.

IST Meetings

IST refer to the systematic and ongoing assessment of Tier 3 students performance to track their progress over time. This process involves regularly measuring and analyzing students' skills and knowledge to inform instructional decisions and interventions. Key components of progress monitoring in education include regular assessment, objective measurement, data analysis, and goal setting.

Request for MTSS Tier 1 Meeting

[TES](#)

[RPES](#)

Elementary Reading Decision Rules K-2

Tiers of Intervention	Decision Rules
Tier 1 - Differentiated CORE instruction for ALL; the “Universal” tier	i-Ready Inform: Overall Green i-Ready Passage Reading Fluency - 40th percentile & above Common Local Assessments
Tier 1 & 2 Students on Monitor - Students should remain in Tier 1 with additional classroom support	i-Ready Inform: Overall Yellow i-Ready Passage Reading Fluency - 25-39th percentile or 11-24th percentile Common Local Assessments

Data Point	Tier 2 Entrance Criteria (20%) Small group targeted instruction and interventions	Tier 3 Entrance Criteria (5%) Groups of 1 - 3 students for intensive interventions; increased frequency and duration
i-Ready Passage Reading Fluency	11th-24th or 0-10th	0-10th
i-Ready Inform Overall	Lowest 20% Our lowest 20% of gen ed students	Lowest 5% Our lowest 5% of gen ed students
i-Ready Inform: -Phonological Awareness -Phonics -High Frequency Words	One grade level below (Yellow) in at least two of the domains and two grade levels below (red) in one domain	Two Grade Levels Below (Red) in at least two of the domains AND Two Grade Levels Below (Red) Overall
Attendance	-	15%

Data also considered at all tiers: attendance, teacher input supported by common classroom assessments, curriculum diagnostics

Elementary Reading Decision Rules 3-5

Tiers of Intervention	Decision Rules
Tier 1 - Differentiated CORE instruction for ALL; the “Universal” tier	i-Ready Inform: 40th percentile & above i-Ready Passage Reading Fluency - 40th percentile & above Common Local Assessments State Test Scale Scores - level 3 or 4
Tier 1 & 2 Students on Monitor - Students should remain in Tier 1 with additional classroom support	i-Ready Inform: 25-39th percentile i-Ready Passage Reading Fluency - 25-39th percentile Common Local Assessments State Test Scale Scores - level 3 or 4

Data Point	Tier 2 Entrance Criteria (20%) Small group targeted instruction and interventions	Tier 3 Entrance Criteria (5%) Groups of 1 - 3 students for intensive interventions; increased frequency and duration
i-Ready Passage Reading Fluency	0-10th or 11th-24th	0-10th or 11-24th
i-Ready Inform	Lowest 20% Our lowest 20% of gen ed students	Lowest 5% Our lowest 5% of gen ed students
i-Ready Inform 3rd Grade -Phonological Awareness -Phonics -High Frequency Words	One grade level below (Yellow) in at least one of the domains	Two Grade Levels Below (Red) in at least two of the domains *UFLI / Bridge the Gap Screener*
i-Ready Inform 4th and 5th Grade -Phonological Awareness -Phonics -High Frequency Words -Vocabulary -Comprehension	One grade level below (Yellow) in at least one of the domains	Two Grade Levels Below (Red) in at least two of the following domains: -Phonological Awareness* -Phonics* -High Frequency Words *UFLI / Bridge the Gap Screener*
Attendance	-	15%

Data also considered at all tiers: attendance, teacher input supported by common classroom assessments, curriculum diagnostics

Elementary Math Decision Rules

Tiers of Intervention	Decision Rules
Tier 1 - Differentiated core instruction for ALL; the “Universal” tier	i-Ready Inform:- 40th percentile & above Eureka Squared Equip Assessments Common Local Assessments State Test Scale Scores - level 3 or 4
Tier 1 & 2 Monitor Students - Students should remain in Tier 1 with additional classroom support	i-Ready Inform: 25-39th percentile Eureka 2 Equip Assessments Common Local Assessments State Test Scale Scores - level 3 or 4
Tier 2 - Small group targeted instruction and interventions	i-Ready Inform:- 11-24th percentile or below Eureka Squared Equip Assessments Common Local Assessments State Test Scale Scores - level 2 or 3
Tier 3 - Lowest 5% Groups of 1 - 3 students for intensive interventions; increased frequency and duration	i-Ready Inform:- 10th percentile or below (Lowest 5%) Eureka Squared Equip Assessments Common Local Assessments State Test Scale Score- level 1 or 2

Data also considered at all tiers: attendance, teacher input supported by common classroom assessments, curriculum diagnostics

Secondary Academic Decision Rules

Tiers of Intervention	Decision Rules
Tier 1 - Differentiated core instruction for ALL; the “Universal” tier	IXL Diagnostic (Grades 6-8) - 40th percentile & above Common Local Assessments - 70% and above State Test Scale Scores - level 3 or 4 Regents Exams - 65% or above
Tier 1 & 2 Monitor Students - Students should remain in Tier 1 with additional classroom support	IXL Diagnostic (Grades 6-8) - 25-39th percentile Common Local Assessments -70% and above
Tier 2 - Small group targeted instruction and interventions	IXL Diagnostic (Grades 6-8) - 11-24th percentile Common Local Assessments - 50%-69% State Test Scale Scores - level 2 or 3 Report Cards Grades
Tier 3 - Small group intensive interventions; increased frequency and duration Data also considered at all tiers: attendance, teacher supported common classroom assessments, curriculum diagnostics	IXL Diagnostic (Grades 6-8) - 10th percentile or below Common Local Assessments -49% or below State Test Scale Score - level 1 or 2 Final Exam, Quarterly Grades, Regents (Grade 9-11) Regents Exams (Grade 11 and 12)

Tiered Elementary Academic Services

Frequency and Duration

Tier	Focus	Frequency & Duration	Group Size	Provider	Assessments
Tier	Grade Level	Daily/ Classroom	Whole Group/ Small Group	Classroom	Benchmark Assessments
1	Standards	Curriculum	Small Group	Teacher	Passage Reading Fluency
Tier 2	Skills Based	Minimum 60 minutes per week	1-5	Classroom Teacher or Intervention Teacher	*See <u>LCSD Reading Assessment and Progress Monitoring Tools / Math Priority Standards Progress Monitoring Toolbox</u> 1x Monthly
Tier 3	Skills Based on below level standards/concepts	Minimum 100 minutes total per week	1-3	Intervention Teacher	*See <u>LCSD Reading Assessment and Progress Monitoring Tools / Math Priority Standards Progress Monitoring Toolbox / Tier 3 Assessments</u> Minimum of 2x monthly

Specific skills based activities can be found in the reading and math Toolkits linked on [page 36](#).

Tiered Secondary Academic Services

Frequency and Duration

Tier	Focus	Frequency & Duration	Group Size	Provider	Assessments
Tier 1	Grade Level Standards	Daily/ Classroom Curriculum	Whole Group/ Small Group	Classroom Teacher	Diagnostic and Benchmark Assessments
Tier 2	Skills Based	Minimum 60 minutes per week	1-5	Classroom Teacher or AIS Provider (LHS)	Formative Assessments Quarterly AIS Reports (LHS)
Tier 3	Skills Based on below level standards / concepts	Minimum 80 minutes total per week	3-11	AIS Provider	Formative and Summative Assessments

Specific skills based activities can be found in the reading and math Toolkits linked on [page 36](#).

LCSD District Assessment Calendar



LANSHINGBURGH

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[TES Data Meeting Schedule](#)

[RPES Data Meeting Schedule](#)

Secondary PLC and Data Meetings

Testing Window	Data Meeting Dates
Assessment Schedule LHS Assessment Schedule	KMS Meeting Dates LHS Meeting Dates

Understanding MTSS: A Guide for Understanding the Social-Emotional-Behavioral Framework

Why Integrate SEL Into MTSS?

Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social and emotional learning (SEL) as "the process by which individuals of all ages gain and utilize knowledge, skills, and attitudes to cultivate healthy identities, regulate emotions, accomplish personal and collective objectives, demonstrate empathy, foster supportive relationships, and make thoughtful and compassionate choices" (CASEL, 2021c, para. 1).

CASEL articulates five areas of competence:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Why integrate SEL with MTSS? Research suggests that combining these approaches provides greater benefits than using each one independently. Attempting to improve SEL and MTSS separately, without proper integration, misses the opportunity to build a cohesive system that effectively and equitably addresses the needs of every student.

As education leaders work to support the whole child, they face growing demands. Both SEL and MTSS emphasize personalized support and fostering positive learning environments. They prioritize training educators to use supportive, rather than punitive, strategies to enhance student behavior and encourage collaboration with families and communities. By focusing on cultural awareness and empowering students and families, the combined use of SEL and MTSS helps create school environments where all students can thrive fairly and develop essential skills.

[Tier 1 SEL Strategies in the LCSD Classroom](#)

[SEL MTSS Toolkit for State and District Leaders](#)

SEL Universal Screening

The ***Strengths and Difficulties Questionnaire (SDQ)*** is a mental health screening tool used to screen all students and pinpoint those who may be at risk for social-emotional behavior (SEB) issues. It stands out as one of the few universal screening tools designed to evaluate both the absence of problematic behaviors and symptoms (such as internalizing and externalizing behaviors) and the presence of well-being and skills (such as social-emotional competence). Behavior support plans are created and monitored for behavior data tracking during PST and team meetings.

The SDQ can be utilized to detect students at risk for social, academic, and emotional behaviors up to five times annually, at the classroom, grade, or school level. By pinpointing which specific domain a student is at risk in, educators can identify the most suitable supports needed and prioritize interventions for problematic behaviors. For example, if a student shows risk only in emotional areas, a school might focus on addressing emotional behaviors through the implementation of social-emotional learning (SEL) programs.

Tier 1 Behavioral Support Strategies

TIER 1

Universal accommodations used for all students in the classroom and the school building to address general behaviors.

Where: Classroom & Building-wide

Categories	Tier 1 Strategies
Environmental	• Safe space in the classroom • Allow for breaks inside the classroom • Verbal prompts • Non-verbal prompts
Executive Functioning	• Use timer • Use a segmented clock • Visual schedule • Include organization time in the schedule • Breaking tasks down into smaller parts
Curriculum	• Embed choice and interest • Use of visual supports • Using technology or word processing • Self-monitoring checklist (e.g., writing checklist, task checklist) • Hands-on lesson activities • Open-ended flexible assignments • Using an interest-based curriculum or activities
Replacement behaviors	• Teach asking for a break • Teach asking for help • Teach basic coping skills (calming corner)
Teaching underdeveloped skills explicitly	• Preferred interest visual cards to promote positive behavior

Tier 1 Behavioral Support Strategies Continued

Categories	Tier 1 Strategies
Regulation of self and self-monitoring	• Self-check for regulation (e.g., zones of regulation or emotional thermometer, 1-10 rating) • Calming or fidget tools • Mindfulness strategies • Brain break (e.g. dancing, stretch) • Headphones • Exercise and alerting strategies (gum, drink of water) • Break in calming corner
Interaction Strategies	• Work on explicit relationship-building strategies • Develop transition warning and strategies • Respond to a sudden change in behavior with a supportive response • Connect before you redirect • Using concise language • Wait time (with directives) • Give space • Offer specific positive reinforcement • Offer intermittent reinforcement • Using humor • Noticing and naming • Validating students' negative perceptions and experiences
Strategies for giving demands	• Make it a game • Embed choice in the demand • Avoid power struggles • Avoid yes-or-no questions • Give demand and move away
Response strategies	• Set limits that are enforceable, reasonable, and clear and simple • Reflecting on the function before responding, for example: • If student is trying to escape, avoid time out or removal • If a student wants attention, avoid calling them out in front of the whole class • If a student is withdrawn, avoid over-prompting • If a student wants an object, don't give it to them after they demand it or scream

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Tier 1 Trauma-Informed Practices

Preventative Strategies

Build your classroom as a trauma-informed community from day one.

- Build relationships with each student. Get to know them individually
- Proactive Classroom management
 - Teach clear expectations for behavior
 - Be consistent
 - Reinforce positive behavior
 - Give student choice
 - Provide consistent feedback
- Build student awareness of emotions, stress, and mental health
 - Teach students about stress
 - Work on mindset
 - Create a positive learning environment (how does your room look, feel, smell?)
 - Help build EVERY student's confidence
- Collaborate with families

Response to Behaviors That Challenge

- Managing your own stress
 - What am I feeling?
 - Recognize where you and the student are on the Stress Curve
 - We are better able to respond when we are calm
- Collaborate with families
- Reframing
 - Reframe the way we speak to and about students
- Connect the students feelings to behavior
- Avoiding Power Struggles
 - Get curious!
- Reflective Practice

SEL Tier 2 and 3 Flowchart: Pathway 1- SDQ Data Pre Qualified Students

	Tier 2	Tier 3
Criteria	Next Lowest 20% on SDQ	Lowest 5% on SDQ
	Overall, Yellow OR 1 sub area red and severe definite impact	At least 2 sub-areas are red OR One sub-area red AND severe definite impact
Intervention	6-12 week counseling cycle -Second Step or Zones of Regulation	6-12 week counseling cycle -Second Step or Zones of Regulation -10-minute push-in to reinforce SEL skills
Frequency	1 x per week Small Group (4-6 students)	1-2 x per week Small Group or Individual (1-3 students)
Data	Second Step Pre/Post Test SDQ Reassessment	Second Step Pre/Post Test SDQ Reassessment

At the end of the six-week cycle, data will be reviewed by the Student Support Team. Possible outcomes:

- 1-Student is dropped from Tier 2 or Tier 3 Intervention
- 2-Continue with another six-week intervention cycle
- 3-MTSS Referral

***Note: If a teacher refers a student mid-cycle, next steps will be determined by the Student Support Team**

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SEL Tier 2 and 3 Flowchart: Pathway 2- Teacher Referral

Before Meeting

Specific Target Concern

Academic/Behavioral/Social-Emotional

Screening, Progress Monitoring and Benchmark Data (at least 5 days of data collection)

Contact guardian in regards to target concern.

Teacher Submits TES-Universal MTSS Team Referral, RPES-Universal MTSS Team Referral

SST Meets to Review Referral, data and Complete the SEL Student Support Team Rubric and a consultant is assigned

Consultant Meets with the referring to complete consultant questions/ Teacher Completes:
Tier 1: Tier 1 Checklist
Tier 2 or 3: Modified FAST

Consultant meets with student to complete reinforcer survey and/or student interview

During Meeting

MTSS Consultant presents the student using a universal process

The team creates the MTSS Behavior Support Plan

Data Collection method on the chosen intervention is agreed on by the teacher and the Tier 2 or Tier 3 provider

After Meeting

MTSS Consultant schedules two contacts with the referring teacher

A follow-up meeting is scheduled by the MTSS team

A follow-up meeting will be held 7 weeks later

NOTE: At least 20 days of data must be collected before there is a follow-up meeting

Tier 2 and 3 Interventions

Tier 2	Tier 3
● Structured Break (1x/Day) ● Tier 2 Counseling (Group Size 4-6, Second Step or Zones of Regulation) ● Ripple Effects Lesson ● Peer Mediation ● Problem Solving Restorative Circle ● Check In/Check Out (1-2x/Week) ● Behavior Support Plan ● Reflection Sheets or Apology Forms	● Structured Break (Multiple Times per Day) ● Tier 3 Counseling (Group Size 1-3, Second Step or Zones of Regulation) ● Check In/Check Out (Daily) ● Behavior Support Plan (Higher Intensity, Frequency, or Duration) ● Functional Behavioral Assessment and Behavior Intervention Plan ● Behavior Contract ● Community Wraparound Services

Tier 2

TIER 2

Subset of students receiving interventions targeting specific needs.

Where: Classroom & Pull-out Group

Teacher/Staff Supports

- [First/Then Chart](#)
 - Individualized Visual Schedule
 - Individualized Visual Rules
 - Home/School Communication & Plan
- Increased/individualized support
- [Effective praise](#)
- Presetting
 - Planned teaching
 - Redirection/prompting
 - Hurdle help
 - Proximity
- [Social stories](#)- contact your building social worker for log-in
- [Daily Scoop](#) (home/ school communication)
- [Individualized behavior plan](#) (classroom faculty monitors)
 - [Individualized classroom incentives](#)
- [Structured Breaks](#)
- Behavior contract
- Student meets with team to review expectations
- [Reinforcement Survey](#)
- [Parent/Teacher conference](#)
- Referral to Peer Mediation
- Referral to Restorative Coordinator
- Referral to Social Worker
- Referral for [Risk Assessment](#)

Tier 3

Try a Tier 2 Support Plan for 4 - 6 weeks.

General Education Student - If making progress **based on data**, continue plan.

Special Education Student - If not making progress **based on data** meet with your team, modify plan, then try again for another 4-6 weeks. If still no progress after 2 cycles:

General Education Student

Tier 3 Building-level FBA/BIP

- Contact your school psychologist to discuss possible need for building level FBA/BIP
- PST or Team meeting to review progress will be scheduled
- School psychologist will get formal written consent from parents.
- The FBA is a process of gathering formal data to specifically define behavior, identify triggers, and identify the function of the behavior (sensory needs, attention, task avoidance or access to preferred items/activities).
- This information will drive a Function-Based Behavior Intervention Plan (BIP)

The BIP must then be tried for 4-6 weeks. .

Special Education Student

Tier 3 Building-level FBA/BIP

- Contact school psychologist or CSE office to discuss request for formal FBA/BIP
- PWN will be sent out by CSE office.
- The FBA is a process of gathering formal data to specifically define behavior, identify triggers, and identify the function of the behavior (sensory needs, attention, task avoidance or access to preferred items/activities).
- This information will drive a Function-Based Behavior Intervention Plan (BIP)

The BIP must then be tried for 4-6 weeks.

Tier 3

TIER 3

Intensive individualized or small group interventions for high risk students. Students who are unresponsive to Tier 1 and Tier 2 interventions.

Where: Pull-Out Individual or small group

Teacher/Staff Supports

- FBA/BIP
- Increased staffing support
- Crisis Intervention
- TCIS trained individuals providing de-escalation techniques when needed

Administration/Building Supports

- FBA/BIP
- ICMP
- Individual counseling sessions
- Lansingburgh Connects
- 504/Special Education consideration
- [Mobile Crisis](#)
- Referral to outside counseling, case management and other community providers
- Attendance Groups
- Community outreach for resources to provide support to families to improve attendance
- Initiate / Increase contact with outside supports
- Substance abuse intervention
- PINS
- Conduct Coordinator for Chronic Attendance/Tardies
- Home visit
- Superintendents Meeting with parents
- Meet with the SRO
- Contact CPS about attendance

Understanding Chronic Absenteeism

In the context of New York State (NYS) education, chronic absenteeism refers to students who are absent from school for 10% or more of the total instructional days in a school year. This definition includes all absences, whether they are excused, unexcused, or due to disciplinary reasons.

The calculation typically involves dividing the total number of days a student was absent by the total number of instructional days in the school year. If this percentage equals or exceeds 10%, the student is considered chronically absent.

Chronic absenteeism is an important metric tracked by schools and educational authorities in NYS because frequent absences can significantly impact a student's academic achievement, opportunity for intervention and overall educational outcomes. Schools may implement interventions and support systems to address chronic absenteeism and ensure students are attending school regularly.

[Attendance One Pager:](#)

[LCSD Attendance Teams](#)

Understanding MTSS: A Guide for Understanding the Difference Between Intervention Services and Special Education Services

MTSS and Special Education

Academic Intervention Services (AIS) and Committee on Special Education (CSE)

Academic Intervention Services

In AIS, we address students' learning gaps by providing additional time and focused practice on targeted skills, helping them progress toward meeting grade-level expectations.

Special Education

In Special Education, we create a bridge to ensure students have access to learning. It is understood that simply spending more time on skills won't close the gap with their peers. Instead, students receive specialized instruction, accommodations, and modifications to grade-level standards tailored to their needs.

Parental Notification

Families will receive the following notifications if their child is recommended for AIS services or to the Tier 1 MTSS Team:

- A commencement of service letter by October or another date determined by the Intervention Team
- Progress Reports in Math and ELA:
 - K-5 Tier 3 Reading and Math: distributed after each 8-10 week Tier 3 cycle
 - 1-5 Tier 2 Reading-distributed three times a year in conjunction with general education report cards
 - 6-12 - distributed four times a year in conjunction with general education report cards
- Letter upon completion of intervention at the end of the year.
- Conferences with teachers are arranged as needed.

Link to Toolboxes

- [Elementary MTSS Reading Toolbox](#)
- [Elementary MTSS Math Toolbox](#)
- Secondary MTSS Reading Toolbox

MTSS Glossary of Terms

The use of common language and terms in MTSS is essential for fostering a shared understanding, promoting consistency, enhancing collaboration, and ensuring the successful implementation of interventions to support all students. Because the MTSS framework requires effective communication for successful implementation, common language helps to ensure that implementation takes place with fidelity.

Benchmark- a specified level of student performance that is expected of students at a particular grade level. A student's performance is measured against an established benchmark to determine how they are performing relative to peers of the same age or grade level peers.

Data-based Decision Making- the process of using student data to determine the efficacy of instruction and/or intervention. A triangulation of data (3 valid and reliable data points) are considered when determining appropriate levels of intervention.

Diagnostic- an assessment or evaluation process used to gather information about a student's strengths, weaknesses, knowledge, and skills. The primary purpose of a diagnostic is to identify areas where a student may need additional support, intervention, or enrichment.

Efficacy- the effectiveness or capability of an educational program, intervention, or strategy to produce desired outcomes and results. It is a measure of how well a particular approach or method achieves its intended goals and objectives in the educational setting.

MTSS Glossary of Terms

Fidelity of Implementation- refers to how accurately and consistently a prescribed intervention or instruction or assessment is delivered/administered in the way it was intended.

Multi-tiered System of Support (MTSS)- a Multi-Tiered System of Support is a three tiered framework designed to support the entire student body while utilizing a problem-solving approach to address both academic and non-academic needs.

Progress Monitoring- an assessment process that entails the collection and analysis of student data to evaluate their academic performance on specific skills or general outcomes. Typically curriculum-based measures are used to quantify level of performance relative to peers and rate of progress.

Research-based Instruction/Intervention- involves educational practices, instructional strategies, and interventions that have been validated as effective through well-designed and independent empirical research studies.

Social Emotional Learning (SEL) - a proactive approach to teaching social and emotional skills.

Universal Screening- an assessment process used with all students within a given grade, school building or district for the purposes of identifying or predicting students who may be at risk academically. Measures used within this process are brief and typically administered at a minimum of three times per year (fall, winter, spring).

MTSS Glossary of Terms

Tiered Intervention- an instructional delivery model which outlines intensity of instruction within a multi-tiered prevention/intervention system.

Tier 1- effective, standards-based instruction that occurs in the general education classroom and is delivered by a general education teacher. Commonly referred to as “core instruction,” it is designed to meet the needs of a minimum of 80% of all students. At this level, the classroom teacher makes use of scientifically-based instruction or strategies and differentiates instruction to meet the needs of all students and ensure positive outcomes for all.

Tier 2- supplemental, small group instruction designed specifically for those students who are not making adequate progress in Tier 1. Tier 2 interventions do not supplant Tier 1 instruction, but are provided in addition to what the student is receiving at Tier 1. Interventions are designed to match the needs of students identified as at-risk through screening and progress monitoring measures.

Tier 3- supplemental, individualized and customized intervention provided to students in a smaller group format (1:1 or 1:3) and delivered with greater frequency and duration. Students in Tier 3 continue to receive core instruction at Tier 1. Interventions at Tier 3 are tailored to the student’s needs and provided by a highly trained, knowledgeable, and skilled educator.