Brewster Central School District

Multi-Tiered System of Support Plan

2026-27 School Year

Adopted by the Board of Education: August 25, 2026

BREWSTER CENTRAL SCHOOL DISTRICT
Multi-Tiered Systems of Support Plan

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Multi-Tiered System of Support Overview

The Multi-Tiered System of Support (MTSS) framework is a comprehensive and interconnected approach to supporting the varied needs of students. MTSS is an umbrella term used to describe how we, as a system, support our students' academic and behavioral learning needs. This integrated framework allows a multi-faceted and systemic approach to support, foster, and facilitate student learning. Further information on the role that MTSS plays in student learning from the New York State Education Department (NYSED) is below:

"MTSS is grounded in the belief that all students can learn and all school professionals are responsive to the academic and behavioral needs of all students. MTSS focuses on evidence-based practices, relies on student progress data to inform instructional decisions, and ensures that each student, based on their unique needs, receives the level and type of support necessary to be successful" (http://www.nysed.gov/essa/information-educators-and-schools).

MTSS represents a multi-tiered, early prevention system designed to improve the academic and behavioral outcomes of all students. An essential tenet of MTSS is early academic and behavioral monitoring that starts in grades K-5 to match instruction to student needs with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards. The following components are essential to the success of all students, especially elementary-aged students:

- Universal screening is required three times a year for children in grades K-5 to identify students at risk for academic struggle and who may require closer monitoring and/or further assessment.
- Research/evidence-based instruction that has been shown to be effective is provided to all students.
- Scientific research-based reading instruction, which includes a block of 90 minutes of daily explicit and systematic instruction.
- Scientific research-based math instruction that includes instruction in problem-solving, arithmetic skill/fluency, conceptual knowledge/number sense, and reasoning ability.
- Curriculum aligned to the Next Generation / New York State Learning Standards and grade level performance indicators.
- Instruction that is provided by qualified personnel and trained staff.
- Differentiated instruction is used to meet a wide range of student needs.
- Professional learning opportunities that are provided to ensure fidelity of implementation.
- Instructional strategies/programs that are implemented with fidelity.
- Instruction that is culturally and linguistically responsive to the language and learning needs of students whose first language is not English.

It is essential to remember that the MTSS approach is designed to supplement, not replace, the core curriculum. For example, a Tier III intervention, such as a reading intervention, could not supplant an English Language Arts class or course for a student.

Please be aware that the MTSS Plan remains a key focus and priority for us as a learning organization. As a result, we will continue to adapt and grow to meet the evolving needs of our students.

Implementing MTSS with English Language Learner Students

English Language Learners (ELLs) are students who speak a language other than English at home and qualify for English language instructional support based on the New York State English as a Second Language Achievement test (NYSESLAT) or the New York State Identification Test for English Language Learners (NYSITELL). ELLs receive services under Part 154 regulations to develop a command of the English language. Within the Brewster Central School District, ELLs participate in a culturally and linguistically appropriate core instructional program and receive language support services. The frequency of these services is determined by their English language proficiency level as indicated by the NYSESLAT or NYSITELL.

Brewster Programming for ELLs

Bilingual Bears Dual Language- Students in the dual language program work towards bilingualism, biliteracy, and multiculturalism. Following a 50/50 language allocation plan, students receive instruction in both English and Spanish. In K-2, there is a two-way program that includes both native English speakers and native Spanish-speaking ELLs. In grades 3-5, there is a one-way program composed of only native Spanish-speaking ELLs. In both methods, students develop literacy skills in Spanish and English simultaneously.

All students in the dual language programs are assessed for English and Spanish language proficiency three times per year using universal screeners. Classroom teachers and interventionists use a bilingual trajectory to determine eligibility for tiered support services. Research shows that bilingual students are not two monolinguals in one. Instead, the bilingual is an integrated whole that cannot be easily separated into component parts (Grosjean, 1989). To honor bilingual students' entire linguistic repertoire, we must examine how they navigate their two languages simultaneously. A biliteracy trajectory is designed to observe and record children's developing biliteracy and determine whether bilingual learners meet high standards (Escamilla & Hopewell, 2016).

English as a New Language (ENL)- ENL services are provided to students learning English as a new language. The Brewster Central School District employs both integrated and stand-alone ENL models to support students in developing their English language proficiency according to the minutes requirement set forth by CR Part 154 regulations.

Every effort is made to ensure that all ELLs have access to high-quality, differentiated instruction with sufficient support in both language development and academic content well before any discussions regarding referrals to the Problem Solving Team or the Committee on Special Education occur. If an ELL is recommended to the Problem Solving Team, and they are unable to determine whether learning difficulties stem from language development or other learning factors, additional screening is conducted.

This can include assessments in the student's native language. It is essential to recognize that low scores on English screeners do not automatically indicate a learning disability in an English Language Learner. Additionally, if a student has low scores in their native language as well, that does not automatically indicate a learning disability either. All relevant factors should be considered to get the whole picture of the student.

When determining appropriate instruction/intervention at all tier levels for ELL students, the following must be considered:

- The current NYSESLAT level of the student
- The amount and type of ENL and general education instruction the student received in the past and the present.
- If applicable, the amount and time of home language instruction in the past and the present.
- The impact of language and culture on instruction and learning.
- Feedback and guidance from the student's family regarding the student's history, strengths, interests, and needs.
- Recommendations from certified ENL and/or bilingual personnel serving on the instructional problem-solving team.

NYS Continuum of English Language Proficiency

The development of language proficiency for ELLs is viewed as a continuum of stages. Research indicates that progressing through these stages of a new language may take six to eight years or longer. Therefore, when an ELL student struggles, school teams must consider whether the instructional and language demands are appropriate for the child's language proficiency level, and if not, provide appropriate instruction before considering other options.

Level	Description
Entering	A student at the Entering level has significant dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).
Emerging	A student at the Emerging level has some dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).
Transitioning	A student at the Transitioning level shows some independence in advancing academic language skills, but has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).
Expanding	A student at the expanding level shows great independence in advancing language for academic purposes skills and is approaching the linguistic demands necessary to

	demonstrate English language proficiency in a variety of academic contexts (settings).
Commanding	As measured by the NYSITELL, a student at the Commanding level has met the linguistic demands necessary to demonstrate English language proficiency in various academic contexts within their grade level. If a student attains Commanding level on the NYSITELL, the student is NOT an ELL, is NOT considered a former ELL, and is therefore not entitled to Former ELL testing accommodations or services. If a student scores Commanding on the NYSESLAT, this indicates that the student has exited ELL status and is designated as a Former ELL. As a result, they will receive two years of Former ELL testing accommodations and services. See the OBEWL Former ELLs Guidance.

(Source: New York State Education Department, n.d.)

Implementing MTSS with Students with Disabilities

The Multi-Tiered System of Support (MTSS) is designed to meet the needs of all students, including students with disabilities (SWD). SWDs are students who have been identified, assessed, and determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA). These students receive an Individualized Education Plan (IEP) that articulates the specialized instruction, supports, and services they need to thrive in school. They have access to the same continuum of Tier 1, 2, and 3 levels of integrated academic, social-emotional, and behavioral supports as all general education students.

MTSS works in conjunction with an Individualized Education Program (IEP) to ensure a student's specific needs are met through a combination of universal supports, targeted interventions, and individualized services, all while actively monitoring their progress and adjusting support as needed.

Brewster Central School District offers a range of special education services, including Integrated Co-Teaching (ICT) and Self-Contained programs. Eligible students will also receive individualized support through Counseling, Occupational Therapy (OT), Physical Therapy (PT), Speech-Language Therapy, and Vision and Hearing services.

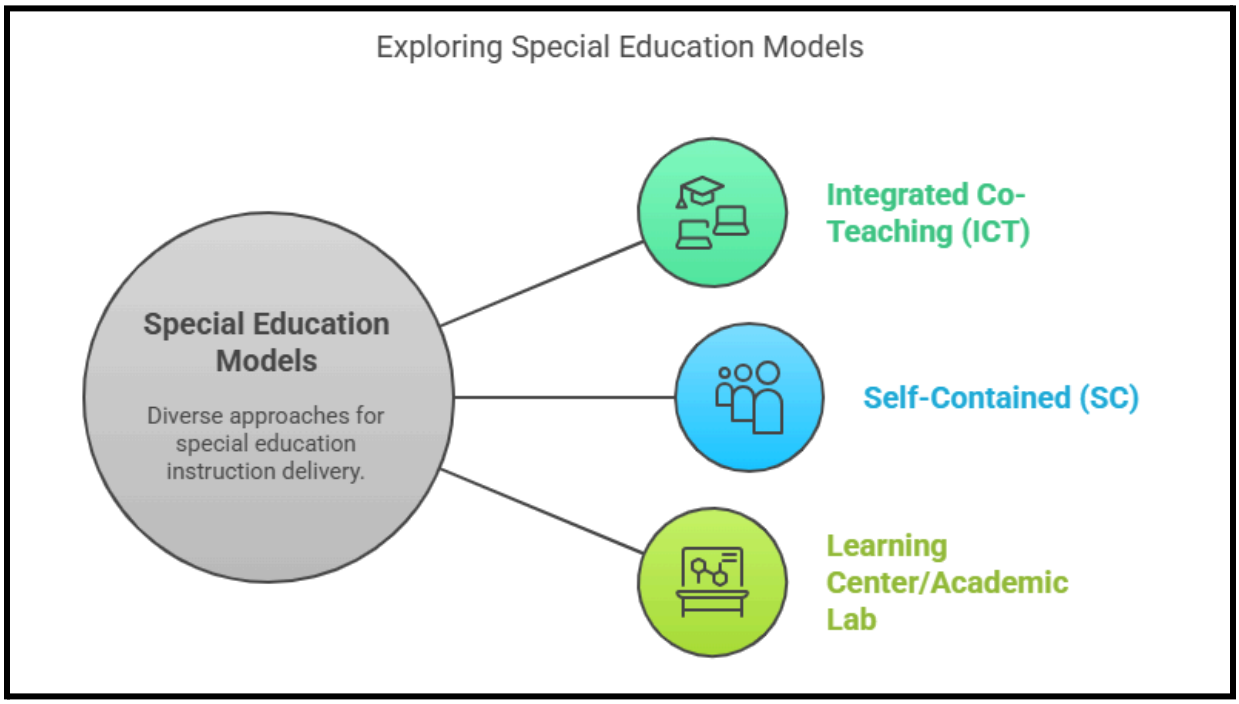
BCSD Special Education Models/Programs

Integrated Co-Teaching (ICT) (K-12) - Students enrolled in an ICT class are intentionally grouped based on their similarity in need for receiving specially designed instruction in a general education class, usually daily for the identified class. In this model, a general education teacher and a special education teacher share responsibility for delivering primary instruction, planning, and evaluating all students.

Learning Center (6-8)/ Academic Lab (9-12)- Learning Center/ Academic Lab is a building-level program for a student with a disability registered in either a special class or general education class who needs specialized supplementary instruction in an individual or small group setting for a portion of the school day. The Learning Center/Academic Lab is designed to *supplement* the general education or special education classroom instruction of students with disabilities who require additional support.

Self-Contained (SC) (K-12) A self-contained class consists of students with disabilities who have been grouped because of the similarity of individual needs for receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their nondisabled peers.

(Source: New York State Education Department, n.d.)



BCSD Related Services

Counseling: Provides support through individual or group sessions with a counselor, psychologist, or social worker to help students improve their mental health, social skills, manage their emotions, and address issues such as anxiety, depression, anger management, low self-esteem, and difficulties with peer relationships. Counselors help students develop coping mechanisms, problem-solving skills, and strategies for self-regulation.

Occupational Therapy: Occupational therapists work on improving fine motor skills (small muscle movements), sensory processing (how the brain interprets sensory information), and visual-motor coordination. They may also help students adapt to their environment or use assistive devices to increase independence in the classroom.

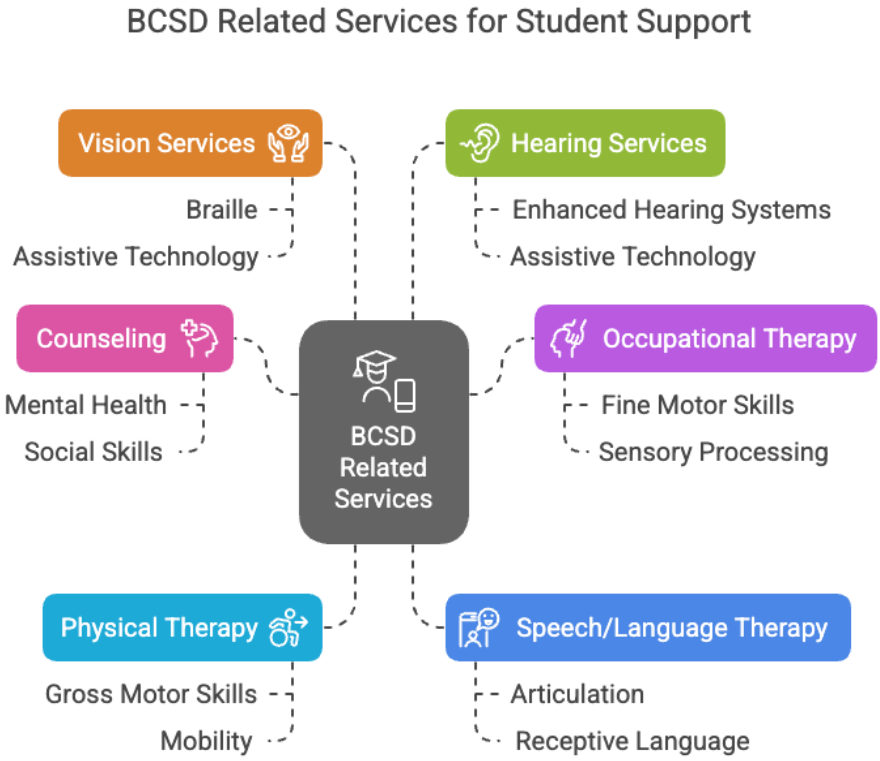
Physical Therapy: Physical therapists work on gross motor skills (large muscle movements) such as walking, running, jumping, and maintaining balance. They may also address issues with posture, mobility, and accessibility within the school environment. Their goal is to help students participate as fully as possible in school activities and increase their overall physical independence.

Speech/Language Therapy: Speech-language pathologists (SLPs) work with students on various aspects of communication, including articulation (pronouncing words clearly), receptive language (understanding

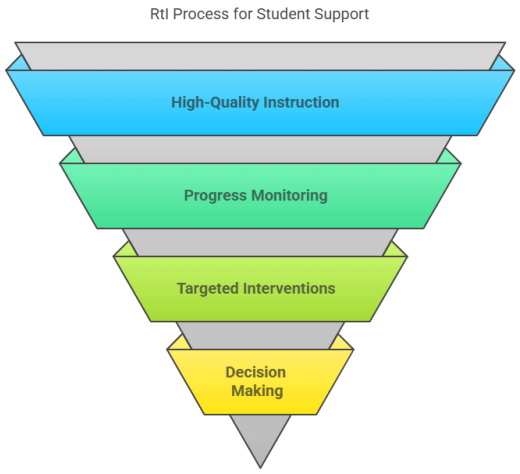
what others say), expressive language (using words to communicate), social communication (interacting with others), and fluency (speaking smoothly).

Vision Services: Provides support and instruction to students with visual impairments, helping them access their education. This can include adapting materials into Braille, large print, or audio formats; teaching students how to use assistive technology; and providing instruction in orientation and mobility (how to move safely and independently in their environment).

Hearing Services: Provides support and instruction to students with hearing impairments, helping them access their education. This can include enhanced hearing systems and teaching students how to use assistive technology.



Response to Intervention (RtI) - Academic Aspect of MTSS



Response to Intervention (RtI) is a model that provides high-quality instruction and targeted interventions to address students' individual needs by measuring their progress and performance over time. RtI is about general education and represents an educational strategy "to close achievement gaps for all students, including students at risk--academically and behaviorally, students with disabilities, English Language Learners, and academically talented learners by preventing smaller learning problems from becoming insurmountable gaps" (NYSED, RTI Guidance Document, October 2010). When used with fidelity, RtI has also been shown to lead to more appropriate identification of and interventions for students with learning disabilities" (NYSED, RTI Guidance Document, October, 2010). An essential goal of RtI is to use information about student progress to make informed decisions that impact the academic, behavioral, and social-emotional aspects of learning, as well as strategies that can improve school attendance.

Positive Behavioral Intervention and Supports (PBIS) - Social-Emotional Aspect of MTSS

Positive Behavioral Intervention and Supports (PBIS) is a "framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum" (https://www.pbis.org/pbis/what-is-pbis). A school-wide PBIS approach aims to help students understand the behavioral expectations and ensure that structures are in place to remind them of these expectations. A systemic approach to examining, interpreting, and measuring behavior should also lead to the implementation of proven interventions that improve both behavioral and academic outcomes.

Academic Intervention Services (AIS)

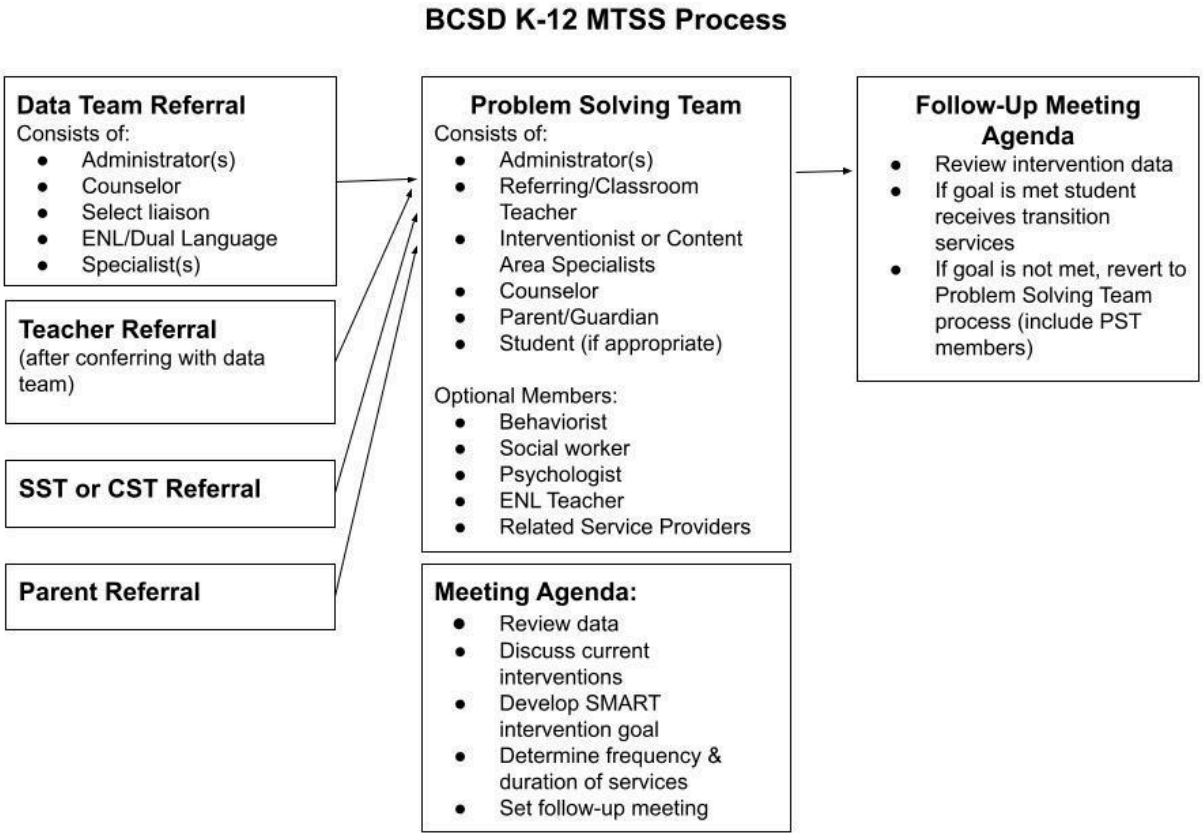
Academic Intervention Services (AIS) are supplemental instruction and/or student support services designed to help students meet the expectations of the New York State Learning Standards. This additional support or instruction is intended to address barriers to improved academic performance, assist students who are at risk of not meeting standards in English Language Arts, mathematics, science and/or social studies in grades K-12 and assist students who have not met designated performance levels in English language arts, mathematics, science and/or social studies. Effective July 1, 2012, school districts must provide students with research-based interventions before they can be referred to the Committee on Special Education as having a learning disability. Students who are identified as 'eligible' for AIS services will be referred to the MTSS or Problem Solving Team(s), who will apply multiple measures of student learning to determine the necessity and appropriateness of interventions for each eligible student. The objective behind blending these approaches is to provide a comprehensive plan for continual student

improvement. If a student receives AIS, they must still receive Tier I interventions within their typical classrooms to attain learning standards.

NYSED regulations regarding State assessments and AIS have shifted over the years from those students performing below proficiency to receive services, to a two-step process to qualify for AIS services, to a suspension of AIS mandates. The Brewster Central School District will comply with all applicable NYSED mandates related to AIS.

The K-12 MTSS Process

The District has worked to refine and align our MTSS process over the years. While each school has established developmentally appropriate components of the process, there are certain K-12 non-negotiables. One such non-negotiable is the overall MTSS process. Below is a graphic representation of what this process looks like across schools and grade levels in Brewster Central School District.



School Support Team Membership and Roles

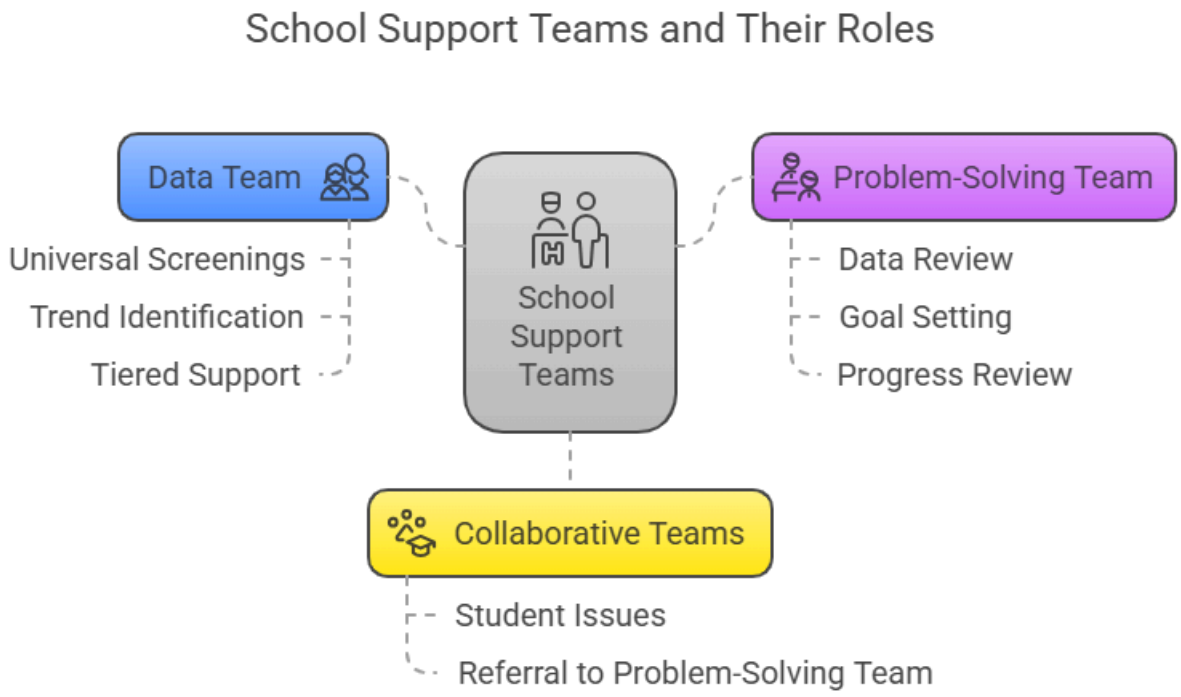
Data Team

Each school will have an identified Data Team that meets **three times per year** to review the results of universal screenings and identify trends, and identify students who qualify for tiered support through MTSS at the beginning of the school year.

Problem-Solving Team

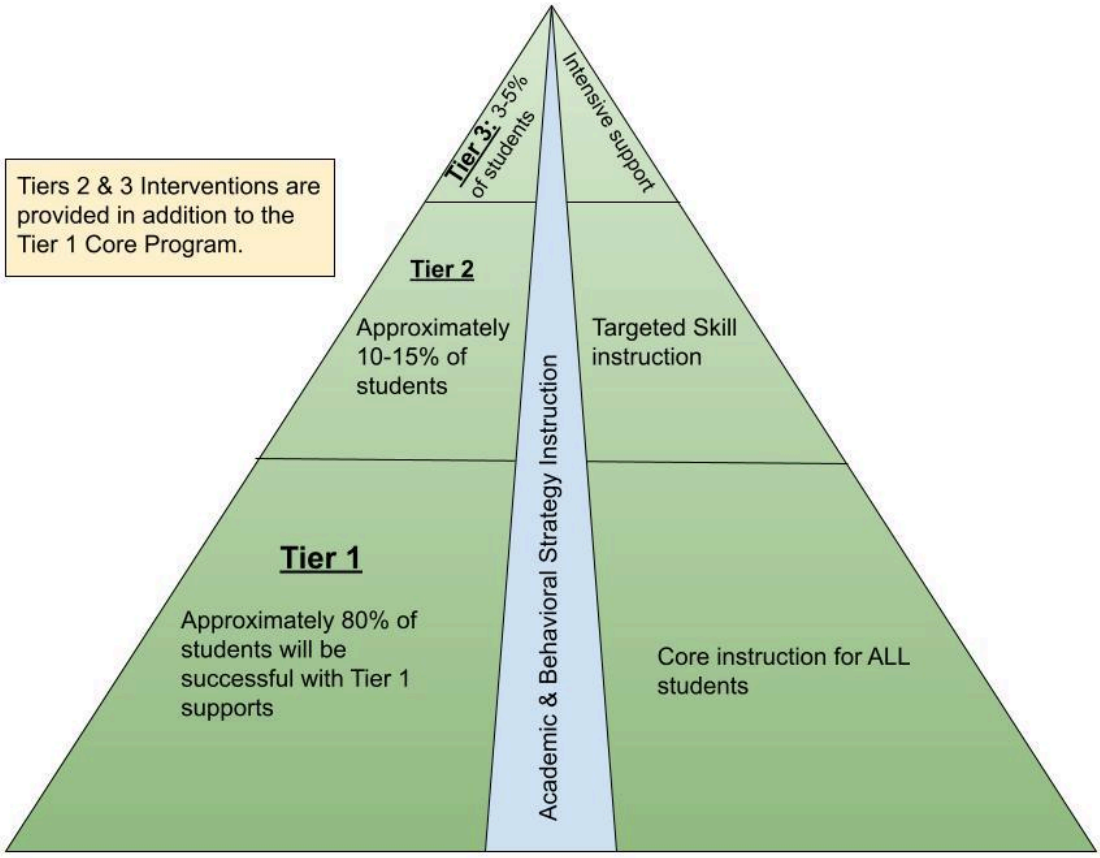
The Problem-solving Team **meets regularly throughout the school year.** Teachers bring students to the team when the data and teacher reports demonstrate that the student is not making accelerated progress. After reviewing the data and the teacher's report, the team will set targeted goals for the student, identify when additional instruction will occur, and determine the frequency, session length, and duration of services before reviewing the student's progress again.

Collaborative Teams - Each school has several collaborative teams that work to address student issues. These collaborative teams play a role in student learning but are distinct from the Problem Solving or Data Team. These other collaborative teams can refer students to the Problem-Solving Team to engage in that protocol and process."



Tiered Levels of Support

The graphic below illustrates the district's MTSS model.



The goal of the Tier One program is to meet the needs of at least 80% of the students. Students who do not show appropriate levels of achievement with Tier 1 Targeted Instruction will be considered for Tier 1 interventions and Tier 2 support services.

General Changes Within and/or Between Tiers

- Accommodation: Continues with the content, but additional reinforcement or time is allowed
- Modification: Expectations are changed for knowing and doing
- Student-teacher ratio
- Length of intervention sessions
- Frequency of intervention sessions
- Duration of the intervention period (e.g., extending an intervention 5 to 10 weeks)
- Type of intervention strategy or materials used

Fidelity of Implementation and Professional Learning

It is well-documented that a significant factor contributing to the failure of interventions is the inability to implement the proposed intervention as intended. Fidelity addresses not only the steps involved in an intervention, but also the integrity of screening and progress-monitoring procedures. Brewster Central

School District ensures fidelity of implementation through appropriate and sustained professional learning relative to assessment procedures, interventions, and evidence-based resources for all staff and administrators.

Parental Notification Requirements

While it is expected that parents are involved and kept informed of their child's progress in school at all levels, when students participate in the MTSS process, there are specific requirements for parent notification. Parents must be notified in writing and in a language or mode of communication that they understand if their child needs an intervention beyond that which is provided to all students in the classroom as part of an MTSS process. Such parents must specifically be notified in writing:

- how much and what kind of information (data) the school will collect to monitor the student's progress; and
- the nature of the intervention/instructional support the student will receive; and
- of the parents' right to request an evaluation for special education services.

The school should establish clear procedures to meet these requirements, including but not limited to:

- determining the method for written parental notification;
- the manner and frequency of parent and staff communication; and
- the manner and frequency in which progress monitoring data will be provided to parents.

In the event a student is referred for an evaluation to determine if the student has a learning disability, the parent will have received appropriate data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting a formal assessment of the student progress during instruction (New York State RTI Guidance Document).

Attendance and Behavioral Supports

Attendance is a foundational element within a Multi-Tiered System of Support (MTSS) framework, serving as a critical indicator of student engagement and a significant predictor of academic success and overall well-being. Chronic absenteeism not only disrupts a student's learning trajectory but also impacts classroom instruction and the broader school climate. The Brewster MTSS system is designed to identify students at risk, provide tiered interventions, and create a supportive environment that prioritizes consistent presence and active participation in learning.

Behavioral interventions within the Brewster Multi-Tiered System of Support (MTSS) framework encompass a continuum of evidence-based practices designed to promote positive social-emotional development and address student behavioral challenges. This systematic approach operates across all tiers of support, beginning with universal strategies implemented school-wide to foster a positive and predictable learning environment for all students. For students requiring additional support, targeted interventions at Tier 2 address specific behavioral patterns through small group or individualized strategies. At Tier 3, intensive and individualized interventions are implemented for students with persistent or significant behavioral needs, often involving collaboration with specialists and families. The overarching goal of behavioral interventions within MTSS is to proactively teach and reinforce positive behaviors, reduce disruptive behaviors, and foster a safe and supportive school climate that promotes

academic and social-emotional growth. Data-based decision-making is integral to this process, informing the selection, implementation, and evaluation of interventions at each tier.

Students who violate the code of conduct are subject to disciplinary actions. The MTSS framework does not supplant the code of conduct or disciplinary actions. Still, it is used in conjunction with them to provide the support needed to address social-emotional development and behavioral challenges.

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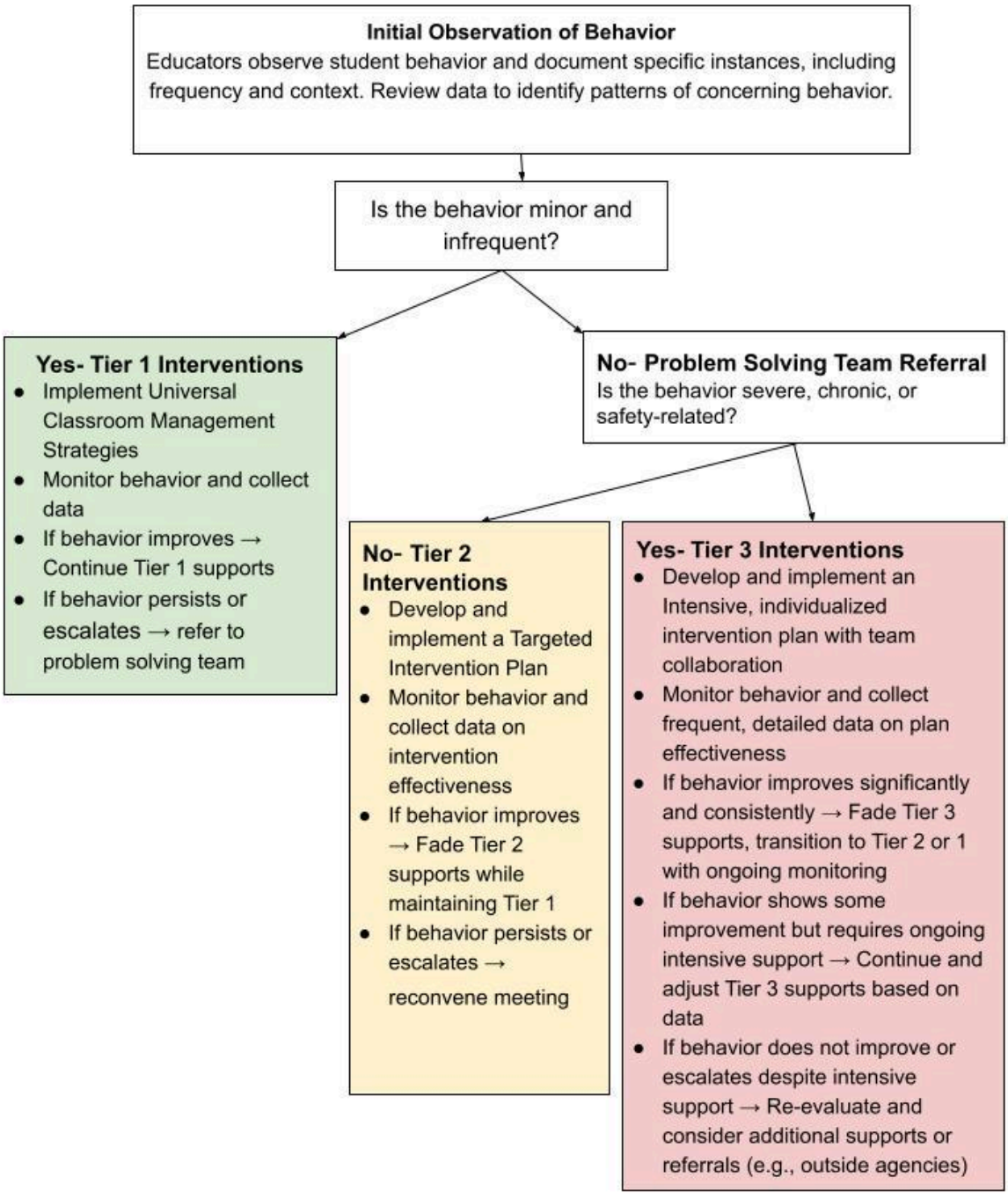
Appendix A

Attendance Tiered Intervention Criteria

Tier	Entry/Exit Criteria	Possible Interventions
1	90-100% marking period attendance	● Positive and engaging school climate ● Family/School engagement opportunities ● School Assemblies on attendance expectations and impact on education ● Connection to a caring adult in the school ● Before - and after-school programs
2	80-89% marking period attendance	● Develop and implement a student attendance improvement plan ● Small Group Support ● Attendance strategies added to the IEP (special alerts) for SWD
3	79% and below marking period attendance	● Develop and implement a student attendance improvement plan ● Home visits ● Community Outreach/involvement ● Mentor Program ● Summer learning programs/credit recovery programs (9-12)

Behavioral Intervention Decision-Making Process

This document outlines a structured flowchart for addressing student behavior through a tiered intervention system. It provides a clear pathway for educators to follow when observing student behavior, ensuring that appropriate supports are implemented based on the severity and frequency of the behavior.


Initial Observation of Behavior
Educators observe student behavior and document specific instances, including frequency and context. Review data to identify patterns of concerning behavior.
Is the behavior minor and infrequent?
Yes- Tier 1 Interventions
Implement Universal Classroom Management Strategies
Monitor behavior and collect data
If behavior improves → Continue Tier 1 supports
If behavior persists or escalates → refer to problem solving team
No- Problem Solving Team Referral
Is the behavior severe, chronic, or safety-related?
No- Tier 2 Interventions
Develop and implement a Targeted Intervention Plan
Monitor behavior and collect data on intervention effectiveness
If behavior improves → Fade Tier 2 supports while maintaining Tier 1
If behavior persists or escalates → reconvene meeting
Yes- Tier 3 Interventions
Develop and implement an Intensive, individualized intervention plan with team collaboration
Monitor behavior and collect frequent, detailed data on plan effectiveness
If behavior improves significantly and consistently → Fade Tier 3 supports, transition to Tier 2 or 1 with ongoing monitoring
If behavior shows some improvement but requires ongoing intensive support → Continue and adjust Tier 3 supports based on data
If behavior does not improve or escalates despite intensive support → Re-evaluate and consider additional supports or referrals (e.g., outside agencies)

BCSD Tiered Behavioral Interventions

Tier 1	Tier 2	Tier 3
Social -Emotional Learning (i.e., Second Step Curriculum, We Are Wells Class, Guidance Dept. lessons) Positive Behavioral Interventions and Supports (PBIS) Grade-level Teaming School-wide Assemblies Grade-level presentations Family/Community Presentations and Workshops Parent/Teacher/Student Communication/Conference Instruction in mindfulness and calming techniques (i.e., The Den, Mindfulness Room) Classroom Management (i.e., classroom STARR charter, class meetings, established classroom rules or expectations)	Small group (push-in or pull-out) and/or individual support provided by school counselors, social workers, and/or school psychologists Mentoring Program Peer mediation/mediation Restorative Circles Team meetings with parents/students/teachers	Individual targeted and/or small group support provided by school counselors, social workers, and psychologists Home Visits as needed Community outreach/involvement (i.e., SPOA, Cove Care (inc. clinic), Teen Intervene, PINS)

Appendix B

Related Services Decision-Making Process

Occupational Therapy / Physical Therapy			
Tier 1	- Professional Development: Therapists provide presentations and resources for common functional challenges within the educational setting (presentations may target how various OT/PT related skills impact school based functioning and provide tools/strategies teachers can use to support these students; motor, visual perceptual, visual-motor, graphomotor, posture, transitions, playground/building safety, and sensory-motor skills) - Whole classroom support/lessons when a teacher presents a whole class concern, making recommendations for ergonomic seating arrangements, ideas for entire class movement breaks, etc.		
	Entrance Criteria	Resources	Exit Criteria
Tier 2	Teacher identifies a child with difficulty completing a functional school-based task across multiple trials in the following OT/PT-related categories (handwriting legibility, scissor skills, typing, self-help skills, sensory processing skills, balance, safety on playground, etc). When bringing work samples or evidence of a child's decreased ability to complete a functional school-based task, the teacher should refer the child to MTSS. As an MTSS committee, choose a strategy/resource to trial with the student to target the functional task and set a goal.	Utilize the OT/PT resource guide, which contains a list of strategies for each area. The teacher will choose a strategy and write a goal to track the student's functional performance using that strategy with fidelity for 6-8 weeks.	After 6 to 8 weeks the data shows that the student demonstrated an increase in functional and appropriate engagement in the task.

	Entrance Criteria	Resources	Exit Criteria
Tier 3	The MTSS team has data to show that the child did not meet the goal or demonstrate progress towards the goal with the strategies and tools provided in Tier 2. The MTSS team may then request the OT/PT to complete a screening. Screenings will target the students' functional participation during the specified task. Using clinical judgment and in consideration of the whole child, the OT/PT may decide to provide child-specific strategies to trial based on information from screening or may request a complete evaluation through special education.	OT /PT provision of additional strategies or supports to trial by the classroom teacher	After 6-8 weeks, the data show that the student demonstrated an increase in functional and appropriate engagement in the task following the implementation of additional strategies provided by OT/PT. If the data does not show progress towards the goal, a referral to special education with comprehensive evaluations may be warranted.

<table>
<tr><th colspan="4">Speech & Language Therapy</th></tr>
<tr><td>Tier 1</td><td colspan="3">Speech and Language
All kindergarten students receive a speech and language screening. If a student fails, recommendations for therapy or classroom strategies are made.
Speech:
If a teacher or parent has concerns regarding a child’s speech or sound production, the Speech Department should be notified via email.
A consent form for screening will be provided to the parent for signature and return.
Language:
If a teacher or parent) If a parent or teacher has concerns about a child’s language development, a discussion with the Speech-Language Pathologist (SLP) or Assistant Principal should occur to determine if an MTSS referral is warranted.</td></tr>
<tr><td></td><td>Entrance Criteria</td><td>Resources</td><td>Exit Criteria</td></tr>
<tr><td>Tier 2</td><td>The SLP will review the data provided by the teacher and use it to craft an intervention plan. The plan will include strategies to be embedded in the curriculum. The SLP will present this plan at the MTSS meeting and adjust/customize it based on the discussions during the meeting.

Strategy Implementation:

Teachers apply the strategies outlined in the intervention plan in the classroom.

Progress Monitoring:

If issues persist, the MTSS team will reconvene to assess progress.

A formal screening may be conducted if it wasn’t done earlier or if additional data is needed.</td><td>Teacher reports/observations and/or screeners determine the resources selected to address the deficit.</td><td>After 6-8 weeks, the data indicate that the student demonstrated improvement in the identified skills.</td></tr>
</table>

	Entrance Criteria	Resources	Exit Criteria
Tier 3	The SLP will review the data provided by the teacher after the MTSS process and use it to determine the next steps, including additional interventions or services. **Service Frequency**: ● **1x/week**: Standard group therapy, 20-30 minutes. ● **2x/week**: For more intensive intervention. ● **2x/month**: For students requiring less frequent therapy. ● **Individual:** when needed **Other Options**: ● Consultations with teachers for strategies (e.g., fluency-enhancing classroom strategies). ● Home programs (e.g., optional practice materials).	Progress Monitoring Data and an additional round of screeners, if recommended .	**Articulation Skill Mastery**: The student consistently produces target sounds with at least 80% accuracy in words. Any remaining sound errors are developmentally appropriate and not significantly impacting communication. **Impact on Academics**: Evaluate how the speech or language difficulty affects academic performance and classroom participation. **Progress Monitoring**: Review data from formal and informal assessments to determine progress. Consider input from teachers and caregivers regarding functional communication skills. **Use of Compensatory Strategies**: Assess whether the student can independently apply strategies to support effective communication. Ensure the student can successfully navigate academic and social interactions without therapy support.

Appendix C

MTSS Entrance and Exit Criteria Guidance English Language Arts

Entry Criteria for English Language Arts

The measures in the charts below have been established to identify students eligible for intervention at the beginning of the school year.

Exit Criteria

When students participate in tiered support:

- Data on student performance is collected based on the frequency of the tiered service provided (Tier 2- minimum every 5-7 sessions, Tier 3-minimum every 5-6 sessions) and noted on the student intervention plan.
- After the designated number of weeks of service, the teacher evaluates the overall effectiveness of the interventions used and determines whether to do another cycle (for Tier One) or refer to the Problem-Solving Team.
- Decisions about services after two cycles of Tier 1 support should be referred to the Problem-Solving Team for review.
- The effectiveness of the ELA intervention, depending on the focus of the instruction, may be determined by administering one or more of the assessments identified for the specific focus and tier of intervention.
- The services will be discontinued when the student has met the targeted needs, as evidenced by achieving a benchmark score on the identified assessments, and is achieving satisfactorily in the classroom, as evidenced by grades and universal screener results.

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

Kindergarten Literacy Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Early Literacy/	≤ 586	≤ 633	≤ 680	3 point
	587-632	634-682	681-732	2 points
	633-664	683-715	733-765	1 points
DIBELS (Composite Score)	Well Below Benchmark			3 points
	Below Benchmark			2 points

1st Grade Literacy Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Early Literacy/ STAR Reading	≤ 660	≤ 696	≤ 732	3 point
	661-713	697-749	733-784	2 points
	714-739	750-783	785-826	1 points
DIBELS (Composite Score)	Well Below Benchmark			3 points
	Below Benchmark			2 points

2nd Grade Literacy Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Reading	≤ 752	≤ 776	≤ 799	3 point
	753-801	777-835	800-869	2 points
	802-844	836-877	870-910	1 points
DIBELS (Composite Score)	Well Below Benchmark			3 points
	Below Benchmark			2 points

3rd Grade Literacy Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Early Literacy/ STAR Reading	≤ 812	≤ 832	≤ 851	3 point
	813-881	833-901	852-920	2 points
	882-921	902-939	921-957	1 points
DIBELS (Composite Score)	Well Below Benchmark			3 points
	Below Benchmark			2 points

K-3 Tiered Literacy				
Tier	**Placement Points**	**Frequency/ Duration of Intervention**	**Group Description**	**Provider**
One	1-2 points	Additional small group instruction, 1-2 times per week for 6-8 week cycles	Additional small-group instruction within the general classroom setting during independent practice or I/E period	Classroom teacher
Two	3-4 points	Two to three times per week for a minimum of 15-30 minutes per session for a minimum of 6-8 week cycles	Small-group instruction with a specialist (push-in or pull-out), during the I/E period (classroom teacher or specialist)	Specialist or Classroom teacher
Three	5-6 points	A higher frequency than Tier 2; Minimum of 20 - 40 minutes per session, for a minimum of 6-8 week cycles	Individualized or small-group instruction	Specialist

GR 4 Literacy Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Reading	≤ 869	≤ 884	≤ 899	3 point
	870-933	885-947	890-961	2 points
	934-969	948-983	962-997	1 points
DIBELS (Composite Score)	Well Below Benchmark			3 points
	Below Benchmark			2 points
NYS 3-8 ELA Assessment (Fall ONLY)	Level 2 (above AIS median cut-off)			1 point
	Level 2 (below AIS median cut-off)			2 points
	Level 1			3 points

GR 5 Literacy Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Reading	≤ 914	≤ 924	≤ 934	3 point
	915-970	925-980	935-990	2 points
	971-1001	981-1011	991-1021	1 points
DIBELS (Composite Score)	Well Below Benchmark			3 points
	Below Benchmark			2 points
NYS 3-8 ELA Assessment (Fall ONLY)	Level 2 (above AIS median cut-off)			1 point
	Level 2 (below AIS median cut-off)			2 points
	Level 1			3 points

GR 4-5 Literacy Tiers					
Tier	**Placement Points With ELA**	**Placement Points without ELA**	**Frequency/ Duration of Intervention**	**Group Description**	**Provider**
One	1-3 points	1-2 points	Additional small group instruction, 1-2 times per week for 6-8 week cycles	Additional small-group instruction within the general classroom setting during independent practice or I/E period	Classroom teacher
Two	4-6 points	3-4 points	Two to three times per week for a minimum of 15-30 minutes per session for a minimum of 6-8 week cycles	Small-group instruction with a specialist (push-in or pull-out), during the I/E period (classroom teacher or specialist)	Specialist or Classroom teacher
Three	7-9 points	5-6 points	A higher frequency than Tier 2; Minimum of 20 - 40 minutes per session, for a minimum of 6-8 week cycles	Individualized or small-group instruction	Specialist

GR 6 Literacy Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Reading	≤ 945	≤ 951	≤ 957	3 point
	946-998	952-1005	958-1011	2 points
	999-1028	1006-1036	1012-1043	1 points
Report Card Grade-English	Grade 65-75			1 points
	Grade below 65			2 points
Common Assessments-ELA	Score between 65 and 75			1 points
	Score below 65			2 points
NYS ELA Assessment (Fall ONLY)	Level 2 (above AIS median cut-off)			1 point
	Level 2 (below AIS median cut-off)			2 points
	Level 1			3 points

Tier	Placement Points	Placement Points without ELA	Frequency/ Duration of Intervention	Group Description	Provider
One	1-5 points	1-3 points	Differentiated instruction, 5-10 week cycles	Small groups within the general classroom setting	Classroom teacher
Two	6-8 points	4-5 points	Two to three times per week for a minimum of 15-30 minutes per session for a minimum of 6-8 week cycles	Small-group instruction with a specialist (push-in or pull-out) or specialized course	Specialist or Classroom teacher
Three	9-10 points	6-7 points	A higher frequency than Tier 2; Minimum of 20 - 40 minutes per session, for a minimum of 6-8 week cycles	Individualized or small-group instruction	Specialist

GR 7 Literacy Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Reading	≤ 963	≤ 967	≤ 970	3 point
	964-1016	968-1021	971-1027	2 points
	1017-1046	1022-1053	1028-1059	1 points
Report Card Grade-English	Grade 65-75			1 points
	Grade below 65			2 points
Common Assessments-ELA	Score between 65 and 75			1 points
	Score below 65			2 points
NYS ELA Assessment (Fall ONLY)	Level 2 (above AIS median cut-off)			1 point
	Level 2 (below AIS median cut-off)			2 points
	Level 1			3 points

Tier	**Placement Points**	**Placement Points without ELA**	**Frequency/ Duration of Intervention**	**Group Description**	**Provider**
One	1-5 points	1-3 points	Differentiated instruction, 5-10 week cycles	Small groups within the general classroom setting	Classroom teacher
Two	6-8 points	4-5 points	Two to three times per week for a minimum of 15-30 minutes per session for a minimum of 6-8 week cycles	Small-group instruction with a specialist (push-in or pull-out) or specialized course	Specialist or Classroom teacher
Three	9-10 points	6-7 points	A higher frequency than Tier 2; Minimum of 20 - 40 minutes per session, for a minimum of 6-8 week cycles	Individualized or small-group instruction	Specialist

GR 8 Literacy Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Reading	≤ 981	≤ 984	≤ 987	3 point
	982-1033	985-1038	988-1043	2 points
	1034-1065	1039-1070	1044-1075	1 points
Report Card Grade-English	Grade 65-75			1 points
	Grade below 65			2 points
Common Assessments-ELA	Score between 65 and 75			1 points
	Score below 65			2 points
NYS ELA Assessment (Fall ONLY)	Level 2 (above AIS median cut-off)			1 point
	Level 2 (below AIS median cut-off)			2 points
	Level 1			3 points

Tier	Placement Points	Placement Points without ELA	Frequency/ Duration of Intervention	Group Description	Provider
One	1-5 points	1-3 points	Differentiated instruction, 5-10 week cycles	Small groups within the general classroom setting	Classroom teacher
Two	6-8 points	4-5 points	Two to three times per week for a minimum of 15-30 minutes per session for a minimum of 6-8 week cycles	Small-group instruction with a specialist (push-in or pull-out) or specialized course	Specialist or Classroom teacher
Three	9-10 points	6-7 points	A higher frequency than Tier 2; Minimum of 20 - 40 minutes per session, for a minimum of 6-8 week cycles	Individualized or small-group instruction	Specialist

Grade 9 Literacy Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Reading	≤ 987	≤ 988	≤ 989	3 point
	988-1040	989-1043	990-1045	2 points
	1041-1072	1044-1075	1046-1078	1 points
NYS ELA Assessment (from 8th grade for 9th Graders- Fall ONLY)	Level 2 (above AIS median cut-off)			1 point
	Level 2 (below AIS median cut-off)			2 points
	Level 1			3 points
Benchmark Assessments- ELA	Score between 3-4			1 point
	Score 2 and below			2 points
Report Card Grade-English	Score between 65 and 75			1 point
	Score below 65			2 points

9th Graders Tiered Literacy					
Tier	**Placement points with NYS ELA**	**Placement points without NYS ELA**	**Frequency/ Duration of Intervention**	**Group Size**	**Provider**
One	1-4 points	1-3 points	Differentiated instruction, 5-10 week cycles	Small groups within the general classroom setting	Classroom teacher
Two	5-8 points	4-5 points	Two to three times per week for a minimum of 15-30 minutes per session for a minimum of 6-8 week cycles	Small-group instruction with a specialist (push-in or pull-out), or specialized course	Specialist or Classroom teacher
Three	9-10 points	6-7 points	A higher frequency than Tier 2; Minimum of 20 - 40 minutes per session, for a minimum of 6-8 week cycles	Individualized or small-group instruction	Specialist

Grade 10 Literacy Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Reading	≤ 995	≤ 996	≤ 997	3 point
	996-1050	997-1053	998-1055	2 points
	1051-1083	1054-1086	1056-1089	1 points
Benchmark Assessments- ELA (ALL grades)	Score between 3-4			1 point
	Score 2 and below			2 points
Report Card Grade-English	Score between 65 and 75			1 point
	Score below 65			2 points

Grade 11 Literacy Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Reading	≤ 1004	≤ 1004	≤ 1004	3 point
	1005-1059	1005-1060	1005-1062	2 points
	1060-1091	1061-1093	1063-1095	1 points
Benchmark Assessments- ELA (ALL grades)	Score between 3-4			1 point
	Score 2 and below			2 points
Report Card Grade-English	Score between 65 and 75			1 point
	Score below 65			2 points

Grade 12 Literacy Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
NYS Next Gen ELA Regent	Level 2 (above AIS median cut-off)			1 point
	Level 2 (below AIS median cut-off)			2 points
	Level 1			3 points
Benchmark Assessments- ELA	Score between 3-4			1 point
	Score 2 and below			2 points
Report Card Grade-English	Score between 65 and 75			1 point
	Score below 65			2 points

10-12th Grade Tiered Literacy					
Tier	**Placement Points**	**Placement Points without NYS ELA Regents**	**Frequency/ Duration of Intervention**	**Group Size**	**Provider**
One	1-3 points	1-2 points	Differentiated instruction, 5-10 week cycles	Small groups within the general classroom setting	Classroom teacher
Two	4-5 points	3 points	Two to three times per week for a minimum of 15-30 minutes per session for a minimum of 6-8 week cycles	Small-group instruction with a specialist (push-in or pull-out), or specialized course	Specialist or Classroom teacher
Three	6-7 points	4 points	A higher frequency than Tier 2; Minimum of 20 - 40 minutes per session, for a minimum of 6-8 week cycles	Individualized or small-group instruction	Specialist

Appendix D

Bilingual Bears-Biliteracy Trajectory Chart - **Adapted from the work of Dr. Kathy Escamilla**
If students fall within their grade level range, they are to be considered on grade level.
(Beginning, **M**iddle, **E**nd)

Biliteracy Trajectory Instructional Reading Zones (English is home language - L1 and Spanish is second language - L2)			
Grade		**Composite English L1** *Dibels*	**Composite Spanish L2** *mCLASS Lectura*
K	B	306-331	200-269 (Exposure)
	M	371-392	200-269 (Exposure)
	E	420-449	200-269 (Exposure)
1	B	330-353	269-322
	M	389-423	352-405
	E	441-479	389-437
2	B	329-360	348-399
	M	389-422	390-438
	E	439-473	434-478
3	B	332-364	341-391
	M	393-426	388-433
	E	442-466	430-473
4	B	331-399	344-396
	M	399-430	391-434
	E	442-460	432-468
5	B	335-369	357-401
	M	394-420	398-439
	E	449-468	435-478+

Biliteracy Trajectory Instructional Reading Zones (Spanish is home language - L1 and English is second language - L2)			
Grade		**Composite Spanish L1** *mCLASS Lectura*	**Composite English L2** *Dibels*
K	B	269-322	200-306 (Exposure)
	M	352-405	200-306 (Exposure)
	E	389-437	200-306 (Exposure)
1	B	348-399	306-331
	M	390-438	371-392
	E	434-478	420-449
2	B	341-391	330-353
	M	388-433	389-423
	E	430-473	441-479
3	B	344-396	329-360
	M	391-434	389-422
	E	432-468	439-473
4	B	357-401	332-364
	M	398-439	393-426
	E	435-478	442-466
5	B	365-395	331-399
	M	392-428	399-430
	E	436-469	442-460+

Appendix E

MTSS Entry and Exit Criteria
Mathematics

Entry Criteria for Mathematics

The measures in the charts below have been established to identify students eligible for intervention at the beginning of the school year.

Exit Criteria

When students participate in tiered support:

- Data on student performance is collected based on the frequency of the tiered service provided (Tier 2- minimum every 5-7 sessions, Tier 3-minimum every 5-6 sessions) and noted on the student intervention plan.
- After the designated number of weeks of service, the teacher evaluates the overall effectiveness of the interventions used and determines whether to do another cycle (for Tier One) or refer to the Problem-Solving Team.
- Decisions about services after two cycles of Tier 1 support should be referred to the Problem-Solving Team for review.
- The effectiveness of the Math intervention may be determined by administering progress monitoring tools, other classroom assessments, and/or review of class work.
- The services will be discontinued when the student has met the targeted needs and is achieving satisfactorily in the classroom.

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

Kindergarten Winter/Spring Math Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
Forefront Math Screener		18-29	20-24	1 point
		14-17	14-19	2 points
		11-13	9-13	3 points
Interim Assessments	Red (Does Not Meet Expectations)			2 point
	Yellow (Approaches Expectations)			1 points

Grade K Winter/Spring Math Tiered Services				
Tier	**Placement Points**	**Frequency/ Duration of Intervention**	**Group Description**	**Provider**
One	1-2 points	Additional small group instruction, 1-2 times per week for 6-8 week cycles	Additional small-group instruction within the general classroom setting during independent practice or I/E period	Classroom teacher
Two	3-4 points	Two to three times per week for a minimum of 15-30 minutes per session for a minimum of 6-8 week cycles	Small-group instruction with a specialist (push-in or pull-out), during the I/E period (classroom teacher or specialist)	Specialist or Classroom teacher
Three	5 points	A higher frequency than Tier 2; Minimum of 20 - 40 minutes per session, for a minimum of 6-8 week cycles	Individualized or small-group instruction	Specialist

GR 1 Math Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Math	≤ 700	≤ 736	≤772	3 point
	701-731	737-768	773-805	2 points
	732-754	769-791	806-827	1 points
Interim Assessments	Red (Does Not Meet Expectations)			2 point
	Yellow (Approaches Expectations)			1 points

GR 2 Math Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Math	≤793	≤821	≤850	3 point
	794-828	822-853	851-879	2 points
	829-851	854-875	880-900	1 points
Interim Assessments	Red (Does Not Meet Expectations)			2 point
	Yellow (Approaches Expectations)			1 points

GR 3 Math Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Math	≤849	≤872	≤895	3 point
	850-882	873-907	896-932	2 points
	883-904	908-929	933-955	1 points
Interim Assessments	Red (Does Not Meet Expectations)			2 point
	Yellow (Approaches Expectations)			1 points

1-3 Math Tiers				
Tier	**Placement Points**	**Frequency/ Duration of Intervention**	**Group Description**	**Provider**
One	1-2 points	Additional small group instruction, 1-2 times per week for 6-8 week cycles	Additional small-group instruction within the general classroom setting during independent practice or I/E period	Classroom teacher
Two	3-4 points	Two to three times per week for a minimum of 15-30 minutes per session for a minimum of 6-8 week cycles	Small-group instruction with a specialist (push-in or pull-out), during the I/E period (classroom teacher or specialist)	Specialist or Classroom teacher
Three	5 points	A higher frequency than Tier 2; Minimum of 20 - 40 minutes per session, for a minimum of 6-8 week cycles	Individualized or small-group instruction	Specialist

GR 4 Math				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Math	≤895	≤914	≤933	3 point
	896-933	925-951	934-969	2 points
	934-956	952-975	970-993	1 points
Interim Assessments	Red (Does Not Meet Expectations)			2 point
	Yellow (Approaches Expectations)			1 points
NYS Math Assessment (Fall Only)	Level 1			3 point
	Level 2 (below AIS median cut-off)			2 points
	Level 2 (above AIS median cut-off)			1 points

Gr 5 Math				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Math	≤ 933	≤ 949	≤ 965	3 point
	934-973	950-989	966-1004	2 points
	974-997	990-1013	1005-1028	1 points
Interim Assessments	Red (Does Not Meet Expectations)			2 point
	Yellow (Approaches Expectations)			1 points
NYS Math Assessment (Fall Only)	Level 1			3 point
	Level 2 (below AIS median cut-off)			2 points
	Level 2 (above AIS median cut-off)			1 points

Grades 4-5 Math Tiers					
Tier	**Placement Points**	**Placement Points without NYS Math**	**Frequency/ Duration of Intervention**	**Group Description**	**Provider**
One	2-5 points	1-2 points	Additional small group instruction, 1-2 times per week for 6-8 week cycles	Additional small-group instruction within the general classroom setting during independent practice or I/E period	Classroom teacher
Two	5-6 points	3-4 points	Two to three times per week for a minimum of 15-30 minutes per session for a minimum of 6-8 week cycles	Small-group instruction with a specialist (push-in or pull-out), during the I/E period (classroom teacher or specialist)	Specialist or Classroom teacher
Three	7-8 points	5 points	A higher frequency than Tier 2; Minimum of 20 - 40 minutes per session, for a minimum of 6-8 week cycles	Individualized or small-group instruction	Specialist

GR 6 Math Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Math	≤ 968	≤ 983	≤ 998	3 point
	969-1011	984-1023	999-1035	2 points
	1012-1038	1024-1050	1036-1062	1 points
NYS Math Assessment (Fall ONLY)	Level 1			3 point
	Level 2 (below AIS median cut-off)			2 points
	Level 2 (above AIS median cut-off)			1 points
Math Common Assessment	Score below 65			2 point
	Score between 65 and 75			1 points
Report Card Grade- Math	Score below 65			2 point
	Score between 65 and 75			1 points

GR 7 Math Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Math	≤986	≤ 996	≤ 1007	3 point
	987-1031	997-1040	1008-1048	2 points
	1032-1061	1041-1070	1049-1078	1 points
NYS Math Assessment (Fall ONLY)	Level 1			3 point
	Level 2 (below AIS median cut-off)			2 points
	Level 2 (above AIS median cut-off)			1 points
Math Common Assessment	Score below 65			2 point
	Score between 65 and 75			1 points
Report Card Grade- Math	Score below 65			2 point
	Score between 65 and 75			1 points

GR 8 Math Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Math	≤ 997	≤1007	≤ 1016	3 point
	998-1048	1008-1056	1017-1064	2 points
	1049-1081	1057-1087	1065-1094	1 points
NYS Math Assessment (Fall ONLY)	Level 1			3 point
	Level 2 (below AIS median cut-off)			2 points
	Level 2 (above AIS median cut-off)			1 points
Math Common Assessment	Score below 65			2 point
	Score between 65 and 75			1 points
Report Card Grade- Math	Score below 65			2 point
	Score between 65 and 75			1 points

GR 6-8 Math Tiered Levels					
Tier	**Placement Points**	**Placement Points without NYS Math**	**Frequency/ Duration of Intervention**	**Group Description**	**Provider**
One	1-4 point	1-3 point	Differentiated instruction, 5-10 week cycles	Small groups within the general classroom setting	Classroom teacher
Two	5-8 points	4-6 points	Two to three times per week for a minimum of 15-30 minutes per session for a minimum of 6-8 week cycles	Small-group instruction with a specialist (push-in or pull-out) or specialized course	Specialist or Classroom teacher
Three	9-10 points	7 points	A higher frequency than Tier 2; Minimum of 20 - 40 minutes per session, for a minimum of 6-8 week cycles	Individualized or small-group instruction	Specialist

GR 9 Math Criteria				
Assessment	**Fall**	**Winter**	**Spring**	**Data Points**
STAR Math	≤ 1005	≤ 1015	≤ 1025	3 point
	1006-1054	1016-1061	1026-1069	2 points
	1055-1088	1062-1093	1070-1097	1 points
NYS Math Assessment Fall ONLY)	Level 1			3 point
	Level 2 (below AIS median cut-off)			2 points
	Level 2 (above AIS median cut-off)			1 points
Report Card Grade- Math	Score below 65			2 point
	Score between 65 and 75			1 points

GR 9 Math Tiers					
Tier	**Placement Points**	**Placement Points without NYS Math**	**Frequency/ Duration of Intervention**	**Group Description**	**Provider**
One	1-3 points	1-2 points	Differentiated instruction, 5-10 week cycles	Small groups within the general classroom setting	Classroom teacher
Two	4-6 points	3-4 points	Two to three times per week for a minimum of 15-30 minutes per session for a minimum of 6-8 week cycles	Small-group instruction with a specialist (push-in or pull-out) or specialized course	Specialist or Classroom teacher
Three	7-8 points	5 points	A higher frequency than Tier 2; Minimum of 20 - 40 minutes per session, for a minimum of 6-8 week cycles	Individualized or small-group instruction	Specialist