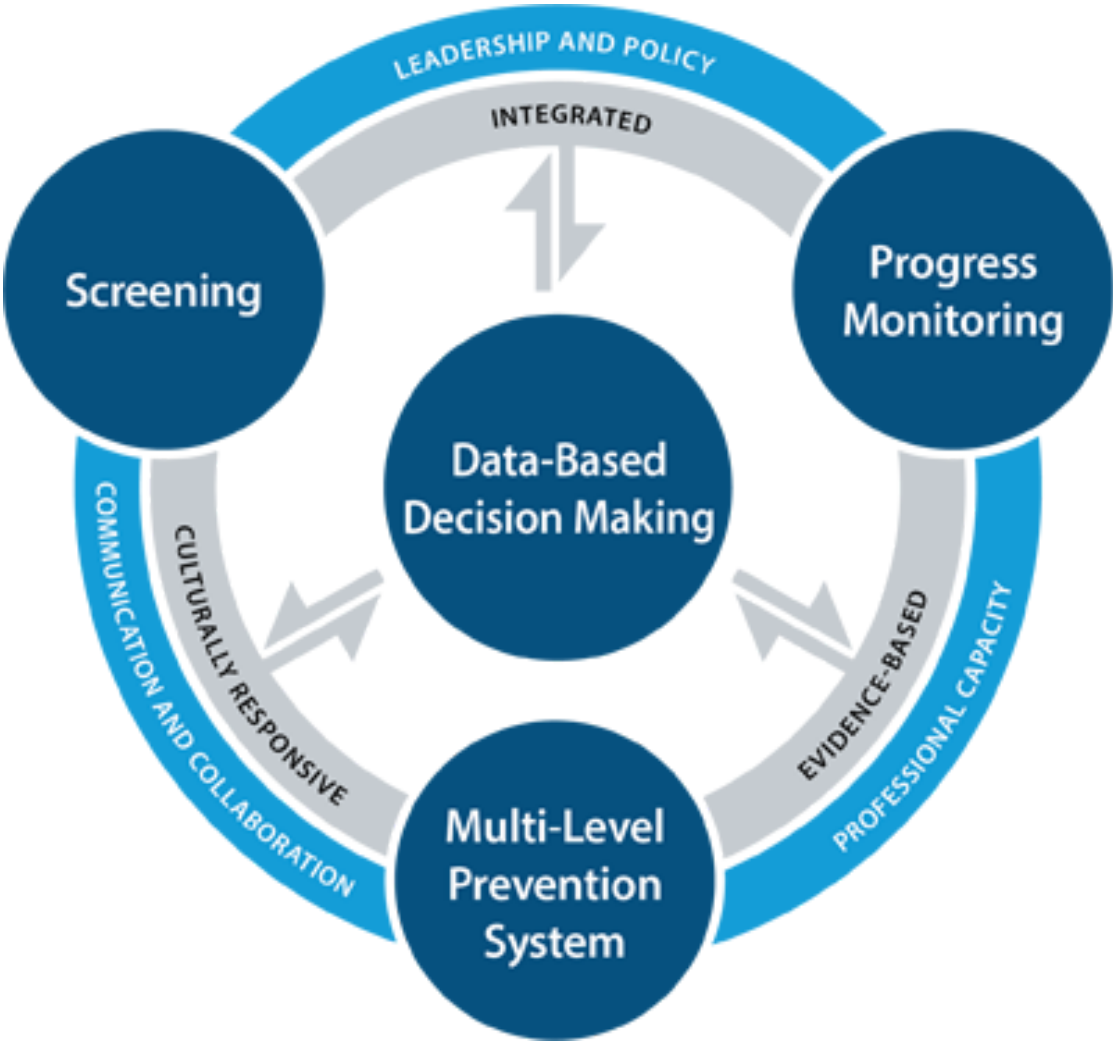
New Paltz Central School District Multi-Tiered System of Support Plan 2026-2027

Approved by the Board of Education on 10/21/2026



From AIR Center on Multi-Tiered Systems of Support

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New Paltz Central School District Mission

The New Paltz Central School District exists for the children of the community. The focus of its programs and activities is the commitment to measured excellence and continuous growth and development for all.

New Paltz Central School District Vision

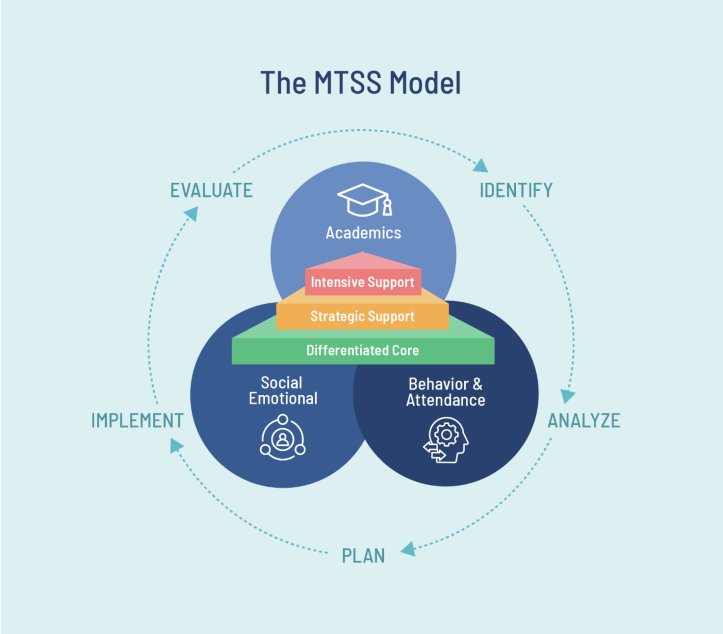
Our school community - students, staff, families and community members - are citizens of the world, passionate about learning and empowered to achieve their dreams.

New Paltz Central School District Guiding Principles

- Focus on learning and success for all
- Create a cohesive and inclusive culture K-12, across buildings and departments
- Empower and create success for disengaged and disenfranchised students

Multi-Tiered System of Support (MTSS) Overview

The Multi-Tiered System of Support (MTSS) framework is a comprehensive and interconnected approach to supporting the varied needs of students. This individualized, student-centered approach is one of the most effective ways to provide an equitable educational experience because it leverages research-based approaches along with teacher expertise to assist educators in understanding their students' needs and enables them to make strategic and data-driven decisions.



From Branching Minds, Inc

MTSS surrounds the student with layered support to address their unique and evolving needs from a strength-based perspective. As a school-wide continuous-improvement framework, MTSS delivers academic, behavioral, and social-emotional support to all students. MTSS is not a specific curriculum, but a proactive approach utilizing targeted support. It uses data to identify and respond to both academic and non-academic needs, such as attendance and social-emotional well-being, ensuring a proactive, comprehensive and rapid response approach to individual student needs. It is a whole child/whole school

approach that emphasizes strengthening the ability of all school staff to support students' cognitive, academic, physical, behavioral, and social-emotional development. This strength-based approach ensures that students are healthy, safe, and actively engaged in a stimulating academic environment. Students are given the best chance of meeting their full potential.

New Paltz Central School District MTSS Goals

The New Paltz Central School District believes in the principles of MTSS to serve all students. As a systemic, continuous-improvement framework in which data-based problem-solving and decision-making is practiced across all levels of the educational system for supporting students, MTSS is the framework used to provide targeted support for every student. The goal of MTSS is to intervene or enrich early so all students can achieve their fullest potential. The MTSS framework relies on a cultural view of learning and human development in which multiple expressions of diversity are recognized and regarded as assets for teaching and learning. Our MTSS process is rooted in our belief in culturally responsive, anti-racist practices structured to achieve equitable student outcomes.

As we are a community of learners committed to equity and the success of each student, we know that student success should not be predicted nor predetermined by race, ethnicity, family economics, mobility, language, gender, gender identity, sexual orientation, disability, or initial proficiencies. Recognizing that each student has a unique identity is central to our work in education. Our district, school, and classroom decisions, policies, and practices affect each student differently depending on the components of that student's identity. Our commitment to equity is evident in our efforts to foster an inclusive and barrier-free environment in which everyone will fully benefit.

Ensuring success for all students also requires us to identify and remove barriers to learning and engage or reengage students in their own learning process. Barriers to learning can arise from multiple factors and require a whole child approach, as well as a keen attention to equity of access. Some examples of barriers to learning include economic deprivation, a history of trauma, racial and cultural bias, negative encounters with teachers or peers, as well as medical problems, mental health, and physical/emotional regulation skills.

Our Goal for Students

The MTSS framework allows students to be known, respected, and supported across the diversity of their needs, so they may achieve success in their academics, personal relationships, and post-secondary outcomes.

Our Goal for Educators

Our educators view the MTSS framework as a means to support students more effectively, efficiently, and with greater ease. Ongoing professional learning opportunities for school and district staff are sustained over time, guided by data-driven needs, and rooted in research-based adult learning practices. We work to streamline the collection and documentation of student observations and data, along with the planning and reporting processes required for differentiation and intervention. By reducing these burdens, we aim to give teachers more time to build meaningful relationships with students, provide personalized support, and thrive professionally.

Professional Learning and Collaboration

The principles of MTSS promote continuous improvement at all levels within a school system. Therefore, school staff must engage in collaborative processes to increase students' academic achievement, as well as foster their social and emotional development and growth. Administrators, teachers, support staff, and families all work together to support students. Teachers receive ongoing professional learning in content-specific areas, instructional techniques, Universal Design for Learning, assessment design, data-based decision making, and other research-based strategies.

Guiding Principles of MTSS:

1. A collective belief that all students are capable of learning and reaching high standards through effective teaching
2. A shared commitment to the highest quality classroom instruction that is grounded in research- and evidence-based practices and supported by a standards-based curriculum
3. The leadership team actively supports the roles essential to the MTSS framework by ensuring staff have the necessary time, resources, and training
4. Targeted and differentiated instruction is delivered as soon as early signs of student need emerge.
5. Building-wide instructional support includes behavior and social-emotional well-being
6. Students succeed when their culture, identity and community are affirmed, recognized, respected and celebrated from a strengths-based perspective
7. Feedback from all stakeholders, including families, students, and community members, is actively sought and incorporated into decision-making
8. Scientific evidence and research-based core instruction and intervention is the foundation for success
9. Instructionally relevant, valid and reliable assessments are critical for the early identification of student needs
10. Problem-solving protocols are strengths-based and used to support data-informed decisions for students on a continuum of needs

Essential Components of MTSS:

Screening	Screening uses a systematic process for identifying students who may be at risk for poor learning outcomes related to academics, behavior, engagement, school completion, and college and career readiness. Screening information also helps determine the effectiveness of the core curriculum.
Progress Monitoring	Progress monitoring is the ongoing, frequent collection and use of formal data in order to assess students' performance, quantify a student's rate of improvement or responsiveness to instruction or intervention, and evaluate the effectiveness of instruction and intervention using valid and reliable measures.
Data-Based Decision Making	Data-based decision making is the use of screening, progress monitoring, and other forms of data to make decisions about instruction, movement within the multi-level prevention system, intensification of instruction and supports, allocation of resources, and identification of students with disabilities (in accordance with state law). Data-based decision making occurs at all levels of MTSS implementation, from individual students to the district level.

Multi-Level Prevention System	The multi-level prevention system is the organization of supports for students that includes three tiers of intensity for instruction and intervention. A continuum of support is available which helps schools to create a fluid and flexible structure that allows students to receive services at all tiers, depending on need.

AIR Center on Multi-Tiered System of Supports

Collaboration and Communication with Parents and Families

In our district, we believe that strong partnerships between families and schools are essential to student success. We strive to cultivate the conditions that strengthen trust, build shared responsibility, and ensure that every student thrives.

For Educators, we commit to:

- Connecting family engagement to learning and development so that families understand and contribute to their child's academic and social growth;
- Engaging families as co-creators in shaping meaningful learning experiences and school improvement efforts;
- Honoring the funds of knowledge that families bring, recognizing their lived experiences, cultures, and strengths as valuable resources;
- Creating welcoming cultures where every family feels respected, included, and valued as partners.

For Families, we encourage and support their roles as:

- Co-creators in partnership with educators to drive student success;
- Supporters of learning at home and in the community;
- Encouragers who motivate and affirm their children's efforts;
- Monitors who guide and track progress toward goals;
- Advocates who use their voice to ensure equity and opportunity for all students;
- Models who demonstrate lifelong learning, resilience, and positive citizenship.

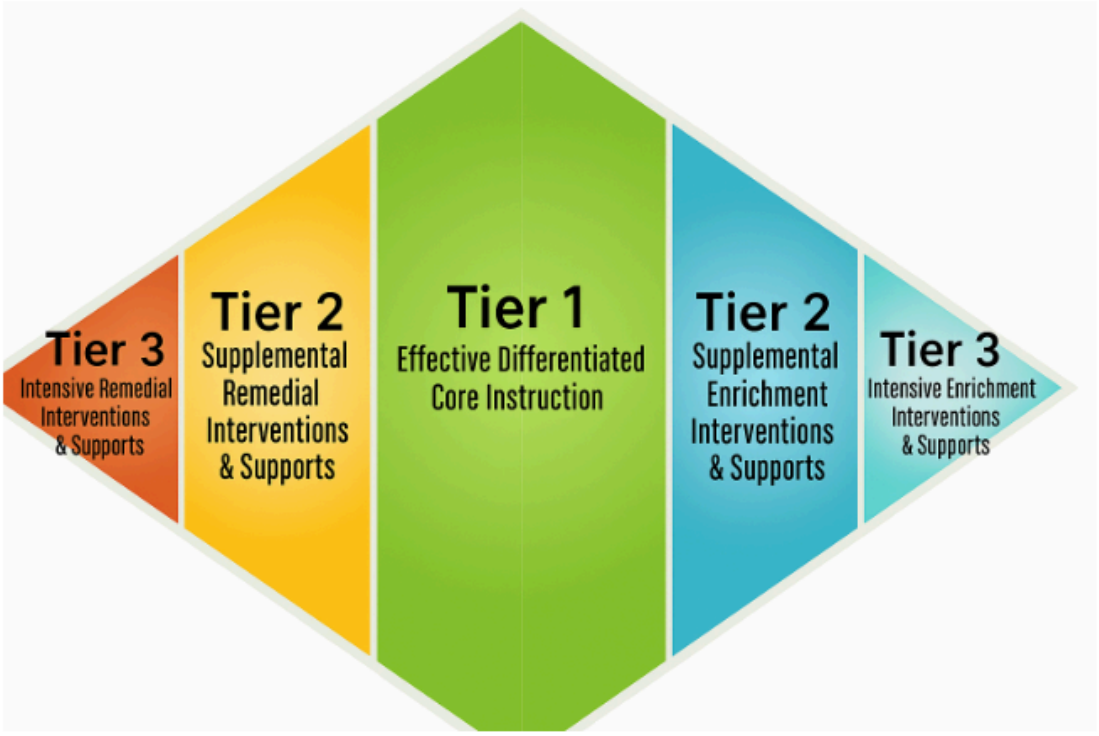
Together, we cultivate a shared vision where educators and families act as full partners in education, ensuring that every child is seen, known, and supported. For more information on promoting authentic, productive collaborative relationships with families visit Mapp & Berger's Dual Capacity-Building Framework for Family-School Partnerships.

Parents and guardians have many opportunities to get involved in their child's school and the NPCSD. The schools communicate academic progress several times throughout the year, through parent/teacher conferences, report cards, and other interim reports. The schools' administration, teachers, clinicians, and school counselors maintain contact with families as their child progresses through the grades and in their coursework. Classroom teachers, school counselors, clinicians, and school administrators communicate with families how the universal academic, behavioral, and social emotional supports/enrichments are provided.

For those students receiving interventions, the MTSS team and building principal shall notify families of the nature, type, frequency, duration, and setting in which intervention services will be provided. In addition, families will also be informed about the type and nature of student data that will be collected during interventions in order to assess a student's progress.

Three Tiered System of Service Delivery

A three-tiered system of service delivery includes three tiers of intensity for instruction, intervention, enrichment, and supports. At all levels, attention should be on the selection of evidence-based practices and fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths.



Tier 1 Differentiated Core Curriculum:

At Tier 1, all students receive research-based core instruction implemented with fidelity and emphasizing grade-level standards and school-wide behavioral expectations. A key ingredient to student success is high quality, research-based curriculum that is differentiated based on student need. Instruction at Tier 1 should be explicit, differentiated and include flexible grouping and active student engagement. To ensure 80% of our students' needs are met at Tier 1, high quality instruction is essential.

If Tier 1 instruction is not successful in meeting the needs of 80% of the school's population, the school team should consider possible supports (e.g., improving explicit instruction, differentiation strategies, use of flexible grouping, and maximizing active student engagement). Student progress is constantly monitored by teachers, providing them with critical information regarding student performance in order to apply appropriate instruction and differentiate as needed. Various techniques are utilized to differentiate the curriculum as well as instructional practices to ensure that **all** students meet and exceed the learning expectations and content standards.

Tier 2 Strategic Group Support:

At Tier 2, student learning is further supported, either academically, behaviorally, or socially-emotionally with research-based interventions, grade level practices or enrichment in addition to core Tier 1 instruction. Tier 2 instruction is provided by classroom teachers and/or instructional and behavioral specialists. They are typically delivered in the classroom. Instruction may focus on reading, writing, math, speech/language, motor skills, technology skills, behavior, and social-emotional well-being. Tier 2 supports should be fluid and flexible.

Tier 3 Intensive Support:

The few students who demonstrate significant academic or behavioral challenges, or have not demonstrated sufficient progress with targeted group interventions at Tier 2, may require more individualized interventions based on collected data. Compared to Tier 2, Tier 3 may consist of smaller student-teacher ratios and occur for a longer duration of time (e.g., more daily minutes or more weeks spent in intervention). About 5-10% of students will require this level of intensive support.

Tier Guidelines

	Tier 1	Tier 2	Tier 3
Who Receives Instruction?	**All Students**	**All Students As Needed** We expect that all students will need some support during their education. We provide small group intervention and enrichment instruction flexibly to students when they need it.	**A Few Students** Even with small group support in Tier 2, we still expect to have a few students who require more support to reach curricular expectations after receiving Tier 1 and Tier 2 interventions
Who provides instruction?	General Education Teacher	General Education Teacher and/or other trained professional	Intervention Specialist or Special Education Teacher
How is instruction delivered?	Whole group Small group Independent Practice	Small groups	Smaller groups Individually

Tier One Universals at NPCSD

Academic Universals	Behavioral Universals	Social Emotional Universals
Academic Core Curriculum: -evidence based -aligned to NYS standards -effective instructional strategies -differentiated	**Teaching District-Wide Expectations:** Behavioral expectations are classroom level, program, building, and district-wide. Expectations are explicitly articulated for students and	**Explicit Instruction in CASEL Competencies** -self-awareness -self-management -social awareness -relationship skills -responsible decision making

	consistently reinforced.	(ASCA Mindsets and Behaviors, SEL Benchmarks)
Academic Data/Assessments **Universal Screening** Kindergarten Screening **Screene**r (K-8) Renaissance STAR DIBELS 8th (K-5) ***State assessment scores*** *(3-8)* **Elementary Classroom Assessments:** Proficiency in standards **High School Classroom Assessment:** Common assessments Grades (MS/HS) Credits (HS)	**Behavioral Data:** Attendance & Tardiness Health office visits Awards/recognitions Behavioral Incident Log Referrals Suspensions Classroom Generated Eligibility (sports) Detention	**SEL Data/Assessment:** DESSA screener ACES tool Family engagement Restorative practices School climate Mental health Language, culture, identity

Screening, Assessments and Progress Monitoring

Every district should have an assessment strategy that allows us to collect information about student learning from multiple sources to understand our student learning and needs. Results from each type of assessment have a specific use in terms of the questions that can be answered about student learning. https://www.nysed.gov/state-assessment/new-york-states-educational-assessment-strategy

Universal Screening (K-8)

Universal Screening uses a systematic process for identifying students who may need more individualized support (intervention or enrichment) to help them achieve their optimal outcomes, and need additional academic, social, emotional, and behavioral support. Universal Screening is used to provide objective data on student academic competencies. Universal screening data are used to determine if core instruction is sufficient for at least 80% of students, by identifying patterns and trends of learning and achievement at the school and grade levels. New Paltz administers Star Early Literacy for students in K-1 (and some in Grade 2) and we administer Star Reading for students in grades 2-8 three times a year and Star Math for students in Grades 1-8 three times a year.

Benchmark Assessments

Benchmark assessments are structured evaluations used to gauge student progress toward key end-of-year learning goals. They are typically given three times a year, at the beginning, middle, and end points of instruction. These assessments can also function as universal screeners by identifying students performing below expected benchmarks. Within an MTSS framework, benchmark data guide tiered interventions and

help educators monitor how effectively core instruction and targeted supports are meeting students' needs. Grades K - 5 students will take the DIBELS 8th reading assessments, which are strongly correlated with future reading success and highly actionable for educators.

Early Warning System (9-12)

At the High School we use an evidence based early warning system that screens all students using attendance, behavioral referral, and course performance data. In this way, we ensure that all students are on track for on-time graduation and college and career readiness.

Diagnostic Assessments

Diagnostic assessments are administered to students who show signs of difficulty reaching expected learning outcomes. Their purpose is to identify gaps in skills, knowledge, and understandings in order to design intervention to support growth toward desired learning outcomes. Diagnostic assessments are the key to designing targeted intervention plans that support rapid growth for students.

Progress Monitoring

The purpose of progress monitoring is to determine the effectiveness of an intervention plan on student learning. When data shows the student is progressing, interventions are maintained until the student has met identified goals. Once the student has met identified goals, interventions may be discontinued or new goals may be set that support the student's continued progress. When data demonstrates the student is not progressing, a change in intervention may be necessary as determined by the building MTSS Student Support Team.

Common Assessments

Common assessments are collaboratively developed or selected tools used across classrooms within a content area to measure student learning and inform instruction. They consist of two broad categories of tests. Formative assessments are to be given "along the way" in order to confirm learning, design instruction, and support the student's own reflection on their learning. Summative assessments evaluate student learning at the end of a specific period of instruction such as the end of a unit, quarter, semester, or year. These measures "sum up" student learning at the end of an instructional period. Common assessments help identify individual student needs and allow educators to reflect on the effectiveness of core instruction. By analyzing results across groups of students, teachers can determine whether learning challenges are due to instructional gaps or individual skill deficits. When disaggregated by factors such as race, language proficiency, or disability status, common assessment data can also reveal systemic barriers impacting the success of targeted student groups, guiding more equitable instructional practices and supports. In the context of MTSS, common assessments ensure consistency in evaluating student performance and support data-driven decisions.

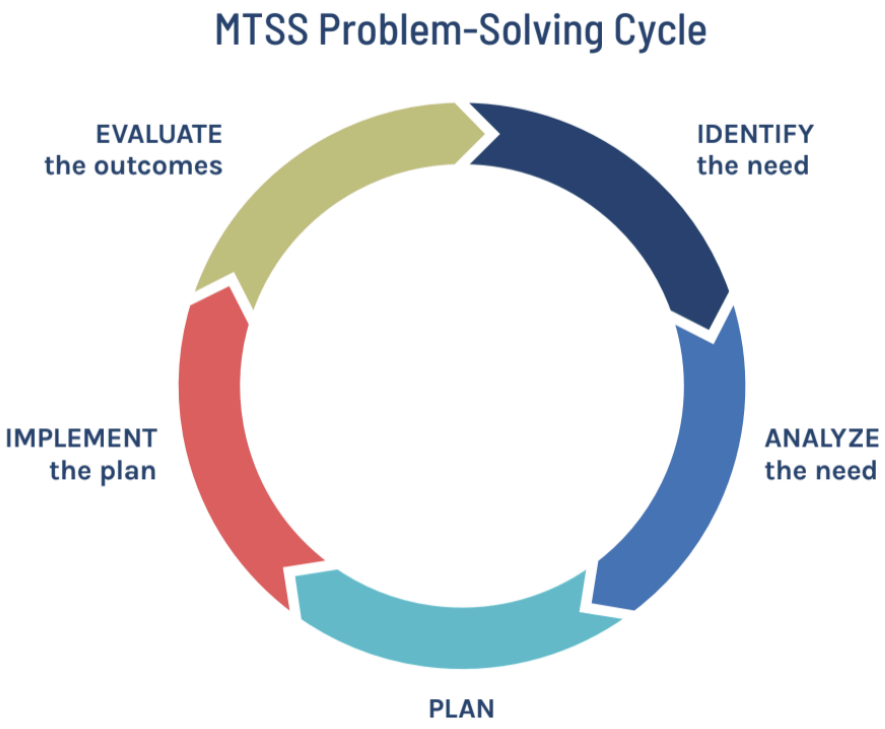
Data-Based Decision Making

MTSS takes a whole-child approach, promoting student success and well-being through multiple interconnected, data-informed lenses. This framework moves beyond a narrow focus on academics, recognizing that student achievement is influenced by a range of factors. The effectiveness of instructional practices is measured through student outcome data.

Data analysis and decision making occur at all levels of MTSS implementation, from individual level to the district level. Teams use a wide range of data to make decisions about instruction, movement within the multi-level prevention system, intensification of instructional supports and enrichments, and identification of students with disability (in accordance with state law). Teams use implementation data to evaluate the extent to which their assessments, enrichments, interventions, and supports have been implemented as intended and identify areas of improvement.

Problem Solving Process

Problem solving begins with a clear definition of what the student can do now and moves to clearly defined goals for student growth. It includes the whole child and views their family, identity, and personal characteristics as assets in the child's growth and development. This strengths-based approach is collaborative and cyclical in that it is revisited in a timely manner to reflect on intervention effectiveness. It requires educators to remain laser focused on promoting growth in all students by affirming their identity and believing in their ability to learn. Educators involved in this type of problem solving can use this Data Analysis Protocol in a way that supports this focus on students' assets and potential.



From Branching Minds, Inc.

Identify the Goal	What do we want to improve? What evidence do we have that this goal is needed? What is the difference between what is expected and what occurs?

Analyze the Problem	What evidence of possible causes can we find? What systemic and individual barriers may exist for achieving the goal? NPCSD Equity Lens
Plan	How will we teach the desired academic, behavioral, and social-emotional expectations? What intervention will we use?
Implement	Who will carry out the intervention plan? How will we monitor the intervention plan to make sure it is working?
Evaluate	Was the intervention delivered as planned? Did our plan work? Do we need to make any changes to the plan? If a positive impact is not evident, the problem-solving cycle begins again.

Adapted from Branching Minds, Inc.

MTSS Leadership Teams

MTSS relies on collaborative, representative teams that meet regularly and use clear, data-based decision-making processes to guide schoolwide implementation and match students to increasingly intensive supports. These teams establish shared goals, monitor student progress and system effectiveness, coordinate resources, and communicate decisions consistently with staff and families.

MTSS District-Level Teams

This team is made up of district-level MTSS leadership and meets three to four times a year following the collection of universal screener data (K-8) and, after the semester is complete in the secondary schools, two times a year. The goal of this meeting is for the district leadership team to look at vertical alignment, curriculum health, benchmark growth and tier movement, K-12. Another goal is to understand resource and training needs to better inform designing supports for teachers. District Level Meeting Template

The District-Level MTSS Team is guided by the following questions:

- Is our core curriculum meeting the needs of 80% of our students, K-12?
- Is our core curriculum supporting students equitably, K-12?
- Are students growing? Are students growing equitably, K-12?
- What resources and/or professional development may be needed to address areas in need of growth?

MTSS Individual Student Support Team

This team is composed of an administrative representative as well as teachers and specialists from across disciplines whose expertise is needed based on an individual child's profile. At this stage, educators increase communication and collaboration with student families to ensure the whole child is considered, incorporating the student's strengths and the family's insights into the child's school experience and progress to date. Individual student support meetings will be held for students who are not making

progress after a differentiated Tier 1 curriculum and targeted Tier 2 and 3 supports. The goal of this meeting is to dive deeper into problem-solving for specific students who are not making sufficient progress, and to create/revise intervention plans.

The Individual Student-Level MTSS Team will be guided by the following questions:

- What are this student's current levels of performance and what are appropriate next goals for growth?
- What specific intervention plan will we put in place for these goals?
- How will we know if the intervention plan worked?
- Are our past intervention plans working? If not, why not?

Culturally Responsive-Sustaining Lens and MTSS

At the New Paltz Central School District, we are deeply committed to serving all students equitably. We believe that culturally responsive practices, systems, and the effective use of data within a Multi-Tiered System of Supports (MTSS) are essential to achieving equitable outcomes for every student.

Our commitment means that student success will not be predicted or predetermined by race, ethnicity, socioeconomic status, mobility, language, gender, gender identity, sexual orientation, disability, initial proficiencies, or zip code. Recognizing and honoring each student's unique identity is central to our mission. For more information please refer to the NYSED Culturally Responsive-Sustaining Education Framework.

We know that school and classroom decisions, policies, and practices impact students differently based on their individual identities. Our dedication to equity drives us to create inclusive, barrier-free learning environments where every student can thrive. To support this work, we can utilize the New Paltz Central School District Equity Lens to guide district staff and leaders in making decisions that uphold our core values of inclusivity, fairness and culturally responsive-sustaining practices.

English as a New Language and MTSS

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 (WIDA) 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 New Paltz 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. The New Paltz 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. All ELLs have access to high-quality, differentiated instruction with sufficient support in both language development and academic content.

New York State Continuum of English Language Proficiency

Level	Description
Entering	A student at the Entering level has great 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	A student at the Commanding level has met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings). A student at this level is no longer considered an ELL student, but is entitled to receive two years of Former ELL services.

Former English as a New Language Services

Once a student reaches the Commanding (Proficient) Level, the student is no longer considered an English Language Learner and is not eligible for ELL services, but is eligible for Former ELL Services. Former ELL Services include .5 units of study per week of Integrated ENL in ELA/Core Content Area, or other approved Former ELL services for two additional years. These students must continue to receive individualized learning support and assessments that measure language and academic progress to improve academic outcomes.

The development of language proficiency for English Language Learners (ELLs) is best understood as a continuum, with students progressing through multiple stages over time. Research suggests that achieving full proficiency in a new language can take five to seven years. Importantly, bilingualism offers well-documented cognitive advantages, including increased flexibility in thinking, improved problem-solving skills, and enhanced attention control. Therefore, we should expect our ELL students to achieve high levels of academic achievement over time. Furthermore, English language acquisition is supported by continued development of the home language. “[I]f teachers can view students’ [first

language] as a resource, as opposed to a problem, they can leverage their ELLs' use of [their] native language as a learning resource in the classroom." (For more information refer to this NYSED brief)

When an ELL student experiences academic difficulty, school teams must first assess whether the instructional content and language expectations align with the student's current proficiency level. If not, the team should provide targeted, appropriate support before considering other interventions. Additionally, educators must be mindful of potential systemic and cultural barriers to student success, such as whether all staff working with the student hold affirming beliefs in their ability to learn and thrive.

Research shows that bilingual students are not two monolinguals in one. Instead, the bilingual student is an integrated whole that cannot be easily separated into component parts (Grosjean, 1989). To honor bilingual students' entire linguistic repertoire, we must look at how they navigate their two languages side by side. This process is called translanguaging and is understood to be part of the developmental process that improves cognitive flexibility. (Find more information on translanguaging here.)

Students with Interrupted Formal Education (SIFE) are students "who have attended school in the U.S. for fewer than 12 months, and are two or more years below grade level in home language literacy and/or math due to inconsistent or interrupted schooling prior to their arrival" (New York State Education Department, 2014, CR Section 154-2.2). At New Paltz Central School District, a student who qualifies for support under SIFE will have an individualized program designed to meet their needs. This program will be in accordance with all New York State laws and regulations. For more information refer to the NYSED document Supporting Students with Interrupted/ Inconsistent Formal Education in New York State.
Multilingual students are granted the same process of problem solving as all students in which goals are identified, interventions are delivered, progress is monitored, and the plan is continuously evaluated. If additional screening is recommended, it must be designed to eliminate linguistic bias and, if norm-referenced, the individual student must be represented in the norming sample. It is important to recognize that norm-referenced scores on screening tools delivered in English rarely, if ever, include valid or reliable scores for ELLS. Decision making for students should be centered around access to a high quality, differentiated core curriculum, intervention delivered with fidelity and rate and patterns in student progress.

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

- The current level of the student;
- The amount and type of ENL and general education instruction the student received in the past and the present;
- The history of the student's home language experience 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; and
- Recommendations from certified ENL and/or bilingual personnel serving on the MTSS Leadership Teams.

Special Education and MTSS

New Paltz Central School District integrates Special Education into its Multi-Tiered System of Supports. Strong, multi-tiered supports for all students help eliminate practices that have historically led to the over and under identification of students with disabilities. By effectively supporting students within the general education setting, we aim to reduce unnecessary referrals to special education, enhance our evidence of progress to help identify possible disabilities, and improve overall student outcomes.

The objective is to reduce disproportionality in the identification of students with disabilities, identify with more accuracy which students require referral to special education, and create inclusive environments that increase access to general education settings in accordance with the Least Restrictive Environment principle. Importantly, MTSS will not be used to delay or deny a referral for a special education evaluation when a disability is suspected, in accordance with New York State and federal law. (OSEP Memorandum 11-07) Likewise, just because a student is struggling academically, does not mean that we automatically suspect a learning disability. An Individual Student Support Team will make referrals to the Committee on Special Education in accordance with federal law and state regulations.

Continuum of Special Education Services

New Paltz Central School District Special Education Department provides the following continuum of services for students identified with a disability with a demonstration of educational impact due to their disability.

Resource Room: The Resource Room program is a special education program for a student with a disability registered in either a special class or general education class who is in need of specialized supplementary instruction that targets specific learning needs in an individual or small group setting for a portion of the school day. Resource room programs are for the purpose of *supplementing* the general education or special education classroom instruction of students with disabilities who are in need of such supplemental programs. This means that instruction is not provided in place of the student's regular academic instruction. Likewise, Resource Room programming is not for homework completion.

Integrated Co-Teaching (district-wide): Integrated co-teaching, as defined in regulation, means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students.

Special Class: Special class is a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their nondisabled peers.

Related Services (District-Wide): Related services are those that assist a student in benefiting from other special education services or assist the student in accessing the general curriculum. Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability. Related services include, but are not limited to speech-language pathology, psychological services, physical therapy, occupational therapy, counseling services, parent counseling and training, school health services, and assistive technology services. There can be some confusion about private or

medical clinical services as compared to related services in public schools. Private therapies focus on diagnosis, treatment, and management of medical issues. In contrast, related services at New Paltz Central School District are supports provided under a student's IEP or through Academic Intervention Services, such as speech and language or occupational therapy. They are designed specifically to help students access and succeed in their educational setting rather than the broader scope of therapy delivered in a medical setting.

More information on the continuum of special education services

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Students with disabilities, like all students, benefit from school-wide implementation of a multi-tiered system of support (MTSS). Most students with disabilities (95%) receive at least part of their instruction in general education, and 63% spend most of their time in general education (i.e., 80% or more of their time in general education). As a result, they benefit from the positive MTSS outcomes found in numerous studies, including sustained academic performance, reduced behavior problems, reduced inappropriate referrals to special education, and improved graduation rates.

When schools implement individualized education programs (IEPs) within a larger school-wide MTSS, students with disabilities are able to receive intensive intervention through data-based individualization at Tier 3 while ensuring access to aligned Tier 1 programming as well as Tier 2 intervention in other areas of identified need. Data collected through MTSS supports IEP teams in developing and implementing the IEP [Sec. 300.320], including:

- Designing and providing specially designed instruction based on student need
- Drafting present levels of academic and functional performance (PLAAFPs)
- Writing ambitious but realistic IEP goals
- Evaluating progress toward IEP goals
- Intensifying specialized instruction for students who are not making adequate progress

Implementation of MTSS can also assist districts and schools in meeting other obligations under the Individuals with Disabilities Education Act (IDEA) and applicable state laws. When effectively implemented, a comprehensive MTSS approach provides data and infrastructure for implementing the following state and federal requirements:

- Free and Appropriate Public Education [FAPE; Sec. 300.101]
- Initial Evaluations [Sec. 300.301] and Re-evaluations [Sec. 300.303]
- Child Find [Sec. 300.111]
- Least restrictive environment [LRE; Sec. 300.114]
- Identification of Students with Learning Disabilities [SLD; Sec. 300.307]

Adapted from Center on Multi-Tiered Systems of Support

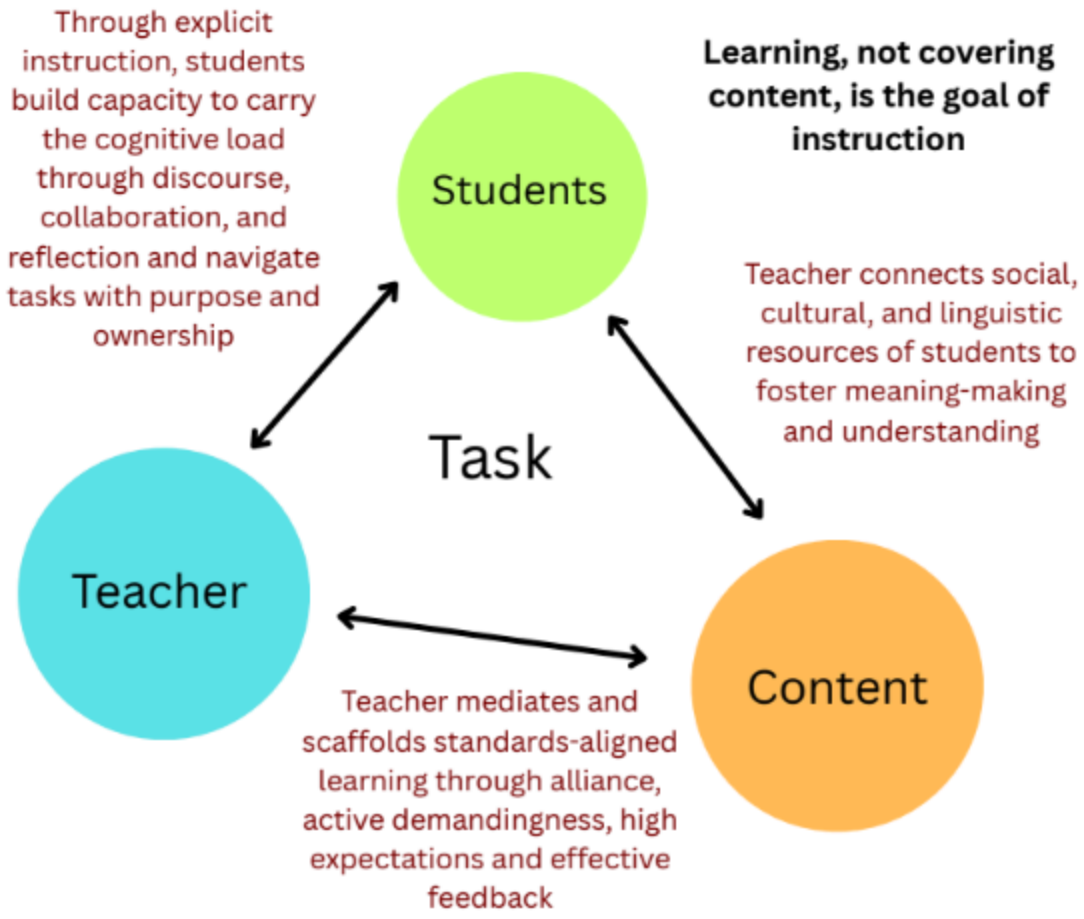
Academic Supports

New Paltz Central School District Instructional Vision

At New Paltz Central School District we understand that sustainable school improvement relies on an unrelenting focus on the Instructional Core. We understand this core to be the interaction between three elements: the content students are learning, the teachers' skill and knowledge in delivering that content, and students' active engagement with the learning. There are only three ways to improve student learning across a school district: raise the rigor and level of content, increase the teachers' instructional skill, and enhance student engagement. Importantly, changes to one of these elements must be accompanied by changes in the others to be effective. Professional development improves student outcomes only when it influences what teachers do in ways that increase the rigor of content and student engagement.

Improvements depend on focusing on the actual work students are doing, not just what teachers plan or what's in the curriculum. Student performance is predicted by the tasks they perform, and educators need to observe and analyze this active work to ensure real learning. We must "learn by doing the work" through practices in which educators collaboratively analyze teaching and learning. We strive for a common culture of instructional practice focused on deep, coherent, and visible interactions in classrooms rather than superficial program changes or resource additions. This approach is essential for achieving equitable and sustainable improvements in student achievement at scale.

For more information about the Instructional Core, refer to Richard Elmore's 2008 article titled Improving the Instructional Core.



Academic support is provided in a multi-tiered approach designed to ensure early identification and rapid response for students with learning needs. We begin with high-quality instruction and universal screening of all students in the school. Students who are struggling to access grade level instruction receive targeted interventions at increasing levels of intensity to help accelerate their learning and improve outcomes.

Academic Intervention Services (AIS) are supplemental instruction and/or student support services intended to assist students in meeting the expectations of the New York State Learning Standards. This additional support or instruction is intended to address barriers to improve academic performance, assist students who are at risk of not meeting standards in English Language Arts and mathematics, science and/or social studies and assist students who have not met designated performance levels in English Language Arts, mathematics, science and/or social studies. Students who are identified as eligible for AIS services will receive Tier 3 interventions which will be monitored for effectiveness. The objective is to provide a comprehensive plan for continual student growth. If a student receives AIS, they must also continue to receive Tier 1 differentiation within their typical classroom in order to attain learning standards.

Instructional Resources

Academic Universals	Elementary (K-5)	Secondary (6-12)
Core Curriculum: Explicit, standards-aligned differentiated instruction in grade level/content area and skills	**Reading/Writing:** UFLI Foundations, Wonders , Writing Revolution **Math:** Bridges **Science:** Science21 **Social Studies:** Nassau BOCES Social Studies Curriculum and Integrated Units	**Reading/Writing:** District Developed Core Curriculum **Math:** District Developed Core Curriculum **Science:** District Developed Core Curriculum **Social Studies:** District Developed Core Curriculum
Academic Data/Assessment: Measurement of content mastery and foundational skills that are administered to all students in a given grade level or course	**Screeners:** Renaissance STAR **Benchmark Assessments:** DIBELS 8th reading SpringMath **Classroom Assessments:** Standards based grading system Common Formative Assessments	**Screeners:** Targeted screening **Classroom Assessments:** Standards based common assessments in core subject areas **Career/College Readiness** Regents HS Credits ACT/SAT

Attendance Supports

Attendance plays a vital role in the MTSS (Multi-Tiered System of Supports) framework, acting as a key measure of student engagement and a strong predictor of academic achievement and overall well-being. When students are chronically absent, it not only hinders their own learning progress but also affects classroom dynamics and the overall school environment. The NPCSD MTSS plan aims to detect students who may be at risk, deliver targeted, tiered interventions, and foster a supportive atmosphere that emphasizes regular attendance and meaningful involvement in learning.

NPCSD is an active partner with students and parents/legal guardians in the task of ensuring that all students meet or exceed the New York State Learning Standards. The Comprehensive Student Attendance Policy adopted by NPCSD is aimed at boosting school completion, raising achievement, identifying attendance issues, and ensuring accountability.

Because classroom participation directly affects learning and performance, it may count toward a student's final grade along with homework, tests, and projects. Absences, lateness, or early departures can negatively impact grades. In middle and high school, students with more than 20 absences in a full-year course (10 in a half-year course) may lose credit. Both excused and unexcused absences count toward this limit, although the District considers extenuating circumstances and communicates regularly with families to support improvement.

NPCSD's goal is to ensure all K–12 students are consistently present, actively engaged, and supported in their learning environment through proactive, culturally responsive, and relationship-centered strategies. Attendance is viewed not just as a compliance issue, but as a gateway to equity, academic success, and long-term student well-being.

Behavior Supports

The intent of a school-wide behavior framework is to assist students in making certain that they are aware of the behavioral expectations as well as to ensure that NPCSD is promoting pro-social self-advocacy skills. This 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 whole class or small group 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 behavior interventions within the MTSS framework is to proactively teach and reinforce positive behaviors while fostering a safe, supportive school climate that promotes academic, social-emotional growth, and a lifelong love of learning. By encouraging student autonomy and active engagement in shaping their behavior and learning experiences, these practices and interventions empower students to take responsibility for their actions and develop the skills needed for long-term success. Data-based decision making guides the selection, implementation, and evaluation of actions and interventions across all tiers, ensuring that support is responsive, equitable, and effective.

At NPCSD we recognize that behavior is a form of communication. We seek to understand this communication to best design effective responses and support for students as they develop the skills they need to fully engage in their educational environment.

Social Emotional Development

The New Paltz Central School District School Counseling Plan developed by administrators, K-12 counselors, psychologists and social workers is an integral part of the educational process and addresses the academic, career, and personal/social needs of all students. The primary goal of the program is to promote and enhance student health, wellness, and achievement, using the American School Counseling

Association's Student Standards: Mindsets & Behaviors for Student Success as our framework. New York State identifies three primary goal areas for social and emotional learning of our students:

1. Young people develop a self-awareness that nurtures and affirms a strong sense of identity, informs decisions about their actions, and builds a sense of agency.

2. Young people use social awareness and interpersonal skills to establish, navigate, and maintain mutually supportive relationships with individuals and groups that nurture a strong sense of belonging.

3. Young people demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, school, and community contexts.

NY Social Emotional Learning Benchmarks - Equity Revisions

At New Paltz Central School District, teachers, counselors and other student support faculty provide an engaging curriculum that encourages the highest level of student achievement through their growth in academic, career, and social emotional domains. In partnership with teachers, administrators, parents and the caring community, the counselors will help all students to be successful, life-long learners and problem solvers.

At New Paltz Central School District, we believe in transformative social and emotional learning.

"Transformative SEL" (tSEL) is a form of SEL implementation where young people and adults build strong, respectful, and lasting relationships to engage in co-learning. It facilitates critical examination of individual and contextual factors that contribute to inequities and collaborative solutions that lead to personal, community, and societal well-being.

Through tSEL, students and adults develop social and emotional skills needed for school and community engagement, with a focus on rights and responsibilities for creating learning environments that are caring and just. This includes a focus on:

- *Identity,* a core part of self-awareness, which refers to how students (and adults) view themselves as individuals and as part of the world around them. Having a healthy sense of identity buffers against negative or traumatic experiences and contributes to positive academic, social, and emotional outcomes.
- *Agency,* part of self-management, or feeling empowered to make choices and take actions that produce a positive difference. Agency helps young people make choices about learning and career goals, overcome personal challenges, and shape the course of their lives.
- *Belonging,* part of social awareness, the experience of acceptance, respect, and inclusion within a group or community. Having a sense of belonging is critical to well-being, motivation, and achievement.
- *Collaborative Problem-Solving,* part of relationship skills, the ability to build shared understanding and work together to come to solutions by pooling knowledge, skills, and efforts.

- *Curiosity,* part of responsible decision-making, which leads to the pursuit of knowledge and different perspectives and contributes to attention, engagement, and learning.

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