



**MTSS Handbook: What
You Need to Know**

**(A working
document)**






Schodack Central School District
Updated June 2024

Created by the District MTSS Team
& corresponding Subcommittees

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Found in Blue Binder &/or Digital Files on District Intranet by Building:

-  Committee Members
-  Important Dates (assessments, IST meetings, etc.)
-  Responsibilities & Requirements
-  Necessary Forms
-  Processes/Procedures (charts, checklists, criteria, etc.)

INTRODUCTION

Schodack embraces the Multi-Tiered Systems of Support (MTSS) framework as a system of service delivery using evidence-based interventions, assessments, and on-going progress monitoring for individual students. Informed decisions about the ‘whole’ child including academic, social-emotional, and behavioral needs are made through the use of the Instructional Support Team (IST). Students who do not respond effectively to initial instruction in these three areas may be provided with increasing intensity of intervention using a 3-tiered framework.

The core principles of MTSS include:

- All students can be effectively taught academic, social-emotional, and behavioral skills
- Students who require intervention are identified
- Multi-tier model of service delivery
- Problem-solving method used to make decisions within a multi-tier model
- Research-based, scientifically validated interventions
- Monitor student progress to inform instruction and determine further interventions, as necessary
- Effectively use data to inform decisions

What is MTSS?

Multi-Tiered Systems of Support (MTSS) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student.

MTSS is a tiered framework for service delivery that is systematic and data-based in order to identify students’ academic, social-emotional, and behavioral difficulties. Evidence-based instructional practices in all three areas are used to address individual student needs.

The MTSS framework provides:

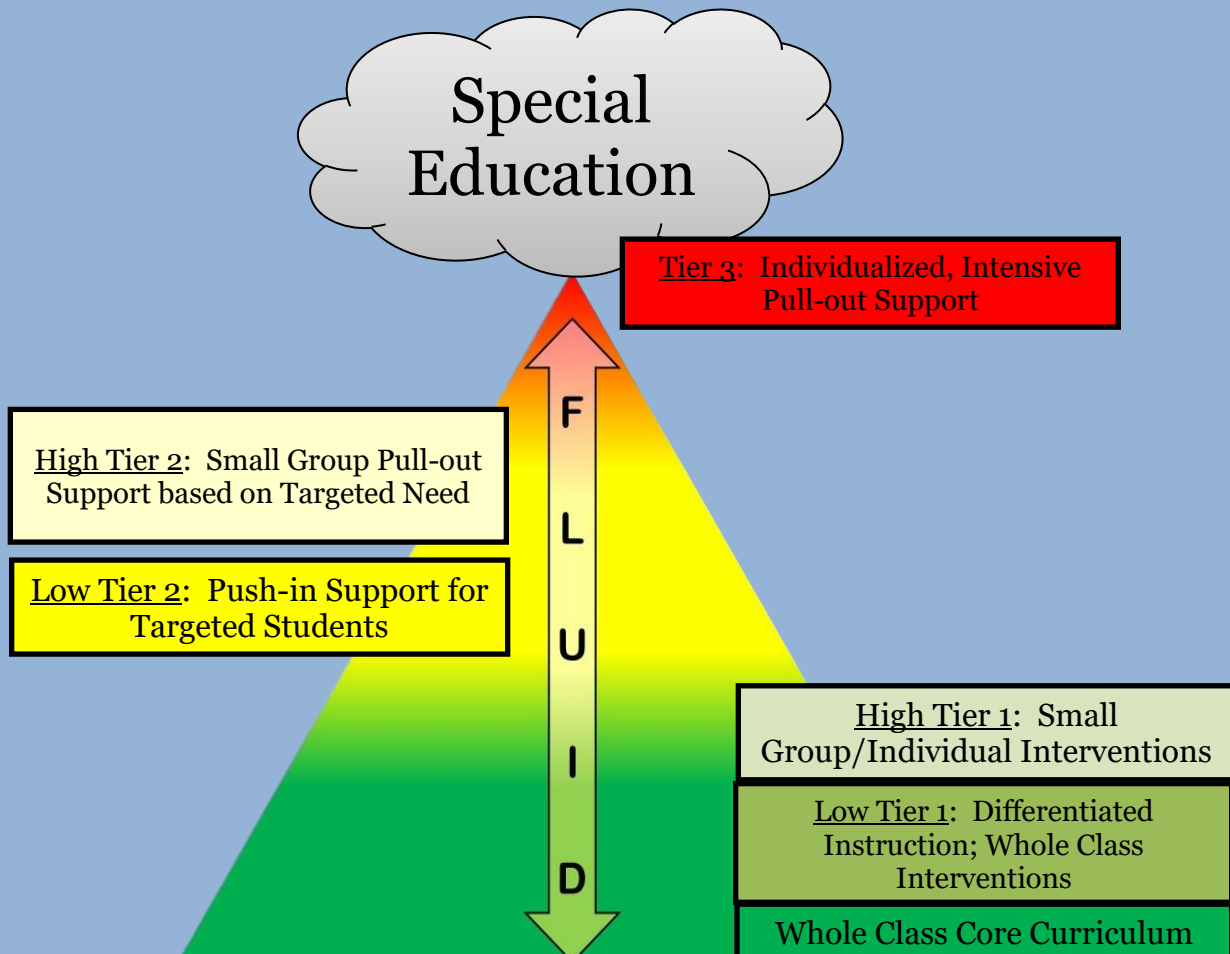
- High-quality, systematic instruction and intervention matched to student needs.
- Universal screening and consistent progress monitoring to guide decisions regarding interventions, strategies, and potential services.



Response to Intervention-Academics (RTI-A)

RTI-A represents an important educational strategy to close achievement gaps for all students, particularly those who are at risk, by preventing smaller learning problems from becoming insurmountable gaps. RTI-A leads to more appropriate identification of students with learning disabilities by providing multiple interventions and monitoring progress over time. The decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program, approach, or lack of instruction. RTI-A is an effective and instructionally relevant process to inform these decisions.

NOTE: RTI-A is necessary to determine if a student qualifies for a Learning Disability. However, its sole purpose is **not a means** to special education. Rather RTI-A is a **proactive process** meant to provide students with interventions they need to be successful. In addition to this, other areas are examined to determine if a student has a Learning Disability.

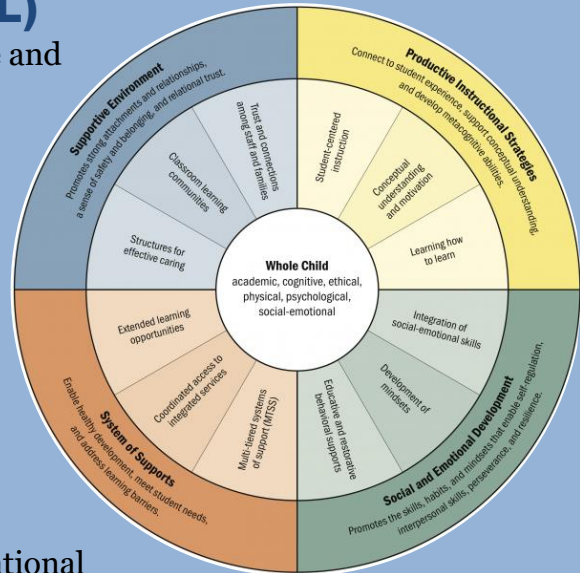
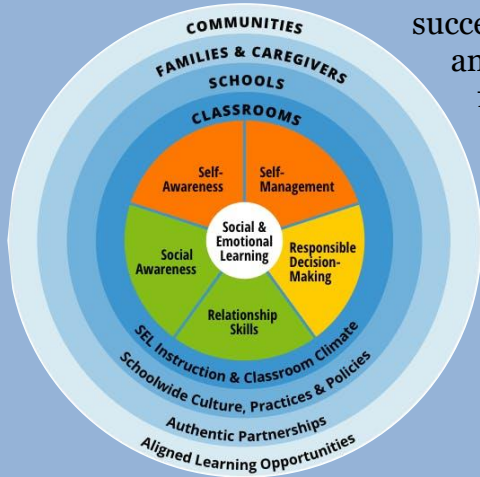


Social-Emotional Learning (SEL)

SEL is the process through which students acquire and apply knowledge and skills to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Without the ability to appropriately function socially and emotionally, students may have a difficult time learning and/or behaving. Thus, a student's social-emotional functioning and

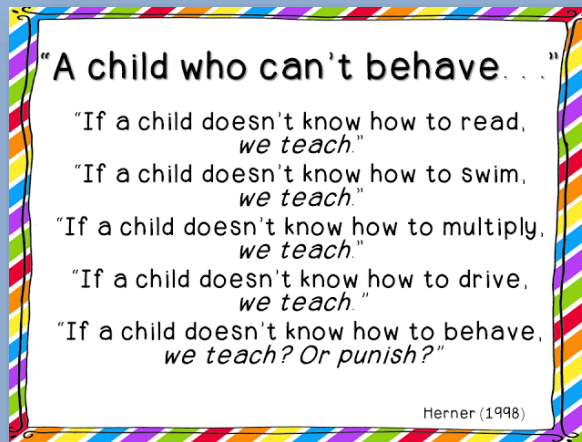
skillset is the link between successful academic and behavioral functioning both

within an educational environment as well as within the community as a whole. Identifying social-emotional gaps in students provides the opportunity to provide intentional skill instruction and supports both within and outside of the classroom.



Response to Intervention-Behavior (RTI-B)

RTI-B focuses on the practice of providing high quality instruction in order to teach students behavioral expectations within various aspects of the school setting. It is understood that a student's home environment may have differing behavioral expectations. For students who require more than the universal instruction in behavioral expectations, RTI-B strives to close behavioral gaps for all students, particularly those who are at risk, by preventing smaller behavioral challenges from becoming insurmountable gaps. RTI-B provides the opportunity for students with behavioral challenges to be provided with multiple interventions and progress monitoring over time.



Data-Informed Practices

MTSS begins with high quality, evidence-based instruction in the general education setting provided by the classroom teacher. Instruction is matched to student need through the provision of differentiated instruction in the core curriculum. Data is monitored using multiple measures of assessment. A variety of assessments are examined to determine potential supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction.

Tier 1: For ALL Students

- **Appropriate Instruction** delivered to all students in the general education classroom by qualified personnel; Data-Informed Instruction through Explicit Instructional practices are used to reteach academic, social-emotional, and behavioral skills to the class, as needed. Examples of Tier I interventions may include differentiated instruction, whole-class or small-group instruction, high-quality core curriculum, and regular progress monitoring to identify students who may require additional support.
- **Universal Screening** for all students to participate in an effort to determine students' academic, social-emotional, and behavioral rates in comparison to national norms.
 - All students in grades K-8 participate in the universal screening assessment for Reading and Math. The i-Ready Diagnostic Assessment is conducted three times per year (fall, winter, spring) to help ensure early identification of students potentially at risk and the areas in which they may experience difficulty.
 - All students in grades K-12 participate in the universal screening assessment for social-emotional and behavioral skills. The Behavior Intervention Monitoring Assessment System-2 (BIMAS-2) is conducted three times per year (fall, winter, spring) to help ensure early identification of students at risk and the areas in which they may experience difficulty.
- **Multiple Measures** include a variety of formative and summative assessments generally conducted by the classroom teacher. Work samples can be used as long as they are analyzed objectively. For instance, a rubric could be used to score a writing work sample instead of a subjective statement being given such as “the student writes poorly”.

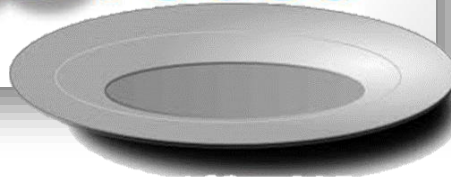


Tiers 2/3: For Some/Few Students

- **Instruction Matched to Student Need** with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress at their level of performance and/or at their rate of learning to meet grade-level standards.

- **Progress Monitoring**, or repeated assessments, of student achievement, which could include Curriculum-Based Measurements (CBMs), to determine if interventions are resulting in student progress towards grade-level standards.
 - **Progress Monitoring begins in the classroom when a student is struggling and a skill deficit has been determined.** Once a student has been initially identified as at-risk by the results of universal screening and multiple measures, progress monitoring can be used to determine the student's progress in the general education curriculum and confirm or refute initial screening results.
 - Progress Monitoring is used to assess whether an intervention is working, or not, at all three tiers. It provides routine data that displays student growth over time to determine if the student is progressing as expected.

Data is not about adding more to your plate. Data is about making sure you have the right things on your plate.



Instructional Support Team (IST) Meetings

The primary purpose of the IST is to ensure all students are given the opportunity to be successful in the general education classroom. Members of this team use a decision-making process to analyze assessment and progress monitoring data as well as determine interventions and potential services for struggling learners. IST meetings are held consistently to address areas of individual student need as well as identify possible reasons for non-responsiveness to intervention and to brainstorm other interventions to try.

Possible Interventions Beyond Tier 1

Tier 2 and Tier 3 services are based on careful assessment and data analysis, with the intention of identifying students who would benefit from these additional services. Through a collaborative and data-driven approach, building-level teams strive to address the unique needs of each student and provide them with the necessary support to succeed in all areas.

Tiered services seek to provide tailored interventions based on the unique needs of each student. The Multi-Tiered Systems of Support (MTSS) framework emphasizes collaboration among educators, administrators, parents/guardians, and relevant stakeholders to ensure a holistic and coordinated approach to academic, behavioral, and social-emotional intervention. Regular communication and data sharing facilitate a comprehensive support system for students.

Tiered services are a vital component of our educational system, designed to provide targeted support and intervention to students who require additional assistance in their academic progress. Tiered services are not optional or subject to parental opt-out when provided during the school day.



Tiered Services Specific to RTI-A (Academics)

Academic Intervention Services (AIS) provide supplemental instruction to help students close academic gaps and achieve the learning standards in the subject area(s) requiring intervention. Such interventions allow students to learn at their current instructional level while gaining skills necessary for success at that level and beyond.

Parent Notification

Classroom teachers will notify parents via phone, email, or parent-teacher meeting when they are concerned about their child's progress in the general education classroom and upon intervening at the Tier 1 level. Teachers will notify parents that they have tried multiple interventions prior to making a referral to the Instructional Support Team (IST).

Parents are notified when their child will be receiving an intervention at the Tier 2 or Tier 3 level via these possible means:

- Letter
- Parent Conference
- Parent Informational Night

Quarterly Progress Reports are sent home around report card time for students receiving Tier 2 or Tier 3 intervention services.

Fidelity within the MTSS Framework

The purpose of fidelity is to ensure that programs, assessments, and interventions are implemented as prescribed by their developers. Meeting Minutes are kept as documentation in an effort to monitor instructional fidelity and implementation of interventions through the collection, analysis, and interpretation of data.

Roll-Over Criteria

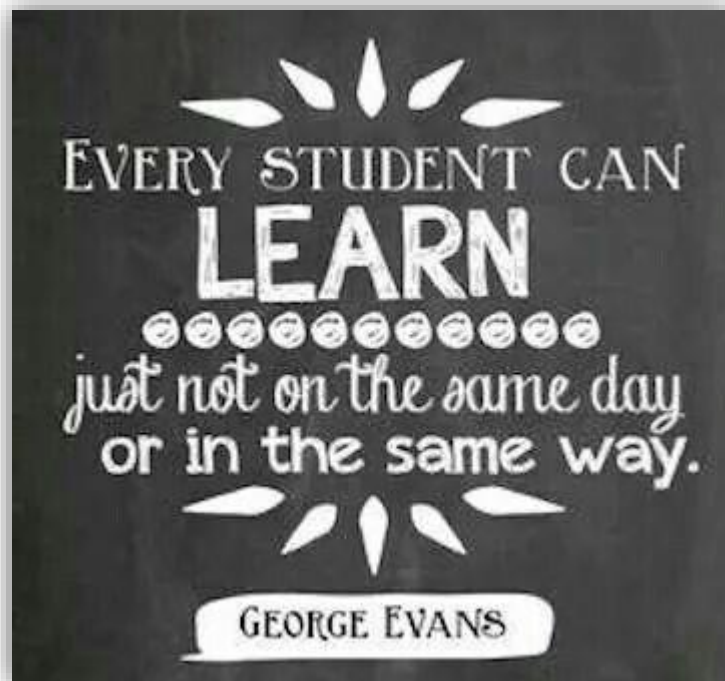
Roll-over criteria, as determined in the charts below (based on building), have been established for students receiving intervention services at the end of the school year and have been determined to require further intervention beginning the following school year to be successful.

CES:

	By the Last Day of Recorded Attendance in June	In September
If a student in a Tier 2 service has:	completed 1-5 weeks	begin Tier 2 at week 1
	completed 6-9 weeks	continue Tier 2 on the week they left off
If a student in a Tier 3 service has:	completed 1-5 weeks	begin Tier 3 at week 1
	completed 6-11 weeks	continue Tier 3 on the week they left off
	completed 12-15 weeks	complete 5 weeks of Tier 3 before any referral to CSE

MH:

	June of Current School Year	In September
If a student is:	receiving a Tier 2 service & scores below grade level on 2+ performance measures	begin Tier 2 at week 1
If a student is:	receiving a Tier 3 service & scores below grade level on 2+ performance measures	begin Tier 3 at week 1



Resources for Teachers & Providers

[NYS RTI Guidance Document](#)

[District Information & Forms](#) (District Intranet)

Academic & Behavioral Strategies:

www.interventioncentral.org

Academic Strategies:

<https://nysrti.org/>

<https://ies.ed.gov/ncee/wwc/>

Behavioral Strategies:

<https://www.pbisworld.com/>

Social-Emotional Learning:

<https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#schools>

<https://pg.casel.org/review-programs/>