

Wallkill Central School District

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

(Updated June 2023)

The Multi-Tiered System of Supports (MTSS) is a framework that defines tiered supports provided to students who are struggling to meet academic standards and/or to address behavioral and/or mental health concerns. The framework is implemented within a school-based student support model. Research-based strategies are implemented, and progress monitoring allows district teams to assess efficacy for each student at each tier.

Tier 1 includes interventions implemented within the classroom to assist students who need additional support to achieve success in the core instruction. Tier 1 includes effective instruction utilizing curriculum maps created by the district at each grade level. Additionally, strategies and supports will be employed by the classroom teacher for students who may need additional assistance. Tier 1 supports are provided during core instruction and can include consultation with other teachers and school professionals.

Tier 2 interventions are provided in addition to classroom instruction and may include Academic Intervention Services (AIS). Students are identified based on school-wide assessments, New York State Assessments and classroom-based measures. Ongoing progress monitoring takes place throughout the school year to assess a student's progress with the supports in place.

Tier 3 provides intensive interventions for students who are not responding to Tier 2 supports and interventions. Services may increase in frequency and/or smaller group instruction and supports may be provided. A referral to the Committee on Special Education may be considered if the student is not responding to Tier 3 supports.

The MTSS framework below identifies the tiered structure of supports available for Academics as well as behavioral functioning and mental health supports.

RESPONSE TO INTERVENTION (RTI)

Our Multi-Tiered System of Support (MTSS) is aligned with RTI guidelines. New York State regulations define Response to Intervention (RTI) as a school district's process to determine individual students' response to high-quality, research-based curriculum, instruction, and assessment practices. Student performance on state, district and classroom assessments are used to make educational decisions about individual students. Within the Response to Intervention (RTI) process, students who are identified as needing additional services to support their academic progress are considered for Academic Intervention Services (AIS.)

<i>Academics (RTI and AIS)</i>	<i>Multi-Tiered System of Supports (MTSS)</i>	<i>Behavioral and Mental Health Interventions</i>
<p>Differentiated large and small group instruction and universal interventions for all students is provided in the general education classroom.</p> <p>Tier 1 may also include teacher consultation with a team member or other professional resulting in strategies and supplemental interventions within the mainstream classroom.</p>	<p>Tier 1 Typically effective for 80-85% of students</p>	<p>Explicitly taught behavioral skills within all settings of the school environment.</p> <p>Tier 1 may also include consultation with a school-based professional such as the school counselor, school psychologist, intervention specialist or school social worker to provide strategies implemented in the classroom.</p>
<p>Targeted academic interventions for students who are not making adequate progress with Tier 1 instruction and supplemental interventions. These services can be through our Academic Intervention Services (AIS) in both Mathematics and English Language Arts. In addition, services may be provided through related service providers in the district.</p>	<p>Tier 2 Typically needed for 10-15% of students</p>	<p>Targeted behavioral skills and mental health interventions for students who are not making adequate progress with Tier 1 instruction and supplemental interventions. These may be provided in conjunction with the school social worker, school counselor or school psychologist on a short-term basis for additional supports when needed.</p>
<p>Intensive interventions for students who are not responding to Tier 2 targeted interventions. This may be in the form of more intensive AIS supports, or through the Committee on Special Education if the student has not responded to Tier 3 interventions.</p>	<p>Tier 3 Typically needed for 1-5% of students</p>	<p>Intensive interventions for students who are not responding to Tier 2 targeted interventions. This may include outside referrals for collaboration or may occur as part of a referral to the Committee on Special Education when needed.</p>

Referral Process

A referral may be initiated by faculty or a parent/guardian. Faculty may submit a referral packet to the building principal including data from Tier 1 interventions and assessment data. A parent/guardian may inquire about an MTSS referral by reaching out to the classroom teacher and submitting a letter to the building principal. The MTSS review process is implemented at the school building level. Each building has its own MTSS team made up of teachers and other professionals in the building. A parent is not required to attend an MTSS meeting but may be invited to attend. Recommendations are developed and specific actions are identified by the building MTSS Team.

Entry Criteria

Students may be eligible for Tier 1 interventions if they are not demonstrating adequate progress utilizing classroom and district-wide assessments. Tier 1 interventions are designed to target specific skill deficiencies so that a student may progress through the grade-level curriculum.

Students will be eligible for Tier 2 interventions if they are not responding to Tier 1 interventions and /or they are not demonstrating proficiency on the STAR Assessment and the New York State Assessment. Classroom assessments will also be reviewed and considered to assess student progress. Typically, proficiency on the STAR assessment is a score at or above the 25th percentile rank. Proficiency on the NYS Assessments are based on the NYS cut scores released annually for each grade level. Students who score a 3 or a 4 on the NYS Assessment are considered proficient.

Tier 3 interventions will be considered by the MTSS team if students are not making adequate progress when Tier 2 interventions are in place.

Exit Criteria

Students are exited from academic support services upon demonstration of proficiency on classroom and/or district-wide assessments. Students are exited from mental health and behavioral support services when progress has been made and determined behavioral goals have been achieved.

Parent Notification

The school will notify parents of students who require support services prior to the start of services. Parents will be notified when the services are no longer needed. Parents will receive communication regarding a student's progress directly from the service provider during the normal progress report and report card procedures. Additional communication may be provided as warranted by individual needs. Parents are encouraged to remain in contact with the classroom teacher and the service providers regarding the student's progress.

Range of Supports:

Academic Supports: K-6		
Tier	Range of Services	Assessment of Student Progress
Tier 1	<ul style="list-style-type: none"> • Whole group instruction and differentiated small group instruction utilizing grade-level Curriculum Maps • Short-term, differentiated instruction using targeted strategies during regular instruction or classroom “Tier Time” 	<ul style="list-style-type: none"> • NYS Assessment in grades 3-6 • STAR Math • STAR Reading • STAR Early Literacy • Classroom tests and quizzes • District benchmarks • Formative and summative assessments
Tier 2	<ul style="list-style-type: none"> • Reading Lab at minimum 3 times per cycle for 20-30 mins • Math Lab at minimum 3 times per cycle for 20-30 mins • Push-in Reading Support • Push-in Math Support • Building-level related services (such as Speech Improvement.) • After-School AIS 	<ul style="list-style-type: none"> • NYS Assessment in grades 3-6 • STAR Math • STAR Reading • STAR Early Literacy • Classroom tests and quizzes • District benchmarks • Formative and summative assessments • Targeted assessments in area of need
Tier 3	<ul style="list-style-type: none"> • Reading Lab at minimum 4 times in a cycle for 30-60 minutes • Math Lab at minimum 4 times per cycle for 30-60 minutes • Related Services (Speech, OT) • After-School AIS • Possible Special Education referral/services 	<ul style="list-style-type: none"> • NYS Assessment in grades 3-6 • STAR Math • STAR Reading • STAR Early Literacy • Classroom tests and quizzes • District benchmarks • Formative and summative assessments • Targeted assessments in area of need • Possible multi-disciplinary assessment through the Committee on Special Education

Behavioral and Mental Health Supports: K-6		
Tier	Range of Services	Assessment of Student Progress
Tier 1	<ul style="list-style-type: none"> • Whole group social skills instruction • Positive Behavior Intervention System: Ongoing activities, assemblies and building-level rewards/reinforcement • Push-in Instruction by School-based Mental Health providers 	<ul style="list-style-type: none"> • Observation • Whole group social skills/prevention instruction • Records review • Teacher notes and documentation of behavior frequency
Tier 2	<ul style="list-style-type: none"> • Consultation with counselor/Social Worker or Psychologist • Parent and team meetings • Short-term interventions provided by counselor or intervention services determined by area of need • Classroom-based Positive Reinforcement Plans • Skills-based Support Groups 	<ul style="list-style-type: none"> • Observation • Records review • Teacher notes and documentation of behavior frequency • Observation/consultation with Counselor/Social Worker or Psychologist
Tier 3	<ul style="list-style-type: none"> • Individual or group counseling • Referrals to outside agencies • Possible CSE referral 	<ul style="list-style-type: none"> • Observation • Records review • Teacher notes and documentation of behavior frequency • Observation/consultation with Counselor/Social Worker or Psychologist • Goal tracking of specific behavior

Academic Supports: Secondary		
Academic Supports	Range of Services	Assessment of Student Progress
Tier 1	<ul style="list-style-type: none"> • Whole group instruction and differentiated small group instruction utilizing grade-level Curriculum Maps • Short-term, differentiated instruction using targeted strategies during regular instruction or classroom “Tier Time” 	<ul style="list-style-type: none"> • NYS Assessment in grades 7 and 8 • Classroom tests and quizzes • Mid-terms, final exams, Regents exams
Tier 2	<ul style="list-style-type: none"> • AIS classes • Homework Help • NHS Peer Tutors 	<ul style="list-style-type: none"> • NYS Assessment in grades 7 and 8 • Classroom tests and quizzes • Mid-terms, final exams, Regents exams
Tier 3	<ul style="list-style-type: none"> • Related Services (Speech, OT) • After-School AIS • Credit Recovery • Possible Special Education referral/services 	<ul style="list-style-type: none"> • NYS Assessment in grades 7 and 8 • Classroom tests and quizzes • Mid-terms, final exams, Regents exams

Behavioral and Mental Health Supports: Secondary		
Tier	Range of Services	Assessment of Student Progress
Tier 1	<ul style="list-style-type: none"> • Whole group social skills instruction • Informational Assemblies and Bulletin Boards on Selected Topics for adolescent wellness (social media, vaping and substance information) • Positive Behavior Intervention System: Ongoing Activities • Push-in Instruction by School-based Mental Health providers • Access to School Counselors, Social Workers, and Intervention Specialists 	<ul style="list-style-type: none"> • Observation • Records review • Teacher notes and documentation of behavior frequency
Tier 2	<ul style="list-style-type: none"> • Consultation with counselor/Social Worker or Psychologist • Parent and team meetings • Short-term interventions provided by counselor or intervention services determined by area of need • Classroom-based Positive Reinforcement Plans • Skills-based Support Groups • Crisis Intervention Meetings • School-based Partnership Interventions (such as Family of Woodstock or LaSalle School-Based Mental Health) 	<ul style="list-style-type: none"> • Observation • Records review • Teacher notes and documentation of behavior frequency
Tier 3	<ul style="list-style-type: none"> • Individual or group counseling • Referrals to outside agencies • Possible CSE referral 	<ul style="list-style-type: none"> • Observation • Records review • Teacher notes and documentation of behavior frequency • Goal tracking of specific behavior