



ARLINGTON CENTRAL
SCHOOL DISTRICT

**MULTI-TIERED SYSTEMS OF SUPPORT
MTSS DISTRICT PLAN
2023/2024 - 2026/2027**

ARLINGTON CENTRAL SCHOOL DISTRICT**LaGrangeville, NY 12540****BOARD OF EDUCATION**

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Joseph D'Aquanni West Road Intermediate School
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MISSION & GOALS

MISSION

The Arlington Central School District (ACSD) mission is to empower all students to be self-directed, lifelong learners, who willingly contribute to their community, and lead passionate, purposeful lives.

GOALS

Academic Growth and Success

All Arlington Central School District students will experience rigorous, relevant, and personalized learning opportunities that prepare them for success in college, career, and life.

Belonging and Wellness

The Arlington Central School District will create safe, inclusive environments that support the mental, social and emotional well-being of all students. The District will foster a sense of belonging by honoring the dignity of each individual, and by developing students' abilities to be inclusive and welcoming while affirming students' personal and cultural identities.

Communication, Community Engagement, Partnerships

The Arlington Central School District will facilitate meaningful and open two-way communications that increases awareness and support of District initiatives and enhances the relationships between students, families, and schools. Arlington supports collaborative school-family and school-community partnerships that foster learning and a positive atmosphere in our schools and community.

Fiscal and Organizational Management

The Arlington Central School District will maintain a strong financial position in order to support and enhance a comprehensive, equitable education program by ensuring that systems are in place that leverage financial, human, and physical/building resources and that maximize cost-effectiveness.

INTRODUCTION

According to the [Every Student Succeeds Act \(ESSA, 2015\)](#), a multi-tiered system of support (MTSS) is “*a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision making.*” These systematic practices provide an educational framework that helps schools provide timely and targeted academic, behavioral and social-emotional support to students. It is a data-informed approach that uses screening, progress monitoring, and evidence-based interventions to ensure that all diverse learners receive the necessary supports to meet their needs. The Arlington Central School District (ACSD) recognizes the importance of MTSS in promoting student success and providing a safe and inclusive learning environment that recognizes and respects the languages and cultures of all students.

PAST

The ACSD established the [2009 Response to Intervention \(RTI\) Plan](#) in response to the [2008 NYSED Memorandum - Implementation of Response to Intervention Programs](#). The plan provided details in ACSD’s Tier Levels and its supports, types of Assessments, the establishment of school RtI teams and a glossary. One goal is to update the current plan to improve on our practices and deliver all elements of the MTSS framework. ACSD also created the [2016 RtI Guidance](#) document as part of the continuous improvement efforts of the ACSD to review the RTI district and building processes. In addition, the [2019-2020 Equity Plan](#) was adopted with ensuring that equity is the lens through which all decisions are made.

CURRENT

To establish a robust MTSS system, the ACSD will take into account the [2009 Response to Intervention \(RTI\) Plan](#), [2016 RtI Guidance Document](#), and the [2019-2020 Equity Plan](#), to further improve the systems and structures currently in place. The various components of the information gathered were:

- a. individual and group meetings with district and school administrators,
- b. vendor demonstrations of MTSS platforms and,
- c. survey data collected by district and school staff.

The hope is to learn, process, and plan as we explore and gather these findings to inform our decision in establishing ACSD’s MTSS system. The goal for each school and the district is to examine their current processes and procedures to ensure alignment to the district and Superintendent goals and priorities. The elements must include an evidence-based system that details the multi-tier levels of academic, behavioral, and social emotional interventions that are delivered at each school and throughout the school district.

MTSS OVERVIEW

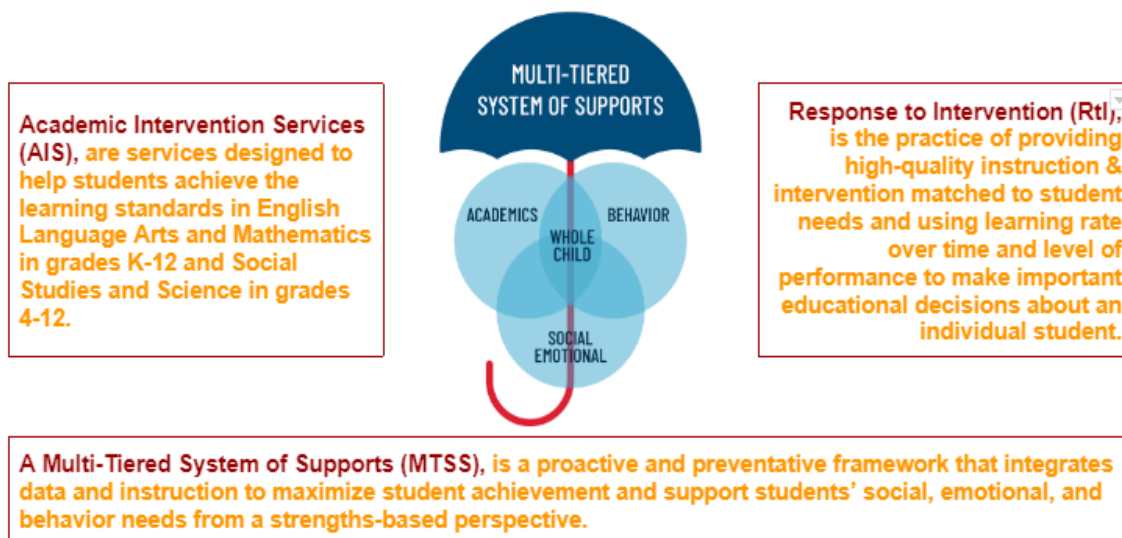
Academic Intervention Services (AIS) is a component of **Response to Intervention (RTI)**. **RTI** is a component of **Multi-Tiered System of Supports (MTSS)**. **MTSS**, **RTI**, and **AIS** are all frameworks that aim to support student learning and success by providing early, systematic, and evidence-based interventions to students who are struggling academically or behaviorally.

AIS is a program that provides Tier 2 and Tier 3 interventions. **AIS** is required for any student (*general education, special education and English Language Learners*) who scores below the State designated performance level on State assessments and/or who are at risk of not achieving the State learning standards.¹

RTI is a program that can be used in conjunction with **AIS**. The **RTI** program's minimum requirements are, 1) appropriate instruction, 2) screenings applied to all diverse learners, 3) instruction matched to student needs, 4) repeated assessments of student achievement, 5) application of student information to make educational decisions, and 6) notification to parents.²

MTSS begins with teachers assessing the skills of all diverse learners in the class in key academic areas (Math, ELA, Science, and Social Studies) to proactively identify who may need additional support in each tier level. In addition to **academic** areas, teachers also assess **behavior** and **social-emotional** skills. Students receive research-based, targeted instruction or interventions that are matched both to their skills and level of need in these key areas. Student progress is then closely monitored to ensure that the additional support is helping and adjustments are made as necessary.

MTSS/RTI/AIS CORRELATION GRAPHIC



¹ [NYSED Academic Intervention Services: Questions and Answers](#)

² [NYSED Response to Intervention Guidance for NYS School Districts](#)

TIERS

MTSS consists of **three tiers** of increasingly intensive support. The tiers are:

Tier 1 provides high-quality core instruction and support for all students, with academic, behavioral, and social-emotional components designed to meet the needs of the majority of students.

Tier 2 provides targeted interventions and supports for students who need additional assistance in a particular area, based on data and progress monitoring.

Tier 3 provides intensive, individualized interventions and supports for students with the highest level of need in academics, behavior, and social-emotional areas.

ACADEMICS		
TIER 1 UNIVERSAL	TIER 2 SELECTED	TIER 3 TARGETED
<ul style="list-style-type: none"> 100% of Students Core Classroom Instruction Instructional Best Practices Resources 	<ul style="list-style-type: none"> 5% - 15% of Students Small Group Instruction Specific and high-quality Interventions matched to need 	<ul style="list-style-type: none"> 1% - 5% of Students Intensive Individual Instruction High-Intensity support, Increased teacher interactions, extensive practice, high-quality feedback
BEHAVIORAL		
TIER 1 UNIVERSAL	TIER 2 SELECTED	TIER 3 TARGETED
<ul style="list-style-type: none"> Behavior Expectations Acknowledgement System Social Skills Instruction Active Supervisions & Engagement 	<ul style="list-style-type: none"> Small Group Counseling Check and Connect Restorative Justice Practices Mentoring 	<ul style="list-style-type: none"> Individual Counseling Student Behavior Plan Wraparound Support Time Breaks
SOCIAL-EMOTIONAL		
TIER 1 UNIVERSAL	TIER 2 SELECTED	TIER 3 TARGETED
<ul style="list-style-type: none"> Schoolwide PBIS Physiology of Learning SEL/CRSE Curriculum 	<ul style="list-style-type: none"> Behavioral Contracts Self-Monitoring Positive Peer Reporting 	<ul style="list-style-type: none"> Wraparound Support Community-based Services Student Behavior Plan

ACADEMIC TIERS

In **Tier 1**, teachers deliver **high-quality, evidence-based instruction** to all students in their classroom. This includes providing differentiated instruction to meet the needs of all learners and using ongoing assessment data to inform instruction.

<div> Tier 1: Universal </div> <div> All students receive high-quality classroom curriculum through whole group, small group differentiated instruction, teacher-designed interventions by the classroom teacher within the general education setting. </div> <div> Arlington Central School District </div>	Target Audience	For <u>ALL</u> students	
	Instructional Focus	Research-based programs, strategies, and instructional methods	
	Grouping	Differentiated and flexible grouping formats within the general education classroom	
	Instructional Time	Literacy/ELA:	Math
		K-5: 120 min 6th grade: 80 min 7th-8th grade: 40 min 9th-12th grade: 45 min	K-6: 60 Min 6th-8th grade: 40 min 9th-12th grade: 45 min
	Assessment	Universal screening beginning, middle and end of academic year, assessment of students' learning strengths and interests, outcome assessments after units of instruction	
	Provider	General education and Special Education teachers	
	Setting	General education and Special Education classrooms	

In **Tier 2**, teachers work with a smaller group of students who need additional support beyond the core curriculum. Teachers provide **targeted, evidence-based interventions** to support these students and monitor their progress closely to ensure student growth.

Target Audience	Groups of students	<div> Tier 2: Supplementary </div> <div> In addition to classroom instruction, students identified as needing intervention receive supplemental instruction aligned to the core curriculum that targets specific area or areas of need. Progress is monitored to determine improvement. </div> <div> Arlington Central School District </div>
Instructional Focus	At-risk students as determined by benchmark, local, and diagnostic assessments	
Grouping	Homogenous small groups (no more than 1:6)	
Instructional Time	Tier 1; plus minimum 3 days/cycle for <u>up to 40</u> mins/day of additional instruction	
Assessment	Progress monitoring on target skills, diagnostic assessment	
Provider	Classroom teacher, Reading specialist, AIS teacher, SpEd teacher, speech pathologist and/or other qualified professionals	
Setting	Intervention block (not during Tier 1 Instruction)	

In **Tier 3**, teachers work with students individually who require the most intensive support. Teachers provide **individualized, research-based interventions** to these students and collaborate closely with other support personnel, such as special education teachers and school psychologists.

Target Audience	Individual students
Instructional Focus	Intensive, one-on-one or small group instruction, finding solutions to existing problems
Grouping	Individual 1:1 or small group (up to 3)
Instructional Time	Tier 1; plus 4-6 day/cycle no less than 40 mins/day
Assessment	Progress monitoring (weekly) on target skills, diagnostic assessments, frequent modeling
Provider	Classroom teacher, Reading specialist, AIS teacher, SpEd teacher, speech pathologist and/or other qualified professionals
Setting	Intervention block (not during Tier 1 Instruction)

**Tier 3:
Intensive**

In addition to classroom and supplemental instruction, students needing intensive instruction to target specific skill deficits receive intensive instruction. Progress is monitored to determine improvement.

Arlington Central School District

Overall, teachers in an MTSS framework are responsible for delivering effective instruction at all three tiers, using evidence-based practices, monitoring progress regularly, and making data-informed decisions to support the success of all students. They also collaborate with other educators and support personnel to ensure that students receive the most effective interventions, strategies and supports possible.

As schools and districts continue to support students and their needs, research-based curriculum is vital to their continued academic success. The **Instructional Resources Guide** below will provide schools with the district's list of the approved grade level Core and Supplemental Resources. The list consists of research-based curriculum, programs and resources that teachers use daily. Core supports are required resources and Supplemental supports are optional resources. All instructional resources are aligned to the [New York State \(NYS\) P-12 Learning Standards](#).

CURRICULUM & INSTRUCTIONAL RESOURCES GUIDE

GRADE	SUBJECT	CORE		SUPPLEMENTAL
K-2	ELA	<ul style="list-style-type: none"> Heggerty Foundations UoS in Reading & Writing 		<ul style="list-style-type: none"> Reading A-Z i-Ready My Path Decodables and Leveled Texts
	MATH	<ul style="list-style-type: none"> Investigations Math 		<ul style="list-style-type: none"> i-Ready My Path ST Math
	SCIENCE	<ul style="list-style-type: none"> Science21 		<ul style="list-style-type: none"> Cross-Curricular Interdisciplinary Units
	SOCIAL STUDIES	<ul style="list-style-type: none"> Integrated SS ELA Curriculum 		<ul style="list-style-type: none"> Cross-Curricular Interdisciplinary Units
3-5	ELA	<ul style="list-style-type: none"> Heggerty Foundations (3) or Words Their Way (4-5) UoS in Reading & Writing 		<ul style="list-style-type: none"> ReadWorks i-Ready My Path Leveled Texts Reading A-Z
	MATH	<ul style="list-style-type: none"> Investigations Math 		<ul style="list-style-type: none"> I-Ready My Path ST Math
	SCIENCE	<ul style="list-style-type: none"> Science21 		<ul style="list-style-type: none"> Cross-Curricular Interdisciplinary Units
	SOCIAL STUDIES	<ul style="list-style-type: none"> Integrated SS ELA Curriculum 		<ul style="list-style-type: none"> Cross-Curricular Interdisciplinary Units
6-8	ELA	<ul style="list-style-type: none"> ELA 6 ELA 7 	<ul style="list-style-type: none"> ELA 8 	<ul style="list-style-type: none"> i-Ready Teachers Toolbox
	MATH	<ul style="list-style-type: none"> Math 6 Math 7 	<ul style="list-style-type: none"> Math 8 or Algebra I 	<ul style="list-style-type: none"> i-Ready Teachers Toolbox eMath Instruction Delta Math IXL
	SCIENCE	<ul style="list-style-type: none"> Science 6 Science 7 	<ul style="list-style-type: none"> Science 8 or Earth Science 	<ul style="list-style-type: none"> TBD
	SOCIAL STUDIES	<ul style="list-style-type: none"> Social Studies 6 Social Studies 7 	<ul style="list-style-type: none"> Social Studies 8 	<ul style="list-style-type: none"> TBD
9-12	ELA	<ul style="list-style-type: none"> ELA 9 ELA 10 	<ul style="list-style-type: none"> ELA 11 ELA 12 	<ul style="list-style-type: none"> TBD
	MATH	<ul style="list-style-type: none"> Algebra I Geometry 	<ul style="list-style-type: none"> Algebra II 	<ul style="list-style-type: none"> Delta Math eMath Instruction
	SCIENCE	<ul style="list-style-type: none"> Living Environment Earth Science 	<ul style="list-style-type: none"> Chemistry or Physics 	<ul style="list-style-type: none"> TBD
	SOCIAL STUDIES	<ul style="list-style-type: none"> Global History 9 Global History 10 US History 	<ul style="list-style-type: none"> Economics Participation in Government 	<ul style="list-style-type: none"> TBD

ASSESSMENTS

Assessments play a crucial role in delivering a research-based curriculum in K-12 education. The purpose of assessments is to gather data on students' knowledge, skills, and abilities in order to monitor their progress and evaluate the effectiveness of the curriculum and instruction. Here's a glimpse into their importance, backed by research:

- **Targeted Instruction:** A study by the Center for Applied Special Technology (CAST) found that formative assessments, which happen throughout a learning unit, can significantly improve student achievement. By identifying areas where students struggle early on, teachers can tailor their instruction to address those specific needs, ensuring no one falls behind.
- **Effective Teaching:** Research published in the journal "Educational Researcher" by Crum et al. (2014) highlights the importance of assessment for teachers. By analyzing student performance data, educators can gauge the effectiveness of their teaching methods. This allows them to refine their strategies and identify approaches that resonate best with their students, ultimately leading to better learning outcomes.
- **Student Ownership:** A study by the University of Kansas' Center for Research on Learning highlighted the power of self-assessment. When students participate in evaluating their own learning progress through tasks like reflection journals, they gain a deeper understanding of their strengths and weaknesses. This sense of ownership fosters a more engaged and motivated learning environment.

Assessments are vital tools for both students and teachers. They provide valuable data that guides targeted instruction, refines teaching methods, and empowers students to take charge of their learning journey.

The **Assessment Guide** below will ensure all schools are aligned by grade levels. Here are some specific ways in which assessments support the delivery of a research-based curriculum:

1. Measure learning outcomes
2. Identify gaps in learning
3. Guide instruction
4. Evaluate curriculum effectiveness

ASSESSMENT GUIDE

GRADE	SUBJECT	ASSESSMENTS / BENCHMARKS
K-2	ELA	<ul style="list-style-type: none"> • Arlington Early Literacy Assessment <ul style="list-style-type: none"> ○ Early Reading Behaviors ○ Sound/Symbol Correspondence ○ Phonemic Awareness ○ Decoding ○ High Frequency Word Reading • F&P Benchmark Assessment System (BAS) 2.0 • Foundations End of Unit • i-Ready Diagnostic (Screener) • i-Ready Standards Mastery • UoS Rubric
	MATH	<ul style="list-style-type: none"> • Investigations Unit Assessment • i-Ready Diagnostic (Screener) • i-Ready Standards Mastery
3-5	ELA	<ul style="list-style-type: none"> • F&P Benchmark Assessment System (BAS) 2.0 • Foundations End of Unit (3) • i-Ready Diagnostic (Screener) • i-Ready Standards Mastery • NYS 3-8 Assessments • UoS Rubric
	MATH	<ul style="list-style-type: none"> • Investigations Unit Assessment • i-Ready Diagnostic (Screener) • i-Ready Standards Mastery • NYS 3-8 Assessments
6-8	ELA	<ul style="list-style-type: none"> • Common Unit Assessments • i-Ready Diagnostic (Screener) • i-Ready Standards Mastery • NYS 3-8 Assessments
	MATH	<ul style="list-style-type: none"> • Common Unit Assessments • i-Ready Diagnostic (Screener) • i-Ready Standards Mastery • NYS 3-8 Assessments
9-12	ELA	<ul style="list-style-type: none"> • Common Unit Assessments • NYS Regents Exams • Quarterly Assessments
	MATH	<ul style="list-style-type: none"> • Common Unit Assessments • NYS Regents Exams • Grouped Unit Assessments

INTERVENTIONS & STRATEGIES

Incorporating interventions and strategies in the classroom, is essential to ensuring that all students have access to high-quality education and can reach their full potential. They are designed to meet the diverse learning needs of students and address any barriers to learning that they may face. Below are a list of interventions and strategies by tiers that can be implemented by all teachers.

TIER 1 (All)	TIER 2 (Groups) / TIER 3 (Individual)
STRATEGIES	INTERVENTIONS
Clear Learning Objectives	Concrete-Representational-Abstract (CRA)
Exit Slips/Tickets	Cover-Copy-Compare
Fact Fluency	Four-Step Problem Solving
Graphic Organizer	Inferential Comprehension
6 Steps to Effective Vocabulary Instruction	Low Floor, High Ceiling Task
Positive Reinforcement	Modified Assignments
Practice with Feedback	Reading Racetrack
Silent Teacher	Self-Monitoring Checklist
Think Alouds	Vocabulary Development
Think, Pair, Share	

Implementing tiered interventions provides targeted support to students based on their individual needs. However, documenting these interventions in detail is equally important as it allows for ongoing monitoring and evaluation of student progress. **When teachers document interventions**, they are able to track which strategies are working for each student and make informed decisions about the next steps in their instruction. Additionally, documentation helps to ensure that **all stakeholders (teachers, administrators, and families), are aware of the interventions being used and the progress being made**. This aids in a collaborative approach to supporting the student and allows for consistency in their educational experiences across various teachers and settings.

BEHAVIORAL TIERS

The Behavioral Tier refers to the tiered system of supports that is designed to address the behavioral needs of students in the school setting. The [Positive Behavioral Interventions and Supports \(PBIS\) Framework](#) aligns to the Behavioral Tier in MTSS. PBIS is a proactive approach to behavior management that emphasizes the use of evidence-based practices and data-informed decision making to prevent problem behaviors before they occur.

Tier 1 (teachers and PPS staff) in PBIS focuses on establishing a positive school-wide climate and culture that supports all students. This includes developing clear expectations for behavior, teaching and modeling appropriate behavior, and providing reinforcement for positive behavior.

Tier 2 (teachers and PPS staff) provides more targeted support for students who need additional behavioral intervention. This may include group interventions or individualized behavior plans.

Tier 3 (PPS staff) provides intensive support for students who require the most intensive interventions.

Teachers have the responsibility to deliver tier-1 and tier-2 supports to ensure that all students receive the appropriate level of help. Pupil Personnel Staff (PPS) have the responsibility to deliver tier-2 and tier-3 supports to ensure that all students receive the appropriate level of help. Below are a list of tiered behavior supports:

BEHAVIORAL SUPPORT GUIDE

ELEMENTARY	
TIER 1	TIER 2/TIER 3
Responsive Classroom	Check and Connect
Mindfulness	Lunch Bunch
School Pledge	Counseling
Morning Meetings	Panorama Playbook
SECONDARY	
Advisories (MS)	Restorative Justice Practices
ReThinkEd (MS)	ReThinkEd (MS/HS)
Grade Team Meetings (MS)	No Place for Hate (MS/HS)
Code of Conduct Pledge (MS/HS)	Counseling

SOCIAL-EMOTIONAL TIERS

The Social-Emotional Tier refers to the tiered system of supports, that is designed to address the social and emotional needs of students in the school setting. The [Collaborative for Academic, Social, and Emotional Learning \(CASEL\) Framework](#) (*which is a widely recognized framework that promotes social and emotional learning (SEL) in educational settings*), aligns to the Social-Emotional Tier. The CASEL framework is centered on five key competencies: **Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making**. The goal of SEL is to promote student success embedding these five competencies within school-based activities.

In addition, Social-Emotional Tier aligns with the [NYS Education Department \(NYSED\) SEL Benchmarks](#). The NYSED SEL benchmarks are a set of competencies that align with the five core competencies of the CASEL Framework. The NYSED SEL benchmarks include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The MTSS team may use various tools and assessments to identify students in need of support, such as behavior checklists, social-emotional screenings, and student surveys. The interventions provided may include social-emotional learning curricula, counseling services, and behavior management strategies.

Classroom teachers have the responsibility to deliver tier-1 SEL supports to ensure that all students receive the appropriate level of support. PPS staff (social worker, counselor, psychologist, speech-language pathologist, etc.) have the responsibility to deliver tier-2 and tier-3 PBIS supports to ensure that all students receive the appropriate level of support. Below are a list of tiered SEL supports:

SOCIAL-EMOTIONAL SUPPORT GUIDE

ELEMENTARY	
TIER 1	TIER 2/TIER 3
Panorama Playbook	Check and Connect
Responsive Classroom	Counseling
SECONDARY	
Advisories (MS)	Restorative Justice Practices
Mindful Moment (HS)	ReThinkEd (HS)
ReThinkEd (MS)	Counseling



PROVIDERS

Classroom Teachers

Classroom teachers (subject area teachers including Art, Music, Physical Education, etc.) have the responsibility to deliver effective, research-based academic tiered instruction because it ensures that all students receive the appropriate level of support to meet their individual needs. By utilizing a tiered approach, teachers can identify and address learning difficulties early on, preventing students from falling behind and ultimately increasing the likelihood of academic success.

Additionally, research-based instruction has been shown to be more effective than non-research-based instruction, providing students with the best chance to achieve their academic potential. Lastly, they communicate with parents and guardians regarding student progress and interventions.

Below is a classroom teacher's role in each of the three areas of the MTSS framework:

ACADEMIC

Curriculum & Instructional Resources

A classroom teacher's responsibilities regarding curriculum and instructional resources under MTSS tiers:

Tier 1: Universal Core Instruction

- Deliver high-quality lessons aligned with the core curriculum and state standards.
- Design and deliver instruction that is culturally and linguistically appropriate for all diverse learners, including ELL/MLL Learners and those with Individualized Education Programs (IEP) and
- Regularly monitor student progress using formative assessments.

Tier 2: Targeted Interventions

- Select or develop targeted interventions based on student data to address specific learning gaps.
- Utilize supplemental resources that complement the core curriculum.
- Provide small group instruction with a focus on targeted skills.

Overall Responsibilities

- Collaborate with the RTI team to analyze student data and plan interventions.
- Select and implement research-based instructional strategies.
- Monitor student progress in response to interventions and adjust them as needed.

Assessments

A classroom teacher's responsibilities regarding assessments under MTSS academic tiers:

Tier 1: Universal Screeners

- Administer universal screeners to identify students at risk of academic difficulties.
- Analyze screener data to understand overall class performance and individual student needs.

Tier 2: Progress Monitoring

- Select and implement progress monitoring tools to track student response to targeted interventions.
- Regularly collect and analyze progress monitoring data to determine intervention effectiveness.

Tier 3: Diagnostic Assessments

- Collaborate with specialists to administer diagnostic assessments for students needing more intensive support.
- Analyze diagnostic data to pinpoint specific learning difficulties and inform individualized interventions.

Interventions & Strategies

A classroom teacher's responsibilities regarding interventions and strategies under MTSS tiers:

Tier 1: Strong Core Instruction

- Delivering engaging lessons aligned with curriculum standards.
- Utilizing varied instructional methods to cater to diverse learning styles.
- Monitoring student progress through frequent formative assessments.

Tier 2: Targeted Interventions

- Selecting or creating targeted interventions based on student data.
- Implementing small group instruction with a focus on specific skill gaps.
- Utilizing supplemental resources that complement the core curriculum (e.g., manipulatives, graphic organizers).
- Collaborating with the RTI team to develop and implement intervention plans.

Tier 3: Intensive Interventions

- Implementing research-based interventions tailored to student needs (often in collaboration with specialists).
- Monitoring student progress closely and making adjustments to the intervention plan as needed.
- Communicating regularly with the RTI team and parents about student progress.

BEHAVIOR

Classroom teachers play a vital role in supporting positive behavior under MTSS. Here's a breakdown of their key responsibilities across the tiers:

Tier 1: Proactive Supports

- Co-develop and implement school-wide positive behavior interventions and supports.
- Co-develop clear expectations and routines for positive classroom behavior.
- Collaborate with classroom teachers on effective classroom management strategies for all students.

Tier 2: Targeted Interventions

- Develop and implement targeted behavior support plans.
- Collaborate with classroom teachers to develop strategies to manage specific student behaviors within the classroom.

Tier 3: Intensive Interventions

- Provide specialized behavior interventions and support to students with complex behavioral challenges.
- Consult with community supports to develop comprehensive behavior support plans.
- Collaborate with the classroom teacher to conduct the functional behavior assessments (FBA) to identify the underlying cause of student behavior.
- Collaborate with the classroom teacher to develop and implement the behavior intervention plan (BIP) to teach replacement behavior for students with significant behavioral needs.

SOCIAL-EMOTIONAL

Social-emotional learning (SEL) thrives under the guidance of teachers. Teachers aren't just delivering the curriculum; they're the architects of a safe and supportive environment where social-emotional skills can blossom.

Classroom teachers are instrumental in fostering social-emotional well-being within MTSS. Here's a look at their key responsibilities:

Tier 1: Universal SEL Instruction

- Collaborate on integrating social-emotional learning activities and strategies into the curriculum.
- Help develop classroom routines and expectations that promote positive social interactions.
- Model and teach social-emotional skills like self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making.

Tier 2: Targeted SEL Interventions

- Conduct social-emotional assessments to identify students needing additional support.



-
- Co-design and implement targeted interventions to address specific social-emotional challenges.

Tier 3: Intensive SEL Interventions

- Collaborate with the RTI team to develop individualized social-emotional intervention plans.
- Provide specialized social-emotional support to students with significant challenges.
- Consult with community supports to address complex social-emotional needs.



Special Education Teachers

Special education teachers play a crucial role within the MTSS framework. Their expertise in instructional strategies, progress monitoring, accommodations, and modifications for students with learning difficulties makes them invaluable assets. They collaborate with classroom teachers, administrators, specialists and PPS providers, to ensure all students receive the appropriate level of support, contribute to the design of effective interventions.

Additionally, special education teachers' overall responsibilities are to collaborate with the RTI team to ensure all students receive appropriate interventions and progress monitoring. They provide resources and support classroom teachers on effective strategies for students with learning needs. Lastly, they communicate with parents and guardians regarding student progress and interventions.

Below is a special education teacher's role in each of the three areas of the MTSS framework by tiers.

ACADEMIC

Curriculum & Instructional Resources:

- **Tier 1:** Collaborate on designing core curriculum to be inclusive and accessible for diverse learners along with classroom teachers.
- **Tier 2:** Advise on evidence-based instructional strategies for targeted interventions.
- **Tier 3:** Help identify and recommend specialized instructional materials for students with significant learning difficulties.

Assessments

- **Tier 1:** Assist with interpreting universal screener data to pinpoint students at risk.
- **Tier 2:** Help select and implement progress monitoring tools specific to targeted interventions.
- **Tier 3:** Co-develop and administer assessments with the classroom teacher.

Interventions & Strategies

- **Tier 1:** Collaborate with classroom teachers on instructional strategies for diverse learners.
- **Tier 2:** Co-develop and implement targeted interventions with classroom teachers.
- **Tier 3:** Lead the development and implementation of intensive, targeted interventions for any students requiring specialized support.

BEHAVIOR

Special education teachers play a vital role in supporting positive behavior under MTSS. Here's a breakdown of their key responsibilities across the tiers:

Tier 1: Proactive Supports

- Co-develop and implement school-wide positive behavior interventions and supports.
- Co-develop clear expectations and routines for positive classroom behavior.
- Collaborate with classroom teachers on effective classroom management strategies for all students.

Tier 2: Targeted Interventions

- Develop and implement targeted behavior support plans.
- Collaborate with classroom teachers to develop strategies to manage specific student behaviors within the classroom.

Tier 3: Intensive Interventions

- Provide specialized behavior interventions and support to students with complex behavioral challenges.
- Consult with community supports to develop comprehensive behavior support plans.
- Collaborate with the classroom teacher to conduct the functional behavior assessments (FBA) to identify the underlying cause of student behavior.
- Collaborate with the classroom teacher to develop and implement the behavior intervention plan (BIP) to teach replacement behavior for students with significant behavioral needs.

SOCIAL-EMOTIONAL

Special education teachers are instrumental in fostering social-emotional well-being within MTSS. Here's a look at their key responsibilities:

Tier 1: Universal SEL Instruction

- Collaborate on integrating social-emotional learning activities and strategies into the curriculum.
- Help develop classroom routines and expectations that promote positive social interactions.
- Model and teach social-emotional skills like self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making.



Tier 2: Targeted SEL Interventions

- Conduct social-emotional assessments to identify students needing additional support.
- Co-design and implement targeted interventions to address specific social-emotional challenges.

Tier 3: Intensive SEL Interventions

- Collaborate with the RTI team to develop individualized social-emotional intervention plans.
- Provide specialized social-emotional support to students with significant challenges.
- Consult with community supports to address complex social-emotional needs.

English as a New Language (ENL) Teachers

English as a New Language (ENL) Teachers are experts on second language acquisition and the cultural and linguistic needs of multilingual learners. They collaborate with classroom teachers, administrators, specialists and PPS providers to support students from all over the world who enter our schools with varying cultural and linguistic backgrounds. They also work closely with their students' families to help them navigate the educational system and bridge cultural and linguistic challenges.

*"The Next Generation Learning Standards require that every teacher be prepared to teach academic language and challenging content to all students, including ELLs/MLLs. All teachers must be skilled in how to support ELLs/MLLs as they acquire content knowledge while also progressing towards English language proficiency. It is imperative that all educators work across the content areas to ensure that all students meet the high demands of the Next Generation Learning Standards."*³

[NYSED Part 154 Regulations \(CR Part 154\)](#) prioritize the unique needs of English language learners (ELLs) by allowing ENL teachers flexibility in their instruction. Unlike classroom teachers who might be confined to tiered instruction models, ENL teachers can design programs that cater to the specific language proficiency of each student. This allows them to leverage scaffolding techniques and prioritize language acquisition through various methods, regardless of the content area, while also collaborating with mainstream teachers to ensure ELLs can access the tiered instruction offered in mainstream classrooms.

ACADEMIC

Curriculum & Instructional Resources

- Designing and delivering instruction that is culturally and linguistically appropriate for all diverse learners, including those with Individualized Education Programs (IEP).
- Providing integrated language and content instruction to support language development through language-focused scaffolds. Bilingual, ENL, and other content-area teachers must collaborate purposefully and consistently to promote academic achievement in all content areas.
- Utilizing materials and instructional resources that are linguistically age/grade appropriate and aligned to the Next Generation Learning Standards.
- Collaborating with school support personnel and community-based human resources in order to address the multiple needs of ELLs/MLLs.

Assessments

- Using NYS assessments in conjunction with formative assessments.

³ [Blueprint for English Language Learner Success](#)



- Using language proficiency data from the New York State English as a Second Language Achievement Test (NYSESLAT) and the New York State Identification Test for English Language Learners (NYSITELL) to understand where ELLs/MLLs are along the continuum of language development and how to provide appropriate scaffolds for them according to their proficiency level.
- Employing authentic assessments that require sophisticated uses of language embedded in authentic and rich content.
- Utilizing appropriate tools to assess the needs and progress of differently-abled ELLs/MLLs.

Instructional Strategies

- Articulating specific content and language objectives.
- Integrating explicit and implicit research-based vocabulary instruction.
- Providing opportunities for students to discuss content and problem-solve with peers.
- Anchoring instruction by strategically using research-based practices (e.g., multimedia, visuals, graphic organizers, etc.).
- Providing special education supports, services, accommodations, and specially-designed instruction to meet the specific instructional needs of ELLs/MLLs with disabilities.

BEHAVIOR & SOCIAL-EMOTIONAL

The ENL teacher becomes a go-to person for both the families and mainstream teachers and can support students' social-emotional learning in the following ways:

- Providing parents with resources that enable them to make informed decisions about their children's education.
- Providing parents with all pertinent information about their rights and program choices in a language and format that parents can easily understand and access.
- Providing training to parents in English and in their home language on effective strategies to support their children's learning in and out of school.
- Engaging parents as active participants, contributors, and cultural liaisons to the school community.
- Sharing with parents and family members the high expectations that schools have established for the education of all ELLs/MLLs and engaging them in the pursuit and achievement of those expectations.
- Collaborating with the school support personnel and immigrant community-based organizations in order to address the multiple needs of families of ELLs/MLLs.

The bulleted items taken from the Academic, Behavior, and Social-Emotional elements are directly from the [Blueprint for English Language Learner Success](#).

Blueprint for English Language Learner/ Multilingual Learner Success



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK
Office of Bilingual Education and World Languages

Academic Intervention Services (AIS) Providers

AIS providers are certified specialists that deliver targeted and/or intensive supports to students who are struggling academically. *"AIS are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments ⁴."* AIS are progress monitored every 6-8 weeks through each school's RTI Team.

Academic supports are normally provided in either a Push-In, Pull-Out and/or Class setting. At the elementary level, most students are provided with a Push-In and/or Pull-Out setting during the Enrichment/Intervention (EI) Block. At the secondary level, most students are provided with a daily or every-other-day class setting.

ACADEMIC

Curriculum & Instructional Resources

AIS Curriculum and Instruction resources are designed to support students in developing foundational skills. The resources are instructionally and pedagogically aligned to the Tier 1 curriculum, providing additional opportunities for skill development and targeting individual student needs. The goal of the AIS curriculum is to accelerate student learning and close achievement gaps.

Curriculum and Instruction Resources	
ELA	MATH
Foundations Double Dose or Fun in Focus	Do The Math
Wilson Just Words	Investigations Math Intervention and Differentiation Lessons
Wilson Language Program	i-Ready Teacher Toolbox
i-Ready Teacher Toolbox	i-Ready MyPath
i-Ready My Path	
Decodable Text Sets	
F & P LLI	
Orton Gillingham Word Work	

⁴ [NYSED Part 100 Regulations of the Commissioner of Education \(100.1\(g\)\)](#)

Assessments

Similar to classroom teachers, AIS teachers regularly progress monitor student growth. The AIS teachers administer assessments to students using the **Assessments Guide** chart (above), in addition to the **AIS Assessment Guide** (below).

AIS ASSESSMENT GUIDE		
GRADE	SUBJECT	ASSESSMENTS / BENCHMARKS
K-2	ELA	<ul style="list-style-type: none"> • Barnell Loft • District Phonemic Awareness Assessment • District Sound Symbol • F&P Leveled Literacy Intervention (LLI) Reading Records • Gallistel Ellis • High Frequency Word Assessment • i-Ready Diagnostic • i-Ready Standards Mastery • i-Ready Growth Monitoring • Primary Spelling Inventory (PSI)/ Quick Phonics Screener (QPS)
	MATH	<ul style="list-style-type: none"> • Do the Math Pre and Post Assessments • i-Ready Diagnostic • i-Ready Standards Mastery • i-Ready Growth Monitoring
3-5	ELA	<ul style="list-style-type: none"> • Barnell Loft • Elementary/Primary Spelling Inventory (ESI) • F&P Leveled Literacy Intervention (LLI) Reading Records • Gallistel Ellis • i-Ready Diagnostic • i-Ready Standards Mastery • i-Ready Growth Monitoring • Quick Phonics Screener (QPS) • Word Identification and Spelling Test (WIST)
	MATH	<ul style="list-style-type: none"> • Do the Math Pre and Post Assessments • i-Ready Diagnostic • i-Ready Standards Mastery • i-Ready Growth Monitoring
6-8	ELA	<ul style="list-style-type: none"> • i-Ready Diagnostic • i-Ready Standards Mastery • i-Ready Growth Monitoring • Common Unit Assessments
	MATH	<ul style="list-style-type: none"> • i-Ready Diagnostic • i-Ready Standards Mastery • i-Ready Growth Monitoring • Common Unit Assessments
9-12	ELA	<ul style="list-style-type: none"> • Common Unit Assessments
	MATH	<ul style="list-style-type: none"> • Common Unit Assessments

Interventions & Strategies

The AIS provider is responsible for implementing, and monitoring interventions and strategies to ensure that students are making progress towards their academic goals. By providing timely and effective interventions and strategies, the AIS provider can help prevent students from falling further behind and potentially needing more intensive interventions. Additionally, the AIS provider must collaborate with the general education and special education teachers to provide differentiated instruction and support that meets the needs of all students, ultimately leading to increased academic outcomes.

INTERVENTIONS	
ELA	MATH
Listening Comprehension Strategies	Low Floor, High Ceiling Task
Inferential Comprehension	Concrete-Representation-Abstract Model
Vocabulary Development	Fast Draw
Connecting Phonics lessons with Decodable Text	Number Talk
Intentional Read Aloud with Guided Comprehension	
Cooperative Learning/Grouping	
Small Group Instruction	
Data Dashboards	
Curriculum-Based Measurement	
Peer Tutoring	
Goal Setting	
Silent Teachers	

BEHAVIOR

AIS providers play a vital role in supporting positive behavior under MTSS. Here's a breakdown of their key responsibilities across the tiers:

Tier 1: Proactive Supports

- Co-develop and implement school-wide positive behavior interventions and supports.
- Co-develop clear expectations and routines for positive classroom behavior.
- Collaborate with classroom teachers on effective classroom management strategies for all students.

Tier 2: Targeted Interventions

- Develop and implement targeted behavior support plans.



- Collaborate with classroom teachers to develop strategies to manage specific student behaviors within the classroom.

Tier 3: Intensive Interventions

- Provide specialized behavior interventions and support to students with complex behavioral challenges.
- Consult with community supports to develop comprehensive behavior support plans.
- Collaborate with the classroom teacher to conduct the functional behavior assessments (FBA) to identify the underlying cause of student behavior.
- Collaborate with the classroom teacher to develop and implement the behavior intervention plan (BIP) to teach replacement behavior for students with significant behavioral needs.

SOCIAL-EMOTIONAL

AIS teachers are instrumental in fostering social-emotional well-being within MTSS. Here's a look at their key responsibilities:

Tier 1: Universal SEL Instruction

- Collaborate on integrating social-emotional learning activities and strategies into the curriculum.
- Help develop classroom routines and expectations that promote positive social interactions.
- Model and teach social-emotional skills like self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making.

Tier 2: Targeted SEL Interventions

- Conduct social-emotional assessments to identify students needing additional support.
- Co-design and implement targeted interventions to address specific social-emotional challenges.

Tier 3: Intensive SEL Interventions

- Collaborate with the RTI team to develop individualized social-emotional intervention plans.
- Provide specialized social-emotional support to students with significant challenges.
- Consult with community supports to address complex social-emotional needs

Pupil-Personnel Services (PPS) Providers

Pupil-Personnel Services (PPS) providers (consisting of School Counselors, School Psychologists, Speech Language Pathologists, Social Workers, Occupational Therapists, Physical Therapists, etc.) have the responsibility to deliver effective, research-based skill remediation as it ensures that all students receive the appropriate level of support to meet their individual needs. By utilizing a tiered approach, PPS providers can identify and address skill weaknesses early on, preventing students from falling behind and ultimately increasing the likelihood of academic success.

Additionally, research-based skill remediation has been shown to be more effective than non-research-based skill remediation, providing students with the best chance to achieve their academic potential. Lastly, they communicate with parents and guardians regarding student progress and interventions.

ACADEMIC

Curriculum & Instructional Resources

PPS providers are connected to the students' academic growth by providing skill-based support to allow students to access grade-level curriculum. Supports are determined by formal and informal screenings in areas of concern. Examples of what PPS providers offer support in, are the scheduling of student classes, scheduling interventions, providing varied levels of instructional resources, etc.

Assessments

PPS providers play a crucial role in supporting a child's academic assessments. While they may not administer standardized tests themselves, their expertise is invaluable in contributing to the overall assessment process and understanding the results. PPS providers help students succeed academically by a) Identifying and addressing learning barriers, b) Interpreting assessment results, c) Developing and implementing intervention plans, and d) Promoting student well-being.

Interventions & Strategies

PPS providers are instrumental in developing, implementing, and evaluating interventions and strategies to support students' academic and social-emotional growth. Their responsibilities include a) Assessing needs and creating intervention plans, b) Delivering interventions and monitoring progress, c) Collaborating with teachers and families, d) Using data to improve outcomes, and e) Preventing problems and providing early help.



BEHAVIOR

Pupil Personnel Services staff play a vital role in supporting positive behavior under MTSS. Here's a breakdown of their key responsibilities across the tiers:

Tier 1: Proactive Supports

- Developing and supporting clear expectations and routines for positive classroom behavior by collaborating with teachers on effective classroom management strategies for all students.
- Consult with administration and teaching staff to develop and implement school- and district-wide positive behavior interventions and supports.

Tier 2: Targeted Interventions

- Develop and implement targeted behavior support plans.
- Collaborate with teachers to develop strategies to manage specific student behaviors within the classroom.

Tier 3: Intensive Interventions

- Provide specialized behavior interventions and support to students with complex behavioral challenges.
- Consult with community supports to develop comprehensive behavior support plans.
- Develop and collaborate with teachers to conduct the functional behavior assessments (FBA) to identify the underlying cause of student behavior.
- Develop and collaborate with teachers to implement the behavior intervention plan (BIP) to teach replacement behavior for students with significant behavioral needs.

SOCIAL-EMOTIONAL

Pupil Personnel Services staff are instrumental in fostering social-emotional well-being within MTSS. Here's a look at their key responsibilities:

Tier 1: Universal SEL Instruction

- Collaborate on integrating social-emotional learning activities and strategies into the curriculum.
- Help develop classroom routines and expectations that promote positive social interactions.
- Model and teach social-emotional skills like self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making.

Tier 2: Targeted SEL Interventions

- Conduct social-emotional assessments to identify students needing additional support.
- Co-design and implement targeted interventions to address specific social-emotional challenges.

Tier 3: Intensive SEL Interventions

- Collaborate with the RTI team to develop individualized social-emotional intervention plans.



-
- Provide specialized social-emotional support to students with significant challenges.
 - Consult with community supports to address complex social-emotional needs.



APPENDIX A

VOCABULARY

Academic Intervention Services (AIS) - Services designed to help students achieve the learning standards in English Language Arts and Mathematics in grades K-12 and Social Studies and Science in grades 4-12.

Accommodation - Adjustments that enable students to access the general curriculum without fundamentally changing the learning goal or grade level standard. Some examples are Oral response in lieu of written, large print materia, or voice to text applications.

Approach - A view/belief that believes in a certain set of principles and beliefs that facilitates the learning process. It emphasizes how the instructional material is presented, and how the learners relate to the instructions. Some examples are a constructivist approach or behaviorist approach.

Differentiation - The practice of tailoring instructional strategies and methods to meet the diverse learning needs of individual students in the classroom. Some examples are small group instruction, collaborative learning, or individualized assignments.

Intervention - A targeted and intensive approach by a provider (interventionist, specialist, pps staff) to teach a new skill, build fluency or encourage students to apply an existing skill to new situations. In addition to address the academic, behavior or social-emotional needs of a student.

Method - A method is a specific set of techniques or procedures used to teach a particular skill or subject area. Some examples are direct instruction to teach a new ELA concept or inquiry-based method to teach a Math concept

Modification - Changes made to the curriculum or the learning environment to meet the individual needs of students with disabilities or other diverse learning needs. Some examples are fewer items to complete, leveled texts, or rewording in simpler language.

Multi-Tiered System of Supports (MTSS) - An educational framework that helps schools provide timely and targeted academic and behavioral support to students

Response to Intervention (RtI) - The practice or approach 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.

Strategy - A specific plan or action designed by a classroom teacher (GenEd, SpEd, ENL) to achieve a particular goal or objective. Some examples are using a graphic organizer to students organize information or a mnemonic device to aid memory retention.

Tiers - Levels of support categorized by whole group (Tier 1), small group (Tier 2) and individual (Tier 3).



APPENDIX B

INTERVENTION PLATFORM

Frontline RTI is our online intervention platform designed to support schools in implementing interventions. This comprehensive tool provides educators with the resources necessary to implement a data-informed approach to identify, assess, and support students who are struggling academically or behaviorally. With Frontline RTI, teachers and support staff can easily enter and monitor student data, track progress towards goals, and adjust interventions as needed. By using Frontline RTI, schools can streamline their MTSS process, improve collaboration among staff, and ultimately improve student outcomes.

AIS teachers and support staff will use Frontline RTI to enter their academic, behavioral and social-emotional interventions. [To access the full instructions for Frontline RTI to enter interventions, please click this link](#). **Interventions include key elements that identify the intervention, length, tier, start and end date, frequency, provider, reasons, consequences and goals.** Interventions must be closely monitored and goals must be specific, measurable, achievable, realistic, and timely.

APPENDIX C

ACSD MTSS COMMITTEE MEMBERS

First Name	Last Name	Building	Grade	Subject/Area
Eleni	Anemelos	AHS	9-12	ELA
Sarah	Armstrong	OPS	K-2	ELA
Jessica	Belanger (Reyes)	TIS	K-5	ENL
Scott	Broglia	AHS	9-12	Social Studies
Christina	Caserta	LMS	NA	PPS
Gina	Coelho	VFES	K-5	Elementary
Jenna	Coffman	BES/NOX	K-5	Elementary
Cara	Conrad	TPS	K-2	Elementary
Salvador	Contes	CAO	K-12	CIA
Erika	Fuller	UVMS	6-8	PPS
Jennifer	Hammond-King	CAO	K-12	CIA
Kayla	Hatcher	VFES	4	TA
Allison	Lauchaire	TIS	3-5	ENL
Pattie	Malone	BES	K-5	Elementary
Alethea	McMorris	VFES	K-5	PPS
Liz	Mussig	OPS	2	Elementary
Kathryn	Nixon	AHS	NA	Secondary
John	Orcutt	CAO	6-12	CIA
Jill	Post	CAO	K-12	PPS
Daisy	Rodriguez	CAO	K-12	CIA
Melissa	Rosselli	TIS	3-5	Elementary
Nicole	Sheehan	NES	K-5	Elementary
Jules	Steffes	NES	K-5	PPS
Rick	Sutton	CAO	K-12	PPS
Stacey	Thames	WIS	3-5	Elementary
Melissa	Tirado	VFES	K-5	Elementary
Kathleen	Vogt	UVMS	8	Health
Vanessa	Weeks	CAO	NA	PPS

