

GARDEN CITY SCHOOL DISTRICT



MTSS PLAN

MULTI-TIERED SYSTEM OF SUPPORTS

K-12 Multi-Tiered System of Supports (MTSS) Plan, 2021 - 2024
Includes Academic Intervention Services (AIS) and Response to Intervention (RTI)

Garden City Mission, Vision, and Implications for Instruction

Mission

Inspiring Minds, Empowering Achievement, Building Community

The Garden City School District seeks to create an environment for learning which enables each student the opportunity to grow as an individual as well as a group member while striving to achieve the optimal level of academic, social and personal success.

Students will thrive in a learning environment that is developmentally appropriate, individualized and challenging.

Our goal and responsibility is to help each student develop an enthusiasm for learning, a respect for self and others, and the skills to become a creative independent thinker and problem solver.

Vision

Inspiring and Challenging Our Students to Accomplish Their Personal Best

Students will:

- Develop a curiosity for learning.
- Engage in productive cognitive struggle.
- Find their individual passions, creativity, and strengths for learning.
- Grow increasingly self-confident.
- Develop appreciation for multiple subjects and the larger world.
- Collaborate, communicate, and adapt.
- Build respectful relationships.

Implications for the Classroom

To achieve our mission and vision, we create safe, **active learning environments** in which students are generating ideas, questions, and hypotheses; collaborating with peers and teachers; using their imaginations; inventing; taking responsibility for their own learning; and reflecting on their work.

Specifically, we promote active learning within six critical components of teaching and learning:

1. Classroom talk
2. Instruction
3. Assessment
4. Student work
5. Materials/resources
6. Classroom environment

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Overview

Garden City Unified School District strives to meet the individual needs of each child through rigorous yet differentiated academic and social/emotional teaching and learning. At times, however, some students demonstrate a need for additional support in order to meet the New York State Learning Standards in English language arts, mathematics, science, or social studies. In addition, some students display a need for social or emotional support. As a result, the District provides targeted academic and behavioral support through a collaborative process, both within and outside of the classroom setting, to help students succeed.

The following plan outlines the Multi-Tiered System of Supports (MTSS) used in Garden City Schools, K-12. It is a framework that includes Academic Intervention Services (AIS), Response to Intervention (RTI), and behavioral support as required by the NYS Commissioner's regulation, 100.2.ee. The Garden City MTSS plan was developed to meet the requirements of the Section 100.2 (ee) revision to Part 100 of the Commissioner's Regulations adopted by the Board of Regents in July of 2000. (See Legislative Basis in Appendix.) AIS, RTI, and behavioral supports have been folded into the comprehensive MTSS plan and hereafter will be referred to as MTSS supports.

MTSS is not a curriculum. It does not dictate a specific methodology. It is a proactive approach to early identification and servicing of students to accelerate their learning and prevent further need for additional targeted support. MTSS includes:

1. Universal screening for all students early in each school year.
2. Increasing levels of targeted support for students who struggle with learning or social/emotional issues.
3. Integrated plans that address students' unique academic and behavioral needs.
4. Student data to inform instructional decisions.

Students who qualify for ENL or special education may participate in an MTSS consultant model to ensure that a student has only one lead intervention teacher with input from others rather than a series of intervention teachers, which can cause confusion. In addition, when students are eligible for support in multiple areas (e.g., reading, ENL, special education, mathematics), the frequency and duration of instruction may differ from that listed in this

document. In these cases, the instructional team prioritizes services and makes appropriate instructional decisions for each student.

An integral part of the MTSS process is collaboration with parents/caregivers. Two-way communication and feedback is fostered throughout the MTSS process. The schools communicate academic progress several times throughout the year through parent-teacher conferences, report cards, and other interim reports. The schools' administration, psychologists, and guidance counselors maintain contact with families as needed. A student's progress is continually monitored and shared with parents/caregivers by classroom teachers. At the same time, interventionists reach out to families for input.

The Garden City School District provides ongoing professional learning specific to best intervention practices for all appropriate faculty. Educators receive ongoing professional learning in content-specific areas, instructional techniques, assessment design, and other research-based strategies. Professional learning is supported during the school day, after school, and through workshops in the summer. School faculty engage in dialogue with principals, department chairpersons, academic specialists, and special education faculty to maintain knowledge of support strategies for students.

The Garden City School District champions each of our students and strives to provide appropriate and effective support and services that promote positive student outcomes for all. Our work aligns with the New York State guidelines as stated in NYSED *Culturally Responsive-Sustaining Education Framework (7)*. This framework is built on the following four principles:

- A Welcoming and Affirming Environment
- High Expectations and Rigorous Instruction
- Inclusive Curriculum and Assessment
- Ongoing Professional Learning

MTSS Framework: Academic and Behavioral Tiers of Support, K-12

Approach to MTSS in Garden City Schools

“MTSS is grounded in the belief that **all** students can learn and **all** school professionals are responsive to the academic and behavioral needs of **all** students” (“Information for Educators and Schools.”). It ensures that each student, based on a student’s unique needs, receives the level and type of help necessary to be successful.

Eligibility Criteria

Students are eligible for supplemental support services if

- they are not making adequate progress toward the learning goals/the content standards in the core academic subjects (English Language Arts and mathematics, K-12; social studies and science, 4-12),
- if they are at risk of not meeting proficiency standards on the NYS assessments ((NYS ELA Assessments, 3-8; NYS Math Assessments, 3-8; NYS Grade 5 (starting in 2022 - 2023) and 8 ESPET (Science); Regents examinations: ELA, any one of the math disciplines, one of the two science disciplines (Life Science or Physical Science), and Global History).
- if they are experiencing difficulty adapting to behavior expectations of the classroom learning environment.

Screening, Assessments, and Progress Monitoring

Various tools are used to screen students, monitor progress, and assess their learning and behavior. Some of the tools include:

- NYS assessments in ELA, mathematics, science, and social studies, including Regents.
- Student report card data.
- Classroom assessments and grades.
- Screening assessments appropriate to grade level.
- Follow-up assessments to confirm levels of support, provide focus of instruction, and monitor progress.

Determination of Services

The level and duration of services is determined by the classroom teacher, appropriate specialists, and the school-based instructional support teams using the specific criteria noted in the K-5, 6-8, and 9-12 Academic Tiers of Support and the K-12 Behavioral Tiers of Support sections within this plan.

Exit Criteria

Students are exited from support services based upon a demonstration of appropriate progress toward meeting the grade-level learning and behavioral goals and expectations using progress monitoring data, classroom performance, and recommendations from the instructional support teams.

Parent/Caregiver Notification

The school will notify parents of students who require support services upon commencement of the support program. The support strategies and interventions, estimated duration of the services, and exit criteria from the services will be outlined. Parents will be notified when services are no longer necessary.

Communication regarding a student's progress will be given through regular school monitoring systems and/or report cards. Additional communications regarding student progress may be provided as needed. Parents are encouraged to remain in contact with the classroom teachers and the support teachers regarding their child's academic progress.

Special Education

Sometimes MTSS intervention, even with increased tiered support, is not enough to accelerate a student's learning, and the student is not progressing to ensure success. These students may need to be evaluated for special education support. The determination of a student with a learning or social-emotional disability is based upon a comprehensive multidisciplinary evaluation. Data based on the student's response to MTSS support is used as part of the individual evaluation information. The Committee on Special Education (CSE) considers progress monitoring data that describe how a student responded to particular interventions of increasing intensity.

Student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks are considered.

In addition, instructionally relevant evaluative data, including curriculum-based measures regarding a student's performance is considered. Student information from the MTSS process provides data-based documentation on whether the student has made sufficient progress to meet age or State-approved grade-level standards in the area of the suspected disability. Teacher(s) providing MTSS interventions participate in the CSE meeting to determine a student's eligibility for special education.

Tiers and Targeted Students

The Garden City MTSS plan includes 4 levels of support: Tier 1, Tier 1 Enhanced, Tier 2, and Tier 4. See chart below.

Tiers and Targeted Students

Academic Supports English Language Arts (ELA) and Mathematic	Multi-tiered System of Supports (MTSS)	Behavioral Supports
<p><u>Tier 1</u> All students receive high-quality, differentiated academic instruction in the classroom.</p> <p><u>Tier 1 enhanced</u> Students who fall below benchmarks or require additional support (approx. 10%)</p>	<p>Tier 1</p> <p>Tier 1 enhanced</p>	<p><u>Tier 1</u> All students are explicitly taught positive behavioral expectations. Teachers use a consistent, yet differentiated, approach to classroom management.</p> <p><u>Tier 1 enhanced</u> Students who require additional support within the classroom.</p>
<p><u>Tier 2</u> Students who fall 5 months to 1 year below benchmarks</p>	<p>Tier 2</p>	<p><u>Tier 2</u> Students who need additional support and progress</p>

<p>(approx. 5%-10%).</p> <p>The school provides targeted supplemental instruction with progress monitoring either within or outside the classroom.</p>		<p>monitoring within and/ or outside the classroom.</p> <p>The school provides supplemental targeted behavioral skill interventions with progress monitoring, often in small groups.</p>
<p><u>Tier 3</u></p> <p>Students who do not respond successfully to interventions in Tiers 1 and 2 and are one year or more below benchmarks.</p> <p>The school provides intensive interventions with frequent progress monitoring outside the classroom setting.</p> <p>(approx. < 5%)</p>	<p>Tier 3</p>	<p><u>Tier 3</u></p> <p>Students who do not respond successfully to interventions in Tiers 1 and 2.</p> <p>The school provides customized interventions with frequent progress monitoring in collaboration with administration, specialists and families, within and outside the classroom.</p>

Characteristics of High Quality Reading and Writing Interventions

Garden City Schools provides reading and language arts intervention based on the following principles (Allington, 2009; Johnston, P. (2010).

Effective intervention instruction:

- Accelerates reading and language arts by providing additional time regularly devoted to reading and writing instruction.
- Matches students to appropriate level texts.
- Is delivered in very small groups or with 1-to-1 instruction.
- Is coordinated with core classroom instruction.
- Is delivered by an expert teacher.
- Includes the teaching of meaning.
- Is consistent.
- Is responsive to students (based on data and daily observations).
- Includes specific reading and writing components tailored to student need, adjusting intervention strategies as appropriate.

Characteristics of High Quality Mathematics Interventions

Garden City Schools provides mathematics intervention based on the following principles.

Intervention:

- ❑ Accelerates math by providing additional time regularly devoted to math instruction.
- ❑ Is explicit and systematic.
- ❑ Includes common structures for solving word problems.
- ❑ Utilizes manipulatives and visuals before moving towards abstract understanding.
- ❑ Includes fluency practice.
- ❑ Is consistent.
- ❑ Uses effective questioning and provides affirmative and corrective feedback.
- ❑ Supports understanding and use of mathematical language.
- ❑ Is responsive to students (based on data, daily observations, and analysis of student work).

Academic Tiers of Support: ELA and Mathematics, K-5

ELA Intervention Guidelines, K-5

The guidelines below are organized into 4 charts. They are recommendations based on many years of teaching and learning experience and careful analysis of student achievement data. They are consistent with State regulations. A flexible approach is important when considering the unique needs of each student and the appropriate support. Garden City Schools takes a comprehensive approach to learning English Language Arts. The core ELA teaching and learning curriculum and assessments are explained in [Comprehensive Approach to Literacy](#).

ELA Tiers and Intervention Design, K-5

Tier	What does the intervention look like?	Where can it be provided?	How far below benchmarks are these students reading?	Who may provide the intervention?	Expected duration
One	Differentiated classroom instruction with small group work for all students.	General education setting	All students, all levels	Classroom teacher	Year-long
One* enhanced	Differentiated, accelerated classroom instruction with more frequent small group work for students performing below grade level.	General education setting	Five months below or less	Classroom teacher; In some cases with the support of a reading specialist, special education**, or ENL teacher.	Three to five months
Two	Differentiated, accelerated instruction with more frequent small group work within/outside of the classroom setting.	General education setting and/or specialists' rooms outside of the general education setting.	Five months to one year below***	Classroom teacher and reading specialist, special education teacher, or ENL teacher.****	Five months <i>(less if student is progressing quickly and meeting benchmarks)</i>
Three	Differentiated classroom instruction plus frequent intensive small group/one-on-one instruction.	Specialists' rooms outside of the general education setting.	One year below or more	Reading specialist, special education teacher, or ENL teacher****.	One school year <i>(less if student is progressing quickly and meeting benchmarks)</i>

Notes:

*Tier one support should continue when students are supported through Tiers Two or Three.

**Only when services are provided within the general education setting.

*** Students performing one year below benchmarks start with Tier Two interventions and may move to Tier Three after two months of intervention if progress is not accelerated.

******Students who qualify for ENL or special education, participate in an MTSS consultant model to ensure that a student has only one lead intervention teacher with input from others rather than a series of intervention teachers, which may cause confusion.**

ELA Universal Screening Suites, K-5
GC Kindergarten Universal Screening Suite
Timeline, 2022-2023

This suite of assessments screens for the essential reading behaviors that teachers need to know about each student for instruction. It gives teachers the information necessary to know their students as readers.

For MTSS placement, refer to chart *ELA Benchmark Criteria and Placement Points, K-5.*

Assessments	September	January	May
1. Early Literacy Skills (Early Literacy Assessments: TCRWP-- Teachers College Reading and Writing Project) <ul style="list-style-type: none"> ● *Concepts about Print (left-right directionality, turn the page, return sweep, concept of word, concept of letter) ● *Letter/sound Identification (letter ID; letter sounds) ● *High Frequency Words (K-2 range) 	X	X	X
2. Phonological Awareness (<i>Heggerty</i>) <ul style="list-style-type: none"> ● Rhyming ● Onset Fluency ● Blending ● Isolating final and medial phonemes (sounds) ● Segmenting ● Adding Phonemes ● Deleting Phonemes ● Substituting Phonemes 	X (form A)	X (form B)	X (form C)

GC Grade 2 Universal Screening Suite Timeline, 2022-2023

This suite of assessments screens for the essential reading behaviors that teachers need to know about each student for instruction. It gives teachers the information necessary to know their students as readers and writers.

For MTSS placement, refer to chart *ELA Benchmark Criteria and Placement Points, K-5*.

Assessments	September	January	May
1. Independent and Instructional Reading Levels (running records [fluency] with comprehension check) (Fountas and Pinnell)	X	X	X
2. Reading comprehension, vocabulary skills NWEA (Reading Map Growth) Phonological awareness follow-up assessment (Heggerty) for students below the 35th%ile <ul style="list-style-type: none"> ● Rhyming ● Onset Fluency ● Blending ● Isolating final and medial phonemes (sounds) ● Segmenting ● Adding Phonemes ● Deleting Phonemes ● Substituting Phonemes ● High frequency words follow-up assessment (TCRWP) for students below 35th %ile) 	X	X	X
3. Writing-on-demand: narrative/information/opinion writing (TCRWP prompts)	X narrative	X information	X opinion

**GC Grades 3-5 Universal Screening Suite
Timeline, 2022-2023 DRAFT**

This suite of assessments screens for the essential reading behaviors that teachers need to know about each student for instruction. It gives teachers the information necessary to know their students as readers.

For MTSS placement, refer to chart *ELA Benchmark Criteria and Placement Points, K-5.*

Assessments	September	January	May
1. Independent and Instructional Reading Levels (running records [fluency] with comprehension check) (Fountas and Pinnell)	X	X	X
2. Reading comprehension, vocabulary skills NWEA (Reading Map Growth)	X	X	X
3. Writing-on-demand: narrative/information/opinion writing (TCRWP prompts)	X narrative	X information	X opinion

ELA Universal Screening Tools, Benchmark Criteria, and Placement Points, K-1

Universal reading screening assessments and other criteria	Benchmark criteria for eligibility	Placement points
K: Early Literacy Assessments; concepts about print, letter/sound identification, high frequency words 1: Early Literacy Assessments; high frequency words	<ul style="list-style-type: none"> • Level 2 • Level 1 	1 point 2 points

(TCRWP-- Teachers College Reading and Writing Project) (Sept., Jan., and May)		
<p>K Heggerty: rhyming, onset fluency, blending, isolating final and medial phonemes, segmenting, adding phonemes, deleting phonemes, substituting phonemes</p> <p>1: NWEA Map Reading Fluency: oral reading fluency, literal comprehension, phonological awareness, phonics, word recognition, print concepts, vocabulary, listening comprehension <i>(follow up screening for students below the 35th%ile with Heggerty in grade 1)</i> (*Oct., Jan., and June)</p>	<ul style="list-style-type: none"> • Level 2 • Level 1 <p>25th to 35th percentile 16th to 24th percentile <16th percentile</p>	<p>1 point 2 points 3 points</p> <p>1 point 2 points 3 points</p>
<p>K-5, Assessment for Independent and Instructional Reading Levels (TCRWP) (K in Jan., and June; 1-5: Sept., Jan., and June;)</p>	<p>Level 2 Level 1</p>	<p>1 point 2 points</p>
<p>K-5 Writing-on-demand performance assessments (TCRWP prompts) (Sept, Jan., and June)</p>	<p>3 or fewer correct out of 9 on a narrative, information, and/or opinion TCRWP student checklist at appropriate grade level</p>	<p>1 point</p>
<p>Grade 1 MTSS support in prior year</p>	<p>Tier 2 Tier 3</p>	<p>1 point 2 points</p>

Notes:
*Fall 2022 - Assessment Review Period - Assessments Administered October K- Phonological Awareness Rhyming ((TCRWP-- Teachers College Reading and Writing Project) November 1- NWEA Map Reading Fluency

ELA Benchmark Criteria and Placement Points, 2-5

Universal reading screening assessments and other criteria	Benchmark criteria for eligibility	Placement points
2-5: NWEA Map Growth reading comprehension and vocabulary <i>(follow up screening for students below the 35th%ile with Heggerty in grade 2???)</i> (Sept., Jan., and June)	25th to 35th percentile 16th to 24th percentile <16th percentile	1 point 2 points 3 points
2-5, Assessment for Independent and Instructional Reading Levels (TCRWP) (K in Jan., and June; 1-5: Sept., Jan., and June;)	Level 2 Level 1	1 point 2 points
2-5 Writing-on-demand performance assessments (TCRWP prompts) (Sept, Jan., and June)	3 or fewer correct out of 9 on a narrative, information, and/or opinion TCRWP student checklist at appropriate grade level	1 point
Reading volume	Use information to plan instruction.	

Interest survey	Use information to plan instruction.	
MTSS support in prior year	Tier 2 Tier 3	1 point 2 points
Grades 3-5 New York State ELA exam	Below State-established cut score for prior year.	1 point

ELA Initial Placement, K-5 Tier, Frequency of Instruction, and Group Size

Placement Points	Tier	Suggested frequency	Typical group size
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2 points	Enhanced Tier One	2-3x per 5-day cycle (10-15 minutes)	2-6 students
3-4 points	Tier Two	2-3x per 5-day cycle (10-20 minutes)	2-4 students
5 points or more	Tier Three	4-5x per 5-day cycle (20-30 minutes)	Individual or 2-3 students

ELA Follow-up Assessments, K-5

Following Universal Screening and for Progress Monitoring
Confirms level of support and focus of instruction

If a student shows deficits in.....	Then further assessment and progress monitoring may be measured with....
<p>Phonological awareness (rhyming, blending [onset/rime; individual phonemes]; segmentation, phoneme deletion)</p> <p>Decoding and encoding</p>	<ul style="list-style-type: none"> ● Heggerty assessments (follow up with students below the 35th%ile on NWEA with a Heggerty in K and 1) ● Early Literacy Assessment (TCRWP) subtests as appropriate ● Phonological Awareness (TCRWP) ● Phonic Blending K (TCRWP) ● Phonic Blending 1 (TCRWP) ● TCRWP Assessment for Independent Reading Levels ● Fountas and Pinnell Benchmark Assessment System ● Informal running records ● Dictation assessment ● Spelling Inventory, K-5 (TCRWP) ● PAST (<i>Phonological Awareness Screening Test</i>, David Kilpatrick) ● NWEA subtest analysis
<p>Letter ID, high frequency words</p>	<ul style="list-style-type: none"> ● Letter ID (TCRWP) ● Spelling High Frequency Words (TCRWP) ● NWEA subtest analysis
<p>Fluency and comprehension</p>	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmark Assessment System ● TCRWP in-book assessment

	<ul style="list-style-type: none"> • Serravallo Complete Comprehension • TCRWP Assessment for Independent Reading Levels • Gray Silent Reading • Informal running records • NWEA subtest analysis • Analysis of New York State Assessment (grades 3-5)
<p>Written response to reading</p> <p>-----</p> <p>Writing</p>	<ul style="list-style-type: none"> • Serravallo Complete Comprehension, Grades 2-5 • TCRWP Assessment for Independent Reading Levels (Level N and above; written response) • Fountas and Pinnell Benchmark Assessment System • Analysis of NYS assessments (grades 3-5) ----- • TCRWP student checklists for information, narrative, or opinion writing
Reading volume	<ul style="list-style-type: none"> • Reading logs

Mathematics Intervention Guidelines, K-5

The guidelines below are organized into 4 charts. They are recommendations based on many years of teaching and learning experience and careful analysis of student achievement data. They are consistent with State regulations. A flexible approach is important when considering the unique needs of each student and the appropriate support. The core mathematics teaching and learning curriculum and assessments include Go Math and EngageNY at this time. The District is piloting several new programs.

Mathematics Tiers and Intervention Design, K-5

Tier	What does the intervention look like?	Where can it be provided?	How far below benchmarks are these students performing in math?	Who may provide the intervention?	Expected duration
One	Differentiated classroom instruction with small group work for all students.	General education setting	All students, all levels	Classroom teacher	Year-long
One* enhanced	Differentiated, accelerated classroom instruction with more frequent small group work for students performing below grade level.	General education setting	Five months below or less	Classroom teacher; In some cases with the support of a mathematics specialist, special education**, or ENL teacher.	Three to five months
Two	Differentiated, accelerated instruction with more frequent small group work within/outside of the general education setting.	General education setting and/or specialists' rooms	Five months to one year below***	Classroom teacher and mathematics specialist, special education teacher, or ENL teacher.****	Five months (<i>less if student is progressing quickly and meeting benchmarks</i>)
Three	Differentiated classroom instruction plus frequent intensive small group/one-on-one instruction.	Specialists' rooms outside of the general education setting.	One year below or more	Mathematics specialist, special education teacher, or ENL teacher****.	One school year (<i>less if student is progressing quickly and meeting benchmarks</i>)

Notes:

*Tier one support should continue when students are supported through Tiers Two or Three.

**Only when services are provided within the general education setting.

*** Students performing one year below benchmarks start with Tier Two interventions and may move to Tier Three after two months of intervention if progress is not accelerated.

******Students who qualify for ENL or special education, participate in an MTSS consultant model to ensure that a student has only one lead intervention teacher with input from others rather than a series of intervention teachers, which may cause confusion.**

Mathematics Universal Screening Tools, Benchmark Criteria, and Placement Points, K-1

Universal mathematics screening assessments and other criteria	Benchmark criteria for eligibility	Placement points
Grade K, 1 NWEA Map Growth Math (Oct.*, Jan., and June)	25th to 35th percentile 16th to 24th percentile <16th percentile	1 point 2 points 3 points
K-1 Unit Assessments on NYS standards	Below 65%	1 point
K-1 Grade-level Fluency Benchmarks	Below 65% in Grade-level Required Fluencies	1 point
Grade 1 MTSS support in prior year	Tier 2 Tier 3	1 point 2 points

Notes:

*Fall 2022 - Assessment Review Period - Assessments Administered November K and 1 - NWEA Map Growth Math

Mathematics Universal Screening Tools, Benchmark Criteria, and Placement Points, 2-5

Universal Mathematics screening assessments and other criteria	Benchmark criteria for eligibility	Placement points
2-5 NWEA (Sept., Jan., and June)	25th to 35th percentile 16th to 24th percentile <16th percentile	1 point 2 points 3 points
2-5 Unit Assessments on NYS Standards	Below 65%	1 point
2-3 Grade-level Fluency Benchmarks	Below 65% in Grade-level Required Fluencies	1 point
Grades 3-5 New York State mathematics exam	Tier 1 Enhanced Tier 2 Tier 3 Below State-established cut score for year taken	1 point 1 point 2 points 1 point

**Mathematics Initial Placement, K-5
Tier, Frequency of Instruction, and Group Size**

Placement Points	Tier	Suggested frequency	Typical group size
2 points	Enhanced Tier One	2-3x per 5-day cycle (10-15 minutes)	2-6 students
3-4 points	Tier Two	2-3x per 5-day cycle (10-30 minutes as appropriate)	2-4 students
5 points or more	Tier Three	4-5x per 5-day cycle (10-30 minutes as appropriate)	Individual or 2-3 students

Note: When students are eligible for support in another area (e.g., reading, ENL, special education), the frequency and duration of instruction may differ from that listed above. In these cases, the team should prioritize services and make appropriate instructional decisions for each student.

Mathematics Follow-up Assessments, K-5

Following Universal Screening and for Progress Monitoring
Confirms level of support and focus of instruction

If a student shows deficits in.....	then further assessment and progress monitoring may be measured with....
Fluency	<ul style="list-style-type: none"> ● Benchmark test analysis ● Analysis of classroom work ● NWEA subtest analysis ● NYS Assessment, Grades 3-5 analysis
Concepts and Application (operations and algebraic thinking; measurement and data, geometry, number and operations)	<ul style="list-style-type: none"> ● Benchmark test analysis ● Unit Test analysis ● Analysis of classroom work ● NWEA subtest analysis ● NYS Assessment, Grades 3-5 analysis

Academic Tiers of Support: ELA and Mathematics, 6-8

ELA Intervention Guidelines, 6-8

The guidelines below are organized into 4 charts. They are recommendations based on many years of teaching and learning experience and careful analysis of student achievement data. They are consistent with State regulations. A flexible approach is important when considering the unique needs of each student, the student's schedule, and the appropriate support.

ELA Tiers and Intervention Design, 6-8

Tier	What does the intervention look like?	Where can it be provided?	How far below benchmarks are these students reading?	Who may provide the intervention?	Expected duration
One	Differentiated classroom instruction with small group	General education setting	All students, all levels	Classroom teacher	Year-long

	work for all students.				
One* enhanced	Differentiated, accelerated classroom instruction with more frequent small group work for students performing below grade level.	General education setting	Five months below or less	Classroom teacher; In some cases with the support of a reading specialist, special education**, or ENL teacher.	Three to five months
Two	Differentiated, accelerated instruction with more frequent small group work within/outside of the general education setting.	General education setting and/or specialists' rooms	Five months to one year below***	Classroom teacher and reading specialist, special education teacher, or ENL teacher.****	Five months <i>(less if student is progressing quickly and meeting benchmarks)</i>
Three	Differentiated classroom instruction plus frequent intensive small group/one-on-one instruction.	Specialists' rooms outside of the general education setting.	One year below or more	Reading specialist, special education teacher, or ENL teacher****.	One school year <i>(less if student is progressing quickly and meeting benchmarks)</i>

Notes:

*Tier one support should continue when students are supported through Tiers Two or Three.

**Only when services are provided within the general education setting.

*** Students performing one year below benchmarks start with Tier Two interventions and may move to Tier Three after two months of intervention if progress is not accelerated.

******Students who qualify for ENL or special education, participate in an MTSS consultant model to ensure that a student has only one lead intervention teacher with input from others rather than a series of intervention teachers, which may cause confusion.**

ELA Universal Screening Tools, Benchmark Criteria, and Placement Points, 6-8

Universal reading screening assessments and other criteria	Benchmark criteria for eligibility	Placement points
Assessment for Independent Reading Levels (TCRWP) (May of Grade 5/Sept. of Grade 6 for incoming 6th graders)	Below 1 year	1 point
6-8 NWEA Reading comprehension and vocabulary (Sept. and May)	25th to 35th percentile 16th to 24th percentile <16th percentile (Check against grade 8 this year.	1 point 2 points 3 points
Grades 6-8 New York State ELA exam	Below State-established cut score	1 point
Reading volume logs	Use information to plan instruction.	
Interest survey	Use information to plan instruction.	
MTSS support in prior year	Tier 2 Tier 3	1 point 2 points
Writing-on-demand performance assessments (TCRWP prompts) (Sept. Jan., and June)	3 or fewer correct out of 9 on a narrative, information, and/ or opinion TCRWP student checklist at appropriate grade level	1 point
If student receives one or more points above, give: TCRWP Assessment for Independent Reading Levels	1 year below > 1 year below	1 point 2 points

ELA Initial Placement, 6-8

Tier, Frequency of Instruction, and Group Size

The chart below reflects recommendations. Frequency of instruction and group size may vary based on the unique needs of a student and the student's schedule.

Placement Points	Tier	Suggested frequency	Typical group size
2 points	Enhanced Tier One	2-3x per 6-day cycle (10-15 minutes)	2-6 students
3-4 points	Tier Two	3x per 6-day cycle (10-20 minutes)	2-6 students
5 points or more	Tier Three	3-6x per 6-day cycle (20-30 minutes)	Individual or 2-3 students

ELA Follow-up Assessments, 6-8

Following universal screening and for progress monitoring
Confirms level of support and focus of instruction

If a student shows deficits in.....	Then further assessment and progress monitoring may be measured with....
Fluency and comprehension	<ul style="list-style-type: none"> ● TCRWP Assessment for Independent Reading Levels ● Grades 6-9 Performance Assessments (TCRWP) ● TCRWP in-book assessment ● Serravallo Complete Comprehension (Grades 6-8) ● Fountas and Pinnell Benchmark Assessment System (K-8)

	<ul style="list-style-type: none"> ● Gray Silent reading ● Informal running records ● NWEA subtest analysis ● Analysis of New York State Assessment (grades 6-8)
<p>Decoding and encoding</p> <p>Phonological awareness (rhyming, blending [onset/rime; individual phonemes]; segmentation, phoneme deletion)</p>	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmark Assessment System (K-8) ● TCRWP Assessment for Independent Reading Levels (includes running records) ● PAST (<i>Phonological Awareness Screening Test</i>, David Kilpatrick) ● Gray Diagnostic Reading (Norms up to age 13 - helpful for older students who have significant gaps in phonemic awareness and phonics) ● Informal running records ● Spelling Inventory, K-5 (TCRWP) ● NWEA subtest analysis
High frequency words	<ul style="list-style-type: none"> ● TCRWP high frequency word list (K-8) ● NWEA subtest analysis
<p>Written response to reading</p> <p>-----</p> <p>Writing</p>	<ul style="list-style-type: none"> ● TCRWP Assessment for Independent Reading assessments (Level N and above; written response) ● Serravallo Complete Comprehension ● Analysis of NYS assessments (grades 6-8) ----- ● TCRWP student checklists for argument, narrative, and/or information writing
Reading volume	<ul style="list-style-type: none"> ● Logs if available

Mathematics Intervention Guidelines, 6-8

The guidelines below are organized into 4 charts. They are recommendations based on many years of teaching and learning experience and careful analysis of student achievement data. They are consistent with State regulations. A flexible approach is important when considering the unique needs of each student, the student's schedule, and the appropriate support.

Mathematics Tiers and Intervention Design, 6-8

Tier	What does the intervention look like?	Where can it be provided?	How far below benchmarks are these students performing in math?	Who may provide the intervention?	Expected duration
One	Differentiated classroom instruction with small group work for all students.	General education setting.	All students, all levels	Classroom teacher	Year-long
One* enhanced	Differentiated classroom instruction with more frequent small group work for students performing below grade level.	General education setting.	Five months below or less	Classroom teacher; In some cases with the support of a mathematics specialist, special education**, or ENL teacher.	Three to five months
Two	Differentiated instruction with more frequent small group work	General education setting and/or specialists'	Five months to one year below***	Classroom teacher and mathematics specialist, special education teacher, or ENL teacher.****	Five months <i>(less if student is progressin</i>

	within/outside of the general education setting.	rooms.			<i>g quickly and meeting benchmarks)</i>
Three	Differentiated classroom instruction plus frequent intensive small group/one-on-one instruction.	Specialists' rooms outside of the general education setting.	One year below or more	Mathematics specialist, special education teacher, or ELL teacher****.	One school year (<i>less if student is progressing quickly and meeting benchmarks)</i>

Notes:

- *Tier one support should continue when students are supported through Tiers Two or Three.
- **Only when services are provided within the general education setting.
- *** Students performing one year below benchmarks start with Tier Two interventions and may move to Tier Three after two months of intervention if progress is not accelerated.
- ******Students who qualify for ENL or special education, participate in an MTSS consultant model to ensure that a student has only one lead intervention teacher with input from others rather than a series of intervention teachers, which may cause confusion.**

Mathematics Universal Screening Tools, Benchmark Criteria, and Placement Points, 6-8

Universal mathematics screening assessments and other criteria	Benchmark criteria for eligibility	Placement points
6-8: NWEA (Sept. and May)	25th to 35th percentile ? 16th to 24th percentile <16th percentile	1 point 2 points 3 points
6-8: Math benchmark tests (e.g., unit assessments, quizzes, midterms, finals,	Score below 65% on placement test Score below 65% on specific chapter tests	1 point

8th grade quarterlies, 6th grade BOY diagnostic) Prerequisite assessments TBD Diagnostic assessments TBD		
Student work demonstrating issues with fluency, concepts, and/or application	Corrective feedback/observation checklist (TBD)	1 point
RTI support in prior year	Tier 2 Tier 3	1 point 2 points
Grades 5, 6, and 7 New York State mathematics exam	Below State-established cut score for year taken.	1 point

Mathematics Initial Placement, 6-8
Tier, Frequency of Instruction, and Group Size

The chart below reflects recommendations. Frequency of instruction and group size may vary based on the unique needs of a student and the student's schedule.

Placement Points	Tier	Suggested frequency	Typical group size
2 points	Enhanced Tier One	2-3x per 6-day cycle (10-15 minutes)	2-6 students
3-4 points	Tier Two	3x per 6-day cycle (10-20 minutes)	2-4 students
5 points or more	Tier Three	3-6x per 6-day cycle (15-30 minutes)	Individual or 2-3 students

Note: When students are eligible for support in another area (e.g., reading, ENL, special education), the frequency and duration of instruction may differ from that listed above. In these cases, the team should prioritize services and make appropriate instructional decisions for each student.

Mathematics Follow-up Assessments, 6-8

Following universal screening and for progress monitoring
Confirms level of support and focus of instruction

If a student shows deficits in.....	then further assessment and progress monitoring may be measured with....
Fluency	<ul style="list-style-type: none"> ● Benchmark test analyses ● Analysis of classroom work ● NWEA subtest analysis ● NYS Assessment, Grades 5-7, analyses
Concepts and Application (operations and algebraic thinking; number and operations; measurement and data, geometry, number and operations)	<ul style="list-style-type: none"> ● Benchmark test analyses ● Analysis of classroom work ● NWEA subtest analysis ● NYS Assessment, Grades 5-7, analyses

Academic Tiers of Support: ELA and Mathematics, 9-12

ELA Intervention Guidelines, 9-12

The guidelines below are organized into 4 charts and are consistent with State regulations. Because every high school student is different in need and in scheduling, the following charts have been created for illustrative purposes. Combining high school learning and interventions is complicated. A flexible approach is important when considering the unique needs of each student and the appropriate support. A 9-12 intervention team reviews each student's needs and provides recommendations.

ELA Tiers and Intervention Design, 9-12

Tier	What does the intervention look like?	Where can it be provided?	How far below benchmarks are these students reading?	Who may provide the intervention?	Expected duration

One	Differentiated classroom instruction with small group work for all students.	General education setting	All students, all levels	Classroom teacher	Year-long
One* enhanced	Differentiated classroom instruction aimed at accelerating reading, writing, or math skills with more frequent small group work for students performing below level.	General education setting	Five months below or less	Classroom teacher; In some cases with the support of a reading specialist, special education**, or ENL teacher.	Three to five months
Two	Differentiated instruction aimed at accelerating reading, writing, or math skills with more frequent small group work within/outside of the general education setting.	General education setting and/or specialists' rooms	Five months to one year below***	Classroom teacher and reading specialist, special education teacher, or ENL teacher.****	Five months <i>(less if student is progressing quickly and meeting benchmarks)</i>
Three	Differentiated classroom instruction plus frequent intensive small group/one-on-one instruction	Interventionists' rooms outside of the general education setting.	One year below or more	Reading specialist, special education teacher, or ENL teacher****.	One school year <i>(less if student is progressing quickly and meeting benchmarks)</i>

Notes:

*Tier one support should continue when students are supported through Tiers Two or Three.
 **Only when services are provided within the general education setting.
 *** Students performing one year below benchmarks start with Tier Two interventions and may move to Tier Three after two months of intervention if progress is not accelerated.
 ******Students who qualify for ENL or special education, participate in an MTSS consultant model to ensure that a student has only one lead intervention teacher with input from others rather than a series of intervention teachers, which may cause confusion**

ELA Universal Screening Tools, Benchmark Criteria, and Placement Points, 9-12

Universal reading screening assessments and other criteria	Benchmark criteria for eligibility	Placement points
Grade 8 June NWEA for incoming ninth graders (Teacher recommendation for 2021-22 school year)	25th to 35th percentile ? 16th to 24th percentile <16th percentile	1 point 2 points 3 points
Writing-on-demand performance assessment or English department assessments	Criteria established by English department (TBD)	1 point
English Regents grade 11	Score below 65%	1 point
MTSS support in prior year	Tier 2 Tier 3	1 point 2 points
Interest survey TBD		
Grade 8 New York State ELA exam for incoming 9th graders.	Below State-established cut score for year taken	1 point
If student receives one or more points above, give: TCRWP Assessment for Independent Reading Levels to determine reading needs	1 year below > 1 year below	1 point 2 points

ELA Initial Placement, 9-12

Tier, Frequency of Instruction, and Group Size

The chart below reflects recommendations. Frequency of instruction and group size may vary based on the unique needs of a student and the student's schedule.

Placement Points	Tier	Suggested frequency	Typical group size
2 points	Enhanced Tier One	2-3x per week (10-15 minutes)	2-6 students
3-4 points	Tier Two	2-3x per ?-day cycle	2-? students
5 points or more	Tier Three	4-5x per ?-day cycle	Individual or 2-4 students?

ELA Follow-up Assessments, 9-12

Follows Universal Screening and for Progress Monitoring

Confirms level of support and focus of instruction

If a student shows deficits in.....	Then further assessment and progress monitoring may be measured with....
Fluency and comprehension	<ul style="list-style-type: none"> ● TCRWP Assessment for Independent Reading Levels ● TCRWP in-book assessment ● Fountas and Pinnell Benchmark Assessment System (K-8). ● Grades 6-9 Performance Assessments (TCRWP) ● Serravallo Complete Comprehension ● Fountas and Pinnell Benchmark Assessment System (K-8) ● Gray Silent reading ● Informal running records

Mathematics Tiers and Intervention Design, 9-12

Tier	What does the intervention look like?	Where can it be provided?	How far below benchmarks are these students performing in math?	Who may provide the intervention?	Expected duration
One	Differentiated classroom instruction with small group work for all students.	General education setting.	All students, all levels	Classroom teacher	Year-long
One* enhanced	Differentiated, accelerated classroom instruction with more frequent small group work for students performing below level.	General education setting.	Five months below or less	Classroom teacher; In some cases with the support of a specialist, special education teacher,** or ELL teacher.	Three to five months
Two	Differentiated, accelerated instruction with more frequent small group work within/outside of the general education setting.	General education setting and/or specialists' rooms.	Five months to one year below***	Classroom teacher and/or specialist, special education teacher, or ELL teacher.****	Five months <i>(less if student is progressing quickly and meeting benchmarks)</i>
Three	Differentiated classroom instruction plus frequent intensive small group/one-on-one instruction.	Interventionists' rooms outside of the general education setting..	One year below or more	Specialist, special education teacher, or ELL teacher****.	One school year <i>(less if student is progressing quickly and meeting benchmarks)</i>

Notes:

*Tier one support should continue when students are supported through Tiers Two or Three.

**Only when services are provided within the general education setting.

*** Students performing one year below benchmarks start with Tier Two interventions and may move to Tier Three after two months of intervention if progress is not accelerated.

******Students who qualify for ENL or special education, participate in a RTI/AIS consultant model to ensure one lead intervention teacher with input from others rather than a series of intervention teachers, which may cause confusion.**

Mathematics Universal Screening Tools, Benchmark Criteria, and Placement Points, 9-12

Universal mathematics screening assessments and other criteria	Benchmark criteria for eligibility	Placement points
Grade 8 May NWEA for incoming ninth graders	25th to 35th percentile 16th to 24th percentile <16th percentile	1 point 2 points 3 points
Benchmarks (e.g., unit assessments, quizzes, 8th grade quarterlies, midterms or finals)	At or below 65%	1 point
Student work demonstrating issues with computation, concepts, and/or application	Corrective feedback/observation checklist (TBD)	1 point
MTSS support in prior year	Tier 2 Tier 3	1 point 2 points
Grade 8 New York State mathematics exam	Below State-established cut score for year taken	1 point
NYS Regent Exams: <ul style="list-style-type: none"> ● Algebra Regents (Grade 11) ● Geometry Regents 	Score below 65%	1 point

Mathematics Initial Placement, 9-12

Tier, Frequency of Instruction, and Group Size

The chart below reflects recommendations. Frequency of instruction and group size may vary based on the unique needs of a student and the student's schedule.

Placement Points	Tier	Suggested frequency	Typical group size
2 points	Enhanced Tier One	2-3x per 5-day cycle (10-15 minutes)	2-6 students
3-4 points	Tier Two	2-3x per 5-day cycle (10-30 minutes as appropriate)	2-6 students
5 points or more	Tier Three	4-5x per 5-day cycle (10 to 30 minutes as appropriate)	Individual or 2-4 students

Note: When students are eligible for support in another area (e.g., reading, ELL, special education), the frequency and duration may differ from that listed above. In these cases, the team should prioritize services and make appropriate instructional decisions for each student.

Mathematics Follow-up Assessments, 9-12

Follows universal screening and for progress monitoring
Confirms level of support and focus of instruction

If a student shows deficits in.....	then further assessment and progress monitoring may be measured with....
Fluency	<ul style="list-style-type: none"> • Analysis of classroom work • Grade 11 Algebra Regents Analysis • NWEA subtest analysis from Grade 8. • Grade 8 NYS Assessment analysis
Concepts and Application (operations and algebraic thinking; number and operations; measurement and data, geometry, number and operations)	<ul style="list-style-type: none"> • Analysis of classroom work • Grade 11 Algebra Regents Analysis • NWEA subtest analysis from Grade 8. • Grade 8 NYS Assessment analysis

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Behavioral Tiers of Support

Characteristics of High Quality Behavioral Interventions

GCUSD’s approach to behavioral interventions is based on an understanding that student experiences are the product of multiple factors related to classroom and school environments and the characteristics and skills of a student. The multi-tiered behavioral intervention approach moves away from identifying student difficulties and focuses on a full range of interventions that are focused on student success.

Effective behavioral interventions include:

- Refine the classroom environment for a child or group of children,
- Designing and implementing more direct intervention services to develop student specific skills, or
- Using more intensive assessment and complex interventions to support students with the most severe needs.

The following core beliefs provide the foundation for all behavioral interventions.

- Every child can learn, despite the significant individual differences seen among students.
- All learning is valued, although achievements may vary widely.
- Children are always treated respectfully and with dignity.

Behavioral Tiers and Intervention Design, K-12

Tier	What does the intervention look like?	Where can it be provided?	What is the level of intervention needed? (basic, low, medium, high)	Who may provide the intervention?	Expected duration
One	All students are explicitly taught	Classroom setting	Basic	classroom teacher	one year

	<p>positive behavioral expectations.</p> <p>Teachers use a consistent, yet differentiated, approach to classroom management.</p>				
One enhanced*	Differentiated, accelerated behavioral management with more frequent intervention/check-in for students experiencing difficulty.	classroom setting	Low (usually less than 10% schoolwide)	classroom teacher, in some cases with the support of a behavioral specialist (guidance counselor, psychologist, social worker,) special education **, or ENL teacher.	3-5 months
Two	More direct intervention to develop student-specific behavioral skills, often in small groups. An interventionist monitors progress.	within and/ or outside the classroom setting	Medium (usually less than 5% schoolwide)***	classroom teacher and/or behavioral specialist (guidance counselor, psychologist, social worker, special education teacher, or ENL teacher****	Five months (<i>less if student is progressing quickly</i>)
Three	Students who do not respond successfully to interventions in Tiers 1 and 2. Customized interventions with frequent progress	Outside the general education setting, often with in-class support.	High (usually less than 2% school wide)	Behavioral specialist, psychologist, or social worker in collaboration with classroom teachers.	One school year (<i>less if student is progressing quickly</i>)

	monitoring in collaboration with administration, specialists and families.				
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Notes:

*Tier one support should continue when students are supported through Tiers Two or Three.

**Only when services are provided within the general education classroom.

*** Students starting with Tier Two interventions may move to Tier Three after two months of intervention if progress is not accelerated.

******Students needing behavior support and working with more than one interventionist, including academic interventionists, will receive coordinated behavioral plans. These plans will be given to all teachers.**

Behavioral Tier One and Tier One Enhanced

Screening questions

The questions below reflect a positive, healthy social and emotional environment and the abilities a student needs to grow in this environment. Does the student:

1. participate actively in classroom activities and discussions?
2. know how to request assistance?
3. discuss thinking, including mistaken ideas with others, without embarrassment?
4. understand expectations for behavior?
5. resolve conflict productively?
6. understand the perspective of others?
7. ask questions to better understand?
8. identify and express their needs and emotions?
9. make choices?
10. interact supportively with peers?
11. feel valued and have a sense of belonging?
12. ask questions when they do not understand?
13. work to develop mechanisms to manage their anger?
14. to seek help in solving problems?

Classroom/learning environment supports/interventions

The following supports are available for all students at all levels, K-12.

- District-wide codes of conduct
- Character and affective education within each school
- School-specific handbooks for students and parents (in the process of development)
- Mental health professionals in each building such as psychologists, social workers, and behavior consultants.
- School-based assistance teams (IST in primary and elementary, CST in MS and HS)

Behavioral Tier Two

Guiding questions for determining interventions

Below are critical questions that help guide development or selection of Tier Two interventions for students who exhibit concerning behaviors.

1. When and under what circumstances are problem behaviors exhibited?
2. What does the teacher/student perceive as a trigger event?
3. What happens after a student exhibits a problem behavior?
4. Are other students exhibiting similar difficulties?
5. Are there environmental refinements that are likely to reduce or eliminate exhibition of the problem behavior?
 - Instructional adaptations?
 - Scheduling changes?
 - Selection of different materials?
 - Structuring tasks differently?
 - Changing seating?
 - Changing group size and/or members?
 - Clarity of task direction?

Classroom/learning environment interventions

Tier Two interventions focusing on the instructional environment might include the following.

- Review and adjustment of instructional level of materials.
- Increased use of visual supports for auditory information.
- Seating to provide proximity to the teacher to reduce distraction.
- Clarification and review of classroom rules and expectations for individual and group behavior.
- Encouragement of peer support.
- Recognition of pro-social behaviors.
- Provision of warnings prior to changes in routines or schedules.
- Clarification and simplification of task directions.
- Recognition and acknowledgement of improving behaviors.
- Differentiated instructional activities and use of student choice.
- Provision of varied ways to access assistance.
- Reduction of student time waiting for a turn.

- ❑ Modeling of positive “self-talk” and how to manage frustration and disappointment.
- ❑ Availability of structured activities during student free time.
- ❑ Explicit classroom procedures and resources for students that recognize heightened anxiety before a behavioral problem is exhibited.
- ❑ Development of a Positive Behavior Support Plan

Interventions beyond the classroom setting

- ❑ Check-in, Check-out
- ❑ Targeted small group school or district intervention groups.

Behavioral Tier Three

Behavioral Assessment

- ❑ Precisely and objectively define a student's behavior (s) of concern.
- ❑ Develop appropriate measures of identified behavior (e.g., frequency, duration, and/or intensity) and procedures for collecting data.
- ❑ Study the settings in which the behavior occurs and does not occur.
- ❑ Identify the tasks or activities occurring prior, during, and following exhibited problem behavior.
- ❑ Consider how the student's profile of relative strengths and vulnerabilities may interact with aspects of the environment and contribute to demonstration of the problem behavior.
- ❑ Review all prior intervention efforts and the student's response.
- ❑ Hypothesize what purpose or function the problem behavior may attempt to serve for the student.
- ❑ Lead directly to specially designed interventions for an individual student exhibiting behavioral difficulties.

In addition to an FBA, rating scales of behavior, emotional and mental health factors, motivation, and/or reinforcers meaningful to an individual student are sometimes used. School psychologists, related service providers, teachers, and/or administrators may facilitate the development of appropriate assessment procedures in collaboration with a small group of school building professionals. Informing parents and obtaining consent forms to perform these assessments represent best practice, and are legally required in many

situations. Consulting with a student's private therapist, if any, can be helpful, and always requires the parents' prior permission.

Interventions

Tier 3 interventions vary depending on the results of assessments. They may attempt to:

- ❑ Modify interactions previously observed in the classroom setting prior to a student's demonstration of problem behavior. For example, a student may be triggered by:
 - ❑ Public exposure to an academic witness, such as reading aloud.
 - ❑ Frustrating or feared instructional tasks.
 - ❑ Unanticipated changes in routine or schedules.
 - ❑ Activity with reduced adult structure, such as recess.
 - ❑ Emotionally evocative reading or writing assignments.

- ❑ Modify events previously observed within and outside of the classroom setting prior to a student's demonstration of problem behavior. Many environmental or situational factors may reinforce the demonstration of problem behavior by an individual student and increase the likelihood that it will continue. For example,
 - ❑ Very strong corrective responses by adults following a student's misbehavior may unintentionally provide the student with a sense of control. "Planned ignoring" may be an effective modification.
 - ❑ Peer responses to problem behavior may promote recurrence by providing social acceptance.
 - ❑ Responses to student refusal of assigned work may provide attention.
 - ❑ School avoidance.

- ❑ Teach behavioral skill(s) believed to be deficient and underlying demonstration of problem behavior. For example, some students need to acquire:
 - ❑ Communication skills.
 - ❑ Initiation strategies.
 - ❑ Positive social behaviors with peers.
 - ❑ Social cognition.
 - ❑ Frustration tolerance.
 - ❑ Self-assessment of mood, emotion, behavior, and positive social interaction.

- ❑ Teach adaptive responses as an alternative or substitute to the problem behavior exhibited. When the function of a maladaptive or problem behavior is understood, it is sometimes possible to introduce another or adaptive behavioral response intended to meet the same need, or serve a similar purpose.

Referral to Special Education

In a very small number of cases, a student may not respond to Tier 3 interventions. After these interventions have been attempted for sufficient periods of time to be effective (usually at least 6 months), it may be appropriate to request referral to special education.

Appendix A: Legislative Basis for MTSS

New York State regulations establish procedures for identifying students with learning disabilities (8 NYCRR section 200.4(j)) that recognize and encourage school districts to use the research-based RtI process prior to, or as part of, the individual evaluation to determine whether a student has a learning disability. Effective on and after July 1, 2012, an RtI process is required for all students in grades Kindergarten through grade four suspected of having a learning disability in the area of reading.

In 2013, the State regulations were updated to allow districts to continue to provide an RtI program in lieu of, or in addition to, an AIS program in other grades and subjects other than K-4 Reading (100.2(ee)(7) nad 100.2(ii) of the Commissioner's Regulations).

*The New York State ESSA plan incorporates the principles of multi-tiered systems of support (MTSS) as a framework for both academic and behavioral instruction. MTSS is grounded in the belief that **all** students can learn and **all** school professionals are responsive to the academic and behavioral needs of **all** students. MTSS focuses on evidence-based practices, relies on student progress data to inform instructional decisions and ensures that each student, based on their unique needs, receives the level and type of support necessary to be successful. [Information for Educators and Schools | New York State Education Department \(nysed.gov\)](#)*

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