
SAGAPONACK COMMON SCHOOL DISTRICT

**Multi-Tiered System of
Supports/Response to
Intervention
Plan**

Updated August 2023

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I. District Mission Statement

The Sagaponack Common School District and its community are committed to the belief that all children have the right and should be provided the opportunity to achieve excellence in educational pursuits. The District's goal is to educate students in the values, critical skills, and essential knowledge necessary to be informed and responsible citizen, prepared to take the steps in their education, careers, and lives in our diverse society.

II. Introduction and Definitions

Definition: As defined by the New York State Board of Regents: “Multi-Tiered System of Supports (MTSS) is a data-driven decision making framework for: Increasing the effectiveness, efficiency, and equity of delivered instruction; Rapidly identifying and responding to the needs of students; Continuously improving; and Implementing evidence/research-based practice.”¹

Rationale: In recent years, the Sagaponack Common School District has implemented a response to intervention (RtI) program for reading in grades K-3. Appropriate instruction in reading is defined as “scientific research-based reading programs that include phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.”²

Historically, however, RTI has primarily focused on supporting the *academic* needs of struggling students, MTSS broadens that framework to support the whole student by supporting not only academic topics, but any others that impact a student’s success in school. This includes both social-emotional learning and behavioral needs as well as other topics related to student success.³ Thus, “MTSS is a distinct approach that builds upon the original concept of tiered support, as with RTI, but is more pro-active. MTSS, unlike RTI, addresses systematic barriers and conditions for both students and educators.”⁴ More recently, “Office of Special Education and Rehabilitative Services (OSERS) referred to RTI as the academic tiered approach while using MTSS to describe the overarching tiered framework that would encompass RTI as an academic model and positive behavior interventions supports (PBIS) as the behavior model.”⁵

¹ <https://www.regents.nysed.gov/sites/regents/files/FB%20Monday%20-%20Multi-Tiered%20System%20of%20Supports%20%E2%80%93%20Integrated%20%28MTSS-I%29%20Presentation.pdf>

² April 2008 State Education Department memo, “Implementation of Response to Intervention Programs

³ <https://www.branchingminds.com/what-do-the-tiers-mean-in-response-to-intervention-rti#:~:text=The%20Difference%20Between%20RTI%20and,a%20student's%20success%20in%20school.>

⁴ <http://www.novakeducation.com/blog/mtss-vs-rti-what-is-the-difference#:~:text=MTSS%20is%20a%20distinct%20approach,for%20both%20students%20and%20educators>

⁵ <https://mtss4success.org/blog/mtss-new-rti-depends-where-you-live>

MTSS Represents:

- A holistic approach to identifying and addressing students' unique needs
- Responsive to every student's social identity, culture, and language
- Adopts fairness and equity as core principles to drive access to opportunity
- Ensures an unwavering focus on supporting the academic, behavioral, and social emotional growth of every student across New York State"⁶

In keeping with current practices, Sagaponack School is adopting a MTSS model which will incorporate aspects of the current RtI model under the broader umbrella of MTSS to ensure that all student needs (both academic and social/emotional/behavioral) are addressed.

Response to Intervention (RtI) is a school-wide system of organized instruction and support resources used to deliver a high quality instruction in order to meet the diverse needs of students. RtI is a multi-tiered, problem-solving approach that integrates assessment and interventions within a three-tiered system used to maximize student achievement. With RtI, schools can identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust those interventions based on student results. This process will target students struggling with specific skills and provide them with support to strengthen those skills.

RtI represents an important educational framework to close achievement gaps for all students, including students at risk, students with disabilities and English language learners.

There is a common misconception that RtI is "special education." IT IS NOT! RtI is a regular education initiative. The goal of RtI is to use the three-tiered modeled system to provide early intervention for struggling students. The end result of these interventions is to keep children in general education and reduce the number of students classified unnecessarily.

III. Tiered Instruction

Tier 1: Universal instruction

Universal instruction is the largest tier and is the foundation for the entire framework of MTSS interventions.

Tier 1 covers the high-quality classroom instruction that all students receive. This teaching approach works to accommodate the needs and abilities of all learners and eliminates

⁶ <https://www.regents.nysed.gov/sites/regents/files/FB%20Monday%20-%20Multi-Tiered%20System%20of%20Supports%20%E2%80%93%20Integrated%20%28MTSS-I%29%20Presentation.pdf>

unnecessary hurdles in the process. It includes proactive classroom management strategies aimed at creating a supportive atmosphere.

This tier encompasses best practices and differentiated instruction and is constantly refined by what is working at MTSS Tier 2 and MTSS Tier 3. A district typically likes to see 80–90% of students in MTSS Tier 1.⁷

- Tier I refers to high-quality universal instruction in the classroom. Instruction at Tier 1 eliminates hurdles to the learning process by accommodating the needs and abilities of all students through best practices and differentiated instruction. This approach includes proactive classroom management strategies to create a successful and supportive learning environment.
- Students will receive appropriate instruction supports in the general education classroom in all content areas.
- Appropriate instruction in reading means scientific research-based reading programs that include instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
- Flexible group instruction will be used to structure differentiated instruction in order to build skills.
- Students who continue to struggle after receiving targeted differentiated instruction can be referred to the Child Study Team (CST) for further recommendations for learning supports in or out of the classroom.

Tier I - Assessment

- All students will participate in universal screening using curriculum based measures.
- Universal screening is the process of assessing all students to identify individuals who are at risk or in need of more individualized support.⁸
- Data derived from Universal screening is used to identify students in need of greater support.
- All students are assessed at least three times a year.
- The results of this screening will be used to determine:

⁷ <https://www.renaissance.com/2019/09/13/blog-a-deep-dive-into-mtss-tiers-and-mtss-interventions/#:~:text=The%20three%20MTSS%20tiers%20help,needs%20at%20the%20same%20time.>

⁸ Hughes & Dexter (2008).

-if the students' learning and/or social/emotional/behavioral needs are being met through the core curriculum.

-which students need small group interventions at Tier II or intensive intervention at Tier III.

- Depending on the extent of the gap in scores, the identified student will receive either Tier II or Tier III interventions.
- The district is using the progress monitoring system AIMSweb Plus. This system includes the curriculum-based measures (CBM) for each grade level. It produces graph portrayals of the CBM and the district will use the cut off scores for each tier recommended by the AIMSweb Plus system.
- Social/emotional/behavioral progress will be monitored using procedures such as (but not limited to) frequency, duration, and Antecedent Behavior Consequence (ABC) data collection and omnibus measures of student functioning such as the Behavior Assessment System for Children (BASC) or the Connors System.

Tier II – Targeted Intervention

MTSS Tier 2: Targeted and group interventions

For students identified as struggling, targeted and group interventions—or evidence-based supports—are provided to help. The students in Tier 2 require a little extra assistance in meeting academic and/or behavioral goals, which happens here.

Tier 2 interventions are typically implemented in small group settings consisting of students who demonstrate similar needs based upon their assessments.

Typically 10–25% of students qualify for in Tier 2.⁹

-Tier II students will be determined by the results of the universal screening as well as a review of the other data collected by the district.

-Tier II interventions shall be targeted interventions matched to students' specific strengths and needs. All interventions will be research-based interventions.

-As appropriate, interventions may target academic and/or social/emotional/behavioral areas.

⁹ <https://www.renaissance.com/2019/09/13/blog-a-deep-dive-into-mtss-tiers-and-mtss-interventions/#:~:text=The%20three%20MTSS%20tiers%20help,needs%20at%20the%20same%20time.>

-Tier II supplemental instructional supports may be delivered in individual or small group formats.

Tier II – Assessment

At Tier II, Targeted screening is administered to determine the current level of student skills providing guidance for the appropriate interventions. Targeted screening assesses struggling students to identify area(s) of skill deficit. Data derived from Targeted screening is used to identify interventions and/or strategies that may be used to meet individual students' unique needs.

-Progress monitoring using CBM will occur every two to four weeks

-If the data gathered through progress monitoring indicates improvement of skill, the intervention will be maintained; unless the identified student meets their targeted goals.

-If the data gathered through the progress monitoring indicates that the rate of progress isn't approaching the trend line to meet the level of the student's peers, the intervention will be altered. It can be altered by things such as: increasing frequency, increasing the time of sessions, use of materials, instructional strategies, etc.

-If the progress monitoring indicates that the student has achieved the skill (data points above trend line), the intervention will be discontinued. The student will be progress monitored while in the classroom to confirm that the skill is maintained.

Tier III – Intensive Intervention

MTSS Tier 3: Intensive individualized interventions

For students who either don't respond well to Tier 2 supports or demonstrate a more intense need, Tier 3 supports provide more frequent, intense, and individualized interventions. These interventions include strategies for maximizing student outcomes during core instruction, as well as supports that can be used at home. Individualized supports in Tier 3 can also include assistance from outside agencies such as behavioral counselors or family therapists.

Typically, fewer than 10% of students in Tier 3.¹⁰

-The need for Tier III interventions may be determined through the results of the universal screening. In addition, students may move to Tier III intervention if the Tier II interventions were not successful in moving them forward.

¹⁰ <https://www.renaissance.com/2019/09/13/blog-a-deep-dive-into-mtss-tiers-and-mtss-interventions/#:~:text=The%20three%20MTSS%20tiers%20help,needs%20at%20the%20same%20time.>

-As appropriate, interventions may target academic and/or social/emotional/behavioral areas.

-Tier III intensive instructional supports will be delivered in very small group formats or on a one-to-one basis.

Tier III – Assessment

-Progress monitoring using the CBM will occur once a week.

-If the data gathered through progress monitoring indicates improvement of skill, the intervention will be maintained; unless the identified student meets targeted goals.

-If the data gathered through progress monitoring indicates that the rate of progress isn't approaching the trend line to meet the level of the student's peers, the intervention will be altered. Once again, it can be altered by things such as: increasing frequency, increasing the time of sessions, use of materials, instructional strategies, etc.

-If the progress monitoring indicates that the student has achieved the skill (data points above trend line), the intervention will be decreased to Tier II level.

-If the Tier III interventions are ineffective, the MTSS team will continue to carefully review the student's intervention plan and sources of data to determine next steps. Tier III may include the development of other strategies or evaluations for section 504 or special education services.

IV. RtI Referral Process (To be used when recommending that a student move from Tier I to Tier II or III Instruction and Assessment.)

The underlying process of the MTSS teams is the problem-solving model (PSM). This process uses the skills of professionals from different disciplines to develop and evaluate intervention plans that significantly improve the school performance of individual and groups of students. AIMSweb Plus assessments along with other academic data will be used in the decision-making process of each student. The curriculum-based measures of the AIMSweb Plus system and/or social/emotional/behavioral data collection will be an important component of the data to be reviewed by the team. Students will be identified as candidates for MTSS review through the universal screening process and through teacher referrals due to concerns that have emerged. In the latter case, teachers will use the MTSS referral form.

A. Meeting Roles:

1. Facilitator-helps keep the meeting focused on the instructional needs of the student.
2. Participants-they are the core of the meeting. Everyone is encouraged to add their

understanding and ideas. A large part of their role is to ask clarifying questions so that everyone is clear about the learning needs of the student.

B. Meeting Process:

1. The teacher introduces his/her concern regarding the student. This statement will include:
 - a. Student strengths; including strengths in the area of concern
 - b. Concern area (describe skill deficit)
 - c. What is the student capable of doing within the area of concern.
2. Group Discussion
 - a. Ask clarification questions
 - b. Identify priority concern (skill deficit)
3. Develop Interventions
 - a. Any ideas acceptable
 - b. "Connect the dots" of the discussion to discover any intervention that focuses on the specific learning need of the student
4. Selecting Strategies- The teacher selects which strategy is do-able in the classroom. No more than 1-3 strategies should be chosen. The intervention needs to be simple.
5. Write an Instructional Support Plan (See Appendix B)
 - a. Transfer strategies to the plan
 - b. Determine who is doing what if there is more than one adult involved in the support process
6. Determine the Follow-up and Close the Meeting
 - a. Summarize the meeting outcome
 - b. Set a date for follow-up meeting
7. Initiate Parent Notification Letter (See Appendix C)

VI. Parent Involvement

Parents of Sagaponack Common School District students are involved in their child's performance through Parent-Teacher conferences as well as ongoing contact during the school year. Teachers send out report cards on a quarterly basis. Teachers individually send home notes or make phone calls to parents of students who are struggling. The district uses curriculum-based measures for universal screenings, this information will also be shared with parents in the form of graph reports.

When a student needs a Tier II or Tier III intervention, parents will be notified about the intervention for the student. This notice will include a description of the intervention strategy as well as the type of data that will be collected in the progress monitoring process.

The notice will include a clear statement about the parents' right to request an evaluation for special education programs and/or services.

If a parent requests an evaluation for special education, the head teacher will work with the parent as outlined in the Part 200 regulations to ensure that pre-referral services have been in place within the MTSS model. (See Appendix D-Part 200 Regulations)

VII. Professional Development

An effective MTSS model requires knowledge and skill in the provision of instruction; monitoring progress, including collecting and displaying performance data for evaluation; and evaluating students' rate of learning to determine the need for intervention. It also requires designing, implementing, and evaluating interventions in support of students whose rate of learning will not result in grade level achievement.

All staff need basic instruction in the underlying concepts (e.g., early literacy, the five core elements of literacy instruction, etc. in order to support the process. In literacy, development, instructional staff will need a greater depth of knowledge than non-instructional staff, but all staff will need to understand the basics to ensure that the program truly invests in literacy for all students.

Appendix A

MTSS Referral Form

To be completed by referring teacher(s)

Has the student been referred to the CST/RtI before? NO _____ YES(If yes, when? _____)

☐ Please bring the following information to the meeting:

- Samples of work related to the area of concern
- Sample of grade level work
- Current report card
- The Building Evaluation File (BEF)

☐ Contact psychologist so they can check with PPS office regarding former testing and evaluations

STUDENT INFORMATION:

Pupil's Name: _____ Date: _____

Age: _____ Date of Birth: _____ Grade: _____

Referred By: _____ Teacher(s): _____

Has the student always attended Sagaponack School? YES _____ NO _____

If no, please list what district and how long attended:

Is attendance a concern? YES _____ NO _____

Number of Days Absent: _____ Tardy: _____ Other: _____

Numerous absences require an attached copy of report

Was the student retained? YES: _____ NO: _____ (If yes, which grade?- include Pre-1st)

Communication with Parent/Guardian: (Describe communication with the parent regarding the area of concern. Please include the date and outcome of that communication.)

Describe the Student's Strengths:

_____ Reading _____ Math _____ Writing _____ Spelling _____ Listening

_____ Speaking _____ Art _____ Library _____ Music _____ P.E.

_____ Adult Relations _____ Peer Relations

Give Specific
Examples:

Reason for
Concern:

Evidence Reviewed at
Meeting:

Appendix B

Instruction Support Plan

Strategies to be Implemented	Who will implement the strategy?	How will progress be measured?
1.		
2.		
3.		

Date of next Meeting: _____

Appendix C

Sagaponack Common School District
P.O. Box 1500
Sagaponack, New York 11962

Parent Notification Letter

Dear (Parent/Legal Guardian):

Sagaponack Common School routinely screens all students and reviews the records to measure their achievement compared to their same grade-level peers and statewide standards. We believe in providing interventions to students who are not meeting the standards necessary to be successful on grade level and into the future. We recognize that children are unique with individual learning styles and different responses to the materials used in the classroom and we have kept these factors in mind when considering the following recommendation.

In order to provide the most effective education for ALL children, we believe we must start with providing an effective, research-based education to each child. In the Sagaponack Common School District, we utilize a three tiered approach with varying levels of support beyond what is used in the regular curriculum. Response to Intervention (RtI) uses a problem-solving process to review students' progress and needs as well as an integrated approach to the delivery of instruction for all students to match the needs of your child with appropriate interventions. Your child's response to these interventions will then be assessed and monitored for their effectiveness.

As a result of the district screening and/or record review, your child _____ has been referred to the Child Study Team (CST). The team has determined that your child requires (Tier II or III) interventions in the area of Reading. These interventions will be designed to target the area of _____. These (Tier II or III) interventions take place in a small group for _____ minutes per week. This instruction is in addition to the instruction provided to all students. The interventions will be provided by (Mr./Mrs./Miss) _____. The Child Support Team (CST) will track your child's progress for a minimum of six weeks and may make adjustments in the intervention plan.

Parents have the right to request an evaluation for special education programs and/or services. However, in order to classify a student as having a learning disability through special education, there must be data regarding the student's response to the scientifically-based RtI strategies. Referrals made by parents of students that have not been recipient of such RtI interventions may be required to meet with the building principal, within 10 days of receipt of the written referral request. The principal and parent will determine whether the student would benefit from additional general education support as an alternative to special education.

Superintendent _____ Date _____

Appendix D

Part 200.4(a)(9) New York State Regulations

1. Information:

The building administrator, upon receipt of a referral, may request a meeting with the parent and the student, if appropriate, to determine whether the student would benefit from additional general education support services as an alternative to special education, including the provision of support services, speech and language services, academic intervention services, and any other services designed to address the learning needs of the student and maintain a student's placement in general education with the provision of appropriate educational and support services.

- a. If professional staff member requested the referral that person shall attend such meeting. The building administrator shall ensure that the parent understands the proceedings of the meeting and shall arrange for the presence of an interpreter, if necessary. If at such meeting the parent and building administrator agree in writing that, with the provision of additional general education support services, the referral is unwarranted, the referral shall be deemed withdrawn, and the building administrator shall provide the chairperson of the committee on the special education, the person who made the request for referral if a professional staff member of the school district, the parent, and the student, if appropriate, with copies of the agreement.
- b. The copy of the agreement provided to the parent shall be in a native language of such person. Such agreement shall contain a description of the additional general education support services to be provided, instructional strategies to be used and student centered data to be collected and the proposed duration of such program. A copy of the agreement shall also be placed in the student's cumulative education record file.

2. Documentation of the Determination of Eligibility for a Student Suspected of Having a Learning Disability

Section 200.4(j)(5) of the Regulations of the Commissioner of Education requires that the committee on special education (CSE) prepare a written report of the determination of eligibility of a student suspected of having a learning disability that contains a statement of the following information:

- a. The CSE has reviewed the individual evaluation results for _____, which indicate that the student:
___ has a learning disability requiring special education services.
___ does not have a learning disability.
- b. This decision was based on the following sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior in accordance with section 200.4(c)(1) of the Regulations:
- c. The relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning indicate:
- d. The educationally relevant medical findings, if any, indicate:
- e. To ensure that underachievement in a student suspected of having a learning disability is not due to lack of appropriate instruction in reading or mathematics, the CSE must, as part of the evaluation procedures pursuant to section 200.4(b) and (c), consider:
___ data that demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel.

AND

- f. ___ data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.
- g. The CSE has determined, consistent with section 200.4(j)(3) of the Regulations, that:
___ the student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills,

reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving;

AND

___ the student either does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in this paragraph when using a process based on the student's response to scientific, research-based intervention pursuant to section 100.2(ii);

OR

___ exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards or intellectual development that is determined by the CSE to be relevant to the identification of a learning disability, using appropriate assessments consistent with section 200.4(b).

OR

___ the student's learning difficulties are not primarily the result of a visual, hearing or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

- h. Complete this item if the student has participated in a process that assesses the student's response to scientific, research-based intervention.

___ The following instructional strategies were used and student-centered data was collected:

AND

- i. ___ Document how parents were notified about the amount and nature of student performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation for special education programs and/or services.
- j. CSE Member Certification of the Determination of a Learning Disability:
The determination of eligibility for special education for a student suspected of having a learning disability must be made by the CSE, which must include the student's regular education teacher and a person qualified to conduct individual diagnostic examinations of students (such as a school psychologist, teacher of speech and language disabilities, speech/language pathologist or reading teacher). Each CSE member must certify in writing whether the report reflects his or her conclusion. If not, the member must submit a separate statement presenting his or her conclusions.

Title	Signature	Agree	Disagree
District Representative			
Parent of Student			
Regular Education Teacher			
Special Education Teacher			
School Psychologist			
Parent Member			
Others: Specify			

Date: _____

Appendix E

Glossary of Terms (NYS Response to Intervention Technical Assistance Center)

Curriculum Based Measurement -an assessment approach used for the purposes of screening students and monitoring their progress across core subject areas: reading, mathematics, writing, spelling. CBM makes use of short, standardized probes that help school personnel determine a student's risk status and their response to intervention

Differentiated Instruction - involves adjusting the curriculum, teaching/learning environment, and/or instruction to provide appropriate learning opportunities for all students to meet their needs. When teachers differentiate instruction they typically make adjustments to content, process, product and/or the learning environment.

Progress Monitoring - an assessment process that entails the collection and analysis of student data to evaluate their academic performance on specific skills or general outcomes. Typically curriculum-based measures are used to quantify level of performance relative to peers and rate of progress.

Rate of Progress -student performance across time determined by analyzing multiple points (minimum of three) of data that are graphed.

Research-based instruction - involves educational practices, instructional strategies, and interventions that have been validated as effective through well-designed and independent empirical research studies.

Response to Intervention – a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners.