SUSQUEHANNA VALLEY CENTRAL SCHOOL DISTRICT

Integrated Multi-Tiered System of Supports

(MTSS-I) Framework

2026-2029

“Every student deserves the right support, at the right time, at the appropriate intensity, provided through a responsive and coordinated system.”

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SECTION I: INTRODUCTION, DEFINITION, AND PURPOSE

Introduction

The Susquehanna Valley Central School District's Integrated Multi-Tiered System of Supports (MTSS-I) Framework establishes a unified, districtwide structure for meeting the academic, behavioral, social-emotional, attendance, physical, and mental health needs of all students. The framework aligns with the New York State Education Department's MTSS-I framework and incorporates the District's responsibilities for Academic Intervention Services (AIS).

This framework supersedes and replaces the District's 2024-2026 AIS/RTI Plan. Rather than treating AIS, RTI, behavioral intervention, attendance, counseling, prevention, or special education as separate systems, the District coordinates these supports through one integrated framework.

Definition of Integrated Multi-Tiered System of Supports

The Integrated Multi-Tiered System of Supports (MTSS-I) is Susquehanna Valley Central School District's comprehensive framework for organizing academic, behavioral, social-emotional, attendance, physical, and mental health supports for every student.

MTSS-I is not a program, curriculum, or referral process. Rather, it is a systematic approach through which educators collaborate to ensure students receive the right support at the right time and at the appropriate level of intensity.

Within Susquehanna Valley, MTSS-I is characterized by:

- high-quality universal instruction and supports for all students;
- early identification of student strengths and needs;
- collaborative, data-informed problem solving;
- evidence-based instructional and behavioral practices;
- flexible tiers of support matched to student response;
- ongoing progress monitoring;
- meaningful family and student partnerships; and
- continuous evaluation of both student outcomes and system effectiveness.

Academic Intervention Services (AIS), Response to Intervention (RTI), behavioral supports, attendance interventions, counseling services, prevention programming, and special education all contribute to the District's Integrated MTSS Framework but do not function as separate systems. Instead, they are coordinated through one unified structure designed to support the whole child and strengthen outcomes for every learner. MTSS-I is broader than AIS or RTI alone and integrates academic, behavioral, social-emotional, attendance, and wellness supports into a coherent districtwide system.

What MTSS-I Is Not

MTSS-I is not a separate program, curriculum, referral pathway, set of forms, or process reserved for students who are struggling. The District aligns instruction, intervention, student services, and continuous improvement for all learners through the organizing framework.

Purpose

The purpose of the Susquehanna Valley Central School District's MTSS-I Framework is to:

- ensure equitable access to high-quality instruction and increasingly intensive supports based on identified strengths and needs;
- prioritize prevention through strong universal instructional, behavioral, relational, and wellness practices;
- establish consistent district expectations for screening, assessment, intervention, progress monitoring, collaborative problem solving, implementation fidelity, and continuous improvement;
- clarify roles and responsibilities for district leaders, administrators, educators, specialists, students, families, and community partners; and
- advance the District's mission of educating, preparing, and empowering every learner while meeting applicable state requirements.

This framework serves as the governing document for the District's Integrated Multi-Tiered System of Supports. Operational procedures, intervention guidance, assessment protocols, and supporting resources are maintained within accompanying appendices and may be revised as district practices evolve through continuous improvement.

District Vision and Strategic Alignment

The Integrated Multi-Tiered System of Supports Framework reflects Susquehanna Valley Central School District's belief that every student deserves an educational experience that promotes academic excellence, meaningful relationships, personal well-being, and future readiness. MTSS-I is the primary organizational framework through which the District implements its Strategic Plan and ensures access to the conditions and supports necessary for students to thrive.

The framework advances the District's mission to Educate, Prepare, and Empower every learner by creating systems that are proactive, collaborative, equitable, and responsive to students' diverse strengths and needs.

Academic Excellence: Ensuring access to rigorous instruction, high-quality curriculum, differentiated teaching, evidence-based intervention, and ongoing progress monitoring.

Caring and Connected Relationships: Fostering safe, welcoming, and inclusive environments where students experience belonging, predictability, positive relationships, and responsive support.

The SV Experience: Promoting equitable opportunities for engagement, leadership, enrichment, wellness, and success so every student develops the knowledge, skills, and dispositions identified in the District's Portrait of a Graduate.

MTSS-I connects curriculum implementation, data-informed instruction, attendance improvement, prevention programming, school climate, social-emotional learning, family engagement, and continuous improvement so that these efforts operate as mutually reinforcing components of one coherent system.

SECTION II: UNDERLYING VALUES AND GUIDING PRINCIPLES

Susquehanna Valley's MTSS-I Framework is grounded in the following values:

An Unwavering Focus on Student Growth

Decisions are guided by ambitious, measurable goals and multiple sources of evidence.

Culturally Responsive-Sustaining Education and Equity

Systems recognize and build upon each student's culture, identity, language, experiences, and community strengths.

Engaged Stakeholders

Student, family, staff, and community perspectives inform planning, implementation, and evaluation.

Whole-Child and Whole-School Approach

Academic, cognitive, physical, behavioral, social-emotional, attendance, and mental health needs are addressed through coordinated systems.

Proactive Problem Solving

Prevention and early response are prioritized, with practices adjusted through an ongoing cycle of inquiry.

Full Access for All Students

Every student maintains access to grade-level general education curriculum and inclusive learning opportunities, including students receiving targeted, intensive, multilingual, or special education services.

SECTION III: MTSS-I CORE COMPONENTS

The District's framework is organized around four interactive components:

- **Systems Capacity:** District and school infrastructure, leadership, staffing, professional learning, communication, and data systems that sustain implementation.
- **Assessment and Instructional Decision Making:** Universal screening, diagnostic assessment, progress monitoring, outcome data, and a consistent problem-solving process.
- **Instruction and Intervention:** A coordinated continuum of universal, targeted, and intensive academic and whole-child supports.
- **Program Fidelity:** Ongoing examination of whether practices and interventions are implemented as designed and whether the overall system is producing equitable outcomes.

SECTION IV: SYSTEMS CAPACITY AND TEAMING STRUCTURES

MTSS-I depends upon connected district, building, grade/course, and student-level teams. Each team has a distinct function, while shared communication and decision rules promote consistency across the system.

Team	Core Function	Representative Membership
District Leadership Team (DLT)	Establishes districtwide direction; aligns resources, policy, professional learning, and data systems; examines implementation and cross-building consistency.	Superintendent; district and building administrators; teacher leaders; instructional and student-support representatives; family/community representation as appropriate.
School Leadership Team (SLT)	Builds staff capacity; monitors implementation and building-level outcomes; coordinates communication and improvement priorities.	Principal/AP; DLT liaison; teacher leaders; instructional coaches; special education, AIS, PPS, and other specialists.

Team	Core Function	Representative Membership
Grade-Level or Department Team	Reviews universal and classroom evidence; strengthens Tier 1; identifies patterns; plans differentiation, grouping, and common instructional responses.	Building administrator or designee; general and special education teachers; interventionists; coaches and specialists as appropriate.
Student Intervention/Support Team (SIST)	Conducts individualized, collaborative problem solving when a student is not responding adequately to current supports.	Building representatives; classroom/content teacher; interventionist; counselor, psychologist, social worker, nurse, family, student, or other specialists as needed.

SECTION V: TIERED CONTINUUM OF SUPPORTS

Susquehanna Valley provides supports across a continuum of increasing intensity.

Tier 1: Universal Supports provide high-quality instruction, positive learning environments, preventive practices, and differentiated supports for every student.

Tier 2: Targeted Supports provide supplemental, evidence-based interventions for students requiring additional support beyond Tier 1.

Tier 3: Intensive Supports provide individualized, highly responsive interventions for students demonstrating persistent or significant needs.

> **Important:** Movement among tiers is determined through ongoing problem solving, multiple sources of evidence, student response to intervention, and professional judgment. Tiers describe the intensity of supports provided and should not be viewed as permanent student placements.

Supports may be provided across academic, behavioral, social-emotional, attendance, physical health, and mental health domains. A student may receive different levels of support in different domains at the same time.

Academic Continuum

Level	Purpose and Examples	Monitoring and Adjustment
Tier 1 Universal Instruction	Standards-aligned core curriculum delivered with fidelity; universal design; explicit instruction; classroom differentiation; flexible grouping; culturally responsive and sustaining practices.	Ongoing classroom evidence and district universal screening are used to examine student learning and the effectiveness of core instruction.
Differentiated Tier 1 Support	Short-term, skill-focused reteaching or extension provided within the classroom as part of core instruction. This is not a separate tier.	Classroom evidence is reviewed frequently. Grouping and strategies change as student needs and responses change.
Tier 2 Targeted Intervention	Supplemental, evidence-based intervention matched to a clearly identified skill need. Services may be delivered through push-in, pull-out, or other structures.	Progress is monitored at a frequency appropriate to the intervention. Teams review response at established intervals and adjust intervention, dosage, grouping, or instructional approach.

Level	Purpose and Examples	Monitoring and Adjustment
Tier 3 Intensive Intervention	Individualized, explicit, and highly responsive intervention for persistent or significant needs, generally delivered individually or in a very small group.	Progress is monitored frequently. Teams use diagnostic evidence and implementation data to make timely, individualized adjustments.

AIS may be one mechanism through which eligible students receive targeted or intensive academic support. AIS is not synonymous with Tier 2, Tier 3, or MTSS-I as a whole.

Behavioral and Social-Emotional Continuum

Level	Illustrative Supports	Illustrative Evidence
Tier 1	Schoolwide expectations; positive and restorative classroom practices; explicit social-emotional learning; relationship-centered routines; predictable and inclusive environments.	Climate and belonging data; attendance; classroom evidence; behavior incident patterns; student and family voice.
Tier 2	Check-In/Check-Out; mentoring; targeted skill groups; structured self-monitoring; brief counseling or behavioral supports.	Daily or weekly progress measures; participation; behavior and attendance patterns; student feedback.
Tier 3	Individualized behavior support plans; functional behavioral assessment when appropriate; intensive counseling or wraparound coordination; individualized attendance or reentry plans.	Frequent individualized progress evidence; implementation data; student, family, and provider feedback.

SECTION VI: COLLABORATIVE PROBLEM-SOLVING PROCESS

Susquehanna Valley uses a consistent cycle of inquiry at grade-level, department, building, and SIST meetings. The process is not a referral event; it is a structured way to understand needs, strengthen instruction, select supports, and evaluate response.

- Clarify the concern and confirm that the Tier 1 context has been examined.
- Develop a whole-child understanding of the learner, including strengths, attendance, relationships, family communication, prior supports, and relevant contextual factors.
- Examine multiple sources of evidence, including screening, classroom performance, course outcomes, diagnostics, behavior, attendance, and student voice.
- Determine what has already been attempted, whether it was implemented as intended, and how the student responded.
- Define one or two measurable priority needs in terms of skills or conditions rather than fixed student traits.
- Select or adjust an evidence-based response matched to the identified need and establish provider, frequency, duration, and setting.
- Assign responsibilities, identify the progress measure, and establish a review date.
- Evaluate student response and system-level implications, then continue, intensify, modify, fade, or discontinue support as indicated.

Core principle: The question is not simply whether a student should move to another tier. The team examines what the student needs, what the system will provide differently, and how the team will know whether the response is effective.

SECTION VII: ACADEMIC INTERVENTION SERVICES

Academic Intervention Services are incorporated within the District's integrated continuum while retaining all applicable identification, service, notification, and reporting requirements. AIS does not operate as a separate track and is not synonymous with MTSS-I.

Identification and Eligibility

Students are identified for AIS in accordance with applicable New York State requirements and District-established procedures. Decisions are based on state assessment performance, where applicable, together with multiple local measures such as universal screening, classroom evidence, diagnostic assessment, grades or course performance, and other relevant information.

At the secondary level, eligibility also considers performance on required Regents examinations and progress toward graduation requirements. Current state-designated performance levels and criteria will be maintained in the AIS procedures appendix so that regulatory updates can be incorporated without rewriting the entire governing framework.

Entrance, Review, and Exit

Students enter AIS when multiple sources of evidence indicate that additional academic support is necessary to meet applicable learning standards. Progress is reviewed at established intervals. Services are adjusted or discontinued when the evidence indicates that the student is likely to meet standards without the additional service or when another response is warranted.

Family Notification and Progress Reporting

The building principal or designee provides written notification regarding AIS in accordance with state requirements. Communication includes the reason for services, the nature and frequency of support, the manner in which progress will be monitored, and notification when services are discontinued. Families receive periodic reports regarding student progress.

Students with Disabilities and Multilingual Learners

Students with disabilities and multilingual learners are considered for AIS on the same basis as other students. AIS must be coordinated with, and may not replace, services required by an individualized education program, Section 504 plan, or applicable multilingual learner requirements.

SECTION VIII: ASSESSMENT AND DATA SYSTEMS

Assessment within MTSS-I is purposeful, proportionate, and connected to decision making. No single measure determines a student's strengths, needs, tier of support, or eligibility for services.

Function	Purpose	Illustrative District Evidence
Universal Screening	Identify patterns of strength and possible need across all students; examine the effectiveness of universal systems.	District-approved literacy and mathematics screeners; attendance; behavior; school climate, belonging, and wellness indicators.
Diagnostic Assessment	Clarify the specific skills, conditions, or contributing factors associated with an identified need.	Skill diagnostics; curriculum-based measures; student work; interviews; observations; functional or contextual assessment as appropriate.
Progress Monitoring	Determine whether the selected support is producing adequate improvement and inform timely adjustment.	Brief, repeatable measures aligned to the intervention goal; implementation records; student performance and engagement evidence.
Outcome and Systems Data	Evaluate overall student outcomes, equity, implementation, and the effectiveness of district and building systems.	State and local outcomes; course completion; attendance; behavior; graduation; climate and belonging data; student, family, and staff voice.

Data are examined in the aggregate and, where appropriate and legally permissible, disaggregated to identify inequities in access, experience, implementation, and outcomes. Teams interpret patterns within context and avoid reducing students to a single score or label.

SECTION IX: IMPLEMENTATION FIDELITY AND CONTINUOUS IMPROVEMENT

Fidelity refers both to whether a specific practice or intervention is delivered as designed and to whether the broader MTSS-I system is functioning as intended. Fidelity information is used for learning and improvement, not as an isolated measure of educator performance.

- Teams document the essential components, provider, schedule, duration, and progress measure for targeted and intensive supports.
- Building and district teams periodically examine implementation evidence, staff capacity, resource allocation, communication, and student outcomes.
- When student progress is insufficient, teams consider both intervention design and implementation before concluding that a student has not responded.
- Districtwide fidelity tools may be selected and phased in as staff develop shared understanding and capacity.
- The District uses continuous improvement cycles to test changes, study effects, and refine systems over time.

SECTION X: INTEGRATION WITH OTHER SYSTEMS

MTSS-I functions as the District's organizing framework. The following systems contribute specialized expertise and services while remaining connected through shared goals, data, teaming, and communication:

Academic Intervention Services and Response to Intervention provide regulated and evidence-based academic supports within the broader continuum.

Positive Behavioral, Restorative, and Social-Emotional Practices strengthen universal conditions for learning and provide targeted or intensive behavioral and relational support.

Attendance is addressed as both an outcome and a potential indicator of barriers requiring coordinated prevention, engagement, and intervention.

Mental and Physical Health Services contribute universal wellness promotion, early identification, consultation, direct support, referral, and coordination according to professional role and student need.

Special Education and Section 504 remain distinct legal frameworks. MTSS-I does not delay, deny, replace, or reduce required evaluation, eligibility consideration, accommodations, or individualized services.

Multilingual Learner Services remain governed by applicable requirements. MTSS-I supplements rather than supplants required language-development services and must distinguish language acquisition from disability or academic difficulty.

Prevention and Community Schools Programming addresses protective factors, risk reduction, family partnership, enrichment, and access to community-based resources.

SECTION XI: FAMILY, STUDENT, AND COMMUNITY ENGAGEMENT

- Students and families are essential partners in understanding strengths, identifying barriers, selecting meaningful supports, and evaluating progress. Engagement should be timely, accessible, culturally responsive, and reciprocal rather than limited to notification after a concern has intensified.
- Communicate universal expectations, available supports, and MTSS-I processes in clear and accessible language.
- Invite student and family perspectives early in problem solving and incorporate their knowledge into planning.
- Provide required AIS notifications and regular progress information for students receiving targeted or intensive support.
- Create multiple opportunities for student and family voice in evaluating school climate, belonging, access, and system effectiveness.
- Coordinate with community partners when additional expertise or services would strengthen the student and family support plan and appropriate consent has been obtained.

SECTION XII: IMPLEMENTATION TIMELINE AND PROFESSIONAL LEARNING

The 2026-2029 implementation period will follow a staged continuous-improvement approach. Timing may vary by domain and building based on readiness, capacity, and implementation evidence.

Period	Primary Emphasis	Illustrative Actions
2026-2027: Establish and Align	Shared understanding, governance, common language, baseline evidence, and priority procedures.	Introduce the framework; confirm team responsibilities; reconcile AIS/RTI procedures; establish core data and meeting routines; identify professional learning and resource needs.
2027-2028: Implement and Strengthen	Consistent implementation of problem solving, progress monitoring, intervention documentation, and cross-domain coordination.	Provide job-embedded professional learning; examine building implementation; strengthen student/family participation; adjust schedules, staffing, and intervention resources.
2028-2029: Evaluate and Refine	System effectiveness, equity, sustainability, and preparation for the next improvement cycle.	Review student and system outcomes; assess implementation fidelity; identify effective practices and remaining gaps; revise procedures, appendices, and long-term priorities.

Professional Learning Priorities

1. MTSS-I framework and shared language for all staff;
2. high-quality universal instruction, differentiation, and inclusive practices;
3. collaborative problem solving and effective team facilitation;
4. assessment literacy, diagnostic thinking, and progress monitoring;
5. evidence-based academic, behavioral, attendance, social-emotional, and wellness supports;
6. culturally responsive-sustaining practices and equitable decision making;
7. family and student partnership; and
8. implementation fidelity and continuous improvement.

SECTION XIII: APPENDICES AND OPERATIONAL TOOLS

The following appendices support implementation and may be updated through the District's continuous-improvement process without changing the foundational commitments of this governing framework:

- Appendix A: District Academic and Whole-Child Continuum by Grade Band
- Appendix B: Student Intervention/Support Team Problem-Solving Protocol
- Appendix C: MTSS-I Roles and Responsibilities
- Appendix D: Assessment, Screening, and Progress-Monitoring Calendar
- Appendix E: Academic Intervention Services Procedures, Criteria, and Family Notices
- Appendix F: Intervention Planning and Progress-Monitoring Tools
- Appendix G: Fidelity and Continuous-Improvement Tools
- Appendix H: Family and Student Communication Resources
- Appendix I: District MTSS-I Flowchart and Decision Guides

Governing principle: Operational tools may evolve as district practices, evidence, and state requirements change. Revisions should remain consistent with the integrated, whole-child, equitable, and prevention-oriented commitments established in this framework.

SUSQUEHANNA VALLEY CENTRAL SCHOOL DISTRICT

Integrated Multi-Tiered System of Supports

Appendices and Operational Tools

2026-2029 | Working Draft for District Review

Purpose: This companion document translates the District's MTSS-I governing framework into practical continuums, protocols, decision guides, communication resources, and review tools. Items identified for district confirmation should be resolved before Board adoption or operational use.

APPENDIX A: DISTRICT ACADEMIC AND WHOLE-CHILD CONTINUUM

The continuum describes increasing intensity of support across domains. Tiers refer to the support provided, not to a student's identity, location, program, or permanent placement. Students may receive different levels of support across domains at the same time.

Domain	Tier 1: Universal	Tier 2: Targeted	Tier 3: Intensive
Academic	Standards-aligned core curriculum; explicit instruction; universal design; differentiation; flexible grouping; common formative assessment.	Supplemental evidence-based instruction matched to a specific skill need; small-group delivery; increased time and feedback.	Individualized, explicit and highly responsive intervention; very small group or individual delivery; increased dosage and diagnostic precision.
Behavior	Schoolwide expectations; predictable routines; relationship-centered and restorative practices; effective classroom management; explicit skill instruction.	Check-In/Check-Out; mentoring; targeted skill groups; structured self-monitoring; brief behavioral coaching.	Individualized behavior support; functional assessment when appropriate; coordinated wraparound or reentry planning; frequent review.
Social-Emotional / Mental Health	Belonging, relationship, regulation and wellness practices; preventive instruction; accessible counseling and support pathways.	Targeted skill or support groups; brief counseling; structured adult connection; monitored coping or regulation plan.	Individualized counseling or clinical coordination within professional roles; safety, crisis, or intensive support planning as appropriate.
Attendance / Engagement	Welcoming climate; accurate attendance; proactive family communication; routines and barrier prevention; student voice and relevance.	Early outreach; attendance success plan; mentoring; barrier-specific supports; regular review with student and family.	Individualized attendance intervention; coordinated agency or wraparound response; reentry planning; frequent progress review.
Physical Health / Wellness	Health education, nursing access, nutrition, movement, prevention and universal wellness practices.	Targeted health support or monitoring; coordinated accommodations and family communication.	Individualized health planning and coordination with providers consistent with role, consent and legal requirements.

Academic Intervention Parameters

Level	Group / Setting	Duration and Frequency	Progress Evidence	Possible Decisions
Tier 1	Whole class and flexible groups within core instruction.	Daily and ongoing. Short cycles of reteaching or extension are part of Tier 1.	Classroom assessment, student work, universal screening, observation and engagement evidence.	Continue; adjust core instruction; regroup; provide targeted support when multiple measures indicate need.
Tier 2	Generally small group, often 3-6 students; push-in, pull-out, extended period or other supplemental structure.	District starting point: approximately 60-90 minutes per six-day cycle across an established intervention cycle. Adjust to need and intervention design.	Measure aligned to the target skill, generally at least every two weeks; implementation documentation; student and family feedback.	Continue; modify match, dosage or grouping; fade; return to Tier 1 monitoring; intensify when evidence supports.
Tier 3	Individual or very small group, generally 1-4 students; may occur in or outside the classroom.	District starting point: approximately 100-120 minutes per six-day cycle or daily support, as appropriate to need and intervention design.	Frequent measure aligned to the target skill, generally weekly; diagnostic evidence; implementation documentation.	Continue; modify; fade; coordinate additional evaluation or services. MTSS-I does not delay a required referral or evaluation.

District confirmation needed: Confirm grade-band intervention menus, current curricular resources, providers, schedules, and whether the stated minute ranges remain operationally feasible in each building.

Grade-Band Implementation Lens

Grade Band	Universal Emphasis	Evidence and Coordination Considerations
PK-2	Foundational literacy and numeracy; language development; play, regulation, routines, relationships and early attendance habits.	Developmentally appropriate screening and observation; family partnership; distinguish developmental variation, language acquisition and disability-related need.
3-5	Increasing text complexity, written expression, mathematical reasoning, independence, peer relationships and engagement.	Universal screening plus classroom tasks; monitor skill development, belonging, behavior and attendance across transitions.
6-8	Disciplinary literacy, executive functioning, identity, belonging, course engagement and successful transition to secondary structures.	Course and common assessment trends; attendance and behavior patterns; student voice; coordination across teachers and teams.
9-12	Graduation pathways, Regents/course performance, disciplinary literacy, future readiness, attendance and credit accumulation.	Credits, course completion, Regents performance, graduation indicators, engagement, attendance and transition planning.

APPENDIX B: STUDENT INTERVENTION/SUPPORT TEAM PROBLEM-SOLVING PROTOCOL

SIST uses a consistent cycle of inquiry to understand a concern, strengthen instruction, select a matched response, and evaluate impact. A SIST meeting is not an automatic referral to special education or a mechanism for assigning a permanent tier.

Before the Meeting

- Confirm that the student and family have been informed of the concern and invited into the problem-solving process as appropriate.
- Bring current universal screening, classroom/course, attendance, behavior and intervention evidence.
- Document what has already been attempted, including provider, frequency, duration, group size and available implementation evidence.
- Identify student strengths, interests, relationships, cultural and linguistic assets, and successful conditions.

Eight-Step Meeting Flow

Step	Team Actions	Anchor Question
1. Why is the student here?	Clarify academic, behavioral, attendance, wellness or integrated concern; identify the support under consideration; confirm Tier 1 context.	What problem are we trying to understand?
2. Who is this learner in our system?	Consider strengths, attendance, mobility, family communication, medical/social-emotional information, culture/language, prior discussions and successful conditions.	What conditions may be influencing performance?
3. What does the evidence show?	Examine screening, classroom/course trends, student work, diagnostics, attendance, behavior and student/family perspective.	What patterns, strengths or gaps are emerging?
4. What has already been tried, and how well?	Review targeted supports, related services, counseling, frequency, duration, group size, progress evidence and implementation.	Is the current support aligned to the identified need?
5. Name the need precisely.	Define one or two observable and measurable priority needs as skills or conditions, not student traits.	If we had to name the central need, what is it?
6. What will we do differently or intentionally?	Match support to need; confirm provider, strategy/materials, dosage, setting and progress-monitoring method.	Why is this response the right match?
7. Who owns what, and by when?	Assign responsibilities, identify evidence to collect, establish family/student communication and set the review date.	What evidence will we bring back?
8. What is this telling us beyond this student?	Consider repeated patterns, equity, Tier 1 or Tier 2 implications, scheduling, resources and professional-learning needs.	What might this suggest about our system?

Decision Rules at Review

- Continue when the support is well matched, implemented as designed, and the student is making adequate progress.
- Modify when progress is insufficient and evidence suggests a change in strategy, grouping, dosage, setting, goal or progress measure.
- Intensify when need remains significant or persistent and the student requires greater individualization, frequency or expertise.
- Fade or discontinue when the student can maintain progress with less intensive support; identify the continuing Tier 1 conditions and monitoring plan.

- Initiate or coordinate another required process when evidence indicates the need. MTSS-I does not delay evaluation under IDEA, Section 504, safety procedures or other legal obligations.

SIST Meeting Record: Required Fields

Field	Documentation
Student and meeting information	Student; grade; date; participants; family/student participation; meeting type.
Strengths and successful conditions	Assets, interests, relationships, strategies and contexts associated with success.
Priority need	One or two observable, measurable skill or condition statements.
Evidence reviewed	Screening, classroom/course, diagnostic, attendance, behavior, intervention, student and family evidence.
Plan	Goal; support; provider; setting; group size; frequency; duration; start date; progress measure.
Communication	What will be shared, with whom, by whom and when.
Review	Review date; evidence to bring; decision and rationale.

APPENDIX C: MTSS-I ROLES AND RESPONSIBILITIES

Role	Core Responsibilities
Board of Education	Adopt the governing framework as appropriate; receive system-level implementation and outcome information; support alignment of policy and resources.
Superintendent / Assistant Superintendent	Provide district direction; align strategic priorities, policy, staffing, resources, professional learning and accountability; monitor coherence and equity.
District Leadership Team	Assess capacity; establish common procedures; align data and resources; monitor implementation and outcomes across buildings; remove systemic barriers.
Building Administrator / School Leadership Team	Ensure strong universal systems; establish schedules and teams; support staff learning; monitor implementation; ensure communication and required AIS procedures.
Grade-Level / Department Team	Review aggregate and student evidence; strengthen Tier 1; plan differentiation; identify patterns; coordinate common responses and escalation when appropriate.
Classroom / Content Teacher	Deliver high-quality core instruction; differentiate within Tier 1; collect and analyze evidence; communicate with students/families; implement and document agreed supports.
Interventionist / Specialist / Coach	Support diagnostic analysis and intervention matching; deliver or support evidence-based intervention; monitor progress and implementation; build educator capacity.
PPS and Health Personnel	Contribute behavioral, social-emotional, attendance, health and contextual expertise; provide services within professional roles; support coordination and referral.
SIST	Facilitate individualized collaborative problem solving; define needs; select and monitor responses; consider system implications; maintain clear records.
Special Education / Section 504 / ENL Personnel	Ensure coordination with legal requirements and specialized services; distinguish intervention from required services; contribute inclusive and culturally/linguistically responsive expertise.
Student	Share strengths, experiences, goals and feedback; understand the support plan; participate in monitoring and reflection in developmentally appropriate ways.
Family	Share knowledge and priorities; participate in planning and review; receive understandable and timely communication; provide feedback on feasibility and impact.
Community Partners	Provide expertise or services through defined roles, appropriate consent, information-sharing safeguards and coordination with district teams.

Responsibility Principle

Shared ownership: The classroom teacher does not carry MTSS-I alone, and interventionists do not replace Tier 1. Leadership is responsible for the conditions that allow teams, instruction, intervention, progress monitoring and family partnership to function coherently.

APPENDIX D: ASSESSMENT, SCREENING, AND PROGRESS-MONITORING CALENDAR

Assessment is used to answer a defined question. No single score determines tier, eligibility, disability, or student potential. Building-specific assessment names and dates should be maintained in an annually updated calendar.

Window	Universal / System Review	Team Actions
Beginning of Year / Fall	District-approved literacy and mathematics screeners; attendance, engagement and available behavior/wellness indicators; prior-year outcome review.	Identify universal patterns; strengthen core instruction; identify students requiring diagnostic follow-up or immediate support; communicate as appropriate.
Ongoing Classroom / Course Cycle	Formative assessment, student work, common assessments, grades/course performance, observation, attendance and engagement.	Differentiate Tier 1; provide short-cycle reteaching/extension; identify patterns requiring grade/department response.
Winter / Midyear	Second universal screening window; midyear course/credit and whole-child review.	Evaluate growth and system effectiveness; regroup; adjust supports; identify inequities or resource needs.
Spring / End of Year	Final universal screening; state/local outcomes; course completion, credits, attendance, behavior and climate/belonging information.	Evaluate annual growth and implementation; plan transitions; identify summer/fall continuity; inform district improvement planning.
As Needed	Diagnostic assessment following identified need; functional/contextual assessment; health, attendance, behavior or social-emotional information within appropriate roles.	Clarify need and match support; avoid unnecessary testing; integrate student and family perspective.

Progress-Monitoring Expectations

Support	Minimum Starting Expectation	Review Considerations
Tier 1 differentiation	Classroom evidence collected as part of normal instructional cycles.	Is core instruction effective for most learners? Is the student responding to differentiation?
Tier 2	A brief measure aligned to the intervention goal, generally at least every two weeks; more frequently when intervention design requires.	Is the measure sensitive to change? Was the support implemented as intended? Is the rate of improvement adequate?
Tier 3	Frequent measure aligned to the goal, generally weekly; diagnostic and implementation evidence as needed.	Does the student require modification, intensification, coordination or another evaluation/process?

District confirmation needed: Insert current assessment names, grade levels, administration windows, responsible roles, data locations and building review dates. Confirm whether i-Ready and DIBELS remain the approved universal screeners for each applicable grade and subject.

APPENDIX E: ACADEMIC INTERVENTION SERVICES PROCEDURES, CRITERIA, AND FAMILY NOTICES

AIS is incorporated within the District's MTSS-I continuum while retaining applicable New York State identification, service, notification and reporting requirements. AIS may be delivered at different levels of intensity and is not synonymous with a particular tier.

Identification and Eligibility

- Use current New York State assessment criteria and designated performance levels, where applicable.
- Use two or more locally approved measures when state assessment information is unavailable, incomplete or insufficient for a sound decision.
- Consider classroom/course performance, universal screening, diagnostics, student work, grades or credit progress, and other relevant evidence.
- Apply criteria to eligible students with disabilities and multilingual learners on the same basis as other students while coordinating with IEP, Section 504 and Part 154 requirements.
- Document the evidence, decision, service area and responsible administrator/designee.

Annual compliance review: State assessment grades, designated performance levels, Regents requirements, terminology and notice requirements must be verified annually. Dated criteria from the 2024-2026 plan should not be carried forward without review.

Beginning, Continuing, Adjusting, and Ending AIS

Decision	Evidence and Required Action
Begin	Multiple measures indicate risk of not meeting applicable standards. Determine service area, provider, setting, frequency, duration, progress measure and family notification.
Continue	Evidence shows the student continues to require AIS. Document progress, current intensity, implementation, rationale and next review.
Adjust	Progress is insufficient or need has changed. Modify instructional match, dosage, grouping, provider coordination, goal or progress measure and communicate the change.
End	Evidence indicates the student is likely to meet applicable standards without AIS. Document the criteria and evidence supporting discontinuation and provide written family notification.

Family Notice: Required Content

- Student name, grade, date and service area.
- Reason for AIS, stated in understandable language and supported by the evidence used.
- Nature of the service, including provider/setting, schedule or frequency, and anticipated start date.
- How progress will be measured and how often the family will receive progress information.
- How the family may contact the school, participate in planning, and support learning at home.
- When services are discontinued, the evidence and criteria supporting that decision.

AIS Initial Notice Template

Field	Template Language / Entry
Opening	Dear [Parent/Guardian]: We are writing to inform you that [Student] will receive Academic Intervention Services in [area] beginning [date].
Reason	This decision was based on the following information: [plain-language summary of multiple measures].
Service	Support will be provided by [role] in [setting] for approximately [frequency/duration]. The instructional focus will be [skill/standard].
Progress	Progress will be monitored using [measure] and reviewed [frequency]. You will receive progress information [schedule/method].
Partnership	We welcome your perspective and questions. Please contact [name/role/contact] to discuss the plan or share information that may help us support your child.

AIS Discontinuation Notice Template

Dear [Parent/Guardian]: Based on a review of [evidence], [Student] has demonstrated [summary of progress/criteria]. Academic Intervention Services in [area] will end on [date]. The student will continue to receive Tier 1 instruction and [any monitoring or classroom support]. Please contact [name/role/contact] with questions or information you would like the team to consider.

APPENDIX F: INTERVENTION PLANNING AND PROGRESS-MONITORING TOOLS

Intervention Plan

Planning Element	Required Entry
Student / Team	Student; grade/course; school; date; team members; student/family participation.
Strengths	Assets, interests, relationships, successful conditions and student/family priorities.
Priority Need	Observable, measurable skill or condition; baseline evidence; why it matters.
Goal	Specific expected improvement, measure, criterion and target date.
Support Match	Evidence-based practice or strategy and rationale for match to need.
Delivery	Provider; setting; group size; frequency; session length; start date; anticipated cycle.
Progress Measure	Tool/measure; collection schedule; person responsible; data location.
Implementation Check	Essential components; method and frequency for checking implementation.
Communication	Student and family communication plan; accessibility/language considerations.
Review	Review date; decision options; transition or continuity considerations.

Progress Review

Review Question	Evidence / Team Finding
Was the support implemented as designed?	
What does the progress evidence show?	
What do the student and family report?	
What contextual or attendance factors affected access?	
Is the goal or measure still appropriate?	
Decision and rationale	Continue / Modify / Intensify / Fade / Discontinue / Coordinate another process
Revised responsibilities and next review date	

Behavior / Engagement Observation Fields

Use neutral, observable descriptions. Avoid inferring motivation as fact. A functional hypothesis should be developed collaboratively from patterns across multiple observations when needed.

Field	Entry
Date, time, setting and activity	
Observable behavior or engagement concern	
What occurred immediately before	

Field	Entry
Adult/peer response and support provided	
What occurred immediately after	
Duration, frequency or intensity	
Student perspective	
Pattern or question for team review	

APPENDIX G: FIDELITY AND CONTINUOUS-IMPROVEMENT TOOLS

Fidelity information helps teams distinguish between a support that is ineffective and a support that has not yet been implemented as designed. It should be used for learning, coaching and system improvement rather than as a stand-alone measure of educator performance.

Intervention Implementation Check

Check	Yes / Partly / No	Evidence / Follow Up
The priority need and baseline were clearly defined.		
The support was matched to the identified need.		
Provider, frequency, duration, setting and group size occurred as planned.		
Essential instructional or behavioral components were used.		
Progress was measured according to the plan.		
Student access, attendance and engagement were considered.		
Student and family perspectives were gathered as appropriate.		
Barriers, adaptations and coaching needs were documented.		

System Fidelity Review

System Feature	Evidence to Examine	Improvement Question
Shared vision and leadership	Team membership, decisions, resource alignment, communication.	Do leaders create the conditions and shared accountability for integrated implementation?
Strong universal systems	Core instructional, climate, belonging, behavior, attendance and wellness outcomes.	Are Tier 1 systems effective and equitable for most students?
Assessment and decision making	Screening completion, data quality, meeting routines, decision consistency.	Are multiple measures used to make timely, understandable decisions?
Continuum of support	Intervention access, match, dosage, implementation and outcomes.	Can students receive increasing intensity without fragmented programs or unnecessary delay?
Student and family partnership	Participation, communication access, feedback and experience data.	Are students and families meaningful partners rather than recipients of decisions?
Equity	Access, participation, discipline, identification and outcomes across student groups.	Where might system design or adult practice create unequal opportunity or impact?
Professional learning	Staff knowledge, coaching, implementation barriers and support.	What capacity must be strengthened next?

Suggested Review Rhythm

1. Baseline before major implementation or expansion.
2. Building progress checks every two to three months during early implementation.
3. District review at least annually, with action steps tied to resources and professional learning.
4. Annual spring sustainability review to inform the next implementation cycle.

Tool selection: NYSED identifies the Tiered Fidelity Inventory (behavior) and Reading Tiered Fidelity Inventory as possible tools. The District should select fidelity measures only after confirming fit with its implementation stage, priorities and staff capacity.

APPENDIX H: FAMILY AND STUDENT COMMUNICATION RESOURCES

Communication Commitments

5. Begin with strengths and the student's experience, not only deficits or scores.
6. Use clear language and explain acronyms, tiers, assessments and decision points.
7. Communicate early enough for families and students to influence the plan.
8. Provide interpretation, translation and accessible formats as needed.
9. Describe what the school will do, who is responsible and how effectiveness will be evaluated.
10. Avoid presenting tiers as labels or implying that MTSS-I is a prerequisite for special education evaluation.
11. Close the loop after each review by sharing the decision, rationale, responsibilities and next date.

Initial Collaborative Support Message

We would like to work with you and [Student] to better understand [area of concern]. We see important strengths in [strengths/successful conditions]. Current information suggests that [plain-language pattern]. The team is considering [support] beginning [date]. We would value your perspective about what you are seeing, what has helped, and any barriers or priorities we should consider. We will monitor [measure/evidence] and review the plan on [date]. Please contact [name/role] at [contact information].

Progress Review Summary

Element	Summary
Strengths and student/family perspective	
Support provided and implementation	
Progress evidence	
Team decision and rationale	Continue / Modify / Intensify / Fade / Discontinue
What happens next	
Responsibilities and review date	
Contact	

Student Reflection Prompts

- What feels easier or more successful now?
- What remains difficult, and when is it most difficult?
- Which support or strategy helps you most?
- Is anything about the support making it difficult to participate?
- What goal matters to you?
- What would you like adults on the team to understand?

APPENDIX I: DISTRICT MTSS-I FLOWCHART AND DECISION GUIDES

District Decision Flow

- Review universal and whole-child evidence across academics, behavior, attendance, engagement and wellness.
- Strengthen and differentiate Tier 1 based on identified patterns and student strengths.
- When a concern persists, communicate with the student and family, consult the grade-level/department team, and continue gathering focused evidence.
- Define the need and implement a matched targeted response with a clear goal, provider, dosage and progress measure.
- Review implementation and student response at the established date.
- If progress is adequate, continue, fade or return to Tier 1 monitoring. If progress is insufficient, modify or intensify the response and consider whether another required process should be initiated.
- Refer to SIST when collaborative individualized problem solving is needed. SIST applies the eight-step inquiry protocol and examines both student-level and system-level implications.
- Continue the cycle until the student can be supported with less intensive assistance, the plan is revised, or another coordinated service or evaluation process is warranted.

Quick Decision Guide

Question	If Yes	If No / Unclear
Is the concern observable and supported by multiple sources?	Define the priority need and baseline.	Gather focused evidence and student/family perspective.
Has the Tier 1 context been examined?	Proceed to intervention matching.	Strengthen or adjust universal instruction and conditions.
Is the support matched to the identified need?	Confirm dosage, provider and measure.	Select or redesign the response.
Was the support implemented as designed?	Interpret student response.	Address implementation barriers before concluding the student did not respond.
Is progress adequate?	Continue, fade or discontinue with monitoring.	Modify or intensify; consider diagnostics, SIST or another required process.
Is there reason to suspect disability or another legal/safety obligation?	Initiate or coordinate the appropriate process without delay.	Continue MTSS-I problem solving and monitoring.

Data-to-Action Questions for Teams

12. What is working, for whom, and under what conditions?
13. Where do outcomes or access differ across classrooms, grades, buildings or student groups?
14. Does the pattern suggest an individual need, a universal-system issue, or both?
15. What is the smallest meaningful change we can test?
16. How will we know whether the change improved student experience and outcomes?

Replacement note: This appendix supersedes the older SV flowchart language that separated Tier 1A, AIS, Tier 2A and MTSS. Building-specific versions may add current staff contacts and local routing while preserving the district decision logic.

DISTRICT CONFIRMATION CHECKLIST

- Approve common terminology and remove Tier 1A / Tier 2A from operational materials.
- Confirm intervention group-size, minute and cycle expectations by grade band and building.
- Confirm current universal screening and diagnostic tools, grades and administration windows.
- Verify current AIS state criteria, designated performance levels, Regents requirements and notice language.
- Approve team membership, recordkeeping location, review cadence and responsible roles.
- Select or adapt intervention menus and implementation/fidelity measures.
- Insert district contact information and approved family-notice formats.
- Replace or retire older charts and forms that conflict with this framework.

SOURCE REFERENCES

- New York State Education Department. Integrated Multi-Tiered System of Supports Pilot Framework, October 2023.
- Susquehanna Valley Central School District. AIS/RTI Plan, 2024-2026.
- Susquehanna Valley Central School District. SV MTSS Tiers; Intervention Guidelines Academic; MTSS/SIST Meeting Flow; MTSS SV Flow Chart.
- Broome-Tioga BOCES. Integrated MTSS presentation materials.
- MTSS eBook, used as supplemental background guidance.