

**Stanhope School District  
Valley Road School  
Multi-Tiered System of  
Supports (MTSS)**

**2022-2023**

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## **MTSS**

Stanhope School District takes a proactive approach to educating the whole child, with the mission of providing a diverse and challenging educational environment that encourages individual initiatives, fosters success through teamwork, promotes accountability, and demonstrates a passion for educational excellence. The Stanhope School District is committed to the development of our students, so that individual aspirations can be achieved throughout their lifetime.

In accordance with the NJTSS - New Jersey Tiered System of Supports—the Stanhope School District is implementing a multi-tiered framework of academic and behavioral supports and interventions to improve student achievement. This framework builds on our Intervention & Referral Services (I&RS), Response to Intervention (RtI) and Positive Behavior Interventions and Supports (PBIS) to meet the academic, behavioral, health, enrichment, and social-emotional needs of all students. Stanhope School District uses various screening and progress monitoring tools to determine if students are meeting the standards, and provides tiered interventions that are targeted to student needs. Progress monitoring and data-based decision making by school-based problem solving teams provide a continuum of supports and interventions.

### Essential Elements of MTSS - Mutli-Tiered System of Supports

1. Effective District and School Leadership
2. Family and Community Engagement
3. Positive School Culture and Climate
4. High Quality Learning Environments, Curricula and Instructional Practices
5. Universal Screening

6. Data-Based Decision Making
7. Collaborative Problem-Solving Teams
8. Progress Monitoring
9. Staff Professional Development

For more information about NJTSS, please visit <https://www.state.nj.us/education/njtss/>

## **Response to Intervention**

The Rtl process enables teachers to work with students who display a need for support to become more successful during their school day. The goal of the Stanhope School District is to provide all students with additional strategies that will lead them to become independently successful within their grade level New Jersey Student Learning Standards (NJSLs). The Rtl process is a multi-step approach to providing services and interventions to students who struggle with learning at increasing levels of intensity. The progress students make at each stage of intervention is closely monitored and documented. Results of this monitoring are used to make decisions about the need for further intervention. The use of an Rtl process helps to ensure that a student receives the appropriate level of instruction per standard and to determine whether a student has a learning disability and needs special education services. The primary goal is student success!

### **Rtl Tiers of Instruction**

#### **Tier 1: (Core Instruction)**

- **Tier 1 Description:**  
General classroom instruction.
  
- **Tier 1 Instruction:**

40-80 minutes of whole class, standards-based curriculum instruction.

- **Tier 1 Documentation:**  
General lesson plan submissions.

### **Tier 2: (Group Interventions)**

- **Tier 2 Description:**  
Tier 2 intervention is designed for those students who demonstrate the need for additional supplemental standards-based interventions. These interventions are carefully structured and sequenced to an individual student. They are generally delivered in small groups (3-5 students) during the student's regular school day in the general education classroom.
- **Tier 1 to Tier 2 Referral Criteria during SY:**  
Referral is made by the general education teacher based on documented formal and informal assessments and observations that identify standards-related deficiencies.
- **Tier 2 Parent Notification:**  
No parent notification is necessary at this stage.
- **Tier 2 Instruction:**  
20 minutes of specific standard-related targeted skill/strategies instruction, delivered during leveled reading/spelling/math groups, conferring, and study skills periods (i.e. EHA). Modifications can be in addition to targeted skill/strategy instruction.
- **Tier 2 Documentation:**  
RtI Tier 2-Student Log (provided), work samples, informal and formal assessments, including entry and exit assessments.
- **Tier 2 to Tier 1:**  
The determination of a student's mastery is well defined before moving back to Tier 1. General education teachers identify mastery of skill, through documented standards-based assessment.

### **Tier 3: (Intensive Interventions)**

- **Tier 3 Description:**  
Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. Identified students receive intensive interventions that are

supplemental to general education core instruction. These supplemental interventions are delivered in small groups (2-3 students) that target the students' skills deficit and are delivered through pull-out services with an interventionist.

- **Beginning of Year (BOY) Referral Criteria:**

Grades K-3- BOY referral to Tier 3 is based on End-of-Year (EOY) Standards-Based Report Cards (SBRC) from the previous year (determined by administration).

Grades 4-8- BOY referral to Tier 3 is based on Form C of LinkIt! from the previous year (determined by interventionists/administration).

- **Tier 2 to Tier 3 Referral Criteria during SY:**

General education teacher identifies standards-based deficit(s) based on assessments (i.e. Link It Form A, B), and anecdotal records. This information is recorded in the Tier 2 student logs. Student logs are reviewed by interventionists, general education teachers, special service providers, and/or administration to determine placement in Tier 3 intervention. A Tier 2 to Tier 3 referral form is submitted.

- **Tier 3 Parent Notification:**

Parents/Guardians will be notified by letter of newly identified students for Tier 3 intervention by the interventionist.

- **Tier 3 Instruction:**

20-30 minutes of specific standard-related targeted instruction.

K-3- allowed to be pulled from all courses (excluding Ph.Ed. and core LAL and Math)

4-8- allowed to be pulled from all courses (excluding LAL and Math)

- **Tier 3 Documentation:**

RtI Tier 3-Student Log (provided), work samples, informal and formal assessments, including entry and exit assessments.

- **Tier 3 to Tier 1:**

The determination of a student's mastery is well defined before moving back to Tier 1. Interventionists identify mastery of skill, through documented standards-based assessment, and exit the specific standards-based Tier 3 pull-out intervention.

- **Tier 3 to I&RS/Special Education :**

Interventionists identify mastery of standards through documented standards-based assessments. Students who do not respond to these targeted Tier 3 interventions are then considered for eligibility for I&RS/Special Education services and a Tier 3 to I&RS referral form is submitted.

## **Social Emotional Learning**

Social Emotional learning curriculum is provided to Stanhope students via Lions Quest. The Lions Quest curriculum is a PreK-12 Social and Emotional Learning (SEL) program in use by educators in over 90 countries around the world. Social and emotional skills provide the foundation for dealing with anger and frustration, preventing negative behaviors, and developing positive school behaviors that increase academic performance. Success in school and in life depends on more than just reading, writing, math, science and social studies. More information can be accessed at:

<https://www.lions-quest.org/wp-content/uploads/2015/11/PreK-12-Brochure-2016.pdf>

This program is sponsored through a grant by The Sussex County Center for Prevention and Counseling.

## **Positive Behavior Interventions and System**

The Positive Behavior Intervention System of Support fosters a positive climate in the Stanhope School District. Valley Road School (VRS) consistently implements a school-wide system for recognizing and reinforcing when students are meeting VRS behavior expectations. Expectations are covered with all students during the welcome back assembly and middle school summit at the beginning of the school year.

Expectations are posted school-wide, via rubric posters, specific to each academic and social setting.

Positive reinforcement of students who meet the established school-wide behavior expectations is an important part of not only teaching the expectations to students but also encouraging students to behave in accordance with these expectations.

Acknowledging students who meet VRS behavior expectations by verbally praising them is a powerful reinforcer for many students. So all staff are encouraged to provide *specific* positive feedback to students more often than corrective feedback as part of a school-wide system of recognition. In addition to verbally recognizing our students, this system includes celebrations of student success in the form of rewards/incentives.

During Back to School Night information about the VRS's school-wide system for recognizing student success will be shared. Parents will also receive regular updates through our bi-monthly newsletter. If parents are interested, additional information and training about the use of positive behavioral interventions and supports (PBIS) with children at home can be arranged.