



**Fort Lee Public Schools
Multi-Tiered System of Supports (MTSS)
Manual**

2026–2027

Empower Educators. Empower Students. Elevate All.

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MTSS Champions

This manual was developed by the MTSS Champions, in consultation with the Rutgers University Center for Effective Practices. The MTSS Champions are a multidisciplinary team of Fort Lee Public Schools' educators who are members of each school's MTSS Team.

The MTSS Champions

Stephanie Borgono, *Social Worker, Lewis F. Cole Intermediate School*

Debra Brigida, *School Counselor, Lewis F. Cole Middle School*

Marisa Buonomo, *School Counselor, Elementary School 1*

Vasti Cedeno, *CST Social Worker, School 3*

Matthew Cohn, *Teacher, Fort Lee High School*

Diane Collazo, *Superintendent*

Megan Cooper-Etra, *Teacher, Lewis F. Cole Intermediate School*

Dana DeLucca, *Teacher, Elementary School 3*

Aimee DeSheplo, *School Counselor, Elementary School 3*

Kate Drumgoole, *Director of School Counseling Services*

Andria Fusco, *School Counselor, Elementary School 4*

John Giordano, *Principal, Lewis F. Cole Intermediate School*

Alisha Henry, *Teacher, Elementary School 3*

Sarah Katz, *LDTC, Elementary School 4*

Annmarie Kropiewnicki, *Teacher, Elementary School 1*

Elizabeth Lembo, *Teacher, Elementary School 2*

Salma Major, *Teacher, Elementary School 1*

Ummesalma Murtuza, *Teacher/Interventionist, Elementary School 3*

Nicole Pacciani, *Teacher, Fort Lee High School*

Annamaria Pillari, *Teacher/Interventionist, Elementary School 1*

Stefanie Pinajian, *Teacher/Interventionist, Lewis F. Cole Middle School*

Krista Rambala, *School Counselor, Elementary School 2*

Angela Waack, *School Counselor, Lewis F. Cole Intermediate School*

Viveca Williams-Glover, *Principal, Elementary School 3*

Chapter 1 – Introduction

Purpose of This Manual

Fort Lee Public Schools is committed to ensuring that every student has access to high-quality instruction and the supports necessary to achieve academic, behavioral, social-emotional, and personal success.

The Multi-Tiered System of Supports (MTSS) provides a proactive, data-informed framework that enables educators to identify student strengths and needs early, deliver targeted supports, and continuously monitor progress to improve outcomes for every learner.

This manual establishes a consistent districtwide framework for implementing MTSS while recognizing that each school may adapt implementation to best meet the needs of its students and staff.

Board of Education Policy

Policy 2417 - Student Intervention and Referral Services

“The Board of Education directs the establishment and implementation in each school building in which general education students are served, a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students’ learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1 and 6A:16-8.2. The Board of Education shall choose the appropriate multidisciplinary team approach, such as the Response to Intervention (RTI) or a Multi-Tiered System of Support (MTSS) model for planning and delivering the services required under N.J.A.C. 6A:16-8”

Fort Lee's Vision for MTSS

At Fort Lee Public Schools, MTSS is more than a process—it is a districtwide commitment to meeting the needs of every learner through strong Tier 1 instruction, collaborative problem-solving, data-informed decision-making, family partnerships, continuous progress monitoring, timely intervention, and ongoing reflection.

Core Beliefs

Fort Lee Public Schools believes that:

- Every student can learn, is capable of growth, and can achieve at high levels
- High-quality Tier 1 instruction is the foundation of student success
- Early intervention leads to stronger student outcomes
- Decisions should be based on multiple sources of data
- Collaboration among educators, families, and students is essential
- Ongoing reflection and improvement benefits students and strengthens instructional practices

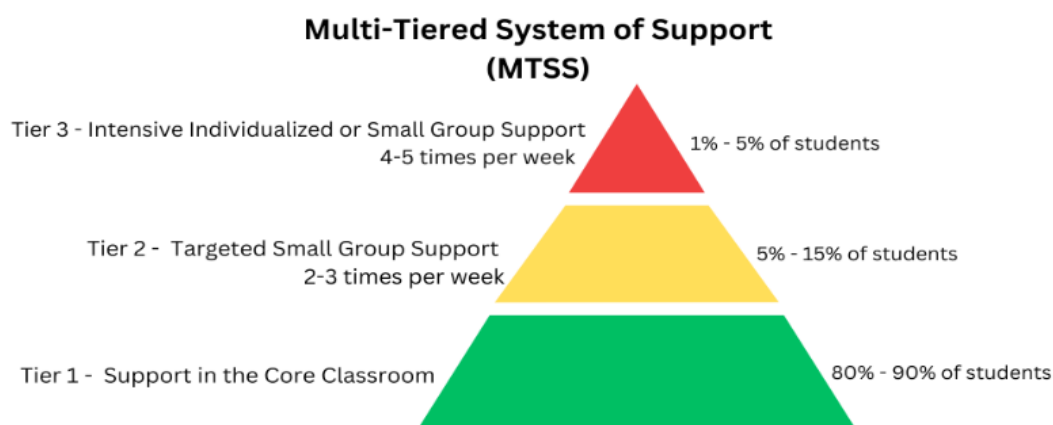
Chapter 2 - Understanding MTSS

What is MTSS?

A Multi-Tiered System of Supports (MTSS) is a comprehensive framework that organizes academic, behavioral, social-emotional, and enrichment supports into increasingly intensive levels based on individual student need.

MTSS is designed to identify students who need additional support early, provide evidence-based interventions, monitor progress, adjust instruction using data, and promote equitable access to learning opportunities.

MTSS is not a special education referral process. Parents may request a special education evaluation at any time, and participation in MTSS does not delay or deny that right.



The Four Essential Components of MTSS

1. Universal Screening

Universal screening is conducted several times each year to identify students who may benefit from additional support or enrichment.

2. Tiered Supports

Instruction and additional supports are organized into increasingly intensive levels based on student need.

3. Progress Monitoring

Student progress is monitored regularly to determine whether supports are producing the desired outcomes.

4. Data-Based Decision Making

Educators analyze multiple data sources to determine appropriate instructional responses and make adjustments when necessary.

The Three Tiers of Support

Tier 1 – Universal Supports

High-quality core instruction and differentiation provided to all students.

Tier 2 – Targeted Supports

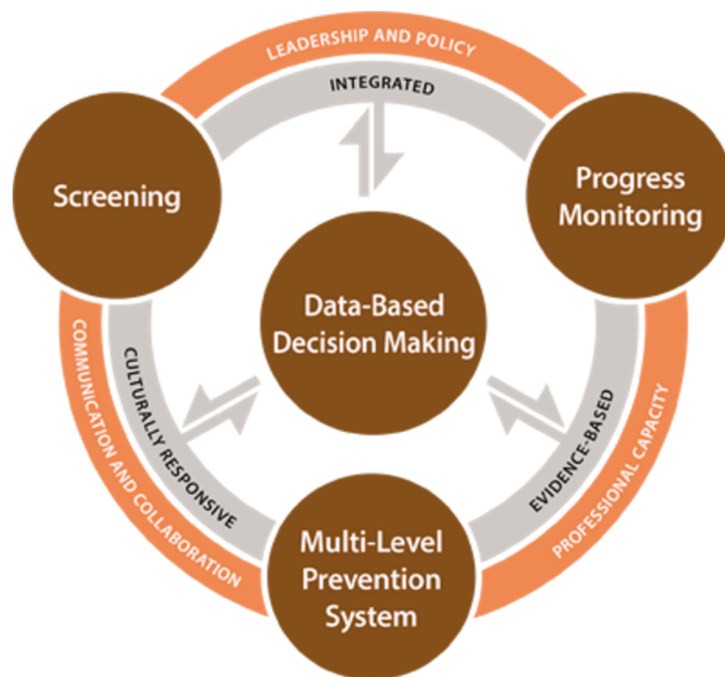
Supplemental, evidence-based interventions or enrichment opportunities delivered in small groups for students who require additional assistance.

Tier 3 – Intensive Supports

Individualized and intensive interventions provided to students whose learning or behavioral needs require a higher level of support beyond previous interventions.

Moving Between Tiers

Students access supports within tiers based on their response to instruction and intervention. The level of support is flexible and responsive to each student's evolving needs. Progress monitoring data, classroom performance, assessment results, teacher observations, and family input are used collaboratively to determine whether supports should be intensified, maintained, or gradually faded.



Chapter 3 – The Fort Lee MTSS Framework

Overview

The Fort Lee Public Schools MTSS Framework is a continuous improvement process that uses data, collaboration, and evidence-based practices to ensure every student receives the level of support necessary for success. The framework is built around four interconnected components: Universal Screening, Tiered Supports, Progress Monitoring, and Data-Based Decision Making.

Fort Lee's Four Components

❖ **Universal Screening**

- Conducted at least three times each year - beginning of year, mid-year, end of year using STAR assessments for math and reading/literacy
- Identifies students who may need intervention or enrichment

❖ **Tiered Supports**

- Tier 1: High-quality core instruction and supports for all students.
- Tier 2: Targeted small-group support using evidence-based practices.
 - Fort Lee's tier 2 supports may include but are not limited to the following:
 - Small group instruction provided in the classroom
 - Social skills groups (K-6)
 - Basic Skills Instruction (Grades 1-6)
 - Before/after school tutoring (Grades 1-12)
 - Transitional groups (9-12)
- Tier 3: Intensive individualized interventions
 - Fort Lee's tier 3 supports may include but are not limited to the following:
 - SMART Readers (K-2)
 - Essential Skills (Grades 7-8)
 - 1:1 Counseling (Grades 5-12)

❖ **Progress Monitoring**

- Measures students' progress over time
- Measurement tools are related to the identified area of need
- Guides decisions about maintaining, intensifying, or gradually removing supports

❖ **Data-Based Decision Making**

- Uses multiple sources of evidence
- Decisions are collaborative and student-centered

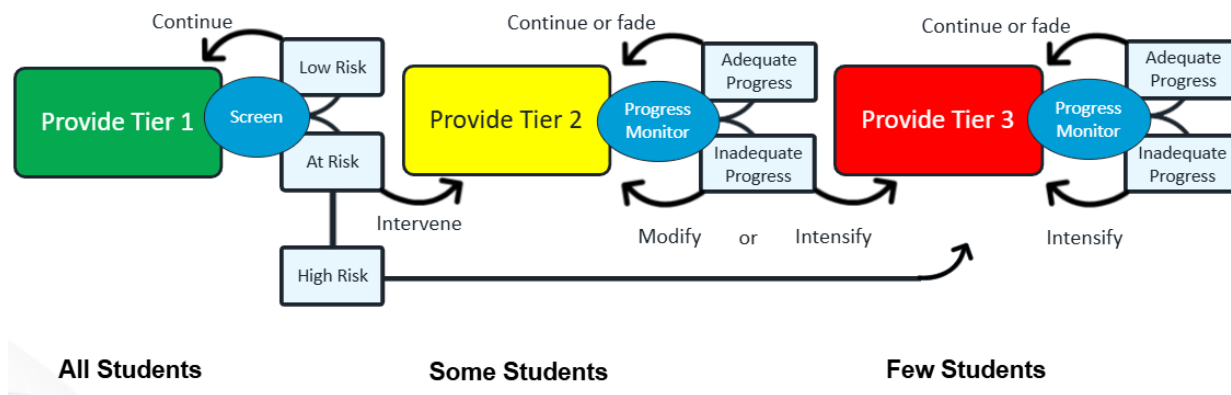
The MTSS Problem-Solving Cycle

Within the MTSS framework, Fort Lee Public Schools utilizes a continuous data-based problem-solving cycle to guide decision-making and support student success:

Step	Guiding Questions	Key Actions
Identification	What does the data tell us?	Review screening results and multiple data sources to identify student strengths and needs.
Analysis	Why is this occurring?	Examine data patterns and contributing factors that can be addressed through school support.
Planning	What are we going to do?	Develop and implement evidence-based interventions, supports, or enrichment opportunities.
Evaluation	Is it working?	Monitor progress and adjust supports based on student response.

* This cycle may repeat as student needs change.

Framework Workflow



Chapter 4 – Universal Screening & Data-Based Decision Making

Overview

Universal screening and ongoing data analysis are essential components of the Fort Lee Public Schools MTSS framework. Multiple sources of data are used to identify student strengths, determine instructional needs, monitor progress, and evaluate the effectiveness of interventions. Data should always be viewed collectively rather than relying on a single assessment.

Purpose of Universal Screening

Universal screening is conducted throughout the school year to:

- Identify students performing below, at, or above grade-level expectations.
- Detect learning concerns early.
- Identify students who may benefit from intervention, acceleration, or enrichment.
- Inform instructional planning.

District Assessment System

Fort Lee Public Schools utilizes multiple assessment measures to develop a comprehensive understanding of student performance.

Primary Universal Screeners

- STAR Early Literacy (Kindergarten – Grade 1)
- STAR CBM Reading (Kindergarten – Grade 3)
- STAR Reading (Grades 2–12)
- STAR Mathematics (Grades 1–12)

Additional Data Sources

- District benchmark assessments
- Classroom formative assessments
- Common assessments
- Teacher-created assessments
- Student work samples
- Writing samples
- Attendance records
- Behavior data
- Report card grades
- Teacher observations
- Parent input
- ACCESS assessment results for Multilingual Learners
- Historical student data

Recommended Screening Windows

Although individual school calendars may vary, universal screening should generally occur:

- Fall
- Winter
- Spring

Results should be reviewed promptly to determine instructional needs and identify students requiring additional support.

Using Data to Make Decisions

The I&RS Team uses multiple sources of evidence when determining student supports.

Questions to Consider

- What does the data tell us?
- Are concerns consistent across multiple measures?
- Are interventions being implemented with fidelity?
- Is the student making adequate progress?
- Does additional information need to be collected?

Progress Monitoring

Progress monitoring measures a student's response to instruction and intervention over time.

Progress monitoring frequency increases as intervention intensity increases.

Effective progress monitoring includes:

- Clearly defined student goals
- Frequent collection of performance data
- Consistent review of intervention effectiveness
- Documentation of instructional adjustments
- Communication with families

Chapter 5 – Tiered Supports

Overview

The Multi-Tiered System of Supports (MTSS) is organized into three levels of support, or tiers. Each tier provides increasingly intensive academic, behavioral, social-emotional, and enrichment supports based on student need. Students may move between tiers as their needs change. Movement between tiers is determined through ongoing progress monitoring and collaborative, data-based decision-making.

	<u>Setting</u>	<u>Person(s) Responsible</u>	<u>Students</u>	<u>Instruction</u>	<u>Assessments/ Data Collection</u>	<u>Timeline</u>
Tier 1	Regular Classroom	General education teacher	ALL Students	• Research-based instruction • Core classroom curriculum for all students • Variety of grouping formats • Differentiated instruction	• Ongoing classroom curriculum assessments • Universal Screening assessments & benchmarks • Observations by teacher, school psychologist, social worker, or guidance counselors	Throughout the year
Tier 2	Regular classroom and/or academic interventionists	General education teacher Support personnel (i.e., specialists or other trained interventionists)	Students who did not respond to Tier 1 instruction and who are not making adequate progress	• Homogeneous small group (3-5) • Supplemental Instruction • Differentiation	• Frequent progress monitoring • Pre and Post baseline assessments	• Additional support for 2-3 times per week for approximately 6-8 weeks • Tier 1 occurs in conjunction with Tier 2
Tier 3	Regular classroom and/or support service environment	General education teacher Specialized teacher Support personnel (i.e., specialists or other trained interventionists)	Students who did not respond to Tier 1 & Tier 2 instruction and who are not making adequate progress	• Homogeneous small group (1-3) • Supplemental Instruction • Differentiation	• Frequent progress monitoring • Pre and Post baseline assessments	• Additional support for 4-5 times per week for approximately 6-8 weeks • Tier 1 occurs in conjunction with Tier 2 & Tier 3

Tier 1 – Universal Core Instruction

Tier 1 is the foundation of the MTSS framework and is provided to every student in the general education setting.

	Goals	Characteristics	Teachers	Administrators	Families
Tier 1	• Deliver high-quality, standards-aligned instruction • Differentiate instruction to meet diverse learning needs • Foster positive behavioral and social-emotional skills • Identify students who may require additional support	• Evidence-based instructional practices • Differentiated instruction • Flexible grouping • Universal screening • Ongoing classroom assessment • Family communication	• Deliver high-quality instruction. • Differentiate learning experiences • Monitor student progress • Communicate with families. • Use classroom data to adjust instruction	• Support implementation of high-quality instruction • Provide professional learning • Monitor Tier 1 effectiveness	• Support learning at home • Communicate concerns with school staff • Participate in conferences and planning

Tier 2 – Targeted Supplemental Supports

Tier 2 provides additional support for students who require more than core instruction. Students remain active participants in Tier 1 while receiving Tier 2 services.

	Goals	Characteristics	Academic Supports	Behavioral Supports	Social-Emotional Supports
Tier 2	• Provide supplemental, evidence-based interventions • Target specific skill gaps	• Small-group instruction • Targeted interventions • Skill-specific instruction • Supplemental to Tier 1 • Progress monitoring every 6–8 weeks • Collaboration among teachers, interventionists, and families	Specific content area support and skill development	• Check-in/Check-out • Behavioral goal setting • Social skills groups	• Counseling groups • Executive functioning support • Self-regulation strategies

Tier 3 – Intensive Individualized Supports

Tier 3 provides intensive, individualized interventions for students demonstrating persistent needs after receiving Tier 1 and Tier 2 supports.

	Goals	Characteristics	Student Learning Environment
Tier 3	• Provide intensive, individualized, evidence-based interventions • Address persistent learning or behavioral needs	• Small-group instruction • Targeted interventions • Skill-specific instruction • Frequent progress monitoring • Collaboration among teachers, interventionists, and families	Students continue participating in the general education program unless otherwise specified through an Individualized Education Program (IEP).

Chapter 6 – Supporting Multilingual Learners (MLs)

Overview

Fort Lee Public Schools is committed to ensuring that Multilingual Learners (MLs) receive equitable, and culturally responsive access to rigorous instruction and appropriate supports within the MTSS framework. MTSS for MLs requires careful consideration of both language development and academic performance. Teams must distinguish between challenges associated with learning English and those resulting from academic skill gaps or other learning needs.

Guiding Principles

- Language acquisition is not a disability.
- Instruction should be culturally and linguistically responsive.
- Multiple sources of data should inform decisions.
- Families are essential partners.
- MTSS supports language development and grade-level learning simultaneously.

Using Data to Make Decisions

When reviewing an ML's progress, teams should consider:

- English language proficiency (ACCESS, Screener, MODEL)
- Classroom performance
- NJSLA data
- STAR Benchmark math and reading/literacy data (Assessment is available in English and Spanish)
- Attendance and engagement
- Prior educational experiences
- First-language literacy (when available)
- Teacher observations and family input

No single assessment should determine the need for intervention.

Tier 1 Supports

Universal classroom supports include:

- Explicit language objectives
- Visuals, modeling, anchor charts, graphic organizers
- Academic vocabulary instruction
- Sentence frames and word walls
- Opportunities to speak, listen, read, and write
- Differentiated instruction
- Strategic use of students' native language when appropriate
- Collaboration between classroom and ESL teachers

Tier 2 Supports

Students needing additional assistance may receive:

- Small-group academic intervention
- Explicit language instruction connected to grade-level content
- Vocabulary pre-teach
 - Guided practice
 - Additional opportunities for feedback
 - Collaboration among ESL teachers, interventionists, and classroom teachers
 - Progress monitoring every 6–8 weeks

Tier 3 Supports

Tier 3 provides intensive, individualized support for students demonstrating limited response to Tier 1 and Tier 2 interventions. Teams analyze multiple sources of evidence to determine whether concerns are related to language acquisition, interrupted formal education, or possible learning difficulties. MTSS may not delay or deny a referral for a comprehensive evaluation when appropriate.

Family Partnerships

Families provide valuable information about a student's language background, educational history, strengths, and experiences. Schools should communicate with families in a language they understand whenever possible and encourage participation in planning and review meetings.

Best Practices

- Collaborate regularly with ESL staff.
- Use culturally relevant instructional materials.
- Maintain high expectations.
- Monitor both language growth and academic growth.
- Review interventions for effectiveness and adjust as needed.
- Leverage home language proficiency and cultural assets.

Chapter 7 – The Request for Assistance (RFA) Process

Overview

The Request for Assistance (RFA) process provides a structured method for educators to seek additional support for students demonstrating academic, behavioral, social-emotional, or health-related concerns. The RFA initiates collaborative problem-solving through the district's Intervention & Referral Services (I&RS) process.

When Should an RFA Be Submitted?

An RFA should be considered when:

- A student continues to struggle despite differentiated Tier I support..
- Multiple data sources indicate persistent concerns.
- Interventions have been documented and monitored.
- Concerns extend beyond what can reasonably be addressed through routine classroom supports.
- A parent or guardian shares significant concerns that warrant team review.

Before Submitting an RFA

Educators should, whenever appropriate:

- Differentiate instruction.
- Implement evidence-based interventions.
- Monitor student progress.
- Communicate with parents/guardians.
- Collect work samples and relevant assessment data.

While these steps are recommended, urgent situations may require an immediate referral.

Required Documentation

The RFA should include:

- Description of the concern
- Student strengths
- Interventions attempted
- Assessment results
- Progress monitoring data
- Work samples
- Attendance, behavior, and grade information (as applicable)
- Parent communication
- Any additional information that may assist the I&RS Team

After Submission

Once submitted through the district's designated system, the I&RS Team reviews the referral, determines whether additional information is needed, schedules a meeting when appropriate, and notifies the student's guardian..

Responsibilities

Referring Educator

- Completes the RFA accurately
- Provides supporting documentation
- Continues supports
- Participates in I&RS meetings.

I&RS Team

- Reviews RFA
- Analyzes data relevant to the need
- Develops an action plan with evidence-based strategies aligned to the need
- Assigns responsibilities
- Schedules follow-up meetings to discuss progress

Families

- Participate in discussions
- Share relevant information
- Support intervention efforts whenever possible

Guiding Principles

- RFAs are collaborative and supports effective decision-making
- Decisions are based on multiple sources of data
- Interventions must be evidence-based and aligned to student needs
- The I&RS process does not delay or deny a special education evaluation.

Quick Reference Checklist

Before submitting an RFA, educators will ask:

- Have we provided differentiated supports aligned to the student's needs?
- Have we monitored the student's response to the supports?
- Have we reviewed multiple sources of data?
- Have we communicated with the family?
- Do we have sufficient evidence to describe the concern?

Chapter 8 – Intervention & Referral Services (I&RS)

Overview

The Intervention & Referral Services (I&RS) process is Fort Lee Public Schools' structured approach for addressing students' academic, behavioral, social-emotional, and health-related concerns within the general education setting. The process emphasizes early intervention, collaborative problem-solving, and data-based decision making to improve student outcomes before concerns become more significant.

Purpose of I&RS

The I&RS process is designed to:

- Identify student strengths and areas of concern
- Develop evidence-based intervention plans
- Coordinate supports among school personnel
- Monitor student progress
- Engage families as partners
- Determine next steps based on student response to intervention

The Seven-Step I&RS Process

Step	Description
Step 1: Request for Assistance (RFA)	An educator submits an RFA after documenting classroom concerns and interventions, for a minimum of three weeks, unless an immediate referral to the I&RS team is warranted.
Step 2: Intervention and Referral Services (I&RS) Team Review	The I&RS Team reviews the referral, gathers relevant data, and schedules a meeting.
Step 3: Develop an Action Plan	The team establishes a SMART goal aligned to the student's need(s), identifies evidence-based interventions, assigns responsibilities, determines progress-monitoring methods, and sets a follow-up timeline.
Step 4: Share the Action Plan	The finalized plan is shared with educators responsible for implementation and with the student's parent.
Step 5: Implement, Monitor, & Evaluate	Educators implement agreed-upon interventions with fidelity, collect progress-monitoring data, and document implementation. All staff servicing the student complete an eduClimber observation before each review meeting.
Step 6: Follow-Up Meeting and Progress Review	The I&RS Team reviews progress, evaluates intervention effectiveness, and determines whether supports should continue, be revised, intensified, or concluded.
Step 7: Ongoing Monitoring & Next Steps	The I&RS Team continues meeting at regular intervals to monitor progress and revise the action plan as needed. Additional interventions may be implemented before a referral to the Child Study Team is considered.

Action Plans

Each action plan should include:

- Student's strengths
- Clearly defined area(s) of concern
- SMART goal(s)
- Evidence-based interventions
- Frequency and duration of interventions
- Staff responsibilities
- Progress-monitoring methods
- Follow-up meeting date

Roles and Responsibilities

Facilitator

- Maintains documentation
- Contributes to intervention identification where appropriate
- Coordinates meetings and action plan development
- Schedule follow-up meetings

Educator

- Implements interventions with fidelity
- Collects and documents progress-monitoring data
- Communicates with families as appropriate

I&RS Team

- Reviews data
- Collaboratively develops action plan
- Evaluates effectiveness
- Revise interventions when necessary

Parents

- Participate in meetings
- Share relevant information
- Support intervention strategies when possible

Documentation

Accurate documentation is essential throughout the I&RS process. The district's designated MTSS platform should be used to maintain referrals, meeting notes, action plans, progress-monitoring records, observations, and communication logs. Documentation supports continuity of services and informed decision making.

Guiding Principles

- Early intervention is most effective.
- Collaboration improves outcomes.
- Decisions should be data-informed.
- Interventions should be implemented consistently.
- Student strengths should guide planning.
- Families are valued partners throughout the process.

Quick Reference

Successful I&RS meetings answer four questions:

1. What is the concern?
2. Why is it occurring?
3. What will we do?
4. Is the plan working?

Chapter 9 – I&RS Teams

Overview

The Intervention & Referral Services Team is a collaborative, multidisciplinary group responsible for coordinating intervention planning, reviewing student data, and supporting educators in addressing academic, behavioral, social-emotional, and health-related concerns. The team promotes early intervention and shared problem-solving to improve student outcomes within the general education setting.

Purpose of the I&RS Team

The I&RS Team works to:

- Identify student strengths
- Analyze multiple sources of data and discuss interpretation
- Identify the skill and/or behavior gap
- Prioritize needs and plan with SMART goals
- Recommend evidence-based strategies for interventions
- Develop and monitor action plans
- Support educators
- Engage families throughout the intervention process
- Promote consistency in I&RS implementation across the school

Roles and Responsibilities

Team Members	Details
Required Team Members	Principal/Designee, School Counselor, General Education Teacher, Special Education Teacher, CST Member
Additional Participants (as needed)	School Nurse, Interventionist, Additional CST Support, Additional Staff, SAC Counselor
Team Members Roles	Responsibilities
Chairperson	Administrator leading I&RS meetings and process
Facilitator	School Counselor guiding collaboration and discussion
Recorder	Maintains record of meeting minutes
Time Keeper	Keeps meetings focused and on task. Meetings should be within time limits
Teacher	Presents student data, implements interventions, monitors progress, communicates with families with student progress

Team Responsibilities

In addition to supporting individual students, I&RS Teams should:

- Identify trends based on data
- Evaluate effectiveness of I&RS process
- Recommend professional learning
- Review intervention resources
- Promote consistency across grade levels

Family Partnerships

Families are important members of the I&RS process. Schools should encourage meaningful participation by sharing information clearly, inviting families to meetings when appropriate, and maintaining ongoing communication regarding student progress and intervention plans.

Chapter 10 – Evidence-Based Strategies

Overview

The effectiveness of a Multi-Tiered System of Supports depends on the consistent implementation of evidence-based instructional, behavioral, and social-emotional practices. These strategies should be matched to student needs, implemented with fidelity, and monitored regularly to determine their impact on student outcomes.

Guiding Principles

Evidence-based strategies should:

- Align with student strengths and identified needs.
- Be supported by research or demonstrated effectiveness.
- Be implemented consistently.
- Include ongoing progress monitoring.
- Be adjusted based on student response.

Academic Strategies

Tier 1

- Explicit instruction
- Differentiated instruction
- Flexible grouping
- Graphic organizers
- Academic vocabulary instruction
- Formative assessment and feedback

Resources to Support Tier 1:

High Leverage Practices

Tips for Intensifying Instruction at Tier 1

Meeting Needs of Students with Disabilities

Tier 2

- Targeted small-group intervention
- Guided practice
- Scaffolded instruction
- Repeated opportunities for practice
- Skill-specific intervention programs

Tier 3

- Intensive individualized instruction
- Diagnostic teaching
- Frequent corrective feedback
- One-to-one or very small-group intervention
- Individual learning plans

Behavioral Strategies

Tier 1

- Clearly defined expectations
- Positive behavior supports
- Classroom routines
- Reinforcement systems

Tier 2

- Check-In/Check-Out
- Behavior contracts
- Social skills instruction
- Self-monitoring

Tier 3

- Individual behavior intervention plans
- Functional behavior assessment-informed supports
- Intensive counseling and behavioral interventions
- Frequent monitoring and collaboration

Social-Emotional Strategies

Across all tiers, schools should promote:

- Relationship building
- Self-awareness
- Self-management
- Responsible decision-making
- Social awareness
- Positive peer interactions
- Restorative practices when appropriate

Executive Functioning Supports

Examples include:

- Organization systems
- Task chunking
- Visual schedules
- Checklists
- Goal setting
- Time-management supports
- Teacher conferencing
- Self-reflection tools

Family Engagement Strategies

Families strengthen intervention success by:

- Participating in meetings
- Reinforcing strategies at home
- Sharing observations
- Maintaining communication with school staff
- Celebrating student growth

Monitoring Effectiveness

Teams should regularly review:

- Student progress-monitoring data
- Classroom performance
- Attendance
- Behavior trends
- Student work samples
- Family feedback

Best Practice Checklist

- Select evidence-based intervention
- Match interventions to identified needs
- Implement with fidelity
- Monitor progress regularly
- Communicate with families
- Revise supports when needed

MTSS Glossary

The following glossary provides common terminology used throughout the Fort Lee Public Schools MTSS Manual. Consistent understanding of these terms promotes effective collaboration and implementation across all schools.

Action Plan: A written plan developed by the I&RS Team outlining interventions, responsibilities, timelines, and progress-monitoring procedures.

Behavior Intervention: Strategies designed to improve student behavior and increase engagement in learning.

Child Study Team (CST): A multidisciplinary team that evaluates students for special education eligibility and related services when appropriate.

Data-Based Decision Making: The process of using multiple sources of evidence to guide instructional and intervention decisions.

Differentiated Instruction: Instruction intentionally adjusted to meet students' varying readiness levels, interests, and learning profiles.

Evidence-Based Practice: An instructional or intervention strategy supported by research demonstrating positive student outcomes.

Family Partnership: Ongoing collaboration between schools and families to support student success.

Intervention: A targeted instructional or behavioral support designed to address a student's identified needs.

Intervention & Referral Services (I&RS): A general education process used to develop and coordinate interventions for students experiencing academic, behavioral, social-emotional, or health-related concerns.

MTSS: A Multi-Tiered System of Supports--a comprehensive framework that provides increasingly intensive levels of support based on student need.

Multilingual Learner (ML): A student developing proficiency in English while learning academic content.

Progress Monitoring: Frequent collection and analysis of student performance data to determine the effectiveness of instruction or intervention.

Request for Assistance (RFA): The referral submitted to initiate review by the school's I&RS Team.

SMART Goal: A goal that is Specific, Measurable, Achievable, Relevant, and Time-Bound.

Tier 1: Universal instruction and supports provided to all students.

Tier 2: Targeted supplemental interventions for students requiring additional support beyond Tier 1.

Tier 3: Intensive individualized interventions for students with persistent needs.

Universal Screening: Districtwide assessments administered to identify students who may benefit from intervention, enrichment, or acceleration.

Closing Statement

Fort Lee Public Schools is committed to providing every student with equitable access to high-quality instruction and timely, data-informed supports. Through consistent implementation of the Multi-Tiered System of Supports framework, collaborative problem-solving, and strong partnerships with families, the district strives to ensure that every learner is empowered to grow, achieve, and thrive.