MOUNT PLEASANT
CENTRAL SCHOOL DISTRICT

2024-2025

INTEGRATED
MULTI-TIERED SYSTEM OF SUPPORTS
PLAN (DRAFT)

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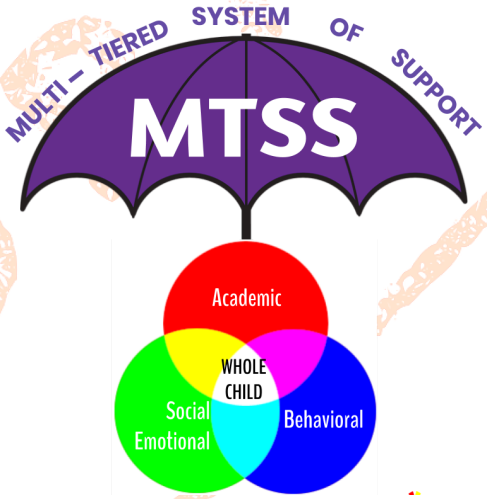
INTRODUCTION

This Multi-Tiered System of Supports (MTSS) plan is the guiding document for the Mount Pleasant Central School District. Much of this document is modeled after the *Response to Intervention Guidance for New York State School Districts*, published by the New York State Education Department (NYSED) in October 2010. The document includes the mandates and requirements for all New York State schools and school districts. However, it has since been incorporated into the broader Multi-Tiered System of Supports (MTSS) framework, which includes the integration of not only academic, but also social-emotional and behavioral instruction and intervention. In addition, current regulations allow for a school district to provide a MTSS and/or Response to Intervention (RtI) program in lieu of Academic Intervention Services (AIS). Therefore, this plan also encompasses the instruction and intervention for our AIS-eligible students, who have been identified through multiple measures. As the mandates and requirements are updated by NYSED, this plan will continue to be developed, updated, maintained and implemented through the Mount Pleasant Central School District MTSS Committee.

MULTI-TIERED SYSTEM OF SUPPORTS

MTSS is often understood as an overarching term, which includes both academic instruction and intervention, such as an RtI or AIS model, in addition to social-emotional and behavioral instruction and intervention, such as a Positive Behavioral Interventions and Supports (PBIS) model. In all cases, academic, social-emotional and behavioral instruction and intervention begin with the general education teacher in the general education classroom. Below is a conceptualization of this umbrella term, courtesy of the Monterey Peninsula Union Free School District:

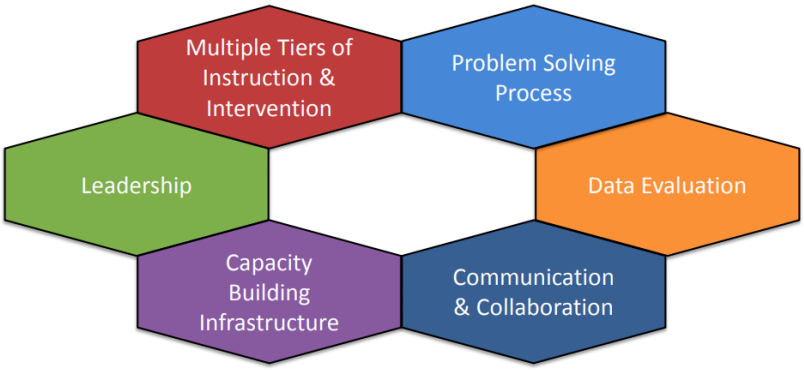


Notice that at the center of the Venn diagram is the whole child, in which not only is a student's academic needs met, but also their social-emotional and behavioral needs are met. This is in contrast with prior models, in which a school or school district's primary responsibility was to support a child's instructional requirements, through a traditional RtI approach. As per Elias, Arnold and Hussey (2003), "The issue should not be framed as a choice between intellectual and social-emotional development, IQ [Intelligence Quotient] and EQ [Emotional Quotient], or academic and inter-and intrapersonal skills. Sound education requires an equivalent focus on EQ and IQ, and all schools must deal with this reality."

Much like RtI, the integrated instruction and intervention in a MTSS model is delivered to students in varying intensities (multiple tiers) based on student need. Need-driven decision-making seeks to ensure that district

resources reach the appropriate students at the appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency. Using MTSS enables schools to proactively provide universal strategies and then to customize targeted, age-appropriate interventions that address academic, social-emotional and behavioral challenges for at-risk students (secondary interventions) and high need students (tertiary interventions) based upon the most pressing needs. It is an important means of addressing equity and most importantly, ensures that all young people are provided with the kinds of support they need to thrive.

An effective MTSS model is conceptualized as follows:



What is new in the MTSS model is the integration of social-emotional and behavioral instruction and intervention, in addition to academic instruction and intervention. In NYSED's August 2018 publication of *Social Emotional Learning: Essential for Learning, Essential for Life*, they represent the incorporation of social-emotional and behavior through the framework developed by the Collaborative for Academic and Social-Emotional Learning (CASEL):

CASEL further defines each of its five competencies, which are necessary in school and in life:

Five Core Social-Emotional Competencies	
Self-Awareness	Competence in the self-awareness domain involves understanding one's emotions, personal goals, and values. This includes accurately assessing one's strengths and limitations, having a positive mindset, and possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.

Self-Management	Competence in the self-management domain requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes skills necessary to achieve goals, such as the ability to delay gratification, manage stress, control impulses, and persevere through challenges.
Social Awareness	Competence in the social awareness domain involves the ability to take the perspective of and have respect for those with different backgrounds or cultures, and to empathize and feel compassion. It also involves understanding social norms for behavior and recognizing family, school, and community resources and supports.
Relationship Skills	Competence in this domain involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when needed. Relationship skills provide individuals with the tools they need to establish and maintain healthy and rewarding relationships, and to act in accordance with social norms.
Responsible Decision-Making	Competence in this domain requires the ability to consider ethical standards, safety concerns, and make accurate behavioral assessments to make realistic evaluations of the consequences of various actions, and to take the health and well-being of self and others into consideration. Responsible decision making requires the knowledge, skills, and attitudes needed to make constructive choices about personal behavior and social interactions across diverse settings.

NYSED has refined these five core social-emotional competencies into Social-Emotional Learning Benchmarks, which represent their implementation over time, using a developmentally appropriate approach in grades K-3, 4-5, 6-8, 9-10 and 11-12.

The following example illustrates the integration of both academic instruction and intervention (RtI/AIS) and social-emotional and behavioral instruction and intervention (PBIS) into a coherent MTSS system:

Tier 3: Tertiary Interventions - Specialized, individualized, serves high-risk students (1 -5% of total population)

Tier 2: Secondary Interventions - Specialized, serves groups with at-risk behaviors (5-15% of total population)

Tier 1: Universal Interventions - School-wide or classroom-wide, serves all students (Effective for approximately 80% of total population)

	SEL	Mental Health Support	Behavioral Supports & Interventions	Restorative Practices	Academic Supports & Interventions/RTI
Tier 3	• Individual instruction in SEL competencies strategies and skills • Practice and coaching	• Crisis intervention • Individual counseling/ support plan • Family Collaborations • Referral to services	• Wraparound services • Functional Behavioral Assessments (FBAs), Behavioral Intervention Plans (BIPs) • Faculty/staff mentor • Academic and/or behavioral coach	• Family Conferences/ Collaborations • Formal Restorative Conference(s)	• Intensive instruction (1-2 students) • After school tutoring • Computer-assisted programs • Specially-designed instruction (SDI)
Tier 2	• Targeted explicit instruction in SEL competencies, strategies, and skills • Practice and coaching with feedback • Peer-to-peer SEL workshops • SEL focused community building circles	• Individual/small group counseling • Support groups (e.g. anger management, etc.) • Family Engagement • Substance abuse prevention counseling • Referral to services	• Faculty/staff mentor • Daily Check In/Check Out • Daily Progress Reports (DPR) • Social and Academic Instructional Groups (Small Group) • Individual Behavior Contract • Academic and/or behavioral coach • Targeted afterschool support program(s)	• Peer Mediation • Restorative Problem-Solving Circles • Formal Restorative Conference • Community service	• Peer Tutoring and Paired Reading • Small group supplemental instruction • Guided instruction • Visual/auditory aids/cues and manipulatives
Tier I	• Explicit instruction in SEL Competencies • Integration of SEL within the content areas • General teaching practices that model and support SEL • School climate surveys (student, staff, families) • SEL Plan based on survey and other student data • Family engagement	• Mental health education • Mental health screening • Prevention/ Intervention supports (e.g. stress management, wellness, drug/substance abuse/ suicide prevention, etc.) • Trauma-Informed/ trauma-sensitive approach • Peer education	• Schoolwide Behavioral Expectations • Evidence-based classroom management • Guidance conference(s) • Training of peer educators • Student leadership opportunities • Bullying prevention (i.e., DASA) • Culturally responsive practices • Student government, extracurriculars • Afterschool and summer programs • Community schools • Community service opportunities	• Community Building Circles • Negotiation Skills Training • Peer Mediation • Restorative Circles • Community service • Student circle keeper training • Family Engagement • Responsive discipline policies	• Standards-aligned, differentiated, data informed, cross-curricular, culturally responsive instruction • Goal-setting for learning • Student self/peer assessments • Project based learning/ assessments • Family engagement • Universal Design for Learning • Health Education Coordination

Adapted from Illinois SS/HS State Group and Erie 2 BOCES

RESPONSE TO INTERVENTION

RtI is the practice of providing high-quality instruction and intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about individual students (NASDSE, 2006). RtI is a process used in schools to provide school-wide screenings of all students, well-designed core instruction, close monitoring of all students' progress and additional instructional support to those students who are struggling.

When designing coherent core instruction, highly effective teachers differentiate for individual students to provide timely support to match their needs within the general education setting (Danielson, 2013). In an RtI process, a student who is struggling receives additional instructional support provided by matching instruction to a student's individual needs through a multi-tier instructional model and using a problem-solving approach. Each level, also known as a tier, provides instruction with increased intensity, such as smaller groups or increased instructional time focused on specific areas.

RtI represents an important educational strategy to close achievement gaps for all students by preventing smaller learning problems from becoming insurmountable gaps. It has also been shown to lead to more appropriate identification of and interventions for students with learning disabilities. Each day, educators make important decisions about students' educational programs. This includes decisions as to whether a student who is struggling to meet the standards set for all students might need changes in the nature of early intervention and instruction, or might have a learning disability. This decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. However, the use of RtI strategies cannot be used to delay or deny the provision of a full and individual evaluation to a child suspected of having a disability under federal and state regulations.

REGULATORY POLICY

In NYSED's October 2010 document, they established a regulatory policy framework for RtI in relation to school-wide screenings, minimum components of RtI programs, parent notification and the use of RtI in the identification of students with learning disabilities. It is the integration of these requirements that forms New York's policy framework for school districts to use to systematize effective educational practice. These regulations include:

- Part 117 – School-wide Screening Requirements;
- Part 200 – Requirements for Written Board of Education Administrative Policies and Practices;
- Part 100 – Required Components of an RtI Program;
- Part 200 – Requirements for Procedures for Determining if a Student Has a Learning Disability.

The responsibilities and decisions specific to a school district within the guidance document are described as follows:

> *"A school district shall select and define the specific structure and components of the response to intervention program, including, but not limited to, the criteria for determining the levels of intervention to be provided to students, the types of interventions, the amount and nature of student performance data to be collected and the manner and frequency for progress monitoring."* [8NYCRR §100.2(ii)(2)]

STRUCTURE

NYSED has defined in regulation the minimum components of an RtI program, but does not require a specific RtI model that must be uniformly used by all school districts. School districts have discretion to make specific

decisions when designing the structure and components of their RtI program. Decisions will need to be made regarding the following components of the RtI framework:

- Number of levels or tiers;
- Research-based core instructional program (e.g., reading, math and writing);
- Universal diagnostic, screening and progress monitoring tools (specific screening/monitoring tools);
- Decision-making process (problem solving protocols);
- Composition of instructional decision-making team and problem-solving approach;
- Professional development;
- Procedures to ensure fidelity of implementation;
- Parent involvement and notification procedures.

CRITERIA & RULES FOR DETERMINING LEVELS OF INTERVENTION

- Cut points to identify students at risk based on screening results (entry criteria);
- Criteria for judging whether a student is or is not progressing adequately in response to instruction;
- Criteria and decision rules for movement of students between levels;
- Criteria for determining when an intervention is no longer needed (exit criteria).

TYPES OF INTERVENTION

- Criteria for determining duration and frequency of interventions designed to supplement Tier I or core instruction;
- Criteria for determining type of intervention including:
    - focus of instruction;
    - size of instructional group;
    - appropriate instructional setting (within classroom, separate setting); and
    - appropriately trained staff.

MANNER & FREQUENCY FOR PROGRESS MONITORING

- Progress monitoring procedures and tools such as Curriculum-Based Measurement (CBM) defined for each level;
- The manner in which data are shared with parents;
- The frequency with which data are shared with parents.

DEFINITION OF KEY TERMS

Academic Intervention Services (AIS): Academic intervention services are services designed to help students achieve the learning standards and include two components: additional instruction that supplements the general curriculum (regular classroom instruction) and/or student support services needed to address barriers that impede academic performance, with consideration of both state test scores and other measures (i.e., classroom performance, benchmark assessments, etc.).

Accommodation: An accommodation is intended to help a student with disabilities fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student's rate of learning (Skinner, Pappas & Davis, 2005). An accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their general education peers.

Benchmark: A specified level of student performance that is expected of students at a particular grade level. A student's performance is measured against an established benchmark to determine how they are performing relative to same age or grade level peers.

Core Instruction: Those 'research-based' instructional strategies that are used routinely with all students in a general-education setting are considered 'core instruction'. High-quality instruction is essential and forms the foundation of MTSS/RtI academic support. At least 80% of students in the classroom or grade level are expected to perform at or above grade-wide academic screening benchmarks through classroom instructional support alone.

Criterion-Referenced vs. Norm-Referenced: Criterion-referenced tests measure the degree to which an individual has mastered the expected content, often including all the expected content at a single level of learning. These tests are only capable of measuring how well a child has done on the level it is written to measure). Alternatively, norm-referenced tests compare one individual to others who took the same test.

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

Data-Driven Decision Making: The process of using student data to determine the efficacy of instruction and/or intervention, and to identify the best, most appropriate next course of action with respect to individuals and groups of students.

Diagnostic Assessment: A measure of what a student knows and can do in a specific subject or discipline for the purpose of identifying what to focus on instructionally.

Differentiated Instruction (DI): Differentiated instruction involves adjusting the curriculum, teaching/learning environment, and/or instruction to provide appropriate learning opportunities for all students to meet their needs in Tier I. When teachers differentiate instruction, they typically make adjustments to content, process, product and/or the learning environment to support varying readiness, interest and learning styles.

District Multi-Tiered System of Supports (MTSS) Committee: A collaborative, multi-disciplinary team whose major function is the planning and development of a Multi-Tiered System of Supports process in their respective district.

Dual Discrepancy: Refers to data showing that a student is performing both well-below average compared to typical peers and exhibits a learning trajectory that is also below typical peers such that existing gaps will not be closed.

Fidelity of Implementation: Refers to how accurately and consistently a prescribed intervention or instruction or assessment is delivered and/or administered in the way it was intended.

High-Leverage Practices (HLPs): A set of practices that are fundamental to support K-12 student learning. HLPs are professional practices that are used by effective teachers frequently, are broadly applicable to subject areas and developmental levels and foster student engagement and learning.

Intervention: A research-based strategy used to teach a new skill, build fluency in a skill, or encourage a student to apply an existing skill to new situations or settings. An intervention can be thought of as a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory. Interventions are always supplemental to core instruction; they may not supplant core instruction.

Modification: A modification changes the expectations of what a student with disabilities is required to know or do, typically by adjusting the academic standards against which the general education students are evaluated. It is often a change in the course, standard, test preparation, location, timing, scheduling, expectations, student response, etc., in order to provide access for a student with a disability to participate, while not fundamentally altering or lowering the standard or expectation of the course.

Multi-Tiered System of Supports (MTSS) Problem-Solving Team: A collaborative and multi-disciplinary building-based team that meets on a regular basis for the purposes of reviewing the progress of general education students in the areas of academics and/or behavior. The team engages in the following activities: (1) evaluating student data, (2) planning interventions and (3) monitoring student response to intervention.

Multi-Tiered System of Supports (MTSS): Multi-tiered system of supports is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic, social-emotional and behavioral instruction and intervention.

National vs. Local Norms: Some norm-referenced tests (see above) return two sets of results: scores based on national norms and scores based on local norms. National norms are based on the group of students of the same grade who were tested. Local norms are scores generated based on the specific students in this school or district of the same grade.

Positive Behavioral Interventions and Supports (PBIS): Positive behavioral interventions and supports is a multi-tiered framework for establishing systems of social-emotional and behavioral support that enhance schools' capacity to maximize outcomes for all students. The tiered system allows for the provision of a continuum of school-wide, targeted and individual interventions and supports related to the social-emotional, behavioral and academic needs of all students.

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

Rate of Progress: Student performance across time determined by analyzing multiple points of data (a minimum of three) that are graphed. This is also referred to as the *rate of improvement*.

Research-Based Instruction: Involves educational practices, instructional strategies, and interventions that have been validated as effective through well-designed and independent empirical research studies.

Response to Intervention (RtI): A multi-tiered instructional framework and school-wide approach that

identifies students at-risk, monitors the student's progress, provides evidence-based intervention and adjusts the intensity and nature of the interventions depending on a student's responsiveness.

School-Based Data Inquiry Team: A collaborative team that includes the principal (or other administrator(s)), teacher leaders and support staff dedicated to the periodic (triannually or greater) analysis of school-wide screening, achievement and other data in order to assess trends, the needs of groups of students and to determine how to best utilize the building's intervention capacity.

Supplement vs. Supplant: Interventions that are provided in addition to core instruction are supplemental; interventions that replace any part of the core instructional program are considered to supplant that program. By regulation, all interventions delivered as part of an MTSS/RtI plan must be supplemental.

Tiered Instruction: An instructional delivery model which outlines intensity of instruction within a multi-tiered prevention/intervention system.

- **Tier I:** Effective, standards-based instruction that occurs in the general education classroom and is delivered by the general education teacher. Commonly referred to as 'core instruction', it is designed to meet the needs of a minimum of 80% of all students. At this level, the classroom teacher makes use of scientifically-based instruction or strategies and differentiates instruction to meet the needs of all students and ensure positive outcomes for all.

- **Tier II**: Supplemental, small group instruction designed specifically for those students who are not making adequate progress in Tier I. Tier II interventions do not supplant Tier I instruction, but are provided in addition to what the student is receiving at Tier I. Interventions are strategically designed to match the needs of students identified as at-risk through screening and progress monitoring measures. Tier II interventions may be provided by the general education teacher or by specialists.

- **Tier III:** Supplemental, individualized and customized intervention provided to students in a smaller group format and delivered with greater frequency than Tier II interventions. Students in Tier III continue to receive core instruction at Tier I. Interventions at Tier III are tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled educator.

Universal Design for Learning (UDL): A teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process. This means developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning. (Center for Teaching Innovation)

Universal Screening: An assessment process periodically used with all children within a given grade, school building or district for the purposes of identifying or predicting students who may be at risk academically. Measures used within this process are brief and typically administered at a minimum of three times per year (beginning, middle, end).

Whole Child Approach: Nurtures all areas of a child's development and learning, from social-emotional and cognitive skills to literacy, math and science understanding.

ELEMENTS OF THE MTSS PLAN

APPROPRIATE CORE INSTRUCTION

> *"A school district's process to determine if a student responds to scientific, research-based instruction shall include appropriate instruction delivered to all students in the general education class by qualified personnel."* [8 NYCRR §100.2(ii)(1)(i)]

The core instructional program is defined as those instructional strategies within the core curriculum that are used routinely with all students in a general-education setting, which are known as 'high-leverage practices' (HLPs). High-quality instruction is essential and forms the foundation of MTSS academic and behavioral support. At least 80% of students in the classroom or grade level are expected to perform at or above grade-wide academic screening benchmarks through classroom instructional support alone. The core instructional program for the Mount Pleasant Central School District can be found here: Link.

Appropriate instruction begins with the core program that provides:

- High quality, research-based instruction to all students in the general education class provided by qualified teachers;
- Differentiated instruction and HLPs to meet the wide range of student needs;
- Curriculum that is aligned to the New York State learning standards and grade level performance indicators for all general education subjects; and
- Instructional strategies that utilize a formative assessment process.

APPROPRIATE INSTRUCTION IN READING & MATHEMATICS

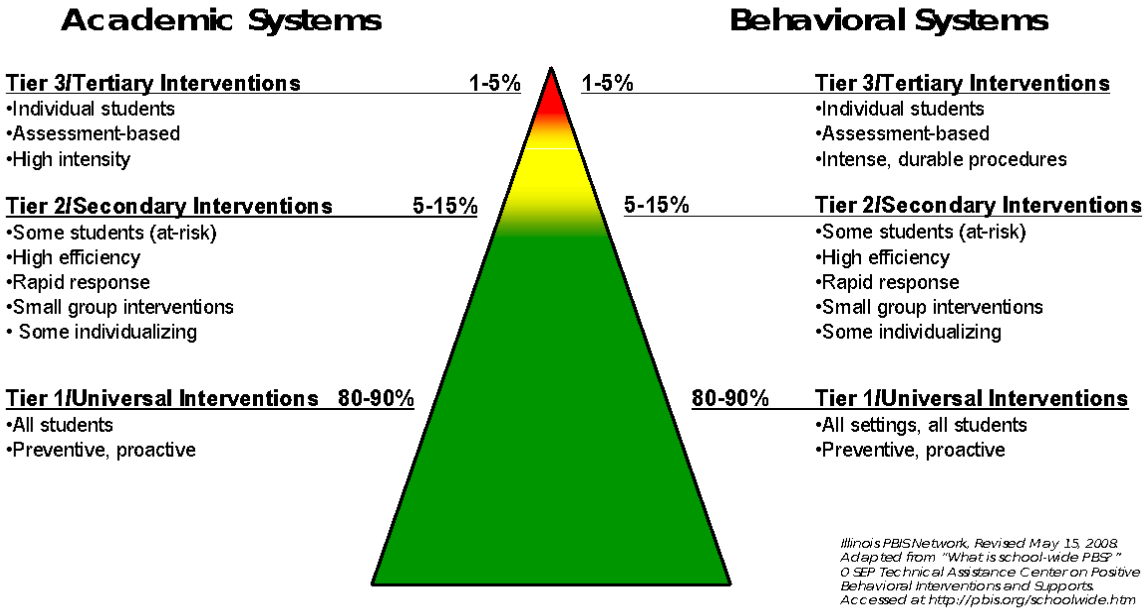
Appropriate Tier I instruction is explicit and systematic. In reading, this includes phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies [8NYCRR 100.2(ii) and 200.4(c)(2)(i)]. For high quality early literacy instruction, the core program should minimally be scheduled for an uninterrupted block of instruction each day. Appropriate Tier I instruction in mathematics includes instruction in problem-solving, arithmetic skill and fluency, algebraic and geometric thinking, conceptual knowledge/number sense and reasoning ability.

APPROPRIATE BEHAVIORAL INSTRUCTION, SUPPORT & INTERVENTION

Appropriate Tier I behavioral instruction, support and intervention is evidenced by a school-wide positive behavioral system (PBIS) which reflects a systems approach that emphasizes prevention and data-based decision-making to teach appropriate behaviors aligned with the Social-Emotional Learning Benchmarks, reduce problem behavior and improve academic performance.

MTSS FRAMEWORK

The MTSS framework is intended to support both academic and behavioral systems and schools are encouraged to implement both academic and behavioral aspects of the framework, as illustrated in the chart below:



SCIENTIFICALLY-BASED RESEARCH

Instructional methods based on scientific research identify those practices that demonstrate high learning rates and improved academic and behavioral performance for most students. Scientifically-based research:

- Employs systematic, empirical methods that draw on observation or experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions;
- Relies on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective and scientific review. [No Child Left Behind (NCLB) Act of 2001]

QUALITY INDICATORS FOR APPROPRIATE CORE INSTRUCTION

- Research/evidence-based instruction that has shown to be effective is provided to all students;
- Scientific, research-based reading instruction includes at least 90 minutes of daily, explicit and systematic instruction in phonemic awareness, phonics, vocabulary development at all grade levels, reading fluency (including oral reading skills) and reading comprehension strategies;
- Scientific, research-based math instruction includes at least 60 minutes of daily, explicit instruction in problem-solving, arithmetic skill/fluency, conceptual knowledge/number sense and reasoning ability;
- Curriculum is aligned to the State learning standards, Social-Emotional Learning Benchmarks and grade level performance indicators;
- Instruction is provided by qualified personnel and trained staff;
- Differentiated instruction is used to meet a wide range of student needs;
- Professional development is provided to ensure fidelity of implementation;

- Instructional strategies/programs are implemented with fidelity;
- Instruction is culturally and linguistically responsive to the language and learning needs of students whose first language is not English.

UNIVERSAL SCREENING

> *"A school district's process to determine if a student responds to scientific, research-based instruction shall include screenings applied to all students in the class to identify those students who are not making academic progress at expected rates."* [8NYCRR §100.2(ii)(1)(ii)]

Universal screening is a key component of a comprehensive MTSS Plan and is the first step in identifying students who are in need of support. As part of the Mount Pleasant Central School District MTSS Plan, we have selected technically sound, efficient measures to be used to screen all students at a grade level in targeted academic areas. In grades kindergarten through nine, our universal screening tool is the STAR Assessments. These measures provide us with a common standard for assessing student academic risk as well as several key pieces of information:

- The general outcome measures indicate whether our core instruction is of 'high-quality'. If less than 80% of students in a class, in a school, or across a grade meet the 'average' level or higher on these measures, this indicates there is a problem with core instruction that needs to be identified and addressed;
- Universal screening data serve to efficiently identify struggling students who may be in need of additional intervention support;
- Universal screening data enable us to calculate a relative probability of academic and behavioral success for individual students.

Screening for all students helps schools to identify students who are considered at-risk of not learning the necessary skills expected for the student's age or grade level. Depending upon the results of initial screening, a school may recommend that a student be provided additional instructional support to address the student's areas of need. If the school recommends that a student receive additional instructional support beyond what is provided to all students in the class, the parent must be notified.

It is the goal of the Mount Pleasant Central School District that the assessment tools being used for diagnostic purposes provide teachers with valuable information that assist in the development of instructional plans for all students, not only those who require intervention services.

Universal screening is conducted during the 'beginning', 'middle' and 'end' administration periods, during which time the data and results are nationally normed. This norming process gauges the performance of our students in comparison to a national sample stratified within each grade level by geographic region, socioeconomic status, sex, race/ethnicity, special education status and English Language Learner status. Benchmark scores are established for each assessment utilized within universal screening. Student achievement, as measured against these benchmarks, as well as classroom performance and locally developed assessments, form the multiple measures by which decisions are made regarding entrance and exit from tiered intervention services.

SUGGESTED PROCEDURES FOR SCREENINGS USED

- Select a nationally normed screening tool(s) relevant to the skills being tested and the age/grade level of the student being assessed based on the curriculum aligned with the State learning standards;

- Establish a yearly, school-wide schedule for screening procedures to ensure that the screenings are completed consistently and reliably;
- Provide school-wide training focusing on standardized administration of screening tool(s) and interpretation of results;
- Identify students who fall below the established cut-point or benchmark through the School-Based Data Inquiry Team;
- When progress monitoring, confirm students' risk status on school-wide screening by conducting at least five weeks of weekly monitoring of the student's response to the core instructional program;
- Consider evidence of poor rates of improvement after receiving appropriate instruction over five to eight weeks in core instruction as confirming the need for supplemental intervention;
- Use the School-Based Data Inquiry Team to review screening results to determine what changes or interventions are appropriate for the students identified.

USING SCREENING DATA

Using recognized and research-validated screening assessments and guided by the recommendations of the tools' developers, the school district determines the levels of typical, at-risk and seriously at-risk performance. This information is used by teachers to determine which students need to be closely monitored for learning difficulties, including further individualized assessment to determine the need for supplemental, research-based instruction. A standard protocol and procedure for using screening data to determine if a student responds to scientific, research-based instruction includes either establishing:

- The cut points at which risk is determined (e.g., establishing risk identification of students who score below a norm-referenced cut-point) and/or
- A pattern of performance (e.g., identifying students who score below a performance benchmark associated with poor long-term outcome.

The forum through which each school in the Mount Pleasant Central School District analyzes the universal screening data is the School-Based Data Inquiry Team. This is the collaborative team that includes school administration, teacher leaders and support staff dedicated to the analysis of school-wide screening data following the administration of the 'beginning', 'middle' and 'end' benchmark assessments and/or other assessments. Protocols for the School-Based Data Inquiry Team should be used to facilitate the meeting (see appendix).

PARENT PARTICIPATION

Parents of students who are identified as at risk and who will be provided supplemental intervention must receive written notification, consistent with section 100.2(ii)(1)(vi) of the Regulations of the Commissioner of Education which includes the:

- Amount and nature of data that will be used to monitor a student's progress;
- Strategies to increase the student's rate of learning; and
- Parent's right to refer the student for special education services.

QUALITY INDICATORS FOR SCHOOL-WIDE SCREENING

- School-wide screenings occur at least three times during the course of an academic year (beginning, middle, end);
- Screening instrument items are aligned with the curriculum based on the NYS learning standards for each grade level;
- Each screening instrument meets reliability and validity standards associated with psychometrically sound measurements;
- Professional development is provided to ensure fidelity of implementation, scoring and interpretation of results;
- Screening is administered school-wide or at least to 95% of all students;
- Cut-scores are established that identify students who are performing at benchmark, at-risk and seriously at-risk levels;
- Results of screenings are used to determine which students are considered at-risk and need further monitoring and assessment;
- Screening results are used to determine effectiveness of core curriculum and instruction.

TIERED INTERVENTION MODEL

> *"A school district's process to determine if a student responds to scientific, research- based instruction shall include instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards."* [8NYCRR §100.2(ii)(1)(iii)]

MULTI-TIERED SERVICE DELIVERY MODEL

When students are identified through screening, progress monitoring or other on-going assessment procedures as not making sufficient or satisfactory progress, the school's multi-tier service delivery model provides a range of supplemental instructional interventions with increasing levels of intensity to address these needs. The various tiers include distinguishing features such as:

- Size of instructional group;
- Mastery requirements for content;
- Frequency and focus of screening;
- Duration of the intervention;
- Frequency and focus of progress monitoring;
- Frequency of intervention provided; and
- The instructor's qualifications.

A multi-tiered system can be viewed as layers of increasingly intense intervention that respond to student-specific needs (a continuum of instructional support provided to a student). In a MTSS model, it is typically a three tier approach, as described in greater detail below.

TIER I

Effective, standards-based instruction that occurs in the general education classroom and is delivered by the general education teacher is known as Tier I. Commonly referred to as "core instruction," it is designed to meet the needs of a minimum of 80% of all students. At this level, the classroom teacher makes use of scientifically-based instruction, strategies, HLPs and differentiates instruction to meet the needs of all students and ensure positive outcomes for all. It is important for a teacher to use a variety of effective methods and materials to meet the needs of all students in his/her class. Research-based instruction and positive behavior intervention and supports are part of the core program. A school/district's core program should minimally include:

- Core curriculum aligned to the NYS learning standards;
- Appropriate instruction and research-based instructional interventions that meets the needs of at least 80% of all learners;
- Universal screening administered to all students in the general education classroom three times per year;
- Weekly progress monitoring of students initially identified as at-risk for five or six weeks;
- Differentiated instruction based on the abilities and needs of all students in the core program; and
- A daily, uninterrupted block of instruction in literacy.

Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies.

TIER II

Tier II is supplemental, small group instruction designed specifically for those students who are not making adequate progress in Tier I. Tier II interventions do not supplant Tier I instruction, but are provided in addition to what the student is receiving at Tier I. Interventions are strategically designed to match the needs of students identified as at-risk through screening and progress monitoring measures. Tier II interventions may be provided by the general education teacher or by specialists. Tier II intervention is in addition to the student's regular classroom instruction and may be provided within the classroom or in a separate room. Tier II intervention usually means that a student is:

- Taught in a small group;
- Receiving additional instruction time; and/or
- Taught using various instructional methods such as more opportunities for practice and more intensive instruction on difficult concepts.

Tier II intervention is typically small group (3-5) supplemental instruction. This supplemental instructional intervention is provided in addition to, and not in place of, the core instruction provided in Tier I. For example, a student who is receiving Tier II intervention would be provided core instruction plus 20-30 minutes of supplemental interventions three to five days per week. Tier II interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier I. Therefore, students are often grouped according to instructional need. Approximately 5% to 10% of students in a class receive Tier II intervention.

In Tier II, direct, systematic instruction provides more teacher-directed instruction, carefully structured and sequenced to an individual student, than was provided in Tier I. Progress monitoring occurs more frequently in Tier II and may vary from once every two weeks to once a week using Curriculum-Based Measurement (CBM) that measures targeted skills. Periodic checks to ensure that the delivery of instruction was provided in the way it was intended (fidelity checks) are conducted for the purposes of determining how closely the intervention or instruction is implemented to the way it was designed.

The recommended length of time a student spends in the second tier of intervention will vary from approximately ten to 30 weeks, depending on such factors as the skill set to be learned, rate of student's progress, whether the student is making adequate progress according to the standard protocol established prior to initiation of the intervention, the student's age and/or developmental level. When progress monitoring of a Tier II intervention indicates lack of adequate response, schools should consider adjusting the intervention in terms of intensity.

TIER III

Tier III is supplemental, individualized and customized intervention provided to students in a smaller group format and delivered with greater frequency than Tier II interventions. Students in Tier III continue to receive core instruction at Tier I. Interventions at Tier III are tailored to the student's needs and provided by a highly trained, knowledgeable and skilled educator. Instruction at this level may be more frequent, smaller group and/or for a longer period of time than that provided in Tiers I or II. Tier III may utilize materials or programs which focus specifically on skills with which the student may be having difficulty.

Tier III is typically reserved for approximately 1% to 5% of students in a class who will receive more intensive instruction in addition to their core instruction. Tier III differs from Tier II instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. This tier provides greater individualized instruction in a small group setting (generally one to two students at a time) anywhere from 30 to 60 minutes at a minimum of four days per week. The progress of students at Tier III is monitored more frequently, at least once a week, to determine the student's response to intervention. Instruction is provided by school personnel who are highly skilled or trained in the areas of academic need indicated by student performance data. It is important to note that Tier III is considered supplemental instruction to Tier I and is not intended to replace Tier I instruction. Similar to Tier II, school personnel must conduct regular fidelity checks to determine if the intervention was implemented the way it was intended.

SUMMARY OF CRITICAL ELEMENTS IN A THREE TIER MODEL

The following table outlines the essential features of a three-tier model including suggested ranges of frequency and duration of screening, interventions and progress monitoring. This is intended as guidance for districts as they determine the various components of their MTSS model:

Elements	Tier I Core Curriculum and Instruction	Tier II Supplemental Instruction	Tier III Increased Levels of Supplemental Instruction
Size of instructional group	Whole class grouping or other group sizes	Small group instruction (3-5 students)	Individualized or small group instruction (1-2 students)

Mastery requirements of content	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring.
Frequency of progress monitoring	Screening measures three times per year	Varies, but no less than once every two weeks	Varies, but more continuous and no less than once a week
Frequency of intervention provided	Per school schedule	Varies, but no less than three times per week for a minimum of 20-30 minutes per session	Varies, but more frequently than Tier II for a minimum of 30 minutes per session
Duration of intervention	School year	9-30 weeks	A minimum of 15-20 weeks

Adapted and reprinted with permission from Johnson, E., Mellard, D., Fuchs, D., McKnight, M. for NRCLD (2006, August) Responsiveness to Intervention (RtI): How to Do It

QUALITY INDICATORS FOR A MULTI-LEVEL SYSTEM

- Each tier provides increasing levels of intensity of services that match the increasing needs of students;
- Various factors distinguish each level or tier including duration and frequency of interventions, group size and frequency of progress monitoring;
- Levels beyond Tier I represent supplemental intervention/instruction provided in addition to the core instructional program provided by qualified staff;
- Interventions/instruction provided at each tier have evidence of effectiveness for the student population used;
- Instruction matched to student need is based upon progress monitoring data and diagnostic data if deemed necessary;
- Procedures and decision-making rules for determining a student's movement from tier to tier are established and based on progress monitoring data;
- Treatment fidelity procedures are designed and implemented to help monitor accuracy of interventions and assessment procedures;
- Periodic checks are conducted to determine how closely the intervention or instruction was delivered in the way it was intended;
- Parents are informed of increasing levels of instructional supplemental services including progress monitoring data, strategies used to increase student's rate of learning and right to refer for special education services.

PROGRESS MONITORING

"A school district's process to determine if a student responds to scientific, research-based instruction shall include repeated assessments of student achievement which should include curriculum-based

measures to determine if interventions are resulting in student progress toward age or grade level standards." [8NYCRR §100.2(ii)(1)(iv)]

Progress monitoring involves a frequent assessment of a student's performance in specific skill areas. Progress monitoring is used to determine whether the specific instructional support is working and to provide information to the student's teacher on how to adjust instruction to meet the student's needs. How often a student's progress should be monitored will vary by school, the level of intervention and by the individual student's needs. In many cases, schools will monitor individual student progress once every other week or as frequently as every week. Many schools will chart the student's progress on a graph to see if progress is being made. This will help identify where there is a gap between how the student is performing and what is expected of other students of the same age or grade. Progress monitoring also helps school staff know if the instructional support that is being provided needs to be changed.

PURPOSE OF PROGRESS MONITORING

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring helps staff to determine the extent to which students are benefiting from classroom instruction and informs decisions about appropriate levels of intervention. Progress monitoring differs from screening regarding the frequency with which it is administered and the kind of information it provides about student performance. Screening targets students who may be at-risk by comparing their performance to a criterion-referenced measure. Progress monitoring provides routine data that display student growth over time to determine if the student is progressing as expected in the curriculum (Mellard and Johnson, 2008).

USES OF PROGRESS MONITORING DATA

There are different uses of data from progress monitoring within the different tiers of intervention. Data from progress monitoring in Tier I inform decision-making about classroom instruction in two main ways:

1. Once a student has been initially identified as at-risk by screening procedures, progress monitoring can be used to determine the student's progress in the general curriculum and confirm or refute initial screening results.

2. Analysis of average performance of all students combined and their rate of growth can assist teachers/administrators in determining the need for curricular and instructional change within the core curriculum.

The primary purpose of progress monitoring in Tier II and beyond involves determining whether the intervention is successful in helping the student catch-up to grade level expectations. Data from progress monitoring in Tiers II and III inform decision-making regarding an individual student's responsiveness or lack of responsiveness in two ways:

1. Learning rate, or a student's growth in achievement or behavior competencies over time, compared to prior levels of performance and peer growth rates; and

2. "Level of performance, or the student's relative standing on some dimension of achievement/performance, compared to expected performance (either criterion- or norm-referenced)." (NASDSE, May 2006)

Data from progress monitoring should be used to inform student movement through tiers. For example, progress monitoring data obtained during the course of Tier II intervention should be analyzed for level of performance and growth status. If student data reflect performance at or above benchmark, the student may return to Tier I. If the student is performing below benchmark, but making sufficient growth progress, the

decision to continue Tier II intervention can be made. If the student is performing below benchmark and demonstrates poor growth (i.e. under-responding), a change in the Tier II intervention or movement to a Tier III intervention may be considered.

TOOLS FOR PROGRESS MONITORING

The assessment tools selected for progress monitoring should be specific to the skills being measured. Curriculum Based Measurements (CBMs) are a frequently used tool for progress monitoring. For example, in reading, an appropriate progress monitoring tool would target the specific essential element(s) of reading with which an individual student is having difficulty, such as phonemic awareness, phonics, fluency, vocabulary and/or comprehension.

The use of informal assessments during the course of instruction can provide teachers with additional information on which to base instructional decisions. A combination of CBMs and informal, ongoing assessments (checklists, reading inventories, running records) completed by teachers to monitor progress are recommended so that use of CBM is not the sole index of progress.

Additional and individual assessments may also be implemented to inform the nature of instruction that takes place in Tier II and beyond. For example, an informal reading inventory (IRA) or diagnostic reading assessment (DRA) may be administered to provide additional information about the instructional needs of the targeted student.

STEPS FOR PROGRESS MONITORING

Progress monitoring involves the following steps (Oregon Department of Education, Office of Student Learning and Partnership (Revised December 2007) Identification of Students with Learning Disabilities under the IDEA 2004, Technical Assistance to School Districts, Oregon Response to Intervention):

1. Establish a benchmark for performance and plot it on a chart (e.g., “read orally at grade level 40 words per minute by June”). It must be plotted at the projected end of the instructional period, such as the end of the school year.
2. Establish the student’s current level of performance (e.g., “20 words per minute”).
3. Draw an aim line from the student’s current level to the performance benchmark. This picture represents the slope of progress required to meet the benchmark.
4. Monitor the student’s progress frequently (e.g., every Monday). Plot the data.
5. Analyze the data on a regular basis, applying decision rules (e.g., “the intervention will be changed after six data points that are below the aimline”).
6. Draw a trend line to validate that the student’s progress is adequate to meet the goal over time.

FREQUENCY OF PROGRESS MONITORING

Decision rules regarding the frequency of progress monitoring within each tier must also be established. If using a standard protocol procedure, this would be determined by the specific protocol. If using the problem-solving method, this could vary dependent upon various factors including, but not limited to:

- Frequency of intervention;
- Extent of gap in achievement; and/or
- Focus of intervention.

Progress monitoring should occur not less than once every two weeks in Tier II and no less than once per week in Tier III.

QUALITY INDICATORS FOR PROGRESS MONITORING

- Progress monitoring of student performance occurs across all tiers;
- Teachers follow a designated procedure and schedule for progress monitoring;
- Measures are appropriate to the curriculum, grade level and tier level;
- Data from progress monitoring are documented and analyzed;
- A standardized benchmark is used to measure progress and determine progress sufficiency;
- Teachers use progress monitoring to inform instructional effectiveness and the need for changes in instruction or intervention;
- Graphs are used to display data for analysis and decision making;
- Staff receive training in the administration and interpretation of progress monitoring measures and the implications for instruction;
- The district has designated reasonable cut points, and decision rules of the level, slope or percentage of mastery to help determine responsiveness and distinguish adequate from inadequate responsiveness;
- When monitoring the progress of LEP/ELL students, the student's progress is compared with the levels of progress demonstrated by peers from similar cultural and linguistic backgrounds who have received the interventions.

DATA-INFORMED DECISION MAKING

> *"A school district's process to determine if a student responds to scientific, research-based instruction shall include the application of information about the student's response to intervention to make educational decisions about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services."* [8NYCRR §100.2(ii)(1)(v)]

Decisions regarding intervention services are based on data regarding a given student's performance using the dual-discrepancy model. Under this plan, the term "data" refers to universal screening, curriculum-based measurements, standardized assessments and student work. Students who require interventions will present with dual discrepancies:

- They are performing both well-below average compared to typical peers; and
- They exhibit a learning trajectory that is also below typical peers such that existing gaps will not be closed.

In other words, the student must be performing below expectations as indicated by assessments and/or classroom performance and must be progressing at a rate slow enough to indicate that they will not meet expectations without intervention. This is typically determined by creating an "aim line" indicating the required rate of progress and comparing progress monitoring scores to this line.

DECISION-MAKING MODELS

Initial screening and progress monitoring data inform decisions about the level and type of interventions needed

to help individual students make progress. Schools typically implement small group interventions using either a standard-protocol or a problem-solving model or a combination of the two – hybrid. Both models share similar attributes: multi-tiered approach, universal screening, progress monitoring to determine treatment effect, and a team structure to organize and analyze student performance using progress monitoring data. The models differ in terms of attention to "level of individualization and depth of problem-analysis that occurs prior to the selection, design and implementation of an intervention" (Christ, Burns, & Ysseldyke, 2005, p. 2).

STANDARD PROTOCOL MODEL

A standard protocol model involves the provision of a research-validated intervention for a specific amount of time, duration and frequency (minutes per day, days per week, and number of weeks) with small groups of students having similar needs. A primary feature of the standard protocol model involves standardized instruction or intervention with minimal analysis of skill deficits. The intervention has a set of well-defined steps or procedures, which when implemented appropriately or as intended, increase the probability of producing positive outcomes for students. Intervention groups are formed by identifying the general nature of the deficit and matching it to a prescribed treatment or protocol.

Specifics as to who provides the instruction (general educator or tiered interventionist), frequency and duration of the intervention, the materials used and frequency of progress monitoring are determined in a standard protocol model and this standardized, scripted intervention protocol is applied consistently to all students who require the same intervention. Because the procedures within a standard protocol model are clear and specific, treatment fidelity is relatively easy to check. Any deviation from the implementation procedures of standard protocol compromises the integrity of the intervention and may result in less than optimal results.

PROBLEM-SOLVING MODEL

In contrast, the problem solving model involves an in depth analysis of skill deficits and instructional and environmental variables that compromises a student's performance (Shapiro, 2009). Information obtained from the examination of instructional variables are used to identify sub-skill deficits and inform targeted interventions. Common to a problem solving model is a 4-step process that involves the following steps:

1. Conceptualize the problem (Is there a problem? What is it?)
2. Examine variables that may be influencing the problem (Why is it happening?)
3. Deliver targeted or individualized interventions (What shall we do about it?)
4. Evaluate the effectiveness of the intervention (Did the intervention work?)

Many schools have developed a MTSS Problem-Solving Team to assist teachers in providing supports and accommodations for students who are having difficulties in the core curriculum. These teams provide suggestions to the teacher for possible interventions for struggling students. The existence of such a team can provide the beginning structure of the instructional decision-making team that is a component of a MTSS process (see appendix). Consistent with the following principles, the team would utilize:

- A prescribed research-based intervention protocol;
- Progress monitoring to guide instruction; and
- A standard format for data gathering and presentation when reporting the impact of an intervention rather than the use of anecdotal information.

DECISION-MAKING MODEL COMBINED

Both problem solving and a standard protocol can be used within the same MTSS process or framework (considered a hybrid approach). For example, a standard protocol may be best suited for Tier II interventions that address larger numbers of students while the problem-solving method may be more appropriate for Tier III students who may need more specific interventions to address their individual needs. In addition, problem solving may be a better choice for students at Tier III who have already demonstrated a lack of response to Tier II intervention and require a more targeted and individualized intervention.

DATA-BASED DECISION MAKING

Sufficient time is needed to determine if the intervention is going to work. However, except with standard protocol procedures, the frequency, duration and intensity of interventions should be based upon student performance data, not a specified period of time. Effective data-based decision making includes:

- Regular review of data based on intensity of student needs (students with more intense needs or greater gaps in achievement may need to be monitored more frequently);
- Sufficient number of data points collected over a specific period of time (a minimum number of six to eight data points is needed to determine responsiveness of the student);
- Analysis of learning trajectory or trends compared against trajectory or trends that will result in grade appropriate achievement;
- Graphic representation of data to allow for visual analysis of trends; and
- A discussion involving treatment fidelity; that is, how closely the specific steps or procedures within an intervention were delivered the way it was intended (treatment fidelity).

Student-specific factors should be considered when applying decision rules to the design of interventions for individual students, including but not limited to:

- Age of student;
- Frequency of intervention;
- Extent of gap in achievement;
- Trend data including variability and level of data;
- Focus of intervention.

DECISION RULES

Decision rules or criteria for decision making need to be created prior to implementation of the intervention to determine when:

- Students are not responding adequately to instruction and need supplemental intervention;
- Students are responding adequately to instruction and no longer need supplemental intervention;
- An intervention may need to be changed; and/or
- A student may need a referral for special education services to determine if a student's learning difficulty is the result of a disability.

If a student has not made adequate progress in attaining grade-level standards after an appropriate period of

time when provided with instruction utilized in a MTSS framework, the school district must make a referral and promptly request parental consent to evaluate the student to determine if the student needs special education services and programs.

SAMPLES OF SCHOOL-WIDE DECISION RULES

The following are some examples of decision rules for determining which students are "at risk" and use of data to determine if the student is responding to instruction. Each school must select the decision rules it will apply (Adapted and reprinted with permission from Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M.A. 2006, August. Responsiveness to Intervention (RtI): How to do it (NRCLD)):

- 80% Decision Rule: If less than 80% of all students are meeting benchmarks, review of core curriculum may be needed (Tier I);
- 20th Percentile Decision Rule: Students below the 20th percentile in academic skills are placed in small group instruction (Tier II);
- Change Small Group or Individual Instruction Rule: When progress monitoring data are below the aim line on three consecutive days or when six or more data points produce a flat or decreasing trend line, school staff should change or intensify the intervention;
- Individualized Instruction Rule: Individual instruction begins when a student fails to progress after two Tier II interventions (Tier III).

QUALITY INDICATORS FOR DATA-BASED DECISION MAKING

- Criteria are established to determine which students will be identified as "at risk" based upon screening;
- Progress monitoring tools are identified indicating what skills will be measured and what types of data will be collected;
- How long an intervention should be provided (number of data points needed) is determined before a decision is made about whether the student has or has not responded;
- Number of data points needed to determine responsiveness to instruction is selected;
- Frequency of data collection is determined for each tier;
- The minimum level of progress needed that would signify the student's responsiveness to intervention is determined;
- Criteria or decision rules that determine a student's movement between levels of intervention are determined;
- The district has established criteria to determine if a student is making sufficient progress over an appropriate period of time before a referral for a special education evaluation is made;
- Determinations are made as to when and what specific data and information will be provided to the student's parents.

PARENT COMMUNICATION

Communication with parents is critical to the success of a student's participation in an MTSS framework. The Mount Pleasant Central School District strives to meet the quality indicators (below) developed by the New

York State Department of Education through written notifications, progress reports and ongoing communication between the school and home.

In accordance with section 100.2(ii) of the Regulations of the Commissioner of Education, when a student requires an intervention beyond that provided to all students and begins receiving Tier II or Tier III interventions, parents must be notified in writing of the:

- Amount and nature of data that will be collected and the general education services that will be provided;
- Strategies to increase the student's rate of learning; and
- Parent's right to request an evaluation for special education programs and/or services.

Each parent of a student participating in an MTSS process is encouraged to meet regularly with teachers and school staff who are providing instructional and/or behavioral support to the student in order to review the student's progress.

There is a small percentage of students who do not make the expected progress and who may require further evaluation to determine other reasons for the lack of progress. If, at any time, a parent thinks that his/her child may have a disability, the parent should make a written request to the school to have the student evaluated for special education services. This written request could be given to the student's teacher, the building principal or the district's special education office. If the school believes there is concern that the student might have a disability affecting his/her ability to progress, the school will seek the parent's consent to conduct an individual evaluation to determine if the student needs special education services. The information gathered through the MTSS process will be considered as part of this evaluation.

NOTIFICATION

While it is expected that parents are involved and kept informed of their child's progress in school at all levels, when students participate in the MTSS process, there are specific parent notification requirements. Parents must be notified in writing and in a language or mode of communication they understand if their child needs an intervention beyond that which is provided to all students in the classroom, as part of a MTSS process (see appendix). Parents must specifically be notified in writing:

- How much and what kind of information (data) the school will collect to monitor the student's progress;
- A child is identified as at risk for not meeting standards and the MTSS Problem-Solving Team determines the child qualifies for MTSS Services;
- The nature of the intervention/instructional support the student will receive;
- Strategies to increase the student's rate of learning; and
- Of the parent's right to request an evaluation for special education services.

The school district will establish clear procedures to meet these requirements, including but not limited to, procedures for:

- Determining the method for written parental notification;
- The manner and frequency of parent and staff communication; and
- The manner and frequency in which progress monitoring data will be provided to parents.

This notification will provide the reason for the services, level of intervention, the provider and the frequency. Based on the level of progress, the MTSS Problem-Solving Team determines if the child will move to a lower or high tier of intervention. This notification provides the reason for services, new level of intervention, the provider and the frequency. Based on the level of progress, the MTSS Problem-Solving Team determines if the child will discontinue MTSS services (see appendix).

In the event a student is referred for an evaluation to determine if the student has a learning disability, the parent will have received appropriate data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction (8NYCRR §200.4(j)(1)(ii)(b)).

PROGRESS REPORTS

In addition to the standard report card that is provided for all students, parents of students who receive Tier II or Tier III MTSS services from an interventionist will receive a progress report at the trimester/marking period midpoint (see appendix). This progress report is sent to parents to inform them of their child's progress. The progress report will contain a narrative that provides the following information:

- The child's area(s) of strength:
- The area(s) in which the child has shown difficulty;
- The type of instruction provided to address the area(s) of difficulty;
- The child's progress toward closing the gap, as measured through progress monitoring;
- Suggestions for how the parents can support the child's learning at home.

Progress reports in the Mount Pleasant Central School District are generated using eduCLIMBER and are then sent home to parents. This allows for a standard format for the reports and for the storage of longitudinal information regarding the child's progress.

QUALITY INDICATORS FOR PARENT NOTIFICATION

- General information about the MTSS process is provided to all parents;
- The notification to parents when a student needs supplemental intervention includes all required information and is provided in a language the parent understands;
- Parents of students receiving an intervention beyond that of the general education class are informed of the right to request an evaluation for special education services at any time;
- The nature and frequency of communication between parents and staff is clearly defined;
- The frequency of providing progress monitoring data to parents is adequate and appropriate to ensure they are regularly informed of their child's progress.

APPENDIX

MTSS BENCHMARKS

GRADES K-2

MEASURE/INSTRUMENT	K			1			2		
	Begin.	Mid.	End	Begin.	Mid.	End	Begin.	Mid.	End
Reading Fluency & Comprehension									
□ Star Early Literacy	25%ile	25%ile	25%ile						
□ Star Reading				25%ile	25%ile	25%ile	25%ile	25%ile	25%ile
□ F&P Benchmark Assessment System (Instructional)				F	H	J	K	L	M
Math Fluency & Problem Solving									
□ Star Math	25%ile	25%ile	25%ile	25%ile	25%ile	25%ile	25%ile	25%ile	25%ile
Other Assessments									
□ Developmental Indicators for Assessment of Learning (DIAL)									
□ Oral Reading Rate on Independent Level	See Benchmarks for Oral Reading Rate								

GRADES 3-5

MEASURE/INSTRUMENT	3			4			5		
	Begin.	Mid.	End	Begin.	Mid.	End	Begin.	Mid.	End
Reading Fluency & Comprehension									
□ Star Reading	25%ile	25%ile	25%ile	25%ile	25%ile	25%ile	25%ile	25%ile	25%ile
□ F&P Benchmark Assessment System (Instructional)	N	O	P	Q	R	S	T	U	V
□ NYS ELA Assessment			3			3			3
Math Fluency & Problem Solving									
□ Star Math	25%ile	25%ile	25%ile	25%ile	25%ile	25%ile	25%ile	25%ile	25%ile
□ NYS Math Assessment			3			3			3
Other Assessments									
□ Oral Reading Rate on Independent Level	See Benchmarks for Oral Reading Rate								

GRADES 6-8

MEASURE/INSTRUMENT	6			7			8		
	Begin.	Mid.	End	Begin.	Mid.	End	Begin.	Mid.	End
Reading Fluency & Comprehension									
□ Star Reading	25%ile	25%ile	25%ile	25%ile	25%ile	25%ile	25%ile	25%ile	25%ile
□ NYS ELA Assessment			3			3			3
Math Fluency & Problem Solving									
□ Star Math	25%ile	25%ile	25%ile	25%ile	25%ile	25%ile	25%ile	25%ile	25%ile
□ NYS Math Assessment			3			3			3
Other Assessments									
□ F&P Benchmark Assessment System - as needed (Instructional)	W	X	Y	Y	Z	Z^+	Z^+	Z^+	Z^+
□ Oral Reading Rate at Independent Level	See Benchmarks for Oral Reading Rate								

GRADES 9-12

MEASURE/INSTRUMENT	9	10	11	12
Reading Fluency & Comprehension				
□ Star Reading	25%ile	25%ile	25%ile	
□ NYS Grade 8 ELA Assessment	3			
□ NYS English Regents			65	65
Math Fluency & Problem Solving				
□ Star Math	25%ile	25%ile	25%ile	
□ NYS Grade 8 Math Assessment	3			
□ NYS Algebra Regents		65	65	65
Other Assessments				
□ F&P Benchmark Assessment System - as needed (Instructional)	Z^+			
□ Other Required Regents			65	65
□ Quarterly Grades	TBD	TBD	TBD	TBD
□ Credits towards graduation	Not on track for graduation as determined by Guidance Department			

ASSESSING ORAL READING RATE & FLUENCY

An assessment for Oral Reading Rate is one that assesses the rate at which a reader reads with accuracy, intonation and meaningful phrasing. Therefore, the reader must be in an appropriately leveled text, which may be either above or below grade level.

Text Level	**Level 1** Needs Support	**Level 2** Approaching Standards	**Level 3** Meets Standards	**Level 4** Exceeds Standard
J	44 wpm or less	45-54 wpm	55-85 wpm	86 wpm or more
K	54 wpm or less	55-64 wpm	65-95 wpm	96 wpm or more
L	59 wpm or less	60-60 wpm	70-100 wpm	101 wpm or more
M	64 wpm or less	65-74 wpm	75-105 wpm	106 wpm or more
N	64 wpm or less	65-79 wpm	80-110 wpm	111 wpm or more
O	64 wpm or less	65-79 wpm	80-115 wpm	116 wpm or more
P	69 wpm or less	70-89 wpm	90-125 wpm	126 wpm or more
Q	74 wpm or less	75-104 wpm	105-140 wpm	141 wpm or more
R	74 wpm or less	75-104 wpm	105-145 wpm	146 wpm or more
S	79 wpm or less	80-109 wpm	110-145 wpm	146 wpm or more
T	84 wpm or less	85-114 wpm	115-150 wpm	151 wpm or more
U	84 wpm or less	85-114 wpm	115-150 wpm	151 wpm or more
V	84 wpm or less	85-114 wpm	115-150 wpm	151 wpm or more
W	89 wpm or less	90-124 wpm	125-160 wpm	161 wpm or more
X	89 wpm or less	90-124 wpm	125-160 wpm	161 wpm or more
Y	89 wpm or less	90-124 wpm	125-160 wpm	161 wpm or more
Z	99 wpm or less	100-129 wpm	130-165 wpm	166 wpm or more

SAMPLE TASK LISTS FOR TIERED INTERVENTION & PROGRESS MONITORING

Tier I Intervention Sample Task List		
Task	**Responsible Individual/Team**	**Timeline/Status**
Identify scientifically based instructional programs in reading, writing, and math.		
Select evidence-based curricula/interventions and resources to accompany core instructional programs.		
Adopt a system to measure fidelity of implementation.		
Select and implement a school-wide academic and behavior screening program.		
Identify team and process to manage screening results.		
Establish data-collection system and implement systematic monitoring of student progress (such as curriculum-based measurement) to determine both level and growth rate.		
Identify team and process to analyze progress monitoring results.		
Develop decision rules (including cut scores) to determine which students are at risk and require more intense instructional support.		
Develop a program of continuous, rigorous professional development experiences related to scientifically based curriculum and teaching practices, progress monitoring, implementing practices with fidelity, and data-based decision-making.		
Develop and implement a process for collaborating with the problem-solving team and monitoring student movement between Tier I and Tier II.		
Decide when to initiate parent involvement.		

Adapted and reprinted with permission from Mellard, D.F., Johnson, E. (2008). RtI A Practitioner's Guide to Implementing Response to Intervention

Tier I Progress Monitoring Sample Task List		
Task	**Responsible Individual/Team**	**Timeline/Status**
Within the relevant content area, review the progress monitoring measure or tool selected for Tier I to determine whether content is aligned with your curriculum.		
Once a tool has been selected, determine and secure the resources required to implement it (e.g., computers, folders/copies, testing areas).		
Determine initial professional development needs and continuing professional development support.		
Implement a system of data collection and progress monitoring that includes determining both level and growth rate.		
Administer the progress monitoring measure frequently enough to assess a learner's responsiveness. At Tier I, screening is three times a year, with routine monitoring weekly or twice weekly.		
Monitor results at the individual student level and make decisions about reasonable cut scores to determine movement to Tier II and beyond.		
Monitor results at the classroom level and make decisions about when teachers or instructional programs require more scrutiny and support.		

Adapted and reprinted with permission from Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M.A. (2006). Responsiveness to Intervention (RtI): How to do it. Lawrence, KS: National Research Center on Learning Disabilities.

Tier II Intervention & Beyond Sample Task List		
Task	**Responsible Individual/Team**	**Timeline/Status**
Identify structure or make-up of problem-solving team.		
Select resources, curricula, and interventions for use with standard protocol approach in reading (decoding and comprehension), math, and writing.		
Create and continue the development of resources on evidence-based instructional strategies to support identified students.		
Schedule time for general and special education teachers to collaborate, observe, implement, and evaluate strategies.		
Develop decision rules (cut scores, exit criteria) for remaining in or moving out of Tier II and beyond (responsiveness vs. unresponsiveness).		
Implement a system of data collection and progress monitoring for Tier II and beyond to determine level and growth rate.		
Provide professional development opportunities for problem solving and protocol approaches.		
Ensure time is scheduled and process is established for teams to meet and review student needs.		
Determine level of intensity of instruction for Tier II and beyond (how often, how long, size of instructional group).		
Identify measures and procedures to document fidelity of implementation of interventions.		
Establish procedures to provide written notification to parents of students receiving Tier II intervention.		

Adapted and reprinted with permission from Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M.A. (2006). Responsiveness to Intervention (RtI): How to do it. Lawrence, KS: National Research Center on Learning Disabilities.

Tier II Progress Monitoring & Beyond Sample Task List		
Task	**Responsible Individual/Team**	**Timeline/Status**
Implement a system of data collection and progress monitoring that includes determining both level and growth rate.		
Within the relevant area of focus for the intervention, review the progress monitoring measure or tool selected for Tier II and beyond to determine whether content is aligned with the intervention.		
Administer the progress monitoring measure frequently enough to assess a learner's responsiveness. At Tier II, no less than once every two weeks. .		
Organize results to provide a profile of the student's progress within this tier. This could be a graph of progress monitoring data supplemented with student work samples or additional informal assessments.		
Monitor results to determine whether a student is responding to the intervention.		
Develop decision rules about when to return a student to Tier I, when to continue with Tier II and beyond, and whether further scrutiny of student performance for special education is warranted.		

Adapted and reprinted with permission from Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M.A. (2006). Responsiveness to Intervention (RtI): How to do it. Lawrence, KS: National Research Center on Learning Disabilities.

INITIAL MTSS REFERRAL FORM

This form is to be completed when a child is brought to the MTSS Problem-Solving Team for the first time as a result of universal screening results, NYS Assessments and/or classroom performance.

Initial MTSS Referral Form
Mount Pleasant Central School District
825 Westlake Drive
Thornwood, NY 10594
Ph: (914) 769-5500 Fax: (914) 769-3733

eduCLIMBER

Student Information

Student Name:	**Date of Birth:**	**School:**	**Grade Level:**
Home Language:	**ENL Status:**	**ENL Proficiency Level:**	
Special Education/504 Status:	**Case Manager:**	**Health and/or Medical Issues:**	

Referral Information

Person Initiating the Referral:	**Role in Relation to Student:**	**Other Referring Staff (if appropriate):**	**Date of Referral:**
Person Who Notified Parents of Referral:	**Date Parents Were Notified:**		

Details of the Referral

Describe the student's strengths and what motivates them:

Describe any current services the student is receiving:

Describe the Tier I core instructional strategies, high leverage practices and/or differentiated instruction that are currently in place and their impact on the student:

Describe the area(s) of deficit and how it is impacting the student:

Describe what else you have learned about the student's background that may be relevant:

TEAM PROTOCOLS & DECISION TREES

> *"A protocol consists of agreed upon guidelines for a conversation, and it is the existence of this structure, which everyone understands and has agreed to, that permits a certain kind of conversation to occur. Protocols are vehicles for building the skills, and culture necessary for collaborative work."* (National School Reform Faculty)

SCHOOL-BASED DATA INQUIRY TEAM MEETING PROTOCOL

This protocol is used to engage administration, faculty and staff in the collaborative analysis of school-wide screening data following the administration of benchmark assessments and/or other assessments on a triannual basis or greater.

Step 1: Gather the Data

Before the School-Based Data Inquiry Team convenes, a team member(s) should be designated to identify the most recent universal screening data, benchmark assessments and/or other assessments that will be reviewed during the meeting. Questions to consider are:

- Which data reports will be most useful to the team?
- Which data are most reflective of student academic performance?
- Which data are most reflective of students' behavioral and/or social-emotional status?
- Should we review current data or prior year data?
- Should we consider our students' current results or prior year's results?
- Should we look at the data of our prior students, current students or future students?

Step 2: Review the Data

Once the School-Based Data Inquiry Team convenes, members silently review the data that were curated for the meeting, either individually or in a small group. Questions to consider are:

- How are the data organized?
- Which student results are primarily academic?
- Which student results are primarily behavioral and/or social-emotional?
- Are the results based upon current data or prior year data?
- Are the results based upon students' current results or prior year's results?
- Are the results based upon prior, current or future students?
- How will I highlight and/or annotate the data for understanding (description)?
- How will I highlight and/or annotate the data for meaning (interpretation)?

Step 3: Describe the Data

After reviewing the data, the School-Based Data Inquiry Team begins to develop a common understanding among the team of what they see in the data. Questions to consider are:

- How can each source of data be succinctly described?
- Did 80% of students in the classroom and/or grade level perform at or above the benchmark on the assessment?
- What trends and/or patterns can be identified when looking at individual sources of data?
- What trends and/or patterns can be identified when looking across multiple sources of data?

Step 4: Interpret the Data

After developing a common understanding among team members of the data that are presented, their patterns and/or trends, the team begins to make meaning of the data. Questions to consider are:

- What do the trends and/or patterns mean?
- How can/should all students be involved in reviewing the benchmark assessment data and/or other assessment data to identify areas of personal strength and areas for growth?
- To what extent can the assessment be shared with parents and what method(s) should be used to share the data with parents?

  Step 4a: If less than 80% of students met the benchmark assessment and/or other assessments

  The team may need to consider revising the core curriculum and/or core instructional strategies. Questions to consider are:

  - Is the success rate less than 80% related to specific curricula? Which curricula?
  - How can we adjust the core curriculum to address the deficits revealed by the benchmark assessment data?
  - Is the success rate less than 80% related to specific skills and/or comptencies? Which skills and/or competencies?
  - How can we adjust the Tier I core instructional strategies to address the deficits revealed by the benchmark assessment data?

  Step 4b: If more than 80% of students met the benchmark assessment and/or other assessment

  The team should consider those students who did not meet the benchmark and those who did. Questions to consider are:

  - Did the students who did not meet the benchmark also not meet the benchmark on the other assessments and/or other indicators, such as classroom performance (multiple measures)?
  - Should any of these students be considered for a ‘First Look’?
  - If a student is currently identified for MTSS services, does the intervention and/or monitoring plan(s) need to be adjusted as a result of the benchmark assessment data at the next ‘Check-Up’?
  - For those students who met the benchmark and were previously identified for MTSS services, should they be considered for a discontinuation of services at the next ‘Check-Up’?

MTSS PROBLEM-SOLVING TEAM "FIRST LOOK" MEETING PROTOCOL

This protocol is used when a teacher(s) has identified concerns about a student who is not currently receiving intervention services. The referring teacher should bring baseline/background data that is not available in eduCLIMBER. As the meeting progresses, the team completes the MTSS First Look Meeting Form in eduCLIMBER.

Step 1: Review Referral and Baseline/Background Data

At the opening of the meeting, the referring teacher(s) reviews the Initial MTSS Referral Form. The team also reviews the baseline/background data within eduCLIMBER, in addition to other data not included in the system (i.e., CPSE/CSE/504/IHP records, classroom work samples, assessments, anecdotal observations, etc.). Team members ask clarifying questions.

Step 2: Identify Appropriate Level(s) of Support

In consultation with the MTSS First Look Decision Tree, the team determines whether the student's results and/or performance require further Tier I Core Instruction, a Tier II Intervention and/or a Tier III Intervention.

Step 3: Define Student Area(s) for Growth/Goals

If the team determines that the student requires a Tier II and/or Tier III Intervention, the team and the referring teacher(s) develop academic and/or wellness goal(s) that can be stated in measurable and observable terms that the student is expected to reach within 6-8 weeks.

Step 4: Design an Intervention/Monitoring Plan

For each academic and/or wellness goal, the team and the referring teacher(s) identify an interventionist and a targeted intervention strategy that is designed to move the student from the current level of performance towards the goal. The start and end dates for the intervention schedule are determined, in addition to the frequency of the intervention and times. The method for measuring the student's progress is identified, in addition to the frequency with which the progress monitor is administered.

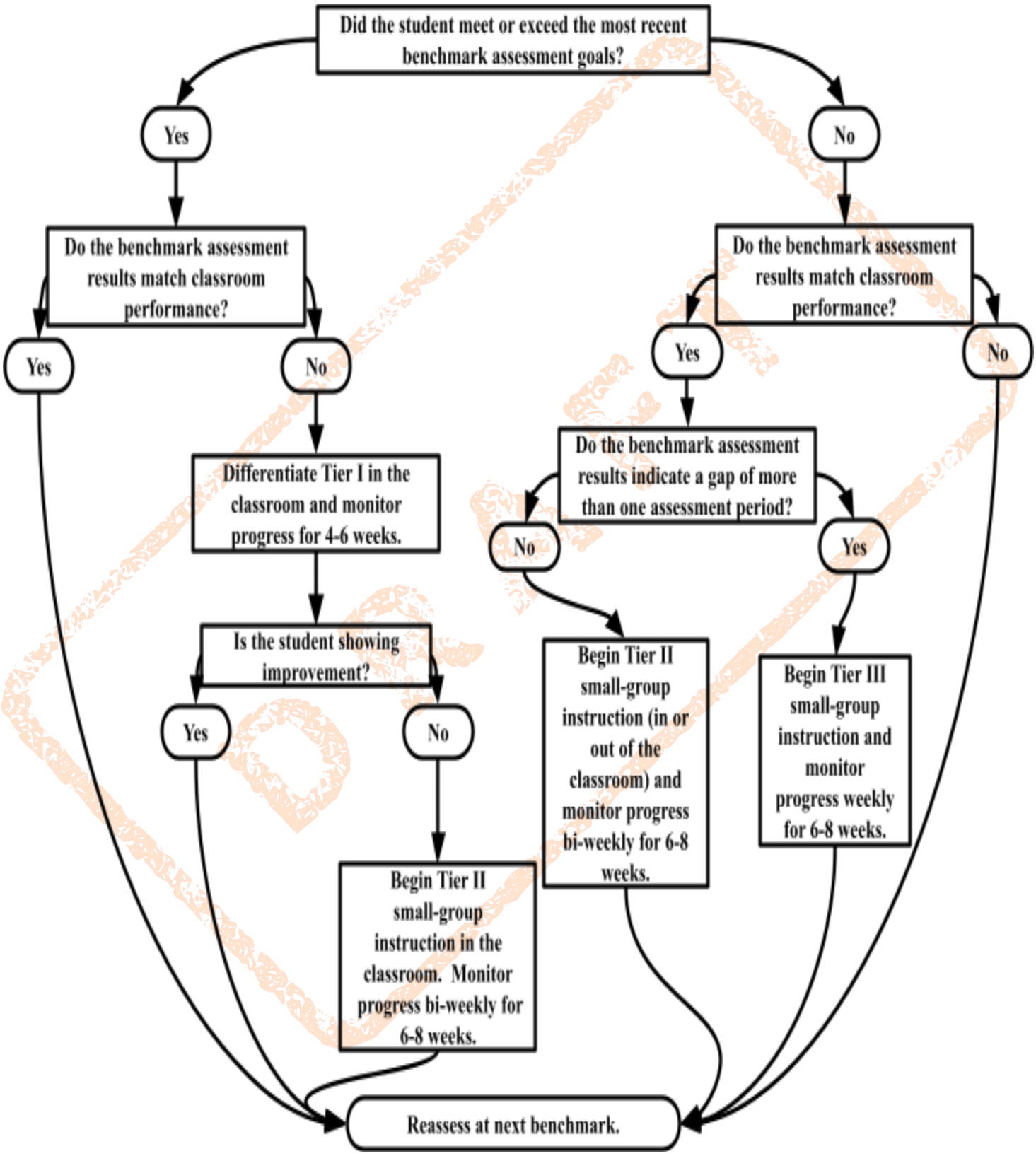
Step 5: Share with Student's Parent(s)

The team will review the Parent Notification of MTSS Service Letter/Intervention Creation Report and discuss who will send them to the student's home and speak with the parent(s) about the adjustment to their child's schedule in order to receive the appropriate intervention(s).

Step 6: Finalize the Intervention and Monitoring Plan(s)

The team reviews the details of the intervention/monitoring plan(s) and ensures that any faculty member impacted by the plan understands the plan and his/her role in implementing the plan. A date is identified/calendared within eduCLIMBER for a future meeting to reconvene the team for a MTSS Check-Up Meeting.

MTSS PROBLEM-SOLVING TEAM "FIRST LOOK" DECISION TREE



MTSS "FIRST LOOK" MEETING FORM

This form is used when a teacher has identified concerns about a student who is not currently receiving intervention services.

MTSS First Look Meeting Form
Mount Pleasant Central School District
825 Westlake Drive
Thornwood, NY 10594
Ph: (914) 769-5500 Fax: (914) 769-3733

eduCLIMBER

Student Name: **MTSS First Look Meeting Date:**

Step 1: Review Referral and Baseline/Background Data

At the opening of the meeting, the referring teacher(s) reviews the Initial MTSS Referral Form. The team also reviews the baseline/background data within eduCLIMBER, in addition to other data not included in the system (i.e., CPSE/CSE/504/IHP records, classroom work samples, assessments, anecdotal observations, etc.). Team members ask clarifying questions.

Notes:

Step 2: Identify Appropriate Level(s) of Support

In consultation with the MTSS First Look Decision Tree, the team determines whether the student's results and/or performance require further Tier I Core Instruction, a Tier II Intervention and/or a Tier III Intervention.

MTSS Problem Solving Team First Look Decision Tree

Tier I Core Instruction: ☐ **Tier II Intervention:** ☐ **Tier III Intervention:** ☐

Step 3: Define Student Area(s) for Growth/Goals

If the team determines that the student requires a Tier II and/or Tier III Intervention, the team and the referring teacher(s) develop academic and/or wellness goal(s) that can be stated in measurable and observable terms that the student is expected to reach within 6-8 weeks.

Notes:

Step 4: Design an Intervention/Monitoring Plan

For each academic and/or wellness goal, the team and the referring teacher(s) identify an interventionist and a targeted intervention strategy that is designed to move the student from the current level of performance towards the goal. The start and end dates for the intervention schedule are determined, in addition to the frequency of the intervention and times. The

method for measuring the student's progress is identified, in addition to the frequency with which the progress monitor is administered.

Notes:

Step 5: Share with Student's Parent(s)

The team will review the Parent Notification of MTSS Service Letter/Intervention Creation Report and discuss who will send them to the student's home and speak with the parent(s) about the adjustment to their child's schedule in order to receive the appropriate intervention(s).

Notes:

Step 6: Finalize the Intervention and Monitoring Plan(s)

The team reviews the details of the intervention/monitoring plan(s) and ensures that any faculty member impacted by the plan understands the plan and his/her role in implementing the plan. A date is identified/calendared within eduCLIMBER for a future meeting to reconvene the team for a MTSS Check-Up Meeting.

MTSS Check-Up Meeting Date:

MTSS PROBLEM-SOLVING TEAM "CHECK-UP" MEETING PROTOCOL

This protocol is used to assess the impact of current interventions and to adjust accordingly. As the meeting progresses, the team completes the MTSS Check-Up Meeting Form in eduCLIMBER.

Step 1: Review Intervention/Monitoring Plan Implementation

At the opening of the meeting, the interventionist(s) reviews the Intervention and Progress Monitoring Plan and the implementation of the plan in eduCLIMBER. The team also reviews current data within eduCLIMBER, in addition to other data not included in the system (i.e., CPSE/CSE/504/IHP records, classroom work samples, assessments, anecdotal observations, etc.). Team members ask clarifying questions.

Step 2: Identify Appropriate Level(s) of Support

In consultation with the MTSS Tier II/III Decision Trees, the team determines whether the student's results and/or performance require no change in service, a less intensive tier of service, a more intensive tier of service or a referral to the Committee on Special Education (CSE). If it is determined that the MTSS services are to be discontinued, the team will review the Parent Discontinuation of MTSS Service Letter and discuss who will send them to the student's home and speak with the parent(s).

Step 3: Define Student Area(s) for Growth/Goals

If the team determines that the student requires a further Tier II and/or Tier III Intervention, the team and the interventionist(s) develop academic and/or wellness goal(s) that can be stated in measurable and observable terms that the student is expected to reach within 6-8 weeks.

Step 4: Design an Intervention/Monitoring Plan

For each updated academic and/or wellness goal, the team and the interventionist(s) identify an interventionist (if a new one is needed) and a targeted intervention strategy that is designed to move the student from the current level of performance towards the goal. The start and end dates for the intervention schedule are determined, in addition to the frequency of the intervention and times. The method for measuring the student's progress is identified, in addition to the frequency with which the progress monitor is administered.

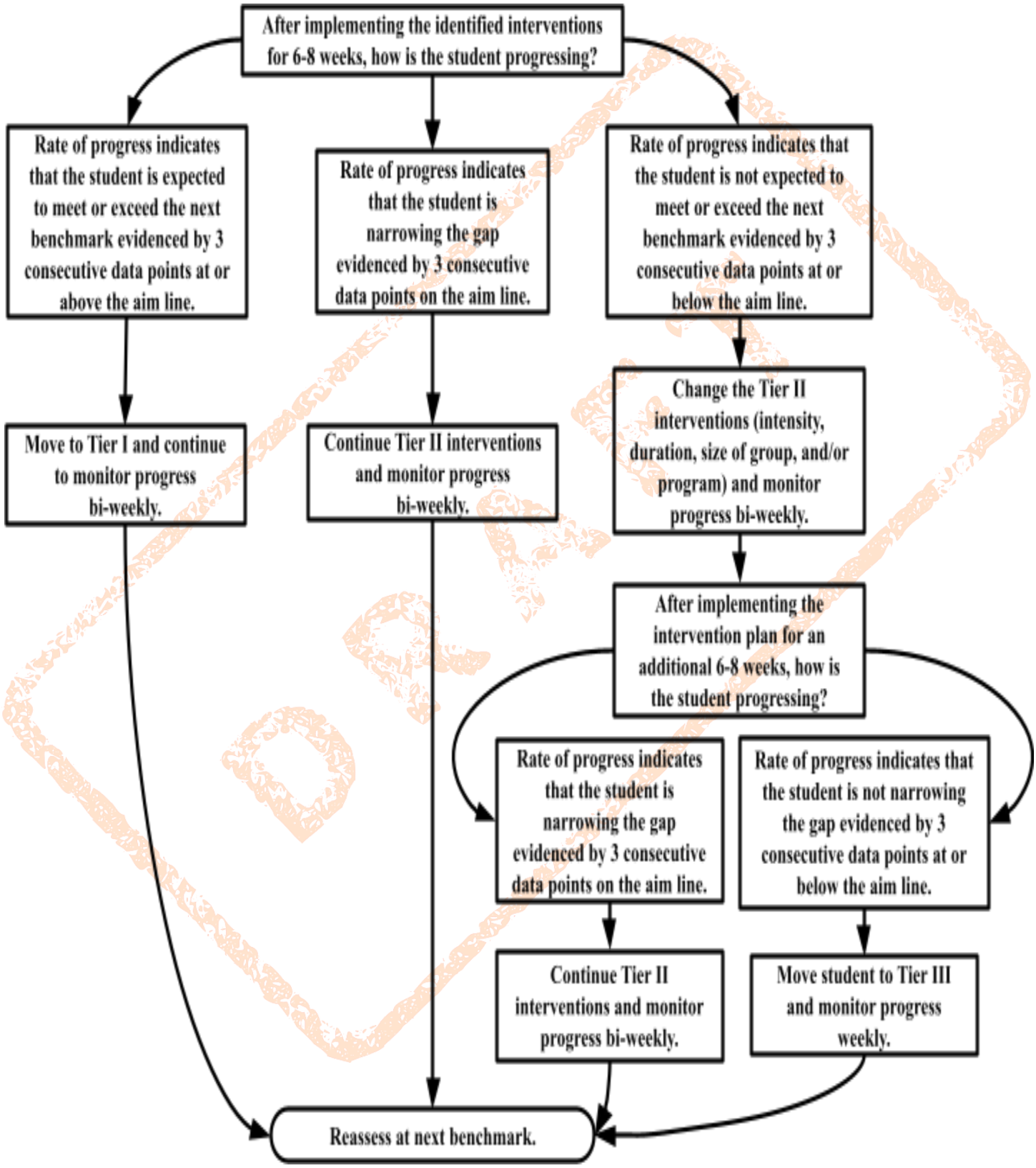
Step 5: Share with Student's Parent(s)

The team will review the Parent Notification of MTSS Service Letter/Intervention Creation Report and discuss who will send them to the student's home and speak with the parent(s) about the adjustment to their child's schedule in order to receive the appropriate intervention(s).

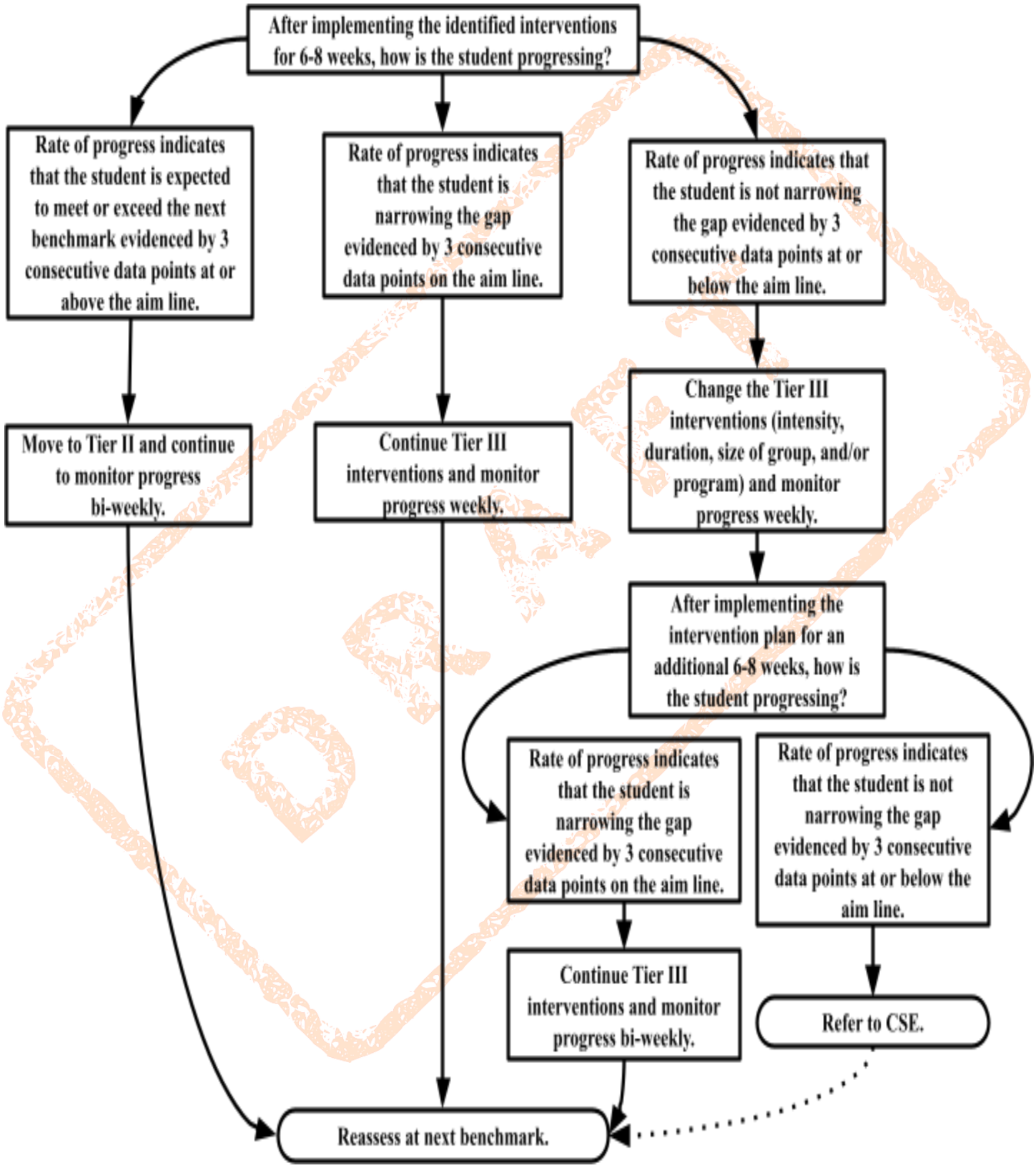
Step 6: Finalize the Intervention and Monitoring Plan(s)

The team reviews the details of the intervention/monitoring plan(s) and ensures that any faculty member impacted by the plan understands the plan and his/her role in implementing the plan. A date is identified/calendared within eduCLIMBER for a future meeting to reconvene the team for a MTSS Check-Up Meeting.

MTSS PROBLEM-SOLVING TEAM TIER II "CHECK-UP" DECISION TREE



MTSS PROBLEM-SOLVING TEAM TIER III "CHECK-UP" DECISION TREE



MTSS "CHECK-UP" MEETING FORM

This form is used to assess the impact of current interventions and to adjust accordingly.

MTSS Check-Up Meeting Form
Mount Pleasant Central School District
825 Westlake Drive
Thornwood, NY 10594
Ph: (914) 769-5500 Fax: (914) 769-3733

eduCLIMBER

Student Name:	**MTSS Check-Up Meeting Date 1:**	**MTSS Check-Up Meeting Date 2 (if necessary):**	**MTSS Check-Up Meeting Date 3 (if necessary):**
MTSS Check-Up Meeting Date 4 (if necessary):	**MTSS Check-Up Meeting Date 5 (if necessary):**	**MTSS Check-Up Meeting Date 6 (if necessary):**	**MTSS Check-Up Meeting Date 7 (if necessary):**

Step 1: Review Intervention/Monitoring Plan Implementation

At the opening of the meeting, the interventionist(s) reviews the Intervention and Progress Monitoring Plan and the implementation of the plan in eduCLIMBER. The team also reviews current data within eduCLIMBER, in addition to other data not included in the system (i.e., CPSE/CSE/504/IHP records, classroom work samples, assessments, anecdotal observations, etc.). Team members ask clarifying questions.

Notes:

Step 2: Identify Appropriate Level(s) of Support

In consultation with the MTSS Tier II/III Decision Trees, the team determines whether the student's results and/or performance require no change in service, a less intensive tier of service, a more intensive tier of service or a referral to the Committee on Special Education (CSE). If it is determined that the MTSS services are to be discontinued, the team will review the Parent Discontinuation of MTSS Service Letter and discuss who will send them to the student's home and speak with the parent(s).

MTSS Problem Solving Team Tier II Decision Tree
MTSS Problem Solving Team Tier III Decision Tree

MTSS Check-Up Meeting Date 1:	**Tier of Service:**	**MTSS Check-Up Meeting Date 2 (if necessary):**	**Tier of Service:**
MTSS Check-Up Meeting Date 3 (if necessary):	**Tier of Service:**	**MTSS Check-Up Meeting Date 4 (if necessary):**	**Tier of Service:**
MTSS Check-Up Meeting Date 5 (if necessary):	**Tier of Service:**	**MTSS Check-Up Meeting Date 6 (if necessary):**	**Tier of Service:**
MTSS Check-Up Meeting Date 7 (if necessary):	**Tier of Service:**		

Step 3: Define Student Area(s) for Growth/Goals

If the team determines that the student requires a further Tier II and/or Tier III Intervention, the team and the interventionist(s) develop academic and/or wellness goal(s) that can be stated in measurable and observable terms that the student is expected to reach within 6-8 weeks.

Notes:

Step 4: Design an Intervention/Monitoring Plan

For each updated academic and/or wellness goal, the team and the interventionist(s) identify an interventionist (if a new one is needed) and a targeted intervention strategy that is designed to move the student from the current level of performance towards the goal. The start and end dates for the intervention schedule are determined, in addition to the frequency of the intervention and times. The method for measuring the student's progress is identified, in addition to the frequency with which the progress monitor is administered.

Notes:

Step 5: Share with Student's Parent(s)

The team will review the Parent Notification of MTSS Service Letter/Intervention Creation Report and discuss who will send them to the student's home and speak with the parent(s) about the adjustment to their child's schedule in order to receive the appropriate intervention(s).

Notes:

Step 6: Finalize the Intervention and Monitoring Plan(s)

The team reviews the details of the intervention/monitoring plan(s) and ensures that any faculty member impacted by the plan understands the plan and his/her role in implementing the plan. A date is identified/calendared within eduCLIMBER for a future meeting to reconvene the team for a MTSS Check-Up Meeting.

MTSS Check-Up Meeting Date 2 (if necessary):	**MTSS Check-Up Meeting Date 3 (if necessary):**	**MTSS Check-Up Meeting Date 4 (if necessary):**
MTSS Check-Up Meeting	**MTSS Check-Up Meeting Date 6 (if necessary):**	**MTSS Check-Up Meeting Date 7 (if necessary):**

PARENT NOTIFICATION OF MTSS SERVICE

[Date] [Student Name]

Dear [Parent/Guardian Name]:

The Mount Pleasant Central School District is committed to the success of every child. Throughout the year, teachers and administrators review individual student progress toward meeting the New York State Standards and Benchmarks. Multiple pieces of data regarding a student's progress are analyzed to determine if a general education student should receive additional support through our Multi-Tiered System of Supports (MTSS) program. Our records indicate that your child qualifies for these services.

Enclosed with this letter is a summary of MTSS services which are customized to give instructional and/or other types of assistance to support your child. We thoroughly reviewed your child's daily classroom performance, standardized and/or diagnostic testing results and report card information as we developed a plan to meet the needs of your child. We will continue to monitor his/her progress throughout the year.

Your child will receive the services and/or supports from the provider listed below, who will work to provide your child with the necessary skills and supports to be more successful in achieving the expected learning/wellness standards and benchmarks.

[Provider Name] [Provider Role]

You are welcome to consult with your child's classroom teachers as well as any other professional staff regarding the MTSS services. Parent conferences, report cards and other communications are all ways in which you can stay informed of your child's progress. Your child's teachers can provide additional information about how you can support your child's growth at home.

If, at any time, you believe that your child may have a disability, you can make a written request to have your child evaluated for special education services. This written request could be given to your child's teacher, the building principal or the Mount Pleasant Central School District's Department of Pupil Personnel and Student Services.

Of course, we want to work closely with you to ensure the success of your child. If you have any questions, please contact your child's classroom teacher(s), school counselor and/or building administrator.

Sincerely,

Multi-Tiered System of Supports (MTSS) Problem-Solving Team

PARENT NOTIFICATION OF A DISCONTINUATION OF MTSS SERVICE

[Date] [Student Name]

Dear [Parent/Guardian Name]:

The Mount Pleasant Central School District is committed to the success of every child. Throughout the year, teachers and administrators review individual student progress toward meeting the New York State Standards and Benchmarks. Multiple pieces of data regarding a student's progress are analyzed to determine if a general education student should receive additional support through our Multi-Tiered System of Supports (MTSS) program.

As a result of previous assessments, your child was identified to be at risk of not achieving the New York State Standards and Benchmarks, and has been receiving intervention services in the area listed below. We are pleased to report that your child has made sufficient progress and is no longer considered to be at risk in this area. Therefore, intervention services listed below are scheduled to be discontinued on the date indicated. Please be advised that your child's progress will continue to be monitored to ensure that he/she is on track to meet the expected learning/wellness standards and benchmarks.

[Name of Intervention Service] [Date of Discontinued Service]

We want to work closely with you to ensure the success of your child. If you have any questions, please contact your child's classroom teacher(s), school counselor and/or building administrator.

Sincerely,

Multi-Tiered System of Supports (MTSS) Problem-Solving Team

MTSS ELEMENTARY PROGRESS REPORT

MTSS Elementary Progress Report
Mount Pleasant Central School District
825 Westlake Drive
Thornwood, NY 10594
Ph: (914) 769-5500 Fax: (914) 769-3733

eduCLIMBER

Student Name:	Student ID:	Provider Name:	Progress Report Date:

Intervention Summary:

Mid First Trimester Comments	Mid Second Trimester Comments	Mid Third Trimester Comments
Area(s) of Strength:	**Area(s) of Strength:**	**Area(s) of Strength:**
Area(s) of Difficulty:	**Area(s) of Difficulty:**	**Area(s) of Difficulty:**
Instruction Provided to Address the Area(s) of Difficulty:	**Instruction Provided to Address the Area(s) of Difficulty:**	**Instruction Provided to Address the Area(s) of Difficulty:**
Progress Towards Closing the Gap:	**Progress Towards Closing the Gap:**	**Progress Towards Closing the Gap:**
How the Family Can Support the Child:	**How the Family Can Support the Child:**	**How the Family Can Support the Child:**

MTSS SECONDARY PROGRESS REPORT

MTSS Secondary Progress Report
Mount Pleasant Central School District
825 Westlake Drive
Thornwood, NY 10594
Ph: (914) 769-5500 Fax: (914) 769-3733

eduCLIMBER

Student Name:	Student ID:	Provider Name:	Progress Report Date:

Intervention Summary:

Mid First Quarter Comments	Mid Second Quarter Comments	Mid Third Quarter Comments	Mid Fourth Quarter Comments
Area(s) of Strength:	**Area(s) of Strength:**	**Area(s) of Strength:**	**Area(s) of Strength:**
Area(s) of Difficulty:	**Area(s) of Difficulty:**	**Area(s) of Difficulty:**	**Area(s) of Difficulty:**
Instruction Provided to Address the Area(s) of Difficulty:	**Instruction Provided to Address the Area(s) of Difficulty:**	**Instruction Provided to Address the Area(s) of Difficulty:**	**Instruction Provided to Address the Area(s) of Difficulty:**
Progress Towards Closing the Gap:	**Progress Towards Closing the Gap:**	**Progress Towards Closing the Gap:**	**Progress Towards Closing the Gap:**
How the Family Can Support the Child:	**How the Family Can Support the Child:**	**How the Family Can Support the Child:**	**How the Family Can Support the Child:**