



cato·meridian
central school district

***MULTI-TIERED
SYSTEMS OF
SUPPORT PLAN***

BOARD APPROVED: DATE

Multi-Tiered Systems of Support Plan Cato-Meridian Central School District

The following individuals serve on the (Cato-Meridian CSD) Multi-Tiered Systems of Support Team and have been involved in the creation and implementation of the District MTSS Plan:

Name	Title/Position	School Building
Dr. Terry Ward	Superintendent	CMCS
Danielle Mahoney	Principal, Elementary	CM Elem
Elizabeth Kupiec	Assistant Superintendent	CMCS
Jennifer Dorschel	Curriculum Coordinator	CMCS
Khrystie Allen	CSE Chairperson Intern	CMCS
Jacob Sereno	School Psychologist	CM High School/Elementary
Kristina Peckham	High School Teacher Leader	CM High School
Shannon Dengos	High School Teacher Leader	CM High School
Dawna Carvey	Elementary Teacher Leader	CM Elementary School
Stephanie Green	Elementary Teacher Leader	CM Elementary School
Karyvette Feito	School Psychologist	CM Elementary School

Our mission is to encourage growth of individual talent, confidence, and pride in an environment where each person can develop skills and attitudes to become a responsible, understanding, and productive member of a changing society.

The District MTSS Team at Cato-Meridian Central School District is charged with the following responsibilities relative to MTSS:



- Ensure that the MTSS plan reflects regulatory requirements, intervention fidelity, and student selection criteria.

SECTION 1: INTRODUCTION

Multi-Tier Systems of Supports functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing supplemental interventions targeted to their learning and social-emotional needs. The overall purpose of MTSS at the Cato-Meridian Central School District is to ensure that all students receive appropriate research-based interventions to improve their achievement.

***Multi Tiered Systems of Supports Defined:** MTSS is a prevention framework that organizes building-level resources to address each individual student’s academic and/or behavioral needs within intervention tiers that vary in intensity. MTSS allows for the early identification of learning and behavioral challenges and time interventions for students who are at risk for poor learning outcomes. It also may be called a multi-level prevention system. The increasingly intense tiers (e.g., Tier 1, Tier 2, Tier 3) sometimes referred to as levels of prevention (i.e., primary, secondary, intensive prevention levels), represent a continuum of supports. Response to Intervention (RTI) and Positive Behavioral Interventions and Supports are examples of MTSS” (Center on Response to Intervention at American Institutes for Research, 2014)*

Legislative Background

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires schools to establish an RtI policy and procedures for students in grades K -4 in the area of literacy. These amendments established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification, and the use of RtI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner’s Regulations it set forth minimum requirements for using a RtI process to determine a student’s response to research-based intervention.

Minimum Requirements. The Regents policy framework for RtI:

1. Defines RtI to minimally include:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include

explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.

- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
- **Instruction matched to student needs 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.
- **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.
- 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.
- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student’s rate of learning; and
 - parents’ right to request an evaluation for special education programs and/or services

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and prereferral interventions in order to remediate a student’s performance prior to referral for special education, which may include the RtI process as part of a district’s school-wide approach. The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to the:

- criteria for determining the levels of intervention to be provided to students,
- types of interventions,
- amount and nature of student performance data to be collected, and
- manner and frequency for progress monitoring.

[8 NYCRR section 100.2(ii)]

3. Requires each school district implementing an RtI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a RtI program and that such program is implemented consistent with the specific structure and components of the model.

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of RtI in the State's **criteria to determine learning disabilities (LD)** and **requires, effective July 1, 2012, that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading.** *“Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”*

[8 NYCRR section 200.4(j)]

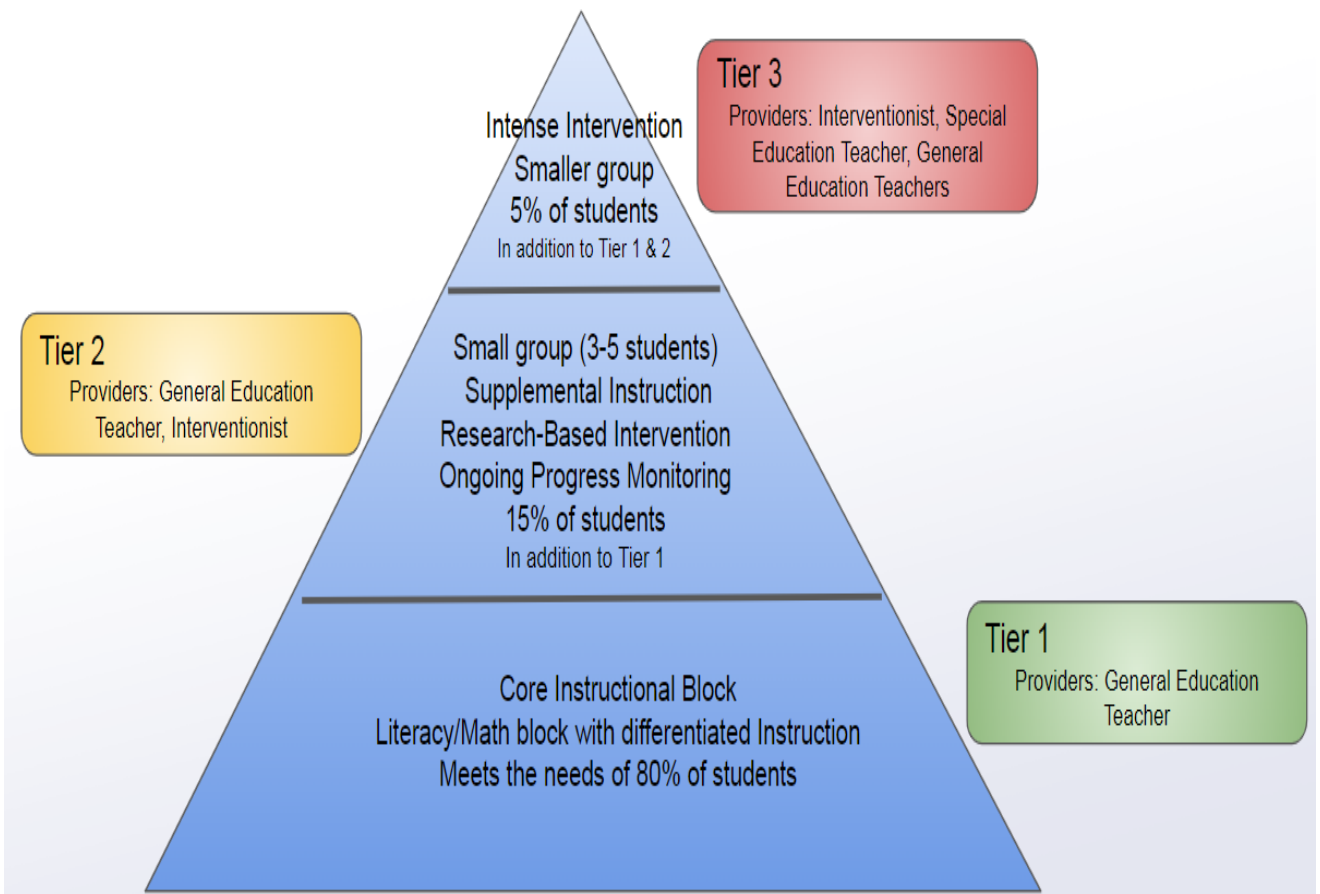
In addition to the above RtI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students’ instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students with low test scores must be monitored periodically through screenings and ongoing assessments of the student’s reading and mathematics abilities and skills.
- **If the student is determined to be making substandard progress in such areas** of study, instruction shall be provided that is tailored to meet the student’s individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student’s rate of learning; and the parents’ right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

An RtI process as described above will meet the section 117.3 requirements to ensure a student’s progress toward meeting the State’s standards.

**SECTION 2:
AS A MULTI-TIERED PREVENTION FRAMEWORK
(Academic)**

MTSS serves as a multi-tiered prevention framework/model with increasing levels or tiers of instructional support. Within the Cato-Meridian Central Schools, a three-tiered model is used. The graphic presented on the next page provides a visual illustration of the district’s MTSS model. Further information for each tier follows the graphic.



Tier One

Tier One is considered the primary level of intervention at Cato-Meridian Central School District and always takes place in the general education classroom. Tier 1 involves appropriate instruction in reading and mathematics delivered to all students in the general education class, delivered by qualified personnel. The goal of the Tier One program is to meet the needs of at least 80% of the students. Students who do not show appropriate levels of achievement with Tier 1 Targeted Instruction will be considered for Tier 2 support services.

Description of Core Program:

- Evidence-based: Cato-Meridian Central School District utilizes CKLA/Amplify for ELA and Eureka math curriculum to meet the needs of our Tier 1 students (P-6). The modules are aligned with the CCLS standards, while CKLA aligns to Next Generation Standards. Additional resources supporting these modules are available on the NYSED Curriculum and Instruction website. A literacy and math block are provided to support best practices in core instruction. Kindergarten - 5th grade engage in a 120 minute ELA block and a 60 minute Math block. Sixth grade students currently receive 60 minutes daily with an alternative day support of 40 minutes for both ELA and Math. Seventh and eighth grade students receive 40 minutes daily for ELA and Math.

It is recommended that ELA for Sixth Grade be adjusted to a minimum of one hour daily (with additional skill time if possible) and Seventh and Eighth Grade ELA be increased in length to a minimum of 40 minutes daily. Within this time period it is expected that for primary grades the following structure will be implemented: whole group instruction (no more than 20 minutes), small group (30-50 minutes, independent practice (up to 10 minutes). Instructionally, it is expected that an anticipatory set, is presented with clearly defined supporting activities targeting skill development as well as standard obtainment. The lesson should reflect a level of assessment and closure as well as connect to upcoming instruction.

- Elements of core (five pillars): The scope and sequence documents in Core Knowledge Language Arts (CKLA) reflect the integration of the five pillars of reading (phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies). In addition, supplemental materials are utilized to provide students with additional practice in oral language fluency. Appropriate math teaching consists of instruction in early numeracy, math computation, math concepts, application and problem solving.
- Differentiation strategies: Cato-Meridian Central School District utilizes differentiation supports including those outlined in the Intervention Toolkit or Remediation guide on Amplify. Materials are modified to meet the grade level standards when needed. The teacher will utilize different instructional routines and groupings while monitoring student progress through benchmark assessments, teacher assessments and Curriculum Based Measures.
- Check for fidelity: The instruction at the Tier 1 level is monitored for fidelity through a variety of means including: Administrator Evaluations and Walkthroughs (minimum of 3 times yearly), Professional Learning Communities focused on student performance, Benchmark Assessment Results (3x yearly), Formative Assessments and NYS Assessments.
- Considerations of Core Program for English Language Learners: Cato-Meridian Central School District utilizes the resources available from NYSED Curriculum and Instruction, formerly known as Engage NY, to support the access of our ELL students to the Tier 1 curriculum.

Tier Two

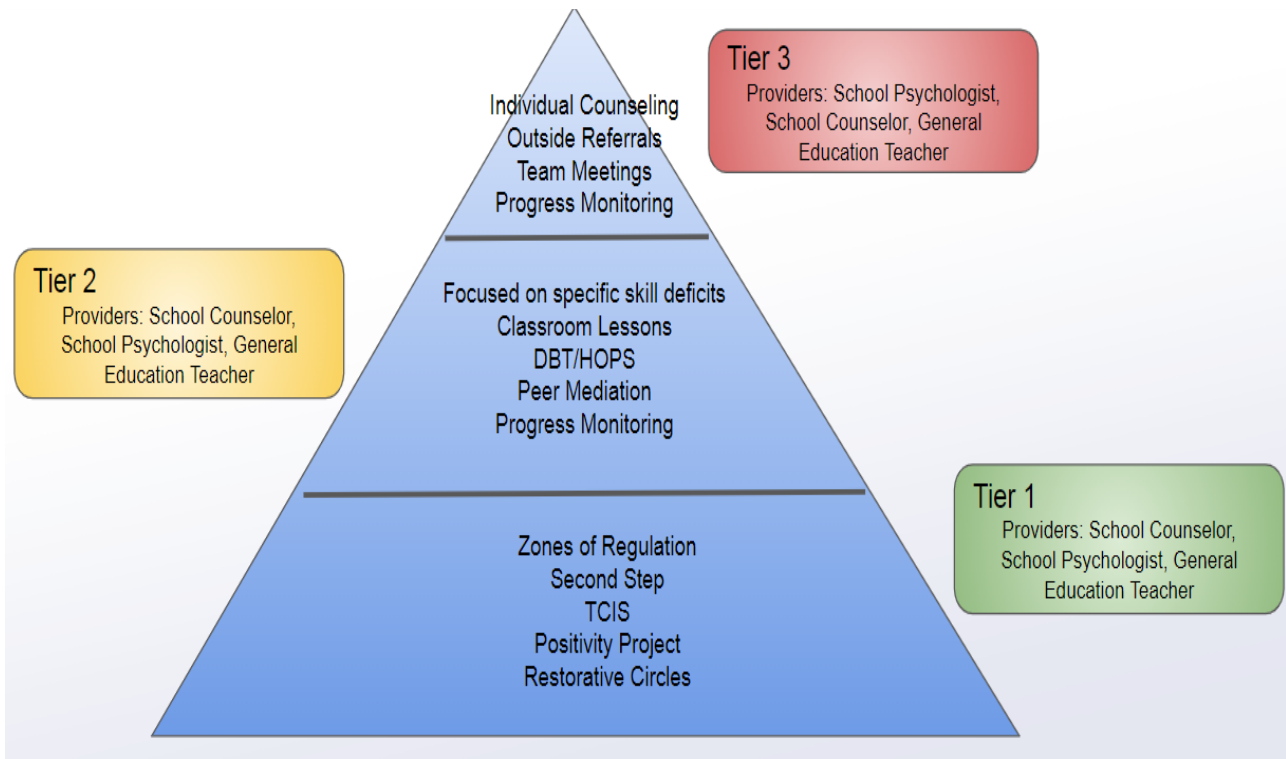
In Tier Two, students who have demonstrated a need for additional support, through screening, lack of success or diagnostic measures, will be provided with targeted instruction. This instruction is provided in a small group setting (3-5 students). It is recommended that these supports be a minimum of 30 minutes 3 - 5 days. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier 1. This instruction may take place in the general education classroom or in an alternative location. Instruction/interventions provided at this level/tier are designed to address the needs or weaknesses of the student relative to reading and/or math. These services are available to Students with Disabilities as well as those who are English as New Language Learners. Student progress will be monitored at a weekly-biweekly level using Star 360 Curriculum-Based Measures in addition to quarterly benchmark assessments

Tier Three

Tier Three is designed for those students who have been unresponsive to Tier 2 intervention or who demonstrate such significant needs that warrant intensive instruction or intervention. This instruction is supplemental as well but is delivered in a more frequent and intensive manner. Group size should be no more than three students. The duration of intervention is determined based on the research based tool deemed most appropriate. In ELA, the following research-based programs are available; SONDAY Systems, Wilson Just Words, and Really Great Reading.

(Social-Emotional)

MTSS serves as a multi-tiered prevention framework/model with increasing levels or tiers of instructional support. Within the Cato-Meridian Central School District, a three-tiered model is used. The graphic presented on the next page provides a visual illustration of the district’s MTSS model. Further information for each tier follows the graphic.



Tier One

Tier One is considered the primary level of intervention at Cato-Meridian Central School District and always takes place in the general education classroom. Tier 1 involves appropriate instruction in social-emotional functioning through the following programs; Second-Step, Zones of regulation and Positivity Project. The goal of the Tier One program is to meet the needs of at least 80% of the students. Students who do not show appropriate levels of achievement with Tier 1 Targeted Instruction will be considered for Tier 2 support services.

Tier Two

In Tier Two, students who have demonstrated a need for additional support, through screening, lack of success or diagnostic measures, will be provided with targeted instruction. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier 1. This instruction may take place in the general education classroom or in an alternative location. Instruction/interventions provided at this level/tier are designed to address the needs or weaknesses of the student relative to social-emotional functioning. Student progress will be monitored at a biweekly level in addition to quarterly benchmark assessments using the BIMAS.

Tier Three

Tier Three is designed for those students who have been unresponsive to Tier 2 intervention or who demonstrate such significant needs that warrant intensive instruction or intervention. Students in Tier Three will often receive individual counseling, outside referrals for different agencies, or a school support plan.

SECTION 3:

ASSESSMENT WITHIN AN MTSS FRAMEWORK

An MTSS framework uses a variety of assessments that are used to support decisions about a student’s at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within an MTSS process for different purposes.

Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure or social-emotional concerns and who may require closer monitoring , further assessment, or supplemental instruction.

The table presented below provides descriptive information regarding the universal screening procedures used at Cato-Meridian Central School District.

<p>Screening Tool(s):</p>	<p>STAR Assessment Heggerty BRIGANCE (Pre-Kindergarten) BIMAS LETRS</p>
<p>Frequency of Administration:</p>	<p>Heggerty (3x) STAR Early Literacy (3x) STAR: (3x) BRIGANCE: (1x) BIMAS: (3x) LETRS: (On-going as needed)</p>

Grades Screened:	PreK-8 (Academics) K-12 (Social Emotional)
Screening Administrator(s):	Jennifer Dorschel
Location:	Classroom (group administration) Reading Room/Special Education Classroom (individual administration)

A Screening Assessment Schedule is provided that details the nature of screening assessment per grade level at multiple intervals across the school year.

Considerations for Screening or Benchmark Assessments for English Language Learners: Additional assessment is often needed to determine the risk-status of students whose native language is not English. For example, Linan-Thompson and Ortiz (2009) note that special consideration must be given to students' performance in their native language. Students with strong native language literacy skills may require different instructional support than students with the same English instructional profile and weak native language literacy skills. Second, Al Otaiba and colleagues (2009) documented that Hispanic students requiring ELD/ELL services demonstrated lower performance on Oral Reading Fluency measures in comparison to their Hispanic peers not receiving EDL/ELL services; this result may have been due to language proficiency and vocabulary differences. Crosson and Lesaux (2010) demonstrated that overall reading comprehension was influenced strongly by both fluent reading of text as well as measures of oral language proficiency including vocabulary and listening comprehension. Students with lower language proficiency in English are likely to need substantial language support in addition to strong reading instruction

to achieve reading comprehension at expected levels. Collecting language proficiency data in addition to using the reading screening measures will help to determine the extent and kind of reading and language support students will need to meet important reading goals. (NCRTI, 2010)

The following considerations are taken into account for ENL/MLL students due to limitations within universal benchmark systems. Additional tools are utilized to monitor the students' need for instructional support such as teacher assessments, language proficiency measures. Every effort is made to consider the stages of language acquisition and its impact on current performance. Instruction is planned based on the student's current level of performance and their literacy experiences in their native language (s).

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 can (1) determine a student's rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

The Cato-Meridian Central School District uses STAR to determine a student's movement across the tiers by examining rate of progress and level of performance over time. The table below provides logistical information regarding progress monitoring procedures within Tiers 1, 2, and 3.

	Tier 1	Tier 2	Tier 3
Frequency of Administration:	Star - 3x yearly BIMAS - 3x yearly	Star -Bi-weekly BIMAS- Bi-Monthly	Star - weekly BIMAS- Monthly
Administrator(s):	General Education Teacher	General Education Interventionist	General Education Interventionist Special Education



Location:	Classroom	Classroom/Alternative Setting	Classroom/Alternative Setting
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These procedures will be followed for all students, including ENLs and SWD.

Additional Assessment: Diagnostic

Screening and progress monitoring tools occasionally provide sufficient information to plan instruction, but most often they do not since they tend to focus on quick samples of student performance as opposed to greater in-depth information about a student’s abilities. Assessments that are diagnostic in nature provide greater detail about individual students’ skills and instructional needs. They provide educators with information that informs the “what to teach” and the “how to teach.” They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress (Center on Teaching and Learning, n.d.). The following additional diagnostic measures are utilized: Wilson Screeners, as well as Curriculum Based Measures, LETRS, PAST and other standardized measures such as Woodcock Reading, Wechsler Individual Achievement Test (WIAT).

SECTION 4:

DATA-BASED DECISION MAKING

A key component of an MTSS framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

Within an MTSS framework, two major decisions need to be made relative to student performance:

1. Which students may be at-risk for academic failure?
2. How well is the student responding to supplemental, tiered instruction/intervention?



Determining Initial Risk Status

To determine which students may be at-risk, the Cato-Meridian Central School District uses data obtained from benchmark/screening assessments as well as other sources. The following table provides information about the nature of this decision.

Determining Who's At-Risk	
Primary Data Source:	STAR, STAR Early Literacy, Heggerty/PAST, BIMAS
Secondary Data Source:	Teacher Assessments, State Assessments, LETRS
Purpose:	<ul style="list-style-type: none"> ● Identify who's at risk ● Identify the level of intervention a student requires ● Provide preliminary information about the effectiveness of core instruction at Tier 1
Who's Involved:	Teacher, Interventionists, Principal, School Psychologist
Frequency:	Three times per school year
Decision Options and Criteria:	The need for services is established by weighing the students' benchmark assessments, state test scores, teacher assessments, and if needed additional formal measures such as LETRS.

Determining Student Response to Intervention

Another key decision made by the MTSS building committee is whether or not a student who is receiving supplemental instruction or intervention is making progress. The Cato-Meridian Central School District



makes use of progress monitoring data and other data sources to examine the student’s level of performance and rate of progress over time. By graphing the student’s performance and examining the data path, the MTSS building makes an informed decision about a student’s response to intervention. The table presented below provides further information regarding the nature of this decision.

Determining Student Response to Intervention			
Primary Data Source:	STAR, BIMAS		
Secondary Data Source:	LETRS, Curriculum Based Measures		
Purpose:	<ul style="list-style-type: none"> ● Determine student’s response to the intervention ● Determine if the student is making progress towards grade level benchmarks ● Determine the need for a lesser or more intensive intervention 		
Who’s Involved:	Teacher, Interventionists, Principal, School Psychologist		
Frequency per Tier:	Student Response to Intervention is monitored minimally as listed below		
	Tier 1	Tier 2	Tier 3
	Quarterly	Bi-weekly	Weekly
Decision Options and Criteria:	Progress Monitoring Data, Benchmark Data, in conjunction with teacher assessments are utilized to determine cut points for Tiered Services. Students' level of intervention will be tailored based on the results of the assessments. Students may move between the tiers as needed.		

LD Determination

Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer solely use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of LD, the CSE must determine that a student’s academic underachievement is not due to the lack of appropriate instruction in reading. Students who have not made adequate progress with intervention may be referred to the CSE for consideration of a learning disability. This option is also available to parents at any time.



SECTION 5:

PROFESSIONAL DEVELOPMENT

Part 100.2(ii)(3) requires each school district take “appropriate steps to ensure that staff have the knowledge and skills necessary to implement a MTSS program and that such program is implemented consistent with...” the specific structure and components of the MTSS process selected by the school district.

The Cato-Meridian Central School District has identified the following goals and resources to support teacher understanding of the MTSS process. This information is available through the Professional Learning Plan and has been shared with all staff.

Goal: Improve ELA, Math, and Social-Emotional Outcomes for all students PreK-12.

Objective 1: Revise the Rtl Plan to Develop a Multi-Tiered Systems of Support Plan (MTSS)

<p>Activities/Strategies:</p> <ol style="list-style-type: none"> 1. Complete updated MTSS plan including these components: <ol style="list-style-type: none"> a. Addition of Social-Emotional b. Revise Goals c. Revise d. Inservice for district staff 	<p>Participants:</p> <ul style="list-style-type: none"> • District MTSS Team (general education teachers, support staff, administration)
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<p>Evidence:</p> <ul style="list-style-type: none"> • Improved Student Outcomes 	<p>Timeline:</p> <ul style="list-style-type: none"> • On-going
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New York State Professional Development Standards Addressed:
 Standard 1: Designing Professional Development
 Standard 4: Collaboration
 Standard 5: Diverse Learning
 Standard 6: Student Learning Environments
 Standard 7: Parent, Family and Community Engagement



Standard 8: Data-driven Professional Practice
Standard 10: Evaluation

New York State Teaching Standards Addressed

Standard 1: Knowledge of Students and Student Learning

Standard 4: Learning Environment

Standard 6: Professional Responsibilities and Collaboration

Objective 2: Improve teachers' proficiency in their ability to progress monitor and address students' strengths and weaknesses in academic and social-emotional areas.

<p>Activities / Strategies:</p> <ol style="list-style-type: none"> 1. Implement STAR Progress Monitoring. 2. Implement BIMAS Progress Monitoring. 3. Provide professional development in the administration and interpretation of progress monitoring and goal setting. 	<p>Participants:</p> <ul style="list-style-type: none"> ● K-12 General Education and Special Education Teachers. ● Administrators and teacher leaders 	<p>Responsibility:</p> <ul style="list-style-type: none"> ● K-12 General Education and Special Education Teachers ● District Administration ● Teacher leaders/PLC Committees
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<p>Evidence:</p> <ul style="list-style-type: none"> ● Development of more accurate/measurable progress monitoring goals. ● Benchmarking Data ● Lesson Plans ● Student Achievement 	<p>Timeline:</p> <ul style="list-style-type: none"> ● March 2022- June 2023 ● Ongoing through PLC's
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New York State Professional Development Standards Addressed:

Standard 1: Designing Professional Development

Standard 3: Research-based Professional Learning

Standard 5: Diverse Learning
Standard 6: Student Learning Environments
Standard 8: Data-driven Professional Practice

New York State Teaching Standards Addressed
Standard 1: Knowledge of Students and Student Learning
Standard 5: Assessment for Student Learning

Objective 3: Improve Social-Emotional Wellness to support improvements in student overall growth.

<p>Activities/Strategies:</p> <ol style="list-style-type: none"> 1. Professional Development through PLC's to help implement Second Step throughout classrooms. 2. Continued push-in support from School Counselor's to support implementation of Second Step. 	<p>Participants:</p> <ul style="list-style-type: none"> • K-6th General Education Teachers • School Counselors 	<p>Responsibility:</p> <ul style="list-style-type: none"> • Teacher Leaders • School Counselors/Psychologists • District Administrators • Building Leaders
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<p>Evidence:</p> <ul style="list-style-type: none"> • Attendance Rosters and Participant Evaluations • Benchmarking Data • Lesson Plans 	<p>Timeline:</p> <ul style="list-style-type: none"> • Ongoing
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New York State Professional Development Standards Addressed:
Standard 1: Designing Professional Development
Standard 2: Content Knowledge and Quality Teaching
Standard 3: Research-based Professional Learning
Standard 4: Collaboration

Standard 5: Diverse Learning
Standard 6: Student Learning Environments
Standard 8: Data-driven Professional Practice

New York State Teaching Standards Addressed

Standard 1: Knowledge of Students and Student Learning
Standard 2: Knowledge of Content and Instructional Planning
Standard 3: Instructional Practice

Objective 4: Continue to expand and research more interventions to address the academic and social-emotional needs of students.

<p>Activities/Strategies:</p> <ol style="list-style-type: none"> 1. Professional development in new and current interventions. 2. Implementation of Peaceful Schools. 3. Embedded professional development supporting teacher practices delivering these interventions. 	<p>Participants:</p> <ul style="list-style-type: none"> • General Education Teachers, Special Education Teachers, Interventionists, School Counselors, School Psychologists. 	<p>Responsibility</p> <ul style="list-style-type: none"> • OCM BOCES Trainer • District Administrators • Teacher Leaders
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<p>Evidence:</p> <ul style="list-style-type: none"> • Intervention Groups • Lesson Plans • Feedback from Teachers • Student Achievement 	<p>Timeline:</p> <ul style="list-style-type: none"> • Ongoing
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New York State Professional Development Standards Addressed:

Standard 1: Designing Professional Development
Standard 2: Content Knowledge and Quality Teaching
Standard 3: Research-based Professional Learning
Standard 5: Diverse Learning
Standard 6: Student Learning Environments
Standard 8: Data-driven Professional Practice

New York State Teaching Standards Addressed

Standard 1: Knowledge of Students and Student Learning
Standard 2: Knowledge of Content and Instructional Planning

Following the adoption of the MTSS plan by the Board of Education (BOE). The new plan will be shared with staff. Additional professional development in the upcoming year will focus on continued improvements in Tier 1 and Tier 2 instruction.

SECTION 6:

PARENT NOTIFICATION

In the Cato-Meridian Central School District parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents on the benchmarking schedule via a letter that indicates:

- The nature of the intervention their child will be receiving
 - Type of intervention
 - Frequency
 - Duration
 - Interventionist
 - Location
- The amount and nature of student performance data that will be collected
 - Type of data

- o Screening tool
- o Review date of progress
- Strategies for improving the student’s rate of learning
- Their right to request an evaluation for special education programs and/or services

Considerations for Parents Whose Native Language is Not English: For those students whose parents are not English speakers, community support of translation services will be utilized as needed.

SECTION 7: (appendix)

DISCONTINUATION OF MTSS SERVICES

8 weeks of research-based interventions with 3 consecutive data points on grade level before referring to building level MTSS team for conversation of discontinuation.

Tools	Grade Level	Skill(s)
SONDAY Systems/LPL	Pre-K - 8th	Basic Reading-Reading
LLI	7th - 8th	Reading Comprehension
K - 6 Summer Program	K - 6th	Reading/Math Enrichment
STAR 360 Reading/Math	K - 12th	Reading/Math
BIMAS	K - 12th	Social-Emotional
Really Great Reading	K - 6th	Basic Reading - Reading
CKLA Intervention Toolkit (Electronic Tool)	K - 5th	Basic Reading - Reading
Additional Interventions (Florida Center for Research)		

