Morris Central School District MTSS Plan

A Multi-Tiered System of Supports
Approved 9.16.26

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Morris CSD Mission Statement

The mission of the Morris Central School community is to provide a quality education for all that will prepare students with the necessary skills needed to succeed in college and careers. We are committed to creating an environment that fosters a high level of academic achievement, practices 21st century skills, promotes the attainment of of one's personal best, and encourages citizenship and personal integrity. Learning is a lifelong, independent endeavor.

MTSS Team Members

Carolyn Cooper
Director of Pupil Personnel
April Vunk
Principal

Elementary Team:

Diane Walling
MTSS Coordinator & Reading Interventionist

Rhoda Flint
Math Interventionist

Jen Parker
Speech Language Pathologist

Deidra Forgit
Elementary Teacher

Rolande Karn
Elementary Counselor

MS/HS Team:

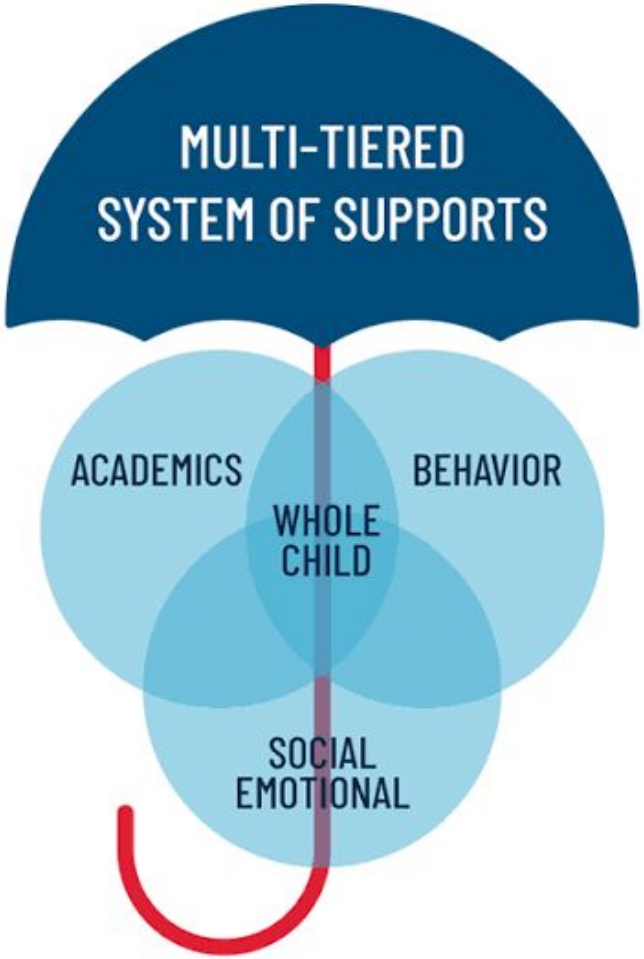
Julene Waffle
English Teacher

Kelly Catella
Secondary Counselor

Carla LaMariana

Morris MTSS Mission Statement

The MTSS Team oversees and adjusts processes and procedures as necessary. This team is responsible for developing processes and procedures for effectively implementing MTSS within their building. A systematic approach is used to ensure requirements are simple, clear, and concise to benefit all involved. The MTSS Team ensures processes and procedures connect and are vertically aligned across the district to ensure all students' needs are met.



MTSS DEFINED

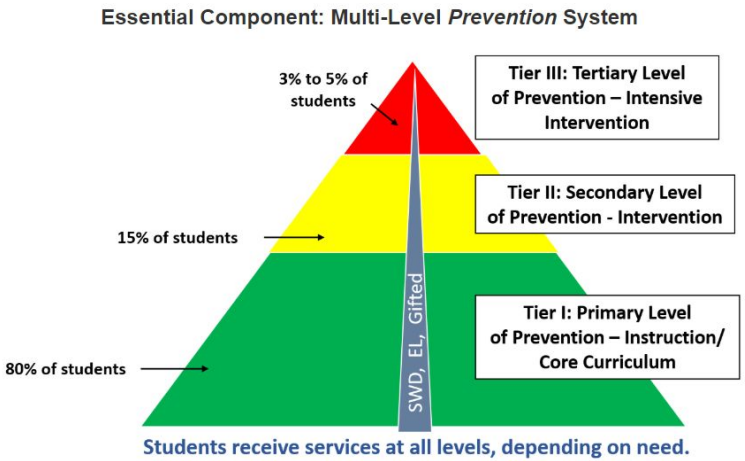
Multi-Tiered Systems of Support (MTSS) is a systematic, evidence-based, continuous school improvement framework in which data-based problem solving and decision-making are practiced across all levels of the educational system.

The Every Student Succeeds Act (ESSA) defines MTSS as a comprehensive continuum of evidence-based, systematic practices to support a rapid response to students' needs (e.g. academic, behavioral, social-emotional, physical and mental health) with regular observation to facilitate data-based instructional decision making that supports all learners.

Morris Central School utilizes a school-wide Multi-Tiered System of Supports which meets the 100.2 requirement of establishing a Response to Intervention policy. The following support systems are included under MTSS umbrella:

- Response to Intervention (RTI) tiered academic support services
- Academic Intervention Services (AIS)
- Social and Emotional/Behavioral tiered support services

Tiered Supports under MTSS



MCS's MTSS model utilizes **three tiers** of instruction and intervention:

Tier 1: Universal Supports (80% of students)

This level includes **core instruction** that is delivered to all students. High-quality classroom teaching, schoolwide expectations, and proactive classroom management are key features.

Tier 2: Targeted Interventions (15-20% of students)

Students who need additional support receive **targeted small group instruction** in Tier 2. Interventions are focused and data-driven, with regular progress monitoring.

Tier 3: Intensive Individual Interventions (<5% of students)

For students who continue to struggle despite Tier 1 and Tier 2 support, Tier 3 provides **intensive intervention**. Supports are individualized. Progress monitoring at this level is frequent and highly specific.

MTSS ensures that students receive the level of intensity appropriate to their needs without delay.

Data-Informed Practices: 3 Tiers of MTSS

1 Classroom Instruction

*All students receive high quality, core classroom instruction aligned to NYS Learning Standards.

*All students are progress monitored using multiple classroom-based measures (chapter test, spelling test, writing samples)

*All students are screened 3 times per year to identify struggling learners who may need additional support (STAR, DIBELS).

2 Targeted Interventions

*Struggling learners are provided with targeted instruction matched to their needs.

*Interventions are provided in a small group setting.

*Progress monitoring is used a minimum of twice per month to assess student growth.

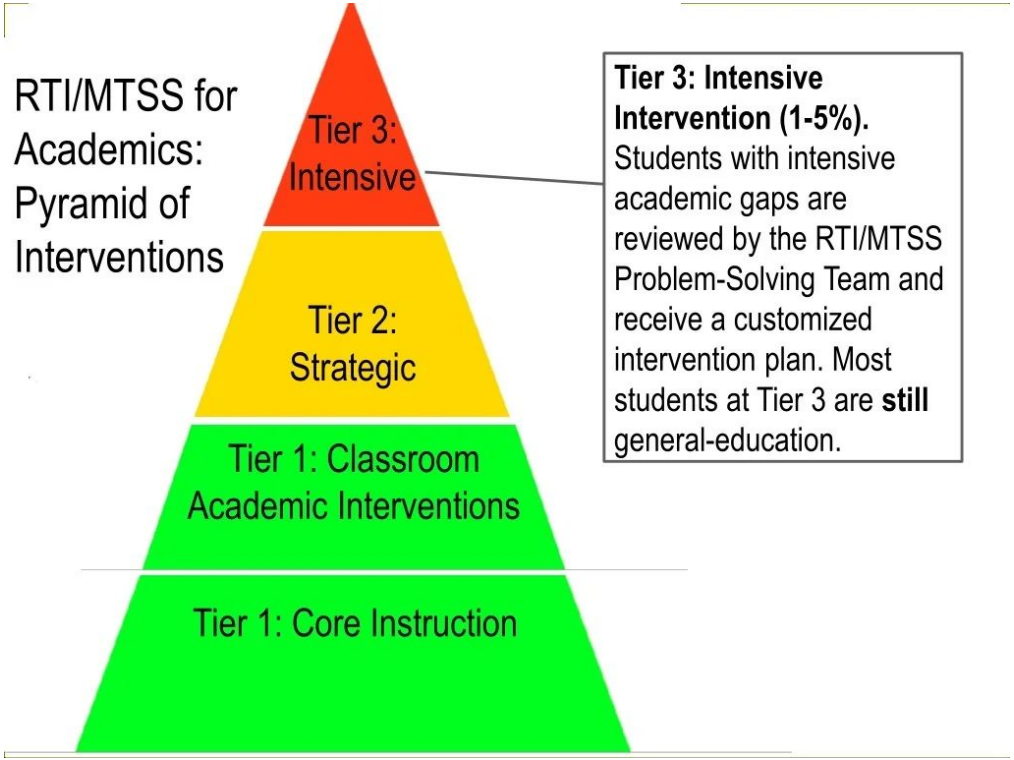
3 Intensive Interventions

*Struggling learners receive individualized, intensive interventions that target the students' skill deficit.

*Interventions are provided individually or in a group no larger than 3 students.

*Progress monitoring is used weekly to assess student growth.

Tiered Academic Supports



Tiered Academic Supports: Tier 1 Core Instruction

Strong Core Instruction is the foundation of Morris Central School MTSS plan.

Tier 1 instruction takes places in the general education classroom and includes all students.

Teachers in all classrooms deliver effective instruction designed to reach the widest range of learners.

High quality, research-based instruction is provided to all students in the general education class provided by qualified teachers.

Curriculum is aligned to the state learning standards and grade level performance indicators for all general education subjects and instructional strategies that utilize a formative assessment process.

Scientific research-based reading instruction is provided including 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 is provided including instruction in problem-solving, arithmetic skill/fluency, conceptual knowledge/number sense and reasoning ability.

Teachers are able to use a variety of scaffolding and differentiation strategies to assist students who have difficulty with classwork.

Teachers regularly collect data to monitor and judge student progress.

Universal Screenings of all students in grades K-12 are administered in ELA and Math three times per school year.

Professional development is provided to ensure fidelity of implementation.

Essential Elements of Tier 1 Classroom Interventions

Classroom teachers and/or other professionals provide Tier 1 interventions to those students with academic difficulties who need additional support to achieve success in core instruction. Tier 1 interventions are typically provided during core instruction.

Tier 1 interventions take place over 5-10 weeks and are progress monitored regularly.

Teachers will provide Tier 1 Interventions to any student who, with supported data, appears to need sustained extra assistance to master core instructional material. Teachers will create a Tier 1 Intervention Plan. Tier 1 Interventions will take place over 5-10 weeks and are progress monitored regularly.

Teachers can consult with appropriate personnel and resources to plan Tier 1 classroom interventions and to schedule follow-up meetings to evaluate student progress:

1. Consultant: Consultant teacher are available to meet with individual teachers to help them to create and to document an intervention plan. Consultants include: Other classroom teachers,· Interventionists, Psychologist, Administrators, Counselors, Social Worker, Special Education Teachers, AIS Teachers, Speech Therapists, OT Providers and PT Providers.

2. Team: Teachers can bring students to their grade-level, instructional, or Student Success team meetings to discuss intervention-planning with their colleagues.

3. All teachers have access to a 'toolkit' of research-based academic-intervention and accommodation ideas to use in assembling their Tier 1/classroom intervention plans (See Appendix A: Internet Sources for Academic Research-Based Interventions)

WIN Time: Tier 1 Differentiated Instruction

WIN=
“What I Need”
Time

WIN Time is intended to provide differentiated instruction to students, allowing them to either catch up in areas where they are struggling or extend their learning in areas where they excel. WIN Time will take place during the 30 minute RtI block for grades K-6.

During this time, students will receive instruction, interventions, services, and/or enrichment that meets their individual needs in math or ELA.

Teachers will use data to make decisions about student groupings, based on skills they need. Groups will be fluid throughout the year and may focus on intensive intervention, skill-building, or enrichment/extension.

Tier 1 Academic Intervention Decision Tree

Tier1
5-10 Weeks of Interventions
with the Classroom Teacher during
classroom instruction/WIN Time

If a student is meeting or exceeding the STAR 25%ile and local assessments show. . .

no concerns

Then discontinue Tier 1 Interventions

some concerns

Then continue Tier 1 interventions and progress monitor regularly

Also consider students:
-speech and language
-social emotional development
-physical development
-medical history
-attendance

Consult with appropriate personnel as needed.

If a student is approaching the STAR 25%ile by narrowing the gap and is showing some progress (rate of progress is improving, but level of performance is still low relative to peers)

Then **continue** Tier 1 interventions and progress monitor regularly

Also consider students:
-speech and language
-social emotional development
-physical development
-medical history
-attendance

Consult with appropriate personnel as needed.

If a student is below the STAR 25%ile and the rate of progress is below expectations...

Then Classroom Teacher will contact parent and complete a MTSS Tier 2 Referral Form.

Change in interventions may include changing provider, intensity, duration, size of group,or program and monitor progress bi-weekly.

Also Examine Students:
-speech and language
-social emotional development
-physical development
-medical history
-attendance

Essential Elements of Tier 2 Interventions

Tier 2: Strategic Interventions

Tier 2 Interventions are provided outside of core instruction and may take place in the general education classroom or outside of the general education classroom.

Tier 2 Interventions take place over 10-30 weeks and are ideally progress monitored at least twice per month.

Tier 2 intervention is typically small group supplemental instruction. It may take place in the general education classroom or in an alternate location outside of the general education classroom. This supplemental instructional intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1.

Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1.

Parents are informed any time that their student is receiving intervention or instruction beyond what is provided in Tier 1. Approximately 15 to 20 percent of students in a grade level receive Tier 2 intervention.

Groups of Tier 2 Interventions are capped at 5 students for students in grades K-6 and at 7 students for students in grades 7-12.

Interventionists may include: Classroom Teachers, Reading Teachers, AIS Math Teachers, Teaching Assistants, ELA or Math Teachers, Speech Teachers, Occupational Therapists or Physical Therapists.

Tier 2 Intervention may include Academic Intervention Services (AIS).

Progress monitoring occurs frequently in Tier 2 and may vary from once monthly to once a week using Curriculum-Based Measurement (CBM) that measure targeted skills.

The recommended length of time a student spends in Tier 2 will vary from approximately 10 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.

The interventionist or Student Success Team can develop and oversee Tier 2 intervention plans using the problem-solving model.

Tier 2 Academic Intervention Decision Tree

Tier 2
Up to 30 weeks of intervention

If a student is meeting or exceeding the STAR 25%ile and meeting or exceeding the growth line for 3 consecutive data points and local assessments show…

no concerns:

Then schedule a Student Success Meeting to return student to Tier 1 and progress monitor monthly.

some concerns:

Then schedule a Student Success Meeting to discuss moving student to Tier 1 interventions and progress monitor monthly.

Also consider students:
-speech and language
-social emotional development
-physical development
-medical history
-attendance

Consult with appropriate personnel as needed.

If a student is approaching the STAR 25%ile and approaching the growth line by narrowing the gap for 3 consecutive data points (rate of progress is improving, but level of performance is still low relative to peers)…

Then continue Tier 2 interventions and progress monitor at least bi-weekly..

Also consider students:
-speech and language
-social emotional development
-physical development
-medical history
-attendance

Consult with appropriate personnel as needed.

If a student is below the growth line for 3 consecutive data points and the rate of progress is below expectations (i.e. continuing to demonstrate unsatisfactory growth)...

Then change the Tier 2 interventions (which may include changing intensity, duration, size of group or program) and monitor progress at least bi-weekly.

If, after a total of 30 weeks in Tier 2, the student is…

not making sufficient progress as shown by 3 consecutive data points below the aim line…

Then schedule a Student Success Meeting to transition to Tier 3 and progress monitor at least weekly.

approaching grade level benchmark…
Then continue Tier 2 and progress monitor at least bi-weekly.

Essential Elements of Tier 3 Interventions

Tier 3: Intensive Intervention

Students with significant academic delays who have not responded to lesser levels of academic support receive Tier 3 interventions.

Tier 3 interventions are delivered individually or in small groups outside of the general education setting.

Tier 3 interventions take place over up to 40 weeks and are ideally progress monitored weekly.

Tier 3 intervention is designed for those students who demonstrate significantly below grade level skills, insufficient progress, inconsistency, or regression.

Parents are informed any time that their student is receiving intervention or instruction beyond what is provided in Tier 1.

Tier 3 is reserved for **one to five percent of students in a grade level** who will receive more intensive instruction in addition to their core instruction.

Tier 3 differs from Tier 2 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. **Tier 3 interventions are capped at 3 students**.

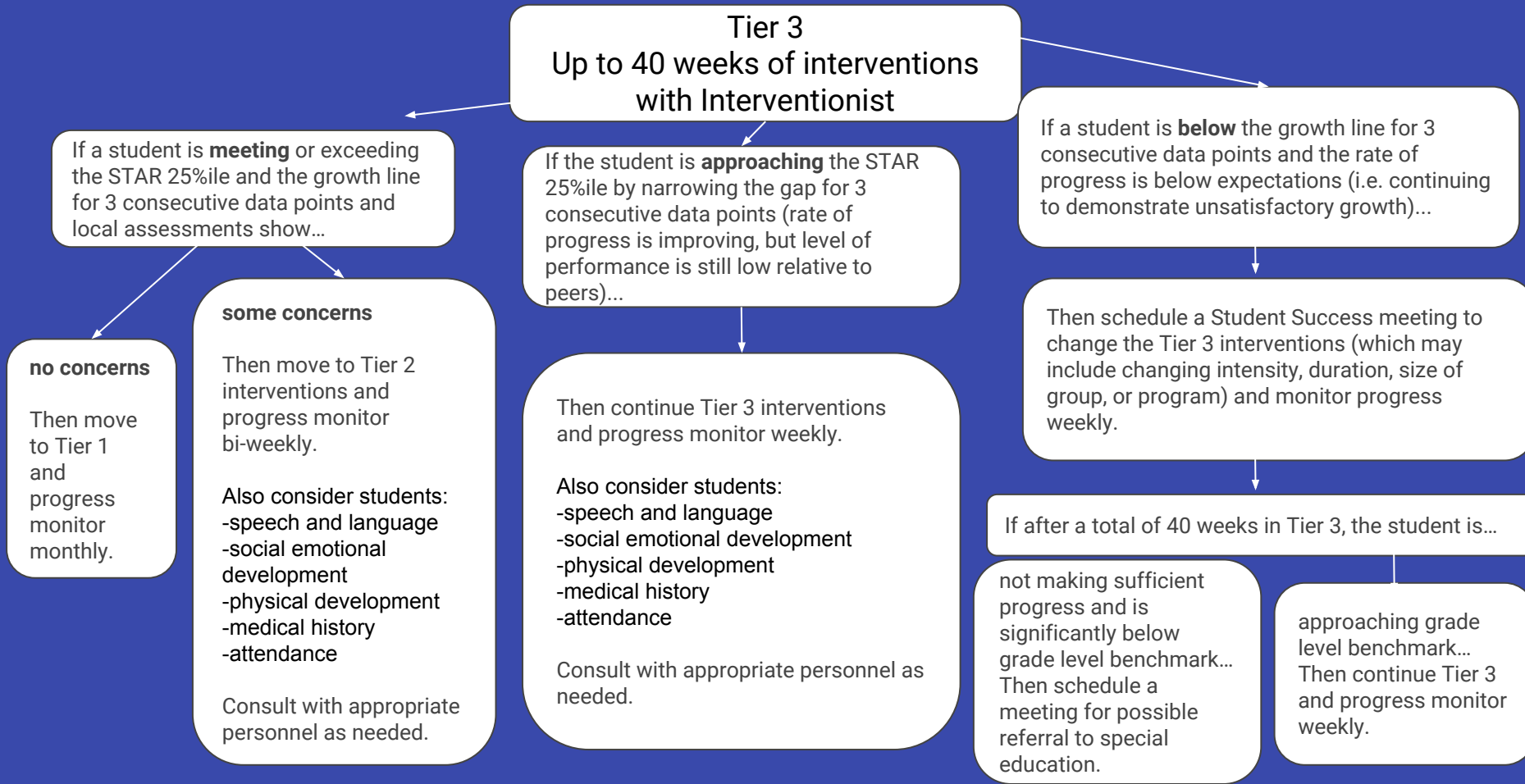
Interventionists may include: Special Education Teachers, Reading Teachers, AIS Math Teachers, Teaching Assistants, ELA or Math Teachers, Speech Teachers, Occupational Therapists or Physical Therapists.

Tier 3 Intervention **at the secondary level** may include intensive interventions done during scheduled time for Academic Intervention Services (AIS).

Progress monitoring occurs weekly in Tier 3. The recommended length of time a student spends in Tier 3 of intervention will be up to 40 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.

The Student Success Team will develop and oversee Tier 3 intervention plans. This team uses the problem-solving model, in which a particular student's unique intervention needs are analyzed, and a customized intervention program is developed to match that student's needs.

Tier 3 Academic Intervention Decision Tree



Academic Intervention Services (AIS)

The New York State Education Department requires that all schools provide AIS to support students who are at risk of not meeting the NYS Learning Standards or not passing state assessments.

Entry Criteria for AIS

All students who fall below the NYS mandated cut score for proficiency on the previous year's state test will be considered for AIS. The MTSS Team will consider students for AIS based on the following criteria:

- Previous year's state test score
- STAR score
- DIBELS Scores (Gr. 3-6)
- Report card grades from previous year

Students who fell above the NYS mandated cut score but are deemed to be at risk of not meeting NYS Learning Standards based on a combination of the above criteria may also receive AIS according to the recommendation of the MTSS Committee.

Exit Criteria for AIS

Students receiving AIS at the beginning of the school year will be dismissed as a result of the recommendation of the MTSS Team. The MTSS process is expected to take a minimum of 8 weeks before recommending a change in AIS, to allow a comprehensive assessment of the student's progress. The MTSS Team will consider the following criteria when determining a student's exit from AIS:

- STAR test scores at or above proficiency
- Cumulative average of 75 or above in the subject for which the student receives AIS
- Teacher recommendation based on local assessments
- NYS test score at or above proficiency

Tiered SEL/Behavioral Supports: Tier 1 Core Instruction

Tier 1 School-Wide SEL/Behavioral Expectations:

MCS utilizes Mustang PRIDE to establish shared universal behavior expectations for all students and staff.

Staff and students are trained in those expectations as one part of the SEL curriculum.

School administration and staff are responsible for developing, teaching, and maintaining behavioral expectations schoolwide.

MUSTANG EXPECTATIONS: Excellence in Education

Positive, Respectful, Involved, Determined, Excellent

P – Be Positive: *Have a positive attitude • Use kind words • Look for the good*

R – Be Respectful: *Treat others with kindness • Listen and speak honestly • Respect people and property*

I – Be Involved: *Participate • Stay engaged • Help others • Be a part of the team*

D – Be Determined: *Keep trying • Progress over perfection • Learn from mistakes • Do your best*

E – Be Excellent: *Make good choices • Take pride in your work • Be your best self • Set a good example*

Tiered SEL/Behavioral Supports: Tier 1 Classroom Instruction

Social Emotional/Behavior Tiered Supports:

Tier 1 Core Instruction and Class-Wide Management

Teachers in all classrooms use positive classroom management practices to teach and reinforce appropriate student behaviors at the group level.

These practices include posting and reinforcing classroom rules, instructing students to follow academic routines and communicating expectations clearly.

Comprehensive Counseling Program and Social/Emotional Learning Curriculum: MCS has a comprehensive developmental school counseling program for students in grades K-12.

Other class-wide approaches include:

Behavioral Expectations: Students receive explicit training and guidance in expected classroom behaviors.

Group Behavior Management: Teachers use active, positive techniques to manage the classroom.

Student Relationships: Teachers use strategies to promote a sense of classroom connection and belonging.

Individual Behavior Management: Teachers use flexible, positive techniques to manage behaviors of particular students.

Essential Elements of Tier 1 SEL/Behavioral Interventions

Classroom teachers and/or other professionals provide Tier 1 interventions to those students with SEL/Behavioral difficulties who need additional support to achieve success in core instruction.

Tier 1 interventions take place over 5-10 weeks and are progress monitored regularly.

Teachers provide Tier 1 interventions for behavior to any student who is likely to benefit.

At minimum, it is expected that teachers will put Tier 1 interventions in place for those students:

- Whose behaviors significantly disrupt instruction
- Whose social-emotional needs require the support of structured intervention
- Who are also receiving Tier 2 and/or Tier 3 supplemental intervention

Teachers can consult with appropriate personnel and resources to plan Tier 1 classroom interventions and to schedule follow-up meetings to evaluate student progress:

1. Consultant: The school has compiled a list of consultants available to meet with individual teachers to help them to create and to document an intervention plan. Consultants include: Other Classroom Teachers,TCIS Coordinators, Psychologist, Administrators, Counselors, Social Worker, Related Service Providers, and Special Education Teachers.

2. Team: Teachers can bring students to their monthly grade-level, instructional, or department team meetings to discuss intervention-planning with their colleagues.

3. All teachers have access to research-based SEL/behavior interventions and accommodation ideas to use in assembling their Tier 1/classroom intervention plans.

Tier 1 SEL/Behavior Intervention Decision Tree

Tier1
5-10 Weeks of Interventions
with the Classroom Teacher

If after 5-10 weeks, the student is making improvements and there are…

no concerns

Then discontinue Tier 1 Interventions

some concerns

Then continue Tier 1 interventions and progress monitor regularly

Consult with appropriate personnel as needed.

If after 5-10 weeks, the student is showing little or no improvement and concerns are increasing, as evidenced by a lack of improvement in progress monitoring and/or data displaying an increase in the frequency or intensity of behavior

Then Classroom Teacher will contact parent and complete a MTSS Tier 2 Referral Form.

Change in interventions may include changing provider, adding services such as individual/small group counseling, changing intensity, duration, size of group,or program and monitor progress bi-weekly.

Essential Elements of Tier 2 SEL/Behavioral Interventions

Tier 2: Strategic Interventions

Tier 2 interventions may take place in the general education classroom or outside of the classroom. The purpose of Tier 2 behavior interventions is to improve students' social adjustment and to promote academic success.

Tier 2 interventions are reviewed every 8-10 weeks to ensure that students are appropriately placed and are making adequate progress.

Students are recruited based on several data sources, including teacher nomination. Office disciplinary referrals, attendance, and grades.

Parents are informed any time that their student is receiving instruction or intervention beyond that which is provided in Tier 1.

Tier 2 interventions are matched to the behavioral and social-emotional needs of each student and can take the form of small group programs, mentoring support, or individual counseling

Interventionists may include: Classroom Teacher, Psychologist, Social Worker, Counselors, TCIs Trained Individuals, School Resource Officer, OT Provider

Additional programs and practices used in Tier 2 interventions may include:

- Peer Mentoring
- Counselors pushing in to classrooms to target behavior
- Check in/Check out program
- Behavior Contracts
- Social Stories
- Use of Sensory Room for intervention

Positive Reinforcement Plans Intervention programs and practices used in Tier 2 have research-based evidence of effectiveness.

Essential Elements of Tier 3 SEL/Behavioral Interventions

Tier 3: Intensive Interventions

Tier 3 interventions are for students with significant behavioral and/or social emotional needs who have not responded to lesser levels of support.

Tier 3 interventions are delivered individually or in small groups inside and outside of the general education setting.

Tier 3 interventions take place for up to 40 weeks and ideally progress monitored weekly.

Tier 3 differs from Tier 2 intervention in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. This tier provides greater individualized intervention. Ideally, Tier 3 interventions are capped at 3 students.

Tier 3 interventions may include individualized Student Success Plans.

Interventionists may include: Classroom Teachers, Psychologist, Social Worker, Counselors, TCIs Trained Individuals, OT Provider, and Special Education Teachers, and School Resource Officer

Progress monitoring occurs frequently in Tier 3 and may vary from bi-weekly to once a week. The recommended length of time a student spends in the third tier of intervention will be up to 40 weeks.

At MCS, the MTSS Team oversees Tier 3 intervention plans. This team uses the problem-solving model, in which a particular student's unique intervention needs are analyzed, and a customized intervention program is developed to match that student's needs.

Tier 2/3 SEL/Behavior Intervention Decision Tree

Student receiving Tier 2 Interventions

If after a minimum of 10 weeks, the student is making improvements and there are…

no concerns

Then move to Tier 1 interventions and progress monitor regularly

some concerns,

Then continue Tier 2 interventions and

Progress monitor regularly

Consult with appropriate personnel as needed

If after a minimum of 10 weeks, the student is showing little or no improvement and concerns are increasing, as evidenced by a lack of improvement in progress monitoring and/or data displaying an increase in the frequency or intensity of behavior

Then, move to Tier 3 interventions:

Schedule a Student Success Meeting to develop/implement an updated Student Success Plan.

Consult with appropriate personnel as needed.

If concerns continue with no/little improvement, as evidenced by progress monitoring and data demonstrating an increase in the frequency or intensity of behavior, consider a referral to pediatrician and/or CSE for a full psychoeducational evaluation.

Transitioning to Different Levels of Support

Elementary (PK-6) Concerns:
If you think that a student may need Tier 2/3 Interventions for Academics, SEL, or Behavioral Concerns: You should email Diane Walling for a MTSS Tier 2/3 Referral Form. Complete the MTSS Referral Form and return it to Diane Walling. Once form is returned, a Student Support Team meeting will be scheduled.

If you think that a student may need Occupational Therapy, Physical Therapy, or Speech Services: You should email the provider directly.

Occupational Therapy: Jaime Sherwood
Physical Therapy: Stephanie Connally
Speech Therapy: Jennifer Parker

Secondary (7-12) Concerns:
If you think that a student may need Interventions for Academics, SEL, or Behavioral Concerns: You should email Carolyn Cooper for a MTSS/AIS Referral Form. Complete the MTSS/AIS Referral Form and return it to Carolyn Cooper. Once form is returned, a Student Support Team meeting will be scheduled.

If you think that a student may need help with something health or hygiene related: You should contact the school nurse. Students also have access to the Hygiene and School Supply closet located next to the bathrooms in the 6th grade hallway.

It's important to note that if you have a concern about a student and want to speak with a service provider or a counselor informally, you are always welcome to do so. If you have an academic concern about a student or need help planning a Tier 1 intervention, you are welcome to discuss this with RTI/AIS providers informally.

MTSS Team Meeting Dates: 2026-27

MTSS Team Meetings 2026-2027	
Elementary	**Secondary**
September 15	September 10 (All Team Members)
October 13	October 6
November 17	November 3
December 8	December 1
January 12	January 5
February 9	February 2
March 9	March 2
April 13	April 6
May 11	May 4
June 8	June 1

PK-6 Data Team Meeting Dates: 2026-27

Tentative Weeks for Elementary Grade Level Data Team Meetings
11/30-12/4
2/8-2/12
4/26-4/29
6/21-6/25

Faculty Meetings
2026-2027

ELEMENTARY	SECONDARY	PK-12
September 9	September 16	September 23*
October 7	October 14	October 21*
November 4	November 18	
December 2	December 9	December 16*
January 6	January 13	January 20*
February 3	February 10	February 24*
March 3	March 10	March 17*
April 7	April 14	April 21*
May 5	May 12	May 19*
June 2	June 9	

***Time designated for MTSS, grade level, and student-related team meetings. All faculty and staff should plan to attend. If you don't have an MTSS meeting, other tasks will be assigned.**

Parent Notification

Classroom teachers will notify parents via phone, email, or parent-teacher meeting when they are concerned about a child's progress in the general education classroom and upon intervening at the Tier 1 level.

Teachers will also notify parents when they request a Student Success Team referral.

Parents are notified when their child will be receiving an intervention at the Tier 2 or Tier 3 level. The letter includes the following information:

- Type of intervention
- Frequency
- Duration
- Interventionist

Notification is also provided to parents via letter whenever their child moves across the Tiers.

Quarterly Progress Reports are sent home around report card time for students receiving Tier 2 or Tier 3 Intervention services.

MORRIS CENTRAL SCHOOL
EXCELLENCE IN EDUCATION

March 18, 2026,

To the Parents/Guardians of _____,

The Morris Central School District follows a process based on state and local assessment measures that allows us to provide additional support services to students as soon as areas of instructional need are identified. In kindergarten through sixth grade, many opportunities are available for students to receive small group or individual assistance. Once a student is receiving additional support in a particular area known as Academic Intervention Services (AIS), their progress is carefully monitored either weekly or bi-weekly depending on the frequency of service, in order to determine if the intervention is effective or if more intensive support is needed.

Your child has been recommended to receive additional support in the following area(s):

Service(s):	Interventionist(s):	Frequency:	Group Size:
_____	_____	_____	_____
_____	_____	_____	_____

These interventions will be in addition to the routine classroom instruction your child receives and will occur during the designated grade-level intervention block. The interventionist and your child's teacher will be working together toward building the necessary skills for your child to be successful on grade level concepts and skills in this area.

You will receive a Quarterly Report to Parents along with your child's report card. If you have any questions or concerns, please contact Diane Walling at dwalling@morriscsd.org or (607)263-6100 ex. 200.

If you suspect that your child has a disability that adversely impacts your child's academic success, you have the right to request an evaluation for special education services. Please contact Cait Thomas at SpecialEducation@morriscsd.org to further discuss your child's progress, concerns, and eligibility guidelines for special education. Thank you for your support.

Sincerely,

Diane Walling
Reading Teacher/RtI Specialist
dwalling@morriscsd.org

Intervention Resources

Intervention Central (www.interventioncentral.org): The site includes a range of academic and behavioral intervention ideas suitable for classroom use.

Florida Center for Reading Research (www.fcrr.org): This website provides interventions and lesson plans for the five pillars of reading.

What Works Clearinghouse (www.ies.ed.gov/ncee/wwc): Sponsored by the U.S. Dept. of Education: provides research guides for best practices/interventions and program reviews for core instruction and intervention programs.

Best Evidence Encyclopedia (www.bestevidence.org): This site provides reviews of evidence-based reading and math programs.

Evidence-Based Intervention Network (http://ebi.missouri.edu): Sponsored by the School Psychology Program at the University of Missouri, this site provides academic and behavioral intervention scripts suitable for classroom use.

Easy CBM (www.easycbm.com): Designed by researchers at the University of Oregon, Easy CBM provides reading and math benchmark progress monitoring assessments and reports to districts, schools, and teachers.

Instructional Intervention Tools Page: (https://charts.intensiveintervention.org/aintervention: Sponsored by the National Center on RTI/MTSS Center, this site provides ratings to intervention programs in reading, math, and writing.

Appendices

Board of Education Policy 7212

Elementary MTSS Tier 2/3 Referral Form

Parent Notification Letter

Elementary ELA Quarterly Report to Parents

Elementary Math Quarterly Report to Parents

Elementary Behavior/SEL Quarterly Report to Parents

Centralized Folder Checklist

Centralized Parent MTSS/AIS Contact Log

Elementary MTSS/RTI Intervention Documentation