Response to Intervention/AIS/MTSS District Plan

Unatego Central School District

2026-2027

BOARD APPROVED: 10/5/26

Response to Intervention/AIS/MTSS District Plan

Unatego Central School District 2026-2027

The following individuals have been involved in the writing and planning of the District RtI/MTSS Plan:

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Unatego Central School District's Mission Statement:

It is our mission to provide opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment. We believe all children can learn and excel with developmentally appropriate materials, practices, and strategies. We believe all children deserve a quality education in which individual needs are met, exceeded, and supported. School is not just about children: it encompasses families, parents, community, stakeholders, society, the environment and beyond.

The District RtI/MTSS Team at Unatego Central School District will be student dependent, and may consist of the following members:

- Building Principal
- Classroom teacher and/or Homeroom Teacher (Elementary School)
- Grade Level Team-Lead Teacher (Middle School & High School)
- Building Counselor(s)
- Academic Interventionists (Teacher and/or LTA)
- Special Education Teacher
- School Psychologist
- Related Service Providers (Speech, Occupational Therapy, Physical Therapy)

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SECTION 1: INTRODUCTION

Unatego Central School District is committed to providing students with academic and social-emotional support through a comprehensive framework described as a Multi-Tiered System of Support. This framework includes Response to Intervention (RtI), as well as Academic Intervention Services (AIS).

Multi-Tiered System of Support (MTSS):

MTSS is defined as a multi-tiered system of support that uses data to help match academic and social-emotional behavior assessment and instructional resources to every student's needs.

In this tiered, data-informed framework, educators work to ensure that the majority of students respond to core instruction. Students who need additional support for enrichment, remediation or intervention are identified by data and provided that support with the right focus and intensity.

MTSS helps educators to be thoughtful about using resources appropriately and impactfully and use data to continually monitor and improve the effectiveness of their actions. MTSS makes the district-wide system more effective and ensures we're supporting the needs of every student. (Harris, 2020)

Academic Intervention Services (AIS):

Academic Intervention Services (AIS) provide additional instruction and/or student support to assist students in meeting New York State Learning Standards. AIS is supplemental and does not replace core instruction or mandated special education services. Within the Unatego MTSS framework, AIS is aligned with Tier 2 and Tier 3 interventions and is delivered when a student's performance indicates the need for targeted academic support.

Response to Intervention (RtI):

Response to Intervention (RtI) 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 needs.

Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a Multi-level prevention system to maximize student achievement. With RtI,

schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those intervention depending on a student's responsiveness, and identify students with learning disabilities. (NCRTI, 2010).

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 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.

- **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 on-going 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.

Response to Intervention Plan Template for Schools. NYS RtI MS DP. (n.d.).

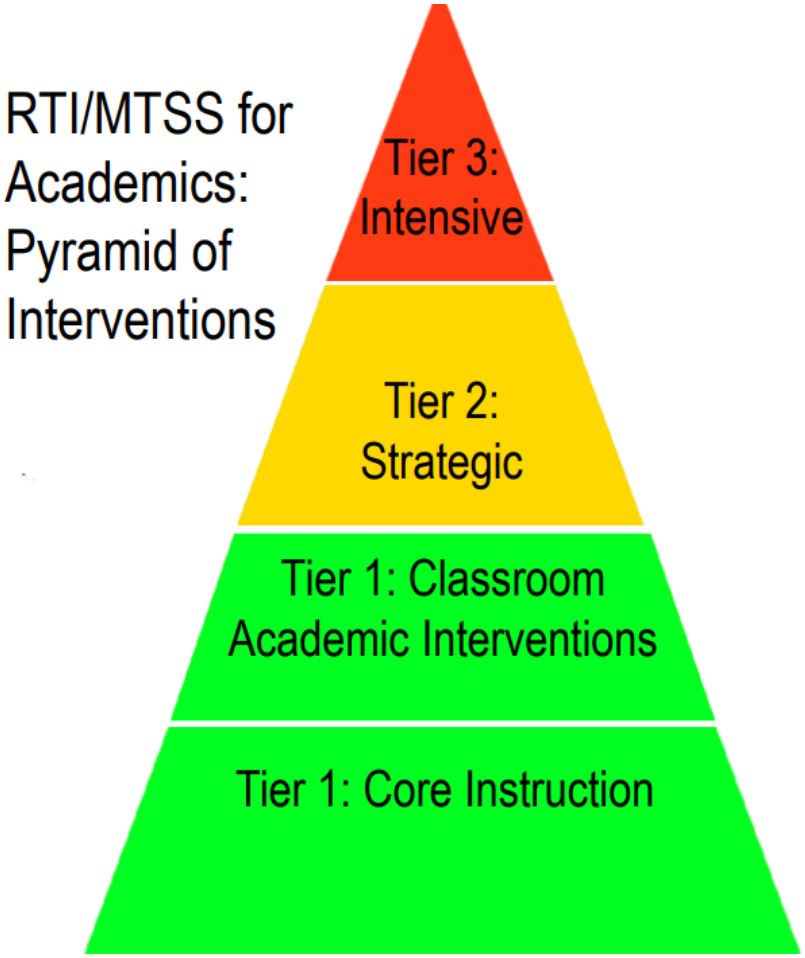
Documentation and Record Keeping:

All AIS documentation, including eligibility determinations, service records, progress data, and parent communications, will be maintained in the district's student information system. Records will be kept for at least six years and remain accessible for audit or review.

SECTION 2:

RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

MTSS and RtI serve as a multi-tiered prevention framework/model with increasingly levels or tiers of instructional support. Within the Unatego Central School District, three-tiered model is used. The graphic presented below provides a visual illustration of the district's MTSS/RtI model. Further information for each tier follows the graphic.



Wright, J. 2023

Tiered Instruction:

Tier 1 – General Education Classroom Teacher (or Teachers)- Universal or Core Instruction and Interventions

Highly effective evidence/research-based instruction for all students. Differentiation and modifications within Tier 1 are considered Tier 1 interventions (small group work, centers-based instruction, etc.)

Evidence Based Instruction: Instructional approaches, practices, or methodologies that are derived from evidence. Such evidence is often a derivative of empirical research, resulting in reliable, trustworthy, and valid substantiation suggesting that a program or practice is effective and that all proofs or facts that support such a program or practice are scientifically based (AIR, 2015).

Considerations of Tier 1 Instruction/Interventions for English Language Learners:

- Assessment and instruction must be both linguistically and culturally congruent
- Teachers must know their levels of language proficiency in their first language and second language
- Provide culturally relevant curricula that reflect the background and experience of the students
- Teachers embrace a pedagogy that is "rooted in the cultural capital of their students and have as its point of departure the native language and culture" (Freire and Macedo, 1987, p. 151)
- Review of student's ecology
- Interventions are developmentally, culturally, linguistically, and experientially appropriate for targeted students and may be the classroom curriculum but a "double dose" or extension of the classroom curriculum
- Interventions provided by the classroom teacher, instructional assistant or other specialist within the general education classroom and in a small group

(Brown and Doolittle, 2008)

Nature of AIS services (Tier 2 and/or 3):

AIS may include:

Additional instructional time in ELA, Mathematics, Science, or Social Studies

Small group or individualized support sessions. Guidance, counseling, attendance, or study skills services when academic issues are linked to non-instructional barriers.

All AIS interventions supplement, and do not supplant, the general education program

Tier 2- Targeted or Strategic Instruction/Intervention
General Education Teacher(s) and the involvement of Academic Interventionists

Supplemental instruction in addition to Tier 1 instruction. Tier 2 can be implemented in small groups of students, in the general education setting, or alternative placement (Interventionists/LTA rooms). Students are eligible for Tier 2 instruction/interventions based on their universal screening scores, benchmark scores, teacher recommendation, or other scores as indicated in the Tier 1, 2, 3 rubric.

Considerations of Tier 2 Instruction for English Language Learners:

- Small group inside/outside of classroom
- Interventions are developmentally, culturally, linguistically, and experientially appropriate for targeted students
- Interventions counter to address specific problem areas and progress is closely monitored

(Brown and Doolittle, 2008)

Tier 3- Intensive Instruction/Intervention
General Education Teacher(s), the Academic Interventionists

Students move to the Tier 3 level if they are unsuccessful in meeting their Tier 2 goals or are eligible for Tier 3 based on their Universal Screening results, or benchmarking scores. Students are considered receiving Tier 3 interventions if they receive AIS ***and*** have an individualized MTSS intervention plan.

Considerations of Tier 3 Instruction for English Language Learners:

- Small group or 1:1 instruction with alternative curriculum in alternative setting
- Curriculum and instruction address the specific deficits
- Interventions must continue to be developmentally, culturally, linguistically, and experientially appropriate for targeted students
- Standardized assessment in both L1 and L2 could be considered at this tier to identify learning profiles

(Brown and Doolittle, 2008)

For the 2025-2026 school year, the district will continue to improve its MTSS system(s) within the elementary and middle school and begin to plan for MTSS at the high school level. The high school will continue to provide interventions during tutorial and the after-school program, as in the past. The high school will research options for AIS in a high school setting.

SECTION 3:
ASSESSMENT WITHIN AN MTSS/RTI FRAMEWORK

An MTSS/RtI framework uses a variety of assessments that are used to support decisions about a student's at-risk status, response to instruction or academic 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/RtI 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 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 Unatego Central School District.

District Plan

Response to Intervention/AIS/MTSS

	Elementary School	Middle School	High School 9-10
Screening Tools: (District will adapt screening tools based on evidence-based and research-based best practices)	FastBridge Learning (Formative Assessment System for Teachers) • aReading- Adaptive Reading • earlyReading- Essential early reading skills • aMath- Adaptive Math • CBMmath CAP- Math Concepts and Applications	FastBridge Learning (Formative Assessment System for Teachers) • aReading- Adaptive Reading • aMath- Adaptive Math • CBMmath CAP- Math Concepts and Applications	FastBridge Learning (Formative Assessment System for Teachers) • aReading- Adaptive Reading • aMath- Adaptive Math
Frequency of Administration:	Three times a year (Beginning, Middle, End)		
Grades Screened:	K-5	6-8	9-10
Screening Administrator(s):	Classroom teachers and Interventionists		
Location:	Classroom and/or AIS location		

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

UNIVERSAL SCREENING BY GRADE & BENCHMARKING PERIODS			
Grade	Fall (September)	Winter (Jan/Feb)	Spring (May/June)
Kindergarten	earlyReading earlyMath	earlyReading earlyMath	earlyReading
Grade 1	earlyReading earlyMath	earlyReading earlyMath	earlyReading earlyMath
Grades 2-10	aReading aMath CBMmath CAP CMBmath Automaticity	aReading aMath CBMmath CAP CMBmath Automaticity	aReading aMath CBMmath CAP CMBmath Automaticity

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 supports 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)

Response to Intervention Plan Template for Schools. NYS RtI MS DP. (n.d.).

Considerations may include the following strategies:

1. Use tools with demonstrated reliability and validity to identify and monitor students' need for instructional support in reading in both L1 and L2.
2. Assess students' language skills in L1 and L2 to provide an appropriate context regarding evaluation of current levels of performance.
3. Evaluate the potential effect of the process of L1 and L2 acquisition on current performance.
4. Plan instruction based on what is known about the student's current level of performance and his or her literacy experiences in L1 and L2.
5. Comparing ELL's performance with "true peers" (i.e. students with similar language proficiencies and cultural and experiential backgrounds).

Response to Intervention Plan Template for Schools. NYS RtI MS DP. (n.d.).

Access for Students with Disabilities:

Students with disabilities will receive AIS consistent with their IEPs and in addition to required special education services. AIS will not replace or duplicate IEP services.

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 Unatego Central School District uses multiple progress monitoring tools 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:	Multiple data points collected throughout a unit or topic	Every 2 weeks for at-risk students	Once a week for at-risk students
Administrator(s):	Classroom Teacher	Classroom Teacher and/or Interventionist	Classroom Teacher and/or Interventionist
Location:	Classroom	Classroom or AIS setting	AIS setting

Considerations for Progress Monitoring for English Language Learners:

- Monitor ELLs' progress as frequently as you monitor the progress of all other students — a minimum of three times per year for students at grade level or above and three to six times per year for students at risk for reading problems.
- When ELLs demonstrate low abilities in grade-level target skills in reading, provide research-based instruction.
- Consider students' accents and pronunciations when scoring English measures and provide appropriate interpretations when words are mispronounced. Do not penalize students for dialect features.
- Consider that students may be acquiring word meaning while acquiring word reading and, thus, oral reading fluency may proceed at an expected rate early (while students are focusing on word reading) and then proceed at a lower-than-expected rate later when students are focusing more on word meaning.

(Vaughn & Ortiz, n.d.-b)

Additional Assessment: Diagnostic

Screening and progress monitoring tools occasionally provide sufficient information to plan instruction, but most often they do not, as 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.).

Response to Intervention Plan Template for Schools. NYS RtI MS DP. (n.d.).

The Reading Diagnostic Assessment Matrix provides information regarding diagnostic measures used to gather additional instructional information about a student's performance in reading across grades K-12.

ELA Diagnostic Assessments:	**Math Diagnostic Assessments:**
CORE Phonics Screener UFLI Placement Assessment Oral Reading Fluency Assessments DIBELS MAZE REWARDS Pre/Post Tests Optional FastBridge Assessments: Word segmenting (WS), Decodable Words (DW), Oral Repetition (OR), Word Blending (WB)	FastBridge automaticity (all operations) IXL Diagnostic Assessment Optional FastBridge Assessments: Subitizing (rapidly recognizing the number of objects without counting), Match Quantity, Quantity Discrimination (Most / Least), Number Sequence, Numeral Identification, Decomposing, Place Value, Story Problems

SECTION 4:

DATA-BASED DECISION MAKING

A key component of an RtI 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 RtI 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 Additional Support (Tier 2 and Tier 3):

To determine which students may need additional support, Unatego CSD uses data obtained from benchmark/screening assessments as well as other sources. The following table provides information about the nature of this decision.

Qualifications for Tier 2 or Tier 3 Interventions (Grades K-3)	
Primary Data Source:	FastBridge Universal Screening Tools
Secondary Data Source:	• Diagnostic Assessments • Tier 1 and MTSS Progress Monitoring Formative and Summative Assessment Data/Teacher Recommendation
Purpose:	Identify who requires Tier 2 and/or Tier 3 interventions Identify the level of intervention a student requires Provide preliminary information about the effectiveness of core instruction at Tier 1
Who's Involved:	MTSS Data Team (student dependent)
Frequency:	The district will determine if a student qualifies for Tier 2 or Tier 3 intervention within 10-12 days after universal screening/benchmark assessments are administered

Decision Options and Criteria:	See Appendix B for Tier 2 and Tier 3 qualifications (Two or more data points in the Tier 3 column warrants consideration for Tier 3)

Qualifications for Tier 2 or Tier 3 Interventions (Grades 4-8)	
Primary Data Source:	Grades 3-8 New York State ELA and Math Assessment Scores
Secondary Data Source:	Tier 1 and MTSS Progress Monitoring Formative and Summative Assessment Data/Teacher Recommendation FastBridge Universal Screening Tools
Purpose:	Identify who requires Tier 2 and/or Tier 3 interventions Identify the level of intervention a student requires Provide preliminary information about the effectiveness of core instruction at Tier 1
Who's Involved:	MTSS Data Team (student dependent)
Frequency:	The district will determine if a student qualifies for Tier 2 or Tier 3 intervention within 10 days after universal screening/benchmark assessments are administered
Decision Options and Criteria:	See Appendix B for Tier 2 and Tier 3 qualifications (Two or more data points in the Tier 3 column warrants consideration for Tier 3) Any student who scores a level 1, or below the median scale score between a level 2 to a level 3, on their Math or ELA NY State Assessment will be considered for AIS (based on NYSED guidance documentation)

Determining Student Response to Intervention

Another key decision made by the RtI/MTSS Data Team is whether a student who is receiving supplemental instruction or intervention is making progress. The Unatego CSD 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 Data Team can make an informed decision about a student's response to intervention. The table presented below provides further information regarding the nature of this decision.

<table>
<tr><th colspan="4">Information Used to Determine Response to Intervention:</th></tr>
<tr><td>Primary Data Source:</td><td colspan="3">FastBridge Universal Screening and
Progress Monitoring(CBM) Scores</td></tr>
<tr><td>Secondary Data Source:</td><td colspan="3">Evidence-based/Research-based CBMs (ELA & Math)
Teacher created progress monitoring tools
Tier 1,2 & 3 Formative and Summative data</td></tr>
<tr><td>Purpose:</td><td colspan="3">• 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</td></tr>
<tr><td>Who's Involved:</td><td colspan="3">MTSS Data Team</td></tr>
<tr><td rowspan="2">Frequency:</td><td>Tier 1</td><td>Tier 2</td><td>Tier 3</td></tr>
<tr><td>Quarterly</td><td>Progress monitoring every two weeks</td><td>Weekly Assessments</td></tr>
<tr><td></td><td>Report:
Quarterly report cards</td><td>Report:
Quarterly</td><td>Data Meeting:
Every 6-8 weeks

Report:
Quarterly Report</td></tr>
<tr><td>Decision Options and Criteria:</td><td colspan="3">See Appendix C for additional information related to Determining Student Response to Intervention</td></tr>
</table>

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. Appendix E includes an SED approved form that is used for LD documentation purposes.

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 RtI (MTSS) program and that such program is implemented consistent with…” the specific structure and components of the RtI (MTSS) process selected by the school district.

The Unatego Central School District’s Professional Development Plan has been shared with all staff. The plan includes:

1.0 Goal/Purpose:
The purpose of the District Professional Development Plan is to provide the professional staff with high quality professional development opportunities that will lead to renewed enthusiasm towards teaching, improved instruction, and improved student learning. Professional development may be initiated by individual teachers, mentors, and administrators. Needs may be identified by district goals, objectives, teacher requests and test results.

1.1 The Professional Development Mission of the Otego-Unadilla Central District:

The Otego-Unadilla Central School District’s mission is to provide opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment. We believe all children can learn and excel with developmentally appropriate materials, practices, and strategies. We believe all children deserve a quality education in which individual needs are met, exceeded, and supported. School is not just about children: it encompasses families, parents, community, stakeholders, society, the environment and beyond.

Education for the students of the Otego-Unadilla Central School District has been of a consistently high caliber, delivered considering the requirements of New York State, the beliefs and goals of the district, and the expectations of the community. Unatego’s success as an educational entity has been due in no small part to the commitment of its staff to their own professional growth. The connection between student success and skilled instruction has been a hallmark of education in this district.

By fulfilling the New York State mandate that each of its school districts publish a Professional Development Plan, Unatego Central has created a tool which enables the district to deal equitably with all its stakeholders. The work outlined in the PDP, indeed all

work done in the district, is directed toward assuring that all Unatego graduates are college and career ready.
By offering high-quality, integrated staff development to teachers and other staff members, the district provides these practitioners the tools they need to bring our students to the graduation stage and to aid their transition to the world beyond. The opportunities offered for professional growth are supportive of the district goals set by the Board of Education, the needs of students as indicated on assessments and other measures, and the professional skills sought by teachers as outlined in the annual needs assessment survey and the Annual Professional Performance Review documents.

2.0 Needs Assessment and District Initiatives:

The committee has determined that there are two driving forces for professional learning in the Unatego Central School District. The first is, and has been, improving student achievement. The second driving force for professional learning is the district's MTSS (Multi-Tiered System of Supports) initiative.
(See Appendix B for June 2024 District Needs Survey results)

2.1 Improving Student Achievement:

- Professional learning activities to improve instruction, intervention, and other forms of support to ensure that students are meeting standards of proficiency in all content areas at all grade levels.
- Professional learning activities that support academic intervention services to improve student achievement in all content areas at all grade levels.
- Professional learning in instructional practices and strategies aligned with district Annual Professional Performance Review (APPR) plan.
- Professional learning activities aligned with teacher, building and district goals.
- Incorporate/improve use of technology to enhance instructional practice.

2.2 Implementing MTSS:

Professional learning activities and opportunities to strengthen:

- The understanding of the foundations of MTSS (academic and SEL- social-emotional learning)
- The instruction and interventions within the tiers of a MTSS
- Data analysis to drive instruction and support all learners
- The understanding of evidence-based and research-based academic and SEL (social-emotional learning) interventions and strategies, and how to implement and progress monitor such strategies

3.0 The Objectives of UCSD Staff Development for the 2022-2025 School Years:

3.1 Identify and implement instructional strategies to improve the success of ALL students as measured by NYS and local assessments.

3.2 Provide staff with training in the use of instructional and assistive technology to improve student achievement.

3.3 Focus on aligning current curriculum and instruction with the New York State Next Generation Learning Standards

3.4 Create MTSS data teams to identify the types and uses of data that will be necessary to drive instruction. Offer professional learning as required.

3.5 Provide ongoing professional learning support for K-12 staff members as we strengthen our continuum of services (i.e.: resource room, consultant teacher services, special class, etc.)

3.6 Maintain a mentoring program for newly hired instructional staff members in accordance with the regulations outlined by the Commissioner of Education and as identified in District Plan.

3.7 Continue to address and support the professional learning needs for staff pertaining to issues of school safety, school violence, intervention, bullying and harassment, on an ongoing basis.

3.8 Continue to train staff on MTSS (systems, strategies, and analyzing/using data to drive instruction)

3.9 Provide ongoing professional learning opportunities to introduce and implement Science of Reading based strategies and instruction across all grade levels and content areas

3.10 Continue to educate staff of Portrait of a Graduate (POG), including POG initiatives like Project-based Learning and Standards-based Grading

3.11 Provide professional development and support to understand and implement the NYSED Numeracy Briefs

3.12 Alignment with Commissioner's Regulation §100.2(dd)- The Otego-Unadilla Central School District certifies that this Professional Learning Plan is designed to meet the following regulatory mandates:

- Quality Standards: All activities are aligned with the NYS Professional Development Standards to ensure high-quality, research-based outcomes for staff and students (See Appendix C & D).
- 15% ELL/MLL Mandate: In accordance with Subpart 80-6, at least 15% of the professional development hours offered by the district will focus on the needs of English Language Learners (ELLs) and Multilingual Learners (MLLs), including language acquisition and culturally responsive pedagogy. The district may be exempt from this mandate if they qualify for the School District Waiver, CR Part 154 Professional Development Requirements, Specific to ELLs.
- Mentoring: A formal mentoring program is provided for all new teachers, featuring a selection process for mentors, a confidentiality agreement (Section 6.7), and a focus on modeling and classroom management.
- CTLE Sponsorship: As an approved CTLE sponsor, the district will provide and track 100 hours of professional learning for Professional and Level III Teaching Assistant certificate holders over each five-year cycle.

SECTION 6:

PARENT NOTIFICATION

In the Unatego CSD, 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 when benchmarking is complete, or state test scores are available, via letter that indicates:

- The nature of the intervention their child will be receiving
  - Type of intervention
  - Interventionist
  - Frequency, duration and location
- The amount and nature of student performance data that will be collected
  - Type of data
  - Screening tool
  - 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:

The Unatego Central School district will provide translation of all written and verbal communication, when needed.
Appendix D includes a copy of the MTSS notification letter template.

APPENDIX

A. Tier 2 and Tier 3 Instructional Menu

Group Sizes	
Elementary Tier 2: 4-8 students	**Elementary Tier 3:** 1-4 students
Middle School Tier 2: 6-8 students	**Middle School Tier 3:** 3-5 students
High School Tier 2: 8-10 students or less	**High School Tier 3:** 6-8 students or less

Literacy **Interventions used during MTSS are based on the SOR (Science of Reading) and Evidence-based/Research-based best practices**	
Phonemic Awareness:	• Magic Penny Early Literacy Program • Road to the Code
Phonics:	• Magic Penny Early Literacy Program • Road to Reading • UFLI • Phonics-based word sorts • Orthographic Mapping • Word building/chaining • Dictation • Decodable texts • REWARDS
Sight Words/ High-Frequency Words:	• Orthographic Mapping/"Heart Word" method • Traditional methods (flash cards and daily practice for automaticity)
Comprehension Instructional Strategies:	• Use of leveled authentic texts (fiction and nonfiction) at student's instructional reading level • Activating and building prior knowledge & background knowledge • Introducing new vocabulary & building academic vocabulary • Comprehension questions based on the three dominant question types (literal, inferential, critical) • Close Reading
Writing:	• Explicit instruction in writing evidence based claims using Tier 1 instruction methods/strategies (RADD,CER, etc.) • Explicit instruction in academic vocabulary as it pertains to writing

Math: Interventions used during MTSS are based on Evidence-based & Research-based best practices	
Number Sense:	• Concrete-Abstract-Representational Instruction • Embarc- Building Fluency through Games
Fluency:	• Concrete-Abstract-Representational Instruction • Incremental rehearsal • Cover-copy-compare
Computation and Concepts:	• Concrete-Abstract-Representational Instruction • Schema-based instruction • Delta Math
Word Problems:	• Concrete-Abstract-Representational Instruction • Schema-based instruction • Word problem mnemonics • Delta Math • Draw to clarify
Mathematical Written Expression:	• Concrete-Abstract-Representational Instruction • Word problem mnemonics • Delta Math

B. Decision Rules for Determining Initial Risk Status

Unatego CSD MTSS Tier I, II, III Criteria Rubric: ELA				
Grade Levels:	**Data:**	**Tier I**	**Tier II**	**Tier III**
K-10	**Universal Screener Score (FastBridge):**	41%ile (National) or above	20%ile-40%ile (National)	19%ile (National) or below
K-10	**DIBELS MAZE & ORF**	Core Support	Strategic Support	Intensive Support
K-8	**Diagnostic Assessment CORE Phonics Survey**	Score exceeds or Meets Benchmark Level	Score indicates strategic level of intervention	Score indicates intensive level of intervention
K-8	**Classroom & MTSS Data:** Summative Assessments and/or CFAs	Scores of 80%-100%	Scores of 60%-79%	Scores of 59% or below
3-8	**Diagnostic Assessment: Writing Benchmark**	Scores of 80%-100%	Scores of 60%-79%	Scores of 59% or below
3-8	**NY State Test (ELA and/or Math)** **See page 27**	Proficient (score of 3 or 4)	Approaching Proficiency (score of 2)	Not Proficient (score of 1)
9-10	**Regents Exams (excluding math exams)**	Passing 100-65 (100-55 SPED w/ safety net)	64-50 (54-40 SPED w/ safety net)	49 - 0 (39-0 SPED w/ safety net)

Unatego CSD MTSS Tier I, II, III Criteria Rubric: Math				
Grade Levels:	**Data:**	**Tier I**	**Tier II**	**Tier III**
K-10	**Universal Screener Score (FastBridge):**	41%ile (National) or above	20%ile-40%ile (National)	19%ile (National) or below
K-10	**CBMmath CAP**	41%ile (National) or above	20%ile-40%ile (National)	19%ile (National) or below
K-10	**Classroom & MTSS Data:** Summative Assessments and/or CFAs	Scores of 80%-100%	Scores of 60%-79%	Scores of 59% or below
3-8	**NY State Test (ELA and/or Math)** **See page 27**	Proficient (score of 3 or 4)	Approaching Proficiency (score of 2)	Not Proficient (score of 1)
9-10	**Algebra I Regents Exam**	Passing 100-65 (100-55 SPED w/ safety net)	64-50 (54-40 SPED w/ safety net)	49 - 0 (39-0 SPED w/ safety net)

2026-2027
Academic Intervention Services- Two-Step Identification Process for AIS

In accordance with section 100.2(ee)(2)(ii) of the Regulations of the Commissioner of Education, each district/school must develop and maintain its policy for providing Academic Intervention Services (AIS) no later than September of each school year. For the 2026- 2027 school year, districts/schools ***must*** follow a two-step identification process for AIS for students in grades 3-8. (https://www.nysed.gov/sites/default/files/standards-instruction/memo/2026-2027-ais-scale-score-memo-002.pdf)

Two-Step Process for Identifying Students to Receive AIS

Step 1:

3-8 Exams:

The district will identify students who performed at/below the median score (listed below) for each assessment.

3-8 State Exams: All students performing at or below the median scale score between a Level 2/partially proficient and a Level 3/proficient on a Grade 3-8 English Language Arts (ELA) or Mathematics state test must be considered for AIS.

The median scale scores between Levels 2 and 3 for the Grades 3-8 ELA and Mathematics Tests are provided below for the purpose of identifying students eligible to receive AIS.

2026 Grades 3-8 ELA and Mathematics Tests
Median Scale Score between Level 2 and Level 3[1]

Grade	ELA	Mathematics
3	441	437
4	440	440
5	441	441
6	440	440
7	441	440
8	440	443

Regents Exams:

The district will identify students who did not pass grade level Regents exams and those students will be considered for AIS.

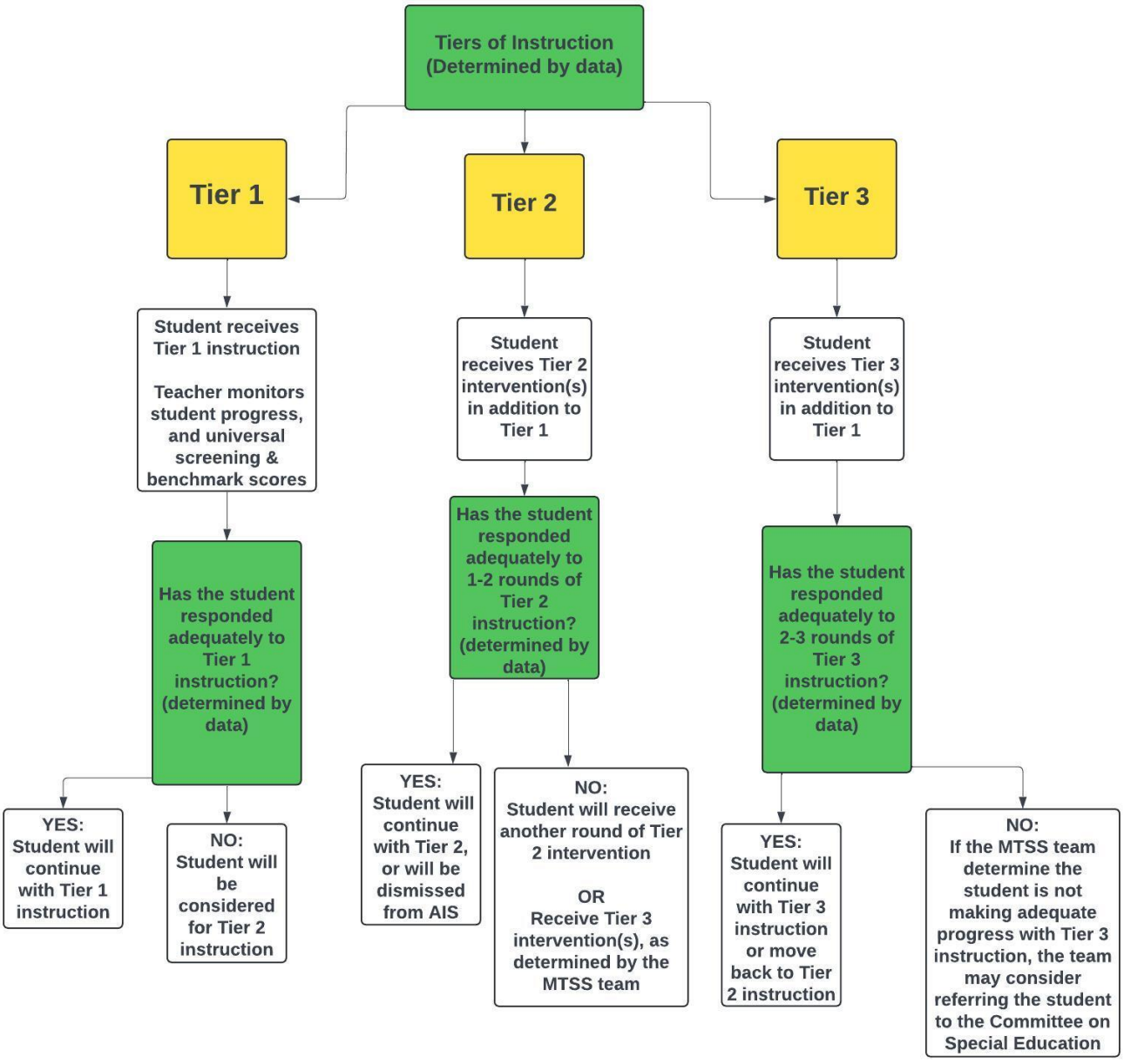
Step 2:

Students identified in step 1 will be considered for AIS based on the following:

1. **FastBridge Score- June 2026 national percentile (see below)**
2. **Teacher/Administrator Recommendation**

- **Red or Yellow score (at or below the 39%ile):** Students who also score in the red or orange on their FastBridge screener will receive AIS.
- **Green or Blue score (at or above the 40%ile):** Students who score in the green or blue on their FastBridge screener will receive AIS, if recommended by a teacher and/or administrator (recommendation based on classroom performance and formative/summative assessment scores).

C. Decision Rules for Determining Student Response to Intervention



D. Parent Letter Template

Unatego Central School District Multi-Tiered System of Support (MTSS)
Academic Intervention Services (AIS) Notification Letter

Date: _____

To the Parent/Guardian of _____:

Helping every student find success in the classroom is our main goal at Unatego _____ School. Schools are required by the New York State Education Department to observe and assess students and provide support for students who may need extra help in (subject area). The extra support is part of our district's MTSS/RTI plan and is referred to as AIS (academic intervention services). We use specific measures to determine if a student needs AIS. These measures can include universal screening scores, district benchmarking assessment scores, state test assessment scores, and/or teacher recommendations.

We have Teachers and LTAs (licensed teaching assistants) who are certified to teach these classes and provide students with innovative and research-based or evidence-based interventions that supplement what students receive in the classroom (Tier 1 core instruction).

Based on your child's score(s), your child is eligible for:

_____ ELA AIS
Your child's AIS instructor will be _____.
Frequency, duration and location: _____ minutes x _____ days a week, in _____'s classroom.
Email: _____@unatego.stier.org

_____Math AIS
Your child's AIS instructor will be _____.
Frequency, duration and location: _____ minutes x _____ days a week, in _____'s classroom.
Email: _____@unatego.stier.org

As a part of the AIS process, specific data will be gathered on a weekly or bi-weekly basis, through curriculum-based measures, or other progress monitoring tools, to determine your child's response to intervention. The school's MTSS Data team (a team of teachers, staff and the school administrator) will meet to discuss the data and recommend AIS changes, if necessary. As a parent, you have the right to request an evaluation for special education programs and/or services.

We look forward to working with you and your child. We believe that a strong parent-teacher collaboration is crucial to your child's success. We will provide you with reports three times per year that detail your child's interventions, progress monitoring data, and strategies that can help to increase your child's rate of learning.

Please don't hesitate to call or email if you have any questions.

Sincerely,

_____, Principal

MTSS = Multi-tiered systems of support AIS = Academic Intervention Services

E. Documentation of the Determination of Eligibility for a Student Suspected of Having a Learning Disability

Please contact the CSE office for the official document. This is a view-only document.

Special Programs Office
Unatego Central School District

CSE REFERRAL PACKET CHECKLIST

Student: _____ **Date:** _____

IMPORTANT INFORMATION:

This referral packet must be completed for all initial referrals to the Committee on Special Education. The information in this packet is necessary to determine if an educational difficulty is related to a lack of appropriate instruction, limited English proficiency, and to ensure that appropriate pre-referral interventions have occurred in concurrence with state regulations.

The Completed Referral Packet must include the following:

- ☐ Health History Form (completed by school nurse)
- ☐ Request for Referral Form (completed as a team: Teachers, AIS providers, etc.)
- ☐ Attendance and Discipline records (past three years)
- ☐ Copies of report cards (past three years at minimum)
- ☐ Two independent work samples in areas of concern
- ☐ Two classroom-based assessments in areas of concern
- ☐ Copies of state test scores (all available)
- ☐ Scores from any universal screening measures or diagnostic test results
- ☐ Signature from building principal (see last page of Request for Referral)

NOTE: All packet materials are to be submitted to the Special Programs Office together, in their original printed format. Please do not send parts separately.

Special Programs Office

Unatego Central School District

STUDENT HEALTH HISTORY FORM

Form Updated December 2022

THIS FORM MUST BE COMPLETED BY SCHOOL NURSE

STUDENT INFORMATION

Student Name: _____ Date of Birth: _____

School Building: _____ Current Grade: _____

To your knowledge, does this student have any health conditions which could potentially impact learning, behavior, or school performance? ☐Yes ☐No

If yes, please describe.

Are there any concerns with vision or hearing? ☐Yes ☐No

If yes, please describe.

Does the student wear glasses? ☐Yes ☐No

Please list medications the student takes that you are aware of.

Date of Last Physical: _____

Were there any problems or difficulties noted?

Your Name: _____

Signature: _____ **Date:** _____

Special Programs Office
Unatego Central School District
2641 State Highway 7, P.O. Box 483
Otego, NY 13825
(607) 988-5034 FAX (607) 988-5070

REQUEST FOR REFERRAL TO THE COMMITTEE ON SPECIAL EDUCATION

Form Updated December 2022

1. STUDENT INFORMATION

Student Name: _____ Date of Birth: _____

School Building: _____ Current Grade: _____

2. PARENT/GUARDIAN INFORMATION

Parent/Guardian:	_____	Parent/Guardian:	_____
Relationship:	_____	Relationship:	_____
Home Address:	_____	Home Address:	_____
	_____		_____
Home Phone:	_____	Home Phone:	_____
Cell Phone:	_____	Cell Phone:	_____
Native Language:	_____	Native Language:	_____
Translation Required?	☐ Yes ☐ No	Translation Required?	☐ Yes ☐ No

3. REFERRAL INFORMATION

Area of Suspected Disability: Check to indicate what disability you suspect.

☐ Learning Disability
☐ Hearing or Vision Impairment
☐ Speech or Language Impairment
☐ Orthopedic or Motor Impairment
☐ Traumatic Brain Injury
☐ Autism
☐ Other Health Impairment: _____
☐ Emotional Disability
☐ Intellectual Disability

What leads you to think this student may have a disability? Please explain in detail what your concerns are and why you think the student may a disability.

4. BACKGROUND INFORMATION

This section seeks to understand child's educational, cultural, and experiential background and how this may be affecting progress. Regulations require that the determinant factor for eligibility for a child to have a disability cannot be the lack of appropriate instruction in reading or math or limited English proficiency.

Is absenteeism or lateness a problem? If yes, please describe:	☐Yes	☐No
Has the student moved or changed schools frequently? If yes, please describe:	☐Yes	☐No
Have any other instabilities occurred in this child's life outside school? If yes, please describe:	☐Yes	☐No
Has student ever repeated a grade? If yes, please provide details:	☐Yes	☐No
Is the student's family multi-lingual? If yes, please describe:	☐Yes	☐No
Has the student ever received instruction in English as a Second Language? If yes, please give dates and attach NYSESLAT test results:	☐Yes	☐No

Has the student ever lived outside of the United States? If yes, please describe:	☐Yes	☐No
Has the student ever received counseling, OT, PT, or speech therapy? If yes, please describe:	☐Yes	☐No

Special Programs Office
Unatego Central School District

REQUEST FOR REFERRAL TO CSE

AIS/MTSS History & Data

To be completed by MTSS/AIS Provider(s)

STUDENT INFORMATION

Student Name: _____ Current Grade: _____

Your Name: _____ Your Title: _____

HISTORY OF ACADEMIC INTERVENTIONS
Please include interventions from previous years as well if at all possible.

Academic Intervention Data:

Academic Skill Area: ELA

Provider: _____

Is the student currently in AIS: ☐ Yes ☐ No IF Yes, Intervention start date: _____

Session Frequency: ___Minutes X ___Days per week

Intensity: ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

- Please mark the interventions used on the following page.
- Please attach the FastBridge screening reports and/or any benchmarking data on Testing Data Tab (using the Snip Tool)

Progress Monitoring:

Tool: _____

Date:	Data:

Please add additional comments that would help the CSE understand your concerns, and the progress the student has or has not made:

7. CONTACT WITH THE FAMILY AND THEIR UNDERSTANDING OF THE REQUEST FOR REFERRAL
You must tell the parent that you are making this referral prior to submitting paperwork.

Name of Parent/Guardian Contacted: _____ Date: _____

Describe the conversation (What did you say and how did the parent respond?)

Is the parent in agreement with this referral and evaluations for special education? ☐ Yes ☐ No

8. TEAM SIGNATURES

I am requesting a referral for this student to the Committee on Special Education because I believe this student may have a disability.

Print Name: _____ Position: _____
Sign Name: _____ Date: _____

Print Name: _____ Position: _____
Sign Name: _____ Date: _____

Print Name: _____ Position: _____
Sign Name: _____ Date: _____

9. PRINCIPAL APPROVAL

- ☐ RTI/MTSS has been implemented with fidelity and data shows a lack of progress
- ☐ All sections of this referral packet have been completed.
- ☐ All required documents are included (see cover sheet).

Principal Signature: _____ Date: _____

FOR OFFICE USE ONLY:

Date Received by Special Programs Office: _____

- ☐ Request meets requirements and is accepted
- ☐ Request does not meet requirements, sent back to team for revision
- ☐ Request does not meet requirements, parent conference requested

_____ _____
Signature of Special Education Representative Date

6. STUDENT LEARNING CHARACTERISTICS

What are the student's strengths?

Please describe the student's reading skills.

How well can this student write compared to others in their grade?

Please describe how the student performs with grade-level math.

How does the student do with auditory learning tasks and class discussions?

Do you have any concerns regarding memory? If yes, please describe.

Does the student struggle with attention and concentration? Please describe.

Please comment on the student's classroom behavior:

Please explain any motor concerns, sensory sensitivities or any physical limitations that you believe impact education.

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