

New Paltz Central School District Response to Intervention Plan

A Multi-Tiered Academic Support Program

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SECTION 1: INTRODUCTION

Response to Intervention (RTI) functions as a significant educational strategy or framework designed to identify students who may be at-risk in their academic performance. The overall purpose of RTI in the New Paltz Central School District is to provide those students who are struggling to meet the demands of the curricula in English Language Arts, mathematics, and behavior with interventions targeted to their learning needs.

Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a multi-tiered system to facilitate student achievement. With RTI, schools 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 interventions depending on a students' responsiveness. This process is imperative for student success as well as valid identification of and support of students with learning disabilities. (NCRTI, 2010).

Legislative Background and Regulatory Requirements

I. New York State RTI Requirements:

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations (8 NYCRR) that require schools to establish an RTI policy and procedures for students in the elementary grades in the area of literacy and mathematics. 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. The addition of Section 100.2(ii) to Part 100 of the Commissioner's Regulations, set forth minimum requirements for the RTI process. Based on NY State regulations, the RTI framework shall include:

- A. **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.
- B. **Screening assessments** administered to all students in the class to identify those students who are not making academic progress at expected rates.
- C. **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.
- D. **Repeated assessments** (benchmarking/progress monitoring) of student achievement which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards.

- E. The **application of information** about the student's response to intervention **to inform educational decisions** such as changes in goals, instruction, supporting services, and (if needed) the decision to make a referral for special education programs and/or services.
- F. **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom. The written notification will provide information about the:
 - 1. amount and nature of student performance data that will be collected;
 - 2. the services that will be provided;
 - 3. the strategies for increasing the student's rate of learning
 - 4. the parents' right to request an evaluation for special education programs and/or services.

II. Procedural Regulations Required for Districts:

- A. Establish a plan and policies for implementing school-wide approaches and pre-referral 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
- B. Establish criteria for determining the levels of intervention to be provided to students
- C. Identify types of interventions
- D. Identify amount and nature of student performance data to be collected
- E. Identify the manner and frequency for progress monitoring.
- F. Implement an RTI program and take appropriate steps to ensure that staff has the knowledge and skills necessary to implement an RTI program and that such program is implemented consistent with the specific structure and components of the model.
- G. Establish criteria to determine if the nature of a student's difficulties in reading or mathematics at the elementary level is the result of learning disabilities (LD). ***"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 require a review of reading and/or mathematics instructional programs for any student who has scored below benchmark expectations on screening assessments.

Students with low test scores must be monitored periodically through screenings and ongoing assessments of the students' 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.

RTI in New Paltz Central School District

As it is within all school districts across the nation, RTI is and will always be a "work in progress". Identification of and response to changing needs among a diverse student population is and *should*

always involve a commitment to engage in the process of continuous reflection, evaluation, growth, and revision of policies, procedures, and personnel decisions. Guided by the review of ongoing research and developments in various fields of education (i.e. assessment, instruction/intervention, curriculum, special education, educational technology, etc.), the New Paltz Central School District intends this document and the resulting practices to evolve in order to best serve students and their families; therefore, the following should be noted:

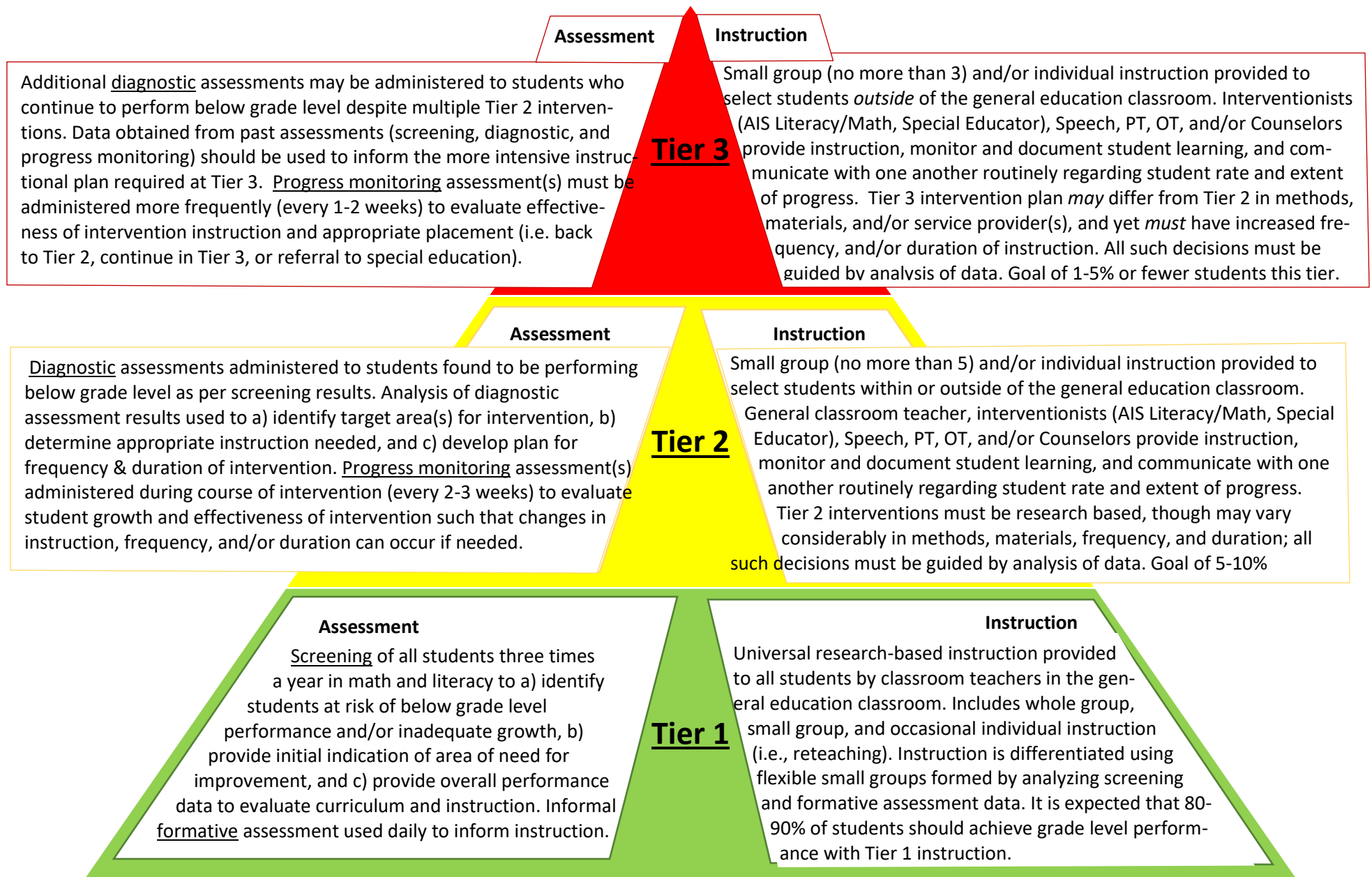
- A. The purpose of this document is to guide the district toward implementing RTI as federal and state laws require and as is needed for equity in the education of all students.
- B. There will be an ongoing review and revision of policies, procedures, and personnel decisions that align with the purpose stated above and the goals of the district.
- C. Operationalizing the multifaceted aspects of RTI necessitate collaboration, communication, learning, reflection, flexibility, and patience.

SECTION 2: RTI AS A DATA DRIVEN MULTI-TIERED INTERVENTION FRAMEWORK

NPCSD's Three-Tiered RTI Model

RTI serves as a multi-tiered intervention framework with increasing levels or tiers of instructional support as determined by assessment data. The *New Paltz CSD Three-Tiered RTI Model* presented below provides a visual illustration of the district's RTI model. It is important to note that the instruction a child receives within Tiers 2 and 3 of RTI is **supplemental** in nature. That is, the instruction is **in addition to and not in place of** core instruction students receive in the classroom. Further information about the assessment system and each tier follows the model.

New Paltz CSD Three-Tiered RTI Model



Assessment System

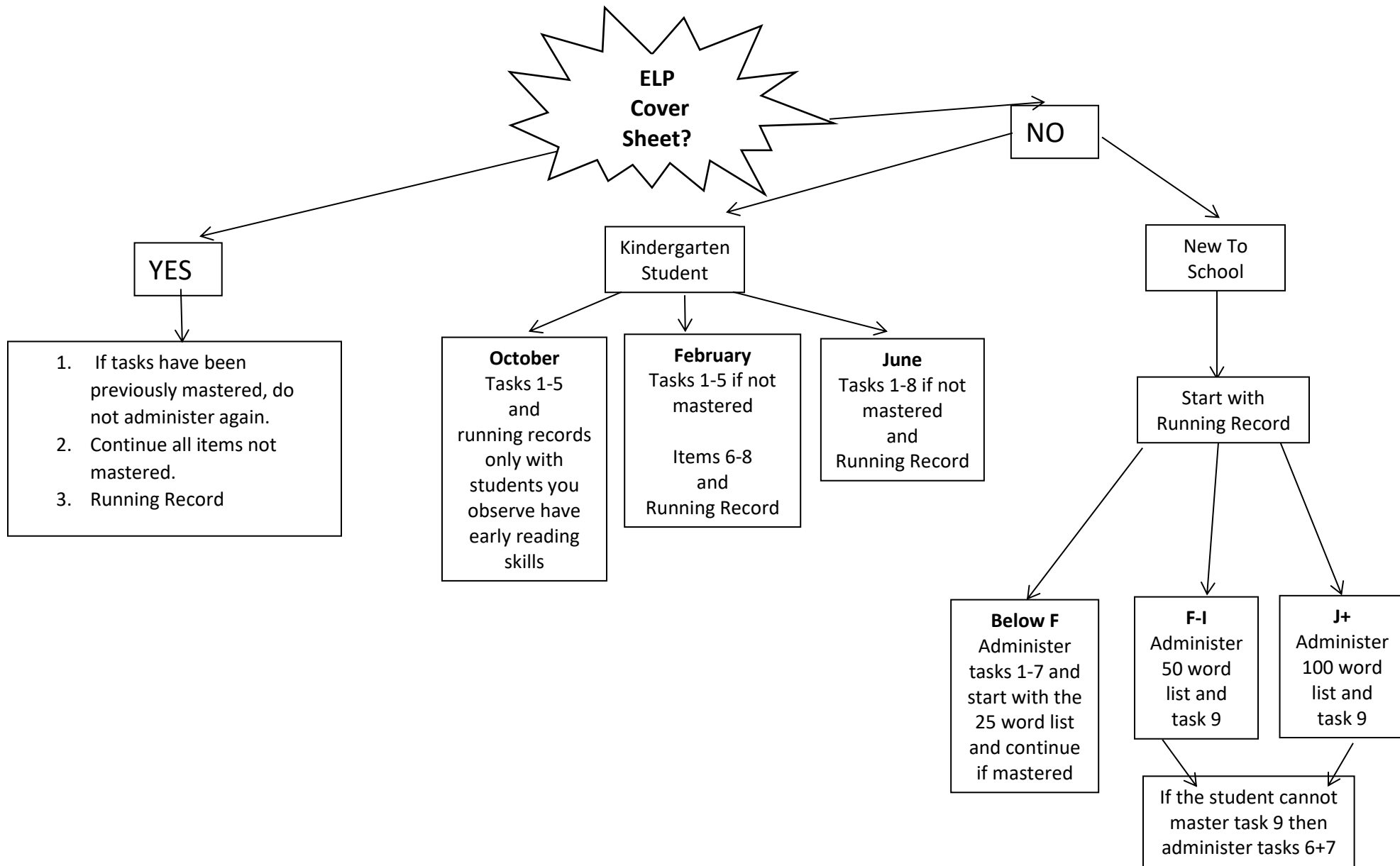
General Assessment Information

Students' participation in the multi-tiered system of supports (MTSS) is determined by the review and analysis of various sources of data. Four types of assessment are utilized within this system to ensure a) timely identification of students needing support, b) an effective plan for intervention (targeted areas of instruction, frequency, and duration of intervention, c) students' progress or growth within any level of instruction and/or intervention (Tier 1, Tier 2, or Tier 3), and d) continuous evaluation of curriculum, instruction, and student learning. Although most assessment tools can be categorized as screening, diagnostic, or progress monitoring, some assessment tools may serve varying purposes within an RTI system.

- A. **Screening:** The purpose of this type of assessment is to efficiently identify students who may be experiencing difficulty making grade appropriate progress and achievement. Screening assessments are administered to all students at specific times within the academic year. Results from these assessments inform educators of a student's difficulty, yet (in most cases) are insufficient for determining the extent of a difficulty, the specific areas needing support, and the cause of the difficulty. Screening assessments should be normed (meaning that the assessment instrument has been developed to provide grade/age level expectations) and valid (meaning that the assessment has been developed to ensure that results are accurate). Administration of screening assessments should be standardized to ensure valid and reliable results.
- B. **Diagnostic:** The purposes of this type of assessment are to determine the extent and specific area(s) of difficulty initially identified by a screening assessment. For this reason, diagnostic assessments are often lengthier and administered only to selected students. When combined with other sources of information (i.e. health history, social/emotional, school attendance, etc.) diagnostic assessment results may enable educators to determine the cause of a student's difficulty.
- C. **Progress Monitoring:** The purpose of this type of assessment is to efficiently and routinely determine the effect of an intervention on a student's targeted area of difficulty. Progress monitoring assessments must be aligned with the targeted intervention and may be developed by educators (i.e. instructors providing intervention) or may be instruments provided within an intervention curriculum.
- D. **Formative Assessment:** The purpose of this type of assessment is to provide immediate feedback to the teacher regarding the effectiveness of instruction *and* to the student to evaluate their own learning. Formative assessment is informal, closely aligned with the objective(s) of a lesson, often created by teachers, and is usually brief in nature. Formative assessment happens *during* instruction, not separate from it. For example, during a lesson focused on addition of double-digit numbers with no regrouping, the teacher may include three problems for students to solve independently or in partners on whiteboards. The teacher listens to students' comments, responds to individual questions, and surveys students' work on the whiteboards to quickly determine the students who have achieved

the objective of the lesson as well as who is struggling and with which parts of the computational process. This information is then used to guide the teacher in the next instructional steps, such as reteaching, clarification of part of the process, or moving on to a more challenging related objective with some or all of the students.

[Building-Level Assessment Frameworks](#)



Lenape Elementary Literacy Assessment Framework			
Who is Assessed?	September SCREENING	January MID-YEAR BENCHMARK	June END OF YEAR REPORTING
All students	Reading: F&P Benchmark Assessment: 3rd Nonfiction 4th Fiction 5th Nonfiction <ul style="list-style-type: none"> - Identify the highest instructional level - Determine if additional assessment is needed Spelling: 3rd Primary Spelling Inventory 4th Elementary Spelling Inventory 5th Elementary Spelling Inventory	Reading: Scholastic Assessment: 3rd Literary Text 4th Informational Text 5th Literary Text <ul style="list-style-type: none"> - Confirm achievement of benchmark level fluency and comprehension - If a student is receiving AIS or SPED reading goals, this benchmark assessment is not needed* 	Reading: F&P Benchmark Assessment: 3rd Nonfiction 4th Fiction 5th Nonfiction <ul style="list-style-type: none"> - Identify the highest instructional level Spelling: 3rd Primary Spelling Inventory 4th Elementary Spelling Inventory 5th Elementary Spelling Inventory
Those students not at grade level benchmark (due to accuracy and/or fluency) based on SCREENING F&P Benchmark Assessment, or MID-YEAR BENCHMARK Running Record	Quick Phonics Screener Six Dimension Fluency Scale using text at student's <i>instructional</i> reading level	(If <i>not</i> administered prior) Quick Phonics Screener Six Dimension Fluency Scale using text at student's <i>instructional</i> reading level	If ongoing difficulty (not meeting grade level benchmarks 2 of 3 times throughout the year), a record of assessment results should be shared with Literacy Specialist at year's end.
Those students not at grade level benchmark (due to comprehension) based on SCREENING F&P Benchmark Assessment, or MID-YEAR BENCHMARK Running Record	F&P Analyzing Reading Behaviors to Expand Thinking	F&P Analyzing Reading Behaviors to Expand Thinking	
Reading Benchmark Levels	3 rd : M/N 4 th P/Q 5 th S/T	3 rd N/O 4 th Q/R 5 th T/U	3 rd P/Q 4 th S/T 5 th V/W
Spelling Benchmark Levels	3 rd Mid. Within Word Pattern 4 th Early Syllables & Affixes 5 th Middle Syllables & Affixes		3 rd Early Syllables & Affixes 4 th Middle Syllables and Affixes 5 th Late Syllables and Affixes

It is assumed that AIS/SPED service providers are conducting progress monitoring assessments to evaluate the intervention and will inform classroom teacher of student's current instructional reading level at Trimester Benchmarks. If you suspect a student is struggling with phonological awareness check their folder to see results of their ELP and/or administer the [ELP](#) and/or the [PAST](#).

Lenape Elementary Math Assessment Framework			
Who is Assessed?	September SCREENING	January MID-YEAR BENCHMARK	June END OF YEAR REPORTING
All students	Math: Common Grade Level Baseline Assessment 3rd Grade Common Baseline 3rd Scoring Guide (baseline) 4th Grade Common Baseline 4th Scoring Guide (baseline) 5th Grade Common Baseline 5th Scoring Guide (baseline)	May: Re-administer Common Grade Level Baseline Assessment 3rd Grade Common Baseline 3rd Scoring Guide (baseline) 4th Grade Common Baseline 4th Scoring Guide (baseline) 5th Grade Common Baseline 5th Scoring Guide (baseline)	Math: Common Grade Level End of Year Assessment 3rd Grade Common End of Year 3rd Scoring Guide (EOY) 4th Grade Common End of Year 4th Scoring Guide (EOY) 5th Grade Common End of Year 5th Scoring Guide (EOY)
Those students who score a level 2 on baseline	Monitor in classroom and consult with Math Specialist on strategies to meet student's needs	Monitor in classroom and consult with Math Specialist on strategies to meet student's needs	<i>If ongoing difficulty (not meeting grade level benchmarks 2 of 3 times throughout the year), a record of assessment results should be shared with Math Specialist at year's end.</i>
Those students who score a level 1 on baseline	Refer the student to Math Specialist for grade level Boulder Valley Beginning of Year Universal Screener	Refer the student to math specialist for grade level Boulder Valley Mid-year Year Universal Screener	
Grade Level Benchmark Levels	Grade 3 : Level 3 (on grade level) 20-31 Level 2 (approaching grade level) 12-19 Level 1 (below grade level) 0-11 Grade 4 : Level 3 (on grade level) 41-60 Level 2 (approaching grade level) 25-40 Level 1 (below grade level) 0-24 Grade 5 : Level 3 (on grade level) 24-36 Level 2 (approaching grade level) 15-23 Level 1 (below grade level) 0-14	Grade 3 : Level 3 (on grade level) 20-31 Level 2 (approaching grade level) 12-19 Level 1 (below grade level) 0-11 Grade 4 : Level 3 (on grade level) 41-60 Level 2 (approaching grade level) 25-40 Level 1 (below grade level) 0-24 Grade 5 : Level 3 (on grade level) 24-36 Level 2 (approaching grade level) 15-23 Level 1 (below grade level) 0-14	Grade 3 : Level 3 (on grade level) 34-52 Level 2 (approaching grade level) 20-33 Level 1 (below grade level) 0-19 Grade 4 : Level 3 (on grade level) 24-36 Level 2 (approaching grade level) 15-23 Level 1 (below grade level) 0-14 Grade 5 : Level 3 (on grade level) 28-42 Level 2 (approaching grade level) 1-27 Level 1 (below grade level) 0-16

It is assumed that AIS/SPED service providers are conducting progress monitoring assessments to evaluate the intervention and will inform classroom teacher of student's current instructional math level at Trimester Benchmarks.

Progress Monitoring Assessment Options

Effective implementation of the RTI framework necessitates careful monitoring of students' responses to instruction; therefore, progress monitoring assessments must be used within **all** tiers of instruction. In addition, while teachers and interventionists are strongly encouraged to use formative assessment to drive their daily instructional decisions, it is imperative that written (as opposed to oral or anecdotal) evidence of student's **independent** proficiencies be collected for the purpose of monitoring the effectiveness of instruction within each tier. In addition to using benchmark assessments within the frameworks above, some suggestions for progress monitoring measures are provided below with additional resources linked in the Appendix of this document:

- Curriculum Embedded Assessments
 - Chapter or unit tests available through purchased programs
 - Teacher-created end-of-unit/chapter assessments
- Published Informal Assessment Probes/Tasks
 - Maze/cloze assessments of in-text comprehension
 - Informal reading inventories such as the Qualitative Reading Inventory, Reading A-Z Running Records
 - easyCBM printable measures (Reading and Math)
 - Supplemental assessments within the Fountas & Pinnell Benchmark Assessment system
 - Math fact checks
 - Behavior monitoring observational checklists
 - Writing rubrics and checklists
- Unpublished/Teacher Created Brief Assessments

NOTE: such progress monitoring tools must be aligned with objectives of targeted intervention in order to accurately evaluate student progress and determine effectiveness of intervention

 - End-of-Lesson tasks/assignments (i.e. exit tickets, worksheets, practice problems)
 - Writing prompts with specific rubrics for objective evaluation of key aspects or traits of writing
 - Reading response notebook with specific criteria for objective evaluation of targeted instruction
 - Formative running records (i.e. conducted during Guided Reading and or Independent Reading) and utilizing specific criteria for objective evaluation of targeted instruction (such as accuracy percentage, self correction ratio, etc.)

Explanation of Tiers

Tier 1

Tier 1 is considered the primary level of intervention in New Paltz Schools and includes supplemental instruction to the core instructional program for a) a whole class in which the majority (i.e. 75% or more) of students in a class are found to be struggling or below grade level expectations, and/or b) a small group of students evidencing initial signs of academic struggle or difficulty with a particular concept or in one unit of study and therefore needing targeted differentiation and/or reteaching. Tier 1 intervention is provided within the general classroom setting by the classroom teacher and is often done to address a *temporary* need, not a student's *ongoing* difficulty to meet grade level expectations. Some examples of

Tier 1 intervention include but are not limited to providing instructional supports (i.e. graphic organizers, graph paper, additional practice of a taught concept using online programs), assessment accommodations (i.e. extended time), and small group instruction (i.e. reengagement lesson, foundational skills practice, or strategy-focused lesson).

Tier 2

Within the New Paltz Central Schools, Tier 2 intervention includes small group or individual supplemental instruction provided by the classroom teacher and/or an Interventionist Teacher (i.e. Literacy Specialist, Reading Teacher, Speech-Language Pathologist, Math Specialist, School Counselor) or other designated professional to address a student's ongoing difficulty to meet grade level expectations. The services are offered to students either within or outside of the general education classroom setting. As in Tier 1 intervention, Tier 2 intervention is supplemental instruction that is provided in addition to not in place of the core instruction all students receive in the classroom.

The supplemental instruction/intervention provided at this tier is designed to address the needs or weaknesses of the student relative to the curricular demands in literacy, mathematics, or behavior. Students requiring Tier 2 services are those who, based on the analysis of benchmark, progress monitoring, and/or repeated formative assessment results, have not made adequate progress within Tier 1 core instruction and intervention and continue to require supplemental instruction.

Because Tier 2 intervention is a service that is beyond that which is provided to all students in the general education classroom, documentation is required. Before commencing Tier 2 services, a review by the school's Instructional Study Team (IST) is necessary. Parent notification is also required.

Tier 3

Tier 3 services in the New Paltz Central Schools are designed for those students who have made limited progress within Tier 2 intervention(s) or who demonstrate significant needs that warrant more intensive instruction or intervention. Tier 3 interventions are most often provided to an individual student or very small groups of students (i.e. 3 students or less) exhibiting a need for the same targeted instruction. Tier 3 intervention **must** be provided by professional(s) with expertise (i.e. certification, advanced professional development, licensure) in the area(s) of targeted instruction (literacy, math, behavior).

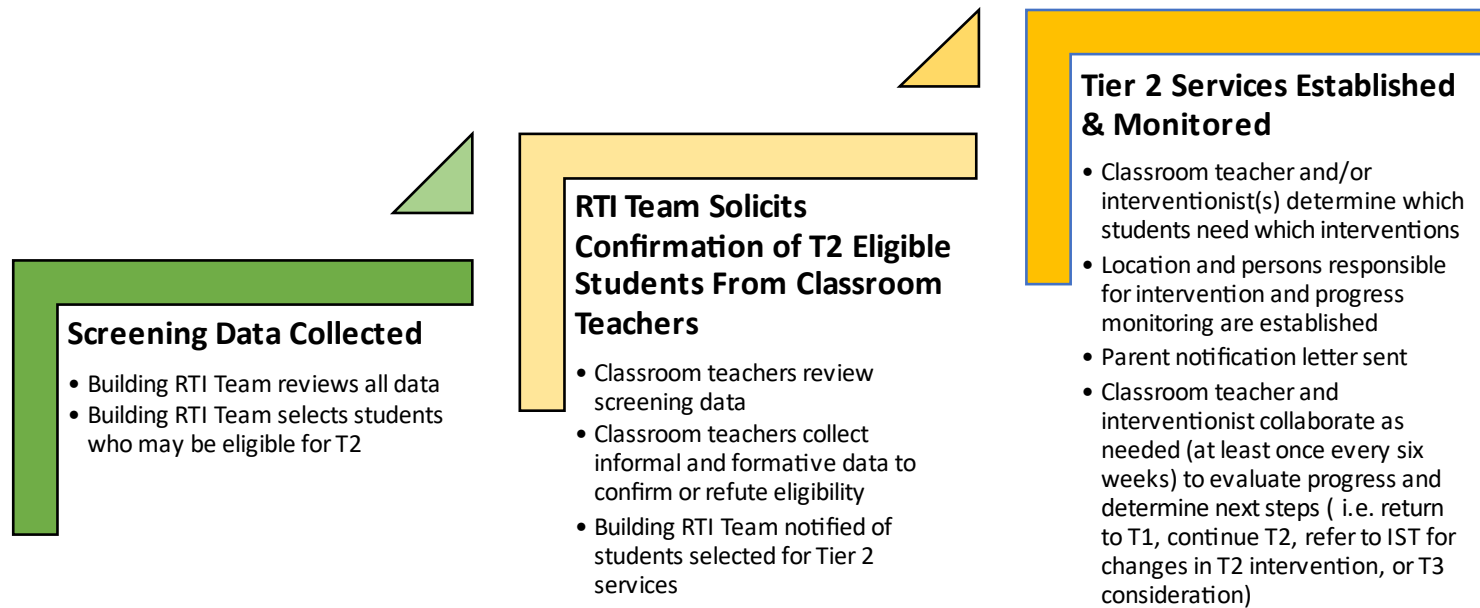
The supplemental instruction/intervention provided at this tier is designed to address the needs or weaknesses of the student relative to the curricular demands in literacy, mathematics, or behavior. Students requiring Tier 3 services are those who, based on the analysis of diagnostic, benchmark, progress monitoring, and formative assessment results, have not made adequate progress within Tier 1 core instruction and Tier 2 intervention instruction, and thus require additional more intensive instruction.

Because Tier 3 intervention is a service that is beyond that which is provided to all students in the general education classroom, documentation is required. Before commencing Tier 3 services, a review by the school's Instructional Study Team (IST) is necessary. Parent notification is also required. At this level, the IST may consider whether increasing the intensity of services and/or making a referral to the Committee on Special Education is required.

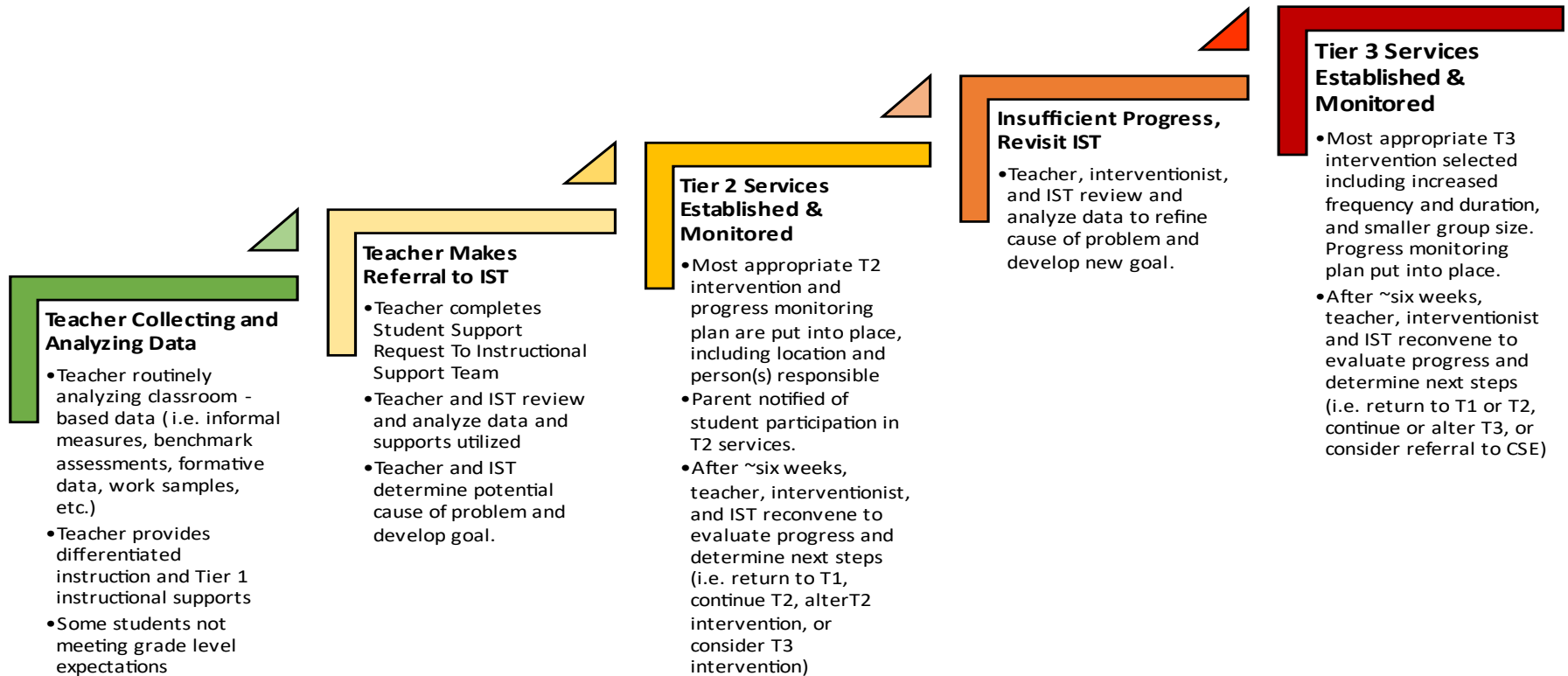
Explanation of Eligibility

Eligibility for Tiers 2 and 3 are determined using multiple measures and benchmarks established at each building in the district (see tables below). No one measure (i.e. state test score or other administered assessment) or subtest score will be used to determine any student's eligibility for services within or outside of the general classroom setting. In addition, specific assessment results will determine which services and interventions within each tier are most appropriate to address each student's needs. Collaborative review of data and discussion among members of Instructional Study Teams (IST) and building level RTI teams will guide eligibility decisions for Tier 2 and Tier 3 services as well as the location of these services (i.e. general classroom, pullout, other) and most appropriate service provider(s). In addition, building-level RTI teams and/or ISTs will review screening, benchmark, and progress monitoring data to determine when students have attained grade level expectations in reading, math, and/or behavior and therefore are no longer eligible for Tier 2 or Tier 3 services.

NPCSD RTI Process Flowchart:
Example 1, Students Identified Through Screening Process



**NPCSD RTI Process Flowchart:
Example 2, Students Identified Through Referral Process**



Kindergarten RTI Determination

	Beginning	Middle	End
DIAL Concepts Area Item #3: Rapid Object Naming	Tier 2 weighted score 1 Tier 3 weighted score 0		
DIAL Language Area Item #4: Letters & Sounds	Tier 2 weighted score 1 Tier 3 weighted score 0		
DIAL Language Area Item #5: Rhyming & I Spy (rhyme production & initial sound)	Tier 2 weighted score 1 Tier 3 weighted score 0		
ELP - Letter Name Recognition*	Mastery (52) Tier 1 ___/52 (10-51) Tier 2 ___/52 (5-10) Tier 3 ___/52 (0-5)	Mastery (52) Tier 1 ___/52 (36-51) Tier 2 ___/52 (20-35) Tier 3 ___/52 (0-19)	Mastery (52) Tier 1 ___/52 (49-51) Tier 2 ___/52 (45-49) Tier 3 ___/52 (0-44)
ELP - Letter Sound Recognition*	Mastery (26) Tier 1 ___/26	Mastery (26) Tier 1 ___/26 (18-25) Tier 2 ___/26 (12-17) Tier 3 ___/26 (0-11)	Mastery (26) Tier 1 ___/26 (24-25) Tier 2 ___/26 (18-23) Tier 3 ___/26 (0-17)
ELP - Syllable Segmentation*	Mastery (7-10) Tier 1 ___/10	Mastery (7-10) Tier 1 ___/10 (6-7) Tier 2 ___/10 (3-5) Tier 3 ___/10 (0-2)	Mastery (7-10) Tier 1 ___/10 (7-10) Tier 2 ___/10 (4-6) Tier 3 ___/10 (0-3)
ELP - Onset-Rime*	Mastery (7-10) Tier 1 ___/10 (2-6) Tier 2 ___/10 (1) Tier 3 ___/10 (0)	Mastery (7-10) Tier 1 ___/10 (5-6) Tier 2 ___/10 (3-4) Tier 3 ___/10 (0-2)	Mastery (7-10) Tier 1 ___/10 (7-10) Tier 2 ___/10 (5-6) Tier 3 ___/10 (0-4)
ELP - Listening Comprehension*	Mastery (4-6) Tier 1 ___/6 Tier 2 ___/6 (3-4) Tier 3 ___/6 (1-2)	Mastery (4-6) Tier 1 ___/6 (5-6) Tier 2 ___/6 (3-4) Tier 3 ___/6 (1-2)	Mastery (4-6) Tier 1 ___/6 (5-6) Tier 2 ___/6 (3-4) Tier 3 ___/6 (1-2)

ELP - Phoneme Blending*		Mastery (7-10) Tier 1 ___/10 (5-10) Tier 2 ___/10 (1-4) Tier 3 ___/10 (0)	Mastery (7-10) Tier 1 ___/10 (7-10) Tier 2 ___/10 (5-6) Tier 3 ___/10 (0-4)
ELP - Phoneme Segmentation*		Mastery (7-10) Tier 1 ___/10 (3-6) Tier 2 ___/10 (1-2) Tier 3 ___/10 (0)	Mastery (7-10) Tier 1 ___/10 (7-10) Tier 2 ___/10 (3-6) Tier 3 ___/10 (1-2)
ELP - High Frequency Words* (this is a total of the K list)		Mastery (23-25) Tier 1 ___/25 (6-22) Tier 2 ___/25 (4-5) Tier 3 ___/25 (0-3)	Mastery (23-25) Tier 1 ___/25 (21-22) Tier 2 ___/25 (15-20) Tier 3 ___/25 (0-15)
Fountas & Pinnell Running Record**		EOY Benchmark C Tier 1 ___ (A+) Tier 2 ___ (NY and A) Tier 3 ___ (NY)	EOY Benchmark C Tier 1 ___ (C+) Tier 2 ___ (B) Tier 3 ___ (NY and A)
Teacher report of student achievement based on class average (C.A.) • provide evidence	At or above C.A. Below C.A. (Tier 2) Sign. below C.A. (Tier 3)	At or above C.A. Below C.A. (Tier 2) Sign. below C.A. (Tier 3)	At or above C.A. Below C.A. (Tier 2) Sign. below C.A. (Tier 3)
Bridges Math Screener	TBD	TBD	TBD

First Grade RTI Determination

	Beginning	Middle	End
ELP - Letter Name Recognition*	Mastery (52) Tier 1 ___/52 Tier 2 ___/52 (46-49) Tier 3 ___/52 (0-44)	Mastery (52) Tier 1 ___/52 Tier 2 ___/52 (<52) Tier 3 ___/52 (<52)	Mastery (52) Tier 1 ___/52 Tier 2 ___/52 (NA) Tier 3 ___/52(<52)
ELP - Letter Sound Recognition*	Mastery (26) Tier 1 ___/26 Tier 2 ___/26 (17-23) Tier 3 ___/26 (0-18)	Mastery (26) Tier 1 ___/26 Tier 2 ___/26 (<26) Tier 3 ___/26 (<26)	Mastery (26) Tier 1 ___/26 Tier 2 ___/26 (NA) Tier 3 ___/26 (<26)
ELP - Syllable Segmentation*	Mastery (7-10) Tier 1 ___/10 Tier 2 ___/10 (4-6) Tier 3 ___/10 (0-3)	Mastery (7-10) Tier 1 ___/10 Tier 2 ___/10 (<6) Tier 3 ___/10 (<6)	Mastery (7-10) Tier 1 ___/10 Tier 2 ___/10 Tier 3 ___/10 (<6)
ELP - Onset-Rime*	Mastery (7-10) Tier 1 ___/10 Tier 2 ___/10 (5-6) Tier 3 ___/10 (0-4)	Mastery (7-10) Tier 1 ___/10 Tier 2 ___/10 (<6) Tier 3 ___/10(4-6)	Mastery (7-10) Tier 1 ___/10 Tier 2 ___/10 Tier 3 ___/10 (<6)
ELP - Phoneme Blending*	Mastery (7-10) Tier 1 ___/10 Tier 2 ___/10 (5-6) Tier 3 ___/10 (0-4)	Mastery (7-10) Tier 1 ___/10 Tier 2 ___/10 (<7) Tier 3 ___/10 (0-6)	Mastery (7-10) Tier 1 ___/10 Tier 2 ___/10 Tier 3 ___/10 (<7)
ELP - Phoneme Segmentation*	Mastery (7-10) Tier 1 ___/10 Tier 2 ___/10 (5-6) Tier 3 ___/10 (0-4)	Mastery (7-10) Tier 1 ___/10 Tier 2 ___/10 (6) Tier 3 ___/10 (0-5)	Mastery (7-10) Tier 1 ___/10 Tier 2 ___/10 Tier 3 ___/10 (<7)
ELP - High Frequency Words* (this is a total of the K and 1 lists)	Mastery (69-75) Tier 1 ___ (23-75) Tier 2 ___ (15-22) Tier 3 ___ (0-14)	Mastery (69-75) Tier 1 ___ (51-75) Tier 2 ___ (25-50) Tier 3 ___ (0-24)	Mastery (69-75) Tier 1 ___ (71-75) Tier 2 ___ (50-70) Tier 3 ___ (0-49)

ELP - Phonics Decoding (there are three different lists increasing in difficulty during the year)		List 1 Mastery (16-20) Tier 1 ____ (14-20) Tier 2 ____ (10-13) Tier 3 ____ (0-10)	List 2 Mastery (16-20) Tier 1 ____ (14-20) Tier 2 ____ (10-13) Tier 3 ____ (0-10)
Fountas & Pinnell Running Record**	EOY Benchmark I Tier 1 ____ (C+) Tier 2 ____ (< C) Tier 3 ____ (< B)	EOY Benchmark I Tier 1 ____ (E+) Tier 2 ____ (< F) Tier 3 ____ (< D)	EOY Benchmark I Tier 1 ____ (I+) Tier 2 ____ (< H) Tier 3 ____ (< G)
Teacher report of student achievement based on class average (C.A.) • provide evidence	At or above C.A. Below C.A. (Tier 2) Sign. below C.A. (Tier 3)	At or above C.A. Below C.A. (Tier 2) Sign. below C.A. (Tier 3)	At or above C.A. Below C.A. (Tier 2) Sign. below C.A. (Tier 3)
Bridges Math Screener	TBD	TBD	TBD

Second Grade RTI Determination

	Beginning	Middle	End
ELP - Letter Name Recognition*	Mastery (52) Tier 1 ____/52 Tier 3 ____/52 (0-51)	Mastery (52) Tier 1 ____/52 Tier 3 ____/52 (0-52)	Mastery (52) Tier 1 ____/52 Tier 3 ____/52 (0-52)
ELP - Letter Sound Recognition*	Mastery (26) Tier 1 ____/26 Tier 3 ____/26 (0-25)	Mastery (26) Tier 1 ____/26 Tier 3 ____/26 (0-26)	Mastery (26) Tier 1 ____/26 Tier 3 ____/26 (0-26)
ELP - Syllable Segmentation*	Mastery (7-10) Tier 1 ____/10 Tier 3 ____/10 (0-6)	Mastery (7-10) Tier 1 ____/10 Tier 3 ____/10 (0-6)	Mastery (7-10) Tier 1 ____/10 Tier 3 ____/10 (0-6)
ELP - Onset-Rime*	Mastery (7-10) Tier 1 ____/10 Tier 3 ____/10 (0-6)	Mastery (7-10) Tier 1 ____/10 Tier 3 ____/10(4-6)	Mastery (7-10) Tier 1 ____/10 Tier 3 ____/10 (0-6)

ELP - Phoneme Blending*	Mastery (7-10) Tier 1 ____/10 Tier 3 ____/10 (0-6)	Mastery (7-10) Tier 1 ____/10 Tier 3 ____/10 (0-6)	Mastery (7-10) Tier 1 ____/10 Tier 3 ____/10 (0-6)
ELP - Phoneme Segmentation*	Mastery (7-10) Tier 1 ____/10 Tier 3 ____/10 (0-6)	Mastery (7-10) Tier 1 ____/10 Tier 3 ____/10 (0-6)	Mastery (7-10) Tier 1 ____/10 Tier 3 ____/10 (0-6)
ELP - High Frequency Words* (this is a total of the K,1,and 2 lists)	Mastery (161-175) Tier 1 ____ (75-175) Tier 2 ____ (50-74) Tier 3 ____ (0-50)	Mastery (161-175) Tier 1 ____ (99-175) Tier 2 ____ (75-98) Tier 3 ____ (0-75)	Mastery (161-175) Tier 1 ____ (125-175) Tier 2 ____ (100-124) Tier 3 ____ (0-100)
ELP - Phonics Decoding (there are three different lists increasing in difficulty during the year)	List 3 Mastery (16/20) Tier 1 ____ (14-20) Tier 2 ____ (10-13) Tier 3 ____ (0-9)	List 4 Mastery (16/20) Tier 1 ____ (14-20) Tier 2 ____ (10-13) Tier 3 ____ (0-9)	List 5 Mastery (16/20) Tier 1 ____ (14-20) Tier 2 ____ (10-13) Tier 3 ____ (0-9)
Fountas & Pinnell Running Record**	EOY Benchmark (M) Tier 1 ____ (I+) Tier 2 ____ (G and H) Tier 3 ____ (below G)	EOY Benchmark (M) Tier 1 ____ (K+) Tier 2 ____ (I and J) Tier 3 ____ (below I)	EOY Benchmark (M) Tier 1 ____ (M+) Tier 2 ____ (K and L) Tier 3 ____ (below K)
Teacher report of student achievement based on class average (C.A.) • provide evidence	At or above C.A. Below C.A. (Tier 2) Sign. below C.A. (Tier 3)	At or above C.A. Below C.A. (Tier 2) Sign. below C.A. (Tier 3)	At or above C.A. Below C.A. (Tier 2) Sign. below C.A. (Tier 3)
Bridges Math Screener	TBD	TBD	TBD

Third - Fifth Grade RTI Determination

New Paltz Lenape (Grades 3-5) RTI Determination		
Measure	Tier 2	Tier 3*
	Beginning - Middle - End of Year	Beginning - Middle - End of Year
Fountas & Pinnell Benchmark Assessment	<p>Reading level (instructional) benchmark</p> <p><u>Grade 3</u> BOY Levels J-L MOY Levels K-M EOY Levels N-P</p> <p><u>Grade 4</u> BOY Levels N-P MOY Levels O-Q EOY Levels Q-S</p> <p><u>Grade 5</u> BOY Levels Q-S MOY Levels R-T EOY Levels T-V</p>	<p><u>Grade 3</u> BOY below Level J MOY below Level K EOY below Level N</p> <p><u>Grade 4</u> BOY below Level N MOY below Level O EOY below Level Q</p> <p><u>Grade 5</u> BOY below Level Q MOY below Level R EOY below Level T</p>
Quick Phonics Screener	<p>Phonics Principles as Applied to Decoding</p> <p><u>NOTE:</u> data from this assessment alone is NOT an indicator for Tier 2 or Tier 3</p> <p><u>Grade 3</u> BOY <70% accuracy on task 7 (vowel digraphs)</p>	<p><u>Grade 3</u> BOY <70% accuracy on task 4 (silent-e)</p> <p>MOY <70% accuracy on task 5 (r-controlled vowels)</p>

	<p>MOY <70% accuracy on task 8 (prefixes & suffixes)</p> <p>EOY <70% accuracy on task 9a (2-syllable)</p> <p><u>Grade 4</u></p> <p>BOY <70% accuracy on task 8 (prefixes & suffixes)</p> <p>MOY <70% accuracy on task 9a (2-syllable)</p> <p>EOY <70% accuracy on task 9b (3-syllable)</p> <p><u>Grade 5</u></p> <p>BOY <70% accuracy on task 9a (2-syllable)</p> <p>MOY <70% accuracy on task 9b (3-syllable)</p> <p>EOY <70% accuracy on task 9c (4-syllable)</p>	<p>EOY <70% accuracy on task 6 (consonant digraphs)</p> <p><u>Grade 4</u></p> <p>BOY <70% accuracy on task 7 (vowel digraphs) or below</p> <p>MOY <70% accuracy on task 8 (prefixes & suffixes) or below</p> <p>EOY <70% accuracy on task 9a (2-syllable) or below</p> <p><u>Grade 5</u></p> <p>BOY <70% accuracy on task 8 (prefixes & suffixes) or below</p> <p>MOY <70% accuracy on task 9a (2-syllable) or below</p> <p>EOY <70% accuracy on task 9b (3-syllable) or below</p>
Spelling Inventory (Primary/Elementary)	<p>Developmental Stage of Spelling</p> <p><u>NOTE:</u> data from this assessment alone is NOT an indicator for Tier 2 or Tier 3</p> <p><u>Grade 3</u></p> <p>BOY Below Within Word Patterns (Middle)</p>	

	<p>EOY Below Syllables and Affixes (Early)</p> <p><u>Grade 4</u></p> <p>BOY Below Syllables and Affixes (Early)</p> <p>EOY Below Syllables and Affixes (Middle)</p> <p><u>Grade 5</u></p> <p>BOY Below Syllables and Affixes (Middle)</p> <p>EOY Below Syllables and Affixes (Late)</p>	
NYS Previous Grade Math Assessment	<p><u>NOTE:</u> Subject to change based on yearly NYS Cutoff Scores</p> <p>Grade 3: below 593</p> <p>Grade 4: below 595</p> <p>Grade 5: below 598</p>	
NYS Previous Grade ELA Assessment	<p><u>NOTE:</u> Subject to change based on yearly NYS Cutoff Scores</p> <p>Grade 3: below 592</p> <p>Grade 4: below 593</p> <p>Grade 5: below 601</p>	
Bridges Math Screener	TBD	TBD

Sixth - Eighth Grade RTI Determination

New Paltz Middle School (Grades 6-8 RTI) Determination		
Measure	Tier 2	Tier 3*
	Beginning - Middle - End of Year	Beginning - Middle - End of Year
Math Locally Developed Assessments	<ul style="list-style-type: none"> 6th: End of 5th grade and then 6th Grade Locally Developed Assessment Percentile 10th -20th Percentile & Teacher Recommendation 7th: End of 6th grade and then 7th Grade Locally Developed Assessment Percentile 10th-20th Percentile & Teacher Recommendation 8th: End of 7th grade and then 8th Grade Locally Developed Assessment 10th - 20th Percentile & Teacher Recommendation 	<ul style="list-style-type: none"> 6th: End of 5th grade and then 6th Grade Locally Developed Assessment Percentile 0 -10th Percentile & Teacher Recommendation 7th: End of 6th grade and then 7th Grade Locally Developed Assessment Percentile 0-10th Percentile & Teacher Recommendation 8th: End of 7th grade and then 8th Grade Locally Developed Assessment 0 - 10th Percentile & Teacher Recommendation
Reading: Gray Silent Reading Test (GSRT)	Students 20th - 42nd percentile	Students below 20th percentile
Reading: Fountas & Pinnell Benchmark Assessment	<ul style="list-style-type: none"> 6th: Teacher referral with F&P Level V and below 7th: Teacher referral with F&P Level within W-Y 8th: Teacher referral with F&P Below Z 	<ul style="list-style-type: none"> 6th: Teacher referral with F&P Level S and below 7th: Teacher referral with F&P Level V and below 8th: Teacher referral with F&P Level Y and below
NYS Previous Grade Math Assessment	6th-8th: Level 2	6th-8th Level 1
NYS Previous Grade ELA Assessment	6th: Level 2 590-601 7th: Level 2 591-606 8th Level 2 584-602	6th: Level 1 502-589 7th: Level 1 510-590 8th Level 1 507-583

HS Eligibility Info

Teachers may use the following assessment measures to determine students' need for Tier 1 instructional supports, and eligibility for Tier 2 and Tier 3 services.

GR9 - ELA: Writing sample in September; Mid-term in January; Final exam and project in June all designed to determine students below grade level needing additional support and for the purpose of measuring growth (can inform instruction for following year)

GR10-ELA: Writing sample and practice Regents exams in Semester one; Mid-term in January; Regents exam in June all designed to determine students below grade level needing additional support and for the purpose of measuring growth (can inform instruction/placement for following year)

GR9 - Math: Locally developed pre-assessment, daily/weekly quizzes, curriculum unit tests

GR10 - Math: Algebra 1 Regents exam results, daily/weekly quizzes, curriculum unit tests

GR11 - Math: Geometry Regents exam results, daily/weekly quizzes, curriculum unit tests

SECTION 3: STANDARD INSTRUCTION PROTOCOLS

The following tables provide a brief description of literacy and mathematics instruction for core (Tier 1) and options for intervention (Tiers 1-3) at the elementary, middle, and high school levels. It should be noted that specific programs (i.e., Foundations, Fountas and Pinnell Leveled Literacy Intervention, Lexia, Multi-Sensory Reading) should be used as a support or resource as is deemed appropriate given a students' needs evident from the analysis of assessment results. In addition, instructional options for behavioral intervention K-12 are also provided. In all areas, intervention instruction must be aligned with the specific needs of the student(s) as determined by analysis of assessment results from screening, diagnostic, progress monitoring, and/or formative measures.

NPCSD K-2 Standard Literacy Protocol					
Grade	Tier 1 (Universal) Instruction (Time & Curriculum)	Time and Group Size	Instruction and Intervention Resources		
			Tier 1 Instructional Supports	Tier 2 Interventions	Tier 3 Interventions
K (RDG)	<p>90 minutes x 5 days/week CCLS Balanced Literacy Core - Whole group ELA (reading and writing) core instruction (at least 90 minutes) that includes 15-30 minutes of differentiated small group reading instruction at least 3x/cycle in the classroom.</p> <ul style="list-style-type: none"> Interactive Read Aloud Shared Reading Guided Reading Independent Reading Reader's and Writer's Workshop Explicit Phonological and Phonics/Word Study Instruction (Fountas and Pinnell Phonics program and/or Foundations) 	<p>Tier 1 Intervention:</p> <ul style="list-style-type: none"> Core +: Intervention large and/or small groups In the general education classroom setting. Up to 20 minutes, 3x per 6-day cycle <p>Tier 2 Intervention:</p> <ul style="list-style-type: none"> Core + 20-30 minutes, 3-4x per 6-day cycle Small group (3-5) Within or outside of the classroom with classroom teacher and/or designated professional (may include specialist push-in) <p>Tier 3 Intervention:</p> <ul style="list-style-type: none"> Core+ 20-30 minutes daily Small groups (1-3) Outside of the classroom with specialist 	<ul style="list-style-type: none"> Razkids Starfall Guided Reading (reduced group size) fcrr.org ELP resource kit Fountas Pinnell Phonics Reading A-Z interventioncentral.org 	<ul style="list-style-type: none"> Foundations Lexia Speech and Language Services F&P Leveled Literacy Intervention 	<ul style="list-style-type: none"> OT/PT/ST Double Dose Foundations F&P Leveled Literacy Intervention (with reduction in group size)

Kindergarten Writing

<p>K (WRTG)</p>	<p>Core - Whole group ELA (reading and writing) core instruction (at least 90 minutes)</p> <ul style="list-style-type: none"> ● Explicit Writing Instruction ● Shared Writing ● Interactive Writing ● Independent Writing ● Explicit Handwriting Instruction 	<p>Tier 1 Intervention:</p> <ul style="list-style-type: none"> ● Core+ ● Intervention large and/or small groups ● In the general education classroom setting. ● Up to 20 minutes, 3x per 6-day cycle <p>Tier 2 Intervention:</p> <ul style="list-style-type: none"> ● Core + ● 10-20 minutes, 2-3x per 6-day cycle ● Small group (3-5) ● Within or outside of the classroom with classroom teacher and/or designated professional (may include specialist push-in) <p>Tier 3 Intervention:</p> <ul style="list-style-type: none"> ● Core+ ● 20-30 minutes daily ● Small groups (1-3) ● Outside of the classroom with specialist 	<ul style="list-style-type: none"> ● interventioncentral.org ● fcrr.org ● supplemental resources from Lucy Calkins ● graphic organizers ● paper choice ● modified tasks that scaffold foundational skills ● alphabet moves ● Handwriting without Tears ● Foundations ● ELP Toolkit ● Verbal Pathway for letter formation 	<ul style="list-style-type: none"> ● Foundations small group ● ELP Toolkit (smaller group) 	<ul style="list-style-type: none"> ● OT/PT
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First Grade Reading

<p>1 (RDG)</p>	<p>90 minutes x 5 days/week CCLS Balanced Literacy Core - Whole group ELA (reading and writing) core instruction (at least 90 minutes) that includes 15-30 minutes of differentiated small group reading instruction at least 3x/cycle in the classroom.</p> <ul style="list-style-type: none"> • Interactive Read Aloud • Shared Reading • Guided Reading • Independent Reading • Reader's and Writer's Workshop • Explicit Phonics/Word Study Instruction (amended Fountas and Pinnell Phonics program) • Select portions of Foundations 	<p>Tier 1 Intervention:</p> <ul style="list-style-type: none"> • Core +: • Intervention large and/or small groups • In the general education classroom setting. • Up to 20 minutes, 3x per 6-day cycle <p>Tier 2 Intervention:</p> <ul style="list-style-type: none"> • Core + • 20-30 minutes, 3-4x per 6-day cycle • Small group (3-5) • Within or outside of the classroom with classroom teacher and/or designated professional (may include specialist push-in) <p>Tier 3 Intervention:</p> <ul style="list-style-type: none"> • Core+ • 20-30 minutes daily • Small groups (1-3) • Outside of the classroom with specialist 	<ul style="list-style-type: none"> • Razkids • Starfall • Guided Reading (reduced group size and/or increased frequency) • Skill/Strategy-focused small group instruction • fcrr.org • ELP resource kit • Additional Fountas Pinnell Phonics Program instruction • reading A-Z • alphabet moves • interventioncentral.org • Foundations 	<ul style="list-style-type: none"> • Foundations • Lexia • Speech and Language Services • Literacy Group • Book Trade-with reading dept. • F&P Leveled Literacy Intervention 	<ul style="list-style-type: none"> • OT/PT/ST • Double Dose Foundations • F&P Leveled Literacy Intervention (with reduction in group size) • Reading Recovery
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First Grade Writing

<p>1 (WRTG)</p>	<p>Core - Whole group ELA (reading and writing) core instruction (at least 90 minutes)</p> <ul style="list-style-type: none"> ● Explicit Writing Instruction ● Shared Writing ● Interactive Writing ● Independent Writing ● Explicit Handwriting Instruction 	<p>Tier 1 Intervention:</p> <ul style="list-style-type: none"> ● Core+ ● Intervention large and/or small groups ● In the general education classroom setting. ● Up to 20 minutes, 3x per 6-day cycle <p>Tier 2 Intervention:</p> <ul style="list-style-type: none"> ● Core + ● 15-25 minutes, 2-3x per 6-day cycle ● Small group (3-5) ● Within or outside of the classroom with classroom teacher and/or designated professional (may include specialist push-in) <p>Tier 3 Intervention:</p> <ul style="list-style-type: none"> ● Core+ ● 20-30 minutes daily ● Small groups (1-3) ● Outside of the classroom with specialist 	<ul style="list-style-type: none"> ● interventioncentral.org ● fcrr.org ● supplemental resources from Lucy Calkins ● graphic organizers ● paper choice ● modified tasks that scaffold foundational skills ● Getting Started (name of program?) ● alphabet moves ● Handwriting without Tears ● ELP Toolkit ● Verbal Pathway for letter formation 	<ul style="list-style-type: none"> ● Foundations small group ● ELP Toolkit (smaller group) ● RTI Writing Intervention Skills Group: <ul style="list-style-type: none"> ✓ sequencing ✓ labeling ✓ details ✓ conventions 	<ul style="list-style-type: none"> ● OT/PT ● RTI Writing Intervention Skills Group: <ul style="list-style-type: none"> ✓ sequencing ✓ labeling ✓ details ✓ conventions
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Second Reading

<p>2 (RDG)</p>	<p>90 minutes x 5 days/week CCLS Balanced Literacy Core - Whole group ELA (reading and writing) core instruction (at least 90 minutes) that includes 15-30 minutes of differentiated small group reading instruction at least 3x/6-day cycle in the classroom.</p> <ul style="list-style-type: none"> • Interactive Read Aloud • Shared Reading • Guided Reading • Independent Reading • Reader's and Writer's Workshop • Explicit Phonics/Word Study Instruction (amended Fountas and Pinnell Phonics program and/or Foundations) 	<p>Tier 1 Intervention:</p> <ul style="list-style-type: none"> • Core +: • Intervention large and/or small groups • In the general education classroom setting. • Up to 25 minutes, 3x per 6-day cycle <p>Tier 2 Intervention:</p> <ul style="list-style-type: none"> • Core + • 20-30 minutes, 3-4x per 6-day cycle • Small group (3-5) • Within or outside of the classroom with classroom teacher and/or designated professional (may include specialist push-in) <p>Tier 3 Intervention:</p> <ul style="list-style-type: none"> • Core+ • 20-30 minutes daily • Small groups (1-3) • Outside of the classroom with specialist 	<ul style="list-style-type: none"> • Graphic Organizer – story grammar • Razkids • Starfall • Guided Reading (reduced group size, and/or increased frequency) • Skill/Strategy-focused small group instruction • fcrr.org • ELP resource kit • Additional Fountas Pinnell Phonics program instruction • reading A-Z • alphabet moves • interventioncentral.org • Foundations 	<ul style="list-style-type: none"> • Foundations • Lexia • Speech and Language Services • Literacy Group • Book Trade-with reading dept. • F&P Leveled Literacy Intervention 	<ul style="list-style-type: none"> • Double Dose Foundations • F&P Leveled Literacy Intervention (with reduction in group size) • Multi-Sensory Reading
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Second Writing

<p>2 (WRTG)</p>	<p>Core - Whole group ELA (reading and writing) core instruction (at least 90 minutes)</p> <ul style="list-style-type: none"> ● Explicit Writing Instruction ● Shared Writing ● Interactive Writing ● Independent Writing ● Explicit Handwriting Instruction 	<p>Tier 1 Intervention:</p> <ul style="list-style-type: none"> ● Core+ ● Intervention large and/or small groups ● In the general education classroom setting. ● Up to 20 minutes, 3x per 6-day cycle <p>Tier 2 Intervention:</p> <ul style="list-style-type: none"> ● Core + ● 15-25 minutes, 2-3x per 6-day cycle ● Small group (3-5) ● Within or outside of the classroom with classroom teacher and/or designated professional (may include specialist push-in) <p>Tier 3 Intervention:</p> <ul style="list-style-type: none"> ● Core+ ● 20-30 minutes daily ● Small groups (1-3) ● Outside of the classroom with specialist 	<ul style="list-style-type: none"> ● interventioncentral.org ● fcrr.org ● supplemental resources from Lucy Calkins ● graphic organizers ● paper choice ● modified tasks that scaffold foundational skills ● alphabet moves ● Handwriting without Tears ● ELP Toolkit ● Verbal Pathway for letter formation 	<ul style="list-style-type: none"> ● Foundations small group ● ELP Toolkit (smaller group) ● RTI Writing Intervention Skills Group: <ul style="list-style-type: none"> ✓ sequencing ✓ labeling ✓ details ✓ conventions 	<ul style="list-style-type: none"> ● OT/PT ● RTI Writing Intervention Skills Group: <ul style="list-style-type: none"> ✓ sequencing ✓ labeling ✓ details ✓ conventions
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NPCSD 3-5 Standard Literacy Protocol					
Grade	Tier 1 (Universal) Instruction (Time & Curriculum)	Time and Group Size	Instruction and Intervention Resources		
			Tier 1 Instructional Supports	Tier 2 Interventions	Tier 3 Interventions
3-5	90 minutes daily Balanced Literacy <ul style="list-style-type: none"> Interactive Read Aloud Shared Reading Guided Reading/Literature Circles or Stations Independent reading Phonics/Word Study-Fountas and Pinnell- 3rd Grade; Words Their Way- 4th Grade Mini-lesson for writing Interactive writing Independent writing 	<u>Tier 1</u> Whole group ELA core instruction (at least 90 minutes) that includes 15-30 minutes of small group instructional support or teacher intervention at least 2x/cycle in the classroom.	<u>Tier 1</u> <ul style="list-style-type: none"> Read alouds Guided reading (Materials in book room) Skill/strategy group Literature discussion Vocabulary acquisition routines Word Study Routines (using word study scope and sequence) Graphic organizers to demonstrate comprehension (story maps, character charts, Venn diagrams) High-frequency words word walls Fluency assessments/instruction (Reader's Theater, purposeful repeated oral reading with feedback, explicit modeling) Dictation Third Grade- Use "Verbal Path for Formation of Letters" (Fountas & Pinnell) SmartBoards and Chromebooks: NewsELA.com Brainpop and BrainpopJr Storyworks Scholastic News 	<u>Tier 2-A</u> <ul style="list-style-type: none"> Intervention kits "If -Then Reading Interventions" Menu Intervention Central <u>Tier 2-B</u> <ul style="list-style-type: none"> Fountas & Pinnell Leveled Literacy Intervention (LLI) Intervention kits "If-Then Reading Interventions" Menu Intervention Central Grandview Intervention Resources: https://www.mccsc.edu/Page/2621 	<u>Tier 3</u> <ul style="list-style-type: none"> LLI Multi-Sensory Reading Intervention Central
	Grade Level Humanities Matrices Grammar Instruction Matrix for writing conventions Formative assessments to drive groupings/feedback <i>Reading Strategies</i> - Serravallo <i>Writing Strategies</i> - Serravallo <i>Strategies That Work</i> - Harvey <i>Content Area Literacy</i> - Harvey <i>Literacy Continuum</i> - Fountas & Pinnell	<u>Tier 2-A</u> Whole group ELA core instruction (at least 90 minutes), in addition to 15-30 minutes of small group instructional support or teacher intervention with no more than 5 students to a group, at least 3x/cycle inside the classroom.			
		<u>Tier 2-B</u> Whole group ELA core instruction in addition to 15-30 minutes of small group intervention with no more than 5 students to a group, at least 3x/cycle inside or outside the classroom with a specialist or other designated professional.			
		<u>Tier 3</u> Tier 1 and Tier 2-A intervention + 30-40 minutes of intensive small group instructional support or teacher intervention with no more than 3 students to a group, at least 3x/cycle			

		outside the classroom by a tier 3 specialist	<ul style="list-style-type: none"> • Kahoot • Overdrive • If, Then Reading Interventions Menu • Grandview Intervention Resources: https://www.mccsc.edu/Page/2621 		
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NPCSD 3-5 Standard MATH Protocol					
Grade	Tier 1 (Universal) Instruction (Time & Curriculum)	Time and Group Size	Instruction and Intervention Resources		
			Tier 1 Instructional Supports	Tier 2 Interventions	Tier 3 Interventions
3-5	60 minutes Math Workshop Model <ul style="list-style-type: none"> Whole group mini-lessons Small group instruction Formative assessments to drive groupings/feedback Grade Level Math Matrices Resources <ul style="list-style-type: none"> Math in Practice Number Talks Math in Context Math Vocabulary Math Literature Authentic instructional contexts	Tier 1 Whole group math core instruction (at least 60 minutes) that includes 20 minutes of small group instructional support or teacher intervention at least 2x/cycle in the classroom.	<ul style="list-style-type: none"> use of concrete manipulatives visual models vocabulary instruction frequent feedback time for revisions to recent work reteaching of strategies alternate strategies authentic instructional contexts MathReasoning Inventory.com Grandview Intervention 	<ul style="list-style-type: none"> Bridges Intervention Kits www.interventioncentral.org Grandview Intervention Resources: https://www.mccsc.edu/Page/2621	<ul style="list-style-type: none"> Bridges Intervention Kits www.interventioncentral.org Grandview Intervention Resources: https://www.mccsc.edu/Page/2621
		Tier 2-A Whole group math core instruction (at least 60 minutes), which includes 20 minutes of small group instructional support or teacher intervention with no more than 5 students to a group, at least 3x/cycle inside the classroom.	<ul style="list-style-type: none"> reaching of strategies alternate strategies authentic instructional contexts MathReasoning Inventory.com Grandview Intervention 	Resources: https://www.mccsc.edu/Page/2621	Resources: https://www.mccsc.edu/Page/2621

NPCSD 6-8 Standard Literacy Protocol					
Grade	Tier 1 (Universal) Instruction (Time & Curriculum)	Time and Group Size	Instruction and Intervention Resources		
			Tier 1 Instructional Supports	Tier 2 Interventions	Tier 3 Interventions
6	80 minutes daily LA Units of Study Reading Units of Study	Tier 1 Intervention Core 50 + (15-30) minutes of instructional support or teacher intervention, 3x/week. Large or small group in the classroom Tier 2 Intervention Tier 1 + 40 minutes of small group AIS instruction (group max of 5) outside of the classroom 5x/week Tier 3 Intervention Tier 1 + 40 minutes of small group instruction (max of 3) outside of classroom 5x/week	www.interventioncentral.org www.readworks.com www.fcrr.org NEWSELA.com Common Lit Scholastic Quill.org Graphic Organizers	Scholastic--Short Reads, Action, Storyworks, Choices Everyday comprehension Reading A-Z F&P Leveled Literacy Instruction Guided Reading The Comprehension Tool Kit Quill.org SUNY student tutoring	Scholastic--Short Reads, Action, Storyworks, Choices Everyday comprehension Reading A-Z The Comprehension Tool Kit Quill.org Multisensory Reading Instruction

7	<p>40 minutes daily</p> <p>English Units of Study</p>	<p>Tier 1 Intervention</p> <p>Core 20 + 20 minutes of instructional support or teacher intervention, 3xweek. Large or small group in the classroom</p> <p>Tier 2 Intervention</p> <p>Tier 1 + 40 minutes of small group AIS instruction (max of 5) outside of the classroom 5x/week</p> <p>Tier 3 Intervention</p> <p>Tier 1 + 40 minutes of small group instruction (max of 3) outside of classroom 5x/week</p>	<p>www.interventioncentral.org</p> <p>www.readworks.com</p> <p>www.fcrr.org</p> <p>NEWSELA.com</p> <p>common lit</p> <p>Scholastic</p> <p>Quill.org</p> <p>Graphic Organizers</p>	<p>Scholastic--Short Reads, Action, Storyworks, Choices</p> <p>Everyday comprehension</p> <p>Reading A-Z</p> <p>Guided Reading</p> <p>F&P Leveled Literacy Instruction</p> <p>The Comprehension Tool Kit</p> <p>Quill.org</p> <p>SUNY student tutoring</p>	<p>Scholastic--Short Reads, Action, Storyworks, Choices</p> <p>Everyday comprehension</p> <p>Reading A-Z</p> <p>Guided Reading</p> <p>F&P Leveled Literacy Instruction</p> <p>The Comprehension Tool Kit</p> <p>Quill.org</p> <p>Multisensory Reading Instruction</p>
8	<p>40 Minutes of Study</p> <p>English Units of Study</p>	<p>Tier 1 Intervention</p> <p>Core 20 + 20 minutes of instructional support or teacher intervention, 3xweek. Large or small group in the classroom</p> <p>Tier 2 Intervention</p> <p>Tier 1 + 40 minutes of small group AIS instruction (max of 5) outside of the classroom 5xweek</p> <p>Tier 3 Intervention</p>	<p>www.interventioncentral.org</p> <p>www.readworks.com</p> <p>www.fcrr.org</p> <p>NEWSELA.com</p> <p>common lit</p> <p>Scholastic</p> <p>Quill.org</p> <p>Graphic Organizers</p>	<p>Scholastic--Short Reads, Action, Storyworks, Choices</p> <p>Everyday comprehension</p> <p>Reading A-Z</p> <p>Guided Reading</p> <p>F&P Leveled Literacy Instruction</p> <p>The Comprehension Tool Kit</p>	<p>Scholastic--Short Reads, Action, Storyworks, Choices</p> <p>Everyday comprehension</p> <p>Reading A-Z</p> <p>F&P Leveled Literacy Instruction</p> <p>Guided Reading</p> <p>The Comprehension Tool Kit</p>

		Tier 1 + 40 minutes of small group instruction (max of 3) outside of classroom 5xweek		Quill.org SUNY student tutoring	Quill.org Multisensory Reading Instruction
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NPCSD Standard Mathematics 6 - 8 Protocol					
Grade	Tier 1 (Universal) Instruction (Time & Curriculum)	Time and Group Size	Instruction and Intervention Resources		
			Tier 1 Instructional Supports	Tier 2 Interventions	Tier 3 Interventions
6	<p>40 minute periods every day</p> <p>Math 6 Curriculum Units of Study (District Curriculum based on NYS Math Standards)</p>	<p>Tier 1 Intervention:</p> <p>Within Core</p> <p>Large or small group instruction typically in the classroom for 10-15 minutes as needed per topic.</p> <p>Tier 2 Intervention:</p> <p>Core +</p> <p>40 minutes for 2 to 3 times a week typically outside the classroom. Small groups of 4 - 6 students.</p> <p>Tier 3 Intervention:</p> <p>Core +</p> <p>40 minutes 5 times a week typically outside the classroom. Small groups of 1 - 3 students</p>	<p>IXL Math</p> <p>XTRA Math</p> <p>Math Bits Jr</p> <p>Small group instruction as needed</p> <p>Graphic organizers</p> <p>Graph paper</p>	<p>IXL Math</p> <p>XTRA Math</p> <p>Math Bits Jr</p> <p>Small group instruction as needed</p> <p>Castle Learning</p> <p>Small group foundational skills lessons</p> <p>SUNY student tutoring</p>	<p>IXL Math</p> <p>XTRA Math</p> <p>Math Bits Jr</p> <p>Small group instruction as needed</p> <p>Castle Learning</p> <p>Small group foundational skills lessons</p>

7	<p>40 minute periods every day</p> <p>Math 7 Curriculum Units of Study (District Curriculum based on NYS Math Standards)</p>	<p>Tier 1 Intervention:</p> <p>Within Core</p> <p>Large or small group instruction typically in the classroom for 10-15 minutes as needed per topic.</p> <p>Tier 2 Intervention:</p> <p>Core +</p> <p>40 minutes for 2 to 3 times a week typically outside the classroom. Small groups of 4 - 6 students.</p> <p>Tier 3 Intervention:</p> <p>Core +</p> <p>40 minutes 5 times a week typically outside the classroom. Small groups of 1 - 3 students.</p>	<p>IXL Math</p> <p>XTRA Math</p> <p>Math Bits Jr</p> <p>Small group instruction as needed</p> <p>Graphic organizers</p> <p>Graph paper</p>	<p>IXL Math</p> <p>XTRA Math</p> <p>Math Bits Jr</p> <p>Small group instruction as needed</p> <p>Castle Learning</p> <p>Small group foundational skills lessons</p> <p>SUNY student tutoring</p>	<p>IXL Math</p> <p>XTRA Math</p> <p>Math Bits Jr</p> <p>Small group instruction as needed</p> <p>Castle Learning</p> <p>Small group foundational skills lessons</p>
8	<p>40 minute periods every day</p> <p>Math 8 Curriculum Units of Study (District Curriculum based on NYS Math Standards)</p>	<p>Tier 1 Intervention:</p> <p>Within Core</p> <p>Large or small group instruction typically in the classroom for 10-15 minutes as needed per topic.</p> <p>Tier 2 Intervention:</p> <p>Core +</p> <p>40 minutes for 2 to 3 times a week typically outside the</p>	<p>IXL Math</p> <p>XTRA Math</p> <p>Math Bits Jr</p> <p>Small group instruction as needed</p> <p>Graphic organizers</p> <p>Graph paper</p>	<p>IXL Math</p> <p>XTRA Math</p> <p>Math Bits Jr</p> <p>Small group instruction as needed</p> <p>Castle Learning</p> <p>Small group foundational skills lessons</p> <p>SUNY student tutoring</p>	<p>IXL Math</p> <p>XTRA Math</p> <p>Math Bits Jr</p> <p>Small group instruction as needed</p> <p>Castle Learning</p> <p>Small group foundational skills lessons</p>

		<p>classroom. Small groups of 4 - 6 students.</p> <p>Tier 3 Intervention:</p> <p>Core +</p> <p>40 minutes 5 times a week typically outside the classroom. Small groups of 1 - 3 students.</p>			
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NPCSD 9-10 Standard Literacy Protocol					
Grade	Tier 1 (Universal) Instruction (Time & Curriculum)	Time and Group Size	Instruction and Intervention Resources		
			Tier 1 Instructional Supports	Tier 2 Interventions	Tier 3 Interventions
9	<p>80 minutes every other day</p> <p>ELA 9</p> <ul style="list-style-type: none"> -Article of the week (Individual reading) -Drama with audio support (Group reading, guided) -Fishbowl discussion (guided discussion) -SSR (individual reading) -Vocabulary informed by PSAT -Research (informed by Inf. Lit) -NYS Regents prep 	<p>Instruction:</p> <p>Tier 1- 80 minutes every other day, with instructional supports and small group instruction added to reteach and reinforce challenging areas</p> <p>Tier 2- supportive Lab (40 min/every other day) to address areas of deficit, also develop a plan of intervention (indiv., small group, whole class which can be differentiated according to needs)</p> <p>Tier 3- Instruction will be no more than 3 and occur outside of the classroom.</p>	<p>Differentiation of Instruction:</p> <p>Student selection of book during SSR w/ individual conferencing</p> <p>Text complexity increases gradually throughout year</p> <p>extended time for assessments</p> <p>Vocabulary support increases</p> <p>Quizlets, and other quiz generators for home practice</p> <p>Audio versions of literary text are available; some bi-lingual exist</p> <p>Testing accommodations for</p>	<p>teacher website supports</p> <p>Stretch classes for skill building</p> <p>Castle Learning</p> <p>One on one instruction after school for more guided practice</p>	<p>Outside of classroom supports, speech/language specialist</p>

			IEP, 504, declassified students		
10	<p>80 minutes every other day</p> <p>ELA 10</p> <ul style="list-style-type: none"> -Read/Write/React (Individual reading) --non-fiction -Drama with audio support (Group reading, guided) -Guided debate/ discussion (guided discussion) -SSR (individual reading) -Vocabulary informed by SAT -Research (informed by Inf. Lit) -NYS Regents prep (Direct instruction of authorial Writing Strategies, Lit. analysis, persuasive writing, analytical writing) -Creative writing informed by the Writing Strategies unit -poetry, novels, and drama 	<p>Instruction:</p> <p>Tier 1- 80 minutes every other day, with instructional supports and small group instruction added to reteach and reinforce challenging areas</p> <p>Tier 2-supportive Lab (40 min/every other day) to address areas of deficit, also develop a plan of intervention (indiv., small grp, whole class which can be differentiated according to needs)</p> <p>Tier 3- Instruction will be no more than 3 and occur outside of the classroom.</p>	<p>Differentiation of Instruction:</p> <p>Student selection of roles during group activities</p> <p>Student selection of book during SSR</p> <p>Varying text complexity-SSR and Lit. Circles</p> <p>Inclusion of student work in examples of correct responses (levels of complexity)</p> <p>Essay revisions in concert with teacher meeting, outside of class/for all students</p> <p>Organizational support (binder check, recording assignments)</p> <p>Varying text complexity in some curriculum</p> <p>graphic organizers</p>	<p>teacher website supports</p> <p>Slightly modified format and assessments in Stretch</p> <p>Modified instruction in Story Maps</p> <p>Vocabulary support increases - additional, individualized instruction</p> <p>One on one instruction after school for more guided practice</p>	<p>Outside of classroom supports, speech/language specialist</p>

			<p>Quizlets, and other quiz generators for home practice</p> <p>Audio versions of literary text are available; some bi-lingual exist</p> <p>Testing accommodations for an option for all students including extended time</p>		
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NPCSD 9-12 Standard Mathematics Protocol					
Grade	Tier 1 (Universal) Instruction (Time & Curriculum)	Time and Group Size	Instruction and Intervention Resources		
			Tier 1 Instructional Supports	Tier 2 Interventions	Tier 3 Interventions
9	Assessment <ul style="list-style-type: none"> - Pre-assessment - Do Now questions - Exits slips - Weekly quizzes - Monthly tests - End of the unit project - Individual Conferences 	Tier 1 intervention Time (80 minutes) Group size <ul style="list-style-type: none"> - 2 to 3 students based on abilities (%40) - 1 student (%25) - Whole class (%35) 	After school help Class teacher You tube Videos for the lessons Updated website with Additional support video by other teachers	One on one instruction after school for more guided practice AIS Class providing individualized support One on one instruction to reteach or use different strategies	Stretch the curriculum to two years Alg A and Alg 1 and include teaching of foundation skills in 6th, 7th and 8th grades. Using manipulatives to ensure better understanding
	Instructions <ul style="list-style-type: none"> - Pair share - Individual - Whole group 	Tier 2 intervention AIS 40 minutes 1.5 block with small group and individual instruction as needed. Tier 3 Interventions Stretch the Algebra 1 curriculum to 2 years to include basic and foundational skills	Online practices with immediate feedback. Power word Vocabulary list Monthly review packets of regents Questions. Unit Portfolio (Study Guide)	One on one instruction to reteach or use different strategies Castle learning practices for regent's questions	More time on practicing skills

			Extra time on assessment		
10	<p>Assessment</p> <ul style="list-style-type: none"> - Algebra 1 NYS state Regent results as a preassessment - Do Now questions - Exits slips - Weekly quizzes - Monthly tests - End of the unit project - Individual Conferences <p>Instructions</p> <ul style="list-style-type: none"> - Pair share - Individual - Whole group 	<p>Tier 1 intervention</p> <p>Time (80 minutes) 1 block</p> <p>General ed and co-ed</p> <ul style="list-style-type: none"> - Beginning of the year - Daily (10 min) - Daily (5 minute) - Once a week for (10 minutes) - Monthly unit test (80 minutes) <p>Group size</p> <ul style="list-style-type: none"> - 2 to 3 students based on abilities (%40) - 1 student (%25) - Whole class (%35) <p>Tier 2 & 3 Intervention</p> <p>Stretch the geometry curriculum to 2 years to include basic and foundational skills</p>	<p>After school help</p> <p>Class teacher You tube Videos for the lessons</p> <p>Updated website with additional support video by other teachers</p> <p>Online practices with immediate feedback.</p> <p>Power word Vocabulary list</p> <p>Monthly review packets of regents Questions.</p> <p>Unit Portfolio (Study Guide)</p>	<p>One on one instruction after school for more guided practice</p>	<p>Stretch the geometry curriculum to 2 years to include basic and foundational skills</p> <p>using manipulatives to ensure better understanding</p> <p>more time on practicing skills</p>

11	<p>Assessment</p> <ul style="list-style-type: none"> - Geometry NYS state Regent results as a pre-assessment - Do Now questions - Exits slips - Weekly quizzes - Monthly tests - End of the unit project - Individual Conferences <p>Instructions</p> <ul style="list-style-type: none"> - Pair share - Individual - Whole group 	<p>Tier 1 intervention</p> <p>Time (80 minutes) 1 block</p> <p>General ed and co-ed</p> <ul style="list-style-type: none"> - Beginning of the year - Daily (10 min) - Daily (5 minute) - Once a week for (10 minutes) - Monthly unit test (80 minutes) <p>Group size</p> <ul style="list-style-type: none"> - 2 to 3 students based on abilities (%40 time) - 1 student (%25 time) - Whole class (%35 time) <p>Tier 2 & 3 Intervention</p> <p>Stretch the Algebra 2 curriculum to 2 years to include basic and foundational skills</p>	<p>After school help</p> <p>Class teacher You tube Videos for the lessons</p> <p>Updated website with Additional support video by other teachers</p> <p>Online practices with immediate feedback</p> <p>Power word Vocabulary list</p> <p>Monthly review packets of regents Questions.</p> <p>Unit Portfolio (Study Guide)</p>	<p>One on one instruction after school for more guided practice</p>	<p>Stretch the Alg 2 curriculum to 2 years to include basic and foundational skills</p> <p>using manipulatives to ensure better understanding</p> <p>more time on practicing skills</p> <p>Recommendation for 12th grade College Algebra (meeting minimum NYS Math credits)</p>

NPCSD K-12 Behavioral Standard Protocol					
Grade	Tier 1 (Universal) Instruction (Time & Curriculum)	Time and Group Size	Instruction and Intervention Resources		
			Tier 1 Instructional Supports	Tier 2 Interventions	Tier 3 Interventions
K-5	K-2 Social Worker pushing in for SEL Lessons	Varies depending on need.	Sharing of Mental Health Curriculum with Staff	Case Management Meetings	Attendance
	3-5 Monthly social worker pushing in for SEL Lessons		Explicit Teaching of Behavioral Expectations	Banana Splits	Intervention as per policy 71-10
	K-5 Resources provided to classroom teachers for SEL instruction		Collaboration with IST- strategies gleaned from this process can be implemented in the classroom	Anxiety Group	Functional Behavior Assessment
	Responsive Classroom		Positive Classroom Rules Posted	Social Skills Groups	Behavior Intervention Plan
	Delivery of Mental Health Curriculum		Effective Teacher Directives	Referrals to Outside Agencies	Referral to IDT, Astor, or other Clinical Settings
			Team Meetings	Crisis Counseling as needed	Team Meeting for Specific Students
			Elements of Effective Instruction	Collaboration with IST- strategies gleaned from this process can be implemented in the classroom	Modified Schedule
			Students trained in basic class routines	Conflict Resolution	Consultation with psychologist/social worker
			Duzine-Lenape counselor collaboration on students moving up	Collaborations with Parents	Sensory rooms
			Counselor/psychologist collaboration with classrooms as a whole	Intervention Central	Lifespace interview
			"Bucket Filling"	Behavioral Contracts	
			No Place for Hate	PRIM Manual	
			Selected lessons and resources from PBIS	Restorative Circle	
			Open House		
			Intervention Central		
			Check in- Check Out		
			Zones of Regulation		

6-12	School counselor push in to provide SEL lessons/mental health curriculum	Varies depending on need.	<p>Sharing of Mental Health Curriculum of Staff</p> <p>Explicit Teaching of Behavioral Expectations</p> <p>Vision and Mission Statement Posted</p> <p>Effective Teacher Directives</p> <p>Team Meetings</p> <p>Elements of Effective Instructions</p> <p>Students trained in basic class routines</p> <p>MS/HS counselor collaboration on incoming 9th graders</p> <p>Counselor/psychologist collaboration with classrooms as a whole</p> <p>Community Building Groups</p> <p>No Place for Hate</p> <p>THINK Initiative</p> <p>Caring, Connecting, and Making a Difference</p> <p>Open House</p> <p>Intervention Central</p> <p>Check In-Check Out</p> <p>Zones of Regulation</p>	<p>Anxiety Group</p> <p>Social Skills Groups</p> <p>After school Social Skills Group</p> <p>Crisis Counseling</p> <p>Collaboration with IST- strategies gleaned from this process can be implemented in the classroom</p> <p>Collaborations with Parents</p> <p>Intervention Central</p> <p>Behavioral Contracts</p> <p>PRIM Manual</p> <p>Restorative Circle</p>	<p>Attendance Intervention as per Policy 71-10</p> <p>Functional Behavior Assessment</p> <p>Behavior Intervention Plan</p> <p>Referral to IDT, Astor, or other Clinical Settings</p> <p>Team Meeting for Specific Students</p> <p>Probation/PINS</p> <p>Modified Schedule</p> <p>Consultation with Psychologist/Social worker</p> <p>Sensory Room</p> <p>Student Assistance Counselor</p> <p>Lifespace interview</p>
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SECTION 4: ROLES AND RESPONSIBILITIES IN RTI

Cross-Context RTI Team

This team consists of key personnel from the district administration, district-wide support services, building level interventionists, and classroom teacher representatives from each building/level. The purpose of this team is to monitor and evaluate the implementation of the New Paltz CSD Three-Tiered RTI Model across the district. This team will analyze information collected from building RTI Teams in order to develop and revise policies and procedures, update and revise the district RTI handbook, as well as determine effective ways to support RTI processes within each building/level. This cross-context RTI team will meet no less than bi-annually.

Building RTI Teams

Each building/level in the district will establish an RTI Team whose purpose is to support and monitor the implementation of the New Paltz CSD Three-Tiered RTI Model within the school. As such, the team will:

- Monitor RTI processes within the building (i.e. use of IST/referral forms, meeting processes/procedures, timely collection, submission, and analysis of screening data)
- Establish meeting times and agendas (minimum of 4 meetings per year: beginning, mid, and end of year, plus one goal-setting meeting for following academic year)
- Analyze building-wide data from screening measures and/or state assessments for the purpose of evaluating and making decisions about: a) Tier 1 curriculum and instruction, b) Tiers 2 and 3 intervention programs and instruction, c) assessment measures and processes, d) professional development needs, e) RTI implementation, and f) reporting to stakeholders (i.e. community and district administration)
- Identify and address challenges to RTI implementation in the building

This team will consist of the building principal and/or one assistant principal, at least one literacy and one math specialist (if possible), up to one special educator per grade level, a school psychologist/counselor, and up to three classroom teachers from varying grade levels/content areas.

Roles of School Staff in Implementation of RTI

Every classroom teacher and specialist (of literacy, math, and behavior) within each building is expected to collaborate for the effective implementation of the New Paltz CSD Three-Tiered RTI Model.

The primary responsibilities of classroom teachers include, but are not limited to:

- Developing and delivering effective Tier 1 & Tier 2 instruction that aligns with New York State Next Generation Standards and district curriculum expectations
- Administering specified screening assessments and submitting data to databases and/or designated personnel in a timely manner as indicated in building assessment frameworks
- Routinely analyzing data from assessments (screening, diagnostic, progress monitoring, and formative) for the purpose of identifying student needs and providing and/or advocating for appropriate instruction to meet those needs.
- Participating in the communication of student assessment results, student needs, and progress to parents/caregivers

The primary responsibilities of specialists include, but are not limited to:

- Developing and delivering effective Tier 2 and Tier 3 instruction that aligns with identified student needs
- Administering diagnostic and progress monitoring assessments and reporting and explaining data to classroom teachers in a timely manner
- Routinely analyzing data from assessments (screening, diagnostic, progress monitoring, and formative) for the purpose of (re)identifying student needs and providing and/or advocating for appropriate instruction to meet those needs.
- Participating in the communication of student assessment results, student needs, and progress to parents/caregivers

The primary responsibilities of building principals include, but are not limited to:

- ensuring that all facets of the RTI handbook are implemented with fidelity
- collaborating with IST team members and leading building RTI team meetings
- providing building level data and other necessary information to the cross-context RTI team to evaluate, revise, and update RTI processes as needed

Professional Development

Part 100.2(ii)(3) of 8 NYCRR requires each school district 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 RTI process selected by the school district. The New Paltz Central School District provides elementary school teachers with ongoing training in the teaching of reading, writing and mathematics. Such training is coordinated by the Deputy Superintendent and reflects the needs of the teachers in each building. In some cases, staff training may be provided by professional organizations. Teachers may also receive training by attending courses or by attending professional conferences and seminars.

SECTION 5: THE ROLE OF RTI IN SPECIAL EDUCATION ELIGIBILITY

Referral to the Committee on Special Education (CSE)

- Teachers and other school personnel may make a referral to the CSE if the student’s difficulties are **not** assumed to be the result of a specific learning disability (i.e. Speech/Language Impairment, Physical Disability, Emotional Behavioral etc.) (IDEA 34CFR § 300.307).
- Students previously identified by the district or by another district may be referred the CSE by school personnel for an evaluation.
- Students who have been provided Tier 2 and/or Tier 3 services and continue to need intervention due to insufficient growth toward grade level expectations may be referred to the CSE for an evaluation.
- RTI does not interfere with a parent’s right to request a CSE evaluation at any time.

Learning Disability Defined

- As defined in section 200.1(zz)(6) of the Regulations of the Commissioner of Education, learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, as determined in accordance with section 200.4(j) of the Regulations of the Commissioner of Education. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of an intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Learning Disability Determination

- Effective on and after July 1, 2012, a school district must have an RTI process in place, as it may no longer 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 underachievement of the student is not due to lack of appropriate instruction in reading, mathematics, or limited English proficiency (RTI Guidance for NYS School District, Oct. 2010, p. 45)

SECTION 6: RESOURCES

The following resources were consulted in the creation of this handbook and will guide the implementation of RTI in the NPCSD.

Texts

Burns, M.K. & Gibbons, K. (2012). *Implementing Response-to-Intervention in Elementary and Secondary Schools: Procedures to assure scientific-based practices*, 2nd Ed. Routledge: New York, NY.

Lipton, L. & Wellman, B. (2012). *Got data? Now what?: Creating and leading cultures of inquiry*. Solution Tree Press: Bloomington, IN.

Websites

Center on Multi-Tiered System of Supports at the American Institutes for Research:

<https://mtss4success.org/>

Creating New Opportunities for You to Help Students Thrive:

<http://images.pearsonclinical.com/images/ca/RTI/index.htm>

NYSED General School Requirements: [100.2 General School Requirements | New York State Education Department \(nysed.gov\)](#)

NYSED, Minimum Requirements of a Response to Intervention Program: [Response to Intervention Guidance - Appropriate Instruction: Special Education : P-12 : NYSED](#)

NYSED Office of Special Education: <http://www.p12.nysed.gov/specialed/>

Quality Indicator Review and Resource Guides for Literacy: [Literacy Quality Indicators \(nysed.gov\)](#)

RTI Action Network: A program of the National Center for Learning Disabilities: [RTI Action Network \(rtinetwork.org\)](http://rtinetwork.org)

APPENDIX

Texts Providing Guidance for Intervention

Caldwell, J.C. & Leslie, L. (2013). *Intervention Strategies to Follow Informal Reading Inventory Assessment: So what do I do now?*, 3rd Ed. Pearson: Upper Saddle River, NJ.

Lesaux, N.K. & Marietta, S. H. (2012) *Making Assessment Matter: Using test results to differentiate reading instruction*. Guilford Press: New York, NY.

McCarney, S.B. & Wunderlich, K.C. (2014). *Pre-Referral Intervention Manual: The most common learning and behavior problems encountered in the educational environment*, 4th Ed. Hawthorne Educational Services, Inc.: Columbia, MO.

McEwan-Adkins, E.K. (2010). *40 Reading Intervention Strategies for K-6 Students: Research-based support for RTI*. 2nd Ed. Solution Tree Press: Bloomington, IN.

Links to Intervention Tools and Strategies

- Florida Center for Reading Research (FCRR) Student Center Activities: <https://www.fcrr.org/student-center-activities>
- FCRR Resource Database: <https://www.fcrr.org/resource-database>
- Intervention Central: <https://www.interventioncentral.org/>
- IRIS Center @ Peabody College, Vanderbilt University - Resource Locator: <https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/>
- Doing What Works Library: <https://dwwlibrary.wested.org/>
- National Center on Improving Literacy: <https://improvingliteracy.org/school>
- National Center on Intensive Intervention: <https://intensiveintervention.org/>
- New York State RTI: <https://nysrti.org>

Texts to Support Progress Monitoring

Consortium on Reading Excellence (2008). *Assessing Reading: Multiple measures for kindergarten through twelfth grade*, 2nd Ed. Arena Press: Novato, CA.

Cooter, R. B., Flynt, E. S., & Cooter, K. S. (2022) *Comprehensive Reading Inventory: Assessment of k-12 reading skills in English and Spanish*, 3rd Ed. Pearson: Upper Saddle River, NJ.

Leslie, L. & Caldwell, J. S. (2021) *Qualitative Reading Inventory*, 7th Ed. Pearson: Upper Saddle River, N.J.

Opitz, M.F., Ford, M.P., & Erikson, J.A. (2011). *Accessible Assessment: How 9 sensible techniques can power data-driven reading instruction*. Heinemann: Portsmouth, NH.

Links to Progress Monitoring Tools and Resources

- easyCBMLite <https://easycbm.com/>
- Reading A-Z Benchmark Passages & Running Records <https://www.readinga-z.com/assessments/benchmark-passages/>

- Oral Reading Fluency Passage Generator: <https://www.interventioncentral.org/teacher-resources/oral-reading-fluency-passages-generator>
- National Center on Intensive Intervention - Progress Monitoring Handouts: https://intensiveintervention.org/sites/default/files/Progress-Monitoring-Handouts_508.pdf#content
- Iris Center: Data-Based Individualization (including obtaining and analyzing Progress Monitoring data) - <https://iris.peabody.vanderbilt.edu/module/dbi2/cresource/q1/p01/#content>

Forms & Templates

IST Forms

Forms to support the effective and efficient implementation of RTI are provided on the following pages:

- K-2 Instructional Study Team Forms (Duzine)
- 3-5 Instructional Study Team Referral Form (Lenape)
- 6-8 Instructional Study Team Referral Form (NPCSD Middle School)
- 9-12 Instructional Study Team Referral Form (NPCSD High School)

Parent Notification Letter

As noted above (Section 1, New York State RTI Requirements), parents/caregivers must be notified when the student requires an intervention beyond that provided to all students in the general education classroom.

A template letter to support the effective and efficient communication of all required information is provided on the following pages.

Duzine Elementary School**Student Support Request To Instructional Support Team**

IST MISSION STATEMENT: The Instructional Support Team is a resource for teachers. Its mission is to collectively suggest ways teachers can help students improve academically and/or behaviorally through a multidisciplinary approach.

Indicate type of Instructional Support Team Referral:

- ___ a. Crisis Management Team Referral
 ___ b. Talented/Differentiation needs Referral
 ___ c. Regular IST Referral

Please fill in the information requested below where applicable.

Student:

DOB:

Teacher:

Grade:

Referred by:

Referral date:

Parent/Guardian:

Address:

Referred by:

Is this student an English Language Learner? ___ Yes ___ No

1. Reason for Referral (X = primary concern, ✓ = additional concern):

Domain	Concerns Within Domain	
Reading___	___ Phonemic Awareness ___ Decoding/Phonics ___ Word Recognition (i.e. High Frequency Words)	___ Comprehension ___ Vocabulary ___ Fluency
Writing___	___ Organization ___ Sentence composition	___ Mechanics ___ Spelling
Math___	___ Number Sense (und. value, connecting to life, estimating) ___ Problem solving strategies ___ Learning new concepts ___ Retaining skills, concepts, understanding	

Motor Skills/OT_____	— Fine Motor (handwriting, cutting, drawing) — Gross Motor (running, climbing, catching) — Sensory (heightened reactions to aspects of environment)	
Speech/Language_____	— Articulation/Pronunciation — Expressive Lang. (sharing ideas, syntax/grammar, forming appropriate responses, asking questions) — Receptive Lang. (understanding questions/directions, listening skills, “tuning in” to important information) — Pragmatic Lang. (body language, facial expressions, eye contact, appropriate volume, speed, turn taking)	
Social/Emotional/Behavioral_____	— Distractibility — Impulsivity — Social Skills	— Non-Compliance — Aggression — Insubordination
Psychosocial or Mental Health Concerns _____	— Depression — Grief — Anxiety — Peer Difficulties — School Avoidance — Self-Injurious behaviors	— Suicidal thoughts/ideations — Self-Esteem — Family/Home Issues — New student struggling with adjustment — Other_____
Executive Functioning_____	— Concentration — Task Initiation — Task Completion — Planning/Prioritization — Tenacity/Persistence	— Organization (does assignments/cannot find them, misplaces materials)
Health/Attendance_____	— # Absences _____ — # Tardies _____ — # Left Early _____	— Vision — Hearing — Other_____
Other_____	Please describe:	

Please briefly explain how concern(s) (**primary reason for referral**) is impacting the student’s success and/or progress:

2. Student's Current Levels (check in appropriate columns):

Domain	Below Average	Average	Above Average	Evidence*
Overall Reading/Fluency				F&P Instructional Level - F&P Independent Level - <i>Please bring most up to date ELP data.</i>
Writing				<i>Please bring sample(s) if writing is a concern.</i>
Handwriting				<i>Please bring sample(s) if handwriting is a concern.</i>
Spelling				
Math				
Executive Functioning				
Social/Emotional/ Behavior				

***IMPORTANT:** Please provide evidence to support the approximated levels indicated above, **prioritizing areas indicated as below average**. Evidence may include but is not limited to: Kindergarten assessment forms, ELP data, other screening measures (i.e. completed Fountas & Pinnell Running Record, Bridges Math Screener), progress monitoring and formative assessment results (i.e. informal running records, checklists, rubrics, rating scales, etc.), student work samples, dated anecdotal records, notes/comments from previous teacher, etc.

3. Strengths: (Please list student's strengths **beyond those reported above**. You may consider certain activities the student prefers to do/tends to excel in.)

4. Instructional/Behavioral Supports or Interventions Utilized:

In the tables below, indicate:

- Tier 1 instructional supports/interventions you have utilized to address the student's area(s) of concern noted above. **(Please refer to Section 3, Standard Instruction Protocols in NPCSD RTI Handbook.)**
- Any additional school and/or community resources the student has received to address the area(s) of concern noted above.

Tier 1 Instructional Supports/Interventions Implemented

Instructional Support or Intervention	Date Begun & Date Ended	Frequency and Duration	Beginning Performance (Scores, data, evidence, etc.)	Ending Performance (Scores, data, evidence, etc.)

Additional School/Community Resources

Support Resource	Date Begun & Date Ended	Frequency	Brief description of impact on area of concern.

5. Meeting Planning/Prep:

- a. An administrator, classroom teacher and special education teacher will be present. Please indicate on the following list any other support staff you would like present.

Remedial Reading / Literacy Specialist	Occupational Therapist	School Nurse
Speech Therapist	School Social Worker	Add'l Classroom Teacher
ENL Teacher	School Psychologist	Other

- b. Have you consulted with any of the above staff prior to this referral?

Yes_____ (Name:_____) No_____

- c. What are your needs and expectations for this meeting? How can we help you and/or what would you like to see happen as a result of this referral to the IST?

- d. Please be sure to contact the parent/guardian to discuss your concerns **prior to meeting with the Instructional Support Team.**

_____ I have contacted the parent/guardian about my concerns.

_____ I have informed the parent/guardian I will be seeking suggestions/support from colleagues on the Instructional Support Team.

_____ Teacher's Initials

_____ Date of Contact

NPCSD INSTRUCTIONAL STUDY TEAM *INITIAL* MEETING

Date:

Focus Student:

AFTER Meeting: Does this case need to be revisited?

☐ Yes (DATE:_____ Time:_____) ☐ No

Parent Notification Letter Needed?: ☐ Yes, Sent on _____(Date) ☐ No

Student to be referred to CSE? ☐ Yes, DATE_____ ☐ No

Attendees:

Note Taker:

1. Background Information:

Student's Strengths:

Areas of Concern and Present Levels of Performance:

2. Hypothesis Generation:

What *child characteristics* might be related to the concern?

What *curriculum issues* might be related to the concern?

What *instructional issues* might be related to the concern?

What *peer/social issues* might be related to the concern?

What *classroom environment* issues might be related to the concern?

What *home/community* issues might be related to the concern?

3. Hypothesis:

We think the problem may be occurring because...

4. SMART Goal (Specific. Measurable. Attainable. Relevant. Time-Specific):

5. Instructional Support(s)/Intervention(s) to address the problem (See Section 3, Standard Instruction Protocols, and Appendix of RTI Handbook for suggestions) :

Instructional Support or Intervention	Person(s) Responsible	Frequency (Session per week/cycle)	Duration (Length of Time per Session)

6. Progress Monitoring Plan:

Monitoring Tool/Method (i.e., subtest, checklist, running record, rating scale)	How Often (Times per week/cycle/month)	Person(s) Responsible for Progress Monitoring (Session per week/cycle)

7. Expected Outcome(s):

How will we determine the student's response to the intervention (effective/not effective) based on data?

NPCSD INSTRUCTIONAL STUDY TEAM REVISIT MEETING

Date:

Focus Student:

AFTER Meeting:

Does this case need to be revisited?

☐ Yes (DATE: _____ Time: _____) ☐ No

Parent Notification Letter Needed?: ☐ Yes, Sent on _____ (Date) ☐ No

Student to be referred to CSE? ☐ Yes, DATE _____ ☐ No

Attendees:

Note Taker:

-
- 1. Has the previously identified problem changed since the last meeting?** ☐ Yes ☐ No
 - 2. Were the intervention and progress monitoring plans carried out as written?** ☐ Yes ☐ No

If no, explanation...

- 3. Are there any new areas of concern?** ☐ Yes ☐ No

If yes, describe...

- 4. According to the progress monitoring data and documentation, has the previous intervention plan been effective?** ☐ Yes ☐ No

If yes, continue with current intervention and progress monitoring plans.

If no or if new area of concern, revise the goal, intervention, and/or progress monitoring plans and reconvene.

- 5. REVISED SMART Goal (Specific. Measurable. Attainable. Relevant. Time-Specific) if applicable:**

- 6. REVISED Instructional Support(s)/Intervention(s) to address the problem (See Section 3, Standard Instruction Protocols, and Appendix of RTI Handbook for suggestions) :**

Instructional Support or Intervention	Person(s) Responsible	Frequency (Session per week/cycle)	Duration (Length of Time per Session)

7. REVISED Progress Monitoring Plan:

Monitoring Tool/Method (i.e., subtest, checklist, running record, rating scale)	How Often (Times per week/cycle/month)	Person(s) Responsible for Progress Monitoring (Session per week/cycle)

8. Expected Outcome(s):

How will we determine the student's response to the revised intervention (effective/not effective) based on data?

Lenape Elementary School**Student Support Request To Instructional Support Team**

IST MISSION STATEMENT: The Instructional Support Team is a resource for teachers. Its mission is to collectively suggest ways teachers can help students improve academically and/or behaviorally through a multidisciplinary approach.

Indicate type of Instructional Support Team Referral:

- ___ a. Crisis Management Team Referral
 ___ b. Talented/Differentiation needs Referral
 ___ c. Regular IST Referral

Please fill in the information requested below where applicable.

Student:

DOB:

Teacher:

Grade:

Referred by:

Referral date:

Parent/Guardian:

Address:

Referred by:

Is this student an English Language Learner? ___ Yes ___ No

1. Reason for Referral (X = primary concern, ✓ = additional concern):

Domain	Concerns Within Domain	
Reading___	___ Phonemic Awareness ___ Decoding/Phonics ___ Word Recognition (i.e. High Frequency Words)	___ Comprehension ___ Vocabulary ___ Fluency
Writing___	___ Organization ___ Sentence composition	___ Mechanics ___ Spelling
Math___	___ Number Sense (und. value, connecting to life, estimating) ___ Problem solving strategies ___ Learning new concepts ___ Retaining skills, concepts, understanding	

Motor Skills/OT_____	— Fine Motor (handwriting, cutting, drawing) — Gross Motor (running, climbing, catching) — Sensory (heightened reactions to aspects of environment)	
Speech/Language_____	— Articulation/Pronunciation — Expressive Lang. (sharing ideas, syntax/grammar, forming appropriate responses, asking questions) — Receptive Lang. (understanding questions/directions, listening skills, “tuning in” to important information) — Pragmatic Lang. (body language, facial expressions, eye contact, appropriate volume, speed, turn taking)	
Social/Emotional/Behavioral_____	— Distractibility — Impulsivity — Social Skills	— Non-Compliance — Aggression — Insubordination
Psychosocial or Mental Health Concerns _____	— Depression — Grief — Anxiety — Peer Difficulties — School Avoidance — Self-Injurious behaviors	— Suicidal thoughts/ideations — Self-Esteem — Family/Home Issues — New student struggling with adjustment — Other_____
Executive Functioning_____	— Concentration — Task Initiation — Task Completion — Planning/Prioritization — Tenacity/Persistence	— Organization (does assignments/cannot find them, misplaces materials)
Health/Attendance_____	— # Absences _____ — # Tardies _____ — # Left Early _____	— Vision — Hearing — Other_____
Other_____	Please describe:	

Please briefly explain how concern(s) (**primary reason for referral**) is impacting the student’s success and/or progress:

2. Student's Current Levels (check in appropriate columns):

Domain	Below Average	Average	Above Average	Evidence*
Overall Reading/Fluency				F&P Instructional Level - F&P Independent Level - <i>Please bring most up to date data.</i>
Writing				<i>Please bring sample(s) if writing is a concern.</i>
Handwriting				<i>Please bring sample(s) if handwriting is a concern.</i>
Spelling				
Math				
Executive Functioning				
Social/Emotional/ Behavior				

***IMPORTANT:** Please provide evidence to support the approximated levels indicated above, **prioritizing areas indicated as below average**. Evidence may include but is not limited to: Screening measures (i.e. completed Fountas & Pinnell Running Record, Quick Phonics Screener, Six Dimension Fluency Scale, Words Their Way Spelling Inventory, Bridges Math Screener), progress monitoring and formative assessment results (i.e. informal running records, checklists, rubrics, rating scales, etc.), student work samples, dated anecdotal records, notes/comments from previous teacher, etc.

3. Strengths: (Please list student's strengths **beyond those reported above**. You may consider certain activities the student prefers to do/tends to excel in.)

4. Instructional/Behavioral Supports or Interventions Utilized:

In the tables below, indicate:

- Tier 1 instructional supports/interventions you have utilized to address the student's area(s) of concern noted above. **(Please refer to Section 3, Standard Instruction Protocols in NPCSD RTI Handbook.)**
- Any additional school and/or community resources the student has received to address the area(s) of concern noted above.

Tier 1 Instructional Supports/Interventions Implemented

Instructional Support or Intervention	Date Begun & Date Ended	Frequency and Duration	Beginning Performance (Scores, data, evidence, etc.)	Ending Performance (Scores, data, evidence, etc.)

Additional School/Community Resources

Support Resource	Date Begun & Date Ended	Frequency	Brief description of impact on area of concern.

5. Meeting Planning/Prep:

- e. An administrator, classroom teacher and special education teacher will be present. Please indicate on the following list any other support staff you would like present.

Remedial Reading / Literacy Specialist	Occupational Therapist	School Nurse
Speech Therapist	School Social Worker	Add'l Classroom Teacher
ENL Teacher	School Psychologist	Other

- f. Have you consulted with any of the above staff prior to this referral?

Yes_____ (Name:_____) No_____

- g. What are your needs and expectations for this meeting? How can we help you and/or what would you like to see happen as a result of this referral to the IST?

- h. Please be sure to contact the parent/guardian to discuss your concerns **prior to meeting with the Instructional Support Team.**

_____ I have contacted the parent/guardian about my concerns.

_____ I have informed the parent/guardian I will be seeking suggestions/support from colleagues on the Instructional Support Team.

_____ Teacher's Initials

_____ Date of Contact

NPCSD INSTRUCTIONAL STUDY TEAM *INITIAL* MEETING

Date:

Focus Student:

AFTER Meeting: Does this case need to be revisited?

☐ Yes (DATE:_____ Time:_____) ☐ No

Parent Notification Letter Needed?: ☐ Yes, Sent on _____(Date) ☐ No

Student to be referred to CSE? ☐ Yes, DATE_____ ☐ No

Attendees:

Note Taker:

1. Background Information:

Student's Strengths:

Areas of Concern and Present Levels of Performance:

2. Hypothesis Generation:

What *child characteristics* might be related to the concern?

What *curriculum issues* might be related to the concern?

What *instructional issues* might be related to the concern?

What *peer/social issues* might be related to the concern?

What *classroom environment* issues might be related to the concern?

What *home/community* issues might be related to the concern?

3. Hypothesis:

We think the problem may be occurring because...

4. SMART Goal (Specific. Measurable. Attainable. Relevant. Time-Specific):

5. Instructional Support(s)/Intervention(s) to address the problem (See Section 3, Standard Instruction Protocols, and Appendix of RTI Handbook for suggestions) :

Instructional Support or Intervention	Person(s) Responsible	Frequency (Session per week/cycle)	Duration (Length of Time per Session)

6. Progress Monitoring Plan:

Monitoring Tool/Method (i.e., subtest, checklist, running record, rating scale)	How Often (Times per week/cycle/month)	Person(s) Responsible for Progress Monitoring (Session per week/cycle)

7. Expected Outcome(s):

How will we determine the student's response to the intervention (effective/not effective) based on data?

NPCSD INSTRUCTIONAL STUDY TEAM REVISIT MEETING

Date:

Focus Student:

AFTER Meeting:

Does this case need to be revisited?

☐ Yes (DATE: _____ Time: _____) ☐ No

Parent Notification Letter Needed?: ☐ Yes, Sent on _____ (Date) ☐ No

Student to be referred to CSE? ☐ Yes, DATE _____ ☐ No

Attendees:

Note Taker:

-
- 1. Has the previously identified problem changed since the last meeting?** ☐ Yes ☐ No
 - 2. Were the intervention and progress monitoring plans carried out as written?** ☐ Yes ☐ No

If no, explanation...

- 3. Are there any new areas of concern?** ☐ Yes ☐ No

If yes, describe...

- 4. According to the progress monitoring data and documentation, has the previous intervention plan been effective?** ☐ Yes ☐ No

If yes, continue with current intervention and progress monitoring plans.

If no **or** if new area of concern, revise the goal, intervention, and/or progress monitoring plans and reconvene.

- 5. REVISED SMART Goal (Specific. Measurable. Attainable. Relevant. Time-Specific) if applicable:**

- 6. REVISED Instructional Support(s)/Intervention(s) to address the problem (See Section 3, Standard Instruction Protocols, and Appendix of RTI Handbook for suggestions) :**

Instructional Support or Intervention	Person(s) Responsible	Frequency (Session per week/cycle)	Duration (Length of Time per Session)

7. REVISED Progress Monitoring Plan:

Monitoring Tool/Method (i.e., subtest, checklist, running record, rating scale)	How Often (Times per week/cycle/month)	Person(s) Responsible for Progress Monitoring (Session per week/cycle)

8. Expected Outcome(s):

How will we determine the student's response to the revised intervention (effective/not effective) based on data?

New Paltz Middle School**Student Support Request To Instructional Support Team**

IST MISSION STATEMENT: The Instructional Support Team is a resource for teachers. Its mission is to collectively suggest ways teachers can help students improve academically and/or behaviorally through a multidisciplinary approach.

Indicate type of Instructional Support Team Referral:

- ___ a. Crisis Management Team Referral
 ___ b. Talented/Differentiation needs Referral
 ___ c. Regular IST Referral

Please fill in the information requested below where applicable.

Student:

DOB:

Teacher:

Grade:

Referred by:

Referral date:

Parent/Guardian:

Address:

Referred by:

Is this student an English Language Learner? ___ Yes ___ No

1. Reason for Referral (X = primary concern, ✓ = additional concern):

Domain	Concerns Within Domain	
Reading___	___ Decoding/Phonics ___ Word Recognition (i.e. automaticity)	___ Comprehension ___ Vocabulary ___ Fluency
Writing___	___ Organization ___ Sentence composition	___ Mechanics ___ Spelling
Math___	___ Number Sense (und. value, connecting to life, estimating) ___ Problem solving strategies ___ Learning new concepts ___ Retaining skills, concepts, understanding	

Speech/Language_____	— Expressive Lang. (sharing ideas, syntax/grammar, forming appropriate responses, asking questions) — Receptive Lang. (understanding questions/directions, listening skills, “tuning in” to important information)	
Social/Emotional/Behavioral_____	— Distractibility — Impulsivity — Social Skills — Withdraws from classroom activities	— Non-Compliance — Aggression — Insubordination — Other: _____
Psychosocial or Mental Health Concerns _____	— Depression — Grief — Anxiety — Peer Difficulties — School Avoidance — Self-Injurious behaviors — Suspected Drug/Alcohol Use — Pregnancy	— Suicidal thoughts/ideations — Self-Esteem — Family/Home Issues — New student struggling with adjustment — Potential Dropout — Other _____
Executive Functioning_____	— Concentration — Task Initiation — Task Completion — Planning/Prioritization — Tenacity/Persistence	— Organization (does assignments/cannot find them, does not write down assignments, comes unprepared)
Health/Attendance_____	— # Absences _____ — # Tardies _____ — # Left Early _____	— Vision — Hearing — Other _____
Other_____	Please describe:	

Please briefly explain how concern(s) (**primary reason for referral**) is impacting the student’s success and/or progress:

2. Student's Current Performance/Level

Please provide evidence to support the approximated performance within ***areas indicated as primary reason for referral***. Evidence may include but is not limited to: Screening measures (i.e. Math Local Assessment, GSRT, Fountas & Pinnell Running Record, NYS Assessments) progress monitoring and formative assessment results (i.e. quizzes, unit assessments, graded work, checklists, rubrics, rating scales, etc.), student work samples, dated anecdotal records, notes/comments from previous teacher, etc.

3. Strengths: (Please select all that apply)

- | | |
|--------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> Organized | <input type="checkbox"/> Math |
| <input type="checkbox"/> Good Study skills | <input type="checkbox"/> Good Writing Skills |
| <input type="checkbox"/> Friendly | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Cooperative | <input type="checkbox"/> Good Verbal Skills |
| <input type="checkbox"/> Kind | <input type="checkbox"/> Artistic |
| <input type="checkbox"/> Musical | <input type="checkbox"/> Athletic |
| <input type="checkbox"/> Other: _____ | |

What activities, if any, do you know that the student prefers to do/tends to excel in?

4. Instructional/Behavioral Supports or Interventions Utilized:

In the tables below, indicate:

- Tier 1 instructional supports/interventions you have utilized to address the student's area(s) of concern noted above. **(Please refer to Section 3, Standard Instruction Protocols in NPCSD RTI Handbook.)**
- Any additional school and/or community resources the student has received to address the area(s) of concern noted above.

Tier 1 Instructional Supports/Interventions Implemented

Instructional Support or Intervention	Date Begun & Date Ended	Frequency and Duration	Beginning Performance (Scores, data, evidence, etc.)	Ending Performance (Scores, data, evidence, etc.)

Additional School/Community Resources

Support Resource	Date Begun & Date Ended	Frequency	Brief description of impact on area of concern.

5. Meeting Planning/Prep:

- i. An administrator, classroom teacher and special education teacher will be present. Please indicate on the following list any other support staff you would like present.

Remedial Reading / Literacy Specialist	Occupational Therapist	School Nurse
Speech Therapist	School Social Worker	Add'l Classroom Teacher
ENL Teacher	School Psychologist	Other

- j. Have you consulted with any of the above staff prior to this referral?
Yes____ (Name:_____) No____
- k. What are your needs and expectations for this meeting? How can we help you and/or what would you like to see happen as a result of this referral to the IST?

- I. It is beneficial to contact the parent/guardian to discuss your concerns **prior to** meeting with the Instructional Support Team to obtain additional information or perspectives on the student's challenges.

_____ I have contacted the parent/guardian about my concerns.

_____ I have informed the parent/guardian I will be seeking suggestions/support from colleagues on the Instructional Support Team.

_____ Teacher's Initials

_____ Date of Contact

NPCSD INSTRUCTIONAL STUDY TEAM *INITIAL* MEETING

Date:

Focus Student:

AFTER Meeting: Does this case need to be revisited?

☐ Yes (DATE:_____ Time:_____) ☐ No

Parent Notification Letter Needed?: ☐ Yes, Sent on _____(Date) ☐ No

Student to be referred to CSE? ☐ Yes, DATE_____ ☐ No

Attendees:

Note Taker:

1. Background Information:

Student's Strengths:

Areas of Concern and Present Levels of Performance:

2. Hypothesis Generation:

What *child characteristics* might be related to the concern?

What *curriculum issues* might be related to the concern?

What *instructional issues* might be related to the concern?

What *peer/social issues* might be related to the concern?

What *classroom environment* issues might be related to the concern?

What *home/community* issues might be related to the concern?

3. Hypothesis:

We think the problem may be occurring because...

4. SMART Goal (Specific. Measurable. Attainable. Relevant. Time-Specific):

5. Instructional Support(s)/Intervention(s) to address the problem (See Section 3, Standard Instruction Protocols, and Appendix of RTI Handbook for suggestions) :

Instructional Support or Intervention	Person(s) Responsible	Frequency (Session per week/cycle)	Duration (Length of Time per Session)

6. Progress Monitoring Plan:

Monitoring Tool/Method (i.e., subtest, checklist, running record, rating scale)	How Often (Times per week/cycle/month)	Person(s) Responsible for Progress Monitoring (Session per week/cycle)

7. Expected Outcome(s):

How will we determine the student's response to the intervention (effective/not effective) based on data?

NPCSD INSTRUCTIONAL STUDY TEAM REVISIT MEETING

Date:

Focus Student:

AFTER Meeting:

Does this case need to be revisited?

☐ Yes (DATE: _____ Time: _____) ☐ No

Parent Notification Letter Needed?: ☐ Yes, Sent on _____ (Date) ☐ No

Student to be referred to CSE? ☐ Yes, DATE _____ ☐ No

Attendees:

Note Taker:

-
1. Has the previously identified problem changed since the last meeting? ☐ Yes ☐ No
 2. Were the intervention and progress monitoring plans carried out as written? ☐ Yes ☐ No

If no, explanation...

3. Are there any new areas of concern? ☐ Yes ☐ No

If yes, describe...

4. According to the progress monitoring data and documentation, has the previous intervention plan been effective? ☐ Yes ☐ No

If yes, continue with current intervention and progress monitoring plans.

If no **or** if new area of concern, revise the goal, intervention, and/or progress monitoring plans and reconvene.

5. **REVISED SMART Goal (Specific. Measurable. Attainable. Relevant. Time-Specific)** if applicable:

6. **REVISED Instructional Support(s)/Intervention(s) to address the problem (See Section 3, Standard Instruction Protocols, and Appendix of RTI Handbook for suggestions) :**

Instructional Support or Intervention	Person(s) Responsible	Frequency (Session per week/cycle)	Duration (Length of Time per Session)

7. REVISED Progress Monitoring Plan:

Monitoring Tool/Method (i.e., subtest, checklist, running record, rating scale)	How Often (Times per week/cycle/month)	Person(s) Responsible for Progress Monitoring (Session per week/cycle)

8. Expected Outcome(s):

How will we determine the student's response to the revised intervention (effective/not effective) based on data?

New Paltz High School**Student Support Request To Instructional Support Team**

IST MISSION STATEMENT: The Instructional Support Team is a resource for teachers. Its mission is to collectively suggest ways teachers can help students improve academically and/or behaviorally through a multidisciplinary approach.

Indicate type of Instructional Support Team Referral:

- ___ a. Crisis Management Team Referral
 ___ b. Talented/Differentiation needs Referral
 ___ c. Regular IST Referral

Please fill in the information requested below where applicable.

Student:

DOB:

Teacher:

Grade:

Referred by:

Referral date:

Parent/Guardian:

Address:

Referred by:

Is this student an English Language Learner? ____ Yes ____ No

1. Reason for Referral (X = primary concern, ✓ = additional concern):

Domain	Concerns Within Domain	
Reading____	___ Decoding/Phonics ___ Word Recognition (i.e. automaticity)	___ Comprehension ___ Vocabulary ___ Fluency
Writing____	___ Organization ___ Sentence composition	___ Mechanics ___ Spelling
Math____	___ Number Sense (und. value, connecting to life, estimating) ___ Problem solving strategies ___ Learning new concepts ___ Retaining skills, concepts, understanding	

Speech/Language_____	— Expressive Lang. (sharing ideas, syntax/grammar, forming appropriate responses, asking questions) — Receptive Lang. (understanding questions/directions, listening skills, “tuning in” to important information)	
Social/Emotional/Behavioral_____	— Distractibility — Impulsivity — Social Skills — Withdraws from classroom activities	— Non-Compliance — Aggression — Insubordination — Other: _____
Psychosocial or Mental Health Concerns _____	— Depression — Grief — Anxiety — Peer Difficulties — School Avoidance — Self-Injurious behaviors — Suspected Drug/Alcohol Use — Pregnancy	— Suicidal thoughts/ideations — Self-Esteem — Family/Home Issues — New student struggling with adjustment — Potential Dropout — Other _____
Executive Functioning_____	— Concentration — Task Initiation — Task Completion — Planning/Prioritization — Tenacity/Persistence	— Organization (does assignments/cannot find them, does not write down assignments, comes unprepared)
Health/Attendance_____	— # Absences _____ — # Tardies _____ — # Left Early _____	— Vision — Hearing — Other _____
Other_____	Please describe:	

Please briefly explain how concern(s) (**primary reason for referral**) is impacting the student’s success and/or progress:

2. Student's Current Performance/Level

Please provide evidence to support the approximated performance within **areas indicated as primary reason for referral**. Evidence may include but is not limited to: Screening measures (i.e. Math Local Assessment, NYS Exams) progress monitoring and formative assessment results (i.e. quizzes, unit assessments, graded work, checklists, rubrics, rating scales, etc.), student work samples, dated anecdotal records, notes/comments from previous teacher, etc.

3. Strengths: (Please select all that apply)

- | | |
|--------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> Organized | <input type="checkbox"/> Math |
| <input type="checkbox"/> Good Study skills | <input type="checkbox"/> Good Writing Skills |
| <input type="checkbox"/> Friendly | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Cooperative | <input type="checkbox"/> Good Verbal Skills |
| <input type="checkbox"/> Kind | <input type="checkbox"/> Artistic |
| <input type="checkbox"/> Musical | <input type="checkbox"/> Athletic |
| <input type="checkbox"/> Other: _____ | |

What activities, if any, do you know that the student prefers to do/tends to excel in?

4. Instructional/Behavioral Supports or Interventions Utilized:

In the tables below, indicate:

- Tier 1 instructional supports/interventions you have utilized to address the student's area(s) of concern noted above. (**Please refer to Section 3, Standard Instruction Protocols in NPCSD RTI Handbook.**)
- Any additional school and/or community resources the student has received to address the area(s) of concern noted above.

Tier 1 Instructional Supports/Interventions Implemented

Instructional Support or Intervention	Date Begun & Date Ended	Frequency and Duration	Beginning Performance (Scores, data, evidence, etc.)	Ending Performance (Scores, data, evidence, etc.)

Additional School/Community Resources

Support Resource	Date Begun & Date Ended	Frequency	Brief description of impact on area of concern.

5. Meeting Planning/Prep:

- a. An administrator, classroom teacher and special education teacher will be present. Please indicate on the following list any other support staff you would like present.

Remedial Reading / Literacy Specialist	Occupational Therapist	School Nurse
Speech Therapist	School Social Worker	Add'l Classroom Teacher
ENL Teacher	School Psychologist	Other

- b. Have you consulted with any of the above staff prior to this referral?

Yes_____ (Name:_____) No_____

- c. What are your needs and expectations for this meeting? How can we help you and/or what would you like to see happen as a result of this referral to the IST?

- d. It is beneficial to contact the parent/guardian to discuss your concerns **prior to** meeting with the Instructional Support Team to obtain additional information or perspectives on the student's challenges.

_____ I have contacted the parent/guardian about my concerns.

_____ I have informed the parent/guardian I will be seeking suggestions/support from colleagues on the Instructional Support Team.

_____ Teacher's Initials

_____ Date of Contact

NPCSD INSTRUCTIONAL STUDY TEAM *INITIAL* MEETING

Date:

Focus Student:

AFTER Meeting: Does this case need to be revisited?

☐ Yes (DATE:_____ Time:_____) ☐ No

Parent Notification Letter Needed?: ☐ Yes, Sent on _____(Date) ☐ No

Student to be referred to CSE? ☐ Yes, DATE_____ ☐ No

Attendees:

Note Taker:

1. Background Information:

Student's Strengths:

Areas of Concern and Present Levels of Performance:

2. Hypothesis Generation:

What *child characteristics* might be related to the concern?

What *curriculum issues* might be related to the concern?

What *instructional issues* might be related to the concern?

What *peer/social issues* might be related to the concern?

What *classroom environment* issues might be related to the concern?

What *home/community* issues might be related to the concern?

3. Hypothesis:

We think the problem may be occurring because...

4. SMART Goal (Specific. Measurable. Attainable. Relevant. Time-Specific):

5. Instructional Support(s)/Intervention(s) to address the problem (See Section 3, Standard Instruction Protocols, and Appendix of RTI Handbook for suggestions) :

Instructional Support or Intervention	Person(s) Responsible	Frequency (Session per week/cycle)	Duration (Length of Time per Session)

6. Progress Monitoring Plan:

Monitoring Tool/Method (i.e., subtest, checklist, running record, rating scale)	How Often (Times per week/cycle/month)	Person(s) Responsible for Progress Monitoring (Session per week/cycle)

7. Expected Outcome(s):

How will we determine the student's response to the intervention (effective/not effective) based on data?

NPCSD INSTRUCTIONAL STUDY TEAM REVISIT MEETING

Date:

Focus Student:

AFTER Meeting:

Does this case need to be revisited?

☐ Yes (DATE: _____ Time: _____) ☐ No

Parent Notification Letter Needed?: ☐ Yes, Sent on _____ (Date) ☐ No

Student to be referred to CSE? ☐ Yes, DATE _____ ☐ No

Attendees:

Note Taker:

-
1. Has the previously identified problem changed since the last meeting? ☐ Yes ☐ No
 2. Were the intervention and progress monitoring plans carried out as written? ☐ Yes ☐ No

If no, explanation...

3. Are there any new areas of concern? ☐ Yes ☐ No

If yes, describe...

4. According to the progress monitoring data and documentation, has the previous intervention plan been effective? ☐ Yes ☐ No

If yes, continue with current intervention and progress monitoring plans.

If no or if new area of concern, revise the goal, intervention, and/or progress monitoring plans and reconvene.

5. **REVISED SMART Goal (Specific. Measurable. Attainable. Relevant. Time-Specific)** if applicable:

6. **REVISED Instructional Support(s)/Intervention(s) to address the problem (See Section 3, Standard Instruction Protocols, and Appendix of RTI Handbook for suggestions) :**

Instructional Support or Intervention	Person(s) Responsible	Frequency (Session per week/cycle)	Duration (Length of Time per Session)

7. REVISED Progress Monitoring Plan:

Monitoring Tool/Method (i.e., subtest, checklist, running record, rating scale)	How Often (Times per week/cycle/month)	Person(s) Responsible for Progress Monitoring (Session per week/cycle)

8. Expected Outcome(s):

How will we determine the student's response to the revised intervention (effective/not effective) based on data?

Parent Notification Letter Template

Please copy and paste the following onto your school's letterhead containing applicable contact information. Alternatively, schools may develop their own notification letter containing the required information stated in Section 1 (Introduction), I (New York State RTI Requirements), F (Written Notification to Parents) of the NPCSD RTI Handbook.

Date:

Dear Parent and/or Guardian of ____,

This letter is to notify you that your child will be receiving general education intervention services to support their success and continued development at school. Based on current screening assessment results and additional input from your child's teacher(s), your child will be participating in *(name of service, i.e. Academic Intervention Services, Reading Recovery,...)* where they will be provided ____ *(strategies for increasing student's rate of learning)* ____.

Approximately ____ times per ____ your child will complete progress monitoring assessments such as *_(nature of or type of assessments)_* ____ to gauge your child's growth. Should you have any questions about the services provided for your child, please contact ____.

Finally, as per New York State educational law, should you desire, you may request an evaluation for special education programs or services at any time.

Thank you for your collaboration in your child's education.

Sincerely,