District Response to Intervention Plan
A Multi-tiered System of Supports (MTSS) Framework

Revised 2024

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Introduction

The Baldwin UFSD strives to meet the individual learning needs of each child through a rigorous yet differentiated academic program. At times, however, some students demonstrate a need for additional support to meet the Next Generation Learning Standards in English Language Arts, Mathematics, Science, or Social Studies. As a result, the district provides targeted academic support through a collaborative process to help students succeed. The following plan outlines the Response to Intervention (RtI) and Academic Intervention Services (AIS) provided by the Baldwin UFSD and as required by the NYS Commissioner's regulations, 100.2.: ii and ee., students receive RtI/AIS Intervention Services in English Language Arts, Mathematics, science, or social studies when they are at risk of meeting grade level NYS Learning Standards. It is important to keep in mind that RtI/AIS services are meant to supplement, not supplant the core curriculum. For example, a Tier 3 intervention such as Wilson Reading System could not supplant an English Language Arts core curriculum program for a student, which if done, would deprive the student of core instruction and would be in violation of state regulations.

What is Multi-tiered System of Supports (MTSS) and Response to Intervention (RtI)

A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for districts, schools, teachers, and students.

Response to Intervention (RtI) is primarily a general education initiative designed to address the needs of struggling learners early in their educational experience. The language related to RTI was included in U.S. Education Law with the 2004 Reauthorization of the Individuals with Disabilities Education Act (IDEA). It was included due to the national trends which indicated the disproportionate representation of minorities and English Language Learners (ELLs) among those identified as learning disabled. RtI is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student. (NASDSE, 2006)

RtI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities and English language learners, by preventing smaller learning problems from becoming insurmountable gaps. It has also been shown to lead to more appropriate identification of and interventions with students with learning disabilities. Each day educators make important decisions about students' educational programs, including decisions as to whether a student who is struggling to meet the standards set for all students might need changes in the nature of early intervention and instruction or might have a learning disability. This decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RtI is an effective and instructionally relevant process to inform these decisions.

The New York State Education Department (NYSED) has established a regulatory policy framework for RtI in relation to school-wide screenings, minimum components of RtI programs, parent notification and use of RtI in the identification of students with learning disabilities. The Regents policy establishes RtI as a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners.

MTSS/RtI begins with high quality research-based instruction in the general education setting provided by the general education teacher. Instruction is matched to student need through provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction. As a consequence of school-wide screenings of all students and progress monitoring, students who have not mastered critical skills or who are not making satisfactory progress can be identified for supplemental intervention. If the student continues not to make sufficient progress after receiving the most intensive level of instructional intervention, it may be determined that a referral for a comprehensive evaluation to determine eligibility for special education is needed.

The MTSS/RtI process is described as having three tiers. The MTSS/RtI framework supports both academic and behavioral support. However, the primary focus of this document is on the academic instructional aspects of MTSS/RtI.

What are Academic Intervention Services (AIS)

In July 1999, the Board of Regents adopted revisions to Part 100 of the Commissioner's Regulations to align the regulations to standards, assessments, and graduation requirements. Section 100.2[ee] requires school districts to provide Academic Intervention Services [AIS] to students who score below the State-designated performance level on State assessments and/or who are at risk of not achieving State learning standards.

AIS are services designed to help students achieve the learning standards in English Language Arts and mathematics in grades K-12 and social studies and science in grades 5-12. These services include two components:

- Additional instruction that supplements the general curriculum [regular classroom instruction]; and/or
- Student support services needed to address barriers to improved academic performance.

AIS is not required in standards areas where there are no State assessments, even though students must earn one or more units of credit for graduation. They are only required in English Language Arts [ELA], mathematics, social studies, and science.

Additional instruction means the provision of extra time for focused instruction and/or increased student-teacher instructional contact time designed to help students achieve the learning standards in the standards areas requiring AIS.

Student support services means interventions that address barriers to student progress in State learning standards areas requiring AIS and may include, as needed, school guidance and counseling, services or programs to improve attendance, coordination of services provided by the school and/or other agencies, and study skills. Barriers to academic progress that student support services might address include, but are not limited to:

1. Attendance issues
2. Behavior issues
3. Family-related issues
4. Health-related issues
5. Nutrition-related issues
6. Mobility or transfer issues
7. Social emotional issues

AIS for English language learners must be supplementary and "in addition to" and must not replace the bilingual and free- standing ENL instructional program requirements under CR Part 154 services. AIS must be planned and implemented in coordination with the ELL student's general educational program.

Districts must have in place uniform procedures for identifying students for AIS in grades K-12 where there are no State assessments in ELA or mathematics and in grades 4-12 where there are no State assessments in social studies or science. These procedures shall apply across the district to all schools and students in the same grade level. In addition, the new entrant screening procedures alert staff to students with potential at-risk factors.

Districts must assure that multiple assessments/sources of evidence are used and that criteria are in place to determine:

- The identification of performance on those measures/sources of evidence that would place a student at risk of not meeting the State learning standards in need of academic intervention services; and
- Performance that indicates that a student is meeting, or is likely to meet, State learning standards and is, therefore, no longer in need of academic intervention services.

The multiple assessments/sources of evidence should measure student accomplishment of core curricula for the elementary, middle, and high school levels for those standards areas requiring AIS. Such assessments are not limited to, but may include:

1. Developmentally appropriate measures such as:

   a. diagnostic assessments;
   b. early reading assessments and literacy profiles;
   c. assessment portfolios;
   d. performances or demonstrations; and/or
   e. assessments of content skills, concepts, and knowledge.

2. Tests of demonstrated technical quality such as:

    a. standardized, norm -referenced tests [above grade two];
    b. standardized, criterion-referenced tests;
    c. other commercially prepared assessments; and/or
    d. other measures that meet the standards.

3. Review of:

    a. classroom performance [i.e., participation, student work, portfolios, homework completion];
    b. report card grades; and/or
    c. student records.

4. Recommendations from teachers, administrators, counselors, other school staff, and parents. Beginning in September 1, 2000, AIS and/or student support services must commence no later than the beginning of the semester following a determination that a student needs such services

    AIS are to be provided by appropriately certified staff members. While teaching assistants cannot be the primary providers of AIS, they can provide support for certified teachers who are the primary providers of AIS. They must work under the supervision of these certified teachers.

    The following scheduling options identified by SED and accepted by them exist to ensure that these AIS are available to students:

    a. Extra periods or times during the regular school day;
    b. Within-class staffing that reduces student-teacher ratios [e.g., co-teaching, team teaching, etc.];
    c. Before- or after-school sessions;
    d. Evening sessions; Saturday sessions; or
    e. Summer school

District-Wide (K-12) MTSS Framework

District Mission Statement:
The mission of the Baldwin Public Schools is to support students' academic, social, and moral growth to foster a lifelong commitment to learning, and to encourage responsible contributions to society. A partnership reflecting the high standards of supportive families, conscientious learners, committed staff, and an involved community will maximize potential for student success.

Development of the Plan:
The process of developing the MTSS Plan for the district has involved numerous staff members. The following are but a few of the venues utilized to formulate the MTSS plan:

a. Participation at BOCES workshops and discussion groups on AIS requirements, etc.
b. K-12 Articulation Curriculum Committee Final Reports [i.e., recommendations for curriculum changes, expansions, etc.]
c. Faculty, department, and grade-level meetings [e.g., vertical teaming meetings, data analysis and Action Plan development, sharing of effective strategies, etc.]
d. Annual reports on special programs with recommendations for revision, etc.
e. EAC and SAC meetings
f. Professional period curriculum development assignments
g. Periodic reviews of this plan

Guiding Principles of MTSS:

a. MTSS is for ALL students.
b. Scientific, research-based core instruction and interventions is the foundation for success.
c. Instructional relevant, valid, and reliable assessments are critical for providing proactive support.
d. Problem solving protocols are used to make intervention decisions and plans.
e. Multiple data points are used to guide instructional decisions.

Appropriate Instruction:
Appropriate instruction begins with the core program that provides:

a. high quality, research-based instruction to all students in the general education class provided by qualified teachers;
b. differentiated instruction to meet the wide range of student needs;
c. curriculum that is aligned to the State learning standards and grade level performance indicators for all general education subjects; and
d. instructional strategies that utilize a formative assessment process.
e. Instruction is culturally and linguistically responsive to the language and learning needs of students whose first language is not English.
f. Professional development is provided.

Culturally Responsive Instruction:
The district and Board of Education firmly believes in culturally responsive education. Culturally responsive instruction uses the cultural knowledge, prior experiences, performance styles and strengths of students from diverse backgrounds to make learning more appropriate and effective for them. Culturally responsive teaching incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools.

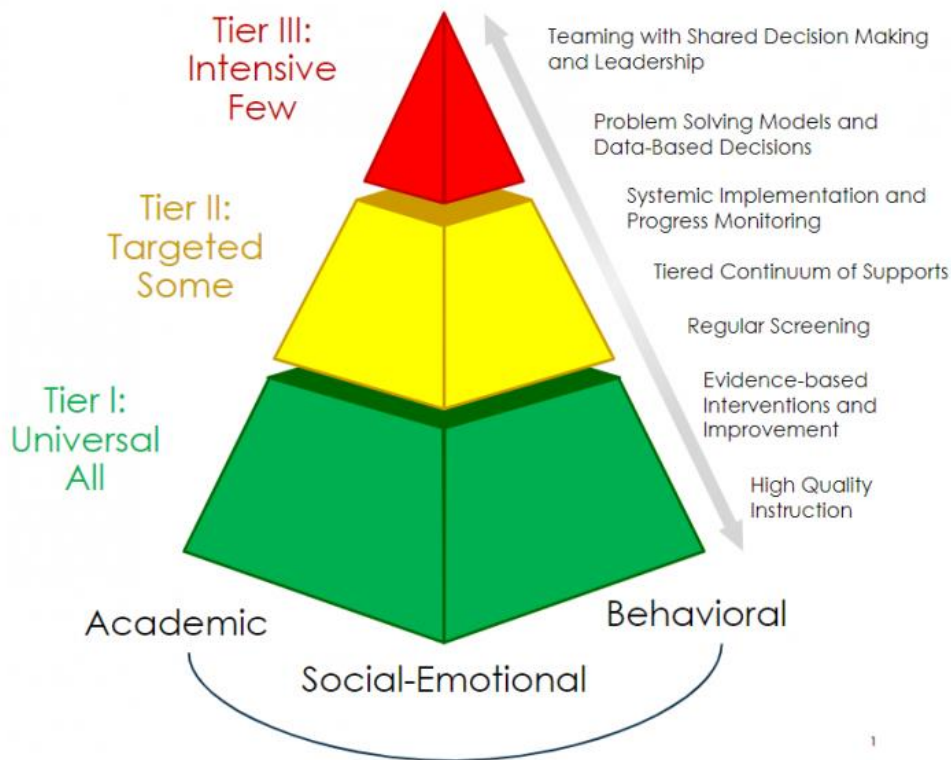**Behavior Supports and Interventions:**
Appropriate behavioral supports and intervention is evidenced by a school-wide positive behavioral system which reflects a systems approach to discipline that emphasizes prevention and data-based decision-making to both reduce problem behavior and improve academic performance.

MTSS Problem Solving Teams: Staff Roles and Responsibilities:
The MTSS Problem Solving teams are school-based, multi-disciplinary teams that drive the MTSS system. Problem Solving meetings within MTSS may look like a Data Team Meeting, Support Team Meeting, or MTSS Team Meeting. All problem-solving teams' function to identify students in need of support. The MTSS Problem Solving Teams may address system needs by reviewing school-wide data (within grade levels and classrooms) and support individual student growth by helping to monitor progress and make intervention decisions for students. The principal designates the composition of the MTSS teams. Examples of standing members on the MTSS Problem Solving Teams may include Principal, Assistant Principal, Dean, General Education Teacher, School Psychologist, Guidance/School Counselor, Social Worker, Developmental Learning Specialist, ENL Teacher, Special Education Teacher, Resource Room Teacher, Speech/Language Pathologist, Occupational Therapist, Enrichment Specialist, Interventionists, and Special Area Teachers

A three-tiered system of service delivery is a necessary structure to support all children efficiently and effectively, not just those who struggle in school. The three-tiered system of service delivery is crucial for students to achieve high levels. Tier 1 is high-quality, schoolwide academic, social, emotional, and behavioral programming and supports designed to meet the needs of all students. Tier 2 is small group, standardized interventions that target academic, social, emotional, and behavioral needs using validated programs to support students identified as at-risk. Tier 3 is intensive intervention that is intensified and individualized based on student need. It is provided to students not responding to Tier 2 interventions and who may have low achievement or ongoing, intensive needs. Students may move flexibly through the tiers as needed.

The graphic below is a visual representation of this three-tiered system.

The pyramid diagram shows three tiers:
- **Tier III: Intensive Few** (red)
- **Tier II: Targeted Some** (yellow)
- **Tier I: Universal All** (green)

Base labels: Academic, Behavioral, Social-Emotional

Right-side labels (top to bottom):
- Teaming with Shared Decision Making and Leadership
- Problem Solving Models and Data-Based Decisions
- Systemic Implementation and Progress Monitoring
- Tiered Continuum of Supports
- Regular Screening
- Evidence-based Interventions and Improvement
- High Quality Instruction

Student Identification:

The district's system for student identification begins with the universal screening of students in grades K-8 conducted three times per year (fall, winter, and spring) and targeted screening of students in grades 9-12. The district monitors students' progress through a variety of means including those listed on attached charts. As per NYSED guidelines, new entrants are screened to determine if they need academic intervention or support services.

a. **Universal Screening (K-8)**: Universal screening is the process of assessing all students to identify individuals who are at risk or in need of more individualized support (Hughes & Dexter, 2008). Universal screening data are used in two ways. First, they are used to determine if core instruction is sufficient for at least 80% of students. Second, they are used to identify students who qualify for additional support. Universal Screening is used to provide parents and staff with objective data on student academic competencies, unrelated to grade-level, curriculum expectations. When administered between 1-3 times per year, universal screening tools can provide a measure of growth over time.

b. **Targeted Screening (9-12)**: Targeted screening is the process of assessing struggling students to identify area(s) of skill deficit to provide interventions and/or strategies to meet students' unique academic needs. Targeted screening is administered to students identified through the MTSS problem-solving protocols and provides a benchmark of student skills who need support.

Instruction Matched to Student Need:

As previously mentioned, a three-tiered system of service delivery is a necessary structure to support all children efficiently and effectively, not just those who struggle in school. The three-tiered system of service delivery is crucial for students to achieve high levels. Students may move flexibly through the tiers as needed.

a. **Tier 1 Core Instruction:** At Tier 1, all students receive scientific, research-based core instruction implemented with integrity and emphasizing grade- level standards and school-wide behavioral expectations. In effective Tier 1 systems, most students benefit from Tier 1 programming alone and teachers use differentiation to ensure all students can access and benefit from core programming. Consistency in the use of evidence-based practices and supports is essential for collective efficacy at Tier 1. Effective Tier 1 ensures positive school climate and conditions for learning. Instruction at Tier 1 should be explicit, differentiated and include flexible grouping and active student engagement. If teacher is concerned that progress is not being made after 6 weeks of data collecting and Tier 1 interventions, the teacher will complete a MTSS referral form and include student data such as I-Ready diagnostic scores in reading and math, student formative and/or summative assessment data, student work samples, interventions used, and dates of communication with parent. The MTSS team will meet with the teacher and Tier 2 interventions will be suggested to support the student. Parents will be invited to join the MTSS meeting. A champion will be assigned to monitor the student's progress and a follow-up meeting will be established.

b. **Tier 2 Targeted Group Support:** At Tier 2, students identified as being at-risk academically or behaviorally are provided scientific, research-based interventions and/or strategies in addition to the core instruction. Interventions that target academic, social, emotional, and behavioral needs using validated programs to support students identified as at-risk. Teams select or design interventions and supports that have demonstrated positive effects for desired outcomes and are aligned with student needs. Tier 2 interventions and supports are delivered with fidelity at an appropriate duration and frequency to ensure students have increased opportunities for practice and corrective feedback. Goals will be created by the MTSS team and will be tracked by the interventionist/classroom teacher.   These interventions should be implemented for approximately 10 weeks before the follow-up meeting to report progress (Parents invited to follow-up meeting). During this time, the teacher collects data regularly, tracks interventions being implemented, and monitors student progress. If progress is being made, the teacher will continue with these interventions and/or add on to them. If progress is not made, try additional Tier 2 strategies before Tier 3 interventions may be recommended.

c. Tier 3 Intensive Intervention: Students who demonstrate significant academic or behavioral deficits or have not demonstrated sufficient progress with targeted group interventions at Tier 2, may require more intensive and individualized interventions based on collected data. Compared to Tier 2, Tier 3 may consist of smaller student-teacher ratios and occur for a longer duration of time (e.g., more daily minutes or more weeks spent in intervention). These

interventions should be implemented for approximately 12-16 weeks before meeting again to discuss progress. During this time, the teacher shall continue to collect data for interventions being implemented and monitor student progress weekly. If some progress is made, these interventions will continue. If a lot of progress is made, interventions can shift out of Tier 3 and back to Tier 2. If no progress is made, another Tier 3 intervention should be tried before referring to CSE.

The duration and intensity of interventions will be based upon student performance data, not a specified period of time. Effective data-based decision making includes regular review of data as appropriate to the intervention being monitored, sufficient number of data points, analysis of trend or trajectory toward grade level achievement (i.e., Is student closing gap?), and a discussion about intervention fidelity (program fidelity where applicable).

Monitoring of AIS Program

As each of these AIS programs and strategies is identified and implemented, primary responsibility for monitoring each of them rests with the building principal. In addition to the anticipated communications between the principal and the service providers, periodic reports may also be required by the Assistant Superintendent for Instruction.

In-building procedures will be established to monitor the progress of students scoring in Levels 1, 2, or low level 3 on state assessments. Administration in consultation with teachers and support staff will determine the level of services necessary to address the needs of individual students needing AIS/RtI.

The District biannually reviews the RtI/AIS plan to evaluate the effectiveness of its RtI/AIS model and to make changes as necessary

Parental Notification and Involvement

Parent(s)/guardian(s) play a vital role in the academic success of their children. The district is committed to establishing a strong partnership with parents to ensure academic success for all students. The parent(s)/guardian(s) of a pupil receiving AIS shall be notified in writing by the principal of that pupil's school that the student has been identified as needing AIS. The notice shall include a summary of services to be provided to the student and the reason the student needs such services (See Appendix I). The parent(s)/guardian(s) may also be contacted to schedule a meeting with the MTSS/RtI team to discuss the AIS plan and what goals the learner will be working on.

The parent(s)/guardian(s) will also be notified when their child has met the standards which will enable him/her to exit the program. Parents of students receiving AIS will be provided with ongoing communication with school personnel. At least once per semester, they shall be provided with opportunities to meet with their child's regular teacher and other personnel providing AIS services. In addition, parents will be provided with three regular report cards, regular progress reports, and three AIS Progress Reports per year.

Parents shall receive periodic reports from the teachers relative to their general achievement and their achievement in AIS classes or programs. The format for said notifications has been developed by members of the Elementary and Secondary Administrators' Councils.

Title 1 Parent Involvement

Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides funds to eligible K-12 schools based on the income level of households from the federal and state governments. These funds are utilized to ensure that students receive a quality education and meet academic standards.

The Title I schools are permitted to use Title I funds to provide high-quality educational programs, supplemental resources, train staff, and promote school, family, and community relationships to raise the academic achievement of students. However, certain provisions are in place for each school and system that utilizes funds from Title I. Each school must hold an annual meeting to inform parents or guardians of how Title I affects their child's school. Title I's funding, requirements, and the parents' right to be involved are explained. Schools recognized as Title I schools must develop a parental involvement policy. This policy describes what the school will do to involve and inform parents about the Title I program. It states how the school involves parents and how parents are informed on key issues such as the school's performance, student assessment results, and the school curriculum. During the year, the policy is studied and revised as needed. Each Title I school has adopted a Parent and Family Engagement Plan as a District policy which can be viewed on the district web site.

Use of MTSS/RtI Data in a Learning Disability Determination

- The determination of a student with a learning disability is based upon a comprehensive multidisciplinary evaluation.
- Data based on the student's response to scientific-based intervention is used as part of the individual evaluation information to determine if a student has a learning disability.
- The CSE considers progress-monitoring data that describes how a student responded to interventions of increasing intensity. A student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks are considered.
- Instructionally relevant evaluative data including curriculum-based measures regarding a student's performance is considered.
- Student information from the RtI/AIS process provides data-based documentation on whether the student has made sufficient progress to meet age or State-approved grade-level standards in the area of the suspected disability.
- Teacher(s) providing RtI/AIS interventions participate in the CSE meeting to determine a student's eligibility for special education.

Entry and Exit Criteria

The grid which follows (pp.14-17) is designed to provide a guide for selecting students who may require intervention services. A variety of factors, including, but not limited to assessment data should be considered when determining which academic intervention service would most appropriately meet specific student needs. Similarly, consideration to a variety of factors such as NYS Assessments, Fountas and Pinnell 3rd Benchmark Assessment System, i-Ready, etc. would likewise provide guidance in determining students who are ready to exit academic interventions.

When utilizing the i-Ready diagnostic reports the overall placement should be used to identify potential learners needing Academic Intervention Services. Particular attention should be focused on Placement Score by Domain to guide the type of intervention appropriate for the learner.

K-12 Data-Based Decision Making:

Academic Intervention Entrance & Exit Indicators

	Referral protocol	Entry criteria	Exit criteria	Range of AIS available
K	Pre-Kindergarten screening Running Record Benchmarks Teacher observation Parental request Report card grades MTSS/RtI recommendations AIS reading progress reports i-Ready for Reading and math Attendance/Discipline/Medical records	i-Ready diagnostics report Letters <10, sounds<5 Rhyme <5, letters 13/26, sounds 5/26 Minimal progress RtI data and progress monitoring data F & P level ≤ B (Winter)	i-Ready diagnostics report Letters 35/54, sounds 15/26 Rhyme 9/10, letters 25/26, sounds 25/26 Teacher recommendation Meets level 3 or greater on report card MTSS/RtI data and progress monitoring data F & P ≥ D	Progress monitoring Extra help Non-mandated services Push in/pull-out reading Speech improvement Counseling FBA/BIP
1	Running Record Benchmarks Teacher observation Parental request Report card grades MTSS/RtI recommendations AIS reading progress reports i-Ready for Reading and math Attendance/Discipline/Medical records	i-Ready diagnostics report F & P level ≤ C (Fall) F & P level ≤ G (Winter) Minimal progress AIS Reading Teacher recommendation from previous year MTSS/RtI data and progress monitoring results	i-Ready diagnostics report F & P level ≥ H (Winter) F & P level ≥ J (Spring) Teacher recommendation Meets level 3 or greater on report card MTSS/RtI data and progress monitoring results	Progress monitoring Extra help Non-mandated services Push in/pull-out reading Speech improvement Counseling FBA/BIP
2	Running Record Benchmarks Teacher observation Parental request Report card grades MTSS/RtI recommendations AIS reading progress reports i-Ready for Reading and math Attendance/Discipline/Medical records	i-Ready diagnostics report F & P level ≤ I (Fall) F & P level ≤ K (Winter) Minimal progress AIS Reading Teacher recommendation from previous year MTSS/RtI data and progress monitoring results	i-Ready diagnostics report F & P level ≥ L (Winter) F & P level ≥ M (Spring) Teacher recommendation Meets level 3 or greater on report card RtI data and progress monitoring results	Progress monitoring Extra help Non-mandated services Push in /pull-out reading Counseling FBA/BIP

	Referral protocol	Entry criteria	Exit criteria	Range of AIS
3	Running Record Benchmarks Teacher observation Parental request Report card grades MTSS/RtI recommendations AIS reading progress reports i-Ready for Reading and math Attendance/Discipline/Medical records	i-Ready diagnostics report (2 or more levels below) F & P level ≤ L (Fall) F & P level ≤ N (Winter) Minimal progress AIS Reading Teacher recommendation from previous year MTSS/RtI data and progress monitoring results	i-Ready diagnostics report F & P level ≥O (Winter) F & P level ≥P (Spring) Teacher recommendation RtI data and progress monitoring results Meets level 3 or greater on report card NYSTP level 3 or 4 Wilson growth reports	Progress monitoring Extra help Non-mandated services Push in/pull-out reading Before/Afterschool math services Counseling FBA/BIP
4	Teacher observation Running Record Benchmarks Parental request Report card grades MTSS/RtI recommendations AIS reading progress reports NYSTP ELA 3 or Math 3 i-Ready for Reading and math Wilson/Just Words screening results Attendance/Discipline/Medical records	i-Ready diagnostics report (2 or more levels below) F & P level ≤ O (Fall) F & P level ≤Q (Winter) Minimal progress AIS Reading Teacher recommendation from previous year RtI data and progress monitoring results NYSTP level 1 or 2 WJW 16-50% Wilson <15%	i-Ready diagnostics report F & P level ≥R (Winter) F & P level ≥S (Spring) Teacher recommendation Meets level 3 or greater on report card NYSTP level 3 or 4 RtI data and progress monitoring results i-Ready diagnostic report standard view (Winter)	Progress monitoring Extra help Non-mandated services Push in /pull-out reading Before/Afterschool math services Counseling FBA/BIP
5	Teacher observation Running Record Benchmarks Parental request Report card grades MTSS/RtI recommendations AIS reading progress reports NYSTP ELA 4, Math 4, Science 4 i-Ready for Reading and math Attendance/Discipline/Medical records	i-Ready diagnostics reports (2 or more levels below) F & P ≤ R (Fall) F & P level ≤T (Winter) Minimal progress AIS Reading Teacher recommendation from previous year MTSS/RtI data and progress monitoring results NYSTP level 1 or 2 WJW 16-50% Wilson <15%	i-Ready diagnostics report F & P level ≥U (Winter) F & P level ≥V (Spring) Teacher recommendation Meets level 3 or greater on report card NYSTP level 3 or 4 RtI data and progress monitoring results i-Ready diagnostic reports	Progress monitoring Extra help Non-mandated services Push in /pull-out reading Before/Afterschool math services Counseling FBA/BIP

	Referral protocol	Entry criteria	Exit criteria	Range of AIS available
6	NYSTP ELA 5, Math 5, Science 5 Report card grades Running record Benchmarks MTSS/RtI recommendations Teacher observation Parental request Self-referral i-Ready for Reading and math Attendance/Discipline/Medical records	NYSTP Level 1 or 2 or low 3 AIS Reading Teacher recommendation from previous year MTSS/RtI data and progress monitoring results i-Ready diagnostics reports (2 or more levels below)	Level 3 or 4 on ELA 6 Level 3 or 4 on Math 6 Final grade of 65 or > Final grade of 65 or > Improved grades/ improvement shown Teacher recommendation MTSS/RtI data and progress monitoring results i-Ready diagnostic reports	Progress monitoring Extra help Non-mandated services Extended library hours ELA lab/extended time Math lab/extended time Strategies for Learning Counseling FBA/BIP Mentoring Program Pull-out reading
7	NYSTP ELA 6, Math 6 Report card grades MTSS/RtI findings Teacher observation Parental request Self-referral i-Ready for Reading and math Attendance/Discipline/Medical records	NYSTP Level 1 or 2 or low 3 AIS Reading Teacher recommendation from previous year RtI data and progress monitoring results i-Ready diagnostics reports (2 or more levels below)	Level 3 or 4 on ELA 7 Level 3 or 4 on Math7 Final grade of 65 or > Final grade of 65 or > Improved grades/improvement shown MTSS/RtI data and progress monitoring results Teacher recommendation i-Ready diagnostic reports	Progress monitoring Extra help Non-mandated services Extended library hours ELA lab/extended time Math lab/extended time Strategies for Learning Counseling FBA/BIP Mentoring Program
8	NYSTP ELA 7, Math 7 Report card grades MTSS/RtI findings Teacher observation Parental request Self-referral i-Ready for Reading Attendance/Discipline/Medical records	NYSTP Level 1 or 2 or low 3 Minimal progress AIS Reading Teacher recommendation from previous year RtI data and progress monitoring results i-Ready diagnostics reports (2 or more levels below)	Level 3 or 4 on ELA 8 Level 3 or 4 on Math 8 Level 3 or 4 on Science 8 Improved grades/ improvement shown MTSS/RtI data and progress monitoring results Teacher recommendation i-Ready diagnostic reports	Progress monitoring Extra help Non-mandated services Extended library hours ELA lab/extended time Math lab/extended time Counseling FBA/BIP Regents Review Mentoring Program

	Referral protocol	Entry criteria	Exit criteria	Range of AIS available
9	NYSTP ELA 8, Math 8, Science 8 Report card grades MTSS/RtI findings CST findings Teacher observation Parental request Self-referral Attendance/Discipline/Medical records	NYSTP Level 1 or 2 or low 3 Minimal progress PFA Below 65 Chronically absent	Final grade 65 or > Improved grades Counselor recommendation Teacher recommendation Improved attendance Improved behavior	High dose tutoring Study Skills Non-mandated services/ERSS Progress Monitoring Extra Help Summer School Lab/Extended classes Regents Review Mentoring Program Counseling FBA/BIP
10	Regents Results Report card grades MTSS/RtI findings CST findings Teacher observation Parental request Self-referral Attendance/Discipline/Medical records Credits earned	Below 65 on Regents (level 1 or 2) PFA below 65 Minimal progress Credit deficient Chronically absent	Final or Regents grade 65 or > Improved grades Counselor recommendation Teacher recommendation Improved attendance Improved behavior	High dose tutoring Study Skills Non-mandated services/ERSS Progress Monitoring Extra Help Summer school Lab/Extended classes Regents Review Counseling FBA/BIP Virtual Learning (i.e.: APEX)
11	Regents Results Report card grades MTSS/RtI findings CST findings Teacher observation Parental request Self-referral Attendance/Discipline/Medical records Credits earned	Below 65 on Regents (level 1 or 2) PFA below 65 Minimal progress Credit deficient Chronically absent	Final or Regents grade 65 or > Improved grades Counselor recommendation Teacher recommendation Improved attendance Improved behavior	High dose tutoring Study Skills Non-mandated services/ERSS Progress Monitoring Extra Help Summer School Lab/Extended classes Regents Review Counseling FBA/BIP Virtual Learning (i.e.: APEX)
12	Regents Results Report card grades MTSS/RtI findings CST findings Teacher observation Parental request Self-referral Attendance/Discipline/Medical records Credits earned	Below 65 on Regents (level 1 or 2) PFA below 65 Minimal progress Credit deficient Chronically absent	Final or Regents grade 65 or > Improved grades Counselor recommendation Teacher recommendation Improved attendance Improved behavior	High dose tutoring Study Skills Non-mandated services/ERSS Progress Monitoring Extra Help Summer School Lab/Extended classes Regents Review Counseling FBA/BIP Virtual Learning (i.e.: APEX) Saturday Academic Academy Smaller Instructional Setting (HS@Shubert)

			Targeted after school support (10th period)

APPENDIX I
SAMPLE PARENT NOTIFICATION LETTER

Date

Dear Parent/Guardian of   Class

In October 2010, the New York State Department of Education provided school districts with a regulatory policy framework for Response to Intervention (RtI) in relation to school wide screenings and implementing RtI programs to provide Academic Intervention Services (AIS) to students who need it most.

RtI is a multi-tiered, intervention support system designed to improve outcomes for all students. In compliance with this regulation, Baldwin UFSD is successfully meeting the requirements set forth by the State Education Department.

After reviewing universal screening methods and teacher assessments, it has been determined that your child would benefit from additional Academic Intervention Services (AIS) in compliance with the RtI initiative.

AIS may be provided to your child in many different formats including pull-out scripted programs (stand-alone), push-in co-teaching, and/or push-in small group instruction.

Please be advised that student progress will be assessed on an on-going basis to determine the frequency and duration of this service. AIS progress reports and report cards are provided to give you feedback on how your child is doing in the program.

Please feel free to contact me if you have any further questions.

AIS Reading
              Support Teacher's Name   *Times per week*

Sincerely,

Principal

AIS

APPENDIX II

Sample Response to Intervention Referral Form

Please complete and return the following forms to your building principal in order to set up a RtI meeting.

Student Name: Birth Date: Gender: Male ϒ   Female ϒ

Address: Home Telephone: Business Phone:

School: Teacher: Grade: Previously Retained

in Grade:

Parent/Guardian: Relationship to Student:

Dominant Language of Student: _____ Dominant Language of Parent/Guardian: _____

Health Information:
Are there any medical conditions, which may be contributing to the student's reason for referral? Yes ☐ No ☐

If yes, please describe:_____

Indicate any medications the student is receiving:
_____

Vision Screening:_____ Hearing Screening:_____

Is absenteeism or lateness a problem? Yes ϒ   No ϒ

Previous Test Results:
CSI: _____ *Year:_____* *NYSESLAT Results:* _____

Current Running Record Level: _____

Date	Assessment	SCORE/LEVEL ELA	SCORE/LEVEL Math
	i-Ready		
	F&P 3rd BAS		
	NYS Grade 3		
	NYS Grade 4		

** Please attach current universal screening or program data sheets**
What are the student's strengths, special talents and/or interests?

What type of communication have you had with parent?
Phone Call _____ Note Home _____ Conference _____ Home Visit

Reason for RTI Referral (What academic and/or behavioral difficulties is this student

exhibiting?): _____

_____

Academic Concerns:

Reading	**Math**	**Writing**	**Language**
↑Pre-literacy Skills	↑Number Concepts	Handwriting ↑	Articulation
↑Phonemic Awareness ↑	Number Recognition ↑	Capitalization/Punctuation	↑Receptive
↑Sight Words	↑Calculation Accuracy	↑Sentence Structure	↑Expressive
↑Inferential Comprehension	↑Calculation Fluency	↑ Grammar/Vocabulary	↑Pragmatics
↑Fluency	↑Applications	↑ Construction of Story ↑	Semantics
↑Literal Comprehension ↑	Word Problems	↑ Fluency	↑Syntax
	↑ Time/Money	↑ Spelling	↑Fluency

Social/Emotional Concerns:

Define the Behavior:

How often does this behavior occur?_____

When and where does this behavior occur?_____

Please list the class interventions, modifications and program(s) you are currently implementing with this student to address these difficulties below :

Date	_Intervention_	_TIER_	_Date_	_Intervention_	_TIER_

Principal/ Assistant Principal's Signature_____ **Date**_____

RtI meeting will be held on _____

Please be prepared to bring to the meeting student work samples and results from assessment data (I-Ready, F&P 3rd

BAS, Fundations, Wilson, Wilson Just Words, Soar to Success, Great Leaps, classroom tests etc…)

Sample RtI Goal Tracking Sheet

Student Name: Date:

Service Provider:

INTERVENTIONS:		
Tier Level: (circle)	I II III	
Goal:		**Baseline Data/ Level of performance:**
Intervention Utilized:		**Group Size:**
Frequency/duration of Intervention:		**Date Initiated:**
Progress Monitoring Data to be attached		

Follow up Meeting Dates	Current Data/ Levels	Target Levels	Goal Attained? (Yes/No)	Continue Goal? (Yes/No)	New Goal Required? (Yes/No)

If goal was changed, indicate why and what the new goal is:

If a goal is changed, a new RtI goal tracking sheet should be filled out for tracking

One sheet per goal should be filled out for each student.

Initial RtI Minutes

Student: _____   **Date:** _____

Teacher: _____   **Grade:** _____

Attended: _____

_____

Teacher Concerns and Student's Strengths:

_____

_____

_____

Review of Baseline Data (ie: F&P BAS, Running Record, I-Ready results, NYSED Assessment results, etc):

_____

_____

_____

Strategies/Programs Implemented:

_____

_____

_____

Intervention Plan:

_____

_____

_____

Goals established in the following areas: (Please attach a goal sheet for each area checked off**):**

Reading_____	**Gross Motor**_____
Math_____	**Fine Motor**_____
Writing	**Social**
Language_____	

Follow Up: _____

_____

Date of next RtI meeting: _____ __

RtI Minutes-Follow up Meeting

_____ Follow up
_____ Change Goals

Student: _____   **Date:** _____

Teacher: _____   **Grade:** _____

Attended: _____

_____

Review of progress on established goals:

_____

_____

_____

_____

_____

Goals reviewed in the following areas (see attached for specific goal):

	Targeted Goal-Description	Baseline Level	Target Level	Outcome	New Goal Required?
Reading					
Math					
Writing					
Language					
Gross Motor					
Fine Motor					
Social					
Other:					

If a goal is changed, a new RtI goal tracking sheet should be filled out for tracking

Continued concerns: _____ ___

_____ ___

_____

Follow up: _____ ___

_____ ___

Date of next RtI meeting: _____ __

_____

Progress Report K-5
Reading Academic Intervention Services

**BALDWIN
SCHOOLS**

Student: **Teacher:**
Grade: **School:**
AIS Program: **Frequency/Duration:**

DECEMBER
Goals:

Student Progress:

Recommendations for Next Steps:

FEBRUARY
Goals:

Student Progress:

Recommendations for Next Steps:

MAY
Goals:

Student Progress:

Recommendations for Next Steps: