

PATCHOGUE-MEDFORD SCHOOL DISTRICT



Patchogue-Medford School District

Where Education is Met with Excellence

2022-2023
Multi-System of Support Plan (MTSS)

Dr. Donna Jones, Superintendent of Schools

MTSS Committee

Stephanie Ahearn

Tammy Belmonte

Lori Cannetti*

Frances Cardenas

Sharon Deland, Ed.D*

Jessica Lukas, Ed. D*

Gina McCaffrey

Yenifer Mercado*

Kevin Petrosino*

Tania Dalley, Ed. D*

Valerie Spillane

Michael Vespe*

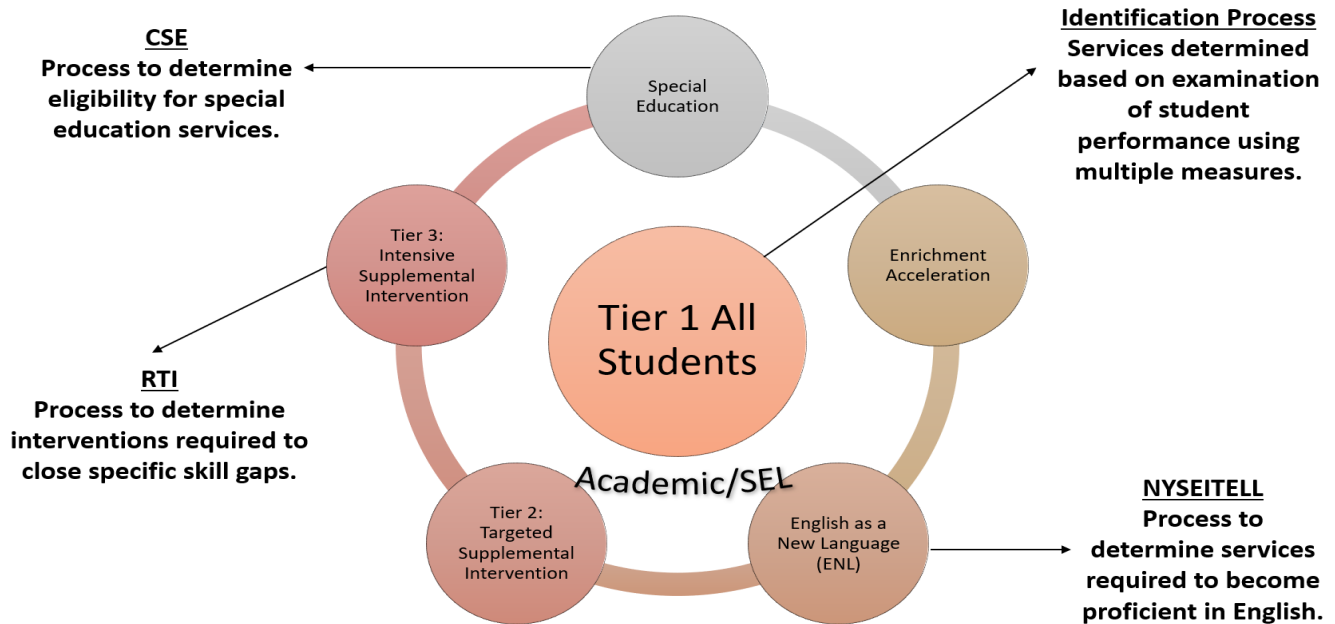
Miriam Walls*

*Revisions made by 2022 MTSS Committee

Introduction

Patchogue-Medford provides a vast array of services to meet the unique and varied needs of students as they progress through their K-12 educational program. The MTSS plan is designed to be flexible and responsive, recognizing that students' needs are often complex, and students may benefit from overlapping services at various points in their development. The graphic is designed to clarify the central role of a quality academic program for all students, referred to as Tier 1 instruction, and depicts the role of student performance data in identifying students who may benefit from additional support.

Academic, Social, Emotional & Behavioral Supports (MTSS)



The Student Support Plan defined in this document serves to clarify the MTSS process in defining how:

- Academic and behavioral intervention services are deemed necessary
- Appropriate intervention is determined and
- Effectiveness of intervention is evaluated.

In accordance with New York State Part 100 regulations, the IDEA and Part 200 of the Commissioner's Regulations, the District must develop a policy and implement a plan to establish pre-referral interventions to provide proactive support and remediation to students at risk of not meeting academic standards. In keeping with this policy, it is the responsibility of the school's principal and building level team to investigate all possible avenues of general education support services that would enable the student to achieve the learning standards. Such services may include, but are not limited to academic, behavioral interventions and English as a New Language services. These services must be

afforded to all students who are determined to be at risk of not achieving the State designated performance level in English, math, science and to English Language Learners who do not achieve the annual Commissioner's Regulations Part 154 performance standards. Supplemental instruction in English Language Arts, English language development, math, social studies, and science as well as support services to deal with barriers to student progress such as attendance, discipline, health, family nutrition, and transient issues will be afforded to students who score below the local and/or state designated performance levels on State examinations, including Regents exams and/or local measures.

The process for determining how supplemental academic and behavioral supports are delivered is determined through the implementation of Multi-Tiered Support Systems (MTSS). This process is required per NYS regulations 100.2 when evaluating whether or not a student in grades K-4 has a learning disability in the area of reading. It is also recognized as best practice when reviewing individual students' needs and determining an appropriate approach to designing specific interventions. MTSS is a method of implementing academic intervention services that provides early and systematic instruction to students who are having difficulty learning. The goal of utilizing MTSS is to prevent academic failure through early intervention, frequent progress monitoring and increasingly intensive research-based interventions. Student progress is monitored regularly to allow for modification of instruction and intensity to target specific gaps in learning. The principal (or designee) shall notify each student's parents whenever additional services are provided and the reasons these services are necessary. The parent will also be notified about the frequency and duration of and/or the ending of these services. These school-wide approaches shall serve as pre-referral interventions prior to consideration of special education programs through the Committee on Special Education (CSE).

R/Multi-Tiered System of Supports (MTSS)

Definition

Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) share similar definitions. Both can be defined as multi-tiered problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of intervention. MTSS is a framework that combines both Response to Intervention (RTI) and Positive Behavior Intervention and Supports (PBIS).

Purpose

Response to Intervention's purpose is to provide a process for school-based teams to design, implement and evaluate educational interventions to meet the needs of diverse learners. MTSS believes that

- 1) Every child learns and achieves to high standards.
- 2) Learning includes both academic and social competencies.
- 3) Every member of the education community continues to grow, learn, and reflect.
- 4) All leaders at all levels are responsible for every student.

The NYS Education Department (NYSED) has established a policy framework for RTI in regulations relating to school-wide universal 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.

NYS Regents Policy Framework

1. Defines RTI to minimally include:

- Appropriate instruction delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research- based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
- Screenings applied to all students in the class to identify those students who are not making academic progress at expected rates.
- Instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- Repeated assessments of student achievement which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- The application of information about the student's response to intervention to make educational decisions about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- Written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided.
 - strategies for increasing the student 's rate of learning; and
 - parents' right to request an evaluation for special education programs and/or services.

[8 NYCRR section 100.2(ii)]

2. Requires each school district to 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. The school district must select and define the specific structure and

components of its RTI program, including, but not limited to the:

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

[LB NYCRR section 100.2(ii)]

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

[8 NYCRR section 100.2(ii)]

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

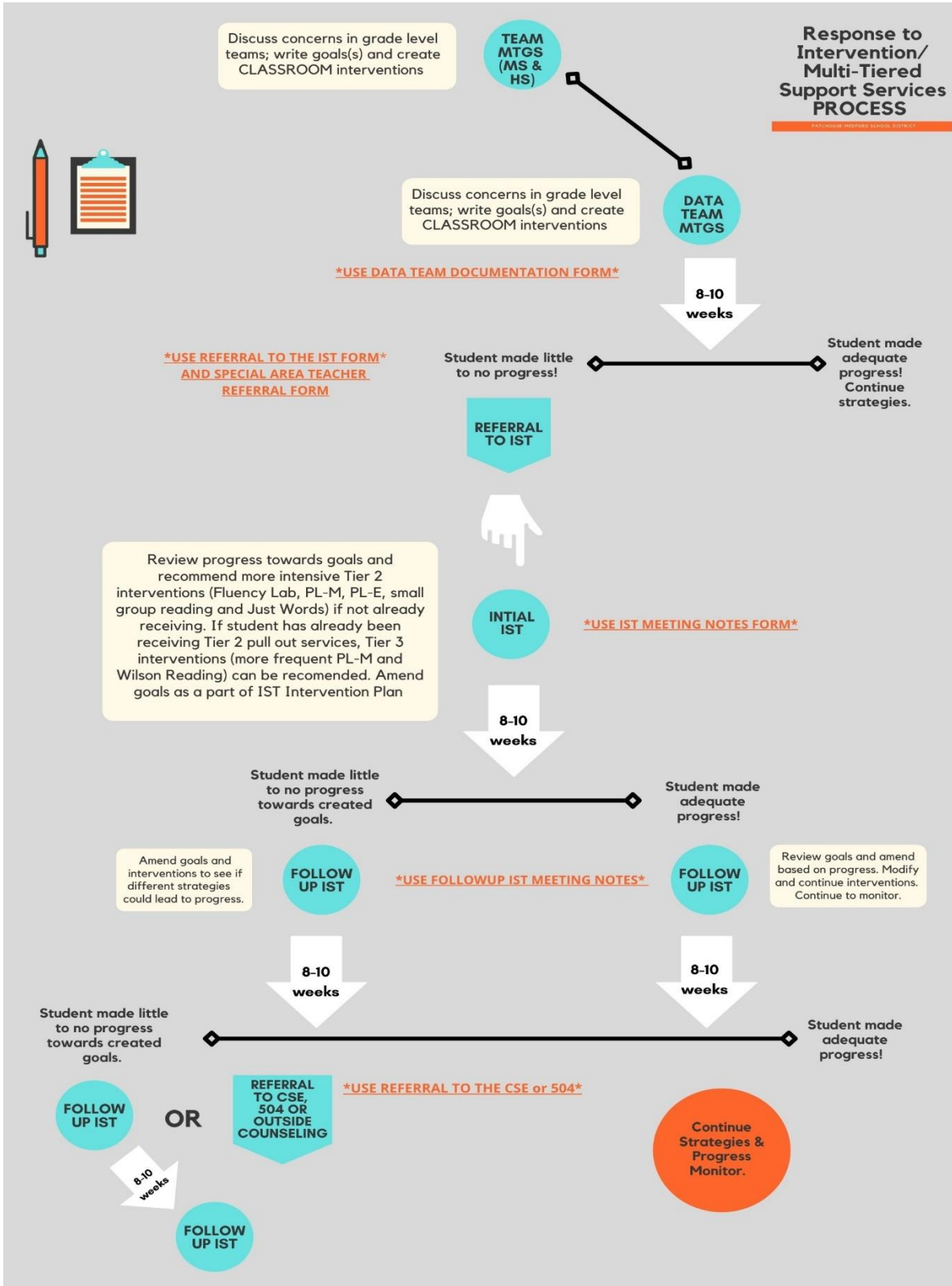
[8 NYCRR section 200.4(j)]

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

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

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

Response to Intervention Flowchart



Roles and Responsibilities of District Personnel in MTSS Process

Assistant Superintendent for Curriculum and Instruction

- Supervise district AIS program
- Articulate analysis of district's database to building leadership
- Collaborate with principals regarding the profile of AIS students, interventions, progress, and results, including timely identification of students for AIS
- Annual update of the District Plan
- Meet with academic directors in content areas to align AIS services and analyze student performance

Principals

- Oversee the building level responsibility of providing AIS to students at risk of not meeting NYS standards
- Analyze assessment results for the identification of students at risk of not meeting NYS standards and grade level benchmarks
- Meet with building Instructional Support Team (IST) to discuss students, interventions, program, and student performance
- Ensure timely correspondence to parents for initial identification, change in level of services and discontinuation

Academic Director

- Establish criteria for initial identification, change in level of services and for discontinuation
- Analyze assessment results for the identification of students at risk on not meeting NYS standards and grade level standards
- Provide the Assistant Superintendent for Curriculum and Instruction with accurate and timely lists of students receiving AIS interventions
- Regularly assess program effectiveness
- Collaborate with building principals to make alterations to program delivery
- Meet regularly with AIS providers to study student progress and review program
- Participate in the annual update of the District AIS plan
- Supervise quarterly parent progress reports

Teachers

- Collaborate regularly with AIS teachers to make changes as needed to instruction
- Regularly use classroom formative and summative assessments to inform instruction
- Regularly analyze individual student performance data to differentiate instruction for monitored students addressing targeted skill
- Meet regularly with the data team to discuss student progress toward their goals
- Collaborate with the IST to determine appropriate supports
- Complete reporting of student progress (for monitored students) by marking period

AIS Teachers

- Collaborate with the IST to determine supports and interventions as well as collect data on interventions
- Complete reporting of student progress at end of each marking period
- Measure and document students' progress weekly or biweekly
- Prepare and send parent notification letters for service schedules and definition of delivery model
- Regularly analyze individual student performance to better serve students
- Collaborate regularly with classroom teachers
- Make recommendations to the IST to continue, change level of service, or discontinue service
- Maintain accurate roster of students receiving AIS and notify the academic directors/principal of any changes in a timely manner
- Meet with administration regularly to review student progress, program delivery, and types of interventions

Patchogue-Medford School District
Response to Intervention/Multi-Tiered Systems of Supports

TIER 3

More intensive intervention based on students' needs

Possible referral to Special Education

MTSS: Academic

- Intensive research-based interventions
- Individual or small group
- Consistent progress monitoring

MTSS: Behavior

- Restorative Practices: conflict resolution
- Non-mandated counseling
- Formalized behavior supports
- Problem-solving model

TIER 2

More targeted and explicit group interventions, based on students' needs

MTSS: Academic

- Core Instruction +Targeted Interventions
- Regular progress monitoring
- Small group within classroom setting or pull-out/push-in

MTSS: Behavior

- Restorative Practices: restorative conversation
- Small group intervention for emerging behavioral problems
- Progress monitoring
- Problem-solving model

TIER 1

Universal instruction and screeners for all students, general classroom setting

MTSS: Academic

- Effective group instruction
- Universal academic screening
- Academic intervention for struggling students

MTSS: Behavior

- Restorative Practices: restorative circles
- Clear behavioral expectations
- Effective class-wide management strategies

Table: Elements of the Patchogue Medford School District Three-Tier RTI/MTSS Model

Elements	Tier 1 Core Curriculum and Instruction	Tier 2 Supplemental Instruction (May be provided by classroom teacher and/or an academic support specialist)	Tier 3 Increased Levels of Supplemental Instruction (Provided by an academic support specialist)
Size of Instructional Group	Whole class grouping	Small group instruction (suggested no more than 8 students)	Individualized within small group instruction (suggested no more than 5 students)
Mastery Requirements of Content	<ul style="list-style-type: none"> • Relative to the designated performance level identified on universal screening measures and continued growth as demonstrated by progress monitoring • Approaching grade level on i-Ready Diagnostic • Formative and summative assessments from district-approved curriculum 	<ul style="list-style-type: none"> • Relative to the designated performance level identified on universal screening measures and continued growth as demonstrated by progress monitoring • One to two grade levels below on i-Ready Diagnostic • Formative and summative assessments from district-approved curriculum 	<ul style="list-style-type: none"> • Relative to the student's level of performance and continued growth as demonstrated by progress monitoring. • Three or more grade levels below on i-Ready Diagnostic • Formative and summative assessments from district-approved curriculum

<p>Type of Instruction and/or Intervention: <i>English Language Arts</i></p>	<p>Core Curriculum</p> <ul style="list-style-type: none"> • Guided Reading • Differentiated Instruction • Extra Help • Informal Consultation with specialists • Foundations (K-3) • Word Study • i-Ready My Path 	<p>Core + targeted intervention (in addition to Tier 1 curriculum) prescribed to the following deficits:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Fluency • Comprehension • Vocabulary • Just Words • Double-Dose of Foundations • Strategy-based Small Group • Personalized Learning Lab (PLL) 	<p>Core + targeted intervention (in addition to Tier 1 curriculum) prescribed to the following deficits:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Fluency • Comprehension • Vocabulary • Wilson • LLI
<p>Type of Instruction and/or Intervention: <i>Mathematics</i></p>	<p>Core curriculum</p> <ul style="list-style-type: none"> • Guided Math • Differentiated instruction • Extra help • Systematic and explicit instruction • Visual representation of functions and relationships, such as manipulatives, pictures, and graphs • Ongoing, formative assessment • Conferencing-data chats, goal setting • District created fluency sprint books • I-Ready My Path 	<p>Core curriculum + targeted intervention (in addition to Tier 1 curriculum) prescribed to the following deficits:</p> <ul style="list-style-type: none"> • Number and Operations • Algebra and Algebraic Thinking • Measurement and Data • Geometry 	<p>Core curriculum + targeted intervention (in addition to Tier 1 curriculum) prescribed to the following deficits:</p> <ul style="list-style-type: none"> • Number and Operations • Algebra and Algebraic Thinking • Measurement and Data • Geometry
<p>Frequency of Progress Monitoring</p>	<p>Students will be monitored every 4 to 8 weeks to ensure performance</p>	<p>In some cases, students may be strategically monitored every 2 to 3</p>	<p>In some cases, students may be strategically monitored every 1 to 2 weeks to ensure</p>

	<p>is aligning to core instruction expectations. Students may be provided a supplemental intervention at a later time if collected data suggests it is required.</p> <ul style="list-style-type: none"> • i-Ready diagnostics are administered Fall, Winter, and Spring to all students K-8 • Chapter and Unit Assessments 	<p>weeks to ensure performance is aligning to core instruction expectations. Students may be provided a supplemental intervention at a later time if collected data suggests it is required.</p> <ul style="list-style-type: none"> • Passing of teacher assigned and My Path i-Ready lessons (ELA & Math) • ELA: Fountas & Pinnell Benchmark Assessment System (including optional assessments), Running Records, Specific assessments for five pillars (phonics, phonemic awareness, vocabulary, comprehension, fluency) • Math: K-5 standards-based measuring tool (administered every 4-6 weeks) 	<p>performance is aligning to core instruction expectations. Students may be provided a supplemental intervention at a later time if collected data suggests it is required.</p> <ul style="list-style-type: none"> • Passing of teacher assigned and My Path i-Ready lessons (ELA & Math) • ELA: Fountas & Pinnell (3 times per year), Running Records, Specific assessments for five pillars (phonics, phonemic awareness, vocabulary, comprehension, fluency) • Math: K-5 standards-based measuring tool (administered every 4-6 weeks)
Frequency of Intervention Provided	Per school schedule	Suggested: 2-3 times per week for a minimum of 60 total minutes	Suggested: 3-5 times per week for a minimum of 90 total minutes
Duration of Intervention	School year	Review prior to trimesters to determine need for continuation or adjustment to program	Review prior to trimesters to determine need for continuation or adjustment to program
Parent Notification	i-Ready For Families Report	i-Ready For Families Report Parent Notification Letter (For students receiving support from an academic instructional support specialist)	i-Ready For Families Report Parent Notification Letter

Data Source	All student data as indicated in Board Policy 5130	All student data as indicated in Board Policy 5130	All student data as indicated in Board Policy 5130
--------------------	--	--	--

Academic Intervention Services

Academic Intervention Services (AIS) are student support services, which supplement instruction provided in the general education setting, and are designed to assist students in meeting proficiency with the established learning standards. AIS are intended to assist students who have not met or who are at risk of not meeting the designated performance levels on State assessments in English Language Arts, mathematics, science, and English language development (NYSESLAT). There are two components of AIS:

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

Definition

AIS is defined as additional instruction and/or student support services that supplements general education instruction. These services are intended to assist students who are identified to be at risk of not achieving the State learning standards in English language arts, mathematics, and/or science, or who are at risk of not gaining the knowledge and skills necessary to meet or exceed designated performance levels on state assessments. The AIS plan addresses all barriers to student academic progress, both in the instructional as well as non-instructional areas. Thus, the plan also includes student support services in areas such as guidance, counseling, attendance, and study skills that are needed to support improved academic performance and serve to reduce the barriers to academic progress.

AIS is available to students with disabilities on the same basis as non-disabled students. Students with disabilities who score below the designated cut scores on NYS and/or district common assessments may be reviewed by the IST including special education staff, to determine the need and appropriateness for AIS services. Students who are receiving special education services in a specific academic subject may not require additional services in that subject as the focus may not be appropriate to the student's cognitive and academic development. AIS services may not replace special education services. The services for students with disabilities shall be provided consistent with the student's Individualized Education Plan (IEP).

AIS is also available to English Language Learners (ELL) as deemed appropriate by the Instructional Support Team through collaboration with the English as a New Language (ENL) teacher. ELL students should have equal access to any services afforded to all students; however, it is important to use multiple measures to determine whether or not an ELL student needs AIS. ELL students do not perform at grade level until they begin to reach more advanced levels of English proficiency, and it is important to recognize if their needs are compensatory (in need of intervention) or developmental (appropriate for their level of language development). It is not always appropriate to intervene when students are still developing language, and when AIS is deemed appropriate, those interventions must be grounded in ENL methodology. Any AIS provided must be supplemental to ENL and may not replace ENL instruction.

Once students are deemed eligible for AIS, the principal will send a letter to student's parents informing them of the type, frequency, and duration of service their student will receive and the reasons for the service. Students may begin services in the fall based upon their performance from the previous school year. Additional students may be eligible in AIS based upon performance during the school year. The educational team will determine this based upon the student's performance relative to the district criteria. Regular progress monitoring is required for all students receiving AIS. The AIS teachers then provide reports by marking period to parents on their child's progress in AIS. When students demonstrate proficiency on grade level standards using multiple measures as evidence and reviewed by the educational team, their parents are sent a letter informing them that their child will no longer receive AIS, along with the reasons why the service will be discontinued. If a student requires an increase or a decrease in service, the parents will also be notified in writing of the change and the reason for the change. It is important to note that expectations associated with the New York State Standards are intended to be mastered in the classroom setting, rather than through AIS services.

Intensity of Service

Please refer to the Table: Elements of the Patchogue Medford School District Three-Tier RTI/MTSS Model.

Parent Notification

Communication with parents of AIS students is essential in order to meet federal/state regulations and to achieve program goals/objectives. The following written procedures are conducted at various times throughout the year:

Parent Notification Letter

Parents or guardians will be notified by the principal should the child be eligible for AIS based on the criteria referred in this plan. When necessary, the notice will be translated into the parents'/guardians' preferred language of communication. Each school will be responsible for parental notification indicating the need for AIS. This notification will be made in writing and will include a summary of the services being provided to the student including how often services will be provided. The reason(s) for AIS will be reviewed, and the consequences of not achieving state standards will be explained.

Parents may be invited to conferences to discuss their child's academic progress with the classroom teacher or AIS teacher.

Exit Criteria Letter

The exit criteria letter is sent home when the child has been successful in achieving their goals during their AIS program. When the child exits AIS, the parent will be notified in writing that the services will be ending.

Progress Report

Ongoing progress monitoring, including research-based assessments when applicable, is critical to determine growth of skill areas. Progress reports are sent home at the end of each marking period to describe specific progress made by the student. Parents will be kept informed of their child's progress through written reports and/or parent conferences. Goals should be clearly defined for both students and parents. Suggestions for working with the student at home may also be included as part of this contact.

Parent involvement in the AIS program is considered critical to the success of our students. Parents are provided will be provided with informational resources throughout the year, including at Open House, to inform them of opportunities for their active involvement and participation.

Board Policy 5130

Question & Answer

<i>Question</i>	<i>Answer</i>
<u>How does the RTI model apply to IST and Special Education referrals?</u>	The goal of RTI and the IST is to help our students become successful in the least restrictive environment. This means that our goal is to see progress without special education support. That said, if it appears that a student requires more intensive interventions, a special education referral can and will be made.
<u>Who is on IST?</u>	Building level staff will sit in the IST, including general education teachers, reading teacher, speech teachers, psychologist, and principals. Please refer to each building principal for a complete list.
<u>What is a Data Team Meeting?</u>	A data Team meeting is the first step in the IST process. Grade level teachers should meet to discuss students who they are concerned about. Data team meetings should include specialists if requested (reading, speech, etc.). Data interventions (6 -8 weeks) should be logged on the Intervention Documentation form.
<u>Who is invited to the IST Meetings?</u>	All teachers who interact with the student being referred will be invited. The student's classroom teacher is expected to attend the meeting and if reading is a significant area of concern, the reading teacher should as well. Schedules can become complex, and it is understood that not every Special Area Teacher will be at every meeting. We ask that you do your best to come when a student is referred that you have significant difficulties with or positively, notice a strength that is not seen in other classes (i.e., this frequently occurs in students with behavioral difficulties).
<u>Who makes the IST Referral?</u>	Anyone can refer a student to the IST, but most often it's the classroom teacher. If a Special Area Teacher would like to make a referral to the IST, they should consult with the student's classroom teacher and fill out their individual form.
<u>I am a teacher and I have a student I would like to refer to IST. What do I do?</u>	<ol style="list-style-type: none"> 1. Pick up a referral packet and begin to fill out the Initial IST Referral Form from the main office. 2. Provide Special Area Teachers with the Special Area Input Form. 3. Compile all of your data while the Special Area Teachers also complete their forms. 4. Provide the packet to IST coordinator for scheduling of initial meeting.

<p><u>What FORMS are you looking for in an Initial IST Referral Packet?</u></p>	<p>The IST Referral Packet should include the following forms:</p> <ul style="list-style-type: none"> • Initial Referral Form completed by the Classroom/Referring Teacher • Special Area Teacher Form completed by all special area teachers. This includes the child’s reading teacher, literacy specialist and/or ENL teacher if applicable.
<p><u>What ADDITIONAL DOCUMENTS/DATA need to be included in the Initial IST Referral Packet?</u></p>	<p><i>Please note that this list is just a checklist of what should be in your packet, but the responsibility to provide each of these may be designated to different parties. Check the student’s Tier and the IST Forms to determine who provides the specific information.</i></p> <ul style="list-style-type: none"> • i-Ready scores & progress monitoring charts. • Any additional intervention chart printouts (i.e., Classroom Dojo, RazKids, etc.) • Current and previous year report cards. • Discipline records. • Information from any interventions implemented (i.e., this includes Special Area Teachers as well)
<p><u>What do I need to bring to Follow-Up IST Meetings?</u></p>	<p><u>Teacher:</u> The only thing that you need to bring to Follow-Up IST Meetings is updated data based upon the intervention plan that was agreed upon at the Initial IST Meeting as well as the student’s IST folder. Provide and collect the Intervention Documentation Form to Special Area Teachers to complete prior to the meeting</p> <p><u>Special Area Teachers:</u> Intervention Documentation Form</p>

Key Terms and Acronyms

Academic Intervention Services (AIS): student support services, which supplement instruction provided in the general education setting, and are designed to assist students in meeting proficiency with the established learning standards.

Accommodation: Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured. Accommodations provide access to curriculum and assessment.

Adaptation: An adjustment to the instructional content or performance expectations of students with disabilities from what is expected or taught to students in general education. Adaptations can include decreasing the number of exercises the student is expected to complete, assigning different reading materials, or allowing use of a calculator.

Assessment: Measurement of student growth; assessment tool choice is dependent on purpose and use of measurement results.

Behavior Intervention Plan (BIP): A behavior plan based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent. The plan includes positive behavior supports (PBS), identified skills for school success, and specific strategies for behavioral instruction.

Benchmark: Important student outcomes or goals for a grade within a particular domain (ex. reading), that students should be achieving during the course of a school year (ex. fall, winter, spring) in order to be on target for end-of-grade performance by the end of the school year benchmark assessments: assessments used to set benchmarks (according to local norms) and/or determine whether students are achieving grade level standard.

Core Curriculum: A course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the primary and secondary levels by school boards, Departments of Education, or other administrative agencies charged with overseeing education. Core curricula must be scientific and research-based.

Data Teams: Teams of educators that are responsible for data analysis and decision making and that function at the level of the district, school, and grade (or content area) as well as across grade levels in the same content area (i.e., vertical teams); they include as members school administrators, school psychologists, grade/content area general educators, various specialists and other behavioral/mental health personnel.

Differentiated Instruction: Process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences; differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials.

Explicit Instruction: Systematic instructional approach that includes a set of delivery and design procedures derived from effective schools' research merged with behavior analysis; essential components of well-designed explicit instruction include a) visible delivery features of group instruction with a high level of teacher and student interactions and b) the less observable, instructional design principles and assumptions that make up the content and strategies to be taught.

Flexible Grouping: The ability for students to move among different groups based upon their performance and instructional needs.

Formative Assessment: Classroom/curriculum measures of student progress; monitors progress made toward achieving learning outcomes; informs instructional decision making.

Individualized Education Plan (IEP): A written down document that is developed, reviewed, and revised in accordance with IDEA 2004 that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability.

Intensive Interventions: Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with narrowest tier of an RTI tiered model; also referred to as tertiary interventions.

Intervention: The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

Instructional Support Team (IST): A group of education professionals coming together to consider student-specific data, brainstorm possible strategies/interventions, and develop a plan of action to address a student-specific need.

Modifications: Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular

grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

Progress Monitoring: A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Remediation: Instruction intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate; assumes appropriate strategies matched to student learning have been used previously.

Research-based Instruction/Intervention: A research-based instructional practice or intervention is one found to be reliable, trustworthy, and valid based on evidence to suggest that when the program is used with a particular group of children, the children can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice. In the absence of evidence, the instruction/ intervention must be considered "best practice" based on available research and professional literature.

Response to Intervention (RTI): Practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals and applying child response data to important educational decisions.

Scaffolding: An instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance.

Specific, Measurable Outcome: The statement of a single, specific desired result from an intervention. To be measurable, the outcome should be expressed in observable and quantifiable terms (i.e., Johnny will demonstrate mastery of grade-level basic math calculation skills as measured by a score of 85% or better on the end of the unit test on numerical operations).

Summative Assessment/Evaluation: Comprehensive in nature, provides accountability, and is used to check the level of learning at the end of a unit of study.

Universal Screening: A check of all students' current levels of performance in a content or skill area. This is administered three times per year.

Appendix:

Documentation Forms
&
Parent-Notification Letters

Data Meeting Documentation Form

Student Name: _____ Date: _____ Teacher: _____ Date Intervention began: _____

Teachers Present: _____

	Fall	Winter	Spring
NYS Assessments			
Fountas& Pinnell			
i-Ready Reading			
i-Ready Math			
Other:			

Baseline (Narrative):

Vision/Hearing
verified by nurse

	Intervention/Strategy (Ratio of service) Describe each strategy that you are using or plan to use to address the student's deficits, including suggestions made by teachers/specialist <i>6-8 weeks of progress monitoring</i>	Student Performance Data Data will be used to monitor the student's progress during this intervention.
Sample Goal(s): In ___ weeks, Susan will identify key words in a grade ___ math word problem. In ___ weeks, Susan will use identified key words in order to correctly solve the word problem.		
Week 1: <u>9/13-9/17</u> M T W R F	In a small group of two: Susan was given an anchor chart with key words for addition and subtraction. When the word problem was read to her, she was directed to circle key "addition" words in red and circle key "subtraction" words in blue. Susan was also given selected word problems, asked to circle key words in the correct color and given a number line was asked to solve.	Susan correctly identified 4/4 addition key words and 3/5 subtraction key words. Susan could independently solve the word problem using a number line. Without a number line, Susan required teacher support.
Goal(s): <input type="checkbox"/> Same as above		

Week ____: ____ M T W R F		
Goal(s):		
Week ____: ____ M T W R F		
Goal(s): <input type="checkbox"/> <i>Same as above</i>		
Week ____: ____ M T W R F		
Goal(s): <input type="checkbox"/> <i>Same as above</i>		
Week ____: ____ M T W R F		
Goal(s): <input type="checkbox"/> <i>Same as above</i>		

Week ____: ____ M T W R F		
Goal(s): <input type="checkbox"/> <i>Same as above</i>		
Week ____: ____ M T W R F		

Recommendation: Continue Tier 2 intervention

Recommend Tier 3 intervention

Refer to IST
(if already receiving tier 3)

To be completed by: Referring Teacher

Student Strengths- *Check all that apply.*

- Positive attitude
- Handles conflict well
- Works well independently
- Trustworthy
- Takes pride in appearance
- Cooperates
- Respectful of authority
- Artistically inclined
- Transitions
- Organized
- High expectations for self
- Hard worker
- Athletic
- Good sense of humor
- Works well in groups
- Musically talented
- Responsible
- Motivated
- Possesses leadership qualities
- Other _____

Health History: To Be Completed by the School Nurse

Vision: _____ Hearing: _____

Additional information: _____

IST Meeting Referral Checklist

Based on your observation, please evaluate the student in comparison to other students in the same grade by checking problems frequently observed.

LISTENING COMPREHENSION

- Difficulty understanding spoken language
- Difficulty following verbal directions
- Difficulty copying from the board

ORAL EXPRESSION

- Difficulty expressing thoughts and ideas
- Limited speaking vocabulary

READING

- Difficulty with letter/word recognition
- Word guessing
- Slow, constant sounding out of words
- Difficulty with comprehension (factual, critical)

WRITTEN EXPRESSION

- Difficulty with spelling
- Difficulty with writing speed
- Difficulty completing written work
- Difficulty with punctuation
- Difficulty writing a sentence
- Difficulty organizing sentences and ideas into meaningful paragraphs

MATHEMATICS

- Difficulty with number recognition
- Difficulty with number concepts
- Difficulty with basic operations
- Addition
- Multiplication
- Subtraction
- Division
- Difficulty understanding place value
- Difficulty solving word problems

DISCRIMINATION

- Difficulty discriminating letter symbols
- Difficulty discriminating letter sounds

VISUAL MOTOR COORDINATION

- Difficulty performing small motor tasks
- Difficulty performing paper/pencil tasks

ATTENTION/ORGANIZATION/ACTIVITY

- Difficulty beginning a task
- Difficulty maintaining attention
- Easily distracted
- Losing or forgetting work and/or materials
- Difficulty with organization
- Difficulty completing tasks
- Difficulty adjusting to changes in routine
- High level of activity
- Low level of activity

SOCIAL/EMOTIONAL

- Lack of motivation
- Lack of self-control
- Frustrating behaviors evidenced
- Displays sudden changes in mood
- Demonstrates inconsistency in performance
- Requires constant approval
- Interrupts and distracts class activities
- Displays aggressive behaviors
- Displays shy or withdrawn behavior
- Difficulty making and keeping friends
- Difficulty accepting responsibility for own behavior
- Cries frequently
- Is easily influenced by others

SPEECH

- Stutters when speaking
- Difficulty articulating speech sounds
- Displays unusual voice quality

MEMORY

- Difficulty remembering what is seen
- Difficulty remembering what is heard

Please rate the student's level of functioning as compared to classmates & indicate grade level if known:

	<u>Above</u> <u>Average</u>	<u>Average</u>	<u>Below</u> <u>Average</u>	<u>Estimated Grade</u> <u>Level</u>
Listening Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	___
Oral Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	___
Basic Reading Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	___
Reading Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	___
Math Computation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	___
Math Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	___

PLEASE ATTACH: (If applicable to the student)

- ALL DATA TEAM DOCUMENTATION FORMS**
- i-Ready Diagnostic results for math and reading**
- FLUENCY Math Reports (such as Sprints/Timed math facts assessments)**
- AIMSweb (if available)**
- Writing samples**
- Fountas and Pinnell**
- ENIL reports/DRA**
- ENL teacher report**
- DIAL report**
- NYSITELL report or NYSESLAT**
- Student Test Scores on Formative & Summative Assessments**
- Anecdotal notes**
- Any sample student work**

Signature of Referring Teacher

Date

OFFICE OF PUPIL SERVICES
PATCHOGUE-MEDFORD SCHOOLS

SPECIAL AREA TEACHER INPUT FORM

Referring Teacher: _____ **Date:** _____

Student Name: _____ D.O.B. _____ Current Gr. Level: _____

Please indicate any concerns regarding this student's progress:

What are the child's strengths, talents, or specific interests?

Please list/describe any strategies or interventions that have been implemented:

Intervention	Start Date	Frequency	Duration	End Date	Skills Addressed
Sample: Repeat Directions	9/11/14	3x/period	N/A	Current	Ensure understanding

Examples of Interventions (Not to be limited to this list): change of seating, change of groups, have student restate directions, oral vs. written reports/tests, 1:1 instruction, after school help, tutoring, use of organizational charts, student conference, note/call to parents, parent conference, consultation with specialists, behavior management techniques, etc.

Signature of Special Area Teacher

Date

Instructional Support Team (IST)
Meeting Form

Student's Name:

Grade Level:

Date of Birth:

Referred By:

Facilitator:

Note Taker:

Case Manager:

In Attendance:

Student Strengths:

Parent Meeting/ Parent Outreach/ Concerns/ History:

1st Intervention Plan:

(Intervention Plans are implemented for a minimum of 4 weeks)

Intervention Plan Addresses: Academic Behavioral Social/ Emotional
Academic, Behavioral/ Social/ Emotional

Problem Behavior/ Social/ Emotional Difficulties/ Academic Issue Defined:

Recommended Intervention Plan

Responsible

- 1.
- 2.
- 3.
- 4.
- 5.

Follow Up/ Progress Monitoring/ Post Assessment

Responsible

- 1.
- 2.
- 3.

Instructional Support Team (IST)
Follow-Up Meeting Form

Student Name:

Grade:

DOB:

Meeting Date:

Facilitator:

In Attendance:

Timekeeper:

Case Manager:

Note Taker:

1st Intervention Results

Academic Scale:

- 1 – Significant Improvement
- 2 – Improvement
- 3 – No Change
- 4 – Regression
- 5 – Significant Regression

Social/ Emotional/ Behavioral Scale:

- 1 – Significant Improvement
- 2 – Improvement
- 3 – No Change
- 4 – Regression
- 5 – Significant Regression

General Notes:

Is current intervention effective?

Does current intervention need adjustment?

Need for additional intervention?

2nd Intervention Plan:

Intervention Plan addresses: Academic, Behavioral, and/ or Social/ Emotional

Adjusted Intervention Plan:

- 1.
- 2.
- 3.

Responsible:

Follow Up/ Progress Monitoring:

- 1.
- 2.
- 3.

Responsible:

**Instructional Support Team (IST)
Follow-up Intervention Form**

IST Recommendations:

- Effective Intervention Plan:

- IST Recommendation:

OFFICE OF PUPIL SERVICES
PATCHOGUE-MEDFORD SCHOOL DISTRICT

- REFERRAL TO THE COMMITTEE ON SPECIAL EDUCATION
- REFERRAL TO THE SECTION 504/ADA EVALUATION TEAM

1. Student Information

Student Name: _____ Date of Birth: _____ ID#: _____

School: _____ Teacher/Counselor: _____ Grade: _____

Native Language: _____ Ethnicity: _____ Bilingual Evaluation: Yes No

Address: _____ Home Telephone: _____ Gender: Female Male

City, State, Zip: _____

2. Parent/Guardian Information (If other than parent, indicate relationship below name.)

Mother/Name: _____ Father/Name: _____

Relationship: _____ Relationship: _____

Work Telephone: _____ Work Telephone: _____

Native Language: _____ Native Language: _____

3. Referral Information

Identify the reason for referral (presenting problem) in observable, measurable terms:

Dates of IST meetings: _____

4. Background Information

Describe child's educational background including attendance history and how this may be affecting progress. This especially pertains to students new to the district and whose native language is other than English. Regulations require that a child cannot be determined to have an educational disability due to **lack of instruction** in reading, math or limited English proficiency.

Number of schools attended: _____

Previous districts and years attended: _____

Has the student ever been retained? Yes No If yes, in which grade? _____

Please **attach** attendance chronology since Kindergarten.

If relevant, describe interventions to address attendance/lateness issues: _____

5. Health Information (To be completed by the school nurse)

Are there any medical conditions which may be contributing to the student's reason for referral?

No Yes

If yes, please describe below: _____

Indicate any medications the student is receiving in school:

Date of Last Physical Examination: _____ Signature of School Nurse: _____

Please **attach** a copy of the most recent physical examination.

6. For Students Whose Native Language is Other than English

Has the student ever received instruction as an English Language Learner (ESL)? No
 Yes

If yes, indicate NYSESLAT test results with the date and level of proficiency of each year taken:

7. Indicate the Student's Performance Levels

Please describe levels of **academic** achievement (reading, math, and written language), learning characteristics, and/or adaptive behavior skills. Include specific areas of strength and weakness:

Reading Decoding and Comprehension:

Reading Fluency:

Math Computation:

Math Concepts/Applications:

Written Expression:

Oral Expression:

Listening Comprehension:

Learning characteristics, adaptive behavior (ability to adapt to the environment), strengths and weaknesses:

Please describe levels of **social** development. Include the quality of the student's relationships with peers and adults, adjustment to school and community, and indicate any behaviors that interfere with the learning environment or may impede the student's learning process.

Please describe levels of **physical** development. Include the student's motor and sensory development and any physical skills or limitations that may pertain to the learning process.

Please **attach** relevant report cards, discipline records, standardized test results and transcripts.

8. Work Habits

	Always	Usually	Sometimes	Rarely
Completes class work				
Completes homework				
Motivated to learn				
Attentive to task				
Can transition between activities				
Generalizes learning to new situations				
Works independently				
Frustrates easily				
Distractible				
Short attention span				
Inconsistent learning				
Follows oral directions				
Follows written directions				

9. Previous interventions attempted to resolve the referral problem

Interventions/Modifications	
<input type="checkbox"/> Remedial/Academic Support - Reading	<input type="checkbox"/> Remedial/Academic Support – Math
<input type="checkbox"/> Remedial/Academic Support - Writing	<input type="checkbox"/> Alternative Programs (i.e, summer school)
<input type="checkbox"/> Adjusted Assignments/Schedule	<input type="checkbox"/> Individualized Curriculum based on Skills
<input type="checkbox"/> Alternative Approaches to Learning	<input type="checkbox"/> Counseling
<input type="checkbox"/> Individual Behavior Intervention Plan	<input type="checkbox"/> Other, please explain.
Consultation With: <input type="checkbox"/> Principal/Assistant Principal _____ <input type="checkbox"/> Psychologist _____ <input type="checkbox"/> Speech Teacher _____ <input type="checkbox"/> Guidance Counselor _____ <input type="checkbox"/> Social Worker _____ <input type="checkbox"/> Special Education Teacher _____ <input type="checkbox"/> Reading Teacher _____ <input type="checkbox"/> Parent/Guardian _____ <input type="checkbox"/> Others: _____	

Documentation must be submitted for all interventions provided. Documentation of remedial services should include: date of implementation; frequency; duration; end date; and skills addressed.

10. Contacts with the family and their understanding of the referral process

Indicate the date the family was contacted to discuss the results of the interventions and the recommendation for referral: _____ Name of contact and relationship:

Describe the family's understanding of the possibility of a disability and involvement in the referral process:

Indicate any interventions the student is receiving outside of the school environment as reported by parent/guardian:

11. Signatures

Person completing this form: _____ Position: _____

Date: _____

I am referring this student to the Committee on Special Education/Section 504/ADA team for evaluation because I believe this student may have a disability.

Principal's Signature: _____ Date: _____

As the Principal, in order to expedite the referral process, I am verifying that **all** sections of the referral form are complete and that all relevant documentation (indicated by a check off) is attached.

Signature of Director of Special Education: _____ Date: _____



Patchogue-Medford School District

BOARD OF EDUCATION

Kelli Anne Jennings, President
Marc A. Negrin, Vice President
Diana Andrade
Teresa Balducci-Greenberg
Thomas P. Donofrio

S.T.E.M

Jennifer A. Krieger
Bernadette M. Smith

Dennis M. Logan, District Clerk

Donna Jones, Ed.D
Superintendent of Schools

Michele Sullivan, Director of Elementary Humanities
K-6 ELA and Social Studies, K-12 Reading,
Tania Dalley-Davenport, Ed.D, Director of Elementary

199 Barton Ave
Patchogue, NY 11772
(631) 687-6423

Date _____

Dear Parent/Guardian,

Patchogue-Medford School District strives to provide the highest quality education to all students to meet the New York State Learning Standards. As children develop and acquire critical skills needed to meet curricula demand, some students may occasionally require additional assistance. Based on consultation with your child's teacher and a review of formal and informal assessments listed below, Academic Intervention Services (AIS) are being provided. Your child will be receiving Academic Intervention Services, which is more intense and/or frequent because results on the assessment(s) below indicate that support services beyond those provided by the regular classroom teacher would be beneficial for him/her.

While these assessments serve as a starting point to identify students for AIS, they are not the only measure used. Additional classroom assessments and recommendations from classroom teachers and specialists, such as Reading, ESL, or Special Education teachers are considered.

Your child's progress will be monitored regularly, and you will be informed accordingly. You will be informed when changes to the plan are recommended.

Assessment

- i-Ready Diagnostic
- Report Card/Teacher Recommendation
- WADE (WILSON)
- WIST/TOSWRF

Literacy Intervention

- Small Group Strategy Work
- Just Words (Wilson Program)
- Leveled Literacy Intervention (LLI)
- Foundations (Wilson Program)
- Wilson
- Personalized learning lab-ELA

Math Intervention

- Computation
- Word Problems
- Fact Fluency
- Personalized Learning Lab-Math
- Other: _____

Please contact your child's AIS teacher if you have any questions.

Sincerely,

Sincerely,

Principal

Intervention Specialist



Patchogue-Medford School District

BOARD OF EDUCATION

Kelli Anne Jennings, President
Marc A. Negrin, Vice President
Diana Andrade
Teresa Balducci-Greenberg
Thomas P. Donofrio

S.T.E.M
Jennifer A. Krieger
Bernadette M. Smith

Dennis M. Logan, District Clerk

Donna Jones, Ed.D
Superintendent of Schools

Michele Sullivan, Director of Elementary Humanities
K-6 ELA and Social Studies, K-12 Reading, K-12 Library
Tania Dalley-Davenport E.d. D, Director of Elementary

199 Barton Ave
Patchogue, NY 11772
(631) 687-6423

Date _____

To the Parent/Guardian of:

One of the primary goals of educators in Patchogue-Medford Schools is to provide quality instruction to enable all students to meet the New York State Standards. For those students who are working to meet the New York State Standards, Academic Intervention Services (AIS) are provided based upon how students score on the local assessments administered by our K – 5 teachers each year and on the New York State Assessment program for grades 3, 4, and 5.

At this time, we are recommending that the AIS _____ services your son/daughter has been receiving be discontinued. You can be very proud of the progress he/she has made this year!

Specific criteria for exiting from AIS changes as the year progresses, as students continue to learn. Please see your child’s current assessment data, listed below, which were used to determine the recommendation for discontinuing services at this time.

Current Assessment Data:

Please contact your child’s AIS _____ teacher if you have any questions.

Sincerely,

Sincerely,

Principal

Interventionist Specialist

Patchogue-Medford School District AIS Progress Report (K-5)

Dear Parent/Guardian:

Earlier this year, you were notified that your child would be receiving Academic Intervention Services in the area of _____.

Below is a report of your child's report of your child's progress, to date:

Student Name: _____				Grade: _____				Year: _____			
Classroom Teacher: _____				AIS Teacher: _____							
Key: GL = At Grade Level				A = Approaching Grade Level				NI = Needs Improvement			
1st Report				2nd Report				3rd Report			
Date: _____				Date: _____				Date: _____			
Skill Area	GL	A	NI	Skill Area	GL	A	NI	Skill Area	GL	A	NI
Comments:				Comments:				Comments:			

Patchogue-Medford School District AIS Progress Report (6-8)

Dear Parent/Guardian:

Earlier this year, you were notified that your child would be receiving Academic Intervention Services in the area of _____.

Below is a report of your child's report of your child's progress, to date:

Student Name: _____				Grade: _____				Year: _____							
Classroom Teacher: _____				AIS Teacher: _____											
Key: GL = At Grade Level				A = Approaching Grade Level				NI = Needs Improvement							
1st Report				2nd Report				3rd Report				4th Report			
Date: _____				Date: _____				Date: _____				Date: _____			
Skill Area	G L	A	NI	Skill Area	GL	A	NI	Skill Area	GL	A	NI	Skill Area	GL	A	NI
Comments:				Comments:				Comments:				Comments:			

References

Jenkins, J. R. (2003, December). Candidate measures for screening at-risk students. [Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium](#), Kansas City, MO. Retrieved April 3, 2006.

Jenkins, J. R., Hudson, R. F., & Johnson, E. S. (2007). Screening for service delivery in an RTI framework: Candidate measures. *School Psychology Review*, *36*, 582–599.

Special education. NYSED. (n.d.). <http://www.p12.nysed.gov/specialed/>.

