



KINGSTON
CITY SCHOOL DISTRICT

We Inspire. We Educate. We Graduate.
All Students, All of the Time

K-8 Multi-Tiered System of Supports - Integrated

Kingston City School District Multi-Tiered System of Supports - Integrated

Vision

Excellence in Everything

Mission

We Inspire. We Educate. We Graduate. All Students, All of the Time.

In keeping with the Kingston School District's Vision and Mission, the following individuals either have served or continue to serve on the Kingston City School District Multi-Tiered System of Support – Integrated (MTSS-I) Team and have been involved in the revision of this District Multi-Tiered System of Support – Integrated (MTSS-I) Plan, which includes MTSS-I in accordance with Part 100.2 (ii) of the Commissioners Regulations.

MTSS-I Team Members:

Name	Title/Position	District Office or School Building
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Kingston City School District Multi-Tiered System of Supports - Integrated

Ky Lynne Batista	General Education Teacher	Myer Elementary School
Beth Bonville	Assistant Superintendent for Human Resources	District Office
Amanda Campbell	Elementary Attendance School Social Worker	District
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Yvonne Palmer	Director, Special Education	District Office
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Marin Malgieri	Math and Science Coach	M.C. Miller & J. Watson Bailey Middle Schools
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Gary Tomczyk	Chief Information Officer	District Office
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Bonnie VanKleek	Special Education Teacher/ KTF President	Chambers Elementary School
Kirk Reinhardt	Deputy Superintendent for Teaching and Learning	District Office
Stevie Creft	Director of Math Science Technology	District Office

The Kingston School District has continually evaluated and revised the MTSS-I process (formerly known as the Response to Intervention (RtI)) plan.

As the model has evolved within the district, additional team members were charged with revising the Multi-Tiered System of Supports – Integrated (MTSS-I), which ensure continued consistency with the District’s Comprehensive District Education Plan, New York State Standards, and the Commissioners Regulations.

This MTSS-I model is considered a whole-school prevention-based framework for improving learning outcomes for all students through a layered (tiered) continuum of evidenced-based practices and systems which support both academic and social-emotional learning. This evidenced-based model uses data-based problem solving to integrate academic and behavioral instruction and intervention through the use of research-based practices in the District’s Kindergarten through 8th grade classrooms.

The team acknowledges the use of materials and guidance provided by the New York State Response to Intervention Technical Assistance Center at the website: [Multi-Tiered System of Supports \(MTSS\) | New York State Education Department](#)

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SECTION 1: INTRODUCTION to MTSS-I

WHAT IS A MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)?

MTSS is a systemic, evidence-based, continuous school-improvement framework in which data-based problem solving, and decision-making are practiced across all levels of the educational system. Every Student Succeeds Act defines MTSS as a comprehensive continuum of evidence-based¹, systemic practices to support a rapid response to students' needs (e.g., academic, behavioral, social-emotional, student physical and mental health) with regular observation to facilitate data-based instructional decision making that supports all learners. It ensures equitable access to a rigorous, robust, high-quality education beginning in pre-kindergarten. Like a computer's operating system that helps organize software and programs so that users are able to navigate and access what they need, MTSS helps schools organize the delivery of a continuum of supports so that students are able to access the level of support they need when it is needed².

WHAT IS AN INTEGRATED MTSS FRAMEWORK?

MTSS-I provides the structure for districts to prioritize the needs of the whole child, including social-emotional, behavioral, and academic growth. It ensures culturally responsive-sustaining environments that are welcoming, safe, and bias aware, forming the foundation of all instruction and interventions. All students are provided an inclusive learning environment regardless of age, race, ethnicity, gender identity, zip code, language, socio-economic status, living conditions (i.e., homeless, foster care), migrancy, physical or intellectual ability, and citizenship status.

The MTSS-I framework blends NYSED resources, training systems, data, and practices to develop a comprehensive, coherent, strategically combined system to address instructional, behavioral, cultural, linguistic, social-emotional, physical and mental health support for all students.

MTSS-I is not:

- a curriculum or program;
- just a process for struggling students;
- synonymous with Academic Intervention Services (AIS); or
- implemented by creating and/or utilizing a set of forms to follow a certain set of steps or procedures.

For the purposes of this document, MTSS is used when referring to the concepts of MTSS, in general. MTSS-I refers specifically to NYSED's MTSS-I framework.

BENEFITS OF MTSS-I

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When MTSS-I is implemented with fidelity the focus is on the system to ensure that all students get what they need to be successful learners. The MTSS-I framework enables the alignment of systems necessary to help schools and districts integrate priorities and organize resources. Using a continuum of evidence-based and culturally responsive instruction, interventions, and assessment practices, all students receive the precise level of support they need. Other benefits related to MTSS-I include:

- specific types of support provided for all individuals who interact with students in the form of PD, technical assistance, and instructional coaching;
- clearly defined roles and responsibilities for all individuals who interact with students;
- a coherent system for continuous improvement; and
- a common understanding and language when discussing implementation and expected outcomes.

ALL students benefit when the model is implemented with fidelity.³

UNDERLYING VALUES AND GUIDING PRINCIPLES OF MTSS-I

These underlying values and guiding principles of MTSS-I provide guidance for all program decisions and are used to promote consistency, integrity, and sustainability. MTSS-I ensures:

- An Unwavering Focus on Student Growth: All educational decision-making is driven by ambitious student performance goals.
- Culturally Responsive-Sustaining Education⁴ and Equity: All students succeed when they have access to what they need when they need it. Schools and districts are organized in a way that recognizes, respects, and reflects the strengths of each student's culture, social identity, and community.
- Engaged Stakeholders: The voices of family, community, and school personnel (i.e. all faculty and staff) are actively solicited and used in decision making. All stakeholders are responsible and accountable for the decisions made.
- A Whole Child/Whole School Approach: All school personnel and students focus on supporting cognitive, academic, physical, behavioral, and social emotional development through systems of support that are aligned and integrated. School personnel receive ongoing PD to enable them to educate and support children to be healthy, safe, engaged, and challenged.
- Proactive Problem-Solving: Prevention is more effective than intervention. Teachers and school leaders believe that success and failure in student learning is about the actions of teachers and school leaders. They adjust practices and policies to create strong conditions for student success by relying on data-based decision-making.
- Full Access for ALL Students⁵: MTSS-I is for all students. All students have access to and participate in the general education curriculum to meet State Learning Standards. Not every student who receives Intensive Supports (Tier 3) is identified as a student with disability, and not every student identified with a disability needs intensive supports in all area.

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SECTION 2: FRAMEWORK OF TIERED SUPPORTS

MTSS-I provides a continuum of supports, which are typically conceptualized across three levels of increasing intensity (Rodriguez, Loman & Borgmeier, 2016). These tiers represent the level of support a student may need at any point in their schooling. All tiers are universally designed to ensure access to equitable, rigorous, and engaging learning opportunities for all students in the areas of academics, behavioral, social emotional and physical and mental health.

The MTSS-I framework is an instrument in which to organize all environments in schools.

MTSS-I consists of three tiers or levels of support:

- Universal (Tier 1) consists of high-quality instruction, services, and supports that are provided for all students. A strong instructional foundation at Tier 1 limits the number of students needing support at Tiers 2 and 3. Characteristics of Tier 1:
 - high quality instruction and supports for academics and behavior; ○ systematic explicit instruction;
 - universal screening to determine present levels; ○ curriculum as aligned to state standards; ○ active student engagement; and ○ differentiated instruction.

Students who are not successful at Tier 1, should begin to receive Tier 2 supports⁵.

- Targeted (Tier 2) refers to interventions that are provided to small groups of students who need more support than they are receiving in Tier 1. Tier 2 supports are provided in addition to the Tier 1 supports that are provided to all students. Only 10-15 percent of the student population⁶ should need Tier 2 supports. Characteristics include all of Tier 1, as well as:
 - supplemental instruction with scaffolds provided for identified skill deficits; ○ groups of approximately 3 to 5 students, for elementary, and 6 to 8 students for middle school; and
 - more focused and/or frequent progress monitoring.

Students successful in Tier 2 may continue with Tier 2 or return to Tier 1 (district, schools determine entry and exit criteria)⁷. Students who are not successful in Tier 2 should be referred to an instructional support team for Tier 3 supports.

- Tier 3 refers to intensive supports provided to individual students who need additional support beyond what they are receiving at Tiers 1 and 2. Only 1-5 percent of the student population should need Tier 3 supports⁸. Characteristics include all of those in Tiers 1 and 2, as well as:
 - intensive instruction for identified skill deficits; and
 - focus on teaching skills.

Students successful in Tier 3 may continue Tier 3, return to Tier 2, or return to Tier 1. Students not successful at Tier 3 may continue Tier 3 with an additional intervention attempted, and may then be referred to special education to identify and evaluate the need for special education services.

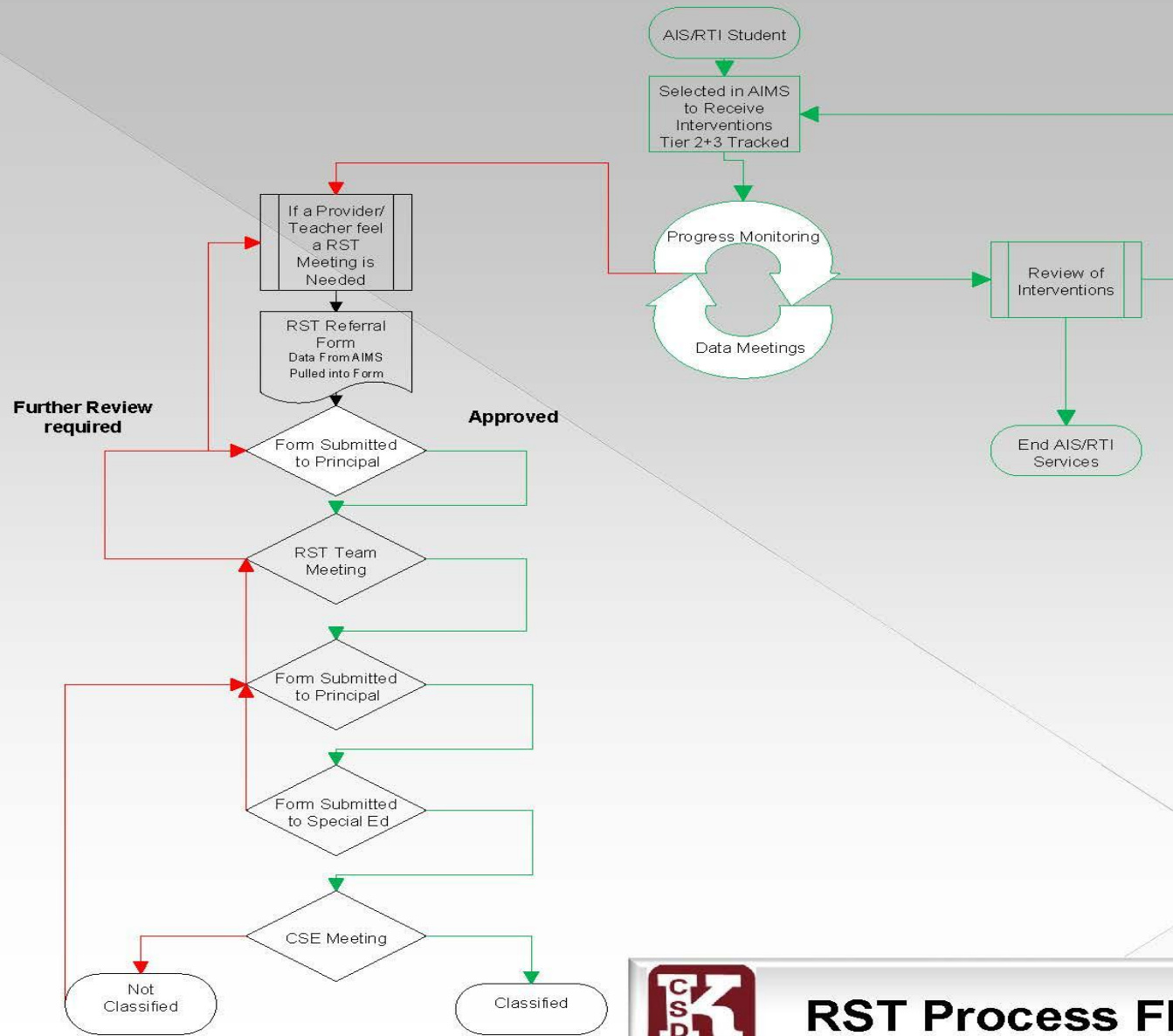
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Each tier has its own set of systems and practices, but some key components appear across every level. Each of these features need to be present for MTSS to be implemented with fidelity ([Center on Positive Behavioral Intervention and Supports \(PBIS\) - Tiered Framework](#)):

- evidence-based, culturally-responsive instruction and support in the home language as possible or as applicable;
- practices organized along a tiered continuum beginning with strong universal supports followed by intensified interventions matched to student needs;
- data systems that guide implementation and that are used to screen, monitor, and assess student progress and equity; and
- resources allocated to ensure systems and practices are implemented with fidelity over time.

There are no “Tier 2 or Tier 3 students”, only students who receive Tier 2 or Tier 3 levels of support. Students may receive varied tiers of support based upon their individual needs.

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RST Process Flow

Revision 11/17 - GT

SECTION 3: ASSESSMENT WITHIN an MTSS FRAMEWORK

DATA COLLECTION

An effective and efficient data system is essential for successful implementation of MTSS-I. Data is the “Global Positioning System (GPS)” of the MTSS-I framework. Data collection, analysis and decision-making occur at all levels of MTSS-I implementation, from the district level to individual student level. Data is used to inform districts and schools about their current systems and practices. Districts should ensure that their data system provides reliable and valid sources of screening, diagnostic, progress monitoring, and outcome data that are utilized to inform instruction and support relative to the academic, social-emotional, and behavioral needs of students.

COMPREHENSIVE ASSESSMENT SYSTEMS

For districts and schools that are implementing MTSS-I, student assessments may be the cornerstone of the entire system. Looking at school-wide data from student assessments helps with program evaluation. Schools can see the overall impact of supports. The data can show what areas need to be addressed at the district, school, and classroom levels. At an individual level, student assessments show the skills and needs of each student. This information is used to help match the right supports with the student. Students must be assessed in their home language as appropriate and to the greatest extent possible.

UNIVERSAL SCREENING ASSESSMENTS - Identifies at risk students

Universal screening is a critical first step in identifying students who need additional support. It is a brief assessment that is typically administered three times per year (Fall, Winter, Spring) to all students.⁹

DIAGNOSTIC ASSESSMENTS - Pinpoints exact areas of need

Diagnostic assessments provide more in-depth information of an individual student's specific skills for the purpose of guiding future instructional supports. Diagnostic assessments are administered immediately after the universal screening assessment.¹⁰

PROGRESS MONITORING - Tracks whether instruction is working

After students are identified and matched with additional supports, the subsequent assessments are used to monitor student progress. The data from progress monitoring determines whether or not current supports should be continued, or different supports are needed.¹²

STUDENT OUTCOME DATA – THE WHOLE CHILD

MTSS-I supports the whole child, which means supporting student success and well-being through many interconnected, data-informed lenses and shifting away from a singular focus on academics. Student outcome data determines the effectiveness of the instructional practices. Data points to consider include, but are not limited to: Academic

- State assessment scores

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- Course, class, gradebook grades
- Screener, diagnostic, progress monitoring data
- Formative, summative assessment results
- Tier entry and exit criteria Behavior
- Office discipline referrals
- Classroom-recorded incidents
- Attendance rate
- Tardiness, detentions, suspensions
- Health office visits
- Awards/recognitions
- Tier entry and exit criteria Social-Emotional
- Checklists that assess emotional regulation, social, and interpersonal skills
- Family engagement
- Restorative practices
- School climate
- Trauma
- Mental health
- Tier entry and exit criteria¹¹

SECTION 4: INTEGRATION OF OTHER SUPPORTS

MTSS-I AND EARLY LEARNERS

UNDERSTANDING THE RELATIONSHIP BETWEEN MTSS-I AND EARLY CHILDHOOD CLASSROOMS

Early childhood education plays an essential role in preparing all students for success in kindergarten and beyond particularly in the area of social emotional growth and development. NYSED's Resource Guides for School Success: The Prekindergarten Early Learning Standards emphasize the social emotional domain as a key lever to support young children's learning across all other domains. "Extensive research indicates that effective mastery of social emotional competencies is associated with greater well-being and school performance," (<http://www.nysed.gov/early-learning/resource-guides-school-success-early-learning>).

MTSS-I frameworks are typically designed for students in grades K-12; therefore, districts and schools must consider strategic and comprehensive approaches to providing the services and supports young children in early childhood need to learn essential academic skills and build social emotional competencies that impact behavior.

The [Pyramid Model](#) can be used to promote educator competence in addressing the social, emotional, and behavioral outcomes of young children from birth to age five. "The Pyramid Model's evidence-based practices fit within the MTSS-I framework, and its tiers closely align with the [MTSS Essential Elements](#). This alignment allows educators to implement the Pyramid Model seamlessly in their work and provides a platform to build on the social-emotional and behavioral structures they already have in place" (<https://nemtss.unl.edu/pyramid-model/>).

The Pyramid Model represents a comprehensive effort to provide teachers, caregivers, and families practical tools and strategies needed to promote and support positive behavior, prevent challenging behavior, and address the social needs of all young children. The Pyramid Model builds upon a tiered public health approach to promoting wellness and provides universal supports to all children and targeted or intensive services to those with persistent challenging behavior.

Aligning tiered systems of support starting in early childhood classrooms provides districts with a full-continuum of PD opportunities and implementation of evidence-based practices that support young children's social-emotional, language development (in English and the home language), early literacy, and early numeracy competence, confidence and ultimate success in school and community.

MTSS-I AND SPECIAL EDUCATION

MTSS-I is designed to meet the needs of all learners, including students with disabilities. All students receive Tier 1 supports. Tier 2 and Tier 3 supports do not replace Tier 1 supports. At different points in their educational journey, students may need supports in Tiers 2 and 3 and should have equitable access to them. The MTSS-I framework does not supplant individualized education program mandated services for students with disabilities, but instead provides intensive support when and where needed (Gersten et al., 2012; Vaughn et al., 2015). With full implementation, the MTSS-I framework ensures that the interventions and supports do not only focus on general education, but also incorporate how special education services are integrated at each tier.

A benefit of implementing the MTSS-I framework is that tiered supports will reduce the number of referrals for more restrictive educational placements for students with the most significant cognitive disabilities. This helps assure that students remain successful in a more inclusive educational placement. The goal of MTSS-I is to screen early and to deliver targeted support quickly. It can also help schools tell the difference between students who have not had appropriate instruction in the past and those who truly need special education. Accessing an appropriate educational program should be seamless; the MTSS-I framework is flexible enough to meet the needs of every student.

MTSS-I AND ENGLISH LANGUAGE LEARNERS (ELLs)

An English Language Learner (ELL) is a student who speaks a language other than English at home and scores below a state-designated level of proficiency in English upon entering a New York State (NYS) public school system. ELLs require support to become proficient in English as determined by Commissioners' Regulations Part 154.

While it is implicit in this MTSS-I framework that all students receive quality instruction, it is also incumbent that NYSED address the specific needs of ELLs. Based on the components of the MTSS-I framework, high-quality, research-based instruction—or Tier 1 grounded in culturally responsive instruction, will provide greater access to the general curriculum and integrate more coherently with English as a New Language (ENL) and/or Bilingual Education/Dual-Language programs and instruction and provide the support needed for all ELLs, including Former ELLs who have exited ELL status within the past two years.

The MTSS-I framework should not supplant ELL services but instead provide intensive support when and where needed in addition to those already mandated by Commissioners' Regulations Part 154. ELL student engagement should support oral language and written academic language development for the classroom with a goal of reducing teacher talk and increasing student-centered learning using research-based ELL strategies and NYSED-provided tools and resources.

MTSS-I, CULTURALLY RESPONSIVE EDUCATION AND EQUITY

MTSS-I is grounded in the belief that ***all*** students can learn, and ***all*** school professionals are responsive to the academic and behavioral needs of ***all*** students. In order to ensure "*All means all*", educators must explore the relationship between contemporary conditions of inequality and the ideas that shape access, participation, and outcomes for our learners. Equitable multi-tiered systems take into account the ways local and global contexts, histories, identities, and cultures impact educators and the students and families they serve in order to meet the needs of all students.

NYSED's [Culturally Responsive-Sustaining \(CR-S\) Education Framework](#) supports implementation of this MTSS-I framework by explicitly working toward those ends. The CR-S Education Framework helps educators create student-centered learning environments that affirm racial, linguistic, and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.

CR-S education is a view of learning and human growth that values differences in culture and identity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability) as strengths that should be included in teaching and learning. This approach to education counters dominant narratives about difference as deficits or as characteristics of students and families that should be remediated or assimilated. Using this approach to education, educators acknowledge, value, and leverage the wealth of knowledge found in communities that have been marginalized and ensure educational environments are free of bias and negative stereotypes.

As such, CR-S education supports implementation of MTSS-I in the following ways by ensuring:

- teaming structures (district, school, problem solving, etc.) are representative of the educational community and center family and student perspectives;
- data is viewed in both the aggregate and is disaggregated (by ability, race, language, gender, etc.) in order to identify and address inequities in student outcomes and experiences;
- instruction, assessment, interventions, and supports take into account and affirm student identity, culture, and language;

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- student support and problem solving in academic, behavioral, and student wellness are integrated and approached through an asset-based lens;
- welcoming, safe, affirming, and respectful climates and environments form the foundation upon which each tier of instruction and support are considered and implemented;
- regular and continuous reflection on the role systemic inequalities rooted in our country's history, culture, and institutions play in creating and maintaining educational inequality within the educational community; and
- a whole child approach that considers students' social emotional growth, builds their ability to acknowledge the limits of their own perspectives, and empowers them as agents of change.

MTSS-I IN A VIRTUAL/HYBRID LEARNING ENVIRONMENT

The COVID-19 pandemic proved that supporting students in remote and hybrid learning environments, while not always ideal, is essential. Schools must consider how their MTSS-I procedures may be adjusted based on the learning environment. Data collection systems, in particular, need special attention as the shift to different learning environments may impact a school's ability to assess students in a timely and valid way. Professional learning for teachers administering Tier 1, Tier 2, and Tier 3 support is necessary in order to help build capacity in dynamic learning environments.

SECTION 5: Roles and Responsibilities of School Staff in the MTSS-I Model

Roles of the School Principals:

- Provide leadership for, per regulation, the provision of Rtl services as articulated in the District's Rtl plan and MTSS-I model
- Request the assistance of and collaborate with all district/building resources regarding the Rtl program, when necessary.
- Schedule a beginning of the year faculty meeting for an RTI program presentation.
- Identify the Rtl Support Team (RST) and collaborate with them to schedule meetings to support students entering Tiers 3; at

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the principal's discretion.

- Ensure appropriate communication with parents as required by regulation and articulated in the District's Rtl plan.
- Collaborate with Rtl Support Team (RST) facilitator.

Roles of the Classroom Teachers:

- Work collaboratively with all stakeholders involved in the Rtl process.
- Carry out appropriate Tier 1, and Tier 2, classroom interventions with students,
- Attend School Intervention Team meetings when own students are involved.
- Maintain student Rtl Tier 2 documentation: in AIMS
- Maintain ongoing communication with parents and Tier 3 Interventionalists regarding student progress

Roles of Rtl Support Team (RST) Facilitator and Rtl Support Team (RST):

- Facilitate process of analyzing student data, supporting skill-based goal identification and identifying research-based strategies to address gaps in skills for students referred to Rtl.
- Manage process of intervention implementation and monitoring at regular meetings at assigned school locations.
- Oversee the Rtl process throughout the school year and assures that meeting information is maintained in AIMS for students.
- Report to principal to ensure that the criteria for the process has been met.

Roles of Reading/Math Intervention Specialists:

- Function as a resource for the school by understanding, supporting, and implementing scientifically based research and evidence-based practices for teaching reading/math and assessing student progress toward achievement of reading benchmarks.
- Act as a support/resource for staff.
- Accelerate the reading/math achievement of identified struggling students.
- Work closely with the building Principal to plan and coordinate the reading/literacy/math Rtl program.
- Assess student progress through screening, progress monitoring, and diagnostic assessments.
- Interpret assessment data to determine adequate progress or to identify those in need of increased intervention.
- Work with students individually or in groups providing literacy/math skill-based intervention as determined by the articulated Rtl program; and
- Attend and assist with Rtl Support Team (RST), as needed.
- Maintain information in AIMS; provide AIMS support to teachers

***Note: Current AIS providers become Rtl specialists in this structure providing direct and indirect supplemental classroom support as determined appropriate by the tiers.

Roles of the Speech Pathologists/School Counselors/School Psychologists/Social Workers/BOCES Behavior Support Team:

- Collaborate with the building Principal, or designee, for scheduling and attending of RST meetings.
- Act as a support/resource for staff for strategies, differentiation, social-emotional learning, behavior and goal writing,
- Obtain parent permission for any necessary screenings or assessments (i.e. vision, hearing, etc.);

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- Provide screenings or assessments for students making limited progress as requested by the Rtl Support Team (RST) (i.e. CELF screenings, etc.).
- Provide appropriate Rtl services as indicated by screening/assessment results as allowed.

Roles of the Special Education Teachers:

- Serve as liaison between team and school psychologist when a Special Education referral is made by the RST Team (determining needed assessment protocol);
- Participate in student meetings, as requested, and help with determining appropriate assessment needs, interventions, data analysis, and/or referral to Special Education.
- Periodically review information on Tier Two and Tier Three students and collaborate with others, as needed to monitor student progress.

Roles of the Instructional Coaches (Grades 5-8)

- Provide ongoing support for the implementation of the District's Literacy/Math program, including the implementation of Rtl.
- Provide job-embedded professional development for the implementation of all assessments and the universal screening for Rtl and support the classroom teacher in identifying and providing support to Tier 1 and 2 students.
- Support the classroom teachers with the Tier 1 and Tier 2 intervention processes by modeling best practices and providing resources and strategies for differentiated instruction. Some examples of ways in which intervention strategies may be addressed are CPT meetings, grade level meetings, individual teacher conferencing, etc.
- Provide support to the classroom teacher to design and deliver small group specifically targeted interventions for Tier 2 and Tier 3 students to address deficit skills in reading, writing, and math. Tier 2 interventions shall take place in the classroom whenever possible to provide more support for the teacher and more intensive instruction for identified students.

Roles of the Directors

- Guide Implementation
 - Oversee the district's Literacy and Math programs, including Rtl, ensuring consistency across grades 5-8.
 - Monitor the effectiveness of Tier 1, 2, and 3 interventions and instructional coaching support.
- Support Professional Development
 - Ensure instructional coaches provide job-embedded training for teachers on assessments, Rtl processes, and intervention strategies.
 - Align professional learning for coaches with district goals and instructional priorities.
- Use Data to Drive Instruction
 - Oversee data collection and analysis to inform intervention decisions.
 - Ensure instructional coaches help teachers use data effectively in team meetings and lesson planning.
- Ensure Effective Interventions
 - Set expectations for instructional coaches to support teachers in providing Tier 1 and Tier 2 interventions.
 - Monitor the implementation of targeted small-group interventions for Tier 2 and Tier 3 students.
- Facilitate Collaboration
 - Strengthen communication between instructional coaches, teachers, and administrators to align support efforts.
 - Ensure instructional coaching initiatives meet the needs of both educators and students.
- Monitor & Improve Impact

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- o Conduct regular check-ins with instructional coaches to assess progress and adjust support as needed.
- o Evaluate the impact of coaching on teaching practices and student outcomes.

SECTION 6: *MTSS-I AND SOCIAL EMOTIONAL LEARNING (SEL)*

MTSS-I AND SOCIAL EMOTIONAL LEARNING (SEL)

SEL is, “the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities” (CASEL, 2020).

Research indicates that effective mastery of social emotional competencies is associated with greater well-being and better school performance; whereas the lack of competency in these areas can lead to a variety of personal, social, and academic difficulties (Eisenberg, 2006; Guerra & Bradshaw, 2008; Masten & Coatworth, 1998; Weissberg & Greenberg, 1998). A study of young students found a significant relationship between students’ social emotional skills in kindergarten and their outcomes 13-19 years later. Those students with early prosocial skills were more likely to graduate from high school on time, complete a college degree, and achieve and maintain full time employment. During high school they were less likely to be involved with police, abuse alcohol, or be on medication for emotional or behavioral issues (Jones, Greenberg, & Crowley, 2015).

There is also evidence that explicitly teaching these skills can have a wide-ranging impact on students’ development. Studies have found that participating in high quality, evidence-based SEL programs can reduce emotional distress, improve engagement, improve social emotional skills, and improve academic achievement by 11 percentile points (Durlak et al., 2011).

Infusing SEL within an MTSS-I framework enables schools to proactively provide universal interventions for all students, and to customize interventions that address academic and behavioral challenges for at-risk students (secondary interventions) and high need students (tertiary interventions). SEL is an important means of addressing equity and most importantly, ensures that all young people are provided with the kinds of supports they need to thrive.

MTSS-I AND MENTAL HEALTH

Pupil personnel service (PPS) staff, which include school counselors, school social workers, school psychologists, mental health counselors and school nurses, are uniquely poised to be the primary source of expertise upon which the entire school community can draw in supporting student well-being. These professionals have overlapping skills, such as counseling, assessment, consulting, collaboration, parent/school liaising, PD for faculty and staff, and crisis response. They share in facilitating social-emotional and physical well-being, strengthening family, school, and community partnerships, increasing access to instruction, and promoting a positive school climate. In MTSS-I, however, we can see the specializations of their training and, therefore, roles emerge.

School counselors utilize their specialized knowledge of curriculum and development to design and implement comprehensive programs to help all students build fundamental academic, career development and social/emotional skills. Certified school psychologists focus on administering, analyzing and interpreting psychological and psycho-education assessments, selecting and implementing appropriate evidence based

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specialized assessments, and promoting success for targeted students with particular needs. Certified/licensed school social workers are both licensed mental health professionals and certified school social workers who are educators with expertise in assessment, individual and group counseling, and crisis intervention. School social workers' systems approach provides a pivotal link between school, home, and community-based assistance. Licensed mental health counselors provide intensive, specialized school-based and/or community-based interventions. School nurses work across disciplines to build a culture of health and improve student and community health outcomes by providing leadership, advocacy, care coordination, critical thinking, and mitigation of barriers to health.¹⁴ School health services programs are required in all public school districts. Such programs are overseen by the director of school health services (a.k.a. medical director) who is the physician or nurse practitioner public school districts must employ. The medical director delegates duties to the school nurse who is a registered professional nurse (RN) within their scope of practice. School nurses provide leadership, community/public health, care coordination, and quality improvement to promote health and wellness and disease management in population healthcare.

Tier 1 services are designed to reach every student in the school. The role of the school counselor is focused on universal interventions since all students must have access to a certified school counselor per section 100.2(j) of the Regulations of the Commissioner of Education. For grades 6-12, each student is assigned a school counselor who is responsible for an annual progress review to include social-emotional development, academic success, and post-high school planning. This makes school counselors uniquely situated to take responsibility for providing Tier 1 universal interventions for the entire student body through both direct and indirect services. Tier 1 direct services include providing the core curriculum (K-12) which addresses competencies related to social emotional development, college and career readiness and academic skills. Other Tier 1 interventions include an annual progress review (grades 6-12), individual student planning, and academic advisement. Indirect services include consultation, collaboration, leadership, advocacy, and referrals to appropriately licensed or certified individuals. Due to their specialized knowledge, school counselors also lead the district's efforts, in collaboration with PPS and other school staff, to develop the district's and school's comprehensive developmental school counseling program plans which incorporate descriptions of all three levels of interventions, when they will be provided, and by whom.

At the secondary and tertiary levels, supports become increasingly targeted to meet students' specific needs. At the Tier 2 level, some of these supports may be provided by school counselors, but are often referred to school social workers and school psychologists and are targeted to students identified as vulnerable due to academic, social-emotional, and mental health challenges. At the tertiary level, school social workers, school psychologists, and licensed mental health counselors address a smaller number of high need students who require more specialized individual interventions and/or referral to community-based counseling and resources. It should be noted that specific roles can become overburdened when the full complement of PPS professionals are not available in a school. For example, if a school does not have the services of a certified school social worker, the school counselor and psychologist must then compensate for the missing service provider. This is the reality in a school when any role is not available.¹⁵

MTSS-I AND SCHOOL HEALTH SERVICES

The school nurse employs primary prevention by providing health education that promotes physical and mental health and informs healthcare decisions,

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prevents disease, and enhances school performance. Addressing such topics as healthy lifestyles, risk-reducing behaviors, developmental needs, activities of daily living, and preventive self-care, the school nurse uses teaching methods that are appropriate to the student's developmental level, learning needs,

readiness, and ability to learn. Screenings, referrals, and follow-up are secondary prevention strategies that school nurses utilize to detect and treat health-related issues in their early stage.¹⁶

Based on standards of practice and community health perspective, the school nurse and other licensed school health professionals provide a safe and healthy school environment through control of infectious disease, which includes utilization of school-wide infection control measures, and disease surveillance and reporting.

School nurses are critical to the school mental health team in that they can help address and reduce the stigma of a behavioral health diagnosis, decrease fragmentation of care, and remove barriers to behavioral health services. School nurses, because of their regular access to students and their experience with care coordination, are also uniquely equipped to assist school and community-based behavioral health professionals in providing services including prevention, assessment, early identification/intervention, and treatment of mental illness and substance use disorders.¹⁷

SECTION 6: PROFESSIONAL DEVELOPMENT

Part 100.2(ii)(3) requires each school district take “appropriate steps to ensure that staff have the knowledge and skills necessary to implement a Rtl program and that such program is implemented consistent with the specific structure and components of the Rtl process selected by the school district.

The Kingston City School District recognizes the importance of an integrated approach for interventions designed to improve student performance. To this end the committee recognizes the importance of the integration of ***NYS Standards, Data Driven Instruction, and a problem-solving process*** delivered through a multi-tiered system (***MTSS-I***). RTI components can and should be woven into NYS Standards’ training by answering the questions: what to do when individual students encounter significant challenges in mastering the skills being taught and how should the interaction of the curriculum, instruction, learners and learning environment be altered so students will learn?

The Kingston City School District provides instructional and social/emotional professional development for all employees through conference days, department meetings, grade level meetings and virtual trainings with the support of the Instructional Technology Coaches, Instructional Coaches (Grades 5-8), Assistant Superintendent of Curriculum, Instruction and Assessment, Assistant Superintendents of Elementary and Secondary Education and PPS, Directors and Assistant Directors of Special Education and K-12 Directors as appropriate.

SECTION 7: PARENT/GUARDIAN NOTIFICATION

Parents of children attending schools in the Kingston City School District are involved and kept informed of their child's progress in school at all levels. When students participate in the District RtI process, parents will receive specific parent notification which meets the New York State Education Department requirements:

"Parents must be notified in writing and in a language or mode of communication they understand if their child needs an intervention beyond that which is provided to all students in the classroom through the RtI process. Such parents must specifically be notified in writing:

- *how much and what kind of information (data) the school will collect to monitor the student's progress.*
- *the nature of the intervention/instructional support the student will receive; and*
- *of the parent's right to request an evaluation for special education services."*

The existing procedures are to inform parents of a student's involvement in the MTSS-I process and Response to Intervention (RtI). As such, the building level principal and/or their designee will be responsible for parent/guardian notification (back and forth movement between Tier 2 and 3).

While not defined as a special education initiative in the Kingston City School District, parent notification in this RtI plan will ensure that the District complies with NYSED regulation 8NYCRR §200.4(j)(1)(ii)(b)

"In the event a student is referred for an evaluation to determine if the student has a learning disability, the parent will have received appropriate data- based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. (8NYCRR §200.4(j)(1)(ii)(b))"

(Accessed at <http://www.p12.nysed.gov/specialed/RTI/guidance/parents.htm>.)

Kingston City School District Response to Intervention Plan

Section 8:

Kingston City School District Response to Intervention Plan MTSS-I Determination and Programs K-8

*** Reminder: Utilize multiple measures – a student does not automatically receive any Tier services based on one measure only.**

MTSS-I Reading

Grade Kindergarten – MTSS-I Determination FALL		
	Tier 2	
Measure		
iReady Diagnostic		
Letter Naming Fluency	5 CPM and below	

Grade Kindergarten – MTSS Determination WINTER		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS 340-SS 352	SS 283- SS 339
Letter Naming Fluency	13-26 CPM	12 CPM and below
Letter Sound Fluency	8-16 CPM	7 CPM and below
Phoneme Segmentation Fluency	6-10 CPM	5 CPM and below

Grade Kindergarten – MTSS Determination SPRING		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS 340-SS 352	SS 283- SS 339
Letter Naming Fluency	36-18 CPM	12 CPM and below
Letter Sound Fluency	33-19 CPM	7 CPM and below
Phoneme Segmentation Fluency	30- 15 CPM	5 CPM and below
Pseudoword Decoding Fluency	4-3 CPM	2 and below

Grade 1 – MTSS Determination FALL		
	Tier 2	Tier 3
Measure		
iReady Diagnostic		
Pseudoword Decoding Fluency	5 WCPM and below	5 WCPM and below
Letter Naming Fluency	34 CPM and above	33 CPMM and below

Kingston City School District Response to Intervention Plan

Letter Sound Fluency	27 CPM and above	26 CPM and below
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Grade 1 – MTSS Determination WINTER		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS 347- SS 370	SS 320-SS 346
Passage Fluency	11-25 WCPM	10 WCPM and below

Grade 1 – MTSS Determination SPRING		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS 347- SS 370	SS 320-SS 346
Passage Fluency	20-49 WCPM	19 WCPM and below

Grade 2 – MTSS Determination FALL		
	Tier 2	Tier 3
Measure		
iReady Diagnostic		
Passage Decoding Fluency	24-39 WCPM	23 WCPM and below

Grade 2 – MTSS Determination WINTER		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS 419-SS 431	SS 418 SS 360
Passage Fluency	36-66 WCPM	35 WCPM and below

Grade 2 – MTSS Determination SPRING		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS 419-SS 431	SS 418 SS 360
Passage Fluency	WCPM 46-82	45 WCPM and below

Grade 3 – MTSS Determination FALL		
	Tier 2	Tier 3
Measure		
iReady Diagnostic		
Passage Fluency	41-71 WCPM	40 WCPM and below

Grade 3 – MTSS Determination WINTER		
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	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS 476 SS 486	SS 404 SS 473
Passage Fluency	63-85 WCPM	62 WCPM and below

Grade 3 – MTSS Determination SPRING		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS 476 SS 486	SS 404 SS 473
Passage Fluency	65-96 WCPM	64 WCPM and below

Grade 4 – MTSS Determination FALL		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	1 grade below	3 or more grades below
Passage Fluency	61-83 WCPM	60 WCPM and below

Grade 4 – MTSS Determination WINTER		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS 498- SS 516	SS 379-SS 495
Passage Fluency	72-109 WCPM	71 WCPM and below

Grade 4– MTSS Determination SPRING		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS 476 SS 486	SS 404 SS 473
Passage Fluency	84-120 WCPM	83 WCPM and below

Grade 5 – MTSS Determination FALL		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS 533- SS 542	SS 439- SS 541
Passage Fluency	115-65 WCPM	64 WCPM and below

Grade 5 – MTSS Determination WINTER		
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	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS 533- SS 542	SS 439- SS 541
Passage Fluency	127-85 WCPM	84 WCPM and below

Grade 5 – MTSS Determination SPRING		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS	SS
Passage Fluency	140-103 WCPM	102 WCPM and below

Grade 6 – MTSS Determination FALL		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS	SS
Passage Fluency	125-89 WCPM	88 WCPM and below

Grade 6 – MTSS Determination WINTER		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS 566- SS 573	SS 565- SS 422
Passage Fluency	139-92 WCPM	91 WCPM and below

Grade 6 – MTSS Determination SPRING		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS	SS
Passage Fluency	140-92 WCPM	91 WCPM and below

Grade 7 – MTSS Determination FALL		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS 589- SS 583	SS 582 SS 397

Kingston City School District Response to Intervention Plan

Passage Fluency	129-95 WCPM	94 WCPM below

Grade 7 – MTSS Determination WINTER		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS 589- SS 583	SS 582 SS 397
Passage Fluency	135-95 WCPM	94 WCPM

Grade 7 – MTSS Determination SPRING		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS 589- SS 583	SS 582 SS 397
Passage Fluency	138-98 WCPM	97 WCPM

Grade 8 – MTSS Determination FALL		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS 589- SS 583	SS 582 SS 397
Passage Fluency	146-105 WCPM	104 WCPM

Grade 8 – MTSS Determination WINTER		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS 594 - SS 599	SS 411 SS 593
Passage Fluency	146-105 WCPM	104 WCPM and below

Grade 8 – MTSS Determination SPRING		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	SS 594 - SS 599	SS 411 SS 593
Passage Fluency	146-105 WCPM	104 WCPM and below

Kingston City School District Response to Intervention Plan

KCSD Academic Literacy Entrance and Exit Criteria			
	Entrance Criteria	Resources	Exit Criteria
Tier 1	<ul style="list-style-type: none"> Students performing at or close to grade level Students making adequate progress through Tier 1 curriculum 	Universal evidence-based instruction – CKLA or Amplify ELA	Universal screeners indicate area of deficiency for a student
Tier 2	iReady Diagnostic score < 35 percentile Fluency scores as outlined above	Small group instruction- Classroom Teacher MyPath – all FUNdations – K-2 Heggerty/Bridge the Gap- K-4 iReady phonics for reading – Grade 3 -6	
Tier 3	iReady diagnostic score is < 10%ile Fluency scores as outlined above Tier 2 interventions are unsuccessful	Small group instruction with a specialist Multisensory reading UFLI Heggerty/Bridge the Gap	Successful intervention: Scores on fluency assessments reach Tier 2 Criteria Student enters Tier 2 Intervention is unsuccessful: Scores on fluency assessments do not reflect adequate progress Student is referred to MTSS team for determination if student needs to be referred to CSE

MTSS-I MATH

Grade Kindergarten – MTSS Determination WINTER		
Measure	Tier 2	Tier 3

Kingston City School District Response to Intervention Plan

iReady Diagnostic Overall Relative Placement	1 Grade Level below AND	1 Grade Level Below
iReady Overall Scale Score	SS 320-SS 347	SS 289-319
Unit assessments/comprehension checks	Unsuccessful	Unsuccessful

Grade 1 – MTSS Determination FALL		
	Tier 2	Tier 3
Measure		
iReady Diagnostic	1 Grade Level below AND	2 Grade Level Below
Unit assessments/comprehension checks	Unsuccessful	Unsuccessful

Grade 1 – MTSS Determination WINTER		
Measure	Tier 2	Tier 3
iReady Diagnostic Overall Relative Placement	1 Grade Level Below and	2 Grade Levels Below
iReady Overall Scale Score	SS 347-SS 366	SS 303-346
Unit assessments/comprehension checks	Unsuccessful	Unsuccessful
Grade 2 MTSS Determination FALL	Tier 2	Tier 3
iReady Diagnostic Overall Relative Placement	1 Grade Level Below	2 or more GL Below
Unit assessments/comprehension checks	Unsuccessful	Unsuccessful

Grade 2 – MTSS Determination WINTER		
Measure	Tier 2	Tier 3
iReady Diagnostic Overall Relative Placement	1 Grade Level Below	2 Grade Levels Below
iReady Overall Scale Score	SS 387-SS 396	SS 323-SS 386
Unit assessments/comprehension checks	Unsuccessful	Unsuccessful

Grade 3 – MTSS Determination FALL		
	Tier 2	Tier 3
Measure		
iReady Diagnostic Overall Relative Placement	1 Grade Level Below	2 or more Grade Levels Below
iReady Overall Scale Score		
Unit assessments/comprehension checks	Unsuccessful	Unsuccessful

Kingston City School District Response to Intervention Plan

Grade 3 – MTSS Determination WINTER		
Measure	Tier 2	Tier 3
iReady Diagnostic Overall Relative Placement	1 Grade Level Below	2 or More GL Below
iReady Overall Scale Score	SS 413-SS 422	SS 369-SS412
Unit assessments/comprehension checks	Unsuccessful	Unsuccessful

Grade 4 MTSS Determination Fall		
	Tier 2	Tier 3
Measure		
iReady Diagnostic Overall Relative Placement	1 Grade Level Below	2 or more Grade Levels Below
Unit assessments/comprehension checks	Unsuccessful	Unsuccessful

Grade 4 – MTSS Determination WINTER		
Measure	Tier 2	Tier 3
iReady Diagnostic Overall Relative Placement	1 Grade Level Below and	2 or MORE GR Below
iReady Overall Scale Score	SS 435-SS422	SS 385- SS 433
Unit assessments/comprehension checks	Unsuccessful	Unsuccessful

Grade 5 – MTSS Determination FALL		
Measure	Tier 2	Tier 3
iReady Diagnostic Overall Relative Placement	1 Grade Level Below	2 or more Grade Levels Below
Unit assessments/comprehension checks	Unsuccessful	Unsuccessful

Grade 5 – MTSS Determination WINTER		
	Tier 2	Tier 3
Measure		
iReady Diagnostic Overall Relative Placement	1 GL Below AND	2 or MORE GL Below
iReady Overall Scale Score	SS 450- SS 456	SS 394- SS 449
Unit assessments/comprehension checks	Unsuccessful	Unsuccessful

Grade 6 – MTSS Determination FALL		
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Kingston City School District Response to Intervention Plan

Measure	Tier 2	Tier 3
iReady Diagnostic Overall Relative Placement	1 Grade Level Below	2 or more Grade Levels Below
Unit assessments/comprehension checks	Unsuccessful	Unsuccessful

Grade 6 – MTSS Determination WINTER		
Measure	Tier 2	Tier 3
iReady Diagnostic Overall Relative Placement	1 GL Below AND	2 or MORE GL Below
iReady Overall Scale Score	SS 465- SS 478	SS 427- SS 464
Unit assessments/comprehension checks	Unsuccessful	Unsuccessful

Grade 7 – MTSS Determination FALL		
Measure	Tier 2	Tier 3
iReady Diagnostic Overall Relative Placement	1 Grade Level Below	2 or more Grade Levels Below
Unit assessments/comprehension checks	Unsuccessful	Unsuccessful

Grade 7 – MTSS Determination WINTER		
Measure	Tier 2	Tier 3
iReady Diagnostic Overall Relative Placement	1 and 2 GL Below AND	3 or more GL Below
iReady Overall Scale Score	SS 465-SS 486	SS 357- SS 464
Unit assessments/comprehension checks	Unsuccessful	Unsuccessful

Grade 8 – MTSS Determination FALL		
Measure	Tier 2	Tier 3
iReady Diagnostic Overall Relative Placement	1 Grade Level Below	2 or more Grade Levels Below
Unit assessments/comprehension checks	Unsuccessful	Unsuccessful

Grade 8 – MTSS Determination WINTER		
Measure	Tier 2	Tier 3
iReady Diagnostic Overall Relative Placement	1 and 2 GL Below AND	3 or more GL Below AND
iReady Overall Scale Score	467- SS 497	SS 345- SS 479

Kingston City School District Response to Intervention Plan

Unit assessments/comprehension checks		

KCSD Academic Literacy Entrance and Exit Criteria			
	Entrance Criteria	Resources	Exit Criteria
Tier 1	<ul style="list-style-type: none"> Students performing at or close to grade level Students making adequate progress through Tier 1 curriculum 	Universal evidence-based instruction – iReady	Universal diagnostic indicates area of deficiency for a student
Tier 2	iReady Diagnostic	Small group instruction- Classroom Teacher MyPath – all	<p>Successful intervention: Scores on common assessment/comprehension checks Student enters Tier 1</p> <p>Intervention is unsuccessful: Scores on above assessments and diagnostic do not reflect adequate progress Student is referred to MTSS team for determination if student enters Tier 3</p>
Tier 3	iReady diagnostic score is 2-3 GL below Tier 2 interventions are unsuccessful	Small group instruction with a specialist	<p>Successful intervention: Diagnostic and classroom assessments reach Tier 2 Criteria Student enters Tier 2</p> <p>Intervention is unsuccessful: Scores on diagnostic and skill specific assessments</p> <p>Student is referred to MTSS team for determination if student needs to be referred to CSE</p>

SECTION 9: REFERENCES

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SECTION 10: TEACHER RESOURCES

RtI Toolkit

Right Click this link then click hyper link to access the RTI Toolkit for a collection of research-based resources and strategies.

[RtI Toolkit \(sharepoint.com\)](https://sharepoint.com)